

Need Analysis of Effective method in teaching English in Secondary Schools

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ABSTRACT

In recent years, there has been an increased concern among practitioners and educational researchers about the practical side and effectiveness of teaching. The "how" of teaching is now being given as much significance as the "what" and the "why" in academic.

To teach successfully, one must plan successfully. And, successful Planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his/her best professional judgment to decide which method; strategy and techniques will work best for a particular situation. It is hoped that this compendium will help classroom teachers with the immense task of familiarizing themselves with a variety of teaching methods, strategies and techniques. In a way, it is a "quick reference" guide complete with over few techniques, helpful suggestions regarding the "how", the "dos" and the "don'ts" of teaching.

To some considerable degree teachers control their instructional effectiveness in the classroom. The passive teacher simply relies on the same old teaching techniques day after day. However, the active teacher" who varies his/her day planning different teaching strategies and techniques tends to achieve more success in teaching. Not only does this practice of different teaching techniques provide change for the teacher, it also serves as a motivation for students. The conditions prevailing in the Indian Classrooms and the complexities and intricacies of the language has envisaged towards the development of an innovative strategy of Teaching English to Secondary School Students

Keywords: Secondary school, teaching English

INTRODUCTION

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language i.e., English. It is this language, which is understood

almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction.

In today's world, we have to get knowledge of advanced technologies and all kinds of branches of Science. There is an urgent need of such a common language that can be understood by youth all over India and the language in which all data and information is available. It is English only which can be rightly selected as the language to be studied by all of us from the very primary level. This language is a storehouse of social and political knowledge. Hence, study of English language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and engineers cannot progress.

Further, a nation can remain intact only when its leaders can understand the people living in different regions and can communicate with them in effective and cordial manner. All leaders cannot understand more than ten to fifteen languages of various regions, however, they can easily understand the common language English. This language is important to inspire unity not only at the national level but also at the international level. To curb the separatist tendencies of our varied communities, we must continue to teach English. Without learning and communicating in this language, we will perish one day. To survive in modern society, English knowledge is as essential as water.

Today, USA and other countries have made tremendous progress in the field of science and technology. In space technology, we are no match to them. The world is making progress in these fields at a terrific speed. To increase and encourage more research work in Science and Technology, we have to study all these subjects in detail. And for this the importance of English cannot be denied. Our own regional languages do not have the depth and capacity to understand and co-relate all these technological developments and as such, cannot serve the purpose to keep pace with the fast growing world outside. Most of the best books on all such subjects are available in English language only. We cannot translate it all in our own regional languages, therefore, knowledge of English can only prove to be a blessing.

India is a peace-loving country and wants to spread the same message to all countries of the world. The other countries also take interest to understand and know this policy of India. We have to explain and convince friendly nations our point of view. All this is possible only through a common medium of exchange of ideas and views. English is such a language having an international status and can provide the best medium to interact with outside world.

English as an International Language

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language.

English is spoken habitually in the United States, the British Isles, Ireland, Canada, Australia, New Zealand, the Republic of South Africa, Liberia, and many territories under the United Kingdom and the United States of America. It is estimated that 300 million people speak English as a second language, and an additional 100 million people use it fluently as a foreign language. As a rough estimate, 1000 million or one billion people

around the world have some knowledge of English, either as a native language, as a second language, or as a foreign language.

English is the associate official language of India, which has over 1000 million (over billion) people. Pakistan, Bangladesh, and many other nations, which were ruled by Britain, continue to use English both as an optional medium of instruction in their schools and as one of their official languages. The islands of the Philippines continue to use English as an important tool for education, administration, and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America, Asia and Africa.

Even though some nations, which were ruled by the French, continue to teach French as their most preferred second language, English is gaining ground even in these countries. In the former Soviet Union, Russian was the dominant language. Since the break of the Soviet Union, the Central Asian Republics have been rapidly introducing English in their school system as a second or foreign language. In Russia itself, English is gaining ground as the most popular second language. In Japan too, English is the most favored second or foreign language.

Outside Europe, English is the predominant language of international commerce. Although the United Nations and its various agencies have more than one language for transaction, more often than not, English comes to be chosen as the preferred language of communication between the participating member-nations.

All this has happened within the last one hundred years. The ascendancy of English as the most preferred language began two hundred years ago with the colonization of North America, Asia, and Africa by Britain. The Industrial Revolution in Britain, its ever-expanding maritime power, development of material wealth, progress in scientific research and consequent power, all helped the spread of English, even as Britain marched as a great empire. In the Sixteenth Century, English was spoken mostly in England, southern Scotland, and small areas of Wales and Ireland. There were only about two to three million people speaking it as their native language. At present one in seven in this world speaks English either as a native language or as a second language.

English was well established and taught as the dominant language in North America in the 17th Century. But its rapid growth was in the 19th Century.

Latin was the main medium of education in Western Europe throughout the middle Ages. French was the language of diplomacy for four centuries, from the 17th to 20th. And yet, at present there is not a single language, which can be compared to the position occupied by English as the international language. This is so, even though more people in the world speak Chinese than English as their native language. Spanish may not claim a large number of native speakers, but neither Spanish, nor French, nor Russian, nor Chinese can even come close to the level and variety of uses to which English is put in the world.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

In the Indian subcontinent, English became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1833.

Origin of English

English belongs to the Indo-European family of languages. Within this family, English is a member of the Germanic branch. The Germanic branch may be divided into three groups or subdivisions: East Germanic which consisted of Gothic, now an extinct language; North Germanic under which we include the Scandinavian languages; and West Germanic which consists of High German, Low German, Frisian and English.

Three tribes settled in England. These were the Angles, the Jutes, and the Saxons. The Angles came from Denmark, the Saxons were from Holstein in the south, and the Jutes were from the north. These and the Frisian were worshippers of King. Linguistic and religious associations between these tribes resulted in a bundle of related dialects, which we presently call English.

Position of English in India

The position of the English language in India is different from its position in other countries. Although it is a foreign language, it still occupies the position of associate official language. It is used widely as a link language in offices and among the educated people. In the interest of wider communication with the outside world, learning of English language is being encouraged. The Indian languages with their rich treasures in the past did not get a proper chance to be used for inter-state communication. In recent years, the Hindi language has been used widely to occupy the position of a link language in addition to its use as the official language. So long as Hindi develops itself along with other state languages to be the all-purpose language, English will continue to be used in the land. Moreover, for quite a large percentage of school going children in Indian States, English is the language of science and technology. English is also in a great many places the medium of instruction at the colleges and universities. In such a background English occupies a very important place as a second language in the school curriculum and for higher education. National seminars or summits, all speeches or course material is in English.

Objectives of Teaching English Suggested By Various Reports

Following are objectives of teaching envisaged by various commissions

Secondary Education commission

1. Use the English language structures, and analyze them to understand the relationships among them.
2. Learn the assigned vocabulary, idioms, and expressions and understand their meanings in context
3. Listen to, comprehend English text, and distinguish between different intonations.
4. Participate in conversations discussions using paper English.
5. Read and comprehend English texts through different reading types (e.g. loud reading and silent reading) and reading strategies (e.g. scanning, skimming)

6. Write a free-essay of three paragraphs using correct English.
7. Realize the important of English in the local job market.
8. Appreciate the importance of English, as an international language of communication,
9. Appreciate the importance of English, as an international language of communication, to benefit from the achievements of other cultures
10. Gain a reasonable command of English in order to be in a better position to participate in the Western culture.

Central University of Foreign Languages

1. Self-development. The student becomes in some way a 'better' person through learning another language. This goal is unrelated to the fact that some people actually use the second language, as in the group-related dynamics of Community Language Learning.
2. A method of training new cognitive processes. By learning another language, students acquire methods of learning or new perspectives on themselves and their societies.
3. A way in to the mother tongue. Learning a second language enhances the students' awareness of their first language.
4. An entrée to another culture. Students can come to understand other groups in the world and to appreciate the music and art of other cultures.
5. A form of religious observance. For many people a second language is part of their religion, whether Hebrew for the Jewish religion, Arabic for Muslims, or indeed English for Christians in some parts of the world.
6. A means of communicating with those who speak another language. We all need to cope with people from other parts of the world, whether for business or pleasure.
7. The promotion of intercultural understanding and peace

National Policy of Education 1986

1. Language, using appropriate terminology and accurate and coherent written expression
2. Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.
3. Know and use key features of frameworks for the systematic study of spoken and written English.
4. Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken
5. Understand, discuss and explore concepts and issues relating to language in use

6. Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context
7. Analyze and evaluate variation in the meanings and forms of spoken and written language from different times according to context

Karnataka State Policy towards English Teaching

More than 100,000 English-speaking children in India's information technology capital of Bangalore will soon have to switch to schools offering lessons exclusively in a Dravidian regional language, following a crackdown on more than 2,000 English-medium institutions in the state of Karnataka. The ban on English language classes may in time further erode the competitiveness of a city that styles itself as back office to the world, at a time when it is already suffering from severe shortages of skilled labour, high wage inflation and overburdened infrastructure."

The idea of encouraging regional languages in schools should be seen in the light of growing unpopularity of these languages with English increasingly becoming a global mass communication medium. English undoubtedly is essential in today's world be it any part of the world but that does never say that English cannot coexist with local languages. In today's elitist circles in India it is rather naively feared that promotion of regional languages would interfere with sophistication in English language. As a result, most of today's urban educated kids have suffered standard language skills and understanding in their native language. In my opinion, paying due regard to the regional language would amount to imparting reading, writing and literary and historical knowledge for all the native speakers. For non-native speakers it would not be possible for states to do the same with limitation in resources. Central (Kendriya Vidya) schools take this role of imparting multiple languages to some extent.

Perspective in the field of teaching English in our country

1. English in India has occupied the position of a compulsory second, language in the school curriculum.
2. The objectives of teaching English have been newly formed and are different from those of the past. These objectives are planned in accordance with the new perspective of learning a language. The findings of linguistic researches are influencing the language learning all over the world.
3. Teaching of English is prescribed for less number of years.
4. There has come a considerable emphasis on oral work—but chances to hear good spoken English is relatively less.
5. There is a change in the concept that the study of grammar alone is not language learning. Grammar is only one of the tools helpful in learning the language.
6. Prospective teachers of English talk in terms of current patterns and usages rather than formal grammar.
7. We have become more conscious than ever before of the importance of sound system when we speak and read a language.

8. We have to learn to use appropriate words and current phrases and current grammatical structures. In fact we feel at many instances that the verbose, heavy style of English of the nineteenth century is no more in use. The modern English, although it has retained the structural elements, prefers to be simple, sweet, significant, idiomatic and all-purpose language of the world.
9. A classroom teacher finds it difficult to plan simple pattern drill unless he understands in simple terms the components of the language he is going to teach. Certainly he is going to teach the elements of the language but he must have the knowledge of the language elements in order to base his techniques of teaching. Otherwise, practices in the skill of language learning tend to be monotonous, meaningless and sometimes erroneous.

Study of English in Indian Schools

Recent trends in the study of English in Indian schools are pointing to some peculiar problems. English is still holding a place of prestige in our country. Added to it is the hope of better prospects if English is learnt well. Naturally the guardians of the school going children are eager to send their children to schools where English is taught well. The medium of university and higher education in quite a number of States is English. So a good foundation of English ensures a good higher education and a good prospect in job placement. On the other hand English teaching in mother-tongue medium schools is not good. To set a balance in this awkward state of affairs and to stop the inflow of a considerable section of student population to the English-medium schools, the teaching of English in mother-tongue medium' schools must improve.

The two-fold benefit will ensue out of it:

1. The development of regional languages will be encouraged, and
2. Parents will be less inclined to send their wards to English medium schools.

The standard of teaching English varies:

1. According to the type and the need of the school,
2. In different States in India. There are ordinarily four different types of schools as far as the status of teaching English is concerned:
 - a. English-medium schools—where mother tongue or Hindi is taught merely as a subject. They also cater to the need of non-regional language speaking group.
 - b. Schools where English is a predominant language. These schools usually have mother tongue/regional language as medium of instruction at the primary stage and English as an optional medium at secondary stage.
 - c. Schools where English is an equal partner with the mother tongue/regional language. Good teaching of English is necessary in these schools.
 - d. Schools where English is studied merely as a foreign language, English is taught as one of the optional foreign languages in the Soviet Union. When such schools come into being, the regional language will be the medium of instructions for all subjects, even at the highest level.

Let us take a quick glance at the change of perspective that are already in sight in the field of teaching English in our country.

Problems face by Learners while learning English Language

1. Plural Nouns

Though most nouns in English simply add "s" to their singular form to create the plural, there are many exceptions to this rule. These include words ending in "f" or "fe" (wife/wives, knife/knives), words ending in "y" (spy/spies, fly/flies), words that change interior vowel sounds (man/men; mouse/mice), and Old English plurals, such as child/children and ox/oxen.

2. Verb Tenses

English has a relatively large number of verb tenses, the correct mastering of which is important for communicating shades of meaning in English. To complicate the difficulty, English uses many auxiliary words, instead of verbal inflection, to create its tenses.

3. Irregular Verbs

English has many irregular verbs. Some English verbs are altered radically in conjugation (drink/drank/drunken, grow/grew/grown), while others do not change at all, such as burst/burst/burst and cast/cast/cast.

4. Writing System

There is often little connection between the way a word is written and the way it is pronounced. Consider cough vs. through and flood vs. door. Other inconsistencies include heteronyms, words that are spelled the same but pronounced differently, such as wound (wrapped up) and wound (an injury), and row (a fight) and row (a line of something).

5. Syntax

English relies heavily on word order to convey meaning, while many other languages rely on case systems that show relationships between words with noun, pronoun and adjectival endings. English only retains these relationships with pronouns, but the alternations in English pronouns are also highly irregular.

Students of the rural schools face a number of problems. English is their second language. Learning a second language means acquiring a system of rules, but just as a very little is known about these rules, even less is known about how such rule systems are acquired. Students find themselves unable to express in English.

1. He is my underwear friend.
2. Oh mother Ganga, send me telegram!
3. He killed my ten rupees.

Such problems arise because of translating each word of English into Hindi or Punjabi and vice versa. Whereas the students should be made aware of the fact that it is impossible to find an exact equivalent for every English word.

Basic Functions of Language

1. The instrumental function: using language to get things
2. The regulatory function: using language to control others' behavior;
3. The interactional function: using language to create interaction with others;
4. The personal function: using language to express personal feelings and meanings;
5. The heuristic function: to learn and to discover;
6. The imaginative function used to create a world of imagination; and the representation functions to communicate information.

Methods of Teaching English

A brief discussion of the various methods and approaches of teaching English has been discussed as follows. Various Methods and approaches of teaching language are:

Grammar-Translation Method

This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge.

The Natural Method

This method emphasized “oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. This method demanded “heavy requirements for linguistic expertise on the part of the teachers.”

The Phonetic Method

Phonetics, the study of the sounds of human speech, and in particular English spelling is often contradictory, devoid of relation to the pronunciation of a word, and lacking in clear patterns. Patterns that do exist are numerous, with a large number of exceptions, and all of this makes it very difficult for the learner of English as a second language to master pronunciation. The International Phonetic Alphabet puts all of the individual sounds of all of the languages across the world into one alphabet. Although complex to learn, once mastered, learners of English would have the ability to teach themselves pronunciation from a dictionary, and should notice improved pronunciation of individual words.

Like learning any other alphabet, it would be best to do it over a period of time, like learners of English as their native language currently do. So it would take dedication and a clear plan, as well as a teacher with a firm understanding of phonetics to be able to teach phonetics and the International Phonetic Alphabet successfully. However if the students put extra effort in their study of English it would be extremely beneficial and worth the effort for them in the long run.

The Direct Method

The Direct Method aims at establishing the direct bond between thought and expressions and between experience and language. It is based on the assumption that the learner should experience the new language in the same way as he experienced his mother tongue. In the Grammar Translation Method, the foreign concept or idea is first translated into the mother tongue and then understood. But in the Direct Method the intervention of the mother tongue is done away with the learner understands what he reads or hears in the second or foreign language without thinking of the mother tongue equivalence. Likewise, he speaks or writes the foreign language without the need of translating his thought or idea from the mother tongue into the second/foreign language. He acquires, what Champion calls that instinctive, unerring language sense which we all possess in variant degree in the mother tongue, and which superseding all rules, grammar and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of language.

The direct method emphasizes the value of oral training in learning a foreign language. The pupil is given sufficient practice in listening to the language and then speaking it. It also lays emphasis on the knowledge of phonetics so that the learner may be able to acquire intelligible pronunciation. Oral training helps in establishing direct association between the words of the foreign language and the ideas for which they stand. Another way of securing bond between experience and expression is to inhibit the use of the mother tongue. Pupils are taught new words by actually showing them the objects for which they stand or performing actions or by suitable illustration in context. This enables them to think in English and respond directly in English. Therefore, the teaching of a language starts with the teaching of sentence patterns rather than individual words. This enables the learner to internalize the structure of the target language. New vocabulary items are introduced gradually based on the principle of selection and gradation. They are taught through material association, explanation or use in suitable context.

The Audio lingual Method

The audio-lingual method has students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The audio-lingual method was used by the United States Army for "crash" instruction in foreign languages during World War II. Due to weaknesses in performance, audio-lingual methods are rarely the primary method of instruction today.

Communicative Language Teaching

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. This approach argues, "Merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.

Total Physical Response Approach

During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts. Students are instructed in most of their courses and school activities in the second language. Instruction is usually begun in the second language and eventually incorporates the native language.

The Community Language learning method

In this method, Students are to be considered as "learner-clients" and the teacher as a "teacher-counselor". A relationship of mutual trust and support is considered essential to the learning process. Students are permitted to use their native language, and are provided with translations from the teacher, which they then attempt to apply. Grammar and vocabulary are taught inductively.

"Chunks" of target language produced by the students are recorded and later listened to - they are also transcribed with native language equivalents to become texts the students work with. Students apply the target language independently and without translation when they feel inclined /confident enough to do so. Students are encouraged to express not only how they feel about the language, but also how they feel about the learning process, to which the teacher expresses empathy and understanding. A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings/transcripts).

The Silent Method

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key-learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them - Brown (1994:63) expresses this as being a process whereby "students construct conceptual hierarchies of their own which are a product of the time they have invested."

In addition to the idea that students become more autonomous learners and "develop their own inner criteria for correctness" (Larsen Freeman, 1986:62), another key objective was to encourage students to work as a group - to try and solve problems in the target language together.

Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feelings and perceptions.

Suggestopedia

Suggestopedia is one of the teaching methods developed by Bulgarian psychotherapist Georgi Lozanov based on the study of Suggestology. The method has been used in different fields of studies but mostly in the field of foreign language learning. Lozanov claimed that by using this method one can teach languages approximately three to five times as quickly as conventional methods. However, it is not limited to the learning of languages, but that was found to be a easy marker of how much was learned and how fast.

The approach was based on the power of suggestion in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

Criteria Necessary for Effective Method in Learning

1. It must be simple for both teacher and learner, and must be within the capabilities of all teachers.
2. Also, the teacher must feel that pupils are progressing satisfactorily.
3. It must bring about a balance between the spoken and written or printed word (and must be flexible enough for the teacher to concentrate on the area (s)he wants).
4. It must overcome the conflict between fluency and accuracy.
5. It must increase the rate and amount of learning, which takes place in the classroom.
6. Testing must be part of the method, and not a separate entity.
7. Constant revision must be part of the method.
8. It must enable the teacher to set defined limits and have control over oral responses.
9. It must reflect the linguistic habits the child has already acquired by learning his/her mother tongue and their ability to assimilate a new language.
10. It must offer a new approach to the application of translation work.
11. It must give the pupils a stimulus to say something in the first instance - and it must find ways of supplying the pupils constantly with ideas, which they can use for their expression in the foreign language.
12. It must enable work done with modern teaching aids (e.g. audio-visual aids, computer) to be an extension of the method used in class.

13. It must give the teacher an opportunity to speed up intercommunication between himself/herself and individual pupils.
14. It must be sufficiently flexible to cope with various class conditions (as far as pupils' specific / general interests are concerned)
15. It must ensure that pupils are given the opportunity of having the greatest number of meaningful contacts possible both with and in the foreign language - The most important criteria for the validity of any modern method.

The Need for an Innovative Approach

The physical organization of the classroom is also an influencing factor on the success of an activity. The teacher will have to take into consideration the size of the classroom, availability of open space, lighting, physical arrangement of furniture and materials, blackboard space, display space and storage space. The teacher should also be familiar with the curriculum content prior to planning in order to understand its emphasis, adaptability, flexibility, objectives, format and comprehensiveness. The teacher's competencies, experience, knowledge of materials, flexibility and resourcefulness are significant factors contributing to the success or failure of a technique.

The teacher will have to realize that group dynamics may determine the effectiveness of the method, the strategies and the techniques. Some techniques work well with a large group; others do not. To achieve objectives, the methods, strategies and techniques should be appropriate for those objectives. Objectives requiring higher levels of learning may not be attained by a technique, which requires rote-memory work. The teacher will then have to decide on the purpose of the technique, the means of communication and the advantages and disadvantages of the technique. In conclusion, these teaching techniques are put together with the intention of providing practicing teachers, teachers-to-be, curriculum developers and college instructors with opportunities to select, adapt, develop, experiment and improve any of the techniques further. Many practitioners can add more resourcefulness and creativity to improve classroom teaching. Consequently, it is hoped that these techniques can serve a greater variety of students in the challenging and promising educational milieu of the future classroom.

Karnataka state has witness unprecedented progress in various sectors for which there is a great need to emphasize and strengthen English knowledge. There has been rapid progress in Information and technology that has brought about IT training in schools, ITIs, polytechnics, colleges, pharmacy and engineering colleges besides setting up IT Parks and communication infrastructure. The state policy envisages 225 training centres all over the State besides seeking to develop IT skills among students in 100 polytechnics, 150 ITIs and 300 colleges. The programme would allow private sector to set up research centres, training centres and upgrade laboratories in colleges. To fit into these advanced organizations, the students of today need to master English Language so that they can be the perfect preferences of these corporate bodies. The youth can walk shoulder to shoulder in these challenging sectors by acquiring Phonetic expertise, communicative competence, and linguistic (Syntax and Grammar) potential. Globalized environment of today creates an urge over the mastery of English.

It has also been observed that in spite of availability of numerous methods and approaches, students lag behind in scoring required percentage or showing fruitful performance in the learning of English. This created an urge in the researcher to develop a distinct package, which is free from anomalies, or flaws that prevail in other methods. Keeping these points in mind, the researcher has developed an integrated teaching package called The DISCSAP Model of teaching English. The researcher also aims at knowing the influence of DISCSAP Model on Anxiety and Achievement Motivation. This model's chief purpose is to measure the IX Standard student's achievement in English with respect to its dimensions viz. phonetic skills, communication skills and Linguistic skills (Syntax and Grammar).

The researcher felt the need to conduct this study because researchers in their previous research have not attempted in this direction. Prabhus's "The Communicational Teaching" Project and few other strategies devised by earlier researchers are based on a single competency development. Integration approach attempted by earlier researchers also refrains from encompassing certain intricate elements of language teaching. It is a novel programme, which intends to elevate the standards of English Education. There is great need to focus upon some comprehensive and intensive methodology to upgrade the position of English.

At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than the audio-lingual method and its derivatives. However, we must remember that a successful English teacher is not necessarily biased in favor of one method or another. The teacher should be first of all competent in and comfortable with the methods he wants to use. The teacher tends to select different teaching strategies from different methods, and blends them to suit the needs of his materials and students.

It is important that the students are given ample opportunities to practice English in the class as well as outside the classroom, even as it is important for them to have time and freedom to digest, reflect and analyze what has been exposed to them. Internalization of the linguistic structures and their ready and easy retrieval for communication are achieved in many ways.

The attainment level to which we strive will be affected by our aims. If English is to be the means of progress, then the pupil should achieve a fairly advanced level. A glance at the list of methods shows that they are ample in number. Then why teachers are not able to secure desired outcome in the classrooms is the basic question that arises. Teaching a language is a difficult task. In order to make the time and effort worthwhile, English teacher should adopt an effective strategy of teaching.

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