

Teaching & Learning of English-1

Module 1: *Teaching English in India as a Second Language*

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Concept of Language

- ▶ “There is no mode of action, no form of emotion that we do not share with the animals. It is only by language that we rise above them”, said Oscar Wilde.
- ▶ Language is the system by which sounds and meanings are related.
- ▶ Human beings have various needs – individual, social, emotional, economic, political and cultural and it is to fulfil these that human beings need language.
- ▶ Since language is used to convey ideas, its structure and function must reflect these ideas. Besides, since it exists within a complex social and cultural system, it is moulded by these aspects as well.

- ▶ **Language** is a means of communication consisted of sounds, words, symbols, and grammar used by the people in a particular country, region, or group.
- ▶ It is a system of communication based upon words and the combination of words into sentences.

Definitions of Language

- ▶ ‘Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.’ (E. Sapir, 1911)
- ▶ Language is the most sophisticated and versatile means available to human beings for the communication of meaning.’ (Brown, 1984)
- ▶ ‘Language is the institution whereby humans communicate and interact with each other by means of habitually used oral - auditory arbitrary symbols.’ (R.A. Hall, 1964)

Functions of a language

- ▶ Language is a complex phenomenon with multiple functions. Various linguists have tried to understand and elucidate the functions of language.
- ▶ Roman Jakobson defined six primary functions of language according to which an effective act of verbal communication can be described.
- ▶ These functions are:
 - ❖ The referential function
 - ❖ The expressive function
 - ❖ The directive function
 - ❖ The phatic function
 - ❖ The poetic function
 - ❖ The metalingual function

The referential function

- ▶ This function is primarily used to convey information which was one of the primary reasons that language was discovered.
- ▶ Descriptions of situations, objects and even mental states come under this.

The expressive function

- ▶ This function reports feelings or attitudes of the speaker or writer and it is also meant to evoke feelings in the listener or reader.
- ▶ This form of communication can also happen when we are alone.
- ▶ For example, if my mobile phone falls into a bucket of water, what do you think I'm likely to say to myself? Probably use a swear word.
- ▶ We can also utter emotive utterances of a positive nature, especially when we sight something of great beauty "Wow, isn't that beautiful!"

The directive function

- ▶ This function engages the addressee directly and is usually used for the purpose of causing or preventing an action.
- ▶ It is therefore found in commands and requests and requires the use of vocatives and imperatives, example, “Adit, come here at once”, “Please shut the window.”

The phatic function

- ▶ This involves language for the sake of social interaction.
- ▶ This function can be observed in greetings “Hi, how are you” and casual discussions about the weather, i.e. “It’s so hot these days”

The poetic function:


- ▶ This function focuses on the message for its own sake, and is used in poetry as well as in slogans.
- ▶ This is an aesthetic function of language.

The metalingual function

- ▶ This function is used to talk about language itself as we are doing in this unit

Knowing a Language

- ▶ Language is the unique ability that makes us human. We can communicate our thoughts, feelings and ideas with the help of language.
- ▶ But have we ever paid attention to this unique ability that we possess?
- ▶ If we have to imagine a life without language, how would it be?
- ▶ What is this unique ability then?
- ▶ What constitutes 'knowing' a language?

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- ▶ Normally when we say we know a language, it implies that we can speak to and be understood by people who know that language.
 - ▶ This means that we are able to produce certain sounds, which are naturally interpretable as having a certain meaning. Since all of us know at least one language and are able to use it without making much of a conscious effort.

1. Knowledge of sound System

- ▶ Ability to recognize different sounds in a language.
- ▶ we can distinguish the sounds which are not part of that language.

2. Knowledge of the Meaning of Words

- ▶ When we know a language we are able to relate sound to meaning, i.e., apart from a knowledge of the sounds and sound patterns, it is important to know that certain sound sequences signify certain meanings.
- ▶ When we hear a word from a language which is new to us we are unable to comprehend it but speakers of that language are able to understand each other

3. Knowledge of Appropriate Social Context

- ▶ Just being able to create novel sentences is not enough, one must know exactly where they can be used i.e., one must have a knowledge of the appropriate contexts for their use.
- ▶ This is the social aspect of language. To communicate effectively, we should know what kind of response is expected in a particular situation.

Components of Language

Language is divided into the 3 major components: form, content, and use which is further broken down to syntax, morphology, phonology, semantics, and pragmatics.

- ▶ Form
 - ▶ Phonology
 - ▶ Morphology
 - ▶ Syntax
- ▶ Content
 - ▶ Semantics
- ▶ Use
 - ▶ Pragmatics

Phonology

- ▶ Study and use of individual sound units in a language and the rules by which they are combined and recombined to create larger language units.
- ▶ Phonemes are the unit of sound such as /s/ or /b/ , they do not convey meaning.
- ▶ Phonemes alter meaning of words when combined (e.g., sat to bat).

Morphology

- ▶ Study and use of morphemes, the smallest units of language that have meaning.
- ▶ A morpheme is a group of sounds that refers to a particular object, idea, or action.
 - ▶ Roots can stand alone (e.g., car, teach, tall)
 - ▶ Affixes are bound such as prefixes and suffixes and when attached to root words change the meaning of the words (e.g., cars, teacher, tallest)

Syntax

- ▶ Study of the rules by which words are organized into phrases or sentences in a particular language.
- ▶ Referred to as the grammar of the language and allows for more complex expression of thoughts and ideas by making references to past and future events.

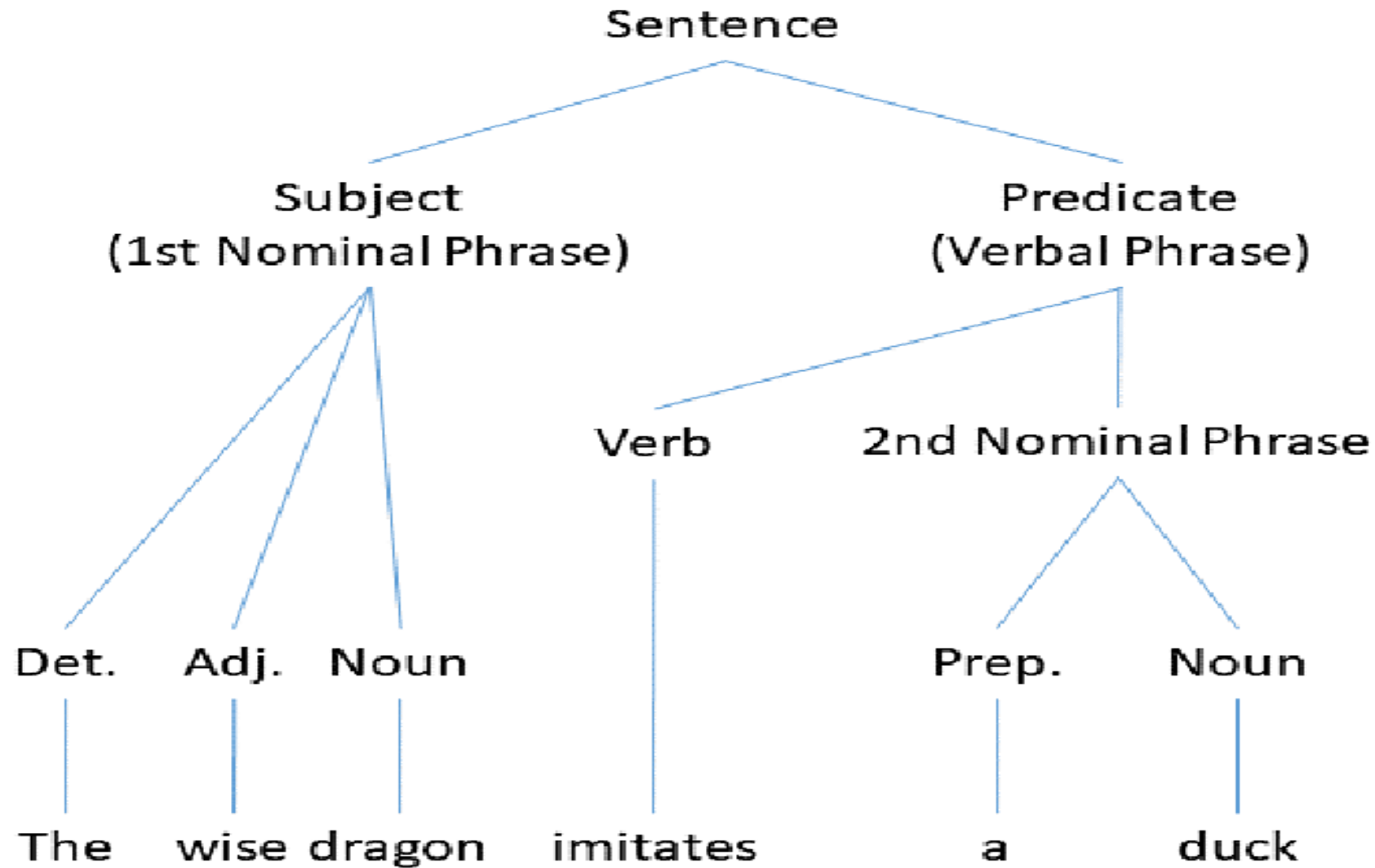
Semantics

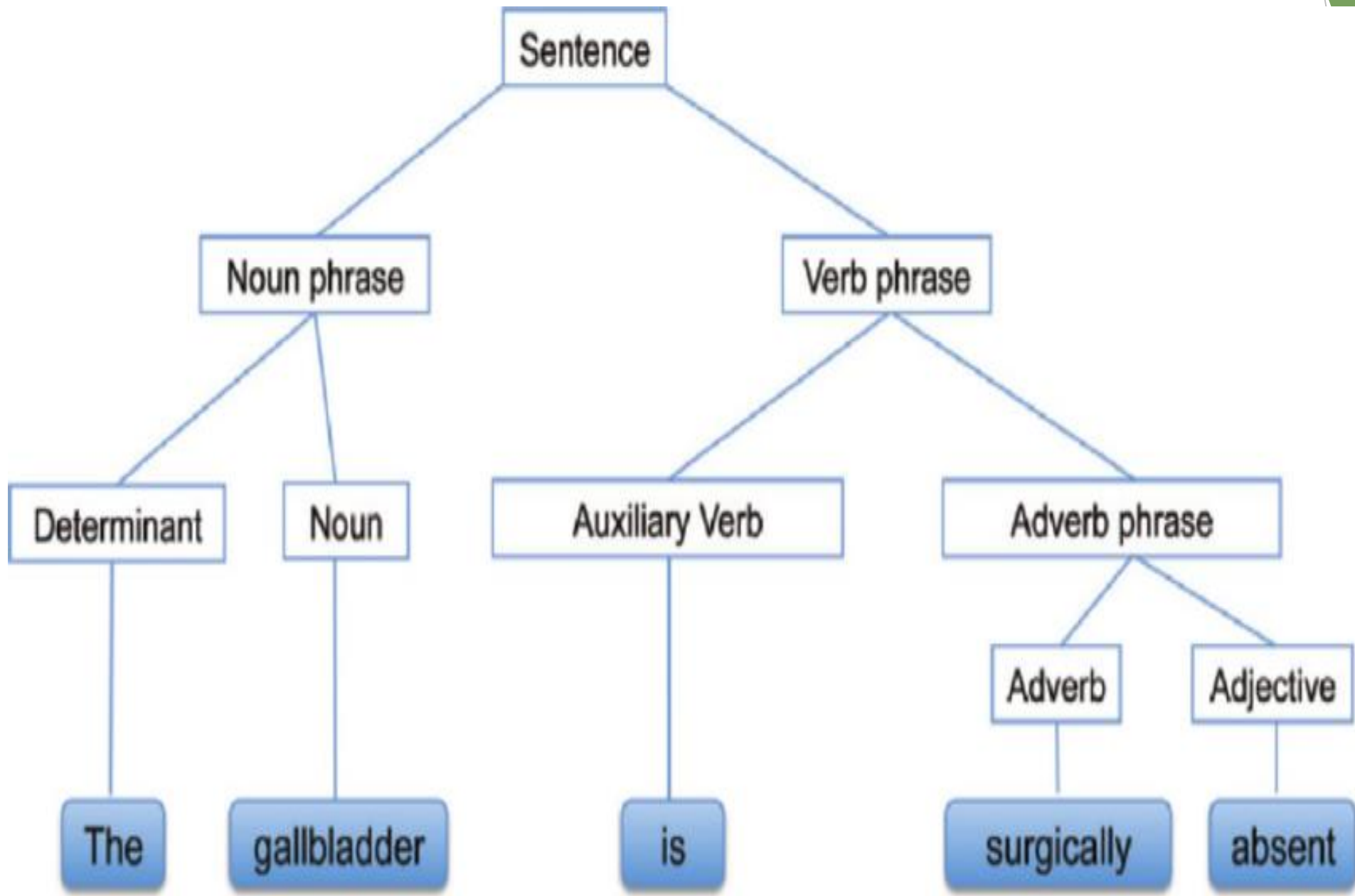
- ▶ The larger meaning component of language.
- ▶ More than single words, includes complex use of vocabulary, including structures such as word categories, word relationships, synonyms, antonyms, figurative language, ambiguities, and absurdities.

Pragmatics

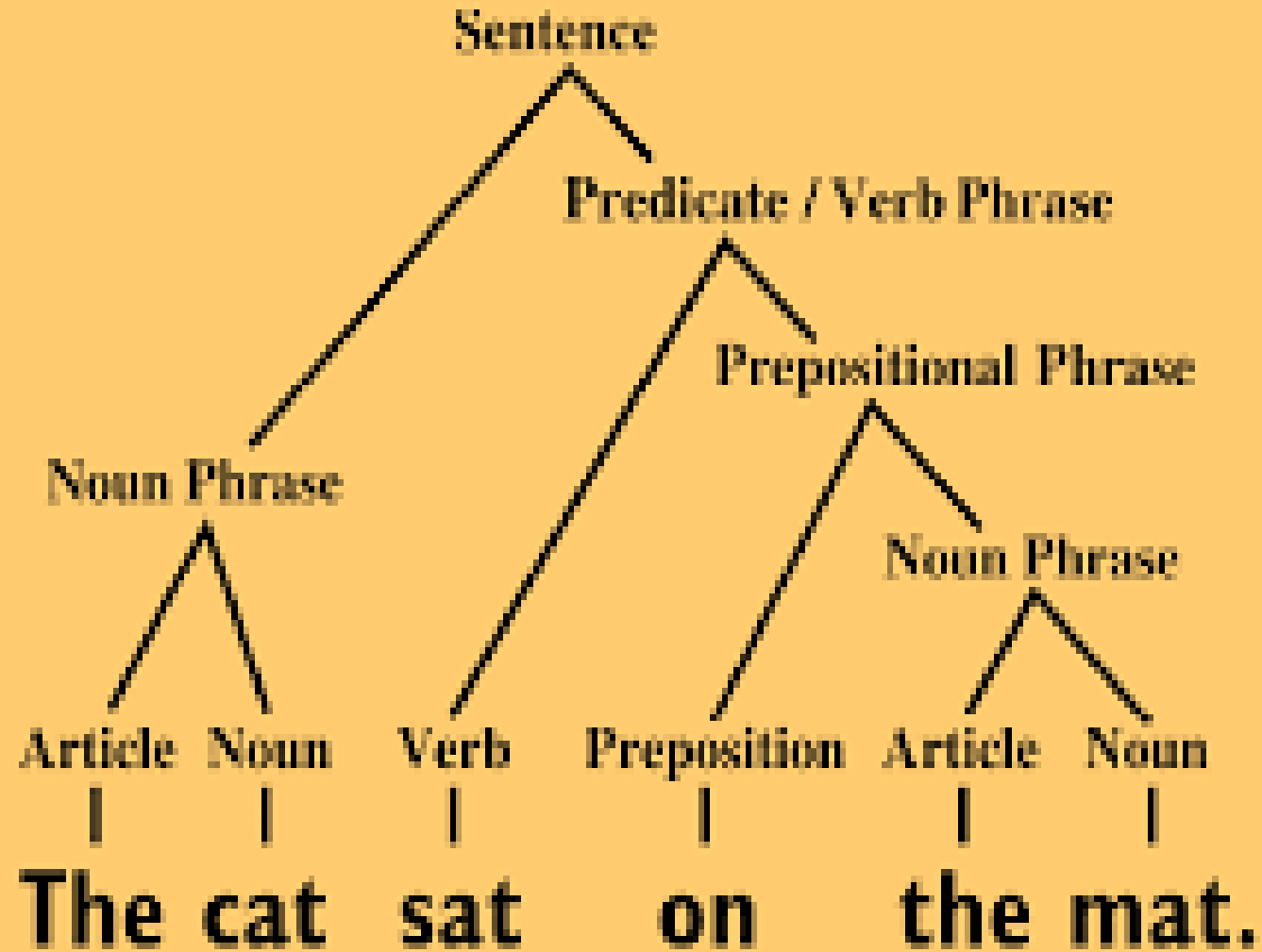
- ▶ Knowledge and ability to use language functionally in social or interactive situations.
- ▶ Integrates all the other language skills, but also requires knowledge and use of rule governing the use of language in social context.

Structure of English Language





Basic constituent structure analysis of a sentence:



- ▶ Follow Up: *Prepare a note on Structure of the English Language*

Needs and Objectives of Teaching English Language in India

- ▶ The teacher must know what changes can be brought about in his learner's knowledge and skills at the end of the course, term, semester, month, weeks and each particular lesson. If you observe the practice of teaching English in India, unfortunately, you may realize that teachers teach English to cover the prescribed course or to make the learners pass the exam. But these are not the needs and objectives of teaching English.

Need of teaching English language in India

a. General Need:

- ▶ The general need of teaching English is to make the learner an effective user of English language.

b. Cultural Need:

- ▶ The cultural need of teaching English is to enable the learners to know all the cultural groups of the world in general and the cultural groups of India in particular.
- ▶ It will help in exchanging cultural values and eradicating cultural evils; such as superstitions, ignorance, untouchability, intolerance, extremism, etc and a rich and tolerant multi-cultural society can be established.

c. Literary Need:

- ▶ The literary need of teaching English is to open the treasure of rich English literature for Indians, such as; poetry, drama, prose works and fiction and enable them to produce Indian English literature to communicate the Indian philosophy, culture, values and dynamics to the world.

d. Utilitarian Need:

- ▶ The utilitarian need of teaching English is to open the gates of opportunities in different fields of life, education, travel, science, technology and international affairs.

e. Linguistic Need:

- ▶ The linguistic need of teaching English is to enable the learners to understand the system of English words (Morphology), sounds (Phonology) and sentences (Syntax).

f. Integrative Need:

- ▶ The integrative need of teaching English is to inculcate the integrative quality of English language that unites people all across the world and India.

Objectives of teaching English

The general objectives of teaching and learning the English language can be summarized as follows:

i. Listening

- ▶ It enables the learners to:
 - ▶ a. listen to English sounds properly;
 - ▶ b. listen to words with meaning expressed by others;
 - ▶ c. give the response to the talk of the teacher;
 - ▶ d. recognize and tell the meaning of the words and sentences expressed by the teacher;
 - ▶ e. reproduce whatever he has listened from the teacher; and
 - ▶ f. organize the ideas listened to.

ii. Speaking

It enables the learners to:

- ▶ a. use proper pronunciation in speaking English.
- ▶ b. use correct stress and intonation in speaking English.
- ▶ c. speak grammatically correct.
- ▶ d. tell the answers to the questions asked by the teacher.
- ▶ e. take part in debate and conversation.
- ▶ f. use appropriate vocabulary while speaking English.
- ▶ g. speak English fluently.

iii. Reading

It enables the learners to:

- ▶ a. read English letters, words and sentences correctly and properly.
- ▶ b. tell the meaning of the words and sentences provided in the written form.
- ▶ c. read English with proper stress, intonation, pronunciation.
- ▶ d. read lessons loudly and silently.
- ▶ e. read English with proper pauses.

iv. Writing

It enables the learners to:

- ▶ a. write English letters, words and sentences correctly.
- ▶ b. use capital and small letters at the proper places.
- ▶ c. use proper punctuation marks.
- ▶ d. write answers correctly.
- ▶ e. write a composition on a simple topic.
- ▶ f. express the thoughts and ideas in a written form.
- ▶ g. write grammatically correct.
- ▶ h. write English with proper speed.

Objectives of Teaching English at Different Levels of Education

Objectives of teaching English at different levels of education, primary and secondary levels are as under;

a. Primary Level

At the primary level learner should:

- ▶ 1. understand English when spoken;
- ▶ 2. acquire the reading ability and read the material that is appropriate for his level;
- ▶ 3. acquire a vocabulary enough to help him in the use of the language that he makes;
- ▶ 4. make simple statements through English;
- ▶ 5. speak with a pronunciation that is acceptable;
- ▶ 6. respond to short conversational questions and to ask questions himself;
- ▶ 7. write English legibly and coherently using proper punctuation and spelling; and
- ▶ 8. use English when he has to respond to calls, requests, greetings, etc. when he has to do the same to others.

b. Secondary Level

At the secondary level the learner should:

- ▶ 1. speak English fluently and accurately;
- ▶ 2. speak freely. They should think in English and speak it with ease and frequently;
- ▶ 3. express their ideas in English in the classroom at school, at home and in society;
- ▶ 4. respond and react to situations actively and not remain only a passive listener;
- ▶ 5. acquire the ability to understand the native speakers and also be able to respond to them;
- ▶ 6. compose freely and independently in speech and writing;
- ▶ 7. read books, newspapers and periodicals with understanding;
- ▶ 8. develop sufficient command over vocabulary that should include frequent and choicest English phrases and idioms; and
- ▶ 9. use reference material like encyclopedia, dictionaries, reference books, etc.

Objectives of Teaching English Related to Language Forms

a. Prose

- ▶ The teacher enables the learner to:
 - ▶ a. listen to short speeches, narratives, commentaries;
 - ▶ b. take notes on the listened piece of prose;
 - ▶ c. enjoy puzzles and riddles;
 - ▶ d. express ideas in one's own way;
 - ▶ e. take part in seminars, discussions;
 - ▶ f. present piece of dialogue;
 - ▶ g. dramatize situations;
 - ▶ h. express ideas selecting the appropriate words and functions;

- ▶ read and understand short essays;
- ▶ j. understand messages, advertisements, brochures;
- ▶ k. compile dictionary in a simple form;
- ▶ l. sequence ideas and present in writing;
- ▶ m. suggest appropriate title;
- ▶ n. expand an idea;
- ▶ o. write letters using different formats;
- ▶ p. write dialogue and reviews; and
- ▶ q. prepare reports and brochures.

b. Poetry

- ▶ The teacher enables learners to:
- ▶ 1. listen to and recite poems;
- ▶ 2. appreciate rhythm and feelings;
- ▶ 3. collect recordings of poems;
- ▶ 4. write a few poetic lines; and
- ▶ 5. collect poems with the same rhythmic pattern.

Teaching English as a Second Language

- ▶ English has acquired the place of the Second language in India for its national and global importance as a language of knowledge, communication, education, business, trade, commerce, science, technology and a window on the modern world.
- ▶ Therefore, English has been or used by Indians for utilitarian purposes, such as; for social, commercial, official and educational activities within the country and abroad, for listening to the national and global broadcast, for reading newspapers and books and to travel across the country or world.

Teachers should realize the objectives of teaching English as a second language and enable the learners to:

- ▶ a. understand English when spoken;
- ▶ b. speak English correctly and fluently;
- ▶ c. read English with comprehension at a reasonable speed for gathering information and enjoy
- ▶ reading;
- ▶ d. write English neatly and correctly with proper speed and legibility;
- ▶ e. acquire knowledge of the elements of English for achieving a practical command of the
- ▶ language; and
- ▶ f. translate English into their mother tongue and vice-versa.

Keeping in view the above objectives the teacher educators should design the syllabus of English and teachers should plan their teaching activities.

Principles of Language Learning

a. Habit Formation

- ▶ Language learning is a habit formation process. It is a process during which various language
- ▶ habits are formed. Therefore, listening, speaking, reading and writing habits are to be formed consciously and unconsciously.

b. Practice and Drill

- ▶ Language learning is a habit-forming process. For this purpose sufficient practice and drill is needed.

c. Oral Approach

- ▶ A child learns to speak his mother tongue before reading or writing it. This principle should
- ▶ be adopted in learning and teaching a second or a foreign language.

d. Natural Order of Learning

- ▶ Listening-Speaking-Reading-Writing (LSRW) is the natural order of learning a language. In this order, a child learns his or her mother tongue without any formal instruction. So this natural order of learning should be considered while teaching English.

e. Multi-Skill Approach

- ▶ All the four language skills are to be given their due importance when learning or teaching them. No skill should be overemphasized or neglected.

f. Selection and Gradation

- ▶ One should proceed from simple to difficult in language learning; therefore, vocabulary and structures of language should be selected and graded as per their frequency, teachability and difficulty level.

g. Situational Approach

- ▶ The English language should be taught in situations which is the natural way in which a child learns his mother tongue.

h. Exposure

- ▶ A child learns his mother tongue because he is exposed to it. While learning a foreign language like English, exposure to it helps in learning it.

i. Imitation

- ▶ The child learns his mother tongue by imitation. The English teacher must provide a good model of speech before the learners. Audio-visual aids should be used.

j. Motivation

- ▶ Motivation plays an important role in learning a language. Thus, learners should be motivated.

k. Accuracy

- ▶ The English teacher should insist on accuracy in all aspects of language learning. So learners follow their teachers and consider them as a role model.

l. Purpose

- ▶ Purpose of language learning should be decided in the beginning. So it becomes a simple affair to design a course suitable for the purpose.

m. Multiple Approaches

- ▶ The English teacher should not stick to a particular method of teaching. He should use all methods, approaches and techniques of teaching English as per the needs and requirements of learners.

n. Interest

- ▶ The teacher should generate a great deal of energy and interest among learners so they will pay attention to learning a language.

o. Co-relation

- ▶ If teaching-learning of English is co-related with real life then learner will realize the need of language learning and will take interest in it.

Thank You

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