

CHAPTER III

AUDIO-VISUAL AIDS AND TEACHING OF ENGLISH

---

---

### CHAPTER III

#### AUDIO-VISUAL AIDS AND TEACHING OF ENGLISH

---

---

The research-worker has taken a review of the researches regarding the use of audio-visual aids in teaching in general and in teaching English in particular undertaken by some of the investigators in the previous chapter and shown his present research a different one from those researches.

In this chapter two main aspects of the present research have been discussed in detail. They are - A) Audio-visual aids in teaching and B) Teaching of English. The first aspect deals with needs and importance of audio-visual aids in teaching, audio-visual aids and experiences, the role of audio-visual aids in education, the classification of audio-visual aids and audio-visual aids and the teacher. The second aspect deals with a historical perspective of language teaching methods, importance of English language, position of English in India, English language teaching methods and approaches in India, teaching English to the beginners and the use of audio-visual aids in teaching English to the beginners. This forms the basis for the present study.

A) AUDIO-VISUAL AIDS IN TEACHING.1. Need and importance of audio-visual aids in teaching.

There is an old saying as,

"I hear, I forget;

I see, I remember,

I do, I understand."

It holds a lot of truth for the psychology of using teaching aids in teaching-learning process. Learning process is essentially experiencing, reacting, doing and understanding. Self-activity is the prominent factor in learning with understanding. Action promotes learning. This principle requires that pupils should participate in planning, executing and evaluating tasks. Learning is best when it utilizes the theory of self-activity. It is an active, dynamic and adjustive process.

The old days of teaching orally have gone. These teaching methods have not been able to keep pace with the revolutionary advances in the field of knowledge. The quantum of knowledge is doubling every year and educational philosophers are trying hard to find out speedy methods of learning and mass literacy. It is for these reasons that more and more emphasis is laid on the use of educational technology in school and colleges.

The natural way of learning is basically through the use of senses. These senses are the gateways of knowledge. The basic impetus of learning have to reach the pupils through their sense organs. Experience and research have shown that the following figures are generally valid.



We learn

- 1.0 per cent through TASTE
- 1.5 per cent through TOUCH
- 3.5 per cent through SMELL
- 11.0 per cent through HEARING
- 83.0 per cent through SIGHT.

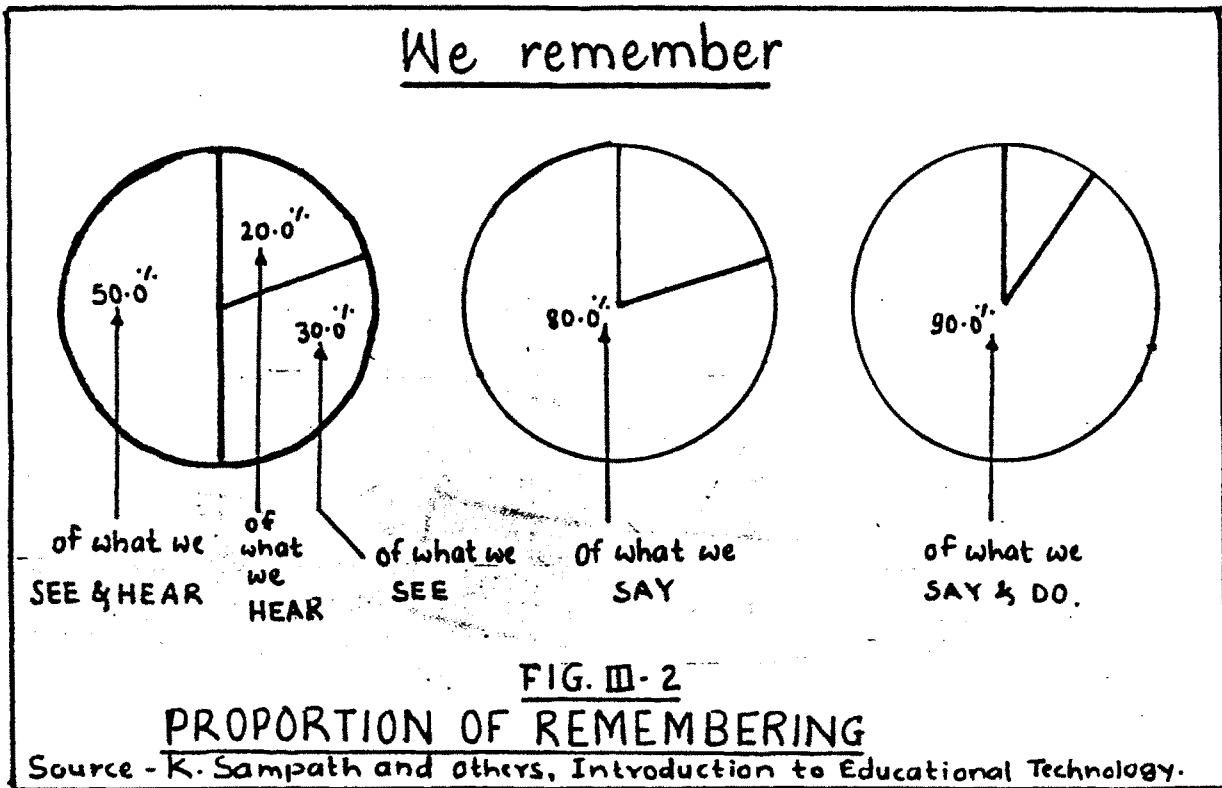
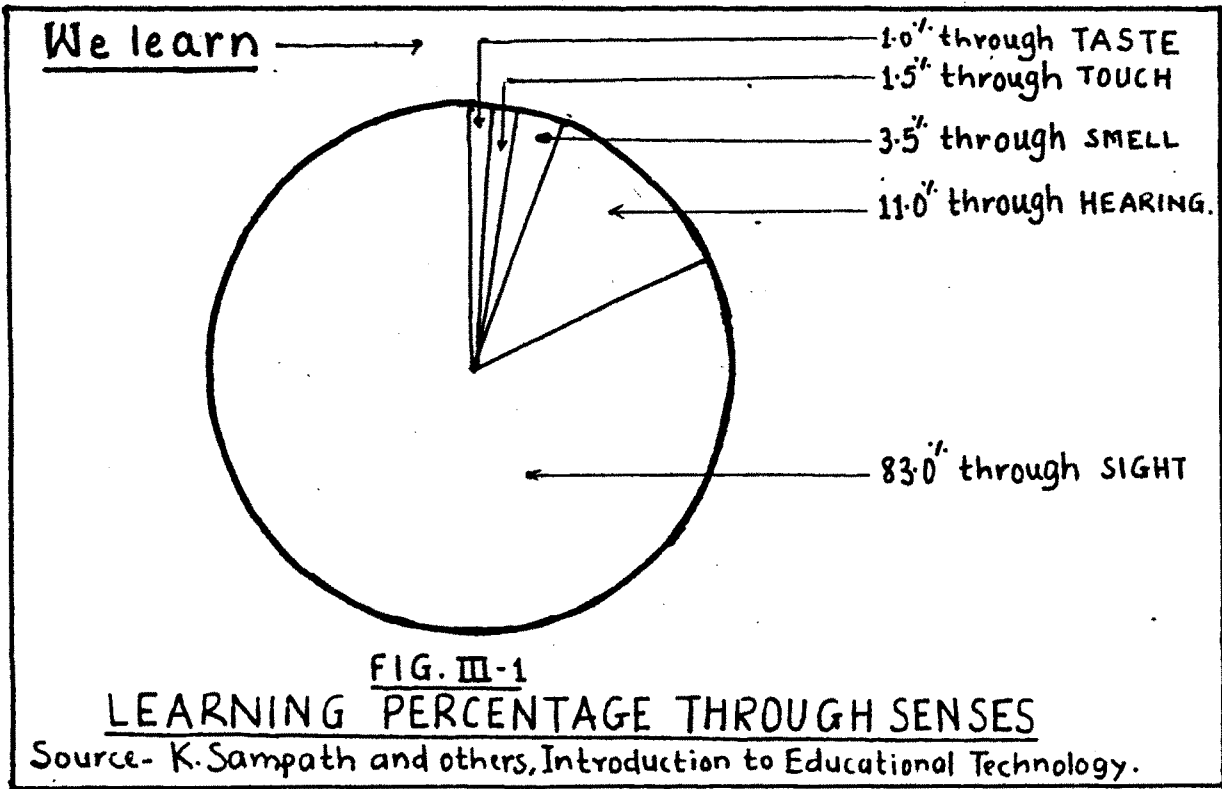
We remember

- 20.0 per cent of what we HEAR
- 30.0 per cent of what we SEE
- 50.0 per cent of what we SEE AND HEAR
- 80.0 per cent of what we SAY
- 90.0 per cent of what we SAY AND DO.<sup>1</sup>

The percentages of learning through senses and the proportion of remembering are shown in the diagrams on page No. 36

These diagrams make it clear that the student learns ninety four per cent through audial and visual senses. Of all the senses, sense of sight is most vivid and provides rich experiences to the individual. Nearly eighty three per cent of the experiences that a person gains in this world are received through this particular sense. "The teacher who has a repertoire of good visual devices are also used to facilitate reasoning and understanding. The fundamental reason for the use of visual aids is to aid reasoning and understanding. Visual devices are further used to stimulate imagination and provide incentives to action."<sup>2</sup>

It has been recognised that students grasp ideas better through audio-visual aids which appeal to the different sources.



"We use audio-visual aids to provide our audience with a situation near to reality. For this purpose, we use demonstrations, pictures, photographs, slides, graphs, charts, display material on bulletin boards, blackboards, models, specimens, filmstrips, flannel graphs, puppet shows, drama, motion pictures and television etc. These aids help in making the spoken words clear because the aids are put across through more than one of the senses. Researches have shown that people learn twenty five per cent to thirty per cent more when visual aids are used in teaching; as compared to simple talking. The aids help in holding attention, when visual aids they motivate to take action, create interest, increase permanency of learning and make our jobs of teaching or communication easier."<sup>3</sup>

## 2. Audio-visual aids and experiences.

Audio-visual aids communicate ideas directly and effectively to the listeners. From these aids contrived experiences are provided to children in classroom teaching. The experiences which can be utilised for class-room teaching are shown by great audio-visualist Edgar Dale in a pictorial form which is shown as the 'Cone of experience.'<sup>4</sup> The cone of experience is shown in the diagram on page No.38.

This diagram shows that the most concrete experiences are placed at the bottom of the cone and the most abstract experiences at the top. As one moves from the bottom to the top, one goes step by step from the concrete to the abstract experiences.

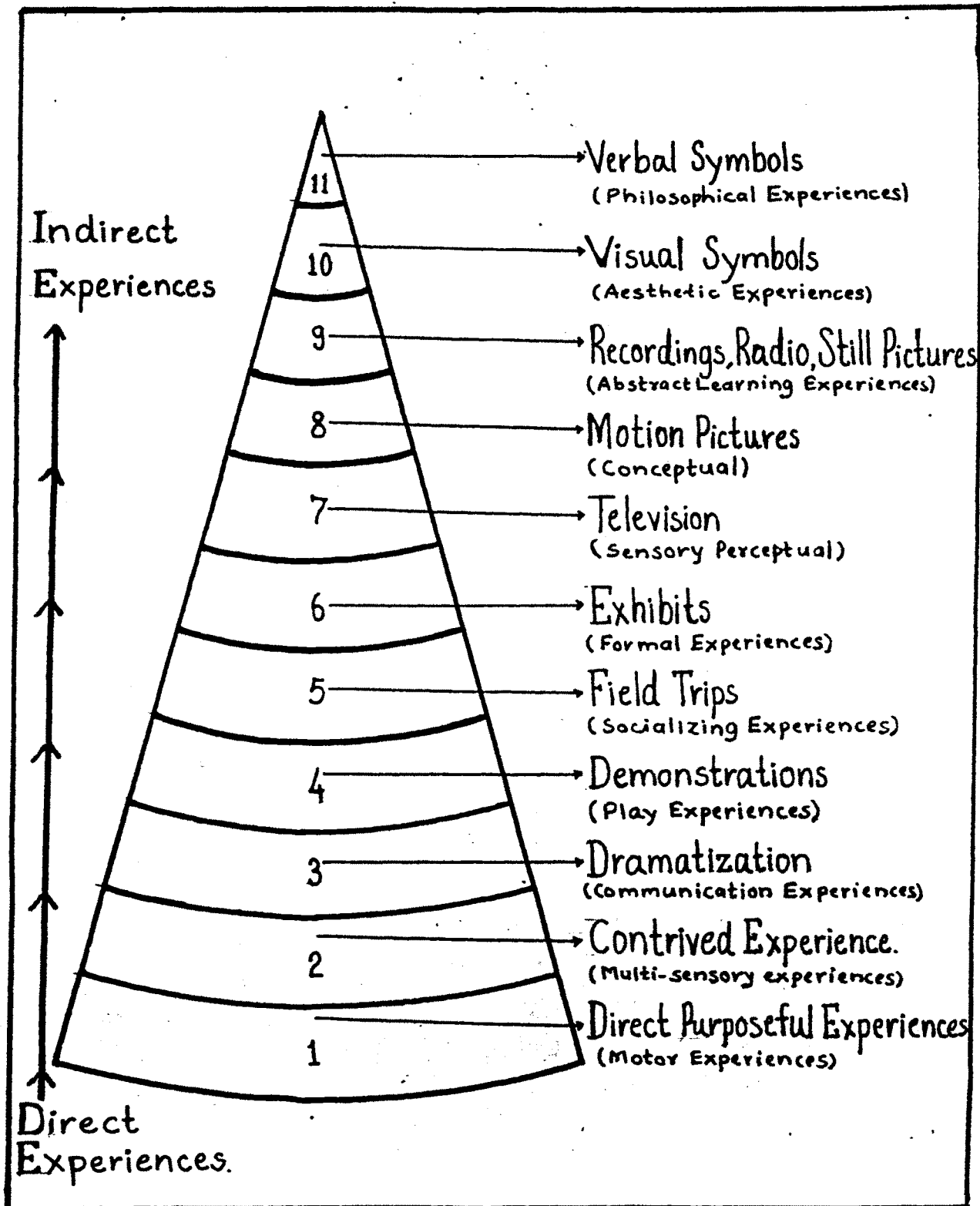


FIG III-3

## DALE'S CONE OF EXPERIENCE

With courtesy: Edgar Dale, 'Audio-visual Methods in Teaching', P.107



The 'Cone' proposed by Edgar Dale was the earliest attempt to classify the audio-visual aids according to their effectiveness in communicating ideas. The cone classifies sensory aids in terms of greater or less concreteness and abstractness as learning experiences. The cone device is a visual metaphor of learning experiences in which the various types of audio-visual materials are arranged in the order of increasing abstractness as one proceeds from direct experiences to indirect experiences. The following diagram is a practical cone classifying different aids with reference to their relative effectiveness. (The diagram is on page No. 40 ).

While teaching in the classroom, it is expected that the teacher should try to give all experiences to the children and he should follow the principle enunciated in by Edgar Dale in his 'Cone of Experience' and the 'Practical Cone of Classifying Different Aids.'

### 3. The role of audio-visual aids in education.

The audio-visual aids help in many ways in classroom teaching. They make the learning process comparatively easy for the children and thus make the teaching process effective. They make learning realistic, interesting and they illustrate and clarify ideas, facts, concepts etc. and they also provide integrated experiences with vary from concrete to abstract. The posters and pamphlets are prepared by the Department of Teaching Aids, N.C.E.R.T., New Delhi, to propogate the value of audio-visual aids in schools to make the teaching-learning process effective.



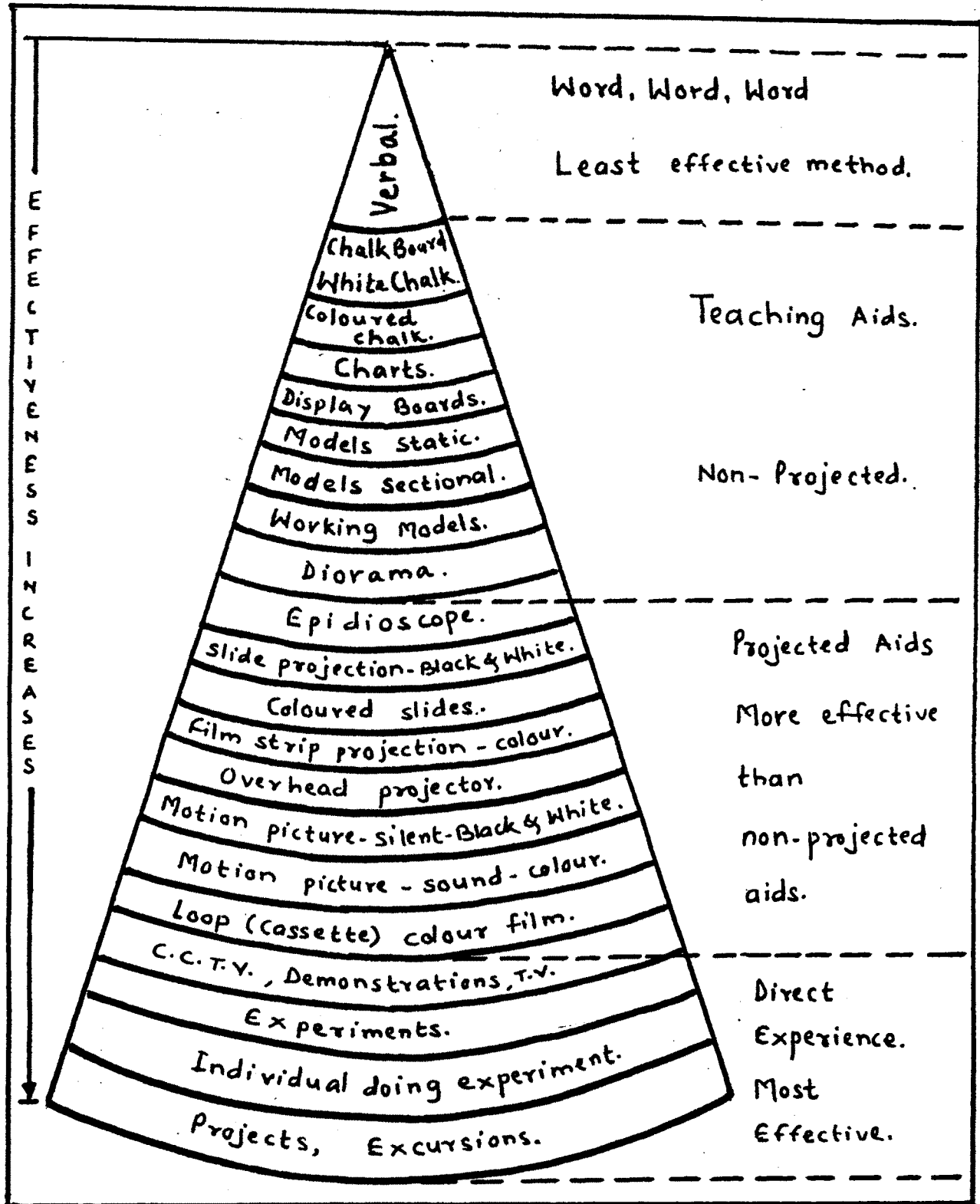


FIG. III-4

RELATIVE EFFECTIVENESS OF TEACHING AIDS

With courtesy: K. Sampath and others, 'Introduction to Educational Technology'

"Instructional media play a key role in the design and use of systematic instruction. A 'medium' broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitude. ....Every medium is a means to an end or to a goal."<sup>5</sup>

From the discussion above it is clear that the audio-visual aids occupy a pivot of teaching-learning process. So it will be relevant to know about the role of audio-visual technology in teaching. The role of audio-visual educational technology has been expressed by W.H.Erickson in the following chart.<sup>6</sup> (The chart is on page No. 42 )

From this chart it is clear that the Audio-visual Educational Technology plays the vital role in the field of Educational Technology. The main role of the Audio-visual Technology is the improvement of learning. It is reaching out for new rationales and relationships. It gives rise to two conceptual clusters, viz. -

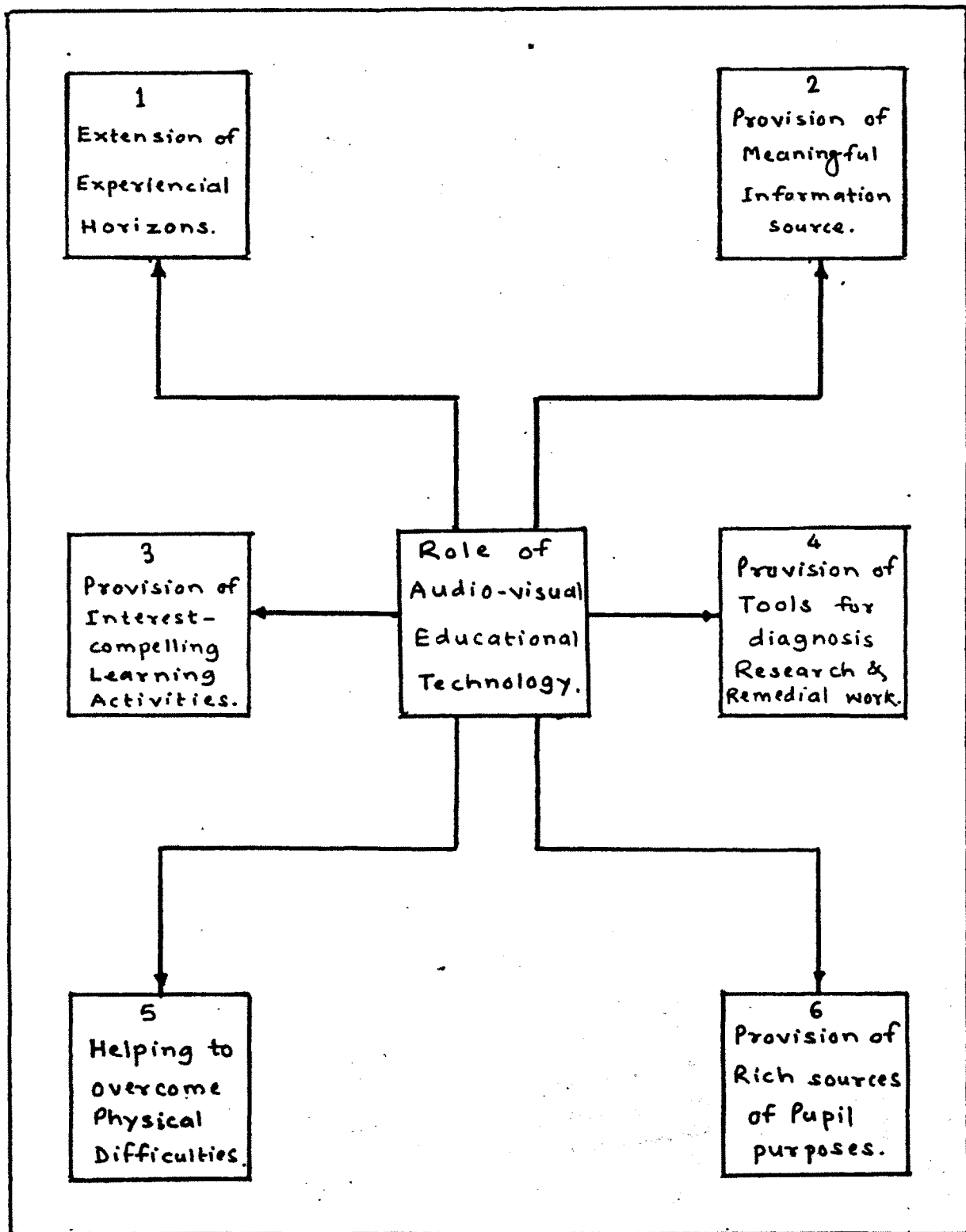
1. Physical science concept of educational technology.
2. Behavioural science concept of education technology.

Physical science concept of educational technology is a means of communications i.e. books, programmed texts, television, films, radio, taperecorder, video cassette recorder etc. These are the media of instruction whereas Behavioural science concept of educational technology means change of behaviour in student through the media which are carried from a teacher to the learner.

Further, educationists categorise the concept of Educational Technology into two approaches as -

12413

A



### Chart III-1

The role of Audio-visual Educational Technology.

1. Hardware approach concept of educational technology :-

This concept is based on the application of physical principles for developing electro-mechanical equipment for instructional purposes. This approach mechanises the process of teaching so that teachers could be able to deal with more students with less expenditure in educating them. Teaching-learning machines are the hardware.

2. Software approach concept of educational technology :-

This concept is based on the principles of psychology for building in the learner a complex repository of knowledge. The programmes which such a technology produced are called 'Software.' Software approach is characterised by task analysis, writing precise objectives, selection of appropriate learning strategies, immediate reinforcement of responses and constant evaluation.

4. Classification of audio-visual aids.

Educational Technology as a concept can be classified into three well defined components each of which has a role to play in the process of education. These three components are i) Methods, ii) Materials and iii) Media.

As a method, it implies making use of a few devices such as programmed learning, micro-teaching, team-teaching, personalized system of instruction etc.

As materials, it comprises instructional materials such as programmed text-books, manuals, guides, text and other written print material which expose to the learner.

As the media, it implies employing audio or visual or both audio-visual media such as radio, taperecorders, blackboards, charts, diagrams, maps, posters, filmstrips, slides, motion films, educational television, video cassette recorder etc. as teaching aids to supplement effective teaching and promote better learning.

The second way of classifying or looking at educational technology is the question of hardware and software mechanism involved in its adoption.

In 1989, Garrison opined, "Technology will be viewed as having a process (software) and a product (hardware) component where process is the creative application of knowledge of purposeful activities. A subset of hardware is media, where media are the devices used to distribute information."<sup>7</sup>

According to S.K.Murthy, "Educational media may be classified as the traditional educational media which include chalkboards, bulletin boards, charts, maps, posters, globes, diagrams, models etc. and technological educational media which include radio, tape recorders, slides, filmstrips, films, video tapes, computer etc."<sup>8</sup> These media are a very high supporting factor for the teaching-learning process. They can be classified in a chart as follows :- (The chart is on page No.45 )

The audio-visual aids shown in this chart are used in educational process as per the necessity to make the teaching-learning process effective.

##### 5. Audio-visual aids and the teacher.

Education is a tri-polar process and 'the teacher'



### CLASSIFICATION OF EDUCATIONAL MEDIA

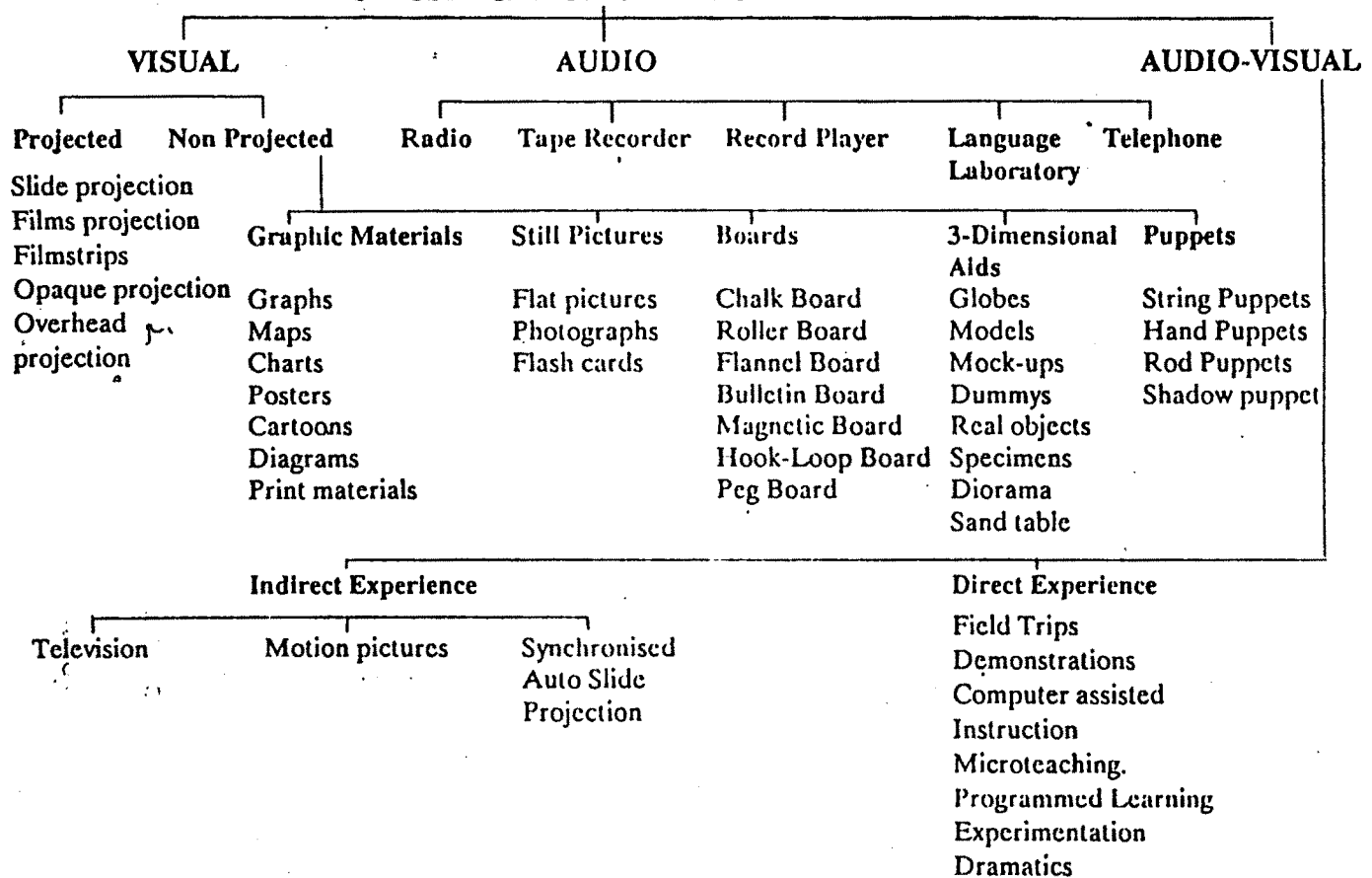


Chart III-2

#### Classification of Educational Media

Source - C. M. Yeole, 'Educational Technology', p.28

is one of them. In the present advancing age many media are entering into the field of education and there is no way for the teacher other than accepting them. But if media are good, the teacher is better, only because he only makes the media active. Inanimate media cannot take place of animate things and so the teacher has the central pivotal role in educational technology. There are certain functions of a good teacher like initiating the learning process, motivating the learner, guiding him where necessary which are difficult for the inanimate media to take over.

Teaching is a process of communication. Its success depends on how well the teacher manages to hold the attention and interest of his students in their studies, for this, the teacher has to choose the appropriate teaching aid for the appropriate unit and use it appropriately to make his teaching effective. The student's mind is an active one and tends to wander if the lessons are not interesting enough.

"A teacher has to use such teaching methods which lead to learning experience through which the learners reach the specified objectives. In this effort the teacher uses various media-audio-visual (projected or non-projected), single or multi-media package, etc. Those media are to be chosen which help to create the required learning experiences; which are relevant to the structure (organisation) of messages to be received by the learners; and which allow the necessary feedback."<sup>9</sup>

We are very close to twenty-first century and this coming century has its own demands. To meet those demands,

it is the need of the time to adopt technology in the field of education. "Everyone is agreed that the time is appropriate to harness modern technology to assist both the teacher and the taught. A judicious use of modern information technology will help to bridge the educational gap in a developing country like ours. The need to use electronic and audio-visual aids at all levels of sophistication, and at all levels of teaching, has been realised by our educationists and also by planners in education. These aids can reduce the burden on the teachers and open up new avenues of learning for the students."<sup>10</sup>

B) TEACHING OF ENGLISH.

1. Language teaching methods -

A historical perspective.

The history of language teaching methods, beginning from teacher-centered classroom methods of instruction and its gradual shift to learner-oriented methods is exciting to know because there was the total lack of any systematic attempt to organise foreign language teaching on the basis of a sound theoretical foundation supported by insights from scientific experimentation. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners' need; they have also reflected changes in theories of the nature of language and of language learning.

A brief history of language teaching methods in the world :-

The Romans were in close contact with the Greek tutors and Greek-speaking slaves and servants. So there was



the natural and meaningful situations for Greek-learning for the Romans and they learnt and studied Greek as a second language without any conscious efforts. During the middle ages Latin became the language of communication. Teaching of formal grammar was given importance in teaching Latin. Then in the period of Renaissance, Luther and Ratich led the opposition to the teaching of formal grammar.

Then came the famous Czech educator Jan Comenius who devised new methods of language teaching based on new principles. Instead of rules of grammar Comenius used 'imitation', 'repetition' and plenty of practice for developing the skills of reading and speaking. His emphasis was mainly on learning meaningful sentences and grammar was acquired only indirectly. In 1631, Comenius published his 'Linguarum Methods Novissima' (The Gate of Languages Unlocked). The book is one of the earliest attempt to teach grammar inductively and his later work 'Orbis Pictus' (1658) was probably the first attempt to teach language through pictures. Comenius's efforts in this direction laid the foundation of modern pedagogical practices.

In the last quarter of the eighteenth century the usual practice in schools was for the teacher to translate from the second language into the first language. This practice was largely reversed through the influence of Meidinger. In 1783 he published a book 'Praktische Franzosische Grammatik' which advocated translation into the second language through the application of rules of grammar.

At the beginning of the nineteenth century, however, there was a reaction against this practice. James Hamilton argued in favour of teaching grammar inductively but using the texts in second language. Then came Karl Plotz, the German textbook writer. His books consisted on the one hand, of a series of grammatical rules illustrated by examples and accompanied by 'paradigms' and, on the other hand, of a large number of exercises in which sentences in the mother tongue were to be translated into the foreign language. Throughout the nineteenth century language teaching in schools followed Plotz's techniques.

In the later half of the nineteenth century there began a number of individual reactions against Plotz's teaching techniques. This was obviously because of the failure of his methods to produce the desired results. These reactions and serious efforts in search of new methods finally developed into a movement pioneered by Claude Marcel. By 1866 Heness had started a private school for teaching languages by what has been known as 'The Natural Method.' According to this method the second language was learnt in exactly the same conditions and environment in which the child learnt his first language. The method reacted against the grammar-translation method of Plotz.

Francois Gouin was the first to fashion language teaching methods from the point of view of the learner and his needs and difficulties in learning a second language. This method of language teaching came to be called 'The Series Method.' Gouin claimed that a natural series of sentences is easy to remember.

From 1880s practically minded linguists like Henry Sweet in England, Wilhelm Viëtor in Germany, and Paul Passy in France began to provide the intellectual leadership needed to promote alternative approaches to language teaching. In Germany Viëtor launched a full scale attack on the then most prevalent grammar-translation method. Viëtor, Sweet and other reformers in the late nineteenth century shared many beliefs about the principles on which a new approach to teaching foreign languages should be based, although they often differed considerably in the specific procedures they advocated for teaching a language. These principles provided the theoretical foundations for a principle approach to language teaching. The scholars suggested how these applied linguistic principles could best be put into practice and paved the way for the emergence of what came to be called 'The Direct Method.'

'The Direct Method' of teaching languages was taken up with enthusiasm by some of the finest language teachers in England at the time. W.H. Widgery of University college and W.S. McGowan of Cheltenham college were two men who not only practised the method in the classroom, but also laboured hard lecturing and writing to convince other teachers of the value of new principles. But soon, some of the glaring demerits of this method began to be noticed. First it required native speakers with perfect command of the target language, particularly the spoken form of it as teachers who had also the ability to vary its use according to the levels of interests of the students. In the hands of a poor teacher the method could be disastrous. An average teacher in an average class was not able to achieve

good results with the-Direct Method.

While this confusing state of affairs was developing in practical teaching, H.E.Palmer was at work 'The Scientific Study and Teaching of Languages' appeared in 1917 and in it Palmer exposed what he called the 'fallacy' of the Direct Method. It is interesting to note that one lone voice was raised against the total adoption of the Direct Method - the voice of Michael West . Way back in 1921, West relized the importance of 'reading' in second language learning. Though West emphasized the reading skill, he nevertheless, sought to give each phase of the teaching of English its legitimate place in a complete system of teaching the language. His compliation of the 'New Method Readers' paved the way towards a method based on reading and it came to be known as 'The Reading Method.' But soon in the Second World War the Reading Method was found inadequate to meet the needs of a large number of learners in the army and navy. This gave rise to 'The Army Method.'

In 1939, the University of Michigan developed the first English Language Institute in the United States. It specialized in the training of teachers of English as a foreign language, with Fries as its director. Fries and his colleagues applied the principles of Structural Linguistics and rejected the approaches like those of the Direct Method, in which learners are exposed to the language, use and gradually absorb its grammatical patterns. For Fries, grammar or 'structure', was the starting point, The structure of the language was identified with its basic sentence patterns and grammatical structures.

In 1948, three members of the English Language Institute's staff wrote about the importance of the Native Language in Foreign Language learning in the first issue of 'Language Learning', a journal of applied linguistics, which had grown out of the work of the institute. In 1957, Robert Lado, who had succeeded Fries as the Director of the English Language Institute, published the first major systematic study on the methods of contrastive linguistic analysis as the basis for the preparation of language teaching materials and language tests.

By about 1960, the influence of structural linguistics upon language teaching had reached its peak in the United States. In association with the behaviourist theory of language learning the principles of structural linguistics provided the main theoretical basis of the 'Audiolingual Theory', and in this way influenced language teaching materials, teaching and testing techniques and teacher education.

## 2. Importance of English language.

English is an international language. At the British Council's fiftieth Anniversary Conference on progress in English studies, held in London in 1984, Professor Randolph Quirk estimated that there were three hundred million mother tongue speakers of English, three hundred million speakers of English as a second language and a hundred million foreign language speakers, thus seven hundred million in all. Thus, English is now used by nearly one third of the world's largest population. As an international language, English has created better understanding among the nations of the world and has been responsible

for cultural give and take. It facilitates advanced learners of science and technology. In fact, it will be wrong to say that English is a window through which we are able to see the scientific, technological, agricultural, commercial and literary developments taking place in the world. It is the key to the storehouse of knowledge. Most of this knowledge is not as yet available in Indian languages. It is in this context that the role of English as a library language becomes important in India.

### 3. Position of English in India.

After a long dispute, English is at its place firmly even though there was rethinking on the place of English after India's independence. Hindi was looked upon as a national language and efforts were made for its promotion and development. But later on it was found that it was impossible for Hindi to take place of English. There was considerable opposition to Hindi from the Southern India and it was a danger for national integration. In this connection, Jawahar Lal Nehru once said, "If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future."<sup>12</sup>

English occupies an important place in educational system and life of our country. It has been accepted that the study of English is both desirable and essential. So it has been

made a compulsory subject in secondary schools. The linguistic tangle has been resolved with the help of "Three Language Formula" proposed by the Central Advisory Board of Education and upheld by the Indian Education Commission (1964-66). According to it, English is taught and learnt as a second or third language in our country. This position of English as the compulsory second language has brought about great changes in the prospectives.

For the first time after independence a National Policy on Education (1986) has been formulated prescribing a uniform course of studies in all the states in the country. In the State of Maharashtra English is introduced in the fifth standard as a third language in the year 1993-94. By the time the student completes secondary education he would have studied at least for six years.

The objectives of teaching English are geared to the needs of learners and the positions of English in the socio-economic and the cultural life of the nation. The objectives spelt out in terms of language abilities of Listening, Speaking, Reading and Writing in the Upper Primary and Secondary levels are the same. The abilities, however, vary from course to course and from stage to stage.

#### 4. English language teaching methods and approaches in India.

India was ruled by Britishers nearly for one hundred fifty years. Ultimately teaching English in India was greatly

influenced. The changes in language teaching methods that took place in the world also took place in India. The main methods and approaches of teaching English in India are discussed below in brief.

i) Grammar-Translation Method -

This method is the oldest method of teaching English in India. It is as old as the introduction of English in the country. In spite of its demerits, it lasted for a long time and it is still used at many places in India.

This method helps especially the teacher in many ways. By this method foreign phraseology is quickly explained, rapid expansion in the vocabulary of the pupils can be made, teacher's labour is saved, the child's knowledge of his mother tongue is used and comprehension is easily tested.

The grammar-translation method saves the teacher and not the learner. It is against the language learning principles as it is teacher-centered and not the child-centered. It cannot create the atmosphere of English, speech is neglected, so it does not provide pattern practices. It encourages literal translation but exact translation is not possible. It teaches English by rules, so it becomes uninteresting. It is an uninteresting method and so out of date. So the sooner the method is given up, the better for the pupils.

ii) The Direct Method -

The Direct Method came as a reaction to the translation method. It's basic principle is that the pupils should





directly in the foreign language. Translation is banished. Grammar is taught indirectly. It lays stress on oral work. In this method the sentence is a unit of speech. It makes use of audio-visual aids and facilitates reading and writing. Pupils acquire fluency of speech and in that sense, it is a natural method.

But as this method requires smart teachers and smart pupils, it is not suitable for average schools in India. There is a dearth of audio-visual aids in most of the schools in India which are required in this method. So, in spite of its merits, it was not welcomed and used in many schools in India.

iii) The Structural Approach -

"The structural approach was introduced in our country in 1950's. That way it is a new approach. A number of researches have been conducted in the field of teaching English and they have shown considerable results. The structural approach is the outcome of extensive researches made in the field of English as a foreign language at the University of London Institute of Education, by the language experts of the British Council and others elsewhere."<sup>13</sup>

The structural approach, as its name suggests, not a method of teaching but only an approach to language; "Approaching English on the basis of selected structures is called structural approach. It is called structural approach because the main emphasis is laid on the mastery of structures or patterns of sentences and phrases and also on the special features of the language which help in the construction of a sentence such

as word order, structural words and a few inflexions in English."<sup>14</sup>

In this approach language items are carefully selected and graded, speech is emphasised, habit formation is stressed and language is taught in situations. So pupils become active in learning. However reading, writing and vocabulary expansion are neglected in this method. Sometimes drilling becomes mechanical and pupils get tired of it. Suitable teachers are also not available.

No doubt, the structural approach has facilitated the learners of English in India for a long time and given birth to further approaches.

#### iv) Situational Approach -

To learn a language in meaningful situations is called 'Situational Approach.' It refers to an approach to language teaching developed by British applied linguists from the 1930s to the 1960s. Language is primarily used to communicate thoughts, ideas, feelings etc. The teachers are advised not to teach the structural items in isolation, but to use them in the situation which will appeal to the learner and inspire him to use the language in his own context whenever is desired.

"The situational language teaching adopts an inductive approach to the teaching of grammar. The meaning of words or structures is not given through explanation but is to be induced from the way the form is used in a situation. The learner is expected to deduce the meaning of a particular structure

or vocabulary item from the situation in which it is presented. The learner is also expected to apply the language learned in the classroom to situations outside the classroom."<sup>15</sup>

The objectives of the situational Language Teaching method are to teach a practical command of the four basic skills of language, goals it shares with most methods of language teaching. But the skills are approached through structures.

v) Communicative Language Teaching :-

Until late 1960s it was the situational Language Teaching that dominated the English language scene in Britain. But by the end of the sixties it was clear that the situational approach had run its course. There was no future in continuing to pursue the chimeras of predicting language on the basis of situational events. Language is not just a set of structure habits, nor a collection of situationally sensitive phrases. It is a vehicle for the comprehension and expression of meaning and as they were to be called in the new model of syllabus construction being devised in the early seventies and that is 'Communicative Language Teaching.'

The communicative approach in language teaching starts from a theory of language as communication and its goal therefore is to develop linguistic competence. W.Littlewood states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." This approach is the dire need of the person who wants to be a fluent speaker of English. It should also be noted that the teacher, instead of

making his students good writers of English, he should make them good speakers of English.

5) Teaching English to the beginners -

A child learns a language by imitations. It listens the people around him and gradually tries to produce the sounds that it listened. "When a child first starts to learn to speak a foreign language the only speech sounds he can make are those of his mother-tongue. Where these sounds coincide with the foreign sounds there is no difficulty, but where they do not coincide then the child's natural instinct is to use the sound of the mother tongue which seems to him to be nearest to the foreign sound....in order to instill new speech habits the teacher will find that he can make his task much simpler and save much frustrating repetition if he has some knowledge of the phonetics both of English and of the mother-tongue."<sup>16</sup> These sounds lead him to utter words and later he associates the words with persons, objects or things. To learn a language is his need. No doubt, this is a purposeful activity having some efforts, but it happens naturally without any teacher. So language is not a matter to be taught, but it is learnt. The only job of the teacher here is to facilitate the child with language experiences. In this sense, a language teacher is not a teacher of a language but a facilitator of a language.

In our Maharashtra State, the pupil learning in std.V, we can say, is a new born child as far as English is concerned because English is introduced here for the first time. The Maharashtra State Bureau of Text-book Production and Curriculum Research has launched a new series of books named 'Learning

English! for English as a Third Language. The first book is published this year (1993-94) for std.V. It is based on four basic skills of learning a language namely, Listening, Speaking, Reading and Writing. Other than these four skills two more important skills are introduced in this text-book, they are - The skill of Reproduction and the skill of Conversation. Some miscellaneous skills are also expected. These skills are nothing but the objectives of teaching English to std.V. The text-book has five parts in each unit having these objectives. The first four skills i.e. Listening, Speaking, Reading and Writing are presented picturesquely on the cover page of the text-book as this. :- (The figure is on page No. 61 )

Approaches to teach English to the beginners :-

i) Structural Approach :-

The syllabus of standard V has twenty five structural items. They are also called as 'Linguistic items.' They are well-graded. They form the course content. Each item facilitates to learn further item. Eventhough, the teacher is free to change the order of the linguistic items, if necessary. But the teacher should not proceed further for another unless and until all the students master the previous one.

ii) Situational Approach :-

Language is primarily used to communicate thoughts, ideas, feelings etc. The linguistic items are helpful for this purpose. But they should not be taught in isolation. The teacher should create more situations for each linguistic item. The students will make sentences in that context. There will be



FIG. III-5. ENGLISH LANGUAGE SKILLS

With courtesy: M.S. Bureau of Textbook Production and Curriculum Research, Pune.

'LEARNING ENGLISH' STANDARD FIVE - COVER PAGE.



communication between or among pupils. Here the teacher should only inspire and guide the pupils.

iii) Oral Approach :-

Each linguistic item should be learnt orally first. Before asking the students to speak, the teacher should present the linguistic item orally. This will provide the students listening exercise. This will be a training for their ears. The students will try to understand while listening. Sufficient listening practice should be provided to the students. When the teacher makes it sure that the students will speak now, he will ask the students to speak. Here it should be strictly noted that student's speaking is more important than the teacher's speaking so the teacher should speak less and make the students speak more.

iv) Multi-skill Approach :-

All the skills of learning a language are co-related. The skill of listening leads the student to speak and the skill of speaking leads him to read and write. This is the natural process of learning a language. There are no compartments of skills. So the teacher should adopt multi-skill approach throughout the year.

v) Communicative Language Teaching :-

Part 5 of each unit in the text-book of standard V is of utmost importance where we find communicative approach of teaching a language. In these parts

models for communication are given and it is expected that the teacher should present them in the class with the help of the pupils. To do this, he should be one of the communicator first and demonstrate the model twice, thrice as per the necessity. Then he should form groups having four or five pupils in each group and give opportunity to each of them to ask questions and answer them. The pupils should enjoy this conversation and learn the language easily.

6) Use of audio-visual aids in teaching English to the beginners.

Francis W. Noe says, "Good instruction is foundation of any educational programme. Audio-visual aids are competent part of that foundation."<sup>17</sup>

There is a lot of scope for using audio-visual aids while teaching English to the beginners. It will also be not wrong to say that teaching English to the beginners without teaching aids is of no use. The textbook of standard V itself is a good teaching aid. It suggests what aid should be used to teach a particular part of a unit. Skill-wise teaching aids can be used as follows -

1) Listening :-

Radio, tape-recorder, record player with gramophone records, T.V. and video with V.C.R. are useful teaching aids for listening. The radio provides listening practice with English news and school programmes. Cassettes with good speeches, speech-sounds, poems and songs can be heard on tape-recorders, record-player with gramophone records does the same as tape-



recorder. T.V. provides good English speeches and school programmes and we can take a video-cassette of a good lesson or speech and with the help of V.C.R. and T.V. it can be made available for listening. The parts heading 'Let's listen' are for listening practices. The teacher should think over them and decide what audio aid should be used to present them. 'Balbharati' has prepared four cassettes covering the whole text-book. They can also be used as an audio-aid.

#### 2) Speaking :-

In addition to above mentioned audio-aids pictures, direct objects and models are useful teaching aids for developing speaking skill. The pupils assimilate the correct sounds on audio-aids and try to speak in the same way. The teacher asks questions by showing them pictures, direct objects and models and they try to speak about them. In this way the speech ability can be developed with these teaching aids.

#### 3) Reading :-

Black-board, roll-up board, bulletin board, flannel board, flash-cards, charts, epidioscope and overhead-projector are very useful teaching aids to develop pupil's reading ability. Letters, words and sentences are written on variety of boards and some pictures, letters, words, sentences can be shown on flash-cards, charts, epidioscope and overhead projector. The pupils try to read these words and sentences.

#### 4) Writing :-

All the above teaching aids used for reading skill can be used for writing skill. After reading the letters,

words or sentences on the boards, flash-cards or their projection by epidioscope and overhead projector, the students should be asked to write them in their notebooks. Charts, pictures, direct objects and models can also be used for this purpose.

Here requires the lesson planning by the teachers regarding teaching aids. For that, it is expected that the teacher should read the text-book cartefully and then make his lesson plan. D.H.Spencer says, "I would advise any teacher taking a first-year class for the first time to plan his lessons:carefully beforehand, and to do so using the syllabus in conjunction with the text-book."<sup>18</sup>

When theory is brought into practice, it becomes reliable. To do this, it requires research. Research has got a specific method and the methodology used for this present study is stated in the next chapter.

\*\*\*\*\*

REFERENCES.

1. K.Sampath, A. Pannirselvan, S. Santhanam, Introduction to Educational Technology. (New Delhi : Sterling Publishers Pvt.Ltd., 1984) p.16.
2. Tara Chand, Educational Technology, (New Delhi : Amol Publications, 1990), p.128.
3. O.P.Dahama and O.P.Bhatnagar, Education and Communication for Development, (New Delhi : Oxford & IBH Publishing Co.Pvt.Ltd., 1985), p.413.
4. Edgar Dale, Audio-visual Methods in Teaching, (New York : The Dryden Press, 1946), p.107.
5. Vernon S. Gerlach and Donald P.Ely, Teaching & Media-A systematic Approach (New Jersey : Prentice Hall, INC., Englewood Cliffs, 1980), p.241.
6. S.K.Murthy, Educational Technology (Ludhiana : Prakash brothers, 1984), p.14.
7. R.Srinivasan, University News (New Delhi : AIU, July 30, 1990), p.7.
8. S.K.Murthy, Op.cit. p.28.
9. S.S.Kulkarni, Introduction to Educational Technology (New Delhi : Oxford & IBH Publishing Co., 1986) p.141.
10. S.Bhatnagar & Satyapal Anand, Editors, Education and Communication Technology (New Delhi : Ess Ess Publications, 1988), p.92.

11. Kripa K. Gautam, English Language Teaching (Delhi:Human Publishing House, 1988), Chapter 2 (abridged).
12. A.L.Kolhi, Techniques of Teaching English, (Jullundur: Dhanpat Rai & Sons, 1992), p.5.
13. M.S.Sachdeva, A New Approach to Teaching of English in India (Ludhiana : Prakash Brothers, 1990), p.1.
14. Ibid, p.5.
15. Ibid, p.47.
16. D.H.Spencer, The Teaching of English in the first year (Calcutta : Orient Longmans Ltd., 1965), p.7.
17. M.S.Sachdeva, Op.cit., p.238.
18. D.H.Spencer, Op.cit., p.5.

\*\*\*\*\*