



CLICK & JOIN



Pedagogy of Teaching English -Part 7

Whole Language

The "whole" language has its origin in a "holism". Holism is a response against behaviourism, which emphasizes that learning takes place with stimuli and responses. Holists regarded it as a reductionist perspective, which does not recognize that "the whole is greater than the sum of its parts."

The activities used for Whole Language instruction are: dialogue journals, portfolio-writing, learner-made books, story writing, writing conference

Principles of the Whole Language

Stress is laid on comprehension in reading and express meaning in writing, knowledge is created using constructivist approaches - learners interpret the text and freely express their ideas in writing. Importance is given to high-quality culturally diverse literature, Integrate literacy into other domains of the school curriculum, Frequent reading in the form of guided reading, reading aloud and independent reading, Reading and writing for real purposes,

Emphasis is on understanding the meaning-making role of phonics, grammar, spelling, capitalization and punctuation in diverse social contexts, Concern for learner's attitude; and Supporting cooperative learning among learners

This approach is primarily dependent on the learners' cognitive skills of reading. They are

- Sub-lexical reading It is a type of reading which associates character/s or with sounds

- Lexical reading

Ken Goodman, in 1967, wrote a widely cited article in which he stated that reading is a "psycholinguistic guessing game". He proposed four "cueing systems, they are

- Graphophonemic: refers to the shapes of the letters, sounds and what would come next.
- Semantic: refers to word expected next based on the meaning of the sentence.
- Syntactic: refers to word class which would make sense based on the grammar.
- Pragmatic: refers to how the text works, the purpose for reading and predict meaning as learners read

Merits of Whole Language

Learner gets enough freedom to construct his own meaning of what he reads, As language is associated with culture, learners are exposed to English culture through native English literature to learn it quickly,

Language exists in every discipline. Hence, language integration across the curriculum helps learners to learn English fast, Cooperative learning among learners helps learners to learn collaboratively

Demerits of Whole Language - Too many reading activities are used

Communicative Language Teaching (CLT)

It accentuates interaction as the means and the definitive objective of learning. Language learners in CLT learn and practice English through interaction with one another and the teacher. Learners talk about personal experiences with peers, and teachers teach topics which encourages language skills related to various situations.

The most important goal of CLT is to enable the learners to communicate in the target language. This approach does not use a textbook to teach English but develops oral skills before moving to reading and writing

One of the prominent aspects of this approach is the role the teacher assumes in the classroom. Breen and Candlin put forth the roles teacher assume in a CLT class.

They are

- Facilitator: facilitates the communication process among learners in the classroom.

- Independent participant: act as an independent participant in the classroom to promote teaching and learning.
- Needs analyst: teacher decides and takes initiatives to address language needs of learners.
- Counselor: the teacher is a model communicator and coordinates speaker's intentions and listener's comprehension.
- Group process manager: Teacher sets the classroom as a place for communication and communicative tasks.

During the 1960s, Noam Chomsky focused on competence and performance in language learning, which gave birth to CLT. In the 1970s, linguists, Michael Halliday and Dell Hymes laid down the conceptual foundation for CLT,

Dell Hymes' concept of communicative competence originated from Chomsky's idea of the linguistic competence of a native speaker

Canale and Swain (1980) defined communicative competence in terms of four components:

- Grammatical competence: competence of learners related to rules of language – grammatical and lexical.
- Sociolinguistic competence: competence of learners related to understanding the social context in which communication takes place.
- Strategic competence: competence of learners related to strategies that interlocutors make use of, to initiate, terminate, maintain, repair and redirect communication.
- Discourse competence: competence of learners related to the interpretation of individual message elements - cohesion and coherence

Principles of CLT

Fluency and accuracy are essential, Along with listening comprehension and speaking, reading and writing can also be taught, Contextualization of language and meaning are important,

The learner should be able to communicate, L1 is used judiciously; and The class is made lively and interactive with pair and group work

Merits of CLT

Learners acquire fluency and accuracy, Pair and group work build learners' confidence and learning is interesting,

Learners get sufficient opportunities to practice language through tasks; and Learning is motivating and meaningful

Demerits of CLT

Teacher's involvement in teaching is less, This approach may not work well with large classes;

And this approach will be successful only with those teachers, who are fluent and accurate in English

