

in following the lectures. There are several methods of language teaching, and in the past decades, various materials and methods have been developed. But the role of folk tales in teaching a language remains unbeatable. I believe that teaching through folk tales will definitely be fruitful. Therefore, this kind of a book can be really important for children since the stories are interesting, and they can be easily understood. Further, it will also improve the vocabulary and usage of different words/phrases. The exercises provided are good, and will definitely help children improve their English. Also, since most of the stories are known to people, it becomes easy to understand the language.

The stories selected in this book are good and interesting too for children. It would have been better if the level of these stories had been taken into consideration. The elementary nature of some of the stories may have an adverse effect on the total impact of this book. Further, the exercises provided are not consistent. For example, all the chapters do not have only four tasks (as mentioned above), some chapters also include critical appreciation, written skills, etc.; and some chapters do not include language skills. Therefore, these exercises should have been made more systematic. These points can definitely be improved in the future editions. The book fills a gap in pedagogical materials available for teaching a language.

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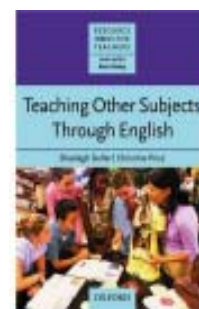
Teaching Other Subjects through English

by Sheelagh Deller & Christine Price, 2007.

London: OUP, 168 pages, paperback

ISBN: 978-0-19-442-578-0, pp. 168

Reviewed by: Ramesh Kumar Mishra



The rise of English as a world language has led to its increasing acceptance as a medium of education at different levels. The contribution of British imperialism and now globalization towards this phenomenon is well documented. Sheelagh Deller and Christine Price, in their book “Teaching Other Subjects through English,” emphasize on the use of English in teaching and learning of different subjects and in various classroom situations. The book particularly uses the framework of the “Content and Language Integrated learning” to demonstrate how school teachers can use English as a medium of instruction to train pupils in different subjects. In contrast to conventional methodologies of teaching a language, CLIL gives prominence to the complete involvement of the learner in the acquisition process where interaction in the language is considered pivotal. This means, one must be able to think and conceptualize successfully in English while indulging in the teaching of different subjects. Most teachers whose native language is not English, find it difficult to teach subjects in English, for they lack proficiency in the language. This book systematically introduces several teaching strategies across a range of subjects that such teachers can use while interacting with students. Thus, this is a resource book for those teachers who teach in an English medium school, and who would like to enhance their teaching proficiency

in using English for teaching different subjects.

One of the hallmarks of human language is the infinite flexibility it offers to its users for communicating abstract thoughts. This is of primary significance for teaching and learning of concepts. Thus, while teaching a subject using a language, one needs to use the language in such a way that one is optimally able to communicate the subject matter with the students. This not only requires an expertise in the grammar of the language, but also a deep understanding of its functionality. Deller and Price demonstrate this in several chapters that are dedicated to the use of English in the learning of different subjects while at the same time demonstrating how the teacher can successfully involve the students by giving them a range of classroom activities. The activities will allow the students to get accustomed to the use of English as a medium of expression of ideas relevant to the subject matter. The book is rich with guidelines for teaching different subject matters such as Physics, Art, etc., which I think will provide teachers with tips for successful teaching. The book is useful for both language teachers, as well as teachers who are using English to teach other subjects in schools.

One of the interesting aspects of this book is the use of visual information during teaching to make learning more inclusive. The authors demonstrate how informative visuals can be created to make teaching more precise. The authors show how to ask questions pertinent to the subject matter so that the student can engage in constructive and useful conversation with the teacher. I believe this is an important point that goes beyond just delivering the subject matter. Good teachers are good communicators, and they know how to transfer knowledge through the use of effective discourse techniques. Since this book deals with the use of English as a medium of instruction, it is important that teachers equip themselves with

sufficient knowledge of English to successfully carry out conversations.

Finally, I would like to comment on one of the most novel aspects of this book—how to develop efficient and fruitful activities for the classroom, so that learning becomes intellectually satisfying and informative. Since different subjects require different types of classroom activities, the authors choose different examples to create activity scenarios that can work profitably. In conventional language, these are known as assignments that students do at their own pace. However, an activity is more than just an assignment, and its primary goal may not be to only evaluate and grade, but to also educate the student on how to think creatively about various issues and contribute in their understanding. In many of the pages, the authors advocate group activities that will help students learn how to work collaboratively.

Overall, I think that this is a useful book for teachers who want to learn new skills related to teaching, particularly when they are using English as a medium of instruction. I think, for an Indian audience, this book is quite suitable since for most teachers English is a second and non-dominant language. The book can be a great resource for researchers as well as other professionals who want to know more about novel teaching methodologies.

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