

(Lecture I) Methods and Techniques of Language Teaching

Authentic materials are any texts written by native English speakers for native English speakers. It is used in a classroom in a way analogous to the one it was designed for. For. eg. if students are given the task of initialising a discussion on the topic "Global Warming", it would be more authentic and meaningful if a video on Global warming is shown before the discussion. Globalisation has ushered in many channels of extracting authentic material for effective teaching. The various channels which may prove effective for the purpose are: ① Newspapers; ② T. V. ③ Magazine ④ Computer software ⑤ Brochures, etc.

- The basic assumptions underlying Authentic materials are that:
- ① they are not doctored i.e. the materials have not been simplified to adapt to its learners to the extent that it has lost its originality.
 - ② All authentic materials are acquisition-rich input, either immediately comprehensible or comprehensible.
 - ③ materials are unaltered language and are produced by native speakers of a common language and not for second language learners.

As a teacher, I would prefer to use authentic material to ^{make} my classes more interactive and interesting. This would generate the

keen interest of the students as learners and enhance the conceptualisation of the text. Following the text would be more easy if Authentic materials bring learners into direct contact with a reality level. It gently supports them in their learning process.

For eg.: ① Teaching literature, which is authentic material, would be made more interesting by using video of the same. This would help the students in understanding the nuances of the text better make it more approachable.

② Authentic materials drawn from periodicals are always up-to-date and constantly being updated. Obviously the updated & topical material have its own reason for being read with interest. I have used periodicals and newspapers to create interest in my students towards texts which helps a lot.

To sum it up, the basic assumptions underlying authentic materials are:

- ① Frequency of use.
- ② Availability
- ③ Difficulty
- ④ Productivity
- ⑤ Universality
- ⑥ Subject range
- ⑦ Usefulness for purposes of definitions
- ⑧ Value for word building
- ⑨ Style

(3)

Q. Q. Q.

Adaptation of existing texts becomes essential when interpretation has to be simplified. Texts are simplified to make them more suitable or appropriate, i.e. more comprehensible for a particular group of learners, for a particular teaching need. For eg. Adapting material for children.

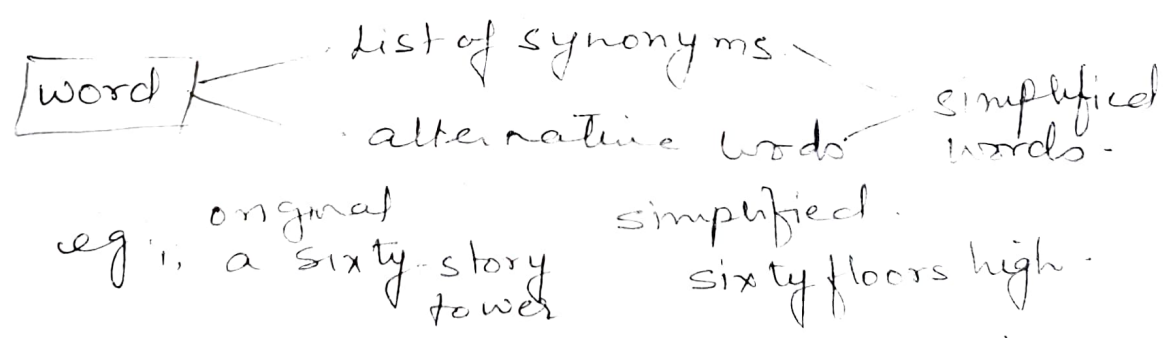
Though, it is not always advantageous to simplify texts as the abridged version, i.e. simplified version loses the feel, tactical, intellectual value of the text.

It not only loses the style of the author but it also dilutes the authenticity of the text extracting the pleasure of reading the original text.

Yet, simplification of texts would certainly provide comprehensibility to second language learners. But they would not be able to enjoy the intricacies of the original text. The original recreates the incidents, the simplified version simply reports them.

Simplification of texts faces difficulties in some areas of syntactic simplification i.e. simplification or replacing difficult words with easier synonyms. This has to be done for each component separately on a per sentence basis. The syntactic simplification tend to introduce more errors as some phenomena are difficult to recognize by parses. The reading difficulty goes down but may not reach the required level of readers.

For eg. Simplified version or abridged version may not contain the same number of words. Its more like a precis, summarised version of the original. If I take my own text ^(at 10+2 level) of Shakespeare's compilation "Lamb's Tales" which was abridged version of the originals, simplified by Mary Lamb, the students were just introduced into the Shakespearean world but did not experience the intricacies of the original text -
Lexical Simplification -



The above eg. can also be taken into context of British & American simplifications through ^{globalized intermingling} the American language tends to simplify the original words and lose the texture. Structural simplification basically helps the difficult and long structures into shorter and easier structure though it again presents the same problem. The text loses the enjoyment and pleasure. Here again I would cite the example of Lamb's Tales. The subtlety of the ^{author's/dramatists} style is lost and tends to overpower the sensory impression of the readers.

The Difficulties in Simplification

- ① The simplified texts have primary focus on language practice.
- ② Simplified texts do not provide enough "natural peaks and troughs"; an essential component of reading, is left out as a consequence.
- ③ A simplification process can easily destroy the intricacies of the original text if the person simplifying it is not aware of it.
- ④ Simplified Texts faces readability problems i.e. how the reader reads the text and apprends. It becomes unnatural in terms of communicative strategies.

Here I select the text " Tales from Shakespeare" Charles & Mary Lamb

which was part of my intermediate syllabus. This book was also part of the syllabus which I later taught to intermediate students. From this text I pick up the first unit i.e " The Tempest". In their preface Charles & Mary Lamb state that this text was meant to be submitted as an introduction to study of Shakespeare to the young readers.

The text indeed created an interest to know Shakespeare's works more closely later after reading the Tales. The Tales do not disrupt the ambience or the language of Shakespeare to a very large extent as the Shakespearean words, which created the magic, have been diligently selected and put in the text without any changes. The philosophies of the Shakespearean genre which is implicable and evident at much later stage, this text helped in giving a glimpse into the world of humanity, English courtesy, virtues and pleasure of reading

~~Q1~~

Shakespeare has used Soliloquy which formed a part of his style and Prospero has used this device in the play. The play is written in verse, using iambic pentameter and the stresses placed on each syllable.

He used prose passages (more evident in the Tales) with the lines spoken by characters of lower social rank. In the Tempest, Caliban speaks prose when he conspires with

Stefano and Trinculo, but when he speaks about the island he speaks in verse.

Shakespeare's Elizabethan language is difficult to understand but the impact is less in the Tales.

"Where the bee sucks there suck I;
In a cowslip's bell I lie;
There I crouch when owls do cry.
On the bat's back I fly
After summer merrily.
Merrily, merrily shall I live now
Under the blossom that hangs on the

bough"
→ Ariel
The Tales

Though The Tales has only supplemented with short questions at the end of each unit, the different parts could be supplemented with, 1. Vocabulary and meaning (Glossary)

- ② Symbolic language explanation.
- ③ Explanation of Rhetorics
- ④

Exercise I

- ① Fill in the blanks with words picked up from the lesson:
 - (a) Four people live on a _____.
 - (b) Prospero, a magician, who was once _____ but was overthrown by _____ (his brother) and _____ (king of Naples).
- ② Ariel returns to tell Prospero about the storm he has made. He asks Prospero to set him _____.

Exercise II → Work in a Group

Create a story using your imagination. In this story you enact the role of Prospero and the rest of the students would play different roles. Discuss and brainstorm to find a new conclusion.

Exercise III → Answer the following:

- Explain the following with reference to the context
 - (a) Bury it certain fathoms in the earth
 - (b) And pluck my magic from me

Exercise IV

(9)

Exercise V

Speech writing and debate.

Exercise VI

Creative Exercise → Make a collage of all the characters of The Tempest for the competition to be held in the class.

Divide the children into groups and allocate one character to each group.

Exercise VII

Language exercise: Read aloud the verse in the text.

Mark all the accented syllables.