

THREE BASIC APPROACHES FOR LEARNING LANGUAGE IN CLASSROOM

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Abstract:

The scenario where the concept of ELT takes forefront is then when it supports an instructor to the language learning process to another level. It can be done through activities, tasks, innovative ideas to make the students can make adapt the methodology of learning language with fun and confidence in classroom. Syllabus plays a very prominent role in leading their way for learning language and giving directions to how to handle and maintain the learning. So the way its design being made is concerned with thesequencing, selection and justification of the content of the curriculum. Grammar, pronunciation, and vocabulary are the traditional approaches to syllabus as well as experiential content students are expected to learn.

Key Words: ELT, curriculum. Grammar, pronunciation, and vocabulary

Introduction:

There has been a massive change taken place in the process of syllabus designing in the last two decades with the proposal of including a task-based approach. The integral part of syllabus designer needs to take into consideration when he or she embraces a task-based approach to creating syllabuses and pedagogical materials.

Task-based syllabuses represent a particular realization of communicative language teaching. Instead of beginning the design process with lists of grammatical, functional-notional, and other items, the designer conducts a needs analysis which yields a list of the target tasks that the targeted learners will need to carry out in the ‘ real-world’ outside the classroom. Examples of target tasks include:

Conduction of Debate at competitions

Taking part in a job interview process

Applying for a study loan in bank.

Finding ones way from a hotel to a subway station. Making a reservation.

Opportunities for practice, language data and information are the most possible approaches to language pedagogy as these three elements from the perspective of task-based language teaching play an undeniable role of improvement in the students learning process.

Opportunities for Practice

The first element in the approach is ‘practice’. There is a famous quote: “ *Practice makes man perfect* ” . Unless someone is extraordinarily gifted as a language learner, it is highly unlikely that they will get very far without extensive practice. In the process of designing practice opportunities for the learners, we should be able to distinguish between tasks, exercises and activities. On one hand a task is an non-linguistic outcome with an unrestrained act that does not usually have a straight line of focus in a single standard structure. On the other hand an activity also has a constricting focus on one or two language items, but with a special focus on communicative outcome.

Language Data

By language data, it means samples of spoken and written language. Nominally, all that is needed to attain a language is admittance to applicable samples of aural language in contexts that make transparent the relationship between form, function and use. In language teaching, there is a contrast drawn between “ authentic ” and “ non-authentic ” data.

Authentic data are samples of spoken or written language that have not been specifically written for the purposes of language teaching. “ Non-authentic ” data are dialogues and reading passages that have been specially written.

Here are two conversations that illustrate the similarities and differences between non-authentic and authentic data. Both are concerned with the functions of asking for and giving directions. I needn’ t spell out which is which, because it is obvious.

Conversation 1

A: How do I get to K- Street?

B: Well, you go down DC main Road ...

A: ...what, down Old Belair Road and around ...?

B: Yeah. And then you go straight ...

A: past the hospital?

B: Yeah, keep going straight, past the racecourse to the roundabout. You know the big roundabout?

A: Yeah.

B: And K- Street’ s off to the right.

A: What, off the roundabout?

B: Yeah.

A: Right.

Conversation 2

A: Excuse me please. Do you know where the nearest bus station is?

B: Well, the bus station isn't far from here. Do you know where the theatre is?

A: No, not really. I'm just passing through.

B: Well, first go down this street to the traffic light.

A: OK.

B: Then turn left and go west on Sunset Boulevard for about two blocks. The bus station is on your right, just past the theatre.

A: All right. Thank you.

B: You're welcome.

The intention of incorporating authentic data into the classroom has had its share of argument about task-based language teaching, even though much has been made of the fact that legitimacy is a virtual matter, one is “de-authenticating” it to a degree. However, if learners only ever encounter unnatural interchanges and heeding texts, the task of learning the language will be made more challenging.

Information

In addition to practice and data, learners most definitely need information or knowledge about what they are going to do, what they are going to discuss and about what they will learn. Away from the orthodox way of leaning and getting information from other ways they should be made to experience the experiential information about the target culture, and need for linguistic information about target language systems and process information about how to go about learning the language. They have the chance to get the appropriate information either from a when someone (usually a teacher) or a textbook that may offer them a categorical elucidation.

Here is an example of students followed by the inductive reasoning of five of students who carried out the tasks.

Student A: “ A we use past perfect because something happened in the past, indicates that an action was completed or finished at some point in the past before something else happened.”

Student B: “ Past perfect tense is used only to describe a certain incidence in the past with the exact time of happening. However, it is necessary to describe the time of what happened when using the simple past tense. ”

Student C: “ Simple past is more past than have seen. ”

Student D: “ We use past tense when the action happened. B. focus on actual date, time and use past.”

Student E: “ A use past perfect to show how many times A has watched the film. B use simple past to show how much he loved the film. ”

Student A: “ A is talking about a future action which has no planning. For B, the action has already planned. ”

Student B: “A is expressing something he want to do immediately. B is expressing something he want to do in the future. ”

Student C: “ For A, the action will do in a longer future. For B, the action should be done within a short time.”

Student D: “ A doesn’ t tell the exact time. B confirms the studying time will be tonight. We use the verb *to be* plus *going* means must do something.

Student E: “ A is more positive to study than B tonight.”

From these statements, we can sense that learners, even those at roughly the similar expertise level, will be at very different stages in their positive reception of grammatical principles and rules. Some proponents of task-based pedagogic content that an explicit, inferential approach is unnecessary, that it does not work, and that all.

Having specified target and pedagogical tasks, the syllabus designer analyses these in order to identify the knowledge and skills that the learner will need to earn and possess in order to carry out the tasks. Sequencing and integrating the tasks will play an enormous impact with the enabling exercises designed to develop the requisite knowledge and skills. As part of the analysis we have already indicated, one key distinction between an exercise and a task, is that exercises will have purely language related outcomes, while tasks will have non-language related outcomes, as well as language related ones.

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