

Methods & Techniques of Language Teaching/ CC-14

English, an extensively used language of today, has often been mentioned as 'global language'. It is the lingua franca of the current era and the same is taught and learnt as a second language around the world. In India, English is used not only for communicative purpose but also serves as a link language for inter-state and intrastate coordination as the nation is found with the great ethnic and linguistic diversity.

Though modern technology has started playing a considerable role in imparting and acquiring the language in schools and colleges especially in the small towns and rural areas is rather inadequate and unproductive. The students studying English at school and college level manage to get through the exams without making enough attempts to either understand the language or learn to appreciate the utility of language.

Here we have to ponder over the **Schemata and strategies of ELT**.

Schemata is the plural form of Schema which is defined as a **mental structure** to resolve a thing from all the particular experiences we have had.

The Schema theory is an output of the psychological exercise to determine **Unconscious Mental Structures**. This theory was introduced by Bartlett in 1932 and was **revisited** by the Computer scientist in 1970 to perceive and understand the word. **Richard Anderson** exploited this theory in 1977 in the field of Education. The teachers of English Language Teaching utilized this Schema theory in order to activate schematic knowledge for all skills of Language learning with **Macro structural** and **Micro structural** approaches.

The **Macro structural Approach** is a rhetorical knowledge to determine the text pattern and tries to explain the reading comprehension. However, the researchers are not specific to recommend this Approach for language learning and testing.

The Micro structural Approach is targeted to Semantic Schemata, Syntactic Schemata for conjunctions, determiners, prepositions and pronoun etc.

Para- syntactic schemata focuses on abbreviations, names, numerals and Para-adverbs. These approaches work as a true Schema for mental representation of a situation, topic, text etc. Several explanations have been showered to define role and categories of Schemata in different ways.

But in a classroom, relevant schemata can be activated prior to a reading or listening activity. This is by asking learners to predict from the title or a brief description of the text what it will be about. What will happen, what people will do/say etc?

In other words **BRAINSTROMING** before the beginning of a class is an inevitable, proper technique to involve the learners.

Air bottom up processing and Air top-down processing are the two important components to make the learners know the basic requirement of lexis, functional exponents etc. at the forefront of their minds when listening to or dealing with the text.

To conclude we may say that the responsibility of a language teacher is that of an innovator. He or She has to contrive schema for language teaching by getting acquainted with the learners. The more we know our students, the more it makes sense that we are in a position whereby we are better able to know what might work best.

- **Testing** be made more **integrative** (Combining two or more things to form an effective unit or system) than interrogative prone only to judge the students on the basis of performance.

This is only when the usefulness of activity be made closely monitored.

Strategies/ Techniques

Teaching and learning English in India has always been a challenge, both for the teachers and the taught. An effective classroom teaching is to combine different aspects of several strategies/ techniques :

Eclectic and **Pragmatic** strategies are found to be very successful in drawing satisfactory result.

Eclectic (selective) :A person who derives ideas, style, or taste from a broad and diverse range of sources.

Pragmatic (practical) :Dealing with problems in a practical way rather than by following ideas/ principles. Another word is Physiological.

While teaching English as a Second Language (ESL), a teacher has to bear in mind the following **Ten Strategies/ techniques** to succeed the goal:

1. Read the psychology of the students.
2. Promote the introvert or weak learners.
3. Learning experience be made maximum sharing of the learners.
4. Discourage the use of mother tongue or L1.
5. Trial and error method be promoted/ adopted.
6. Differentiate between the 'learned' and the 'Passed' subject for English.
7. Discourage the large class or Recommend the limited number of class.
8. Well Trained Teachers be assigned responsibility of teaching English.
9. Sufficient/Adequate Provision of Teaching Aids.
10. Motivational Attitude with purposeful goal be highlighted.(Science Vs Language).

To sum up : The case and cause of English language teaching and learning can be promoted through the cultivation of level-wise skill based habits such as group discussion and proper language training at home in a conducive ambience with the active and willing cooperation of the parents.

The language learners need to realize the delicacy of the process involving the language learning and so they have to cultivate, organize and develop their skills in speaking and writing as well on their own, independent with the guidance provided if any. Self education and practice of language are autonomous exercise and have no substitute.

Pronunciation is something rooted in metabolism and so it need not be given as much as that is given by native people as far as communication is concerned. Above all, human factor of the individual trial and initiative is the one that ought to be given the highest priority; innovative and sophisticated technology may creep in afterwards.

Courtesy : Dr. Md. Ejaz Alam