

Dr. Vandana Singh
Asst. Professor
P.G. Dept of English

PG-III
SEM-II - CC-14
UNIT - 4

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METHODS & TECHNIQUES OF TEACHING LANGUAGE (Lecture II)

I. A syllabus is required to produce efficiency of two kinds - pedagogical and pragmatic.

Pedagogical efficiency is related to the economy in the management of learning process whereas pragmatic efficiency is concerned with the economy of time and money. Syllabus of any kind is viewed as provider of better control of the learning process. (It has been experienced that instruction provided in an institution is more efficient than allowing the learner to proceed in a non-structured environment.)

The term syllabus covers multifarious teaching learning items, materials, equipments & evaluation tools. It specifies the various components of efficient sequencing of a structure which can provide efficient teacher-learner process. It's specification of work of a particular department in a college or a school. It is a documentation of Administrative convenience and can only be partly justified on theoretical grounds. On the other hand, Curriculum has much broader aspects used in institutions which covers a vast area such as teaching, learning items, logistics equipments plans, etc. The four elements of curriculum are (as per traditional model) - Objectives Content Method and Evaluation. Evaluation through monitoring and feedback can subsequently

give way to new structures.

Thus we can say that:

Curriculum is a very general concept which involves the whole complex of social, administrative and philosophical factors which helps in imparting ^{planned} quality educational programme while syllabus on other hand refers to the subpart of curriculum which is concerned with specification of what units will be taught -

I again point out the fact that curriculum in USA is synonymous to syllabus in the British context.

Some concerns which do not appear in a syllabus are:

- socio-economic background of learners
- the nature of the school in terms of funding etc.
- Teacher's workload
- student's motivation
- availability of textbooks.

Q "A syllabus can be seen to have either or both of two major roles. It is, on the one hand, an articulation of what is intended to be taught, and on the other an indication of what is to be done in the classroom."

Syllabus defined by Prathu illustrates the role of syllabus is product based and analysis of the objectives or content of teaching. Its second role is process based, means to achieve objectives. The main motivation is personal and interactive negotiation which is exemplified in classroom language learning with reference to the common situation of a teacher having to motivate and lead students through a "pre-designed syllabus" which entails specific learning objectives. To achieve this the teacher, responding to emerging learner needs and difficulties, has to make decisions and navigate the lessons as per learner's needs. Subsequently, one gets "actual or real syllabus" of the classroom which is an unfolding compromise between the original pre-designed syllabus and actual syllabus. The teacher's interpretation of a syllabus and reasons for classroom decisions are generally covert. Similarly the learners own interpretation of what is done in the classroom and how he relates it to his own learning process are rarely given to overt consideration. As defined by Breen the pre-designed syllabus is something of a paradox, for it serves to gradually render itself redundant.

① The "hidden curriculum" describes the covert agendas that operate during implementation of syllabus during the classroom interactive session. The purpose is to reach a shared understanding at appropriate moments in classroom activity. It is really a recognition given to what is a post teaching process, of what is not included in syllabus-as-plan.

The Real syllabus can take forms of:

① Emergent syllabus: depends on the decisions impromptu

made by teacher alone.

② Syllabus in action - jointly constructed by teachers & learners.

③ Procedural syllabus

④ Negotiated syllabus

⑤ Classroom syllabus

⑥ ~~Form~~ Retrospective syllabus.

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The syllabus on pg. 324 has been designed with several core skills in mind with the below given frame:

- ① Grammar ^{structure} and Usage
- ② Reading and Literature
- ③ Spelling and Vocabulary
- ④ Written skills
- ⑤ Development of Correct Speech - Rhythm & Tone.
- ⑥ Behavioural skills.

Spelling, Vocabulary, Grammar and its usage are all context-based. List of words and activity like Dictionary work helps the students for building comprehension and develop a broad vocabulary. The text prescribed would help the students to learn about different communities and background. Writing skills would help the students to build up their creative as well as real world communication skills. The syllabus addresses topics such as writing process, analytical writing, writing concise and effective sentences, how to use tenses and punctuation correctly to make writing ^{skills enhanced} for clarity and unity. The section on Speech Practice / speech focuses on development of excellent spoken skills, listening & reading skills and linguistically correct usage of words to make language more persuasive and effective. The section on function leads to develop the behavioural attitude of students and make 3

them more tactful ^{and sensitive} towards others - (6)

The syllabus is a comprehensive one and can be categorised as functional syllabus incorporating the elements of structural syllabus, lexical syllabus and situational syllabus.

Such predetermined syllabus can help the language teacher to space out her ^{lesson} plan. If the number of students are less in the class it would be easier to focus on the development of each child

^{For eg:} The section on "Function" would help the students to identify cause and effect relationships, synthesize interpretations.

The language teacher can space out her lessons i.e. 1 lesson can be spaced out for 2-3 classes with activities ^{making the classes more} and ^{other tools} to develop the behavioural ^{interest} skills of a student.