

Skills of Learning English Language

A Seminar Paper

by

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Introduction of the Speaker

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Historical Perspective of English Language Teaching in India

1- Lord Macaulay's Report: A Class, Blood & Colour, but English in taste, opinions.
Morals, intellect

2- Lord Hardinge's Declaration (1844): Funds for schools, employment, Indian educationists, Social Reformers

3- Rajgopalachari and Nehru's Views: 'The Associate Official Language Act- 1963'-
"throw away the baby with bath water".
"Indian languages suffered, worldwide contact,
window"

4- English as World's Lingua-Franca, Library Language, India's Unifying Factor:
National link language < Harsha's Sanskrit < Persian; language of comprehension rather than literary language, enhance learning faculty, tenses (Simple & Perfect Past), structures (Transformations: D. Narration: said/told, added, further said, Too, Unless/ Until, The more), vocabulary- economic /economical, enormous/huge, rather/fairly,

School and University Curriculum

1- English Teaching in British India: Literary (All subjects in English)

2- *Dr. Radhakrishnan's U.C.'S Report (1949):* English as the language of science & technology,

3- *Mudliar Commission (1953):* Three Language Formula: English as II or III; Compulsory subject from V or VIII standard onwards in the secondary & Higher secondary education

4- *Official Language Commission (1963):* Associate official language, unifying factor, library language, language of research and education

5- *Kothari Commission (1966):* Three Language Formula,

Causes of Low Standard of English in Schools

1- Lack of Clear-cut Objectives: Outsourcing of education, Result motive, State machinery for census & election duties, Short teacher-student contact, Family enterprise

2- Dearth of Competent Teachers of English: Marks prevails skill, UGC'S English Review Committee: Little idea of current usage, pronunciation, poor vocabulary

3- Faulty Methods of Teaching: English taught from exam point of view; grammar translation method (Fourfold objectives of language learning?), Imitation (Reading) > Logic (Study) > Wisdom > Creativity, No classroom situation, Teacher a role model, facilitator

4- Inadequate Evaluation System: Only writing skill tested, information > knowledge > wisdom > creativity? Language proficiency?

Principles of Language Study

- 1- Speech before Reading and Writing:** Second language learning: (Non-English atmosphere) Objectivewise teaching: Sound learning (f,w,v,z,o), spelling words, word-sound-meaning recognition, word making faculty, basic sentence structures
- 2- Imitation:** Listening > babbling > intonation & pitch > one/multi word stage > simple, compound & complex sentence stage
- 3- Habit Formation Process:** From conscious to subconscious mind state: Hear > Speak, Read > Write: word, sentence, paragraph, narrative, enumerative, argumentative, aesthetic (rhetorical questions)
- 4- The Oral Practice:** Loud reading, memorizing & logic, creativity. Prof. Kitson: 'Learning to speak is the shortest road for learning to read & write'. Language teacher is a language trainer
- 5- Selection and Gradation:** Selection & Gradation of words, sentences to be based on utility & frequency, Pre-staged teaching item, Simple to Difficult,
- 6- Principle of Proportion:** No marks weightage to hearing, reading, speaking, creative use of English
- 7- Accuracy and Correctness:** Correct use of sounds (get, pidgin), letters (alumni, criteria, syllabi) & words (huge/enormous, pleasure/happiness, right/wrong, true/false, mistake /error, correct- proper with a standard; accurate- precise, exact)
- 8- Multiple Approaches:** multiple methods & techniques e.g. simple, perfect past & present (Line of time)

Methods of Teaching

- 1- Grammar-Translation Method:** Better for comprehension, useful in absence of teaching aids, Demerit: No delicacy of expression, Dull teaching activity
- 2- The Direct Method:** Conversation, discussion & reading; closer identification with objects & pictures; think in English; situational approach, motivates to think, listen & speak;
- 3- Dr. West's New Method:** Reading useful for speaking & writing,
- 4- The Structural Approach:** Structures through creating situations, promotes actions & gestures: 1- S+V, 2- S+V+A, 3- S+V+O, 4- S+V+O+O, (Desdemona & Othello, Kalidas & Goethe), 5- S+V+C, 6- S+V+O+C, 7- S+V+O+A
- 5- The Elective Method:** Incorporate merits of many methods as per situations: Loud reading, Drill work
- 6- The Role Playing Method:** A theatrical device for acting of characters & situations; incorporates hearing & speaking; personification of inanimate things; good for creating classroom situations with the art of 1- Narration 2- Demonstration 3- Acting: *Facial & Physical gestures*

Class-room Remedies

Hypothesis:

The objective of this seminar paper is to state convincingly that English learner must assimilate the triple dose of 'Vocabulary, Tenses and Structures' under the guidance of teacher

Vocabulary: Etymological knowledge of words & expression: Huge & Enormous (enormity), Love & Infatuation (derogatory: Affect with extreme folly); Loving, Lovely ; **Wordmaking: compounds:** Fore- *head, *front, *runner, *legs; Nouns & Adjectives: Interest (Curiosity, Advantage): Interesting, Interested; Economy (Community's system of wealth creation): Economic & Economical **Distinct use of words:** Pleasure, Delight Happiness **Synonyms:** Din, uproar, hue and cry, commotion, noise; **Antonyms:** Long, Short; Big, Small **One word substitute:** Rally- Mass meeting of supporters, Assimilate- Absorb something physically or mentally

Tenses: Future action through simple, progressive present tense & adverbs of time ... Distinct uses of present perfect, simple & perfect past ... Static verbs: See, Hear, Feel ...modal auxiliaries: May-Might, Can-Could

Structures: Seven Basic Patterns ... Structures

(1) S+V (2) S+V+A (3) S+V+O (4) S+V+C (5) S+V+O+A (6) S+V+O+O

(7) S+V+O+C & Structures given by Transformative Generative Grammar

Remedial Activities

1- Students should be seriously involved in the process of learning

Education has become a state recognized money-making activity (Not a business) ... ATKT & Extracurricular Activities

2- Teachers with interest in academic pursuits to be recruited

Good teacher (possessing vast knowledge on the subject & magic on the tip of tongue) is sheet anchor of the education system ...

3- Revamping of the Traditional syllabus & evaluation system

Syllabus (quantum) & Evaluation students friendly ... New syllabus should be framed to inculcate in students communicative & structural competence

4- English speaking practice should be encouraged

Set role-models ... Provide exposure to listening skills ... Set up language labs & organize students seminars

5- Literary events to be focused

English curriculum must include literary events (Oral & Writing): elocutions seminars, debates, story-telling, story-writing, loud-reading, poetry-recitation & appreciation

6- English should be made a practical subject

Thank You