

UNIT: I AIMS AND OBJECTIVES OF TEACHING ENGLISH

Objectives:

The students will be able to

1. Understand the aims and objectives of teaching English
2. Understand the rationale for learning English
3. Comprehend the importance of four language skills
4. Learn the significance of spoken skill
5. To get knowledge about the instructional objectives with reference to Bloom's taxonomy.

THE IMPORTANCE OF ENGLISH IN INDIA

Introduction

English has been playing an important role both in our educational system and in our national life. English was supreme during the pre-dependent India. It was the language of administration, a compulsory subject in schools and colleges. English still occupies an important place in our educational system and life of our country.

Importance of English language in India

1. As an official language of administration

English has been the official language of the country for more than 300 years. All the administrative works are done in English throughout the country.

2. As a language of the court

English still continues to be the language of the courts in India. So far, there is no other suitable language for legal transaction, not only at the Supreme court but also at the High courts.

3. As a language of International trade and industry

English dominates in the fields of trade and industry in India, because most works in these fields are carried in English.

4. As a window on the modern world

Jawaharlal Nehru, the former Prime Minister of India has rightly said, “English is our major window on the modern World”. English is a window through which we can see the scientific, technological, agricultural and commercial development taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity.

5. As a library language

English is the key to the store-house of scientific, technological and computer knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English as a library language becomes important in India.

6. On the Internet

English is the only language which dominates on the Internet. Websites are created mostly in English. People send emails using the Internet. Facebook is used in English for most social interactions in the world.

FOUR AIMS OF TEACHING ENGLISH

The following are the four general aims of teaching English:

1. To enable the students to understand English when spoken.
2. To enable them to speak English.
3. To enable them to read English.
4. To enable them to write English.

These aims correspond to the four language skills or abilities viz. listening, speaking, reading

and writing. Listening and reading are passive or receptive skills, whereas speaking and writing are active or productive skill. It is easier to learn receptive than productive skills.

OBJECTIVES OF TEACHING ENGLISH

Importance of Aims

Aims are the direct outcome of the purposes for which language is taught. Without aims we are like the traveler who does not know his destination or even the direction in which he is going. Rightly has P.Gurrey observed, “In teaching, it is highly desirable to know exactly what one is hoping to achieve, as it is in all great undertaking.

The aims may also be classified as those of ‘reception’ and expression’. Reception means understanding spoken and written English. Expression means speaking and writing English.

The aims of teaching English have been interpreted in terms of mastery over words and structures.

GENERAL PRINCIPLES OF LANGUAGE TEACHING

1. Speech before writing

Listening and speaking should be taught first, reading and writing next.

2. Basic Sentences

The teacher should help the students memorize basic conversational sentences as accurately as possible. Short statements and patterns must be taught earlier. Conversational dialogues are preferable to poetry or prose. So, the language teacher should help his students acquire mastery over certain basic sentences in English language.

3. Pattern as Habits

The language teacher should establish the patterns as habits through pattern practice. Knowing words, Individual sentences, and rules of grammar alone does not lead to language mastery. The students must learn to use them.

4. Sound system for use

The language teacher must teach the sound system structurally for use by demonstration, imitation, props, contrast and practice. To help students increase facility

and fluency, practice becomes indispensable.

5. Vocabulary control

The language teacher should keep the vocabulary load to a minimum, while the students are mastering the sound system and the grammatical pattern.

6. Writing a representation by speech

Reading and writing should be taught on the basis of the language units and patterns that the students already know. Teacher should understand that teaching reading and writing are distinct from teaching speech.

7. Practice

Practice increases the amount of learning. So, the students must be engaged in practice in most of Learning time.

8. Shaping of responses

When a student gives a partial or incorrect response, the teacher can help the student give a full response by the methods of partial practice (breaking the response into a smaller parts) and props (giving hints).

9. Immediate Reinforcement

While teaching, the student should know immediately the correctness or incorrectness of his response. This improves learning of languages.

10. Content

The meaning of the content of the second language should be taught as it has develop in culture where the language is spoken natively.

11. Teaching for learning outcome

The teacher must teach primarily to produce learning outcome rather than to please or entertain.

I- INSTRUCTIONAL OBJECTIVES

Writing Instructional

Objectives and Goals What

is a Goal?

Goals are broad, generalized statements about what is to be learned. Think of them as a

target to be reached, or "hit."

What is an Objective?

- Objectives are the foundation upon which you can build lessons and assessments that you can prove meet your overall course or lesson goals.
- Think of objectives as tools you use to make sure you reach your goals. They are the arrows you shoot towards your target (goal).

Are Goals or Objectives Really That Important?

The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline, but to ensure that learning is focused clearly enough that both students and teacher know what is going on, and so learning can be objectively measured. Different archers have different styles, so do different teachers. Thus, you can shoot your arrows (objectives) many ways. The important thing is that they reach your target (goals) and score that bull's eye!

Thus, stating clear course objectives is important because:

- They provide you with a solid foundation for designing relevant activities and assessment. Activities, assessment and grading should be based on the objectives.
- As you develop a learning object, course, a lesson or a learning activity, you have to determine what you want the students to learn and how you will know that they learned. Instructional objectives, also called behavioral objectives or learning objectives, are a requirements for high quality development of instruction.
- They help you identify critical and noncritical instructional elements.
- They help remove your subjectivity from the instruction.
- They help you design a series of interrelated instructional topics.
- Students will better understand expectations and the link between expectations, teaching and grading.

Most people would agree that the goal of education is learning. Most would also agree that education is likely to be more effective if educators are clear about what it is that they want the learners to learn. Finally, most would agree that if teachers have a clear idea about what

learners are expected to learn, they can more easily and more accurately determine how well students have learned.

Let's look into instructional objectives, because instructional objectives specify exactly what is supposed to be learned, they are helpful to the teacher as well as the learner throughout the learning process and are invaluable in the evaluation process.

Instructional objectives (also known as *behavioral objectives* or *learning objectives*) are basically statements which clearly describe an anticipated learning outcome. When objectives were first coming into their own in education, they almost always began with the phrase: "Upon completion of this lesson, the student should be able to...." This phrase focused on the outcome of learning rather than on the learning process. In fact, one of the criteria for a well-written objective is that it describes the outcome of learning, that is, what the learners can do after learning has occurred that they might not have been able to do before the teaching and learning process began.

Characteristics of a Well-Written Objective

A well-written objective should meet the following criteria: 1. describe a learning outcome, 2. be student oriented, and 3. be observable (or describe an observable product).

A well-written objective should describe a learning outcome (e.g., to correctly spell the spelling words on page seventeen). It should not describe a learning activity (e.g., to practice the words on page seventeen by writing each one ten times). Learning activities are important in planning and guiding instruction but they are not to be confused with instructional objectives.

A student-oriented objective focuses on the learner, not on the teacher. It describes what the learner will be expected to be able to do. It should not describe a teacher activity (e.g., to go over the words on page seventeen with the students, explaining their meaning and telling them how the words are pronounced). It may be helpful to both the teacher and the student to know what the teacher is going to do but teacher activities are also not to be confused with instructional objectives.

If an instructional objective is not observable (or does not describe an observable product), it leads to unclear expectations and it will be difficult to determine whether or not it had been reached. The key to writing observable objectives is to use verbs that are observable and lead to a well-defined product of the action implied by that verb. Verbs such as "to know," "to understand," "to enjoy," "to appreciate," "to realize," and "to value" are vague and not observable. Verbs such as "to identify," "to list," "to select," "to compute," "to predict," and "to analyze" are explicit and describe observable actions or actions that lead to observable products.

There are many skills that cannot be directly observed. The thinking processes of a student as she tries to solve a math problem cannot be easily observed. However, one can look at the answers she comes up with and determine if they are correct. It is also possible to look at the steps a student takes to arrive at an answer if they are written down (thus displaying his thinking process). There are many end products that also can be observed (e.g., an oil painting, a prose paragraph, a 3-dimensional map, or an outline.)

Characteristics of a Useful Objective

To be useful for instruction, an objective must not only be well written but it also must meet the following criteria: (1) be sequentially appropriate; (2) be attainable within a reasonable amount of time; (3) be developmentally appropriate.

For an objective to be sequentially appropriate it must occur in an appropriate place in the instructional sequence. All prerequisite objectives must already have been attained. Nothing thwarts the learning process more than having learners trying to accomplish an objective before they have learned the necessary prerequisites. This is why continuous assessment of student progress is so important.

A useful objective is attainable within a reasonable time. If an instructional objective takes students an inordinately long time to accomplish, it is either sequentially inappropriate or it is too broad, relying on the accomplishment of several outcomes or skills rather than a single outcome or skill. An objective should set expectations for a single learning outcome and not a cluster of them.

Developmentally appropriate objectives set expectations for students that are well within their level of intellectual, social, language, or moral development. Teachers, parents, and others who are working with preschool or elementary school children should be especially aware of the developmental stages of the children they are working with. No author or researcher has more clearly defined the stages of intellectual development than Jean Piaget. Familiarity with his work as well as with the work of other child development specialists (e.g., Lev Vygotsky's language development, Lawrence Kohlberg's moral development and Erik Erikson's social development) should produce better instructional objectives.

Kinds of Instructional Objectives

Instructional objectives are often classified according to the kind or level of learning that is required in order to reach them. There are numerous taxonomies of instructional objectives; the most common taxonomy was developed by Benjamin Bloom and his colleagues. The first level of the taxonomy divides objectives into three categories: cognitive, affective, and psychomotor. Simply put, cognitive objectives focus on the mind; affective objectives focus on emotions or affect; and psychomotor objectives focus on the body.

Cognitive objectives call for outcomes of mental activity such as memorizing, reading, problem solving, analyzing, synthesizing, and drawing conclusions. Bloom and others further categorize cognitive objectives into various levels from the simplest cognitive tasks to the most complex cognitive task. These categories can be helpful when trying to order objectives so they are sequentially appropriate. This helps to insure that prerequisite outcomes are accomplished first.

Affective objectives focus on emotions. Whenever a person seeks to learn to react in an appropriate way emotionally, there is some thinking going on. What distinguishes affective objectives from cognitive objectives is the fact that the goal of affective objectives is some kind of affective behavior or the product of an affect (e.g., an attitude). The goal of cognitive objectives, on the other hand, is some kind of cognitive response or the product of a cognitive response (e.g., a problem solved).

Psychomotor objectives focus on the body and the goal of these objectives is the control or

manipulation of the muscular skeletal system or some part of it (e.g., dancing, writing, tumbling, passing a ball, and drawing). All skills requiring fine or gross motor coordination fall into the psychomotor category. To learn a motor skill requires some cognition. However, the ultimate goal is not the cognitive aspects of the skill such as memorizing the steps to take. The ultimate goal is the control of muscles or muscle groups.

The Role of Objectives in Teaching and Testing

Objectives can be helpful in instructional planning, during the teaching/learning process, and when assessing student progress. Instructional objectives are often either ignored (by both teachers and students) or are, at best, occasionally referred to. However, it can be argued that instructional objectives should guide the teaching and learning process from beginning to end.

Most lesson plan forms include a place for the objectives of the lesson to be recorded. However, to write an objective down and then to plan the lesson around the topic of the lesson rather than around the learning outcomes to be reached is missing the point. There is good evidence in the human learning literature that different kinds of outcomes are learned differently. Robert Gagne was one of the first researchers to articulate this; it follows from his research that instructional planning must take into account the kind of learning the students will be engaged in as they seek to reach an objective. Effective teachers learn to categorize their instructional objectives and then develop the teaching and learning activities that will help students do the kind of thinking required for that kind of learning.

II-BLOOM'S TAXONOMY LEARNING DOMAINS - DETAILED STRUCTURES

1. Bloom's taxonomy - Cognitive Domain - (Intellect - Knowledge - Think)

Bloom's Taxonomy 1956 Cognitive Domain is as follows. An adjusted model was produced by Anderson and Krathwhol in 2001 in which the levels five and six (synthesis and evaluation) were inverted (reference: Anderson & Krathwohl, A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, 2001). That is why we can see different versions of this Cognitive Domain model. Debate continues as to the order of levels five and six, which is interesting given that Bloom's Taxonomy states that the levels

must be mastered in order.

In general opinion it's possible to argue either case (Synthesis then Evaluation, or vice-versa) depending on the circumstances and the precise criteria stated or represented in the levels concerned, plus the extent of 'creative thinking' and 'strategic authority' attributed to or expected at the 'Synthesis'

level. In short - pick the order which suits your situation.

COGNITIVE DOMAIN				
Level	Category or 'Level'	Behaviour Descriptions	Examples of Activity to be Trained, or Demonstration and Evidence to be Measured	'Key Words' (verbs which describe the activity to be trained or measured at each level)

1	Knowledge	recall or recognise information	multiple-choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure	arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state
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2	Comprehension	understand meaning, re-state data in one's own words, interpret, extrapolate, translate	explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors	explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference, example
3	Application	use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	put a theory into practical effect, demonstrate, solve a problem, manage an activity	use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
4	Analysis	Interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs	analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide

5	Synthesis (create/build)	develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	Develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies	
6	Evaluation	assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgment relating to external criteria	review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a <u>SWOT</u> analysis in relation to alternatives; produce a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendation and justifications	review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage

1. Bloom's taxonomy - Affective Domain - (feeling, emotions - attitude - 'feel')

Bloom's Taxonomy second domain, the Affective Domain, was detailed by

Bloom, Krathwhol and Masia in 1964 (Taxonomy of Educational Objectives: Volume II, The Affective Domain. Bloom, Krathwohl and Masia.) Bloom's theory advocates this structure and sequence for developing attitude - also now commonly expressed in the modern field of personal development as 'beliefs'. Again, as with the other domains, the Affective Domain detail provides a framework for teaching, training, assessing and evaluating the effectiveness of training and lesson design and delivery, and also the retention by and affect upon the learner or trainee.

**AFFECTIVE
DOMAIN**

Level	Category or 'Level'	Behaviour Descriptions	Examples of Experience, or Demonstration and Evidence to be Measured	'Key Words' (verbs which describe the activity to be trained or measured at each level)
1	Receive	open to experience, willing to hear	listen to teacher or trainer, take interest in session or learning experience, take notes, turn up, make time for learning experience, participate passively	ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel

2	Respond	react and participate actively	participate actively in group discussion, active participation in activity, interest in outcomes, enthusiasm for action, question and probe ideas, suggest interpretation	react, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform
3	Value	attach values and express personal opinions	decide worth and relevance of ideas, experiences; accept or commit to particular stance or action	argue, challenge, debate, refute, confront, justify, persuade, criticise,
4	Organise or Conceptualize values	Reconcile internal conflicts; develop value system	qualify and quantify personal views, state personal position and reasons, state beliefs	build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare
5	Internalize or characterise values	adopt belief system and philosophy	self-reliant; behave consistently with personal value set	act, display, influence, solve, practice,

1. Bloom's taxonomy - Psychomotor Domain - (physical - skills - 'do')

The Psychomotor Domain was ostensibly established to address skills development relating to manual tasks and physical movement, however it also

concerns and covers modern day business and social skills such as communications and operation IT equipment, for example telephone and keyboard skills, or public speaking. Thus, 'motor' skills extend beyond the originally traditionally imagined manual and physical skills, so always consider using this domain, even if you think your environment is covered adequately by the Cognitive and Affective Domains. Whatever the training situation, it is likely that the Psychomotor Domain is significant. The Dave version of the Psychomotor Domain is featured most prominently here because in my view it is the most relevant and helpful for work- and life-related development, although the Psychomotor Domains suggested by Simpson and Harrow are more relevant and helpful for certain types of adult training and development, as well as the teaching and development of young people and children, so do explore them all. Each has its uses and advantages.

PSYCHOMOTOR DOMAIN (DAVE)				
Level	Category or 'Level'	Behaviour Descriptions	Examples of Activity or Demonstration and Evidence to be Measured	'Key Words' (verbs which describe the activity to be trained or measured at each level)
1	Imitation	copy action of another; observe and replicate	watch teacher or trainer and repeat action, process or activity	copy, follow, replicate, repeat, adhere
2	Manipulation	reproduce activity from instruction or memory	carry out task from written or verbal instruction	re-create, build, perform, execute, implement

