



CLICK & JOIN



## Pedagogy of Teaching English – Part 8

### Deductive Method

It is one of the methods to teach grammar. It is used with learners who have acquired some English. In this method, the teacher explains the rule first and then gives examples. Later, the teacher helps learners to apply the rule showing pictures, asking them to do some tasks, etc.

Attention is paid to subject and predicate agreement. There are no activities to practice the grammar item

### Inductive Method

It is one of the methods to teach grammar. In this method, the teacher provides examples first, and then, formulates rules based on the examples given. Teaching and learning are made interesting using contextualized situation. Plenty of practice is given. Teachers must be accurate in English and competent in teaching.

### Constructive Approach

This approach represents the move from education based on behaviourism to education based on cognitive theory. Constructivism enables active learning and learners make their own meaning and construct their own knowledge regarding a concept in a lesson.

One of the main objectives of constructivist teaching is that learners are taught how to take initiative for their own learning experiences. It is learner-centred and supports individualization of learning and autonomy. Action-oriented constructivist language

learning is encouraged through collaboration, creation, projects and self-teaching. It develops awareness regarding learning, about language and intercultural aspects

### Multilingual Education (MLE)

It refers to "first-language-first" education. Learners must study in their mother tongue first and learn other languages later, during schooling. Proponents of MLE state that the second language acquisition is like a "two-way" bridge.

The learners know how to move back and forth between their L1 and L2 or other languages. They take their socio-cultural experiences to the classroom and connect them to second foreign language learning.

Multilingual Education thrives on the foundations of Freire's critical pedagogy, Lev Vygotsky's scaffolding, Piaget's theory of cognition and Gramscian theory on education. MLE involves the community to create their curriculum and restrict the theoretical hegemony

### Thematic Learning

It is a method, which lays emphasis on selecting a precise theme for teaching one or more concepts.

In this, information is integrated and it is used for demonstrating the topic. This method enables learners to recognize how language is used across various subjects in terms of vocabulary, tense, structure, etc.

Thematic learning assists learners to acquire knowledge contextually and holistically and they could associate their classroom tasks to their real-life situations. It is an experiential learning.

### Multilingual Pedagogical Approach

It is a set of principles used to different degrees in various approaches or methods depending on learners, curriculum and teaching context. In this approach, firstly, teachers help learners utilize their present knowledge.

Secondly, learners use previous language learning experiences while learning a new one. Finally, learners evaluate and transfer previously employed learning strategies, to the extent useful, to a new language learning context.

## LANGUAGE SKILLS

### Intensive listening

It is a listening activity with a particular purpose/objective. In this listening activity, in order to get specific information, a listener fully concentrates to receive the text/materials.

For example, classroom listening activity by the learners for examination purpose; instructions given by the guardians at home; or given by the coach at the playground, etc. is the process of intensive listening.

### Extensive Listening

It is a listening activity which is casually performed by the listeners with a low level of concentration, motivation and without specific objectives. A listening activity which is long and exhaustive is considered as extensive listening.

For example, routine classroom listening activity, listening in the day to day communication, simple chat while walking, etc. are the process of extensive listening

### Critical Listening

It is intensive listening along with judging the listening materials with a positive and negative aspect of listening materials.

Many textbooks refer critical listening as a part of intensive listening, but the evaluation of listening material beyond the level of mere intensive listening makes it critical listening

### Story Telling

Story telling is an activity in which a speaker narrates the story before the listeners in an efficient way so that listeners understand up to a maximum extent.

There are some strategies for good storytelling, such as keeping listeners motivated and concentrated on speakers and speaking.

For example, the style adopted by the teacher of English literature class can be the most suitable to comprehend this subskill

## Role Play

Roleplay is again an essential activity of speaking skill in which, a learner acts and behaves like an other person with the help of dialogue and speech mimicry.

This is so effective that one act of role play for five minutes can transact the text and communication of fifty minutes as well. Role play is practised in the literature as well as language classroom, in order to make learners understand better communication

## Speech and Conversation

The formal speech is one of the most popular forms of standard oral communication. It is widely used across the classes in school education to familiarise the learners with the formal and standard use of English language.

On the other hand, the formal conversation between two or more learners based on certain topics/ objectives helps learners to learn the delicacies and nuances of oral communication. It also helps learners to learn effective and convincing ways of speaking in the English language

