



## LARGE CLASS SPOKEN ENGLISH TEACHING (SET) IN POSTCOLONIAL AND LPG INDIA: DIALECTICAL APPROACH

**DR. GUNASEKHARAN DHARMARAJA<sup>1</sup>**

Associate Professor of English  
Tamil Nadu National Law School  
Tirichirappalli, Tamil Nadu . INDIA

### ABSTRACT

*In a post colonial and LPG country like India SET is a culturally back grounded job. Especially in post LPG-India, where education becomes a commodity, where a teacher meets a large class of 100+, a normal '1 to 1' SET method will not work. Till state policies on education change, miracles should be carried out within this sphere of '1-100+'. My SET cum research (after the failure of age old conservative '1- small group' SET for my students) forced me to go for some innovative methods to teach spoken English for a large group of students. This paper will explore some possibilities of finding innovative methods and its results with the background of research carried out among MCC students.*

### INTRODUCTION

In a postcolonial and Liberalized-Privatized-Globalized country like India and South Africa, Spoken English Teaching (SET) is culturally back-grounded job. A teacher should be culturally, socially, economically and psychologically aware of what, how, why and to whom he teaches spoken English. Speaking English is not simply a verbal phenomenon in countries like India, as it is viewed with pre-conceived social, economic, cultural and psychological understanding. Especially in post LPG-India, where education becomes commodity, where a teacher meets a large class of 100+, normal *one to one* SET method will not work. Till state policies on education change, miracles should be carried out within this sphere of *1-100+*. My SET cum research (after the failure of age old conservative *1- small group* SET for my students in Madras Christian College) forced me to go for some innovative methods to teach spoken English for a large group of students. This paper will explore some possibilities for innovative methods and its results with the background of research carried out among MCC students.

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<sup>1</sup>Former Post-Doctoral Fellow, University of KwaZulu Natal, Durban, South Africa & Former Teacher, Nima Higher Secondary School, Thimpu, Bhutan.

### Case Study

My former students from first year B.Sc. Plant Biology and B.Sc. Zoology had scored better percentage in their semester exam than other classes. Moreover, they are from the Science stream (Considered more well-read than Art students, in India). But as one who was not satisfied with their performance in the examination, I conducted a surprise test. Appendixes I & II are the question papers given to them. Their response to the test and my inferences are discussed below.

### Appendix I

1. There is no wind in the balloon.
2. I talk, he talk, why you middle middle talk?
3. You, go and understand the tree...
4. Why are you late - say YES or NO .....(?)
5. Open the doors of the window. Let the atmosphere come in.
6. Both of u three get out of the class.
7. The chief guest comes late to a function. He goes to the dais and says, "Sorry, I am late because on the way my car hit 2 muttons"
8. girlgirl talk, boyboy talk, but no boy girl talk.
9. I have two daughters, both are girls.
10. No ragging this college. Anybody rag we arrest the police
11. Since I am suffering from my brother's marriage, I request you to leave the college for two days.

### Appendix-II

1. All of you stand in a straight circle.
2. You, rotate the ground four times...
3. A teacher had once gone to a film with his wife. By chance, he happened to see one of his students at the theatre, though the boy did not see them. So the next day at school (to that boy) - "Yesterday I saw you with my wife at the Cinema Theatre"
4. Cut an apple into two halves - I will take the bigger half.
5. Take Copper Wire of any metal especially of Silver.....
6. This college strict u the worry no .... U get good marks, I the happy, tomorrow u get good job, Chairman the happy, tomorrow u marry I the enjoy
7. Close the doors of the windows please. I have winter in my nose today...
8. Take 5 cm wire of any length....
9. You three of you stand together separately.
10. Open the doors of the window. Let the Air Force come in.



11. You, meet me behind the class.
12. Shhh...Quiet, boys...the head master just passed away in the corridor.

### **Inference**

One glance at these sentences would make anybody laugh and also understand that these carry a large influence of L1 in them. But the students hardly corrected these obvious mistakes because these are almost Creole-like, mainly influenced by Tamil. Though the students learn to read and write English, they fail to speak proper English as they think in L1 and draw parallels with it, thereby ending up using the sentence patterns of their native tongue, and also the native equivalents of those things which they find hard to recognise in the English language.

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