

UNIT-I

MEANING AND NATURE OF THE LANGUAGE, ENGLISH LANGUAGE IN INDIAN CONTEXT (ENGLISH AS A COLONIAL LANGUAGE, ENGLISH IN POST-COLONIAL TIMES, STATUS OF ENGLISH LANGUAGE IN PRESENT CONTEXT.)

IMPORTANCE OF LANGUAGE

Man, being a social animal, is dependent, in all his social activities, on the use of language. To lead a smooth life, everybody has to express himself/herself and the only way he/she can do so is through language. Of course, there are other means of communication-gestures, pictures, flags, signals and above all, writing; but all these are either inadequate to the demands of social groups or else derive entirely from spoken language and are effective only in so far as they reflect this. “Each community”, to quote Leonard Bloomfield,” is formed by the activity of language.” So, it is not possible to think of a society or of a group of human beings without a language. It is a tool of social behavior and it conveys thoughts. It is thus a means of social control. Language most shows a man; speak that I may see thee.” In fact, language is so important an element of human society that without it all cultural activities would remain dormant and all human experience would be rendered insignificant.

UNDERSTANDING THE NATURE OF LANGUAGE

“Sound methods and techniques of teaching depend upon a sound understanding of the nature of language, how it operates and how it is learnt.”

The term language refers to all the specific languages used in all the communities. As has been said earlier, language is, chiefly, a means to communicate one’s thoughts and ideas in such a way that it evokes response in the listener. But the question arises whether the only function of language is the expression of thoughts or ideas? The answer to this question is in the negative because language means much more than that.

A FEW DEFINITIONS OF LANGUAGE

DEFINITIONS

(i) ‘Language’ has been variously defined by experts. A few important definitions are given below.

(ii) Language is the expression of idea by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answers to ideas and thoughts.

-Sweet’s View

The key-words in Sweet’s definition of languages are : expression, speech sounds, words, sentences and ideas and thoughts. This definition states that sounds are vital elements of language. Sounds combine to form words and words join to form sentences which become complete units for expression of thoughts and ideas.”

(iii) “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily reduced symbols. -Edward Sapir’s

The key-words in Sapir’s definition of language are : human, non-instinctive, communication, system, voluntary symbols. Sapir means to say that language as we discuss here is human faculty and so is species specific. Moreover, it is never passed on from parent to the child.

(iv) “Language is a system of arbitrary vocal symbols by means of which a social group cooperates.” -Bloch and Trager

(v) “Language is an articulated system of signs, primarily realized in the medium of speech.’ -B.M.H. Strang

B.M.H. Strange highlights language as symbols which are realized through sounds.

(vi) “Language is one of the symbols of a nation. It expresses the mental character of the people who speak it and reflects the features of their natural surroundings.” -Nicholas Hans

In his definition N. Hans gives important to culture as the main ingredient of language.

(vii) Language is a symbol system based on pure or arbitrary conventions ... infinitely extendable and modifiable according to the changing needs and conditions of the speakers. K.H. Robins

Hall means to say that language is primarily speech. Oral-auditory symbols are used to produce speech which helps humans to communicate and interact.

(ix) “Language is such expression and communication to and from human beings by means of speech and hearing ... within a given community that they are mutually intelligible.”

The definition given by Louis H. Gray also stresses communication aspect of language. This communication is among human beings.

(x) Language is a “set of human habits, the purpose of which is to give expression to thoughts and feelings, and especially to impart them to others.”- Jespersen also says. “Language is activity, purposeful activity.”

The definition given by Jespersen stresses language as purposeful activity. The purpose is ‘expression of thoughts and feeling.’

(xi) “Language is a set of arbitrary symbols which are placed in orderly relationship with one another according to conventions accepted and understood by the speakers, for the transmission of messages.

-Michael Girsdansk’y

Girsdansky stresses arbitrariness of language symbols which function according to accepted convention.

On the basis of the definitions given above, we arrive at a few important linguistic principles regarding the nature of language.

BASIC LINGUISTIC PRINCIPLES

The following are the basic linguistic principles which may be derived from the definitions of language given above.

1. Language is a learned activity
2. Language is a system
3. Language is a system of symbols
4. The symbols of a language are vocal
5. The symbols of a language are arbitrary
6. Language is human
7. Language is non-instinctive
8. Language is for communication
9. Language is made up of habits
10. Language grows out of culture
11. Language grows and changes
12. Language is unique

1. Language is a learned activity

Language is a learned activity. It is a skill and it has to be acquired. A newly born child has no language except weeping and crying. With the passage of time, his crying and babbling sounds develop into meaningful speech sounds of his group. The infant learns the language of the community in which he is born by constant reinforcement and the reactions of those around him.

2. Language is a system

Language is an organized way of behavior which can be described in an orderly way. Each language is a unique system with the help of which meaning is conveyed-the main function of a language. The system of

language consists of sounds, structures and items of vocabulary. A person who wants to learn a new language, will have to learn new sounds, new structures and new items of vocabulary.

3. Language is a system of symbols

Our utterances which form language have no meaning by themselves. These symbolize things. Symbols, thus, stand for things; they are not things in themselves. The word 'table' is not a 'table' but only stands for an object which we call table. Symbols make the system of language.

4. The symbols of a language are vocal

Though language is a system, yet it does not exist in a vacuum. It is primarily observed as speech. The symbols which constitute a language are vocal symbols. Other kinds of symbols are possible but they are inadequate. Gestures, more or less conventionalized pictures, signals, flags and traffic lights are common visual symbols. Drum beats and bugle calls, the tolling bells, sirens etc. are auditory signs but not vocal symbols. None of these, even when they make up fairly complicated system, is language. We reserve this term (language) exclusively for a system in which the symbols are vocal sounds-sounds produced by human beings through various movements of what we call the vocal organs.

5. The symbols of a language are arbitrary

It means that there is no necessary relation between any language items and what it indicates. In English, a certain animal is called 'horse', in French 'Cheval'. In German 'Pferd'.

6. Language is human

Edward Sapir defines language as purely human. He means to say that only human beings have been gifted with language in the true sense of the term and as is being discussed here. All normal human beings possess it and use it systematically for the purpose of communication. We have, of course, often heard of such term as, ‘language of the eyes of Buddha/Nanak.’

7. Language is non-instinctive

Edward Sapir has rightly called language a ‘non-instinctive method of communication.’ This means, language is not passed by parents on to their children by way of heredity. Language is not acquired by the young ones as they acquire colour and shape of the body. Language is a learned activity and it is acquired while living in a social group.

8. Language is for communication

As has been said earlier also, the main function of language is communication of thoughts from one person to another. Man by instinct, wants to express himself and he wants to convey his thoughts to others. For this, language stands by his side and helps him to do so. Now, if he wants right communication, he will have to use right language which means the right use of pronunciation and intonation. This factor is important because if language is to achieve its end, it must be intelligible to others.

9. Language is made up of habits

Language is ‘essentially a habit forming process’. It means that language is made up of habits. It is a set of human habits the purpose of which is to give expression to thoughts and feelings. “One requires continuous practice in the use of language to learn the system of the target language. Thus, one

can be said to have learnt a language if one can speak it without any conscious effort as if speaking in the target language is a matter of automatic habit with that person. If a man has to think about the position of the vocal organs while speaking or about the word order in framing sentences, he cannot be said to have learnt the language.

10. Language grows out of culture

By this, we mean that each language is the outcome of the culture to which it belongs. We cannot separate language from the culture. In which that language exists. Thus every language is the product of a particular society and culture and it has meaning only in relation to that society and culture. It is perfectly all right to say in English.

11. Language grows and changes

Since language has its roots in culture which is always changing, language keeps on changing with the change in culture. This fact becomes obvious if we study the history of a language. Thus, we cannot say that what is true of a language to day was true of it yesterday or will be true of it tomorrow. Change in language does not come only in pronunciation, vocabulary and ways of expression, but the system of writing also undergoes a change. A living language is, thus, never static. It keeps on changing and growing.

12. Language is unique

Every language is a unique system of sounds, structures and vocabulary. This means, the three important elements that go to form the complex system of language are not in any way identical with the three elements of

another language. However, similarities in the languages belonging to the same linguistic group may be found. But this should not lead any one to believe that any two language systems have the same set of words, patterns and grammatical signals or sound symbols. Each language remains unique because of the geographical and cultural diversities.

DEVELOPING A LANGUAGE-LEARNING THEORY

Language Learning is Learning a Complex Skill:

It is interesting to know how language is learnt. Language is a skill-subject. It can be best learnt in the manner in which one learns a skill. It is a skill in the same way as is swimming, knitting, cycling, etc.

Thus, language is a part of human behaviour. This human behavior involves a set of skills.

The main division of the complex skill of language includes:

- a) Receptive skills : and
- b) Productive skills

These skills may be traditionally understood as listening, speaking, reading and writing. As teachers of language, we know that a person's ability to express himself in the target language and his ability to understand the language are somewhat distinct abilities. Some people appear to have greater skill in expression than in understanding. There are others who appear to understand well but cannot express enunciating a theory for second language learning.

The Scheme of Language Learning: The psychology of learning owes much to E.L. Thorndike who gave us primary laws of learning. But the empirical laws (laws based on experience) “apply to limited part of language learning.”

Robert Lado has symbolized the scheme of language as:

C-E in speaking

E-C in listening

Where ‘E’ represents that unit or pattern of expression in its proper environment; ‘C’, the unit or pattern of content in its proper environment and ‘__’ the association of a particular E with a particular C in the sequence indicated by the row.”

Robert Lado further says that “Learning the three elements of unit or pattern – expression, content, and their association – proceeds at different rates and in no set sequence.” At one time, the form of a word may be learnt but not its content ; sometimes, the content becomes clear but not its expression ; still again, one may know both – meaning and expression, without having fully learned to associate the two in speaking or listening.

But one gets to learn the language when the association between content and expression becomes clear.

In order to achieve this, the following laws of language learning may be considered.

- a) **Law of exercise, continuity, and intent:** Other things being equal, learning of E (expression), C (content) and ‘__’ number of times a unit or pattern is exercised correctly with the intent to learn.
- b) **Law of familiarity of response.** It is easier to associate a familiar content (C) stimulus with a familiar expression (E) response than with an unfamiliar E response.
- c) **Law of intensity.** The more intensely a response is practiced, the better it is learned and the longer it will be remembered.
- d) **Law of assimilation.** Each new stimulating condition tends to produce the response which has been connected with similar stimulating conditions in the past.
- e) **Law of effect.** A satisfying state of affairs accompanying a response reinforces that response ; an annoying one, delays it.

IMPLICATION FOR TEACHING ENGLISH

Having gained insight into the nature of language, the teacher can derive important implications for teaching English. The role of an English teacher assumes larger significance because English is a foreign language. And, in case of a foreign language, in addition to imparting knowledge and developing new attitudes, the teacher must teach children other physical or physiological skills which are different from those required in speaking their mother-tongue.

1. Every language is learnable

No language is unlearnable. Every language can be learnt by making use of sound methods and techniques. English is not a difficult language to learn. It can be learnt in a natural manner in the same way as we learn our

native language. Moreover, language is a skill subject, which can be mastered through sufficient drill, practice and repetition.

2. Teach English the way the Educated Englishmen would use it

The teacher should teach English in the way the educated Englishmen would use it. It should not be taught and learnt in a way the mother-tongue is learnt. A lot of emphasis should be on learning correct forms and correct pronunciation.

3. Teach English systematically

Like any other language, English too is systematic. It functions systematically. The system of English language comprises 44 basic units of sound and 275 structure points. Its vocabulary is rich and its writing system makes use of small and capital letter shapes. In order to learn the English language, the learner will have to master the limited system of the language. And remember, no one can master the whole of a certain language.

4. Use oral-aural way

Speech is primary to all language learning. The teaching of English must begin with oral –aural approach. Attuning one's ears to the sounds of English and then reproducing them for communication should be taken up before the learner settles down to read or write the language. Stress should be on activity based learning where listening and speaking are encouraged.

5. Teach English as communication

Interaction or communication is an important feature of language. English should be taught as a communication skill. The level of

communication should be assured according to the age and academic level of the learner. It has been rightly observed: “Helping pupils to attain the ability to blend language elements into normal communication requires careful selection of material and skillful planning.”

6. Integrate language and culture

Each language is born out of culture. In the real act of communication, the situation or setting, the language elements and the cultural themes should be integrated. In this connection, Mary Finnachiaro observes, “When one child meets another in the corridor (setting) and says (using the sounds, grammatical patterns and words of the language), “Let’s have lunch at noon” (with someone being part of the culture) neither the speaker nor the listener stops to think of setting, language, or cultural concept as a separate or distinct entity. The three are intimately blended together without awareness. It is this merging together of language and cultural concept ... which should be the culminating objective of language teaching.”

7. Teach English as habit

Language is habit formation. English should be learnt on habit level. This will require learning a new set of habits all together, different from the one already acquired for the native language.

8. Teach current usage of English

Language is dynamic, not static. Language changes. The current usage of English language should be learnt through proper methods of teaching English.

9. Do not lean heavily on mother-tongue

Each language is a unique system. The comparisons between English and the mother tongue of the learner should be drawn to gain mastery over the system of the target language. Language elements of English language should be acquired without resorting to the use of the mother-tongue.

10. Organize language material

For teaching English effectively, the teacher must carefully select and organize the course content and the material of instruction. He should create a friendly environment and stimulate and maintain interest. He should plan varied activities, and give children a feeling of achievement and success.

11. Foster the desire to learn the language

The teacher of English should foster the desire to learn a new mode of communication even in those children who have lesser interest in learning English. An unsympathetic or unskilled teacher can only leave the student in a muddle. On the other hand, a teacher with interest and willingness can develop the knowledge, the skills and the attitudes needed for effective teaching and learning of English language.

Thus, in teaching English, the principles which have been found most effective in teaching a foreign or a second language, should be applied.

Nature of Language

Introduction: Language is one of the unique possession of man. Man also is blessed and endowed with the faculty of speech. It is through language that we convey our feel of sensation and emotions of daily life to other. Infact, it is language which makes a man good or bad. What distinguishes a man from an animal is the language. Out of the words and thoughts given

the man, we can judge many things about him, the mental make up of the man, social background etc.

Meaning: Man and language are deeply related with each other. We can't think of language in the absence of man. The term language in the absence of man. The term language refers to all the specific languages used in the all the communities, language is chiefly a means to communication. One's thoughts and ideas in such a way that is evokes response in the listener. Every language is unique in the nature. To understand the nature of language properly, we must first define it.

Definitions:

Bloch and Trager: "Language is a system of arbitrary vocal symbols by means of which a social group cooperates".

Ben Johnson: "Language most shows a man, speak that I may see thee".

H.A. Gleason: "Language is one of the most important characteristic forms of human behaviour articulated.

Hall: "Language is the institution where by human communicate and interact with each other by means of habitually used oral-auditory symbols.

Nature of language: Language is a medium by which a man expresses his ideas, desires or dreams. It is a means of conveying or community the information from one person to other. Man is social animals. The following are the main characteristics of language which enlarge upon the nature of language.

- (1) **Language is a means of communication:** Every language is a means of communication. The main motive of the birth of each language is communication, self expression and conveying of ideas to other people. A language is defined as “a systematic means of community ideas or feelings by the use of conventionalized signs, sounds/ gestures or making having understood meanings”. Communication that is the conveyance of an idea or emotion from one to another relies largely upon language.
- (2) **Language is primarily vocal:** Every language is primarily vocal. It means that it is made up of the vocal sounds. First of all, a language takes birth as a spoken language. A language exists or survives, as long as it is spoken. The more the speakers, the more functional and famous and flexible, it becomes. It becomes more expressible of usable, if it is used over a wide area. English is a widely spoken language. It is spoken all over the world, and it has acquired the status of a global or international language.
- (3) **Language is concerned with human thought and human action:** The nature of language is the nature of human thought and human action, for language is neither more or less than the tool of both of these aspects of human nature. A word is either the shadow of an act or of an idea. Verbal sounds have no meaning in themselves. They

- are the channels i.e. media for the expressions or communication of that which lies outside of themselves.
- (4) **Language is learnable:** All languages are learnable. It does not take 25 years to learn Chinese and two years to learn Bengali. One model of language acquisition depicts the child, armed with a basic grammar. Analysis has been conducted as if there were a target grammar, which produces data and an algorithm which is trying to acquire this target grammar. A child is exposed to lot of variation from within its population, parents and other all produce different grammars, different data sets.
 - (5) **Language is a form of Social behaviour:** A human being learn the language of the nation or the community, where he dwells. If an American is living in Scotland, he will definitely learn the scot language. He will pick up the language of the social system of the nation or the area, where he grows and lives. Hence, language is a form of the social behaviour.
 - (6) **Language is a system:** Language is a organized way of behaviour, of a particular race or nation. It can be described in an orderly way. A language consists of sound, structures and items of vocabulary. It is a system in sense that the different features are attached to each other. A system is something, in which there are different components, all independent and all have own features and functions. Still they are meaningless if they remain separate.
 - (7) **Language is a system of symbols:** There are various symbols in a language, which are known as letters and makrs of punctuation in English. The letters are either small or CAPITALS. These symbols are used as the signs to represent the things. There symbols becomes

- signifiers and the things, which they represent are 'signified'. Every language is symbolic. The words or the sentence act as symbols to represent the objects.
- (8) **Language is a system of systems:** Language is not only a system, it is a system of systems. It consists of sounds, structures and items of vocabulary. It is a system in the sense that the different features are attached to each other. A system is something, in which there are different components, all independent and all have their own features, and functions. They are meaningless if they remain separate. The human body is a system. It has many components. All the components have their unique functions.
- (9) **Every language is unique:** Every language is a unique system of sounds, structures and vocabulary. Every language has its own laws, features and sound system. The scripts of each language is different. Even if the script of some languages is may be common there may be some other distinct features.
- (10) **Every language grows and changes:** A language is always changing. It is always subject to change as it always remains with the society. In the society, the people use it and they alter it according to their convenience. Ex: A no. of new words have entered Oxford Dictionary. The new words which have entered the English language within last few decades are Internet computer, e-mail, SMS, MMS, E-chat, computer file, LAN, WAN. It is also a new concept, or linguistic features. Hence we find that the language is always subject to change.
- (11) **Language is human:** Only the human beings are gifted with the bliss of language. All the human beings possess it, they use it. A language is a systematic way of communication.

Conclusion: So we can say language is one of the unique possessions of man. Man and the language are deeply related with each other. Language is one of the most important characteristics forms of human behaviour. Every language is a unique system of sound, structures and vocabulary. A language is a systematic way of communication.

OBJECTIVES, PRINCIPLES (LINGUISTIC AND GENERAL), MAXIMS OF TEACHING ENGLISH, CONDITIONS OF TEACHING -LEARNING ENGLISH IN INDIAN SCHOOLS, SUGGESTIONS FOR IMPROVEMENT.

Objectives Teaching English:

(A) The objective of teaching English has two main aspects:

- (i) Language aspect: Words, sentences, pronunciation, spelling and grammar.
- (ii) Literature aspect: Words, sentences, expressing ideas, feelings and experiences.

(B) The English language teaching has four objectives to develop four skills:

- (i) Reading, (ii) Writing, (iii) Speaking and (iv) Listening.

(C) The English teaching also has two objectives:

(I) Skill objectives include:

- To develop the skill of speaking,
- To develop the skill of reading,

- To develop the skill of writing,
- To develop the skill of listening,
- To enable the students for the use of grammar correctly,
- To enable the students to analyze the element of language and establish the appropriate relationship among linguistic components.

(II) Cognitive objectives include:

- To acquire knowledge,
- To diagnose the weakness of speaking and writing English,
- To compare and illustrate linguistic components,
- To classify the elements of English language,
- To understand the meaning of prose, poetry, story and drama by reading.

SADBT

General Principles of Teaching and Learning Language

Introduction: Teaching is a complex social and cultural phenomenon. It is not as easy to teach as it appears. While teaching, a teacher has to keep in mind the aims and objectives of his subject, needs, interests of his pupils, the environmental situation suitable for them. Success of this profession depends upon good planning and mastery in the subject to be taught.

Meaning: A good teacher always wants that his teaching should be effective. He wants that all the students of the class should properly attend, listen to him and try to grasp what he teaches in the class. The principles evolved help the teacher to carry on his routine of teaching efficiently. They provide him guidelines and keep him on the right track. They check him from going astray. They ensure the achievement of the teacher in the process of teaching.

General Principles of Teaching:

1. **Principle of Definite Objectives:** While teaching anything, the teacher should first of all fix up some objectives. Then he can select the material, use the appropriate methods and then ultimately, ensure the attainment of those objectives. In the absence of definite objectives teaching may not remain a purposeful activity. The

learners may also deviate and may fail to achieve anything solid. Objectives may vary from subject to subject and from time to time. Behind teaching English, the objectives usually are listening, speaking, reading and writing. But at present in free India, the objectives of reading for comprehension is being emphasized. So in teaching the objectives should be fixed and then efforts be made to achieve them.

2. **Principle of Model Presentation:** The teacher who presents the material while teaching should see that his presentation is really a model one in every way. The personality of the teacher, his behaviour actions etc. should be model. The learners imitate the teacher to the maximum. So the teacher should present all excellences of life in him which he ultimately wants the learners to acquire in life. The pronunciation of the language that he uses for teaching should be reasonably good. Through his behaviour he should reflect regularity, punctuality, honesty, truth, sincerity etc. Then only he will be able to make his learners reach the goals of ideal life.
3. **Principle of Selection of Material:** In teaching, whatever material is to be presented by the teacher should be well selected. It should be in accordance with the aims and objectives of teaching. It should also be according to the linkings and the mental level of the learners. They only it will be digested by the students properly. The right selection of material will result into proper teaching and hence desired results suppose the teacher wants to teach composition. For this he selects topics keeping the syllabus in view, the mental level of learner etc. This type of material will make the teaching efficient.

4. **Principle of Gradation:** The material which is selected should be graded properly. By gradation we mean which item will come at serial no.1, which item after that and which item at the end. While grading the material easy and simple things will come first and difficult and complicated things will occur after words. Thus placement of material in graded form will make teaching learning process more effective. Suppose the teacher has selected 10 essays of English for teaching some class. By gradation those essays will be numbered as 1, 2, 3 etc. which means the essay No.1.
5. **Principle of Activity:** The traditional methods filling up the minds of the children with a lot of information are useless now. The learners sitting passive in the class are not considered good students. Teaching-learning is a bipolar process. Both the teachers and the students should remain active. The more the activity of the children, the better is the teaching learning process. Every subject, every topic within a subject can be taught through activity methods. An intelligent teacher tries to involve the maximum number of students in his teaching. That makes guarantees learning by the students. Moreover the students don't feel any type of lethargy.
6. **Principle of Correlation:** Good teaching makes the students feel everything for better life. The learner in the classroom feels as if he is being prepared for better life. A good teacher tries to correlate his teaching with life. He also try to correlate one subject with various other objects which the student is expected to study suppose the teachers is teaching arithmetic to the students. He should enable the students to apply that knowledge in his day to day life situations. While making purchase in the market the student can apply the

knowledge of mathematics and thus he feels happy and satisfied. The teacher of English should also teach English in such a way so that the student feels that he is becoming a better social being by the study of this subject. He should be enabled to speak English with his parents, relatives, teachers or friends. He should also be able to listen to T.V. programmes telecast in English. It will give him a lot of confidence.

7. **Principle of child Centredness:** Teaching should be made child centered as far as possible and it should not be allowed to remain teacher centred as it has been so far. By child centredness we mean interest and liking of the student should be given priority while teaching. The subject matter should be made meaningful for the child. Suppose the child wants to study English. In that case teacher should teach him that subject and not some other subject which the teacher wants to teach. An intelligent teacher is able to deal with this type of situations very wisely.
8. **Principle of co-operation:** Teacher learning is a cooperative venture of all concerned. For the best teaching, the teacher, the student, the Head of the institution, the parents and everyone else concerned with it cooperates. They only there is efficient teaching and good learning by the students. Sometimes the Head of the school doesn't cooperate with the teachers, the result is poor teaching. Thus cooperation of the teacher, the taught and the Head of the institution forms the basis of efficient teaching-learning.
9. **Principle of Planning:** The principle of planning is the sine quanon of efficient teaching. The teacher comes prepared with everything planning before entering into the class. He tries to foresee the problems and the thinks of the their possible solutions. Thus the

principle of planning helps him to perform his duty of teaching excellently. A good teacher keeps his planning flexible throughout. He may mould things here or there according to the need and requirements of the learners in different situations.

- 10. Principle of Individual Differences:** In any group of students, no two individuals are exactly the same. There are always variation as far as likings and disliking, attitudes, aptitude are concerned. The teacher teaching the whole group by using one and the same method and dealing with everyone in the same way will fail miserably. A good teacher expects the individual differences among the students. He tries to deal with the students according to their individual differences.

Implications of General Principles of Teaching:

1. In every teaching learning activity, aims are fixed up. A good teacher always keep these aims in view while teaching. Thus the teacher remains on the right track and he works meaningfully. Both the teacher and the taught are able to make right efforts for the attainment of goals already fixed up.
2. The teacher tries to present the subject matter to the learners in the best possible way. He tries to put up his best before the learners so that they also come out very good as a result thereof.
3. A good teacher selects the material very carefully and then only he presents it before the learners. The teacher is able to handle the selected material well while teaching. The students are also able to understand the subject matter fully.
4. Gradation of material helps a lot in the process of teaching-learning. So the teacher grades the material after its selection and then only he present it in the classroom. This makes the teaching learning process successful.
5. The teacher keeps in mind the principle of variety. He tries to bring in variety in a no. of ways so that no student find teacher-learning a drudgery or boredom.
6. The teacher tries to correlate the subject matter with the different life situations of the students. Many a time, the teacher correlate the topic

- with other subjects. it helps the teacher to teach the subject matter effectively and the learners are also able to learn it well.
7. The teacher tries to make his teaching child centred. He sees everything from learner's point of view. Thus the students find it useful for them and they don't feel any type of imposition on them.
 8. The teacher cooperates with the students during the process of teaching learning. Then naturally all students cooperates fully with the teacher. This create healthy environment and makes teaching learning more effective.
 9. The teacher always plans the lesson before teaching. Naturally thus his teaching will be systematic and will be linked by all concerned with it.
 10. When the teacher knows that no two student are of the same type of liking, interest, attitude etc. he tries to teach in such a way that majority of them benefitted everyone.

Psychological Principles of Teaching:

1. **Principle of Motivation:** Teaching is a tripolar process which involves the interaction of the teacher, the taught and the subject matter. For this, co-operation between the teacher and the taught is must. Now the concept of teaching-learning has changed. It is no longer process of teaching only. The emphasis has now shifted from the teacher to the learner. The important thing is so see whether the learner cooperates. Whether the interest is there. The teacher's job is to motivate the learner by creating different situation of his interest. Motivation is of supreme importance. The children are interested in

their surroundings. The teacher should, provide to them that type of material. The learner will try to be inside that problem and make efforts to find out it's proper solution.

Example: While teaching English grammar, the teacher should first explain the important and need of learning English in present day world-how English can help them choose a better career and how it can helpful for securing a good job. In this way the students will be motivated to learn English very well.

2. **Principle of Repetition and Exercise:** The teacher should repeat several times what he teaches in the class so that the learner are able to grasp and understand the subject matter well. It also helps them to retain it in their minds for a longer time. Exercise for further practice many also be given as class work or as home assignment. Practice makes a man perfect. The students will grasp-a thing when they are in a position to do it themselves. It needs a lot of a practice on the part of the students. The teacher who makes use of exercises like revision, recapitulation, application of what has been taught to the students can teach the students efficiently. While teaching Geometry, the teachers asks the student to draw various triangles. He then asks them to measure the angles of those triangles and find out the sum of all the three angles of a triangle.

3. **Principle of Feedback & Reinforcement:** During teaching the teacher should try to give positive reinforcement to the students. Some sort of feedback helps the students to learn things better. The knowledge of results should also be given to the learners side by side and as quickly as possible. During teaching the teacher should try to encourage students as far as possible. It helps in developing a

congenial environment. Suppose the teacher during teaching has put a question to the class no student is coming forward to give the response. The teacher should encourage the students and make them think and give the answer. He should show leadership in class and try to imbibe the qualities of leadership in the students.

4. **Principle of variety:** The principle of variety is the foundation for better teaching-learning process. The teacher should try to bring variety in the class room teaching. He should not use the same method of teaching always. For teaching, different methods at different times may be used. Suppose the teacher wants to correct the notebooks of the students he can use different methods of correction work at different times.
5. **Principle of Rest & Recreation:** Fatigue decreases the speed of learning. There is need of giving rest after some interval of time. Study followed by rest and recreation refreshes the mind and prepares the learners for more studies. So the teacher should see that during teaching there should be provision for rest and recreation off and on some recreation activities may be organised in the class. That way class-room boredom will be ended.
6. **Principle of Readiness:** If a person is not ready to learn anything then teaching whatever it may be can't take place effectively. Readiness on the part of the learner is essential. As soon as the teacher enters into the class he should try to judge the readiness of the students. In case they are not ready then it is the duty of the teacher to make them ready. If the teacher takes care of this principle, then only his teaching comes out to be effective.

7. **Principle of Fostering Creativity:** During teaching the teacher should foster creativity among the students. He should always discourage cramming or reproduction of the material by them. In the class room situations there are some students who cram the material, reproduce it and try to win the applause of the teachers. The teacher should be able to judge about this type of students. There are some other students who are of creative type. He should encourage them to the maximum. In fact the best teaching is one which always fosters the creativity among the learners.
8. **Principle of Sympathy and co-operation:** During teaching the teacher should possess sympathetic attitude and a co-operative bent of mind. Usually the students are afraid of the teacher. A good teacher is affectionate and tries to understand every student. He shows fatherly affectionate and tries to understand every student. He shows fatherly affections and motherly cooperation to his students. Whether may be the situation, a good teacher remains sympathetic and affectionate.
9. **Principle of self learning:** A good teacher encourages the self efforts made by the students for learning anything. He teaches in such a way so that the learners acquire the habit of self learner. The teacher no longer believes in spoon feeding while teaching. He may start with lecture method but gradually he takes the students to self-learning situations. He remains there in the background helping and guiding them wherever they need some help or guidance.
10. **Principle of Group- dynamics:** The teacher should understand group-dynamics. He should try inculcate among the learners a suitable type of group-behaviour. For this purpose he does his job of

teaching in such a way so that he success in making his students well behaved in every type of situation may be as individual or in a group. The children learn better in a group. They are also able to develop qualities of tolerance cooperation, sacrifice etc. The teacher should therefore encourage group learning.

Maxims of Teaching:

The Oxford Dictionary defines 'Maxim as a general truth drawn from Science of experience. Over the years various educationists have given numerous rules of conduct for teaching which may be called maxims. Those maxims are the true facts found out by the teacher on the basis of experience. They are of universal significance. The knowledge of difference maxims help the teacher to proceed systematically, the teacher should always proceed keeping them in view:-

- 1. From Known to Unknown:** This maxim is based on the assumption that the student known something. We are to increase his knowledge and widen his outlook. We have to interpret all new knowledge in terms of old. It is said that old knowledge serves as a hook on which the new one can be hung. Known is trustworthy and unknown can't be trusted. So while teaching we should proceed from known and go towards unknown.

Example:- While teaching any lesson, the teacher can link the previous experiences of the child with the new lesson that is to be taught.

2. **From simple to complex or easy to difficult :** The teacher should 1st present simple or easy ideas and then complex or difficult ones. If the teacher proceeds from complex – simple then the interest of the students will be crushed.

For Ex: While teaching sentences of English simple sentences should be taught first and complex types of sentences may be taken afterward.

3. **Proceeds from concrete to Abstract:** The child understand the ideas more easily when they are presented through concrete material and illustration as compared to when they are presented in abstract form. Concrete things are solid things and then can be visualized. But abstract things are not solid and then can be visualized. But abstract things are only imaginative things.

For Ex: When we teach counting to the students we should first take the help of concrete objects like beads, stones etc. and then proceed to digits and numbers. The stars, the moon, the sun etc. being concrete should be taught first whereas the abstract things like plants, satellites etc. should be taught afterwards.

4. **From Analysis to Synthesis:** When a child comes to a class, his knowledge is incomplete. The teacher should begin his teaching with analysis. So that the complex problem is divided into systematic. Analysis is useful for understanding and synthesis is useful for fixing the knowledge in the minds of the students. Analysis is the approach for understanding and synthesis is for fixation. Analysis of a sentence is taught to the students, that helps the students to understand the different parts of a sentence.

5. **Proceed from Particular to General:** While the particular facts are easier to understand as compared to general fact. Particular is moiré definite for child as contrasted with the children. Hence particular facts and the examples should be presented to the children before giving them general rules and principles. Particular is inductive method and general is deductive method. Induction and the deduction should go side by side. The rules of arithmetic, grammar, physical and geography and all of the sciences are based on this maxim.
6. **Proceed from empirical to rational:** Empirical knowledge is that which is based on observation, and first hand experience. In rational knowledge facts from parts to general system of truth and these facts are explained rationally and scientifically. It is always safe approach to begin with what we see, feel, experience that with what we reason, argue, generalized explain. It is same as to process from concrete to abstract.
7. **Proceed from Induction to Deduction:** Induction means drawing a conclusion from a set of examples whereas deduction is its opposite. The teacher should proceed from induction to deduction.
For Ex: In English while teaching conversion of active voice into passive voice. The teacher should first convert a few sentences of active into the passive voice and on the basis of those conclude the general rule for conversion of active voice into the passive voice.
8. **From Psychological to Logical:** While teaching the teacher should first keep in mind the interest aptitudes, capacities, development level etc. of the children during selection of subject matter and then on to its logical arrangement. In teaching English the structures are selected as

per needs and requirements of the students and then arrange in a logical way.

- 9. From Actual to Representative:** For teaching excellently, actual objects should be shown to the children as far as possible. It gives them concrete learning which is more desirable. The learners are able to retain it in their minds for quite a long time. Specially in to lower classes first hand information to the students impresses them a good deal.

Example: The teacher should show the elephant, the camel, the horse, the railway station, the post office etc. and thereby he should make them understand about these things. The representative of these things in the form of pictures or models may be used at later stages.

- 10. From whole to Part:** According to Gestalt rules of Psychology “whole is more effective and motivating than the parts as the teacher should teach or show the entire plan and then proceed to teach the structure and functions of each part of the plan. Similarly if poem is to be taught firstly whole and then the student should be asked to grasp the poem stanza by stanza and then its meaning should also be side by side.

- 11. Proceeds from definite to Indefinite:** A good teaching should always leave from definite to indefinite,. It is easy to trust the definite things or concepts knowledge may be used for catching the indefinite point.

Example: Definite rules of grammar may help a pupil to learn the concrete language effectively. Similarly defines is a multiplication table may help a pupil to acquire the knowledge concerning 100 of odd combinations related to multiplication, division square root etc.

Conclusion: So we can say teaching is a complex social and cultural phenomenon. Firstly in teaching the teacher should first of all fix up some objectives. In teaching what the material is to be presented by the teacher should be well selected. Teaching learning is a cooperative venture of all concerned. Firstly the teachers comes prepared with everything planning before entering the class.

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS:

1. Attempt a definition of language and analyse it in terms of basic linguistic principles.
2. "Language is a system of arbitrary vocal symbols by means of which a social group cooperates." Explain (P.U.B.Ed., 1995).
3. Explain any six basic linguistic principles. What are their implications for a teacher of English?
4. Language is the flesh and blood of human culture. Without it there would be no transmission of all that is best in human civilization from one generation to another. Discuss.
5. "Language is a system of systems." How many main systems are involved? How is writing related to these systems? What are the main conclusions which language teachers can draw from these ideas about how they should teach? (P.U. 1986)
6. "Language is so important an element of human society that without it all cultural activities would remain dormant and all human experience would be rendered insignificant." Discuss.

B. SHORT-ANSWER TYPE QUESTIONS

1. a) "Language is unique. Discuss.
b) Learning language is acquisition of skill. Discuss.
2. Comment on or explain the following:
 - i. Language relates to culture. (G.N.D.U. 1982)
 - ii. To learn a foreign language, thinking in that language is absolutely essential.
3. Write a paragraph of 100 words on each of the following linguistic principles
 - i. Language is a system of systems.
 - ii. Learning a language is a matter of habit formation. Discuss.
 - iii. Language relates to culture.

Language and Society

INTRODUCTION

Man, being a social animal, is dependent, in all his social activities, on the use of language. To lead a smooth life, everybody has to express himself/herself and the only way he/she can do so is through language. Of course, there are other means of communication gestures, pictures, flags, singles and above all, writing; but all these are either inadequate to the

demands of social groups or else, drive entirely from spoken language and are effective only in so far as they reflect this. “Each community,” to quote Leonard Bloomfield, “is formed by the activity of language.” So, it is no possible to think of a society or of a group of human beings without a language. It is a tool of social behavior and it conveys thoughts. It is, thus, a means of social control.

Any fruitful discussion on the link between language and society will naturally draw one’s attention towards the following dimensions:

- Languages and gender
- Language and identity
- Language and power
- Language and social class

LANGUAGE AND GENDER

I remember the title of John Grey’s book, ‘Men are from Mars, Women are from Venus.’ It is a metaphorical conceit—we don’t really come from different planets. Men and women share a common a societal space or environment, so the question arises : Does language differ between the two genders?

Gender is a term which helps in distinguishing those aspects of life that were more easily attributed to be of social rather than biological origin. From this point of view there might be certain differences pertaining to the way, both men and women use language.

Jennifer Coates (1986) outlines the historical range of approaches to generated speech in her book, “Women, Men and Language.”

1. **Deficit approach:** According to this approach, male language is considered 'standard' and female language is considered 'deficient'. 'Needles to say, this approach caused a dichotomy between the 'two language.'
2. **Dominance approach:** According to this approach, the male language is considered 'supreme', resulting in a different style of speech for females, who are seen as and subordinate group.
3. **Difference approach:** This is an approach of 'equality', differentiating men and women belonging to different sub-cultures, with different communicative styles.
4. **Dynamic approach:** This is the most current approach to language and gender. Accordingly, instead of speech falling into a natural gendered category, the dynamic nature and multiple factors of an interaction help a socially appropriate gendered language i.e. people accommodate their towards the style of the person they are interacting with, in single-gender groups. In a mixed-gender group, gender differences are less pronounced. This accommodation is towards a language style and not the gender or a person. Thus, a polite male will tend to be accommodated on the basis of his being polite, rather than his being male.

Generally, it is believed that women tend to speak a 'better' language, but linguists believe it is just that each gender speaks language in its unique way. There are certain speech practices associated with gender. These are:

1. **Minimal responses:** Men and women differ in the way they make use of minimal responses like 'hmn', 'yeah'. Women tend to use them more frequently as compared to men.

2. **Questions:** Men and women make use of questions in different ways, during conversation. For men, questions are meant to be a genuine request for information, whereas for women, they are means of acquiring attention and engaging someone in conversation.
3. **Turn taking:** Women's behavior is characterized by a desire to take turns in conversation. This is opposed to men's tendency who tend to be centering on their own point or remaining silent, when presented with a sudden situation of turn taking.
4. **Changing the topic of conversation:** Males tend to change the subject of conversation more frequently than females. Women, generally develop each other's topics, rather than starting with a new topic.
5. **Self-disclosure:** Women have a tendency to share their problems and experiences with others, often to offer sympathy. Men, on the other hand, do not have the self-disclosure tendency.
6. **Listening and attentiveness:** During conversation, men have a higher rate of interruption as compared to women, contrary to the normal belief.
7. **Dominance versus subjection:** Women are less concerned with power and more with forming relationships. On the other hand men are more concerned about their power and status. The target of women is being liked by the group, whereas, that of men is to be respected by them.
8. **Politeness:** Being liked and admired is the first intention of women in conversation, thereby, their language is polite. For men remaining autonomous and not suffering imposition matters more, thereby, they do not tend to be that polite while conversing.

LANGUAGE AND IDENTITY

“If you talk to a man in a language he understands, that goes to his head;

If you talk to him in his language, that goes to his heart.”

--Nelson Mandela

Language is a way of communicating thoughts and feelings. It has the power to unite and divide people. It is a means to ascertain one's identity or one's distinctiveness from others. Language seems to have two principal functions. First, it is used as an instrument of communication. Second, it constitutes a means of asserting one's identity or one's distinctiveness from others i.e., the language we use forms an important part of our sense of who we are and what our identity is.

Our social identities are not simple labels we can attach with ourselves. Rather, they embody particular histories that have been developed over time by other group members enacting similar roles. People tend to change identities to suit the needs of the moment. Thus, there are different types of identities associated with the use of language.

1. **Master identities:** These identities are relatively stable and unchanging. They are inclusive of gender, age, ethnicity and national origin. The meaning of master identity changes across time and space.
2. **Interactional identities:** These refer to roles that people take on in a communicative context with other people.
3. **Personal identities:** These are expected to be relatively stable and unique from person to person. They are the reference ways in which people talk and behave with others.

4. **Relational identities:** These refer to the kind of relationship that a person enacts. They are negotiated from moment to moment and are highly variable.
5. **Social identities:** These refer to how we talk, dress, behave with others. It is an important way to display who we are. These are indicative of our role in society.
6. **Professional identities:** These identities refer to a person on the basis of the profession he practices i.e., doctors, lawyers, teachers etc. by means of the specific vocabulary one uses pertaining to his profession.
7. **National identities:** Since language is multifaceted, it may also represent the national identity of a person. In fact, there is a strong link between language and a sense of belonging to a national group.
8. **Cultural identities:** These are identities or feelings of belongingness to a particular religion, social class or social group with its own culture. It includes language, laws, customs, rituals, norms, rules and regulations, associated with the specific culture.

LANGUAGE AND POWER

All languages are equal, but some languages become more prestigious than others and become associated with socio-political power. It is generally the language used by the elite that acquires power in society and becomes the standard language. Those who are in power, try to bring forth the negative stereotypes about the language of the underprivileged.

LANGUAGE AND SOCIAL CLASS

Social class involves grouping people together and according them status within society with respect to the group they belong to. Language is a social

phenomenon. It is shaped by contact, conflict and incredible cultural complexity. It varies according to the social structure of a local speech community.

Linguistic differences occur in the normal social environment and status groups may be distinguished by their forms of speech. This difference is more marked when the gap between the socio-economic levels is very great. There are entirely different the socio-economic levels is very great. There are entirely different modes of speech found within the middle class and lower working class. Generally it is seen that in the middle class, the speech made is typically dominant and the speech becomes an object of special perceptual activity.

Social class is stratified on the basis of a few variables. These are:

- Power – This is the degree to which a person can control other people.
- Wealth – These are objects or symbols owned by people which has value attached to them.
- Prestige – This is the degree of respect of importance accorded to a person by members of the society.

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS

1. Discuss the relationship between ‘language’ and ‘society’.
2. “Each community is formed by the activity of language”. Discuss.
3. The relation between language and society reflects the relation between “language” and identity”. How?

4. Discuss (A) Language and Social Class, (B) Language and Power.

B. SHORT ANSWER QUESTIONS

1. How does language influence social interaction?
2. What is the relationship between language and gender?
3. 'Language is power'. Support or refute.
4. Language is the sign of identity. How?

SADDBHAINNA

Language teaching in Historical perspective:

Language is the most beautiful gift that god has bestowed up man. Although English language is the language a English people, yet it is used almost in all the count of the world. It is used in India in every sphere a life, whether social, political, academic, cultural or economic.

English has it unique importance in our coun. It has played a very important role in building model India. English is not only a national language of English but it is also an international language English introduced with the comins up of East India compound in our country, but gradually it occupied a very important place in the political and educational field a. A strong foothold was provided to this language by **Lord Macarlay** who came to India in 1835 as law member of the council of governor General **Lord Macaulay** established English Education permanently. He desired to produce a class of person Indians blood and in colour but English in tastes in opinion morals and in intellect.

The new educational policy of the British India got further strength when **Lord Hordings** declared in 1844 that Indians educated in English would be given preference the government service. This led to mushroom growth of English medium schools. Vernacular schools were pushed into the background social reformers like **Raja Ram Mohan Roy** also favoured Western knowledge. They felt that the knowledge of English would provide an opportunity for India to have . arts and Science of the West.

Status of English During British India:

During British India the English language enjoy the privileged position blz it was the region of the English people.

- (1) **The Queen of languages:** During the British rule English enjoyed the top most position. It was considered to be the queen of languages. It was the pride of all.
- (2) **Medium of Instructions or Teaching at different level:** At school and the college levels the English was used to be the medium of Instruction. Even in some of elementary schools also, English was used as a medium of instruction. Everybody had intense affection to study different subjects through this language.
- (3) **Englishmen Teaching English:** A class English is spoken by our elderly persons whose schooling careers belong to British era. The main reason is that the study of English was meant for all the children who joined the school and they were taught mostly by the English men.
- (4) **Introduction of English From the day of Schooling:** The day child entered the school, the study of the English was introduced. Everybody was proud of it b/z the study of this language was considered a passport for employment.

The Situation of English after Independence:

After independence the whole administration the language policy etc. came into the hands of Indian authorities. Some leaders argued that English should be a uprooted from the country whereas some others favoured the retention of English.

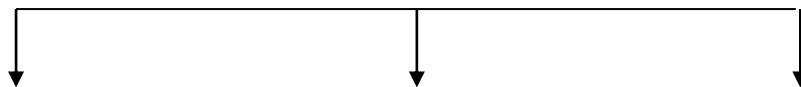
According to C. Rajgopalachari: “We in our anger of the hatred against the British people should not throw away the baby (English) with the bath water” (English people).

According to Mahatma Gandhi: “It is my considered opinion that English education in the manner, it has been given has emasculated the English educated Indians. It has put a several strain upon the Indian student and made us imitators”.

At the time of partition of Indian people showed hatred for this language. At that time people wanted to set rid of English. After a few years everybody realized the importance of English. But end of twentieth century English became more important than ever. Everybody wants to learn this English.

Importance of English:

- 1. Educational Importance:** The educational importance of English cannot be minimized. No one can deny the fact that higher studies in medicine, Technology, Engineering. Economic, Mathematics, Physics, Chemistry, and many other subjects can't be the successfully undertaken without English. If we give up English we would cut ourselves off from the living stream of evergrowing knowledge.
- 2. English are link language:**



With the
outside world

With in
the country

Trade
linked

- (a) **English- Link with Outside World:** English is the only language through which we can voice opinion in the affairs of the world.
- (b) **English-link language within the country:** English has come in stay as a link language in the national life of the country. Although regional languages are fast becoming a means of social communication. The use of English still continuous at certain levels of social set up in the country.
- (c) **English-trade link:** Today India is the one of leading exporting countries of the world. It is through English language that Indian manufactures and traders succeed in creating fresh trade links.
- (3) **English an International Language:** English has become a world language. It is the means of international communication. In America and England English is the mother tongue and in all continental country it is taught as 2nd language.

According to Mahatma's Gandhi:- “English is a language of international commerce; it is the language of diplomacy and it contains many a rich treasure; it gives us an introduction to Western thought and culture.

- (4) **English-A window on the world:** English is a major window for us to the outside world. We dare not clear that window- Anyone who can read English can keep in touch with the whole world without

- leaving his own home. English is the only window through which we can see the day to day progress being made by man in the scientific, technological, cultural, Agricultural or educational fields.
- (5) **Social Importance:** English is an effective means of social communication. English adds flavours to every social situation, Whether it is a market place or a government office, a 1st class showrooms and a hotel reception counter.
 - (6) **Administrative use of English language:** Before independence English was an language of administration. Even today English it is the declared associate official language. It is the only language for interest ate relationship and communication.
 - (7) **Cultural Importance of English:** It is the language spoken in almost all the countries so we can be in contact with the different people of the different countries and this gives us and inside into the various cultures of the different society. English has help in bringing unity among the different state.
 - (8) **Knowledge of English- A passport for employment:** Knowledge of English is considered essential for scoring a good job. A person gets a privileged position if he has command over this language. Everywhere in the world a person with knowledge of English stand good chances of employment.
 - (9) **English as a library language:** As a library language English serves as a key to the store house of knowledge which is not available in the Indian languages. The continuous use of English is desirable as it is

only knowledge through which maximum knowledge can be important to student.

International Importance

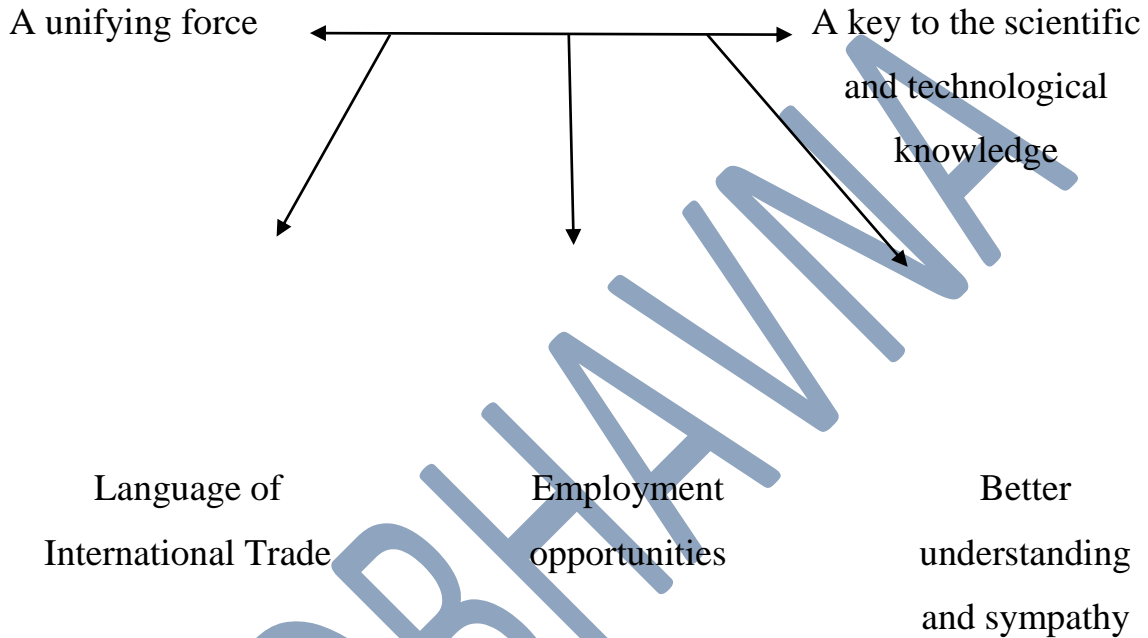


Diagram of point number

(10) **Literary Importance in English:** English has vast literature which is rich in the content. English translations of great wrote in other languages have provided us an insight into the life and culture of other countries. Many Indians have become so skilled in the English language and have won many international awards for creative and comparative literature during last few years. India has produced a galaxy of eminent persons who have written excellent English. Pt. Jawahar Lal Nehru, Dr. S. Radha Krishna, Rabindra Nath Tagore, Sarojini Naidu are known world over for their distinguish style of writing in English.

Explanation of Diagram

- (1) **A unifying force:** English has proved to a unifying link among various countries. It has brought people in closer contact with one another.
- (2) **Language of International Trade:** It is a language of international trade, commerce and industry. English facilitates the communication process. It is a language of modern time technological inventions like computers, mobiles, promoting trade commerce and industry.
- (3) **Employment opportunities:** Knowledge of English has offered employment opportunities to Indians in foreign countries.
- (4) **Better understanding and sympathy:** It promotes better understanding and sympathy among different nations of the world. English language has proved helped in the exchange programmes of teachers and students is different countries of the world.
- (5) **A key to the Scientific and Technological Knowledge:** Advanced knowledge in Scientific and technical subjects is available in English language.

Conclusion: So we can say, the English plays an important role in our life. Now English has come to stay as a link language in the national life of the country. The use of the English still continuous at certain levels of social set up in the country.

Prevailing Conditions of Teaching English:

1. **Lack of clear cut Aims:** There is a general lack of clarity about aims and objectives of teaching English in India. English is taught from the very beginning. Whatever the situation, students learn English as a knowledge subject and not as a skill subject. It is this reason why teaching and learning of English in Indian schools is in a middle.
2. **Over-crowded classes:** With the expansion of education, there is unprecedented growth of numbers at the elementary stage. This phenomenon is carried forward to the school stage and from here, to secondary and the university stage. 60-70 students is regarded as the normal class size and in certain cases the class size is 100-120 students. Teachers of English experience a lot of problem in handling such big classes.
3. **Unhygienic Physical Conditions:** English is being learnt in Indian schools under cramped, unhygienic and unfavourable physical conditions. The other unfavourable physical conditions include, in the first place, bad seating arrangements. In most of the rural schools the classes are separated by bamboo screens and the noise from the neighbouring classes causes disturbance.
4. **Lack of Competent Teachers:** Incompetent teachers are the main source of trouble as far as the teaching of English in Schools is concerned. They are either trained in old methods and have never cared to look for something better in new techniques. Sometimes English is taught by those who didn't offer this subject while under training.
5. **Faulty methods of Teaching:** The teaching of English in India suffers from faulty methods of teaching. In most of the schools, the Translation method is the sole favourite with the teachers. The

teacher picks up the reader, translates the paragraphs, writes the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice listening comprehension and structure practice.

6. **Apathy to New Techniques & Procedures:** Most of the teachers working in middle and high schools are both ignorant of and apathetic to the new techniques and procedures of teaching English. The new generation of teachers is being given training in new methods but these teachers fail miserably when they are actually put on the job. They follow routine methods of teaching.
7. **Faulty Approach to the Teaching of Grammar:** Grammar in our schools, is taught for the sake of grammar. Students are made to memorise definitions, rules of analysis, narration and what not. They are not given sufficient practice and the teaching of grammar is not properly correlated with the lesson in the text books.
8. **Non-availability of Good Text Books:** To add to the devil's share, the text books of English used in our schools are all sub standard. The books are edited or written by those who are not the actual practicing teachers but certain teachers who can influence the board of studies. The books are not written as a result of actual experience of teaching school children.
9. **Inadequate Provision of Teaching Aids:** A general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. With the exception of a few schools, many more have never heard or seen a tape-recorder or some other important aid for making teaching and learning of English effective.

- 10. Insufficient Provision for the Subject in the Time table:** In the absence of uniform all-India policy, there is insufficient provision for the subject in the time-table. In most of the states, English is introduced in the V or VI class and it is taught for abt 6 hours a week on the average.
- 11. Neglect of correlation work:** Correlation of the exercise books which is most essential is not paid proper attention by our teachers. The value of the written work of the pupils will be much vide if the exercise remain uncorrected. In some cases it is difficult for a single teacher to attend to this work b/z of the no. of students reading in a class is very large.
- 12. Faulty Evaluation system:** The teaching and learning of English suffers from faulty examination system. The present system of examination does not correspond to the real objectives of language learning. It encourages cramming and the knowledge of a few rules of grammer. The question papers in English are stereotyped-mostly asking for summaries which children can easily cram from certain cheap 'guides and digests. The question asked for require no thinking, no imagination and no skills.
- 13. Domination of a Conservative Headmaster:** Sometime the domination of a conservative Headmaster or a Principal creates a difficult situation for a progressive teacher. The headmaster insists upon the teacher to follow the same old stereo typed methods of teaching the subject.
- 14. Parental Interference:** Certain parents interfere with the work of good teacher. They measure the progress of their children in the

subject by the number of the pages of the reader covers translation exercise done and grammar reasons given in the English period.

Conclusion: So we can say many drawbacks are present today's English. There is general lack of clarity about aims and objectives of teaching English in India. Sixty to seventy or 100-120 students are present in one class. Incompetent teachers are the main source of trouble. There is a non-availability of good text books.

SADBBHANNA

Introduction: English is introduced in the Indian schools in the 5th or 6th primary class. The child spends five to six years learning. English based on rules of grammar and through the method of translation. What is the net result? Neither the teacher succeeds in achieve his objectives nor do the pupils become effective user of English. The competency of a teacher is measured by the marks secured by his pupils at the Board or University Examination.

Suggestions for the Improvement of Standard of teaching English in our schools:

- 1. Uniform Policy:** The number of years for which English should be taught and learnt at school should be decided and uniform plan should be prepared for the study. There should be a uniform policy regarding the time to be given to the subject of English in all states in India.
- 2. Competent Teachers:** Teaching of English puts heavy demands on the teachers. It demands expert, devoted and competent teachers as it a foreign language.
- 3. In-service training:** The onus is on the individual teacher to be responsible for his own professional development but there should be an extensive expansion of facilities provided by the school and the authorities. The teachers of English should be given training for improvement of their own English. Refresher courses can be organized for the teachers of English.

4. **Clarity in Aims:** The teacher should understand the different aims of teaching English. Language should be taught keeping the fundamental aims in view. The aims of teaching English are:-
 1. Linguistic Aim
 2. Literary Aim
 3. Cultural Aim
5. **Effective Teaching Method:** Sometimes teachers in the schools use faulty methods of teaching English. They can be acquainted with the latest techniques of teaching English through orientation programme. The teachers may attend special training courses in pronunciation.
6. **Focus on small classes:** For grammar and the composition work, groups comprising lesser number of students may be formed. That will make correction work easier on the part of the teachers.
7. **Comprehensive Evaluation:** The evaluation in English should be in line with the new technique of teaching & learning a foreign language cramming should be discouraged. Due stress should be discouraged. Due stress should be laid on the testing of oral work and pronunciation.
8. **Adequate Physical Conditions:** School authorities should pay attention to improve the physical conditions in the schools. Classrooms meant for the teaching of English should be well furnished, lighted, ventilated and away from the disturbance of the neighbouring classes.
9. **Use of Audio-Visual Aids:** The different types of audio-visual aids should be made available in the schools to make English language teaching effective. A few aids like tape-recorder and lingua phone etc.

- can be provided and aids like pictures, flash cards, charts and models etc. can be improvised by the teacher himself.
- 10. Availability of Graded Text Books:** Text books should be selected carefully and written by experts according to graded syllabus. Each text book should be accompanied with the supplementary readers, Teacher's hand book, student's workbook etc.
 - 11. Well planned curriculum:** The curriculum of the school should be carefully planned. It should be more activity based.
 - 12. Emphasis on Language Improvement:** Teacher should be emphasis on language rather than on literature language learning should be the primary motive.
 - 13. Qualitative Research:** Research mindeness on the part of teachers will certainly improve thing.

Introduction of suggestion: The English is now a very important in a very field. But it is rather sad to note that there is something wrong with the teaching of English in Indian society. The fact is that the standards are rather disappearing. The conditions under which English is being taught in the schools are far from satisfactory.

Conclusion: So we can say, there should be a uniform policy regarding the time to be given to the subject of English. Teaching demands expert, devoted and competent teachers as it is a foreign language. The curriculum of the school should be carefully planned and also text books should be selected carefully textbooks.

A. ESSAY TYPE QUESTIONS

1. English should be taught as a language for its utility and not for any literary purpose. Explains. (P.U.B.Ed. 1996)
2. Discuss the role played by English language in building modern India.
3. Critically examine the statement, “English has become one of the major languages of the world and Indians can neglect its study at their own risk.
4. “English should be taught for utilitarian rather than cultural purposes.” What are these ‘utilitarian purposes’ and why should they be considered more important than the other purpose?
5. “English is a language of international commerce; it is the language of diplomacy and it contains many a rich treasure ; it gives us an introduction to western thought and culture.” Discuss.
6. ‘English can never penetrate to the masses. Hindi alone can fulfill this function.’ Critically examine this statement.
7. Read the following statements carefully:
 - a) English is now needed mainly as a window on the world.
 - b) English is needed to give us an understanding of the western way of life.Defend either (a) or (b) in not more than 4000 words.
8. “Making English a library language in the country will be nothing short of accepting defeat in the teaching learning of this languages.” Discuss.

B. SHORT ANSWER QUESTIONS

1. Write 100-word short notes on :
 - a) English as international languages
 - b) English as link language
2. Discuss:
 - a) English as our window on the modern world.
 - b) English as library language.
 - c) Why should English be taught in India when it is spoken by not more than 3% of the population?
3. Comment briefly on the following:
 - a) Knowledge of English is a successful passport for employment.
 - b) English has been a great source behind India's Renaissance.

DIFFERENT METHODS AND APPROACHES OF TEACHING ENGLISH IN SCHOOLS (GRAMMAR TRANSLATION METHOD, DIRECT METHOD, STRUCTURAL APPROACH, COMMUNICATIVE APPROACH)

Methods of Teaching English

Introduction: A method of Teaching is very important in the process of teaching learning. The teacher with a good method of teaching is like by the students. A good method of teaching results into good learning. A good teacher is always in search of an effective method of teaching. A method tells the teacher how subject matter should be taught. It is a tool in the hands of the teacher. A method is a servant and not the master selection of the right method ensures success of the teacher. It helps in the achievement a goals.

Meaning: In a method, the word 'how' is important. This in a method we come to know how should something be presented. If we go back to the old years/ days, we find that nobody was so particular abt the method of teaching, but this does not mean that at that time, no method was being used. An approach literally means coming near. When we say structural approach to the teaching of English, we mean that we shall teach structures and thereby the student is enable to learn English.

Definition of Method:

1. **W.F. Mockey:** “A method determines what and how much is taught (selection).

Approach:

Brewington: “Structural approach is the scientific study of the fundamental structures of the English language, their analysis and logical arrangement.”

1. **Grammar Translation Method:**

Introduction: The translation method is better known as the grammar-translation method. It is also called the classical method of teaching. In the teaching of English as a foreign language, it has enjoyed a great reputation in the past. At present also, many teachers prefer to teach English by this method. In the past languages like Greek, Latin, French, German were taught by this method.

Meaning: Translation method means teaching the target language by translating it into mother tongue-may be Hindi or Punjabi. Here each phrase or sentence of English is taught by translating it into mother tongue. The philosophy behind this method is that the foreign language can be best taught on learnt through translation.

Definition: Champian: “Under the translation method the meaning of English words, phrases, sentences is taught by means of word-for-word translation into the mother tongue”.

Principles of Grammer Translation Method

- (1) Teaching of a foreign language through translation is easy, quick and economical.
- (2) The structural patterns of the two language are compared and this comparison makes the learning clear and firm.
- (3) The fundamental principle of proceeding from known to unknown is followed throughout.
- (4) The knowledge of rules helps the learners to avoid any type of mistakes.

Advantages of Grammer Translation Method:

- (1) This method is very successful in the present day class-rooms, where there are a large no. of students in each section.

- (2) By telling the meaning of any word or sentence in mother tongue, the teacher can at once make the students understand. Thus it is less time consuming.
- (3) In this method, the teacher as well as the learners are able to facilitate the teaching learning process.
- (4) Teaching English by using this method does not require lot of labour on the part of the teacher.
- (5) By using this method, the comprehension of the students can be tested very easily.
- (6) The learners are able to learn many items of English by comparison with mother tongue, that makes learning more clear.
- (7) This method is good as it works successfully in all types of situations.
- (8) It takes care of the maxim proceed from known to unknown. Here the teacher draws the attention of the learners to the known things first and then he takes them to the unknown.
- (9) It can be used successfully in the class of beginners of the language.
- (10) It is very useful for the average and below average type of students.
- (11) Concepts of teaching can be made fully clear to the learners by using this method.
- (12) This method motivates the learners for learning English meaningfully.

Disadvantages of Grammer Translation Method:

- (1) This method ignores the practice of oral work of the students which is the most important aspect in the teaching of any language.
- (2) In this method, reading comes first and speaking afterwards. That is very unnatural.
- (3) This method wastes a lot of time of the student b/z everything has to be translated compulsory.
- (4) The translation work is always approximate so the learner is not able to learn things accurately.
- (5) It does not provide opportunity for silent reading.
- (6) This method does not help the student to learn the language really.
- (7) It does not help the students to learn correct pronunciation of English.
- (8) It is a dull and mechanical method b/z the learner remains passive mostly.
- (9) It lays more emphasis on rules of grammar which is not very sound in the teaching learning of a language.
- (10) The learners can remain absent minded while being taught by this method. Many a time they just try to show their teacher that they are listening to him.

Conclusion: Thus we find that the grammar translation method has a few merits and more drawbacks. But even then we find that it has gained universal popularity. It is being used by a large number of teachers. The best thing would be not to use the translation method as such in classroom. It may be used only when the class room situation demands it.

Direct Method

Introduction: The Direct method for teaching English was introduced in India in the early 20th century. It was done for the sake of reform. This method of Teaching English can be seen as a reaction against the Translation Method. This is a method in which a new word or expression is connected in the pupil's mind directly. The direct method can be used in conjunction with other methods because it is not a proper method at all.

Definition:

According to Webster's New International Dictionary

“Direct method is a method of teaching a foreign language especially a modern language through conversation, discussion and reading in the language itself, without use of the pupil's language, without translation and without the study of formal grammar”.

Principles of Direct Method: The direct method involves certain principles. They are explained below:-

- 1. Mother-Tongue not allowed:** The supporter of the Direct Method believe that “It is not only unnecessary to use the mother tongue, it is for better not to do so when teaching beginners”. So keep the mother-tongue out of bounds while using the Direct Method.

2. **Oral Work:** Fluent speech lies at the heart of the Direct method. Oral teaching precedes any form of reading and writing. It will form the effective background for the latter skills.
3. **The sentence and not the word becomes the unit of speech:** The direct method follows the principle that the unit of speech should be sentence and not the word. We talk and think in sentences of “sense-groups”. So sentence is made the unit of speech.
4. **The teaching of descriptive grammar:** Grammar is not taught for the sake of grammar. The Direct Method aims at teaching the grammar of language or the grammar that describes the language in action.
5. **Progressive teaching of new vocabulary:** The Direct Method stresses the need of using only limited words and phrases. The words and phrases are taught at definite stages through spoken language. This teaching of vocabulary is progressive.
6. **Systematic teaching of Pronunciation:** Pronunciation is to be taught systematically on more or less phonetic basis. The meanings of new words and forms are taught by means of direct objects action or in natural contexts.
7. **Teaching Vocabulary and structures:** The vocabulary and structures of the language are inculcated to a large extent by questions asked by the teacher and answered by the pupils.

Merits of the Direct Method:

- (1) **English taught in English:** English is taught in the medium of English and not in the medium of the mother tongue.

- (2) **Listening to English:** The child gets many opportunities to listen to spoken English. This is very important for language mastery.
- (3) **Follows natural Way:** The Direct Method followed the natural way of the learning of a language. The child listens and speaks. He acquires fluency in English speech.
- (4) **Stress on Oral Work:** The Direct Method stress on oral work. The child gets to its his speech habits, including pronunciation.
- (5) **Thinking in English:** The Direct Method help the child to think in English without the aid of the mother-tongue. This strenghteness his ability of self-expression.
- (6) **Use of Audio Visual Aids:** There is an scope for the use of audio visual aids. These aids makes the teaching work easy, interesting and more concrete.
- (7) **Get started in English:** The method is the quickest way of getting started in English.
- (8) **Written English:** The direct method prepares as easy ground for written English.
- (9) **Scope for activity:** There is good scope for activity. The teaching work becomes interesting.
- (10) **Method of living language:** It is a method of a living language, not dead one.

Limitations of the Direct Method:

- (i) **Useful for early stage:** The method is useful only for the early stage. It does not work well in higher classes.

- (ii) **Speech is over emphasized:** Speech is over emphasized. It is given importance at the cost reading and writing. It ignores the fact that in India, majority of learners of English language do more of reading than of speech.
 - (iii) **Incompetent teachers:** Competent teachers of English are not available. The unskilled teachers using Direct Method will create more problems than they will solve.
 - (iv) **Expensive Method:** The direct method is expensive. It is so as its success much depend upon the use expensive aids such as linguaphan projector, language laboratory etc., which many schools can ill-afford.
 - (v) **Limited suitability:** This method is more suitable for small-sized classes. In over crowded class as we have in our schools, this method is not likely to give the desired results.
 - (vi) **Vocabulary teaching:** All vocabulary items can't be taught through the Direct Method through association. How will a teacher explain the difference between beautiful and 'pretty'.
 - (vii) **Readers:** Direct Method readers are not available.
- Time consuming:** For Indian students the Direct Method is likely to be time consuming. Student will pretend to have learnt the language items when actively they have not.

Structural Approach of Teaching English

The Structural Approach is based on the assumption that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. The stress is on the learning of essential structures of English.

In the words of Menon and Patel: "The Structural Approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary." This approach employs techniques of the Direct Method of teaching but the use of translation is not wholly discarded. Teaching is done in situations. Speech is mainly stressed but reading and writing are not neglected.

Structural Approach is essentially what the term implies-an approach and not a method as such. There is scope for limitless experimentation in imaginative ways of applying the Structural Approach in the class-room. Prof. C.S. Bhandari has rightly remarked: "It is not proper and correct to call the Structural Approach a method of teaching. It is not a method; it is an approach. Any method can be used with it"

The Objectives of the Structural Approach

According to Menon and Patel the following are the objectives of the new Structural Approach:

1. To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
2. To enable the children to attain mastery over an essential vocabulary of about 3,000 root words for active use.
3. To correlate the teaching of grammar and composition with the reading lessons.
4. To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order named.

5. To lay proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake.

Characteristics of the Structural Approach

The concept of English structure system depends upon three main characteristics which are briefly discussed below in order of importance.

1. Word Order.

Word Order or the "patterns of form" is of primary importance in learning English language. It is the order of words in a pattern that makes true meaning clear.

2. Presence of Function Words. The structural devices make use of another important principle. This is the essential use of 'function words' or "structural words". Observe the following structures:

(i) I kill the snake.

(ii) I shall kill the snake.

(iii) I shall be killing the snake.

(iv) I shall have killed the snake.

(v) I have killed the snake.

(vi) I have to kill the snake.

(vii) I might have killed the snake.

(viii) I can kill the snake.

In the second sentence, the word 'shall' tells the action is going to happen and the third and the fourth sentences convey the meaning of futurity in a different way.

The fifth sentence makes use of 'have' which tells us that the action is now over. Similarly, the meaning is modified by the use of structural words 'have to', 'might' and 'can' in the sixth, seventh and eighth sentence.

The structural words which help the construction of utterances with content words are:

- (i) The pronouns such as I, me, he, her, their some, any etc.
- (ii) The prepositions such as in, on, of, under, at, from etc.
- (iii) The helping verbs as do, have, be, will, can, may etc.
- (iv) The adjectives and adverbs such as this, that, all, each, every, ago, again, also even, ever etc.

3. Use of a small number of Inflections. Another important characteristic is that English language makes use of a small number of inflections as compared to other languages. Inflectional changes are prominent in the following examples:

- (i) In Verbs: I play: he plays; I am playing; I played.
- (ii) In Nouns: one boy, two boys, that boy's cap; one man, two men, men's food.
- (iii) In Adjectives and Adverbs:

(a) great ... greater ... greatest good ... better ... best

(b) Great ... greatly; beautiful ... beautifully.

Principles of the structural approach

The principles of the Structural Approach may be as under:

- 1.** Forming language habits. The Structural Approach gives due importance to the forming of language habits. The learners should acquire the habit of arranging words in English standard sentence patterns through language drills.
- 2.** Important of speech. The Structural Approach regards speech as more important than reading and writing. Speech is the necessary means of fixing firmly all ground work.
- 3.** Importance of pupil's activity. The Structural Approach puts more emphasis on pupil's activity than on the teacher's. It is the child who is the learner, so he must be actively involved in the teaching-learning process.

From the above three principles, we observe that speech and oral work are the core of the structural way. The pupil himself assumes prominence in every activity connected in the new way of teaching and learning the language. Oral work, in fact, is the sheet-anchor of the approach.

The whole approach is based on the principle "that language is learnt through use, and that the use of it is almost always accompanied by activity of some kind. Pleasurable activity is the secret of success in language assimilation."

QUESTIONS FOR DISCUSSION

A. ESSAY TYPE QUESTIONS

1. .
2. Which are the principles underlying the Translation Method of teaching English? What are advantages and disadvantages?
3. What is Direct Method? Describe the steps involved in the use of the Direct Method of teaching English as a foreign language.
4. .
5. What are the underlying principles of the Direct Method of teaching English? Discuss its weak and strong points. Can it be used in Indian schools and to what advantage?
6. Is there any fool-proof method of teaching English to Indian student? Give your comments on having an eclectic and pragmatic approach to the teaching of English in India.

B. SHORT ANSWER QUESTIONS

1. a) What is the underlying principle of the Direct Method?
2. Comment briefly:
 - a) The Audio Lingual method is the same as the translation method.
 - b) The Direct Method is the same as the structural Approach.
3. a) Is there any fool-proof method of teaching English?
 - b) How does the Audio Lingual method differ from the Translation Method?

INTRODUCTION

In the beginning of the 20th century, language teaching was emerging as an active area of educational debate and innovations. Different approaches to language teaching were developed during this time.

The reasons behind this trend can be attributed to the fact that there was substantial increase in the number of people who spoke English and other foreign languages. Furthermore, large scale movement of people through immigration as well as internationalization of education since 1950s also resulted in a demand for new types of language programmes. Thus, with globalization, rise of Information Technology and internal approach towards English, there has been a reassessment of language teaching policies and practices.

DEDUCTIVE APPROACH AND INDUCTIVE APPROACH

Deductive approach and inductive approach are popular and useful methods used in the teaching of mathematics, science, languages and so on. These two approaches are basically differentiated in teaching procedures, teachers' role and roles of learners. Here we are concerned with the application of these two approaches in the teaching of certain important aspects of English language, especially the teaching of grammar or grammatical items.

Deductive Approach: The Deductive approach, as the term suggests, involves top-down procedure. This procedure gives precedence to explanation of certain rules (especially grammar rules) to actual, direct teaching. Once the rules are recognized, the teacher presents examples as application of the given rule or rules. Finally, the students start producing their own sentences and word-patterns. Thus, in a deductive approach, it is the teacher who plays the active role while students remain passive learners.

Inductive Approach: In contrast to the Deductive approach, the Inductive approach follows the bottom-up procedure. This approach “accepts the view that language learners tend to focus on parts rather than the whole. This approach requires the learners to carefully study the given specimens or examples and find the rule or rules themselves. So, in inductive teaching-learning process, the learners are active participants while the teacher plays the role of an observer.

CONSTRUCTIVE APPROACH

Constructive approach is a learning theory which has influenced education and second language learning. It draws mainly on the work of Jean Piaget, John Dewey and Lev Vygotsky. The writers, other than the ones mentioned, who influenced constructivism are Maria Montessori, Jerome Bruner, Edgar Morin, George Kelly, Wladyslaw Strzeminski, Herbert Simon and Humberto Maturana.

The approach is based upon the belief that learning occurs as learners are actively involved in a process in which they construct their own knowledge, and do not receive information passively. Here, learning always builds upon knowledge that a student already has, and the student is actively engaged in

the learning process. The students, as a result, get knowledge beyond their current level of mastery.

This approach is student-centered and project-based in which students pose questions and explore various dimensions of meaning, thereby, constructing their own understanding of the world in which they live. It is believed that the learner is not a blank state (tabula rasa), but is able to build up new information from his prior knowledge, in the form of his past experiences and many cultural factors.

The characteristics of a constructivist classroom, therefore, are:

- All learners are actively involved.
- The classroom environment is democratic.
- Freedom to think, interact, express is given.
- All activities revolve around the students i.e., they are student centered, whether it is project work, field trips, group discussions or any other related activity.
- Teacher's role is that of a guide and facilitator.
- Interaction and dialogue are the key words, focusing on exchange of ideas and thoughts.
- The process of learning is dynamic.
- Social skills and communication skills are emphasized upon.

There is a lot of difference between a constructivist classroom and a traditional one. In the former classroom, learning begins with the whole and is expanded to parts, whereas, in the latter, it is the other way round. In a constructivist classroom there is no fixed curriculum, as that of a traditional classroom, but curriculum is framed according to students' questions and

problems. This has a direct link with the material available for teaching and learning. There is a sharp contrast between the text books in one, and the manipulative material in the other, because in the constructivist classroom learning is experience based, reflective, thought provoking and active.

This approach has been criticized on the pretext that in this type of environment more active type of students are going to dominate the passive ones, and that there will be no end to an undue freedom to explore knowledge.

MULTILINGUAL APPROACH

This approach challenges the traditional vision of language education, where each language is taught one after the other. It begins with the mother-tongue and there is transition to additional languages. This approach is generally profitable in developing countries where speaking of minority languages tends to be at a disadvantage in the mainstream education system.

There is a growing awareness around the world that multilingual approach is an important part of the solution to the problem of high drop outs and attrition rates among children who do not speak the official school language at the beginning stage. In this approach, child-centered and activity based instructional methods are adopted and the target is to incorporate high level thinking skills.

Western and Indian thought on language teaching

John Dewey

“Education is not preparation for life: Education is life itself.”

John Dewey

John Dewey was an American philosopher, psychologist and educational reformer. He was born in 1859 and died in 1952. His ideas have been influential in education. In fact, they were no less than 'revolutionary' during his lifetime and remain fundamentally important today, too.

He argued that education and learning are social and interactive processes and school itself is a social institution through which social reforms take place. He advocated hands-on learning or experiential education.

According to Dewey, a teacher should not be a sage on stage anymore, but a facilitator, a guide, a partner in the learning process, who guides the students to learn independently.

BRUNER

As far as 'language' is concerned, Bruner states that language serves to mediate between environmental stimuli and an individual's response. It is an active process, in which learners select and transform information and making use of prior experiences, fits the new information into the pre-existing structures. He postulated spiral organization of instruction in which structures go beyond the information given and facilitate extrapolation and fill in the gaps. He states that our language shapes to a large extent what we learn and know. Language is the most important tool for cognitive growth.

PIAGET

Piaget rejected the idea that learning was the passive assimilation of given knowledge. Learning, according to him, is a dynamic process

comprising successive stages of adaption to reality, during which learners actively construct knowledge by creating and testing their own theories.

He gave the following educational principles:

1. Discovery learning
2. Children's readiness to learn
3. Principle of individual differences
4. Learning should create knowledge for them.

Pertaining to learning, he gave the Cognition Development theory (1970) and the Concept of Equilibrium (1985). According to the former, learners cannot be taught key cognitive tasks if they have not reached a particular stage of development. Later, he expanded his theory to explain how new information is shaped to fit with the learner's existing knowledge, and now the existing knowledge is itself modified and accommodates the new information.

VYGOTSKY

Vygotsky stressed the importance of looking at each child as an individual who learns distinctively. By bringing prior knowledge into a learning situation, students re-evaluate their understanding of it. He also felt that it was not possible to separate learning from the social context. He gave the socio-cultural learning theory, according to which children learn from others. They progress in learning with the help of teachers, who involved them in various mental and physical tasks.

He views language as man's greatest tool, a means for communicating with the outside, world. According to him, language plays two important roles in cognitive development :

- i. It is the means by which adults transmit information to children.
- ii. Language itself becomes a very powerful tool of intellectual adaption.

He states that language and culture play a central role in cognitive development, and are frameworks through which we experience, communicate and understand reality.

NOAM CHOMSKY

Chomsky is considered one of the most important linguists of the 20th century. His most important contribution in the field of linguistics is the influential "transformative-generative grammar", which is an attempt to describe the syntactical processes common to all human languages, mathematically. He draws a key distinction between deep structure and surface structure of language.

His theory of Generative Grammar describes the way people learn to communicate. It stresses on the fact that all human languages originate from a common source, and that an innate set of grammatical rules and approaches are hardwired into the human mind. According to him, language defines what it means to be human and the study of language is a way into the study of human mind.

According to Chomsky, language is a human instinct. Children develop language at the unconscious level and by the age of three, they are able to speak fluent grammatical sentences. He proposed that each of us has a

‘Language Acquisition Device (LAD) – which he also called ‘the little the box’.

STEPHEN KRASHEN

1. Acquisition-Learning hypothesis – According to this hypothesis, acquisition is a product of a subconscious process while acquiring a language. Learning is the product of formal instruction and a conscious process.
2. Monitor hypothesis – This hypothesis explains the relation between acquisition and learning, and explains the influence of latter on the former. The learning system performs the role of the ‘monitor’.
3. Impact hypothesis – This hypothesis explains how a learner acquires a second language and how the second language acquisition takes place. It deals only with acquisition and not learning. According to this hypothesis, as the learner receives the second language input, he improves his learning.
4. Natural Order hypothesis – According to this hypothesis, acquisition of grammatical structures follows a ‘natural order’, which is predictable.
5. Affective Filter hypothesis – A number of affective variables play a role in second language acquisition – motivation self-control and anxiety.

The Natural Approach as a method of language teaching, by Terrel and Stephen Krashen, aims to foster naturalistic language acquisition in a classroom setting. Under this approach emphasis is on communication and very less on grammar.

SAGE PANINI

Sage Panini was a grammarian from the early Mahajana- pada era of ancient India. He is known for his Sanskrit grammar, particularly of morphology, syntax and semantics in Sanskrit grammar. His work became known in the 19th century Europe, where it influenced modern linguists. His work had an effect on Indo-European linguistics. The influence of Panini on the founding father of American Structuralism, Leonard Bloomfield, is evident from his 1927 paper entitled 'On some Rules of Panini'. Chomsky has always acknowledged his debt to Panini for the views of his 'generative grammar'. His grammar has also been derived for non-Sanskrit languages.

QUESTIONS FOR DISCUSSION

A. ESSAY-TYPE QUESTIONS

1. What are the various approaches to language teaching and Language learning? Discuss, in brief,
 - a) Inductive-Deductive Approach
 - b) Multi-lingual Approach
2. What is whole-language approach to language teaching? How far, do you think, can it be adopted in Indian schools?
3. Give an understanding of Western and Indian throughout on language teaching.
4. What is constructivist approach to language teaching? How far will it be conducive to use it Indian setting?

B. SHORT ANSWER TYPE QUESTIONS

1. What are the views of Sage Panini on language acquisition?
2. Explain any three hypotheses given by Stephen Krashen for second language learning.
3. Give in brief, multi-lingual approach to language teaching.

SADDBHAYNA

SADBHAJNA