



TEACHING ENGLISH LANGUAGE TO INDIAN STUDENTS

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ABSTRACT



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

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ORIGIN OF ENGLISH

English belongs to the Indo-European family of languages. Within this family, English is a member of the Germanic branch. The Germanic branch may be divided into three groups or subdivisions: East Germanic which consisted of Gothic, now an extinct language; North Germanic under which we include the Scandinavian languages; and West Germanic which consists of High German, Low German, Frisian and English. Three tribes settled in England. These were the Angles, the Jutes, and the Saxons. The Angles came from Denmark, the Saxons were from Holstein in the south, and the Jutes were from the north. These and the Frisian were worshippers of

King. Linguistic and religious associations between these tribes resulted in a bundle of related dialects, which we presently call English.

POSITION OF ENGLISH IN INDIA.

The position of the English language in India is different from its position in other countries. Although it is a foreign language, it still occupies the position of associate official language. It is used widely as a link language in offices and among the educated people. In the interest of wider communication with the outside world, learning of English language is being encouraged. The Indian languages with their rich treasures in the past did not get a proper chance to be used for inter-state



communication. In recent years, the Hindi language has been used widely to occupy the position of a link language in addition to its use as the official language. So long as Hindi develops itself along with other state languages to be the all-purpose language, English will continue to be used in the land. Moreover, for quite a large percentage of school going children in Indian States, English is the language of science and technology. English is also in a great many places the medium of instruction at the colleges and universities. In such a background English occupies a very important place as a second language in the school curriculum and for higher education. National seminars or summits, all speeches or course material is in English

STUDY OF ENGLISH IN INDIAN SCHOOLS

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

METHODS OF TEACHING ENGLISH

THE GRAMMAR TRANSLATION METHOD

In this method English is taught with the help of mother tongue. Importance to the set rules is given in teaching grammar. Grammar is taught by deductive method. It is expected that students should learn by heart those rules. It contributes to make clear any word, phrase or idea to the students. According to some experts, it is a time-consuming method which helps the teacher to save time in teaching English. This method is much used by Indian teachers as it is very easy to follow in the class. But this method has several drawbacks. Principles of the

grammar-translation method according to 'Thompson and Wyatt':

A: Translation interprets foreign phraseology best. B: In the process of interpretation, the foreign phraseology is assimilated. C: The structure of the foreign language is best learnt when compared and contrasted with that of the mother tongue.

THE DIRECT METHOD

The direct method is evolved as a reaction against the grammar-translation method. According to Webster's New International Dictionary, 'Direct method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without use of students language, without translation and without the study of formal grammar. The first word is taught by pointing to the objects or pictures or by performing actions.' This method emphasizes on the situational approach. Vocabulary or any idea can be introduced by crating various types of situations in the class. Thus with this method, students are given more opportunities to think, to listen and to speak English.

THE NATURAL METHOD

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

THE PHONETIC METHOD

Phonetics, the study of the sounds of human speech, and in particular English spelling is often contradictory, devoid of relation to the pronunciation of a word, and lacking in clear patterns. Patterns that do exist are numerous, with a large number of exceptions, and all of this makes it very difficult for the learner of English as a second



language to master pronunciation. The International Phonetic Alphabet puts all of the individual sounds of all of the languages across the world into one alphabet. Although complex to learn, once mastered, learners of English would have the ability to teach themselves pronunciation from a dictionary, and should notice improved pronunciation of individual words.

Spoken English- Phonetics: English is associate official language in India .it enjoys the status of a language of administration, medium of instruction at higher education level and link language. Further, demand for and use of spoken English in notably seen in news reading, announcements, advertisements, tourism and hotel industry .In fact English is the only language which can meet the needs of international communication for the purpose of trade and culture .

Pronunciation: Units of speech such as sounds, syllables, words and words in connected speech are important aspects of pronunciation .These also account a lot for intelligibility .However, the ideal way of learning pronunciation in consonance with the goals of intelligibility, communicability and self-confidence.

TEACHING AIDS

i) Language-Laboratory: It was set up first in 1947 in Louisiana state university, USA. It is mechanical and electronic equipment which makes it possible for the spoken language. It helps in self learning and self development. The advantage of language lab is that it provides a sense of privacy to the students and the teacher can correct a student without disturbing other student. The latest kind of language laboratory consists of computers and not of the tape recorders.

ii) The Black Board According to Geetha Nagraj, "a black board is the cheapest and most versatile of all aids. It gives good directions to the learners. It is believed that the black board has lot of potential and an imaginative teacher with a touch of artist can play wonders with a black board. It gives advantages like neatness, tidiness, judicious use of space, visibility and accuracy.

iii) Pictures Black board/chart paper, charts, wall charts, flash cards, flannel board, and pie-chart can

be used for pictures. These pictures can be used as teaching aids.

iv).Video. Unlike the television lessons, the teacher can decide when to play the video tape. It can be stopped, brought back or brought forward like the tape recorder. So the control of the equipment is in the hands of the teacher and learner may get the opportunity to repeat, practice and learn English.

v)Television : It is first used in Japan. Interacting-television is being used for teaching purposes. If the experiment is successful, you may very soon have interacting television lessons instead of the regular broadcasts. It is useful in improving all the four language skills that is listening, reading, speaking, and writing.

vi) Computer It is too useful teaching aid to improve English language teaching. Learners can be encouraged to access the Games such as spelling check, grammar check, questions; fill in the blanks etc. can be made available on such websites.

TEACHING TECHNIQUES FOR ENGLISH LANGUAGE

Listening Techniques: Identify sounds, segment sounds into meaningful groups, understand the syntactic patterns, interpret stress rhythm and intonation, identifying information and identify emotional/attitudinal tone are listening techniques.

Speaking Techniques:

Produce meaningful sounds, produce sounds in meaningful way, produce language in syntactically acceptable pattern forms, produce language using proper stress, rhythm and intonation, convey information, formulate appropriate response are speaking techniques. It also includes back chaining, question answers, question-game, survey and interviews, dialogue role-play and suggestion techniques.

Reading techniques:

Learning to recognize letters/words/ sentences, understanding conventions used in graphic representation of language, learning the meaning of written words, learning to 'chunk' sentences into sense groups interpreting them, understanding and interpreting discourse, silent reading are the reading techniques.

**TECHNIQUES OF TEACHING VOCABULARY**

Affixation, word ladders, word squares, gridograms, crossword puzzles, to recollect matching synonyms, idioms, similes and phrases, antonyms, compound words; blank fillings, classification, identification-odd man out, word-family diagrams etc. are techniques of teaching vocabulary.

CONCLUSION

As we mentioned, above approaches and methods such as communicative approach, the humanistic approach, the grammar translation method, direct method, communicational teaching, notional-functional syllabus, eclectic method; also techniques such as, listening techniques, speaking techniques, reading techniques, writing techniques, integrating skills, teaching grammar, teaching vocabulary; similarly use of teaching aids such as black board, pictures, the tape recorder, the language laboratory, video, television, computer etc. are all means or measures to improve English language teaching in India. All these things are useful in different proportion to improve English language teaching in India.

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