

# Effective Teaching And Methodology For Teaching Of English In Indian Context

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**Abstract** –The purpose of writing this paper is to deal with the aims and objectives of teaching English in India. Teacher should know what are the activities possible in our classroom to develop the listening and speaking, reading and writing skills. Teacher should create friendly atmosphere for the students by locating their problems and requirements.

**Keywords:**Global language,morphology,syntax, lexis, locus- standi, component

## 1. Introduction

With the rising Globalization and English becoming a Global language, everyone has realized the inevitable, inextricable, indextrous and multifarious role of English in the filed of education and communication. The users of the English language may be categorised into three main heads and these are:

- (i) Those who have inherited it as their native language i.e. LI
- (ii) Those who have acquired it as a second language i.e. L2 within a society or state which is largely bilingual.
- (iii) Those who are driven by necessity to use it for some practical purpose -administrative, professional or educational.

The present status of English in India may be described as:

- (i) It is a non-Indian language, recognized constitutionally as the Associate National Official Language and Inter-regional Link Language as per the bill passed on Jan, 10, 1968.
- (ii) Educationally, it is recognized as an essential component of formal education and as the preferred medium of learning with special education in science and technology available through the medium of English only.
- (iii) Socially it is recognized and upheld as a mark of education, culture and prestige. It becomes evident that the status of English has been changing with the changing face of time which requires the teacher - learner's concern for its standard, as expressed by J.L. Nehru,

"If we are going to keep up English, we must try to keep up certain standards in English"<sup>[1]</sup>

## 2. Objectives

The locus-standi of the teachers of English, making the Indian learners of English learn it as an L2, irrespective of its purpose, is that, "they are all learners of English, teaching the beginners of English". A broad division of the entire effective teaching- learning process involves<sup>[2]</sup>:

2.1. *Teaching English as a language*-Teaching English as a language includes Teaching of phonology, Teaching of grammar/syntax, Teaching of morphology/lexis and Teaching of semantics

In laymen language, to bring about proficiency in the four language skills viz. Reading, Writing, Speaking and Listening.

2.2. *Teaching English for literary and academic pursuits* -Teaching of English for literary and academic pursuits to a large extent depends upon learner's personal preference for an English course choosing from Pass course, Elective course, Functional English, Creative writing course, Literature as a subject and Distant learning programmes

2.3. *Teaching English to achieve reasonable power of oral expression* -Teaching English to achieve a reasonable power of oral expression encapsulates Courses in communication skills, Time bound capsule courses for learning English speaking and Print concentrates supported by audio-visual aids available in today's consumer centred market proclaiming desired achievement and improvement pertaining to proficiency in English as learnt language like Rapidex, English Guru etc.

### **3. Effective techniques and methodology for teaching of English in Indian context**

The English language teacher has continued to occupy the central place in providing his students learning experiences till the late 19<sup>th</sup> century. But Francis Gouin seems to be the first to evolve and design a learners' oriented programme keeping in mind their needs and difficulties. He initiated a psychological approach to language teaching based on active participation of the language learners. At the same time 'Anatele France' looks at the language teacher more as a facilitator trying his level best to generate, boost and retain the interest of the language learners. According to him the art of teaching is only the art of interesting, of arousing curiosity. The two words 'Methodology' and 'Technique' have been widely employed, injudiciously used and multifariously explained. An introspective outlook towards the various meanings of these two terms may reveal some desirable interpretations. Semantically examining, according to The Advanced Learner's Dictionary the word 'Methodology' means 'a set of methods and principles used to perform a particular activity' ; while the Oxford English Minidictionary defines the same term as 'a system of methods used in a particular field<sup>[3]</sup>'. Similarly the term 'technique' implies 'a particular way of doing something especially in which you have to learn special skills.' In the present context, to realize the said objectives, the language teacher ought to carve out and follow a learner-centered programme better be termed as techniques.

Methodology in general and Teaching Techniques as particular are instruments, tools or better be called effective strategies promoting one's ability to comprehend, making him enable to interpret, evaluate and appreciate. This empowers the learners of La with creative and critical insight.

According to Bourdieu:

"Language is not only an instrument of communication or even knowledge, but also an instrument of power. A person speaks not only to be understood but also to be believed, obeyed, respected, distinguished"<sup>[4]</sup>.

#### 4. English Language Teaching

While teaching English as a language, maximum emphasis should be laid on enhancing proficiency in communication skills. In order to meet this challenge:

Firstly, the teacher needs to give ample rather optimum exposure to formal environments as well as sensitize and guide the learners towards the sound patterns of L2. In other words, the language specific features of both, the mother tongue (L1) of the learner and the second language (L2) are to be studied thoroughly before an attempt is made to teach the second language (L2). Besides, a preparation of instructional material for the second language teaching should be involved. In this process, they should be made aware of 'breach of codes' caused by the interference of their native languages as termed by Pit Corder in his book entitled *Introducing Applied Linguistics*.

Secondly, every language has its own grammar, the term 'grammar' broadly speaking signifies the regularities and irregularities of language. Hence, it may be considered as codification of observable characteristics of a large body of speech. In everyday usage grammar evokes possibilities about correctness of language elements. With the changing scenario the language teacher has to change the rote method of reciting the rules of grammar, being crammed in turn by the language learners. Instead, the modern approach pertaining to workshop and increased number of grammar teaching periods should be adopted incorporating selective use of Direct method, Grammar-translation method and Linguistic method involving language labs depending upon need-oriented necessity including active learners' participation. The end results in surprisingly elevated competence of the learners of L2.

For command over a language i.e. to increase the 'performance level' of the learners (as referred by Chomsky) rich vocabulary is a necessity and it is often realized that a dearth of a good vocabulary hampers and handicaps their expression in comparison to their L1 i.e. main language which may be boosted otherwise. Probably with this view-point Michael West designed and recommended a vocabulary of 500 words which may be owned by an L2 learner upto the high-school level.

The teacher should encourage the learners to use, consult and refer to dictionary since every language has its own special way of making words. The teacher needs to enlighten the learners regarding 'derivation' and 'inflection' in the process of formation of words; to motivate them to read newspapers, periodicals and

magazines not only for being updated in current affairs but also to enhance their vocabulary since the main aim of teaching English is "to provide students with the basic ability to use the language, to receive and to convey information associated"<sup>[5]</sup>.

In addition, dictation, vocabulary exercises, word usage assignments dealing with antonyms, synonyms, one word substitution, exposure to language labs etc. need to be involved in the process of teaching -learning activity.

Language works in a socio-cultural context. Different stylistic variables may be practised within a society. Learners must be made aware that the dynamism of the language resides in 'meaning'. As Krashen and Terrell (1983:19) point out "We acquire when we focus on what is being said rather than how it is said."

Therefore, the L2 learners should be appraised how a word interacts within a word boundary placed in a sentence in a particular context. In addition, learners should be made aware of a variety of registers used in a language community.

## **5. Teaching of English for Literary and Academic Purposes and Goals**

A variety of literary and academic pursuits, in relation to language learning activity, offers various possible choices lying open before the learners. Lack of clarity of vision pertaining to the goal of preferring one or the other course creates a 'pick and choose' situation leaving the L2 learner indecisive. In order to find a solution rather a way out to this situation, the teacher of English should adopt the methodology of being a facilitator, acting as a friend, philosopher and guide to make them realize their cherished goal.

With a view to cultivate sensitivity to and consciousness and lore of language, the learners may be taught through literature, i.e. certain pieces of literature may be put for study taking into account their structural beauty, language items etc, with an effort to find 'why the text is like this' instead of being not 'something else'. For pedagogic orientation of the teaching- learning process 'syllabus formation' can be exercised as an effective tool which may be termed as methodology. The sole aim is to acquaint the learners with a good idea of the historical development of different literary genres like Poetry, Drama, Fiction etc, in relation to the principal authors of the time through a study of their masterpiece works. This also enables them to identify and analyze the defining characteristics and structures of a variety of complex literary genres which in turn develops an aesthetic awareness and capability.

English being a living language has the capacity to change, to absorb and to expand. But the functional value of English deals with its communicative and pragmatic aspects. As Pit Corder (1973:53) has stated that "There is some subjective, social, psychological dimension in mutual intelligibility. We seem to understand those we are prepared to or expect to understand and do not understand those we do not expect to"<sup>[6]</sup>.

Hence, the teacher must devise techniques and methodology to empower the learners capture the detections and deviations in standard language so that the learner may behave effectively in various situations. The macro and micro settings for these deviations give us the following categories:

i	isolect specific	:Butler English, Babu English, Standard IE etc.
ii	author specific	:Collocations like 'rape-sister', 'salt giver' (loan translations in the novels of Mulk Raj Anand)
iii	text specific	:'as good as kitchen ashes', as honest as an elephant (loan translations of figurative expressions)
iv	register specific	:'pleasespeak'(officialese English), intermarriage (social)
v	area specific	:military hotel (for non-vegetarian hotel in South India), 'your good name'
vi	discourse specific	:'Take only this much milk, aunt, just this much. Take it Bhatre, only one cup more, just once' (Raja Rao).

## 6. English in the Indian Context

In addition to the aforesaid, the course options should involve learners' activities like listening to lectures, note taking skills, taking part in discussions, public speaking/Presentations and pronunciation activities, distinguishing types of speaking situations, taking a holistic or atomistic approach.

Writing is the supreme means of expression, of understanding, of discovering thoughts, of learning, of grasping things in the mind, of intellectual maturity.

Therefore, the teacher should identify two types of learners viz.

- (i) Those who want to achieve excellence in creative writing themselves and become poets, story-writers and novelists of tomorrow satisfying their creative urge.
- (ii) Those who wish to excel in analyzing, criticizing and appreciating the work of art in the literature of yester years.

The teacher should design a methodology promoting the learners to write compelling, coherent and expository pieces with enough space for new ideas, interpretations and analyses of others' ideas and arguments from specific points of view. This would lead and help students to discover, develop, exercise and enjoy their own potential of written expression and also enhance the ability to write with clarity, accuracy, insight and power. Further the teacher should be a motivator orientating the learners to write response to readings and discussions, critical analyses and interpretations of the work of the art. So far as the distant learning programmes are concerned, teachers of correspondence courses should consider it as much a necessary part of their duties to supply the students with motivation as it is to supply them with objectives and structured lessons.

Encounter with literature leads to familiarity with ethical, philosophical, historical and scientific positions, increasing understanding of social, personal and cultural values. Besides, the ethical and social ideas suggested by the characters, events, motives and causes of conflicts in texts, if related to personal experience provide the learners with the tools, activities and assessments needed to learn about themselves and about words presented through literature.

## 7. Conclusion

At the end it may be concluded that in the teaching learning activity, the teacher needs to put off his age old mantle of preacher at the alter and to create a learner's friendly environment by locating their problems and requirements. The teaching techniques must be designed and implemented judiciously adopting a need-based formula weaving the old and the new techniques and methodology into the fabric of teaching-learning process. The teaching methodology involving various techniques must be able to cultivate a knowledgeable, reflective, creative and proficient individual, not merely a degree holder,

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