ELT METHODOLOGIES

BS

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(FACULTY OF SOCIAL SCIENCES AND HUMANITIES)
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FOREWORD

The BS English Programme is being offered by the Department of English of Allama Iqbal University for the students who are interested in the fields of linguistics and literature. This programme is exclusive in the sense that it will provide study guides for all the courses written especially for AIOU students to introduce the concepts in an effective and a simple manner. This course will help students to have knowledge of both linguistics and literature. Furthermore, it will be properly effective from the viewpoint of prospective students and researchers for future implementation in the classroom setting and/or research setting.

The BS English study guide aims to include all possible queries that students may have and gently stimulates their intellect to probe into further questions. The areas and ideas presented in each chapter are covered appropriately and accurately. The text is comprehensive and accessible to students without even having commendable prior knowledge of linguistics and literature. This course intends the professional development of the students in the fields of linguistics and literature using different handy styles adopted by the different course writers.

The BS English study guides are a powerful tool even for BS English tutors teaching in various regions focusing upon a uniform scheme of studies. Also, these courses will help tutors by providing adequate teaching material for responsible and independent teaching. All study guides strictly follow the standardized nine-unit sub-division of the course content for optimum understanding. The short introduction at the beginning provides an overview of the unit followed by achievable learning objectives. The study guides define difficult terms in the text and guide the students for accessible learning. These units are finally summed up in summary points and the assessment questions not only guide teachers and students but also help to revise the content developed upon previously formed concepts. Moreover, it provides links and a list of the suggested readings for further inquiry of students.

In the end, I am happy to extend my gratitude to the course team chairman, course development coordinator, unit-writer, reviewers, and editors for the development of the course. Any suggestions for the improvement in the course will be fondly welcomed by the Department of English.

Prof. Dr. Zia-ul-Qayyum  
Vice-Chancellor
ELT METHODOLOGIES
BS English

My dear students welcome to the BS English: ELT Methodologies Course. This course is basically planned to fulfill an important need of developing trained English teaching professionals who may then accomplish goals of English teaching and learning requirements in our country Pakistan. It guarantees to provide you with the basic requirements of English teaching, namely the methods, approach and techniques as well as a crucial practical part of teaching, i.e. lesson planning. This all aims at enabling you to enter the teaching field, at any level, with confidence. ELT Methodologies imply all of the knowledge and skills needed for English language teaching. So it encompasses not only ELT Models of teaching along with their ideologies in form of approaches but also roles of a teacher accordingly as well as planning and developing a lesson plan. Since the field of English language teaching and learning acquired a serious concern in our country, where English is taught as second or foreign language. It is so because there is a linguistic variation in English and Urdu or local languages of Pakistan. Most of the language teachers are unaware of theoretical and practical pedagogical materials, methods and techniques without which we face a lot of problems in fulfilling the aims and objectives of English language teaching in our country. Keeping this in view, this course study book is prepared to equip our prospective English language teachers with all of the necessary basic knowledge and skills so that they can prove well-qualified and well-trained teaching professionals.

As a matter of fact, to reach the required destination in our English academic field, the teachers need to select and grade orderly and systematically not only the teaching materials but also syllabus. They should also be well-equipped with the theoretical and pedagogical skills to present and practice the teaching materials through carefully designed classroom activities based on some theoretical approaches and practical ELT methods. Therefore, the contents of this course have been exclusively prepared to cater for most of these teaching assignments. Through the course, you will also learn about a number of theoretical and practical concepts related with roles played by the teacher in various classroom settings and different traditional and innovative ELT Methods like Grammar Translation, Direct, Audio-lingual, Suggestopedia and the Silent Way as well as the Communicative Approach. The course also provides guidance in how to plan a lesson for organizing well the classroom activities in order to get maximum output from the students in an interesting way. ‘ELT Methodologies’ is a three credit hour course and comprises ten units, covering all mentioned above. This book is very simple in its approach to vocabulary and style. For this wholesome task of the book, the main authentic source utilized was “An Approach to the Teaching of English” by M. Saif-ul-Haq. Now is going to be presented introduction of every unit separately.

Unit 1 introduces the basics of teaching English language that lies in understanding its basic three components: Approach, method and technique. There is always an ideology behind our working as teachers. This ideology forms the basis of our practical procedures. This very ideological basis is known as ‘Approach’ — a theoretical basis of
methods and techniques. Its examples are Natural and Structural approaches, to name a few. When these approaches are moulded into practical decisions and sequential procedures containing content as well as skills; they are called ‘Methods’ like Grammar Translation, Audio-lingual and Direct methods. Now comes the ‘Technique’, which is actual and practical description of classroom processes as classroom activities, having foundation in approach and method to be chosen by the teacher according to the objectives of teaching. Technique can be varied like drills, dialogues, written exercises and role-play etc.

**Unit 2** gives an idea about the roles of language teachers, which they take up according to the approach and method they adopt according to their teaching objectives while keeping in view their students’ needs at particular level of language learning. The 21st century needs are more demanding as far as the communicative purposes are involved in learning of English language so accordingly teachers’ role have been transformed from the authoritative one to many other roles like that of the prompter, the resource, the assessor, the organizer, the participant, the tutor and the facilitator. After reading this unit dear students you will be able to recognize all these roles of interactive teachers and you will be enabled to select wisely any one or many of the roles according to your students’ needs. So this unit is significant enough for the afore-mentioned purpose.

**Unit 3** is based on the ELT Models in Pakistan. This unit will help you to understand the current status of English language in Pakistan and its relation with the native and local languages of Pakistan. This is important to have knowledge about it as it plays a vital role in selecting the ELT Model for Pakistan. For its better understanding this unit also discusses the current conditions under which English is taught like lack of a clear-cut policy, little understanding of aims, dearth of competent teachers, inadequate materials, large classes and the faulty examination system. After knowing all this, appropriate methods can be adopted accordingly. This will surely bring about positive changes in fulfilling our requirements of teaching English.

**Unit 4** is about introduction of Grammar Translation Method, its procedure, and pros and cons of it. In multilingual society of Pakistan this classic and traditional method is adopted for most of the time by the teachers because of it being a convenient method not only for them but also for students. Its basic assumption is that the target language can be best learnt and taught through translation from the mother tongue into the target language, the language to be learnt. The main goal of this method is to enable students to learn grammatical rules and vocabulary through memorization in order to translate in and out the mother tongue or first language. It has many advantages and disadvantages, for which dear students you have to study the unit thoroughly for its better understanding. Upon successful completion of this unit, you will be able to acquire the basic information about this method and its utilization in Pakistan in a better way.

**Unit 5** defines and explains the term ‘Communicative Approach’ or Communicative Language Teaching method (CLT). The overall aim of this unit is to explain what we mean by ‘Communicative language teaching’, while considering the role of teacher in
teaching language as a tool of communication and not just mere as a subject of study. Thus, this unit is based on exploring the theoretical considerations of CLT and describing its concepts, key features and main doctrines on which the ‘Communicative Approach’ is based. Upon completing this unit you would be able to explore how language should be dealt with in teaching and learning process. Basically language is communication. So in order to teach English language as a communicative process, it is important to go through this unit completely as it provides guidance on our needed methodology of teaching English language in Pakistan.

Unit 6 is about Direct Method. Though it is also a traditional method but appreciated and employed for its utility of teaching English language through a natural approach of language learning with natural sequence of acquiring language from listening, speaking, reading and writing. Therefore this unit is describing its characteristics, main principles, advantages and disadvantages. It will help you, dear students, to understand the basic technicalities involved in teaching and learning language for the communication purpose and not just for seeking its grammatical knowledge along with vocabulary memorization through translation. You will comprehend the significance of language teaching and learning process in its true sense, through the study of this unit.

Unit 7 takes into account how to use aural-oral approach in form of Audio-lingual Method (ALM) for a greater impact learning communicative language. This method is also known as Army method because of its usage of drill techniques. For this purpose its main focus is on dialogues delivery. Hence its emphasis is more on speaking than on writing. Therefore ALM deals not only with Morphology and Syntax but also with Phonology. Accordingly, the concept and use of language laboratory was developed. Language laboratories have their significant role in teaching and learning English language. Moreover, the use of Audio-visual aids is also utilized in this method. Upon successful completion of this unit, you will be able to understand how to teach and learn English language successfully with inventiveness and resourcefulness, through this unit.

Unit 8 is about the method of Suggestopedia. This unit will help you to understand the fundamental concept of development of language in the comfortable and relaxing environment. According to the originator of this method, Lozanov a relaxed but focused state is the optimum state for learning. In order to create such conducive environment Suggestopedia makes use of music. The term ‘Suggestopedia’ itself suggests that learning should be place in a learners-centered environment in which they can themselves put forward suggestions for different language contents and skills. Such an environment is not only motivational for students but they remain in relaxed state of mind, which is necessary for quick and useful language learning. Upon completion of this unit you will be able to take a professional and formal teaching method to make the best impact on your students.

Unit 9 (Section A) is the last but one unit of this course which is about the last teaching method in this course study book. It will acquaint you with the concept of a learner-centered teaching in which most of the time the teacher remains silent except playing the
Role of a facilitator and an organizer in conduction of the classroom business. The main focus of this method of the ‘Silent Way’ is on treating language as a rule formation and not as a habit formation. In this method then the students become themselves responsible for their learning and develop their own hypotheses about language. No doubt, there is surely occurrence of errors in this procedure but they are taken as a symbol of language learning process. This unit will also help you hence to practice the more learner-centered teaching skills in order to be more effectual teachers.

Unit 9 (Section B) is the last unit of this course and it is about the very important practical aspect of language teaching. So this is about lesson planning. Planning, in fact, empowers the language teachers for better classroom organization regarding various learning contents and skills in order to attain the preferred goals. Cautious planning is decisive for successful language teaching and learning process. No one can be a good teacher without being aware of the learning objectives and proper planning of the classroom activities. Therefore, lesson planning is quite significant to be ensured before the commencement of the lesson. Dear student, this unit is hence written to make you familiarize with key parts of lesson planning, namely lesson objectives, related requirements, lesson materials, procedure, assessment method and lesson reflection. The important thing for you is to study the unit thoroughly for better understanding of this practical aspect of teaching and learning process.

THE MAIN FOCUSED AREAS OF PEDAGOGY

The core of this course can be summarized in the following areas:

- Pedagogical contents and skills (using approach, methods and technique, teacher’s role and lesson planning);
- Communicative Teaching Skills (Employment of methods and techniques for teaching language as communication, effectiveness of teaching in form of maximum language outputs from our students and successful assessment);
- Demonstrative Writing Skills (disseminating teaching professional information in form of organized classroom activities via written lesson planning).
LEARNING OUTCOMES

The following learning objectives form the basis of successful pedagogy in this course.

- Understanding of the basic concepts of language teaching, namely, approach, method and technique.
- Explanation of the evolving interactive roles of the language teachers in the 21st century.
- Recognize, explain, and use the various ELT Models for Pakistan while keeping in view the current state of affairs about status of English language in our country Pakistan and the recurrent conditions under which English is taught.
- Comprehend the various teaching methodologies like Grammar Translation Method (GTM), Direct Method (DM), Communicative Language Teaching (CLT), Audio-lingual Method (ALM), Suggestopedia and the Silent Way.
- Getting the knowledge about pros and cons of different above mentioned traditional and modern methods of English language teaching.
- Develop the skills to implement the above mentioned methods according to the students’ needs and teaching objectives.
- Explore the basic theoretical concepts accordingly.
- Develop professional work habits like developing and writing a professional lesson planning for the purpose of conduction of successful classroom procedures.
COURSE OBJECTIVES

If you effectively complete readings and attempt self-assessment questions, given at the end of each unit, you will be able to:

- Identify and differentiate between approach and methods;
- explain and utilize the teaching tool ‘Technique’;
- learn the skills needed to successfully deliver your teaching lessons to fulfill the teaching requirements of English language in our country;
- recognize and adopt various interactive evolving roles of the language teachers according to the communicative needs of the 21st century;
- practice effectively the already used traditional methods of teaching language like GTM, DM, and ALM ,
- implement the communicative approach (CLT) for the purpose of teaching English language as a communicative skill;
- utilize the method of Suggestopedia for having more learner-centered language class activities;
- improve the students’ participation in the classroom activities through the employment of the Silent Way;
- have awareness of advantages and disadvantages of all of the methods described in this course study guide; and
- determine your purposes/objectives and develop lesson planning skill while keeping in view all of the six key parts of lesson planning.

Dr Shamim Ali
Course Development Coordinator/Writer
CONCLUSION

To sum up, it is now quite clear, the purpose of the course on ‘ELT Methodology’, its learning outcomes and objectives. So dear students you should go through all the units completely; a brief introduction of which has been added here to let you know the importance of their contents. In order to assess your own learning rate the self-assessment questions are included at the end of each unit. Please attempt all of them so that you can know about your own knowledge of the course units. However, for improving your skills practically, try to implement whatever you are going to learn in this course. In this way only this course will prove effective for you. Moreover, there is no limit to sky. So please try to complete also all of the suggested readings, recommended at the end of each unit.

Wish you all the best with your course!
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UNIT-1

APPROACH, METHOD AND TECHNIQUES IN LANGUAGE TEACHING

Written By: Dr. Shamim Ali
Reviewed By: Dr. Rashida Imran

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1.1 Introduction

This unit is to introduce three basic concepts related with teaching of English language at different levels. They are approach, method and technique. The basic ideology working behind the procedures of teaching language to the learners of English language is known as ‘Approach’ or theory like that of natural approach of teaching language in natural sequence, i.e., listening, speaking, reading, and writing. The approach determines the procedure or ways of teaching, which is known as ‘Method’. This can be understood in this way that if a teacher believes in natural approach, he or she will choose Direct Method of teaching language to the learners. When approach and relevant method is there, it surely follows by various types of conductions of classroom activities or techniques. A handful of techniques, like dialogue practice in Direct Method, enables a teacher to instill a productive combination of language use and usage among the learners. So this unit is covering theoretical and practical aspects of the language teaching for effective teaching and learning performance.

1.2 Objectives

By the end of this unit, the students will be enabled to:

i. distinguish between Approach and Method;

ii. give an elaborate understanding of the term Technique; and

iii. enable the teacher and learner to get the understanding of these terms in the teaching–learning procedure.
1.3 Approaches

Approaches usually refer to sets of ideas, beliefs and principles that help the teacher to decide what should be taught, why should be taught and how it should be resented. Where, what refers to the general content (teaching items, topics, themes, exercises), why and how relate to the design and layout of the materials as well as to the classroom methodology which are based on the pre-existing and therefore well-considered rationale. An approach, therefore, is concerned with the theory of the language teaching and learning. As it is a broader term than method, it is the study of the self-evident truths. It is important to know that a single approach may contain many methods in it. When an instructional design is quite explicit at the level of theory of language learning, but can be applied in many ways at the level of objectives, teacher and learner roles and activities, it is usually referred to as an approach.

Communicative language teaching is generally regarded as an approach, because the principles underlying it can be applied in many different ways. Teachers adopting an approach have considerable flexibility in how they apply the principles to their own contexts. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning related with the subject matter to be taught. Thus ‘Approach’ is how a teacher is going to tackle his/her students gaining the knowledge. It is a general guideline on ways of performing a work. It does not identify all the steps involved. Instead, it just in ditches the direction to proceed in or ways of handling some major or mirtron tasks. So as far as importance of approach is concerned, it aids the teacher in selection of not only methods to realize the teaching doctrines but also in choosing useful learners’ experiences in a conducive environment through the careful choice of learning materials, resources, and assessment.

In ELT or English language teaching field there are two main approaches usually considered by the teachers and linguists and they are Behaviorist and Mentalist or Cognitive approaches. According to Behaviorist approach the learner can learn through stimulus, response and reinforcement process of habitual formation or through error and rectification trial process. However, According to mentalist approach the learner learns through exposure to the environment and a natural factor of inborn LAD or language acquisition brain device. Through it a learner formulates and reformulate his own hypothesis and learn the language progressively.

1.4 Method

A method is a practical implementation of an approach in the language teaching. As we discussed earlier, approach is a broad and general theoretical view which deals with ‘what’ and why’ of teaching. On the other hand, a method is a specific practical procedural plan of selection and conduction of classroom tasks. In the other words, it deals with how or practical way of teaching. So it is where theoretical aspect of teaching, an approach, turns into practical mode of method in which choices are made about the
actual skills to be taught, and also about the order in which the contents are going to be presented. It happens when an instructional design includes a selected level of teaching application in terms of objectives, teachers’ and learners’ roles and classroom activities. Hence a method therefore is an inclusion of prescribed objectives, roles for teacher and learners and guidelines for activities. The Grammar Translation, Audio-lingualism, Total Physical Response and Silent Methods are a few examples of it.

Now if we look at the grammar-translation method, it employs the memorization of various grammar rules and the translation of second language material to the student’s native language. Students were able to develop the intellectual capacity to understand the new language through a deductive process of acquiring the rules of the language. The purpose is not to critique this method but to show how it was derived from the approach that the mind needs to be trained through intellectual exercises to be able to accomplish something.

As behaviorist and mentalist approaches were mentioned in 1.3, so accordingly there are based respectively Audio-lingual and Communicative methods of teaching.

1.5 Procedures

Procedures are the step-by-step measures to execute a method. These step-by-step measures are called techniques and will be discussed next. Common procedures for the grammar-translation method include the following:

The class reads a text written in the second language.
1. Student translates the passage from the second language to their mother tongue.
2. Student translates new words from the second language to their mother tongue.
3. Student is given a grammar rule and derived from the example they apply the rule by using the new words.
4. Student memorizes the vocabulary of the second language.
5. Student memorizes grammar rules.
6. Errors made by the student are corrected by providing the right answers.

This is the process (with variation) that is used when employing the grammar-translation method.

1.6 Techniques

A technique is a single practical activity that based on a procedure adopted by the teacher according to his or her students’ needs. Anyone of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques. For example, Constructivist Approach has Activity Method for which techniques can be dramatization and role playing. All these aspects of teaching should be in harmony with
one another for the purpose of creating consistency. Some other examples of techniques are drills and oral or written exercises sentence completion.

1.7 Conclusion

Language teaching involves theoretical basis in form of approaches that lead to practical implementation as methods. Methods then are broken down into procedures, and procedures are a collection of techniques. Understanding how these concepts interrelate can help a teacher know the reasons behind their choices in how they choose to teach efficiently either through habit (behaviorist approach) or hypothesis (mentalist approach) formation. But a teacher cannot be restricted to use any specific method based on any one of the approaches rather it is teacher’s own choice to select the most suitable method or multiple methods (eclectic approach), according to the learners’ needs, in order to produce efficient language output among the learners.

1.8 Summary Points

The following are the main points of the unit:

- There are three interlinked concepts approach, method and technique in English language teaching.
- An approach is a set of theoretical ideologies about nature of language acquisition and learning.
- The practical implementation of the theories in form of procedural ways is known as method.
- A technique is a set of activities based on approach and methods, selected by the teachers for the purpose of maximum proficient output among language learners.

1.9 Self-Assessment Questions

Now after going through the unit, dear students attempt these questions to assess your learning rate and pace.

Q.1 Define and elaborate the terms: approach, method and technique. Provide examples also in your answer.

Q.2 What are the main approaches and methods based on them in English language teaching? Discuss in detail.

Q.3 Are our language teachers aware of the concepts of approach, method and technique; if so or not what is the impact on their teaching language in Pakistan. Give illustrative arguments to prove your point of view.
Suggested Readings

ROLE OF A TEACHER

Written By: Dr. Shamim Ali
Reviewed By: Dr. Rashida Imran
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2.1 Introduction

It is clear that the 21st-century classroom needs are very different from the 20th-century ones. In the 21st century classroom, teachers are facilitators for student’s learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future.

However, before we begin to understand the evolving role of an ESL (English as second language) teacher, let us outline some of the already known the most popular teacher roles. Harmer, J. states that ‘it makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness’. So here are some of the most common teacher roles:

2.2 Objectives

By the end of this unit the students will be enabled to:

i. know who a proficient teacher is;
ii. demonstrate an elaborate understanding of the terms about the roles of a proficient teacher; and
iii. instill the teachers and learners with the knowledge and skills of teaching and learning procedures.
2.3 Teacher’s Roles

Most teachers take on a variety of roles within the classroom. Dear students! Which role do you think most defines your teaching role in the ESL classroom?

2.3.1 The Controller
The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

2.3.2 The Prompter
The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

When learners are literally ‘lost for words’, the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

2.3.3 The Resource
The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly is not necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

2.3.4 The Assessor
The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out. There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support, it could prove counter-productive to a student’s self-esteem and confidence in learning the target language.

2.3.5 The Organizer
Perhaps the most difficult and important role the teacher must play is that of an organizer. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities.
The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

2.3.6 The Participant
This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering, hence making it more student-centered classroom.

2.3.7 The Tutor
The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

This role can be a great way to pay individual attention to a student. It can also allow a teacher to make tailor a course in order to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

Now that we’ve had a chance to look at some of the variety of roles, let us see how we can adopt these into a real classroom activity/task:

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<th>ACTIVITY/TASK</th>
<th>HOW THE TEACHER SHOULD BEHAVE</th>
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<td>Energetic, clear, fair, encouraging</td>
</tr>
<tr>
<td>Role Play</td>
<td>Supportive, retiring, clear, encouraging</td>
</tr>
<tr>
<td>Teacher reading aloud</td>
<td>Dramatic, interesting commanding</td>
</tr>
<tr>
<td>Whole class listing</td>
<td>Efficient, clear, supportive</td>
</tr>
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What we notice here is that the roles are often interchangeable. The teacher’s role is never static. During the activity we could see an experienced teacher having smooth transition from one role to another.

2.4 Teacher’s Evolving Role

Therefore, it is said that the 21st-century classroom is created on the premise that students require and experience to enter the 21st-century workplace and live in the global environment. The characteristics of the 21st-century classroom, therefore, set it apart from the 20th-century classroom in being more students-centered classrooms. This new trend has thus put an emphasis on evolving roles of a teacher too.
So, if Lectures on a single subject at a time were the norm in the past, today, collaboration is the thread for all the students’ learning. For instance, the collaborative project-based approach ensures that the curriculum used in this classroom develops:

- Higher order thinking skills,
- Effective communication skills, and
- Knowledge of technology that students will need for 21st-century careers and the increased globalized environment.

Henceforth, while there is certainly a place for teacher-centered, lecture style learning, the evolving ESL teacher must embrace new teaching strategies and interactive roles that are radically different from those previously employed. Along with that the curriculum must become more relevant to what students will be exposed to in the 21st century.

2.4.1 Interactive Teacher
An interactive teacher is by definition one that is fully aware of the group dynamics of a classroom. As Dörnyei and Murphey (2003) explained, the success of classroom learning is very much dependent on:

- How students relate to each other and their teacher,
- What the classroom environment is,
- How effectively students cooperate and communicate with each other, and
- The roles not only the teacher plays but the learners engage in.

Brown, H. Douglas (2007) mentions that “teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills”.

According to Harmer, J. (2007), the term ‘facilitator’ is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learners’ autonomy (where students not only learn on their own but also take responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge.

2.5 Conclusion

Facilitating learning is empowering for both the learner and the teacher and frees the teacher from many of the burdens that having to be an ‘expert’ might entail. It would traditionally have been seen as a weakness for a teacher to say, ‘I don’t know, let us find out’ or ‘I don’t know, do any of you students know the answer?’ But times have changed and so must the role of the ELS teacher.
So here is hoping the next time you teach a class you consider how your role might affect your students’ learning. Are your classes teacher-centered, with you always at the center controlling everything? Or are you able to ‘let it go’, and allow students to take central stage?

Regardless of the roles they assume, teacher’s shape the culture of their classrooms; improve students’ learning, and influence practice and production. Making a shift from the teacher as an expert to facilitator is sometimes seen as diminishing a teacher’s power and authority, but this should not be the case at all.

2.6 Summary Points

These are the following summary points of the unit:
- The changing classroom requirements in the 21st century require the teachers to change their roles accordingly.
- The 21st century classrooms are student-centered in order to equip them with the changing world requirements.
- The teachers have to play various roles depending on the purpose and objectives of their teaching.
- Hence a teacher can play the role of controller, prompter resource, assessor, organizer and that of a tutor.
- There is no any restriction on teachers to adopt only one role at a time.
- They can take up various roles for one activity at the specific time.
- The important point to be noted is that the teacher has to develop interactive relationship with students and consequently interactive classrooms.

2.7 Self-Assessment Questions

Q.1 What do you think about the demands from the teachers in currently changing classroom environments; illustrate your answer with any current Pakistani example.

Q.2 Elaborate various roles of a teacher with reference to the Pakistani classrooms; explain further how a teacher can have transition from one role to the other according to the objectives of the learning activities.

Q.3 Describe your own teaching role, which usually you take up in your classes. Also mention, which role you want to adopt in future after reading this unit. Please do not forget to state the level and activities for your class.
Suggested Readings

ELT MODELS FOR PAKISTAN

Written By: Dr. Shamim Ali
Reviewed By: Dr. Rashida Imran
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3.1 Introduction

The Unit three is to introduce the main status of English in our multilingual society of Pakistan and its relation with local and native languages. Since the Pakistan independence the status of English remained controversial between its supporters and opponents. This linguistic confusion is subverting our national educational scene also. However, even then English language teaching has remained very crucial in our educational system as a lingua franca. With the passage of time it is obtaining more importance so this unit is important in this regard. Dear students go through it and attempt all the self-assessment questions so that you can quip yourself with knowledge of a very important area of language teaching in Pakistan.

3.2 Objectives

By the end of this unit the students will be enabled to:

i. know the situation of ELT in Pakistan,

ii. give an overview of regional languages and English in Pakistan, and

iii. The teacher and learner to get the understanding of these things in the teaching – learning procedure.
3.3 ELT in Pakistan

3.3.1 Importance of English Language in Pakistan

Of all the languages in the world today English deserves to be regarded as a world language. It is the world's most widely spoken language. It is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through English. Randolph Quirk points out: “There are now something like 250 million people for whom English is the mother tongue or ‘first language’. If we add to this the number of people who have a working knowledge of English as a second or foreign language, we raise the total to about 350 million”.

A very important reason for reading English as a world language is that the world's knowledge is enshrined in English. Countries in Asia and Africa that were till recently under the British rule get their scientific knowledge and technological know-how from the English books. It is knowledge of English that helps these countries maintain the high level of their intellectual and scientific training and achievement.

Apart from the former British colonies there are other countries like Japan, Korea, etc., in Asia, and some of the European and Latin American countries where also English is taught as a second or third language purely out of utilitarian considerations. That is to say, almost the world over, whether as mother tongue or as a foreign language, English is being used one way or another. This fact, more than any other thing, merits English the status of a world language. Already English has been accorded this status by the world because it is the language used in international conferences and in the forums of the United Nations Organizations.

English is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages. Today the compulsions of learning English are no longer merely political but scientific and technological. And no longer is English the language of Great Britain only; it is the language required by the world for greater understanding, “it is the most international of languages”.

So there is no doubt that English exercises a great influence on the educated classes of the country. It continues to be the medium of instruction in technical, medical, law and other institutions. It is the language of the High Courts and the Supreme Court.

The English Press in the country is very powerful and enjoys not only more circulation but also better influence than the Vernacular Press. English has been rightly described as the language of opportunity. Knowledge of English is a successful passport for employment.

We can examine the importance of the study of English in Pakistan under the following heads:

- English as an international language
- English as a window on the world
3.3.2 The Status of English in Pakistan
The use of English in Indo-Pak Sub-continent started as a historic-political accident. But now it has become an economic-academic reality. The need for English as a language of “opportunity” and “development” has been pointed out by several educational commissions and expert bodies as a constituent from time to time to examine and define the role of English in our country.

Unfortunately the status of English in our country has become a controversial one. There are people who favor the retention of English for its practical utility. On the contrary, there are certain sections/pockets that are inimical to English and want to do away with it. English is the language of administration and a compulsory subject at school/college level. It opens the door of employment. A person who does not know English is not considered educated in the true sense of the word. Knowledge of English is a must to climb the social ladder. Speaking has become a fashion, if not a craze. The increasing awareness of the importance of in the world compels us to learn it for our specific purposes and for widening our intellectual horizon.

Our aim in teaching English to our student is to enable them to use English with ease and comfort i.e., to use it both instrumentally and integratively. They should be able to speak and write English effectively, and to have access to rich scientific and technical knowledge treasured in the English language. It will enable them to maintain the high level of their intellectual and scientific/technological training and achievement.

3.3.3 Conditions under Which English is Taught
English is taught in Pakistan under conditions which are far from satisfactory. Some of the weaknesses in our program of teaching English are discussed below:

1. Lack of a Clear-cut Policy
   It is admitted on all hands that the standard of English has gone down in our school and colleges. One of the reasons for the decline in the standards is the lack of a clear-cut policy regarding the place of English in the school curriculum. Educationists, politicians and journalists express different views on the place that English should be given in Pakistan. As views expressed outside do have their impact in the classroom. It is time to lay down a clear-cut policy regarding the place of English in school and college curriculum for an effective study of the language.

2. Little Understanding of Aims
   Unfortunately, the average teacher of English loses sight of the aims of teaching the language in his day-to-day work. All that he remembers is that his aim is to enable his pupils to get through the examinations. He enables them to master answers of some set questions important from the examination point of view. The result is that the language is not taught as a skill subject as it ought to be taught but as a knowledge subject. They
acquire very little proficiency in the linguistic skills that really matter. They cannot express themselves in English. They are incapable of writing a few correct sentences. They acquire no love for reading books in English.

3. **Dearth of Competent Teachers**
Not all teachers of English are fully equipped to discharge their duties. Some people believe that no specialized training is needed to teach this language. By and large, teachers of English themselves are unaware of the latest techniques of teaching the language. Their knowledge of the language is insufficient and their pronunciation is defective. “The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far-reaching developments in the pedagogy of English”. There is a grave shortage of trained and fully qualified teachers of English at almost all stages of the educational system. “The supervision of English teaching in schools has continued to be neglected, with hardly any trained specialists engaged in this task”. The result is that the teachers receive no guidance in their teaching. They go on following the traditional methods of teaching the language.

4. **Sub-standard Textbooks**
English readers and textbooks are sub-standard. In their writing no attention has been paid to the selection and gradation of structures. Although vocabulary has been graded from year to year yet the authors of these books do not take pains to see that it is properly used in a manner to facilitate its grasp by the students. Some of the words which are sought to be taught appear only once in the text. In our textbooks we lay more stress on the subject-matter rather than on the teaching of the language. The author of a textbook is required to include chapters on the biographies of great men, on health and hygiene, road sense etc. As a result, he pays more attention to subject matter rather than to the language. The illustrations in these books, which are indeed few, leave much to be desired. There is usually not included any practice exercise to teach the language to the students. Rather there are testing exercises.

5. **Inadequate Material Facilities**
Modern teaching lays emphasis on the use of audio-visual aids. These aids make the lesson interesting and easy. Our schools are not equipped with audio-visual aids such as flashcards, charts, pictures, models, filmstrips, gramophone records, tape recorders, and internet facility also for this purpose etc. which help in language learning. Even some classrooms function without a suitable blackboard or colored chalk. Unless these material facilities are provided, the quality of English teaching cannot be raised.

6. **The Faulty Examination System**
Since the type of examination influences the methods of teaching to a large extent, examination in English is to be blamed for some of the defects that have crept in. Under the present system, a student can get through the examination if he cares to remember answers to certain stock questions. He needs not even read the prescribed textbooks. The result is that although a student succeeds in the examination, yet he has no practical command of the language. He can neither speak correct English, nor write it. The
standard of spoken English in schools is deplorably low and one of the reasons for this is that there are no oral tests. One of the things that may be suggested in this regard is the introduction of oral tests to raise the standard of the pupils.

7. Large Classes
Thanks to population explosion, classes have become over-crowded leaving no scope for individual attention. It is not unusual to come across a class as large as sixty students. Besides, many pupils come from families with no tradition of learning. The number of periods allotted to the teaching of English has been drastically curtailed to make room for the study of some other subjects that have been introduced at the school level.

8. The Psychology of Changing Behavior
It is difficult to change behavior; changing one’s behavior involves changing one’s pattern of thinking. And this is not easy to discover. To change one’s view of learning requires a flexibility that everyone does not have. And authoritative tool of an English teacher mars the beauty of his new techniques of teaching. Mr. Ronald Mackin’s paper on ‘the Teaching of English in Difficult Circumstances’ is of special relevance to the teaching of English in Pakistan. He says, ‘The old-fashioned type of benches and desks which restrict movement; the bad light; the noise from neighboring classes which may be separated from them by nothing more than a bamboo screen; in sufficient provision for their subject in the time-table; lack of aids of all kinds; interference from parents or dominating conservative Headmaster; and finally, the requirements of an examination system which places a premium on the written language and consequently seems to favor the grammar-grinder of the old school”.

3.3.4 Methods of Teaching English
The Translation Method which is most wasteful is still followed in a majority of schools. Oral work which is the soul of any good method is neglected. There is no oral practice on the part of the students as a result of which they cannot construct a few sentences of English of their own accord. All that they do is to cram answers to certain set questions and the teachers help them do so. The method to be followed is the aural-oral approach popularly known as Structural Approach in our country. There are some institutes like, Beacon House, Ali Institute, etc. where Direct Method is adopted in teaching English. But the number of these institutes and the outcome is very less.

3.4 Cultural Impacts of English
English introduces to us the civilization of the other foreign countries, especially the Western culture. It is through this language that we have shared the wisdom of the West. In the struggle for independence, English played a significant role in bringing together our national leaders from various regions of the country enabling them to share their thoughts in it.

As movements for the preservation of minor (or weaker) languages in Europe tell us, if a child is told that his or her language is inferior, the message being conveyed is that he/she
is inferior. In short, one is giving a negative image to children by telling them that the ‘cultural capital’ they possess is not capital at all but a stigma and a handicap. This makes children reject an aspect — and an essential one as that — of their legacy, history, culture and identity. What is created is ‘culture shame’ — being ashamed of one’s own true identity.

Incidentally, the poor and less powerful classes, gender and communities have always been ashamed of aspects of their identity. It is the fact that the lower castes not only accept lower social status but look down upon people lower in the social scale and even upon themselves. That is why when people became literate and rose in affluence and power, they left their communities and even started using names of groups with higher social respect. Here, ‘the number of Sheikhs and the other categories’ — Syed, Mughal and Pathan increased phenomenally, while the occupational “caste” groups registered a sharp decline’.

Moreover, there are many literary works in Urdu and other languages not to mention one’s own observation that show how embarrassed the poor are by their houses, their clothes, their food, their means of transportation and, of course, their languages. In short, the reality constructed by the rich and the poor alike conspires to degrade, embarrass and oppress the less powerful, the less affluent, and the less ‘gifted’ of the human race. This relates to language-shame being embarrassed about one’s language and hence to possible language death. Either the speakers die or, which is more often the case, they voluntarily shift to a powerful language which helps them survive but as members of another human group rather than their own.

In Pakistan, as brought out earlier, the linguistic hierarchy is as follows: English, Urdu and local language. In the N.W.F.P and Sindh, however, Pashto and Sindhi are seen as identity markers and are spoken informally. In Punjab, unfortunately, there is widespread culture-shame about Punjabi. Parents, teachers and the peer group combine to embarrass students about Punjabi. In all of the elitist English-medium schools the author visited there were policies forbidding students from speaking Punjabi. If anyone spoke it, he or she was called ‘Pando’ (rustic, village yokel) and made fun of. Many educated parents speak Urdu rather than Punjabi with their children.

Pakistan TV plays use the term ‘Urdu-medium’ for lack of sophistication. The children of elitist English-medium schools are indifferent to Urdu and claim to be completely bored by its literature. They are proud to claim lack of competence in the subject even when they get ‘A’ grades in the O’ and A’ level examination. They read only English books and not Urdu ones nor those in the other languages. These attitudes are having a squeezing effect on Pakistani languages. Urdu is safe because of the huge pool of people very proficient in it and especially because it is used in lower level jobs, the media, education, courts, commerce and other domains in Pakistan. Punjabi is a large language and will survive despite culture shame and neglect. It is used in the Indian Punjab in many domains of power and, what is even more significant; it is the language of songs, jokes, intimacy and informality in both Pakistan and India. This makes it the language of
private pleasure and if so many people use it in this manner, it is not in real danger. We have seen that the language policies of Pakistan, declared and undeclared, have increased both ethnic and class conflict in the country. Moreover, our Westernized elites, in their own interests, are helping the forces of globalization and threatening cultural and linguistic diversity in our society. In this process they are impoverishing the already poor and creating much resentment against the oppression and injustice of the system.

English highlights its own culture which is doing great harm to our own. The purity of our national identity is losing its status. Students know more about Halloween, Bonfire, Balls, Valentine day etc., than their own festivals.

3.5 Conclusion

Both globalization and the continuation of colonial language policies by the governments of Pakistan have increased the pressure of English on all the other languages. While this has also created an increased awareness of language rights and movements to preserve languages, it has generally resulted in more people learning English. In Pakistan this means that the poor are under more pressure than before because they cannot afford expensive schools that ‘sell’ English at exorbitant rates. As such, linguistic globalization is anti-poor, pro-elitist and exploitative. While it may not be possible to reverse the trend of globalization, it is possible to promote the concept of additive bilingualism rather than subtractive bilingualism. This means that we should add to our repertoire of languages to gain power while retaining skills and pride in our own languages. In order to do this the state and our education system should promote the concept of linguistic rights.

3.6 Summary Points

Following are the summary points of the unit:

- Despite being a controversial issue, English enjoys the elite status in our country Pakistan.
- Therefore English language teaching has very important place in our educational policy.
- Despite this fact, English language teachers face many problems in teaching it and acquiring the desirable outputs.
- The conditions under which English is taught in Pakistan are: Lack of clear-cut educational policy, little understanding of aims of teaching English, dearth of competent teachers, wrong teaching methods, defective textbooks, faulty examination system, large classes, changing psychological behavior and insufficient provision of audio-visual aids.
- English has its own cultural impacts and subsequently one having English speaking skills is regarded as an educated person in the Pakistani society.
3.7 Self-Assessment Questions

Q.1 English opens up window towards the world; discuss the significance of English language in today's Pakistan.

Q.2 The faulty teaching of English language has many reasons; what do you consider its major cause? Explain it and suggest some practical remedial measurements for it.

Q.3 English should be taught as a language and not as a subject; elaborate it with practical examples from your own teaching and/learning experiences.

Suggested Reading

THE GRAMMAR TRANSFORMATION METHOD

Written By: Dr. Shamim Ali
Reviewed By: Ms. Farah Saeed
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4.1 Introduction

In the teaching-learning process the method of teaching is very vital to get success in achieving the objectives of teaching. But only methods cannot guarantee the success until and unless they are handled by the competent and efficient teachers. In our country many methods have been employed for teaching of English, but mostly in a traditional way, while ignoring the new trends in the field. One suitable example of it is utilization of Grammar Translation Method. So this unit is specified to see the method itself briefly and its current usage in our country as it has many reason for being popular throughout all the times. The Grammar Translation Method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students’ general intellectual development. Now in the following sections let us look at this method thoroughly for its complete understanding:

4.2 Objectives

By the end of this unit the students will be enabled to:

i. Understand Grammar Translation Method;
ii. Give an elaborate understanding of the techniques involved in this method;
iii. The teacher and learner to get the understanding of these terms in the teaching – learning procedure.
4.3 Characteristics

Despite a number of new methods and techniques, the Grammar Translation Method (GTM) was and still is one of the popular methods of teaching English in our country. It is because of the following characteristics:

- Classes are most of the time taught in the mother tongue.
- Much vocabulary is taught in the form of lists of isolated words.
- Little or no attention is given to pronunciation, which make it easy for teachers to follow.
- Reading of difficult texts is begun at early stages. The idea behind is that learning a foreign or target language is to be able to read its literature.
- Thus reading and writing is the major focus of GTM.
- Long, elaborate explanations of the intricacies of grammar are given in form of grammar rules in the mother tongue, followed up by the translation of sentences and texts into and out of the target language. So Stern (1983) rightly asserts, “The first language is maintained as the reference system in the acquisition of the target language” (P.455).
- Majority of the language teachers are themselves taught language through this method.

4.4 Why Grammar Translation Method?

Now question arises; why would I use this method? The answer is:

GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read correctly in another language, allowing them to explore interchangeable words and phrases (i.e., different words for different tenses) more effectively than a verbal teaching method. Tests of grammar rules and of translations are easy to construct.

Class activities or learning games are rarely necessary, as students are translating text to another language directly. Teachers who are not fluent in English (but fluent in the other language that the students primarily use) can teach English using this method easily, as the emphasis is not on the spoken word but on translations. And its advocates believe this translation can be best interpreted in words and phrases and sentences by a learner. English inspired difficulty but it becomes easy, if it is compared and contrasted with the structure the learners’ mother tongue. This method also helps the students in attempting simple exercises of composition.

4.5 Procedure of the Grammar Translation Method

The process of teaching English or target grammar starts with reading material as a source. The teacher utilizes it for translating words, phrases and sentences into the learner’s mother tongue. Teachers write the same on the blackboard to be copied and
memorized by the students into their notebooks. The main emphasis is laid on the learning of grammar rules, for example about parts of speech and conjunctions. The purpose behind it all is the internalization of the English structural patterns.

### 4.6 Strengths

Following are the strengths of the Grammar Translation Method (GTM):

- It proceeds from known (mother tongue) to unknown (target or second language).
- Students learn a lot of vocabulary.
- Reading and writing skills are excelled.
- It activates students’ memory.
- It is a time saving easy method for both of the teachers and the taught for the purpose of teaching and learning English grammar.
- The students’ grasp of English grammar can be assessed easily and quickly.
- It gives the chance of learning a new language using textbooks.
- Students can learn vocabulary not only in the target language but also in their mother tongue.

### 4.7 Weaknesses

Following are the shortcomings of the Grammar Translation Method (GTM):

- It ignores the natural sequence of learning a language, which is listening, speaking, reading and writing.
- It cannot cater the need to improve listening and speaking.
- Thus students have then unnatural and inaccurate Pronunciation.
- GTM is not interactive and engaging for students.
- It binds the language with the rules of Grammar.

### 4.8 Conclusion

Though GTM is under criticism for not developing the students’ abilities to use language in the real life situation yet it has many advantages also inherent in it. It depends on the teachers how to handle it for more productive language output. It is like a backbone in teaching and learning English language especially in our country as learning grammar is vital for correct or accurate written and spoken communication. So we cannot give it up all over rather we have to use it carefully and wisely in order to develop competence (knowledge) of the students along with developing their performance.
4.9 Summary Points

Here are summarized points of the unit.

- The all-time docile method used in teaching and learning English in our country is Grammar Translation method (GTM).
- It has many characteristics like combination of translation and grammar, enabling the learners to read the literature in the target language, learning and teaching grammatical rules prior to the translation from and to the mother tongue, and focus on reading and writing as well as on accuracy.
- GTM has many advantages like it is an easy and time saving method
- It is feasible to teach and learn grammar through utilization of the students’ mother tongue.
- Assessment of comprehension level is quite easy for teachers.
- GTM has some weaknesses also in being its unnatural method, its ignorance of speaking and listening and its emphasis on grammatical rules (competence) while ignoring usage (performance or skills) of language.

4.10 Self-Assessment Questions

Q.1 Grammar Translation Method is a prevalent method of teaching and learning English language in Pakistan; discuss with examples.

Q.2 Do you think main characteristics of GTM make it still a valuable method in current requirements of English language teaching and learning in Pakistan?

Q.3 Give a detailed explanation of GTM as a simple combination of the activities of grammar and translation. Support your answer with practical examples of it.

Suggested Readings

UNIT-5

THE COMMUNICATIVE APPROACH

Written By: Dr. Shamim Ali
Reviewed By: Ms. Farah Saeed

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5.1 Introduction

This unit is to introduce the basic purpose of language teaching and learning and that is communication. The GTM method we have discussed in unit four and all other methods mostly emphasize on the acquisition of linguistic structures like grammatical structures and vocabulary. However Communicative approach or method of teaching centralizes its attention on communication along with learning of structures and vocabulary. The main purpose is that the students and learners should be enabled to use (performance) the language while also knowing the rules of language usage (competence). We use language to communicate in order to accomplish language functions like agreeing, ordering, persuading and promising. Moreover communication is a process, so they must apply their learnt knowledge of forms and meanings into functions for the purpose of negotiating meanings. And the important thing in this regard is oral and or written interaction between speaker and listener as well as between reader and writer respectively. All this is the focus of communicative teaching approach and methodology, which this unit is going to elaborate in the following sections.

5.2 Objectives

By the end of this unit the students will be enabled to:

i. understand the communicative approach
ii. give an elaborate understanding of the techniques regarding this method; and
iii. get the understanding of these terms in the teaching–learning procedure
5.3 What is the Communicative Approach?

The Communicative Approach – or Communicative Language Teaching (CLT) – is a teaching approach that highlights the importance of real communication for learning to take place. In the Communicative Approach, real communication and interaction is not only the objective in language teaching and learning, but also the means through which it takes place. This approach was introduced in the 1970s and became prominent as it proposed as an alternative to the then ubiquitous systems-oriented approaches and methods such as the Audio-lingual method. That means instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner’s competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations. According to Wilkins, in communicative approach the focus has been shifted from what language ‘is’ to what language ‘does’. Hence it involves:

- a communicative purpose,
- a desire to communicate,
- mostly content and not the form (structure),
- variety of language, and
- motivation

This change has had a huge impact on classroom materials, course books, teaching techniques and the teacher’s role in the classroom, and still influences English language teaching and learning up to this day.

5.4 Some Key Features of the Communicative Approach

Among some key features of the Communicative Approach, the first one is that lessons have communicative aims. Communicating meaning is the main goal in CLT, and language is seen as a tool for learners to reach this aim. For this reason, the syllabus of courses that adopt a Communicative Approach to teaching favor lesson aims that will help students practice and develop their linguistic competence, rather than their grammatical competence. In order to achieve this, different types of syllabi were created, amongst them, the functional-notional syllabus, that enables learners to focus on the meaning (function) of language and practice it in a realistic setting.

Besides that, the syllabus might also include work on the four skills (Reading, Writing, Listening and Speaking), as their development is vital for students to perform real-life goals. The skills are many times worked with simultaneously in what is known as integrated-skills approach. For instance, in a listening lesson, students can be asked to watch a video online and post their opinion about it in the comment section. Instead of just asking learners to leave their comment, the teacher might work on the appropriate language, vocabulary and register for this text explicitly, integrating the writing skill in a listening lesson.
This is desirable when adopting the Communicative Approach because it seems more realistic: in genuine communication, skills are seldom employed in isolation, and an integrated-skills approach simulates what happens in real life. The source of the texts in skills lessons is also important. In the Communicative Approach, authentic texts are usually favored, as they might provide learners with exposure to a more genuine use of language.

In employing this method of teaching, the teacher acts as a facilitator in the learning process. In the Communicative Approach, learners are at the center of instruction. That means that the teacher’s role has changed when compared to previous methodologies such as Audio-lingualism and the Direct Method. The teacher is now seen as a facilitator in the learning process, whose main responsibility is to develop the students’ fluency and accuracy through communicative practice.

In order to help learners improve their communicative competence, it is important to provide a range of practice activities. Although the ultimate aim is genuine communication, there is room for activities and exercises that ensure students practice language in a more controlled manner, focusing on the development of accuracy as well. These should not, however, be the only source of language practice. Activities that focus on the development of fluency are a vital part of a Communicative Approach lesson, as they give learners the opportunity to communicate meanings.

5.5 Activity Types and Classroom Tips

As the teacher is not the Centre of instruction anymore, activities in the Communicative Approach usually favor student-student interaction and maximize learners’ opportunities to speak. The activities below can be used to provide learners with practice of the language, and the level of support given might vary depending on the stage of the lesson, the lesson aim, and the students’ level of ability. Nevertheless, it is important to stress that preparing students to perform tasks is a vital step for the successful completion of activities and the development of their communicative competence. Here are some activities that can be used in a Communicative Approach lesson:

5.5.1 Role-plays
In role-plays, learners are given an imaginary situation and are asked to perform a different role or act as themselves in a particular scenario. Role-plays enable learners to imagine themselves in realistic situations and ‘rehearse’ before they need to use English in real life. They are also fun and motivating for some learners.

5.5.2 Information-gap Activities
Information-gap activities require learners to talk to each other and find out missing information they need to perform a certain task. The information missing might include words, numbers and even drawings. The main point is to get students to talk and work collaboratively to share all information they need.
5.5.3 Jigsaw Activities
Jigsaw activities involve learners reading, listening or performing different tasks at the same time and later sharing what they have done with their peers. For example, half of the students can be asked to watch a video on a certain topic and the other half can be asked to watch a different video, with a different viewpoint. After learners watch the videos and complete tasks for comprehension, they are asked to share what they had found out with their peers.

5.5.4 Open-ended Discussions and Debates
Debates and discussions can be a useful tool for fluency practice. They enable learners to share their own views on topics and use their communicative resource to convey ideas, make points, and agree and disagree with others. Debates are usually engaging and provide a rich resource for teachers to assess their learners’ communicative competence. However, preparation for debates should be done thoroughly to help students succeed.

5.6 Developments of the Communicative Approach
After its advent in the 1970s, the Communicative Approach branched out into different approaches and methodologies that aim at helping learners develop their communicative competence and is now a term that encompasses different approaches to teaching and learning. Some of these approaches are:
- Project-based learning,
- Task-based learning, and
- Content-based instruction

5.7 The Doctrines of the Communicative Approach
Following are the principles of the Communicative Approach.
- Authentic language is used in a real context.
- Communicative competence should be developed which means that the students should be enabled to understand and interpret the speaker’s and writer’s intentions.
- The target language is the language of the communication and not just mere the subject of the study.
- Linguistic functions and forms are presented together.
- Students should learn the language at discourse level and must be aware of cohesion and coherence, binding properties of a language.
- Students should be active in communicative classes in order to express their ideas and opinions.
- Errors are considered a mark of learning.
- Students’ success is measured by their fluency and accuracy simultaneously.
- The teachers’ major responsibilities are to use situations that can develop communication.
• Communicative interaction promotes cooperative relations among students which helps them to work on negotiating meanings within social and situational contexts.
• The teacher’s role is that of advisor.

5.8 Conclusion

To conclude we can say that communicative approach of teaching takes into consideration of the real purpose of language teaching and learning and that is communication in real life situation. So a teacher, using this approach, can utilize different methods of teaching English according to the students’ requirements and aims as well as objectives of the teaching English language, the class size, the availability of audio-visual aids, and the age and capacity of the students. It requires teachers’ competency to be flexible and adopt suitable methods in their particular situation.

5.9 Summary Points

Following are the summarized points of the unit:
• Communicative Approach or Communicative Language Teaching (CLT) is a revolutionary approach that focuses its attention on the main purpose of teaching and learning language and that communication.
• It centralizes contextualized meanings of oral and written communications.
• Mostly the target language is used but the occasional use of mother tongue is also allowed in it.
• Not only form or structure is important in it but also language function or meanings so they are developed simultaneously.
• The teacher’s role is that of facilitator and classrooms are students-centered.
• There could be a variety of students-centered activities like role-plays, gap-information and jigsaw activities as well as open ended discussions and debates.
• Based on the purpose Communicative Approaches flexible and all inclusive, so it has many approaches and methods within it to develop communication among the learners.
• All the language skills are developed in integration.
• Though fluency is primary goal yet accuracy is also not compromised in it.

5.10 Self-Assessment Questions

Q.1 Elaborate what you have understood the Communicative Approach and its characteristics?

Q.2 Discuss whether Communicative Approach of teaching English language is used in its real sense in Pakistan?

Q.3 Illustrate the doctrines on which the Communicative Approach is based and developed.
Suggested Readings

THE DIRECT METHOD

Written By: Dr. Shamim Ali
Reviewed By: Ms. Farah Saeed
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6.1 Introduction

As a reaction against GTM, the Direct Method (DM) was introduced in the early 20th century. The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the Grammar Translation Method and other traditional approaches and methods.

The basic idea of the Direct Method was that second language learning should be more like first language learning (lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules). So in this method new linguistic forms and functions are internalized through concept formation. Therefore, this unit is aimed at its introduction as it was and is mostly used by the teachers for developing the linguistic performance (ability to perform or communicate properly and appropriately in real life situation) among learners.

6.2 Objectives

By the end of this unit the students will be enabled to:

i. understand the Direct Method;
ii. give an elaborate understanding of the Techniques involved in direct method; and
iii. enable the teacher and learner to get the understanding of these terms in the teaching – learning procedure
6.3 Characteristics

Following are the characteristics of DM:
- Classroom instruction is conducted in the target language.
- Grammar is taught inductively.
- Correct pronunciation along with grammar is emphasized.
- Both of the speaking and listening comprehensions or oral skills are taught.
- Only everyday vocabulary and sentences are taught by means of association with direct objects, actions or in natural contexts.

6.4 Why Should I Use this Method?

In contrast with the GTM, the Direct Method is mostly taken as effective remedy in teaching and learning English language. It can be very effective at creating fluent speakers of the target language who can actually use it to get by in day-to-day situations. Teachers may also ask the students questions, have them fill in the blanks in an example sentence, or have them read from a work of literature. All of these techniques emphasize the Direct Method’s core strength – teaching students to be able to speak the target language rather than merely be able to translate it.

6.5 The Principles of the Direct Method (DM)

Following are the doctrines on which WM is based:
- Reading and writing in the target language should be started from the beginning of language teaching. However, it will be developed in integration with the speaking skill.
- Objects like that of realia and pictures present in the classroom should be used to help students understand the meanings.
- The mother tongue should not be used.
- The teacher should play the role of demonstrator rather than authoritative role of a translator.
- Vocabulary is acquired naturally than that in unnatural way of memorizing the word lists.
- Pronunciation should be worked on right from the beginning.
- Self-correction initiates and expedites language learning.
- Lessons contain some conversational activities having contextual clues so that students should be encouraged to speak as much as possible.
- Syllabus is more about situational and cultural contexts rather than only the structural ones.
6.6 Strengths

Following are the advantages of the DM:

- This method is natural one and is focused on question-answer patterns.
- Grammar is taught inductively. So more opportunities are there to listen to spoken language.
- The most important aspect is spoken language, so that pronunciation and grammar are taken into account.
- It strengthens the ability of self-expression in the target language while becoming habitual of thinking even in the target language.
- There is an ample use of AV aids, which makes the language instruction easy, interesting and more concrete.
- Instructions are given in the target language.
- So it is an experience of living in language.

On the one hand, it will be a good chance for students to improve our knowledge about Grammar and to excel our pronunciation, and at the other hand it is a good method for intermediate and advanced teachers to make student’s skills float. Comparing this method with the Grammar Translation, this one will open more doors now.

6.7 Weaknesses

Following are the shortcomings or disadvantages of the DM:

- There is no specialized attention to some areas like reading and writing.
- It is not convenient for large classes.
- For people that are accustomed to teach or to be taught with the Grammar Translation Method, Direct Method may not hold well.
- It is likely to prove time-consuming method.
- Moreover it lays stress on students to participate in their learning of the language, so they have to exert more energies and time to participate in such activities by plunging into a language bath.

Henry Sweet, the British applied linguist, also pointed out its limitations by asserting that the Direct Method offered innovations at the level of teaching procedures but lacked a thorough methodological basis. Stern has observed (1983) that the Direct Method has embodied the ‘first attempt to make the language learning situation one of language use and to train the learner to abandon the first language as the frame of reference’ (459).
6.8 Conclusion

In short, it is quite clear that the DM, with all its weaknesses as pointed out in section 6.7, enjoys immense popularity and high reputation not only in our country but all over the world. It is a rationalist method which is very useful in introducing and teaching the target language directly. It starts with oral work, drill and graded structures and hence prepares a sound language background for the learners. Despite all its utility, however, dear students you should keep on looking and exploring for more new methods and techniques to be employed for more effectual output in language teaching and learning. As the new era demands, especially in this world of internet and online classes (as they were during COVID situation) there is much more demand on teachers to cope up with the current situation. So the teachers have to keep themselves up to the mark for new destinations and goals and sources to reach there successfully.

6.9 Summary Points

Following are the summarized points of the unit:

- Direct method, as a response GTM, aims at teaching through utilization of the target language in teaching languages.
- Native or mother tongue is prohibited to use for the greater extent but in a limited way it can be used, only if it deems necessary.
- The students-centered learning is the major focus of the method.
- Grammar is taught but inductively.
- Teachers play the role of facilitators and that of demonstrators.
- Students’ speaking and listening skills are developed mainly also but through with integration in reading and writing skills.
- Thinking in the target language is focused by developing the students’ concept in the target language.
- Fluency though is main concern of the DM yet accuracy is not ignored also.
- Everyday vocabulary is taught.
- Classroom activities are mostly oral ones like role-playing, jigsaw activities and open-ended discussions and debates.
- Syllabus is more functional than structural to develop students’ ability for negotiating meanings.
- DM has also its strengths and weaknesses. However it is the useful method for teaching the linguistic performance.
6.10 Self-Assessment Questions

Q.1 “The Direct Method can be used in conjunction with other methods because it is not probably a ‘method’ at all. It is a principle, and it is one of the main principles of psychology of language that can be directly translated into classroom procedure. It can, and should be applied to almost all the teaching of the foreign language: in teaching of grammar, new words, new constructions, and new patterns” (Gurrey 1970, 26); discuss it with illustrations.

Q.2 Explain the use of Direct Method in Pakistani situation of teaching and learning English language. Give practical examples to support your answer.

Q.3 Compare and contrast the merits and demerits of GTM and DM.
Suggested Readings

UNIT-7

THE AUDIO LINGUAL METHOD

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7.1 Introduction

The audio-lingual method (ALM), Army Method, or New Key, is a style of teaching used in teaching foreign languages. Unlike GTM but like the Direct Method the ALM has the same goal to develop communication skills. It is based on the idea of Coleman Report that it was impractical to teach oral skills and that reading should become the focus. The ALM was first known as the Army Method. The writings and teachings of C. Fries and R. Lado, the development of Contrastive Linguistics, the new technology of language laboratory and theories of conditioning of behaviorist psychology were the main factors that contributed towards the development of Audio-lingual Method. For a number of reasons, the ALM enjoyed many years of popularity, and even now, adaptations of the ALM are found in contemporary methodologies. This unit is explaining all the factors and characteristics of ALM.

7.2 Objectives

By the end of this unit the students will be enabled to:

i. understand Audio-lingual method;
ii. give an elaborate understanding of the techniques involved in this method; and
iii. get the understanding of these terms in the teaching – learning procedure.
7.3 Characteristics

There are five assumptions, in light of the American Structural Linguistics, for ALM put forward by Moultan, W. G. (1963, 462-3). These assumptions are basis of ALM characteristics.

1. Language is speech and not writing as it happens in the acquisition of the mother tongue. The pedagogical implication is that oral presentation should precede than the written one.
2. A language is a set of habits, having its foundation in B. F. Skinner’s point of view about language as ‘verbal behavior’. So his operant conditioning has an influence on ALM having its assumption in forming habits. In the language teaching, this assumption has taken the form of mimicry, memorization and drilling.
3. Teach the language and not about the language. It is quite against GTM that focuses on about the language and not on the language itself, which is use of contextual language.
4. Related to the third point is the fourth one and that is a language is what its native speakers say and not what someone thinks they ought to say. It means that the language is as it is spoken by its natives and not as suggested by the grammarians.
5. The last assumption is very important which considers languages as different living entities. Bloomfield, L. (1942, 1) stresses the point that the learners should ‘start with a clean slate’ as the different languages have different constructions, sound patterns and meanings. Therefore, ALM materials provide drills in these contrasting points.

Now based on the above-mentioned assumptions, following are the major characteristics of the ALM:
- Material is presented in a dialogue form.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation.
- Great importance is put onto pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Vocabulary is strictly limited in context.

7.4 Why Should I Use This Method?

As the GTM, students can learn by repetition. Students pay attention and carry a sequence of what they are doing, but despite of learning it in class, teachers can make activities to be performed at home so they can practice writing and reading. It sounds really boring the fact that students have to repeat only. Teachers might find the way to make it interesting and look for different and funny activities.
7.5 Principles of the ALM

The principles of ALM are as following:

- Language forms occur naturally in some socio-cultural context.
- Students must learn syntax (sentence structure) and parts of speech to adjust the parts of speech in its slot.
- Correct habits are developed through positive reinforcement.
- This is possible only through students’ response to the provided stimuli.
- Each language has specific number of structural patterns and practice of these helps to form habits among students. Subsequently it enables the students to use them.
- The students learning should make them use language automatically without stopping to think on it.
- The teacher’s role should be that of an orchestra organizer, conducting, guiding, and controlling the students’ behavior.
- Being the language different, they should be kept separate so the mother tongue should not interfere with the learning of the target language and it is possible only to restrict the usage of the mother tongue in the language classroom.
- The language teacher’s role should be like that of a native speaker model to be copied by the students for learning it in the best way.
- Errors should be avoided in order to prevent the bad habit formation. That is why drills are used in ALM for the accurate habit formations.
- Natural order of learning a language must be followed in which speech has greater importance than the other skills.
- Language and culture are part and parcel of each other. So cultural contexts should be provided in language teaching.

7.6 Strengths

Following are the strengths of the ALM:

- Automatic learning without stopping is the main strength of the ALM through drilling and repetition.
- It is emphasized in sentence production.
- It forms verbal behavior through habit formation.
- The language laboratory and use of audio visual aids are also its tools.
- Takes advantage of pronunciation skills.
- Most part of the lesson is given in the target language.
7.7 Weaknesses

Following are some of its weaknesses:

- Too much repetition makes the drill mechanical and not the meaningful ones.
- Errors are necessarily to be avoided at all costs.
- No meaningful learning is there because of just structural forms being drilled in a mechanical way.
- There does not develop any relation between form and meanings.
- Takes advantage of pronunciation skills.
- Most part of the lesson is given in the target language.

7.8 Conclusion

Though ALM has certain weaknesses, yet to be short it can be best utilized for its good impacts with inventiveness and resourcefulness on the part of the teacher. It can be done by him or her by varying the careful presentation of the material and creating interesting situations for the students. For this purpose the teachers should be provided with in-service training. The Audio-lingual, in short, is very useful method in developing accurate target language through habit formations. We conclude our discussion of this method with the summary of H. H. Stern (1983, 465-66) as following: First of all, it is the one of the earlier theories that recommend the development of language on declared linguistic as well as psychological principles. Secondly, it attempts to make language learning accessible to large groups of ordinary learners. Thirdly, it stresses syntactical progressive development unlike the other methods. Fourthly, it leads to the development of simple techniques, while excluding and intensive practice of specific features of the language. And lastly it separates the language skills into a pedagogical device of auditory and oral practice.

7.9 Summary Points

The summary points of the unit are as following:

- Language is a system of linguistic structures and ALM is basically the method to promote their learning along with developing the communication skills through habit formation.
- Language is speech and not just writing.
- A language can be learnt through verbal habit formation by means of repetition, drills, stimuli and responses.
- For the above-mentioned purpose reinforcement plays a vital role.
- The use of drills and pattern practice has great benefits in language teaching and learning.
- Language skills are taught in natural way of listening, speaking, reading and writing.
- Accuracy and fluency are focused.
- Language and culture go side by side.
- Teaching vocabulary is of secondary importance.
7.10 Self-Assessment Questions

Q.1 “The real goal of instruction was an ability to talk the language and not to talk about it”. (In Mohrnann, 1961, 88). Give your arguments in favor or against the statement.

Q.2 Discuss with examples the fundamental principles of the Audio-lingual Method.

Q.3 Give your point of view how the Audio-lingual Method can be transformed into a better method according to the requirements of the Pakistani students.
Suggested Readings

UNIT-8

SUGGESTOPEDIA

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8.1 Introduction

The Unit 8 introduces the method of Suggestopedia. It is based on the power of suggestion in learning; the notion being that positive suggestion would make the learners more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, Suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Music, in particular, is central to the method. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented. Now let us have a look at its characteristics.

8.2 Objectives

By the end of this unit the students will be enabled to:
i. understand Suggestopedia;
ii. give an elaborate understanding of the techniques regarding Suggestopedia; and
iii. get the understanding of these terms in the teaching –learning procedure.
8.3 Characteristics

Suggestopedia is, in fact, an application of suggestion to pedagogy that eliminates the alien feelings of the students for not being able to be successful in language learning and thus making them motivated and inspired learners. All this is an impact of the following characteristics of Suggestopedia Method (SM):

- The use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points are one of its characteristic features.
- Creation of comfortable environment through music is one another feature of this method. Lozanov employs music ‘to relax learners as well as to structure, pace and punctuate the presentation of linguistic material’ (Richards & Rodgers, 1986, 144). But Lozanov suggests a series of slow music having 60 beats a minute because only then the body relaxes and the mind becomes most alert to receive learning material.
- Along with the musical background, the shape of the chairs and the personality of the teacher are considered equally important as that of form of the instructional material itself.
- It also focuses on learning free of errors.
- It has 3 stages in any lesson: Presentation, Concert, and practice.
- Suggestopedia also lays stress on memorization of vocabulary pairs.

8.4 Why Should I use This Method?

Teachers can use suggestopedia as teaching method in their teaching. Using suggestopedia is very interesting but challenging also. It can be seen from some considerations. At one side it has some benefits, but on the other side it also has some weaknesses. With this method, we learn to believe in the power of the human brain and that the deliberately induced states of relaxation may be beneficial in the classroom. Accordingly many teachers have at times experimented with various forms of music as a way to get students to sit back and relax.

8.5 The Principles of Suggestopedia

Following are the basic principles of Suggestopedia:

- A relaxed and comfortable environment expedites and facilitates the process of learning.
- Learning occurs in an environment.
- The respect to the teacher’s authority will help the students in retaining the information in a better way.
- Stimulating the students’ imagination helps them in learning.
- Students’ confidence should be boosted up.
• The language of the dialogue is such as to make students enable to use language immediately.
• The teacher should integrate indirect positive suggestions like ‘there is no limit to what you can do’ into the learning situation.
• Though the teacher does not dwell upon grammar and vocabulary yet he presents and explains them in the class.
• Use of mother tongue is there for translating in and out the target language to make the meanings of the target language clear.
• Dramatization is a particularly valuable way of playful activities which removes barrier hindrances erected on the way of learning.
• The fine arts, music, art and drama, should be integrated into teaching process as much as possible as they reach the subconscious and as a result optimal learning happens. The reason being the learners’ attention on using the language rather than its form and hence it makes learning a fun.
• Novelty aids language acquisition. Thus classroom activities like role-playing, games, songs and gymnastic exercises are designed to help the learners develop self-confidence, spontaneity and receptivity of the child.
• The primary role of a teacher is to provide suggesting situations in which the learners become suggestible in order to encourage the students’ positive reception of the language items.
• Global attitudes are emphasized in comparison to the analytical attitudes.

8.6 Strengths

Following are the strengths of the Suggestopedia:
• Suggestopedia encourages the students to apply language independently.
• It makes students feel relaxed.
• It gives the opportunity to the teacher of creating situations in which learners are most suggestible.
• It ensures comfortable and conducive learning environment

8.7 Weaknesses

Following are the weaknesses of the Suggestopedia:
• It does not mention anything about homework assignments, so homework is limited.
• According to it there should be 12 students in the class, so there’s a kind of environment limitation.
• Music will be a distractor. Even then the teachers must use music that creates a good environment; for example, relaxing music, opera, instrumental music, indie, etc. But they should not use music that students like; that will be distractive also.
8.8 Conclusion

To conclude we can that the Suggestopedia is a method which totally shifted the central focus of teaching from the teacher-centered- to the students-centered classes. In it the environment is a focal point and that also relaxed and comfortable one which takes into accounts the maximum working of the human brain and hence the learning is motivated and speedy. Music plays a vital role in that. So the teaching through songs and dialogues while accompanying the music is thought to facilitate the learning process. As its names imply, the method of Suggestopedia gives choice to the students to become suggestible, hence making them responsible for their own learning. Like every method, it has its own advantages and its disadvantages but its again the competent teacher, who can utilize to the best possible way for achieving his or her aims and goals of teaching language. It is suggested here that the teacher should remain flexible and should adopt various methods in combination for the successful teaching and learning process.

8.9 Summary Points

Following are the summary points of this unit:

- George Lozanov is the originator of the method of Suggestopedia.
- According to him full mental powers should be utilized in learning a language for which the comfortable environments is required.
- That is possible to create with the music.
- This method is a specific set of learning methods derived from Suggestology.
- Vocabulary memorization in pairs is emphasized.
- The teachers’ respect is important for better learning.
- Confidence of learners is enhanced in it through their active participation in teaching and learning process.
- The fine arts like music, art and drama should be integrated for making the classroom activities interesting and playful.
- It results into the use of language and not the attention towards form or linguistic structures.

8.10 Self-Assessment Questions

Q.1 What have you understood about the method of Suggestopedia; explain its advantages and disadvantage with special reference to the Pakistani English classes.

Q.2 W. J. Bancroft notes that the teaching material is “presented with varying intonations and a coordination of sounds and printed word or illustrations” (1972, 17); discuss it in detail.

Q.3 Explain with illustrations the main doctrines of the method of Suggestopedia.
Suggested Readings

UNIT-9

(Section A)

THE SILENT WAY

Written By: Dr. Shamim Ali
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(Section A)

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9.1 Introduction

The Silent Way is a method which is based on the thought that language can be learnt through rule formation, and not just as a result of habit formation. This helps in creating innovative utterances. Accordingly, language acquisition must be a procedure whereby students use their own thinking processes or cognition to discover the rules of the acquired language. In this way the learners become more active and responsible for their own learning and formulate their hypotheses for the purpose of discovering the rules of the target language themselves. This surely has evidence of occurrence of some errors but they are then just a symbol of their learning progress. All four skills in the integration and form as well as meanings are considered important in the Silent Way Method (SWM). This unit 9 is all about it.

9.2 Objectives

By the end of this unit the students will be enabled to:
  i. understand the Silent Way method;
  ii. give an elaborate understanding of the techniques involved in silent way; and
  iii. get the understanding of these terms in the teaching–learning procedure
9.3 Characteristics

The Silent Way is characterized by its focus on discovery, creativity, problem solving and the use of accompanying materials. Richards and Rodgers (1986:99) summarized the method into three major features.

1. **Learning is facilitated if the learner discovers or creates.** The Silent way belongs to the tradition of teaching that favors hypothetical mode of teaching (as opposed to expository mode of teaching) in which the teacher and the learner work cooperatively to reach the educational desired goals. (Bruner 1966.) The learner is not a bench bound listener but an active contributor to the learning process.

2. **Learning is facilitated by accompanying (mediating) physical objects.** The Silent Way uses colorful charts and rods (Cuisenaire rods) which are of varying length. They are used to introduce vocabulary (colors, numbers, adjectives, verbs) and syntax (tense, comparatives, plurals, word order …)

3. **Learning is facilitated by problem solving involving the material to be learned.** This can be summarized in Benjamin Franklin’s words:

   “Tell me and I forget
   Teach me and I remember
   Involve me and I learn”

A good silent way learner is a good problem solver. The teacher’s role resides only in giving minimum repetitions and correction, remaining silent most of the times, leaving the learner struggling to solve problems about the language and get a grasp of its mechanism.

9.4 Principles of the Silent Way

- The teacher should proceed from known to the unknown. Languages share a number of features, sounds being the most basic.
- Language learners are intelligent and bring with them the experience of already learning a language.
- Language is not learnt just through repetition but through students’ own responsibility to produce the target language for which they to work collaboratively.
- The teacher works with the students while the students work on the language.
- Learning involves transferring what one knows to new contexts.
- Silence is a tool. It helps to foster autonomy and students-centered learning.
- Reading is also developed from the beginning but it is developed on already learnt students’ knowledge.
- Meaning is made clear by through students’ perceptions and not just through translation.
• The teachers’ silence encourages group cooperation of the students.
• Errors are important indication of rate of learning.
• Different students learn at different rates so learning takes place in time.
• Students should receive a lot of meaningful practice but without repetition.
• Language is to express oneself.
• It takes a structural approach to the organization of language be taught.
• Grammar rules of the language are taught inductively.
• Silence helps the students in in concentrating on the task in hand and the potential means to be accomplished. Stevick (1974, 4) calls the Silent Way a ‘productive’ rather than a ‘reflective’ method.
• Most of the activity is the teacher-directed but the teacher’s talk is minimal.
• Responses to commands, questions and usual cues are some of the classroom activities.
• Teacher’s role is that of creating an environment that facilitates learning.

‘In sum, the Silent Way teacher, like the complete dramatist, writes the script, chooses the props, sets the mood, models the action, designates the players, and is critic for the performance’ (Richards and Rodgers, 1986, 105).

### 9.5 Advantages

• It combines a high degree of mental involvement and interest with the actual use of the language.
• Learning through problem solving looks attractive especially because it fosters:
  • creativity,
  • discovery,
  • increase in intelligent potency and
  • long term memory.
• The indirect role of the teacher highlights the importance and the centrality of the learner who is responsible in figuring out and testing the hypotheses about how language works. In other words teaching is subordinated to learning

### 9.6 Disadvantages

• The Silent Way is often criticized of being a harsh method. The learner works in isolation and communication is lacking badly in a Silent Way classroom.
• With minimum help on the part of the teacher, the Silent Way method may put the learning itself at stake.
• The material (the rods and the charts) used in this method will certainly fail to introduce all aspects of language. Other materials will have to be introduced.
9.7 Conclusion

To be brief, we want to conclude this unit as a comment on all the methods introduced in this course. This is the last method in the course study book. The silent way like all of the other methods of teaching have strengths and weaknesses. However, it is the best strategy of the teachers to use all the methods as per requirements of the students. The Silent Way though makes the silence an important feature of teaching and learning process as it helps in concentrating on linguistic forms and meanings yet it also focuses on all of the language skills while making the errors rectification not a major concern. So in Pakistani context, in addition to GTM and DM, both of these less used methods of Suggestopedia and the Silent Way can also be used effectively in order to appreciate and encourage the students’ participation in their own learning process which will eventually result into more productive results.

9.8 Summary Points

- The Silent Way basically favors that the language can be learnt through rule formation, and not just as a result of habit formation.
- Students use their own cognition to discover the rules of the acquired language.
- The learners become more active and responsible for their own learning and formulate their hypotheses.
- The errors are then just a symbol of their learning progress.
- All four skills in the integration and form as well as meanings are considered important in the Silent Way Method (SWM).
- Learning is facilitated if the learner discovers or creates.
- Learning is facilitated by accompanying (mediating) physical objects.
- Learning is facilitated by problem solving involving the material to be learned.
- The teacher proceeds from known to the unknown.
- Language learners are equal participants in language learning and teaching process.
- Learning involves transferring what one knows to new contexts.
- Silence is a tool which enhances students’ confidence and makes the teacher’s talk to the minimal level.
- Students receive a lot of meaningful practice but without repetition.
- Grammar rules of the language are taught inductively.
- The Silent Way is more a ‘productive’ than a ‘reflective’ method.
- Responses to commands, questions and usual cues are some of the classroom activities.
- Teacher’s role is that of a facilitator.
9.9 Self-Assessment Questions

Q.1 The Silent Way Method is important as far as the classroom activities are organized, the indirect role of a teacher in directing and monitoring learners’ performances. Discuss in detail.

Q.2 How the errors are dealt with in the Silent Way Method? What do you suggest about their rectification in written and spoken activities?

Q.3 Elaborate with examples the main doctrines of the method of the Silent Way.

Suggested Readings

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10.1 Introduction

This unit is very important as it is related with the very important element of teaching and learning process and that is lesson planning. Selection of method cannot be successful, if it is not implemented through the careful lesson planning. So it is very important, dear students to get familiarized with all the important factors and procedures of lesson planning. A lesson plan is a teacher’s daily guide for what students need to learn, how it will be taught, and how learning will be measured. Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period. This ensures every bit of class time is spent teaching new concepts and having meaningful discussions — not figuring it out on the fly!

10.2 Objectives

By the end of this unit the students will be enabled to:

i. get an understanding of lesson planning;
ii. give an elaborate understanding of how to develop a lesson plan; and
iii. get the understanding of these terms in the teaching–learning procedure
10.3 Parts of Lesson Planning

The most effective lesson plans have six key parts:

i. Lesson Objectives,
ii. Related Requirements,
iii. Lesson Materials,
iv. Lesson Procedure,
v. Assessment Method and
vi. Lesson Reflection

Because each part of a lesson plan plays a role in the learning experience of your students, it is important to approach them with a clear plan in mind.

Let’s start with the first part of every lesson plan – the lesson objectives!

10.3.1 Lesson Objectives

Measurable lesson objectives or smart objectives enlist what students will be able to do after completing the lesson.

Dear students, these objectives let you easily tell if your lesson has effectively taught your students new concepts and skills.

It can feel overwhelming to pin down specific takeaways for a lesson, but you can break the process into steps to do it in a breeze!

First, it is the best to view your lesson objectives as goals for your class and students.

In the context of lesson planning, one of the most popular following goal-setting strategies is the ‘SMART’ criteria, which ensures goals are focused.

- Is the objective specific?
- Is the objective measurable?
- Is the objective attainable by all students?
- Is the objective relevant to your class and students?
- Is the objective time-based to align with your syllabus?

For each objective, it is important to start with an action that relates to what students should be able to do after the lesson.

Depending on what topic you are teaching and the level of knowledge your students have, these actions will vary.

For example, when teaching brand new concepts, you may define actions like define, identify, explain, and determine.
However, if your lesson involves more advanced tasks, the objectives may include actions like create, use, perform, or measure.

To see these phrases in context, let’s look at examples that a computer teacher might choose when teaching Microsoft Word. For an introductory lesson about Microsoft Word, objectives could be:

- identify parts of the ribbon menu;
- determine methods of selecting text in a document; and
- define fonts and font styles.

In a more advanced class, objectives might include:

- insert a document header;
- use document themes; and
- add a page border.

When creating your lesson objectives, keep in mind that it is easier to measure students’ success when you have specific goals.

Once you have put your lesson objectives together, it is time to tie them in with the next part of your lesson plan -- the related requirements!

### 10.3.2 Related Requirements

Related requirements are national, state, or school standards that dictate what you need to teach in a class.

Every lesson you teach should help you hit those requirements. Listing them in your lesson plans helps you satisfy those requirements while focusing on the end goal of your class.

On top of that, some administrators require teachers to distinctly show how they will teach course standards in each lesson.

If you put them on your lesson plans, you have got a quick reference to prove you are on the ball!

When listing course standards or certification items on your lesson plan, it is smart to use the exact organizational system found on your standards to make sure your class aligns.

If you do not have the specific outline for your course standards, ask another teacher or your administrator where you can find them.

To get detailed certification requirements, check the certification provider’s website for an exam outline or test plan.
Laying out each lesson plan according to your requirements can be tedious work, but it will ultimately help you stay organized and aligned with what you are supposed to teach!

10.3.3 Lesson Materials
The third section on your lesson plan is the list of materials that you need to teach the lesson and measure student outcomes.

This section prepares you to deliver your lessons every day.

Without this list, you may accidentally forget to print an important document or sign out the shared laptop cart! Common types of lesson materials include:

- students’ handouts,
- textbooks,
- visual aids,
- grading rubrics,
- activity packets, and
- Computers / Tablets

The list of materials for each lesson depends on what you plan to teach, how you will teach it, and how you will measure lesson objectives. Because of this, many teachers compile their list of lesson materials in tandem with their lesson procedure!

10.3.4 Lesson Procedure
Your lesson procedure is an in-depth explanation of how the lesson will progress in the classroom.

The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students enter the classroom until the bell rings at the end of the period. It is smart to be very detailed in this portion of your lesson plan. After all, there will be cases when another teacher or substitute needs to fill in for you!

When writing your lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

To do that, you can answer a list of questions, including:

- How will you introduce the topic?
- What is the best way to teach this information to your students?
- How can you incorporate problem solving and critical thinking?
- What real-life scenarios relate to this topic?
- Does this topic lend itself to group work?
It is also a great idea to find out how other teachers address the topics in the classroom. You can do this by talking to coworkers, joining an online community, or searching for lesson ideas on educational blogs. After writing out a rough draft of your lesson procedure, many teachers outline it according to a specific teaching strategy.

Some teachers use the four phases:

i. Explore: Students discover a concept
ii. Learn & Practice: Students apply their discoveries
iii. Reflect: Students review what they’ve learned
iv. Reinforce: Students apply their knowledge to problem-solving scenarios

**Phase 1 – Explore**

In the Explore phase of your lesson, you will introduce the objectives of the lesson and discuss key concepts students should know.

This portion of your lesson procedure may entail an icebreaker activity to get students thinking about a new concept.

In other cases, you might introduce the information by using a presentation to lecture while your students take notes.

Ultimately, the strategy you use in the Explore phase will depend on the topics you will be teaching and your students’ prior knowledge.

**Phase 2 – Learn & Practice**

In the Learn & Practice phase, your students will work independently to get into the details of your lesson.

If you use a textbook as your main curriculum resource, your students can read through an assigned passage to take notes or complete a worksheet.

If you use a digital curriculum system, it is the perfect time for students to work through the digital lessons and guided notes.

You may also incorporate a class activity, group work, or skills practice to further engage your students in what they are learning.

Overall, this phase will make up the bulk of your lesson time, so be sure to detail everything out in your lesson procedure!

**Phase 3 – Reflect**

In the Reflect phase, students will look back (and reflect on) what they have learned in the lesson.
Most often, teachers lead a class discussion with critical thinking questions for students to answer aloud or in their class journal.

It is important to list the questions you plan to ask within the lesson procedure, to make sure you do not forget anything!

**Phase 4 – Reinforce**

In the Reinforce phase, students will apply what they have learned through critical thinking activities.

Depending on the lesson, you may want students to complete these tasks individually or as part of a group.

This portion of the lesson procedure helps you gauge if your students will achieve the lesson objectives and often tie in with the assessment method!

**10.3.5 Assessment Method**

The assessment method measures whether your students learned a lesson’s information and met your lesson objectives.

The methods listed on your lesson plan will most often be formative assessments and vary from lesson to lesson.

To start, there are dozens of ways to measure students’ learning through formative assessments. Some of the most common assessment options include:

- Quizzes,
- Hands-on activities,
- Writing assignments,
- Group presentations,
- Exit slips, and
- Class journal entries

In addition, your assessment method may be an in-class assignment or homework for students to complete prior to the next class.

When choosing your assessment method, it is important to incorporate your lesson objectives.

If an objective was related to understanding a concept, consider an assessment that requires students to explain that concept.

If an objective was for students to demonstrate a skill, design an assessment to confirm they can do that skill.
Also, while many assessments receive grades in a class, formative assessments do not always need to be graded!

Ultimately, the purpose of this assessment is to measure how well your students learned a lesson’s material based on the way you presented information.

This measurement will help you wrap up each lesson plan with the lesson reflection.

**10.3.6 Lesson Reflection**
The lesson reflection portion of a lesson plan encourages teachers to take notes on how to improve a lesson after it has been completed.

By this point, your lesson has clear objectives, a plan for teaching, and a way to assess student learning.

But if you do not critically consider whether you succeeded, you are doing a disservice to your future students!

When completing your lesson reflection, ask yourself questions like:

- Did a part of the lesson take longer than expected?
- Was there a portion that students asked for a lot of help with?
- Did students breeze through the information with no problem?
- Were students engaged and interested in the lesson?
- Were the objectives met by most (or all) of the students?

Essentially, you want to note any part of your lesson that did not go as expected.

In addition, it is smart to record ideas for improvement or adjustments in this section as well.

That way, when you go to teach your lessons in the future, you have all of the information for improvement in one place!

**10.4 Lessons are Just the Beginning**

Lesson plans are the first steps in creating a full-fledged curriculum for a class.

They dig into the details that ensure you teach the right information to your students at the right time, and they simplify your career by giving you a roadmap to follow each and every day but what about the big picture?

This is one of the hardest parts of teaching for educators throughout the world. It is not just the individual lessons that need your attention – it is the class as a whole!
10.5 Conclusion

In nutshell we can affirm that whatever a teacher has to teach is deemed necessary to plan the lessons, written or at least mentally for well-planned conduction of the classroom activities. It is the requirement of this scientific and technological age. Lesson planning is done while keeping in the mind the students’ psychological and socio-linguistic needs. Unplanned classroom lessons fail to bring out the expected results and causes disappointment for both of the teachers and the students. So a successful lesson should be well-planned and psychologically organized, bearing the stamp of the teacher’s pre-thinking or planning about the classroom activities. In short, planning a lesson for language instruction is vital to ensure sequenced structural linguistic items, grasp of integrated four language skills (listening, speaking, reading and writing), keeping both of the teachers and students on track, knowing the gap between learnt and still to be learnt linguistic items and subsequently achieve the sequential success with the passage of time.

10.6 Summary Points

- A lesson plan is a teacher’s daily guide for what students need to learn, how it will be taught, and how learning will be measured.
- Lesson plans make teachers more operational in the classroom by providing a detailed outline to follow each class period.
- This ensures every bit of class time is spent teaching new concepts and having meaningful discussions.
- The most effective lesson plans have six key parts:
  i. Lesson Objectives,
  ii. Related Requirements,
  iii. Lesson Materials,
  iv. Lesson Procedure,
  v. Assessment Method and
  vi. Lesson Reflection
- Lesson plans are the first steps in creating a full-fledged curriculum for a class.

10.7 Self-Assessment Questions

Q.1 What is lesson planning and why should a language teacher plan a lesson?

Q.2 What is the current situation lesson planning in Pakistan and how is it affecting the production of desirable results in our language classrooms; discuss with the practical examples of it.

Q.3 Take an excerpt from any English textbook you teach and plan a lesson for developing all of the four language skills based on the chosen text. Please keep in mind all of the six key parts of a lesson plan while writing your assigned lesson plan.
Suggested Readings