



## PEDAGOGY AND ENGLISH LANGUAGE: A TEACHER- LEARNER'S POINT OF VIEW

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### ABSTRACT

*The present paper has tried to unfold the common but serious problems that one faces as a teacher-learner and student of English language. The article highlights the issues and also puts forth suggestions that may make Learning, Reading, Writing and Speaking English easy and beneficial for the academic and economic growth of the students.*

**Keywords:** Pedagogy, FirstLanguage, Second Language, Learner, Teacher, Performance, Competence.

### INTRODUCTION

English as a language was introduced in India when the East India Company established settlements in Madras, Calcutta and Bombay. In 1813, the East India Company dissolves and India becomes the keystone of an English-speaking empire stretching throughout South Asia. However, the beginning of English teaching in India is generally associated with the famous Minutes of Macaulay (1835) in which he proposed the creation of "...a class who may be interpreters between us and the millions whom we govern". (2004:112)

The British Raj in India created an essentially bilingual society with Indian English and native languages existing side by side. In fact, in the multilingual situation in India, English has emerged not only as the Library Language but as a vital Link Language as well.

The focused problem of the students, of under-graduate level who offer English language as a subject to learn speaking and writing English, end up learning only certain rules and

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technique that is too difficult to be managed while practicing the language. This is a sorry state of affair and it is so because English as a language is only a sheer jumble of words for majority of Indian students. For several decades' Indian educationists are trying to provide adequate and specialized training to the teacher educator and their pupil by establishing various English language institutes, but still a major number of students are not facilitated with these opportunities.

Radically speaking, English language has become an unavoidable part of the Indian pedagogy and socio-cultural life but in reality, there are many problems and hindrances for a native student who is trying to master this foreign language. Indian English language teachers must realize that English is an accented language. Therefore, one must not only learn the grammatical structure of the language but also master the sound system of the language. There is an ardent need to explore and analyze new methods of studying and teaching for the larger benefit of the rural students. One has to concentrate on the practical problems, that teachers and taught face while teaching, learning and comprehending the language.

An urgent call for the innovation of a two-way process, beneficial for both learner and the teacher educator of English Language is necessary. It is time now to try to carve out a new path in the way of English language teaching. Policy maker must investigate and understand the requirement of the students of this new century. There must be a crystal-clear protocol of how to and why to teach this global language. Today the education is more need based rather than knowledge based unlike previous centuries and it is truer about language for it plays a determining role on the individual as well the society.

A deeper understanding of the Phonology and Phonetics of English for enriching the speaking power thereby enhancing the confidence to speak / write with much greater efficiency is essential and must be an essential part of English Language syllabus all over India. Both, the Indian learners and teachers of English language must have acquaintance with the aspects of Morphology and of Syntax. It is quite challenging to learn the difference between Morphology and Syntax. The language learner must understand the English language structure. It is also important for a foreign Language scholar to understand and grasp the importance of the Semantic component of the language to master it for vocational purposes.

English as a Language has undoubtedly gained a worldwide recognition. It is unofficially an official global language. There is no doubt about the fact that English is the most popular medium for communication of this technically prone global village.

In the present century, the place of English in India and the model to be offered to Indian learners of English continue to evoke debate. These are issues which can be settled partly by government policies, and rest by the society and culture. In India, language teaching practice often assumes that most of the difficulties that learners face in the study, are a consequence of

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the degree to which their native language differs from English. This is a contrastive analysis approach.

The Indian speakers of English, for example, face many more difficulties than a native speaker of German, because German is more closely related to English than any Indian language is. This is true about any native Indian language, also called first language, normally abbreviated L1. That means all Indians setting out to learn English language or a target language/second language / L2 shall definitely face greater problem because of the completely different language structure.

Language learners often produce errors of syntax, vocabulary and pronunciation because of the influence of their L1. They face such problem because, most of the times, they map the grammatical patterns of L1 inappropriately onto the L2, thereby pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary popularly known as false friends. This is also known as L1 transfer or "language interference".

However, these transfer effects are typically stronger for beginners' language production, and Second Language Acquisition Research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds. The usual and most common errors that occur, while using English language, is the failure to apply 3rd person present singular-s to verbs, like */he make/, /she drive/, /he write/, /she sing/ instead of /he makes/, /she drives/, /he write/, /she sings/.*

Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Also, cultural differences in communication styles and preferences are significant. While working on this research paper it has been noticed and found that the Indian ESL students unlike their British counterparts and teachers did not see classroom discussion and interaction as important and placed a heavy emphasis on teacher-directed lectures.

India being an agricultural country lives in village. It is a common scenario of the villages; it is still not technology prone. The rural India is still fighting with the issues of slow technological advancement and being an academician, it is felt that the crux of their problem is their inability to communicate with the wider world. The growth in infrastructure is not enough for all-round development. The young generation is incapable to exploit the opportunities that opens the door to their technological advancement. It is possible only when they are able to understand and know how to use the modern technologies for their pedagogical and economic growth. The demand of English as the only and the best communicative medium on the global stage cannot be denied; thus, the students and teacher-learner have no choice but to get well-acquainted to the same.



The problems that the students at the under-graduate level faces while learning English language are very serious, they must be taken care off. Most of the time these students end up learning only certain rules and techniques that is too difficult to be managed while practicing the language. To such student English language is sheer jumble of meaningless words having incomprehensible grammatical rules. Although for several decades policy makers and academicians are trying to provide adequate and specialized training to the teacher educator and the pupil by establishing various English language institutes yet ahuge bulk of Indian scholarsaredevoid from such opportunities.

The need of the hour is modern grammar that attempts to describe how language works rather that prescribes how it should work. Such an approach is descriptive. The educationist must realize that English is a second language for both the teacher and the taught who are trying hard to grasp the intricacies and peculiarities of this language through a method that is foreign to both the teacher and the learner. It is also a fact that all languages have their own specialties and indigenouness which is mastered only by its native speaker.

A common Indian cannot speak English in the manner an Englishman can and as mentioned earlier in this article, the history of language development clearly states that, English is not a sister language of any existing Indian language. Having said this, it becomes necessary to point out that the primaryconcern of the Indianacademicians must be to evaluate a process of teaching and learning English that must be both rationalisticand interesting in its approach.The motive must be to make the learner learn and grasp the intricacies of the language without much hassle.

The researcher has come to the conclusion that the springing up of multiple study centers claiming to make the students fluent in English Language is the reason behind this ardent urge of the youngsters to know and speak this, so called most coveted, language. Their concern to learn and master this masters' language (English to them is royal language, an arch that opens the door to success) shall be met if the same is introduced in their under graduate course as a compulsory subject. The grammar books referredfor undergraduate classes may include photo features to make the drab rules of grammar attractive and motivating.

Thirdly an ardent need for vocabulary study is also requisite. Dictionary must be included as the part of the curriculum. The curriculum must be so framed that it includes study of words with their meaning and pronunciations. Establishment of language lab for thorough practice of spoken English is a must for all Higher Education Institutes.



The need is to make them fluent in language that is foreign to them and to their circumstances and so language teaching through literature cannot solve their problem rather it should be other way round. The present syllabus, as per NEP-2020, for the Undergraduate students, is insufficient. Although the changes are very welcoming and user friendly yet more has to be done to make the foreign language teaching students friendly. In spite of drastic modification, the syllabus needs many more changes.

The first stage of language learning must not begin with reading of literature rather it must introduce the sound patterns and then words followed by sentences and the learners must be familiarized with Literature at an advance stage of learning.

As a teacher-learner it has been strongly felt by the researcher that the learner to whom English is an unknown language, they neither understand nor enjoy the stories, poems, essays, novels and dramas taught to them. How can it be supposed that a student of under graduate class is well acquainted with English Language? A large number of students in Indian schools read and learn through their native tongue; practically speaking the students neither follow nor understand the English. The need is to make them fluent in language that is foreign to them and so language teaching through literature cannot solve their problem rather it should be the other way round.

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