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ENGLISH LANGUAGE TEACHING

(Methods, Tools & Techniques)

Dr. M.F. Patel • Praveen M. Jain



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 **Sunrise**
PUBLISHERS & DISTRIBUTORS

E-566, Vaishali Nagar, Near Akashwani Colony, Jaipur - 302021(Raj.)

www.papyruspub.com

Published by :

SUNRISE PUBLISHERS & DISTRIBUTORS

E-566, Vaishali Nagar,

Jaipur - 302021(Raj.)

Ph. : 9413156675, 9772299149 (M)

First Published - 2008

©Reserved

ISBN : 978-81-906067-4-5

Printed at : ***Jaipur***

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Dedicated to
Shri M.N. Patel

Honourable President, Rajpur
Kelvani Mandal, Rajpur,
Vijayanagar, Gujrat

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PREFACE

Teaching of English as a second language in India has assured an important place. Now, English is one of the most widely used International language. The book introduces some of the main areas that students and teachers of English in India understand in order to follow a scientific approach. The book covers many topics that find place in the syllabi of universities of India. There is no doubt that this book will prove useful to students, teachers and scholar in Indian Universities.

We express our sense of gratitude to Dr. V.S. Patel, Principal, Sñri & Smt. P.K. Kotawala Arts College, Patan; Dr. J.H. Pancholi, Principal, B.Ed. College, Patan; Dr. B.S. Patel, Principal, B.Ed. College, Daramali and Dr. S.S. Jain, Principal, B.Ed. College, Vijaynagar for their constant encouragement to complete our work.

We are thankful to the Trustee Shri M.N. Patel and Honourable Secretary, Shri H.M. Patel of Rajpur Kelavani Mandal, Rajpur for their positive attitude and conducive atmosphere for our work.

We are thankful to our colleagues Shri J.M. Purohit, Department of English; Shri B.N. Patel, Department of

Physical Education, Art College, Vijaynagar and Shri Jitendrakumar J. Patel, Shri Deepak Pandya, Shri Akhilesh Joshi, Department of Education, B.Ed. College, Vijaynagar for their inspiration and encouragement to produce a book of such a literary calibre.

We are thankful to the librarian, Shri A.P. Palat, Vijaynagar Arts College for helping us in providing the books that we needed for our work.

We also take this opportunity to express our thanks to Shri Jitendra Gupta, Sunrise Publishers and Distributors, Jaipur, India for his promptness in bringing out this book in a very short time.

Authors



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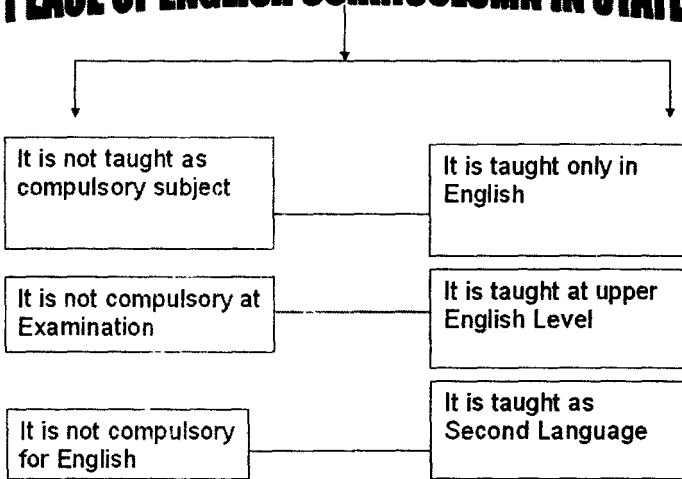
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1



**THE PLACE OF ENGLISH IN INDIAN
EDUCATION**

PLACE OF ENGLISH CURRICULUM IN STATE



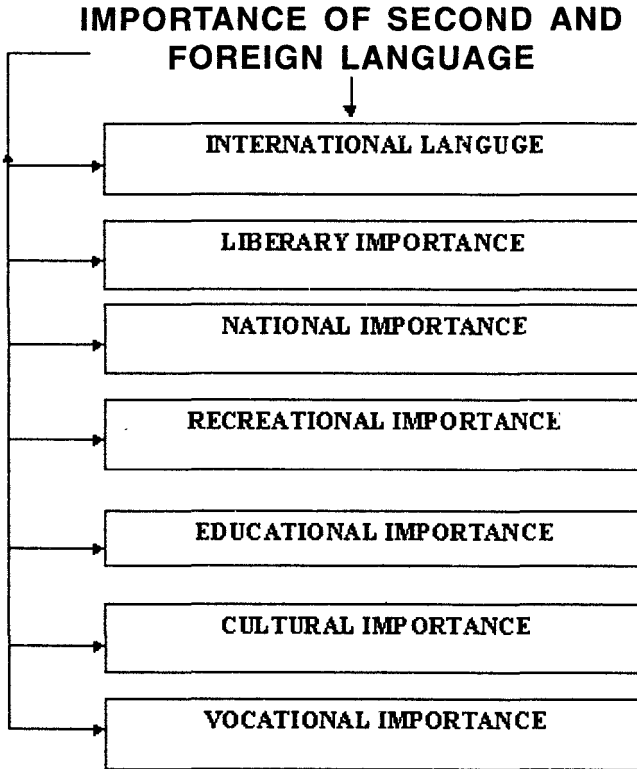
Introduction :

English plays a key role in our educational system and national life. The British introduced English in our educational system in order to produce cheap clerks for their colonial administration and to produce, what Lord Macaulay called: "a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect." So long as the British ruled over India, English could not be displaced from the position of predominance given it by Lord Macaulay. British came here as traders and their first attention was on trade. At first they did not concentrate their attention on teaching of English. English helped the growth of nationalism which ultimately freed India from foreign fetters.

English is rich in literature and culture. English served as a great unifying force in India's freedom struggle. English is a link language. It has greatly contributed to the advancement of learning. It reflects in our ways and views. After independence, the English spread like water in India and it became very essential for India to have a national language. The teaching of English should be made more practical and language-oriented. English is to be taught as language of comprehension rather than as literary language. The role of English within a nation's daily life is influenced by geographical, cultural and political factors. The role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

Position of English :

English is the language that is found in all corners of India. English is the language of the global village. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for



connecting peoples having different tongues. Champion has said:

In considering the position of English language in India, the outstanding consideration in the English is the language of the government public administration, the legislature and law courts. It is the language of commerce and business. It is the medium of communication between two persons and between various language areas.

When India became independent then a controversy began about the place, importance and study of the English. People like Rajgopal Chari favoured its importance and place. But who were nationalist, they did not support the view of Rajgopal Chari and said that British should leave this place early with English. They declared that students can express their ideas and thought in their mother tongue language. Other causes responsible for revolt against English were lack of use of English in every day life, defective method of teaching of English and British policy of preserve clerks.

But we can ignore that by learning and speaking for the last 150 years, English has become the language of Indians to a great extent. This language has taught them to love freedom and democratic way of life. It has knit them into one unit. It has made them capable to take an advantage of western scientific researches and inventions. We should give the Hindi place of national language. But we should not forget that English is too important for us so it should not be completely removed from the Indian curriculum.

(1) Place of English in Curriculum of State:

It is misfortune of Gujarat people that Gujarat Government has not decided its language teaching policy and in clear terms. It runs without visualizing the benefits and advantage of English language from students' point of view, from national point of view and the state development point of view.

The place and position of English can be summarized as under:

- English is not being taught as a compulsory subject at lower primary level. It is taught only in some private school.
- English is taught as a compulsory subject at upper primary level in class V, VI and VII. But there are no enough qualified teachers of English.
- It is being taught as a compulsory subject at secondary level in class VIII, IX and X. It is not compulsory at H.S.C. Examination.
- In higher secondary level, it is being taught as compulsory subject in class- XI.
- It is also being taught as compulsory subject at college level. Students passed H.S.C. Exam without English are allowed offering English at college level in some universities and they have to study English compulsory.

Thus indefinite English language teaching policy of Gujarat state has become the main reason for low education standard and poor performance of Gujarati students at national and international level.

(2) Importance of Second and Foreign Language Teaching:

English is the language of the world and the knowledge of the language makes a person, a citizen of the world. Pandit Nehru has said "English is a big key on the modern world." Its importance as international language can be denied by none. For this our reasons are as follows:

1. *International Language :*

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. So it is very useful to establish international relation for communication purpose and for the exchange of views with different countries of the world. It is also referred to as Global English, World English, Common English, or General English. Sometimes these terms refer simply to the array of varieties of English spoken throughout the world.

The English language evolved from a set of West Germanic dialects spoken by the Angles, Saxons, and Jutes, who arrived from the Continent in the 5th Century. Thus English is more closely related to West Frisian than to any other modern language, although less than a quarter of the vocabulary of Modern English is shared with West Frisian or other West Germanic languages because of extensive borrowings from Norse, Norman French, Latin, and other languages.

The establishment of the first permanent English-speaking colony in North America in 1607 was a major

step towards the globalization of the language. British English was only partially standardized when the American colonies were established. Isolated from each other by the Atlantic Ocean, the dialects in England and the colonies began evolving independently. In the 19th century, the standardization of British English was more settled than it had been in the previous century, and this relatively well-established English was brought to Africa, Asia and Oceania. It developed both as the language of English-speaking settlers from Britain and Ireland, and as the administrative language imposed on speakers of other languages in the various parts of the British Empire. The first form can be seen in New Zealand English, and the latter in Indian English. In Europe English received a more central role particularly since 1919, when the Treaty of Versailles was composed not only in French, the common language of diplomacy at the time, but also in English.

English as an additional language (EAL) usually is based on the standards of either American English or British English. English as an international language (EIL) is EAL with emphasis on learning different major dialect forms; in particular, it aims to equip students with the linguistic tools to communicate internationally. Roger Nunn considers different types of competence in relation to the teaching of English as an International Language, arguing that linguistic competence has yet to be adequately addressed in recent considerations of EIL.

International English sometimes refers to English as it is actually being used and developed in the world; as a language owned not just by native speakers, but by all those who come to use it.

It especially means English words and phrases generally understood throughout the English-speaking world as opposed to localisms. The importance of non-

native English language skills can be recognized behind the long-standing joke that the international language of science and technology is broken English. International English reaches towards cultural neutrality. This has a practical use:

What could be better than a type of English that saves you from having to re-edit publications for individual regional markets! Teachers and learners of English as a second language also find it an attractive idea — both often concerned that their English should be neutral, without American or British or Canadian or Australian coloring. Any regional variety of English has a set of political, social and cultural connotations attached to it, even the so-called 'standard' forms.— Peters (2004, *International English*)

According to this viewpoint, International English is a concept of English that minimizes the aspects defined by either the colonial imperialism of Victorian Britain or the so-called "cultural imperialism" of the 20th century United States. While British colonialism laid the foundation for English over much of the world, International English is a product of an emerging world culture, very much attributable to the influence of the United States as well, but conceptually based on a far greater degree of cross-talk and linguistic transculturation, which tends to mitigate both U.S. influence and British colonial influence.

The development of International English often centers around academic and scientific communities, where

formal English usage is prevalent, and creative use of the language is at a minimum. This formal International English allows entry into Western culture as whole and Western cultural values in general.

2. *Library Importance :*

The Kothari Commission suggested that English be studied as a library language with the aim of getting the knowledge of science and technology, commerce and trade by reading standard books in English. The Commission said that no student be deemed qualified for a Master's Degree unless he has acquired a reasonable proficiency in English or in some other library language. In view of the fact that the medium of instruction even at the Post Graduate stage is the regional language in many Universities (only the Professional courses are taught through English medium), the Commission's recommendation would imply that teachers at Post Graduate level should be essentially bilingual, that is they should be able to teach in the regional language as well as English.

English is a key to the store house of the knowledge. The books on all branches of knowledge are written into English language. The importance of English as a library language nicely described by the Radha- Krishnan commission in the following words:

English however must continue to be studied. It is a language which is rich in literature, humanistic, scientific and technical. If under sentimental we give up English, we could cut ourselves from the living stream of ever growing knowledge.

The use of English as a library language also implies that among the language skills of speaking, reading and

writing, the reading skill is the most important and it should be developed in the students to a high degree so that they will be able to read all reference material, general and technical, which is in the English, make notes and use it for their purposes. Students develop the ability to read fast and with understanding. The skill of getting the summery of books and periodicals in English quickly and properly is the most useful in modern life. This is the essence of using as a library language. Even with the growth of Indian languages English continues to be the link language between the States and the Centre and also between the multilingual Indian communities, apart from its being a valuable link with the world organizations and with the growing knowledge in science and technology and trade. English is a window on the world, opening up a vast vista of knowledge and scholarship, literature and art.

3. *National Importance :*

The English language is the window which opens up the vast prospect of human achievement. The more effective grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will be benefit personally and contribute to the growth of our country as a modern nation of the 21st century.

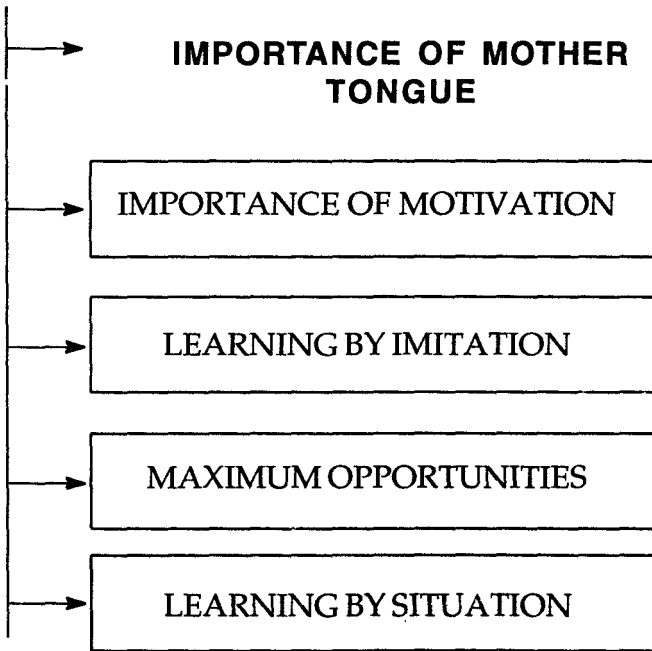
The chairman of the University Education Commission Dr. Radhakrishnan's (1948) words on the importance of English to India needs repetition:

It (English) is a language, which is rich in literature – humanistic, scientific and technical. If, under sentimental urges we give up English, we would cut ourselves off from the living stream of ever growing knowledge.

In India, English is the link language, serving to connect people of various regions and diverse backgrounds. English is the lingua franca of the people from the South, North, East and West of India. English is the official language, being the language used for communication among the Central and State Governments.

English has also its national importance because it is used as inter state communication language and in centre also. In India it is used as link language so that people could express their ideas easily. It is useful for both official and private communication between many parts of the country and thus it serves as a link language in the nation itself. Pandit Nehru's words bear repetition about the invaluable linking role of English in the country and across the world:

The language link is a greater link between us and the English speaking people than any political link or Commonwealth link or anything else...If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.



Thus English helps us to keep pace with the explosion of knowledge and scientific and technological advancement. English has one of the richest literatures in the world. India has gained immensely from its contact with English linguistically, scientifically, politically, administratively and in all spheres of modern activity. English is the world's widely used language. It is useful to distinguish three primary categories of use:

1. As a native language,
2. As a second language and
3. As a foreign language

4. *Recreational Importance:-*

English is one of the five languages of the United States. It is the first language in UK, USA, Canada and Australia. English is a source of recreation and useful employment of leisure. Person who knows English can take enjoy the best stories, dramas, novels etc. written in English language. It is also the language of world sports, radio and television, telecommunication and internet, fashion and glamour.

5. *Educational Importance :*

Education systems around the world give special attention to teaching of English. The main aims of teaching English are language development and library development. It enables students to understand spoken English, speak English, read English and write perfect. The English system of education was introduced in India in 1835 by the British. It was the language used by the British administrators. The English was politically imposed on the Indian education system. The University Education Commission (1948) headed by Dr. Radhakrishnan recommended:

English is studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge. This would prevent our isolation from the world, and help us take advantage of the wider reach of the English language.

English is a direct medium of acquiring knowledge of modern arts, science, technology and Humanities. It is also important for politician, scientist, doctors, engineers, educationists, businessmen and research workers. They increase their knowledge and experience by reading books available only in English language. Almost all our great leaders, well-known scientists, renowned philosophers and famous writers are the product of English education.

6. Cultural Importance :

English widens one's cultural and intellectual horizon. It develops commercial, scientific, technological relation with other countries. English enriches knowledge of foreign culture.

7. Vocational Importance :

English offers opportunities many and varied vocational like diplomatic and foreign services, business, commerce, medicine, teaching law etc. all over the world.

(3) Importance of the Mother Tongue Language and Habit :

According to Mahatma Gandhi: "The mother tongue is as natural for the development of the man's mind as mother's milk is for the development of the infant's body." It helps child in all kinds thinking. As Ryburn remarks in his book- *The teaching of English*:

Mother tongue is the basis of the all works. Mother tongue learning begins from infancy. Child learns mother tongue naturally. When he comes at the age of youth, unconsciously he has learnt the mother tongue and he can express his ideas, feelings, and thoughts and he can understand them. It is quite right that mother tongue is not taught but it is caught and foreign language is first taught and after caught.

The teaching of English through mother tongue is not new. In earlier the third language Sanskrit was learnt through mother tongue. English was also learnt with the help of mother tongue language in the later half of the 19th century. Justifying the use of mother tongue in the teaching of English language, Ryburn remarked:

If sufficient attention of teaching of mother tongue and if it is well taught, habit may be formed in the class room which will be of greatest value in connection with the learning English.

Importance of Mother Tongue in Teaching of English :

1. Importance of Motivation :

Teacher should try always to motivate students to learning the foreign language because motivation provides the necessary encouragement for learning. In beginning the child is motivated by his parents to use mother tongue to express his thought, ideas and feelings and in same way

if a child is motivated by his teacher to learn English with the help of mother tongue, he can easily learn English. A students of correctly motivated to learn foreign language can himself manage to learn the language.

2. Learning by Imitation :

Traditionally basic emphasis in learning has been placed on seeing, doing, hearing, and saying. Language is still largely learned by imitation, and good language is largely judged by its sound. A child learns his mother tongue by imitation. When family member pronounce any word the child imitate that word and learn to speak by mother tongue. On the same principle the English can be learnt by imitation in class. Teacher should pronounce the word or sentence and ask students to pronounce it. Thus student can learn English easily by imitation.

3. Maximum Opportunities :

In class room the teacher should use mother tongue language in teaching learning process. Because we know that in India many people can not understand and learn English directly so teacher should use mother tongue most so that students could understand it easily. Teacher should give opportunities to students to learn foreign language with the help of mother tongue.

4. Learning by Situation :

While learning his mother tongue, the child forms a concept and grasps the situation. He tries to associate certain symbols with the objects. While teaching new words and structure of the foreign language should create appropriate situation, for teaching them, in the class room. So that the students may exchange with each other their ideas and concepts already learnt by them in the process of learning their own mother tongue. In this context Dodson has rightly remarked:

The best and perhaps the only way in which a human being learns a second language is for him to have the maximum numbers of meaningful and purposeful contact with this language in useful environments and situations.

How the Mother Tongue helps in Teaching of English:

1. The Teaching of Grammar :

Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language. Grammar provides a stock of ideas and understandings that help to make language intelligible, to give some insight into its structure, to supply some help in the use of language forms and in the correction of errors.

We know that student use grammar unconsciously in his talking. The learnt by a child of his mother tongue forms the back ground of the English language. If the students has a good knowledge of grammar, he will very easily learnt English. Thomas and Wyatt remarks:

If the grammar of the mother tongue is well known, it forms a back ground of knowledge to which new grammar may be liked either by similarity or by difference.

Ryburn has correctly evaluated the importance of mother tongue in the teaching of grammar by saying:

If pupils were given a through grounding in the grammar of their mother tongue, it would make things much easier for the English teacher.

So the teacher can explain the five points of grammar in better way by using mother tongue. He can with a view to make the concept clear also present comparison and

contrast between the grammatical forms of their mother tongue.

2. Composition :

Composition is any ability of collecting and organizing different ideas. An English teacher can not speak throughout in English because of the existing level of knowledge of his students and if he does so student will not be able to understand him. In beginning students are neither expected trained nor to think in English. The topic already attempted by the student for composition in their mother tongue lesson of the students. The well graded practice of mother tongue can be attempted easily for composition in English subject matter for written composition in English can be borrowed from the mother tongue lesson of the students. The well graded practice of mother tongue acquired by the students will help them in arranging all the ideas, thoughts and information in English also.

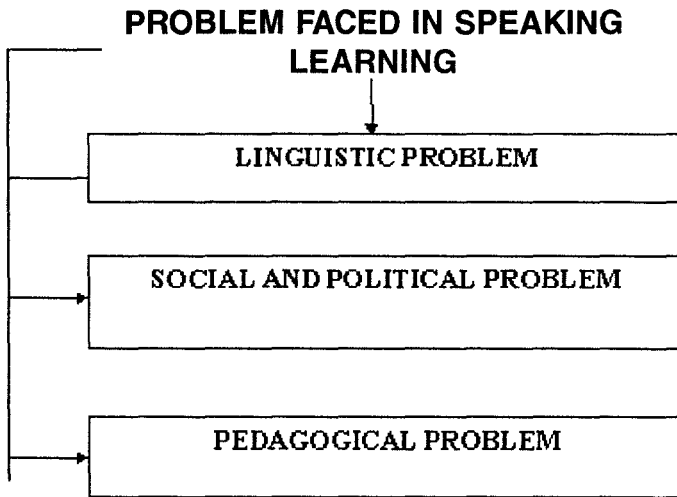
3. Oral Work :

Oral expression in English depends also upon the oral expression in the mother tongue. So before learning English, a student must be well conversant to express himself freely in his own mother tongue. Before they are expected to narrate their ideas English. They must be able to narrate them in their mother tongue. R Gurry is quite right when he remarks:

If a speaker talks freely and fluently in his own language he can soon learn to speak well and easily in mother tongue.

4. Translation :

“Translation of passage has as its object the securing of an exact parallel in the mother tongue of a passage in



English. Its aim is to ascertain to what degree of perfection the art of paralleling has been persuading." Translation from and mother tongue occupies a very important place in learning English language. Translation imparts the student sufficient practice in expressing them in English, as they are given various fresh passage in their mother tongue which the students are required to translate it into English and vice versa English passage into mother tongue.

5. Use in Pronunciation :

If pupils' pronunciation in his mother tongue is clear, his pronunciation in English will be also clear. English is a foreign language and has a very complex system of vowels, specially the dip-thongs which do not have any sound in any Indian language.

6. Reading :

Reading is a complex skill involving a number of simultaneous operations. Reading has been divided into two parts:

1. Reading aloud
2. Silent Reading

These two parts of reading in the mother tongue provides sufficient help in reading aloud and silent reading in English. Reading aloud is helpful in developing speech habit and silent reading develops power of expression in writing and quick comprehension. Silent reading is the more efficient way of reading and more useful in life. Silent reading means reading completely silently, without even moving the lips. The importance of silent reading does not reduce the importance of oral reading at the initial stages of language learning. A teacher can develop reading habit among his students through reading exercise in the mother tongue. P Gurry remarks:

Children who have taught to read in their mother tongue well can quickly learn to read English after one or two years of oral English.

In Indian condition, pupil may take more time. But ultimately reading habit can be developed in them through reading exercises in their mother tongue.

Extensive reading helps in supplying new vocabulary, new ideas, new sentence- pattern and new thoughts. It should be properly done in the class room and proper attention should be paid to it. It should be started with the help of mother tongue. The use of mother tongue will help the pupil in creating interest in the reading of additional material in English.

(4) Problem faced by Gujarati speaking learner in Learning Foreign Language

We know that Gujarati is second language for those who have brought up in the Gujarat. It is taught as second language in Gujarat state. It has been observed from the society of Gujarat that the people or Gujarati learner find this language very difficult. Why, the Gujarati learner feels it too difficult. Naturally to learn English needs a boost, an internal motivation to learn another language. As we know that first language is learnt naturally. No any special training is given to learn mother tongue while to learn second or foreign language the special training is given to Gujarati speaking learner. The important question is that why Gujarati speaking learner of English find it difficult to learn English.

Gujarati speaking learner are learning almost in vacuum. The Gujarat is one of a state of India. Gujarati is spoken in Gujarat. It is used every where, in all government department and other department. The Gujarati is widely

spoken and there are many dialectical varieties within. The code in Gujarati is based on Indian language, Sanskrit. From the through out studies in the field of linguistic Sanskrit is found the most scientific language. So naturally the Gujarati is also one of scientific language of the world. The Gujarati has its own speech and script and Gujarati speaking people have mastered it. It is very difficult to find the subsidiary environment using another language among Gujaratis. Now we see that which difficulties are faced by Gujarati speaking learner.

1. Linguistic Problem
2. Social and Political Problem
3. Pedagogical Problem

1. Linguistic Problem:

- Gujarati is syllable rhymed language while English is stressed rhymed language.
- In Gujarati, the spoken language is closed to its script whereas in English, spoken language differ in it form.
- The word order in both language differ in form; in Gujarati it is SCV, SOV, or SAV whereas in English SVO, SVC, SVA.
- The Gujarati is scientific language while English is not because in Gujarati there is one to one correspondence between sound and its letters, in English 26 letters represent 44 sounds.
- Syllabic formation in Gujarati is different from English. In Gujarati it is V, CV, CVC, CCVC, CCCVCC, etc. So Syllables are not easily recognized by learner.

2. Social and Political Problem:

In Gujarat the English teaching has been considered a problem because there is no clear policy about teaching

of English in college and school. There is no perfect sequence of teaching English in school and college. In this category, the social and political problems are included:

- We know that Gujarati is basically a business community. The society has been divided into two parts. Rural and Urban. In both these stream, people like to live in there respective community. Rural want to live with rural people while urban like to live with urban. They don't like to live together so they did not need any other language to communicate. The elite class is too small; they prefer English but the greatest mass neglect learning second language.
- In school there is no importance of teaching or learning English. We know that there is no clear policy of teaching English in colleges and schools. English is taught but without having goal of acquiring skill of using English.
- The some of the groups advocating learning in vernacular language oppose almost policies on this issue. So English medium institutes are mushrooming like anything and teaching English as second or foreign language is neglected in school where Gujarati is the medium of instruction.
- The language teaching is based on recommendation of Dr. Kothari Commission. The Government of Gujarat has accepted his formula of teaching three languages in secondary schools. English has been found a compulsory component in very short period of school education 2 to 4 years. The policy makers are still in dilemma to make it compulsory from lower primary.

3. Pedagogical Problem:

The way of teaching first language is different from the way of teaching second language. The way teaching of first language in teaching English, one can not teach English. In pedagogical problem the teacher is not only responsible but also those are also responsible who are engaged in language teaching at whatever level. Now we see the problems which Gujarati speaking learners face:

- There are lack of good English teacher
- Little knowledge of linguistic
- No good methods are practiced
- Lack of the knowledge of how languages are acquired and learned
- Lack of resources like authentic material and software.
- Objectives should be based on psychomotor domain.
- The language teaching should be task based.
- The language teaching should be communicative.
- The teacher must have liberty of deciding language activities and material.
- The school must have technological resources.
- The grammar teaching should be moderate and language oriented.

