**MOTHER TERASA COLLEGE OF ARTS AND SCIENCE**

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 **ENGLISH LANGUAGE TEACHING**--Notes for Unit-I&II

Subject Code: **16ACCEN15** (Core Course-XV)

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**UNIT-I**

**Place of English in India**

**Introduction:**

India is a very vast country or we should say a subcontinent. Her states are equal to or larger than many countries of European continent. Different languages are spoken in different states like Kashmiri, Urdu, Punjabi, Bengali, Bihari, Asami, Gujarati, Marathi, Tamil, Telagu, Kenner, Malayalam etc. Hindi is our national language .But it is spoken mostly in Uttar Pradesh, Uttaranchal, Madhya Pradesh, Chhattisgarh and Rajasthan only. In southern states like Tamil Nadu, Kerala, Andhra Pradesh, Telangana, Karnataka mostly many people do not understand Hindi. They communicate with each other in their vernacular languages. If you want to talk with them you must speak in English because many people there can understand English rather than Hindi. Hence English acts as the lingua franca. So according to constitution while Hindi is our national language, English is also an alternative Official language.

**Background of English Language in India:**

English came to India with British people. England ruled over India for about two hundred years. Lord Macaulay established the new education system in India with the view to prepare people who by cast, creed and colour were Indians but by Language, thinking, manners were like British people. British government wanted to rule over India for a long period, so they needed officers and workers in different areas like Railway, Courts, police, military, education, science and Technology etc. These English speaking Indian people worked according to British policies. English education was imparted in schools, colleges, universities, professional courses etc. Thus English became the medium of instruction and education in all stages.

**Importance of English:**

In those days Education was limited to a small circle of upper and middle-class people who leapt and rose to power and position due to the benefits of the English education. Knowledge of English language was regarded as the token of superiority, modernity, civilized and prestige. Education in English medium proved to be a blessing for India and Indian people in many ways. Due to knowledge of English language people can read many great books written by great thinkers of the world. They were influenced by the dignified and elevated thoughts of these great writers. People knew about the movements and activities took place in the various corners of the world to get liberty. It ultimately led to the stirring of national spirit in the educated people and those people inspired and motivated the common people. English education proved to be very helpful in national integration, binding the whole country- from Kashmir to Kanyakumari and from Gujarat to Assam in one string. After the rule of great emperors like Akbar and Ashoka India again integrated and emerged as one country in real sense due to English education.

The freedom fighter leaders were able to make correspondence with all the people of India through English language. Gandhi ji, Nehru ji, Vallabh Bhai Patel and other national leaders had good knowledge of English. Actually in other words we can say that good knowledge of English made them National leaders. We can say that English language had made India united and integrated. Due to national unity and integrity the great imperial power of England was forced to leave India giving liberty to India and Indian people. We can also say that we used the great weapon of England herself (English Language) to drive British Government out of India.

**Present Scenario:**

After independence many people thought that since Britishers had quitted India, English language should also be packed off without any delay. According to them English language was a symbol of slavery. Those sentimental and emotional people uttered such things without thinking that what this language had given us and what it might give the children of this country. Mahatma Gandhi was very clear about this prejudice of such people. He said, “I do not want my house to be walled in all side and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible.”

The author of this article is not at all against the importance of Hindi. Hindi is our national language. We respect Hindi just like we respect our mother, our tri coloured national flag and our national emblem Ashoka Stumbh. But here we are analyzing our views about the utility and importance of English for the growth and progress of our country. The great writers of Hindi language should coin new words and terms to be used in Research, Science and Technology field and thus make this great ancient language richer and more prosperous so that it may get recognition on international platform. Hindi is not yet the recognized language of U.N. platform. At present English language is not the language of Britain alone but it has taken the form of international language. It has been said that English is spoken by more people outside of England than within England herself. English language has become a global language making globalization possible in the world. English is said to be the gateway of the knowledge of several fields like Political Science, Philosophy, Psychology, Science, Technology, Economics, Social Science etc. Standard books on these fields are mostly found written in English. Many great non-English authors get important materials from the books written in English.

**English in International Relationship:**

Today no country can retain existence without the cooperation of other countries .Today the leaders of different counties meet and exchange their thoughts on various Platforms like UN, SAARC. The representatives of different countries communicate in English on these platforms. India cannot be isolated from the rest of the world if she want to develop herself as a great power of the world. English is one and only one medium of the communication on international level.

**Medium for Higher Education:**

In higher education especially in the fields of Science, Engineering, Research, Medical. Management, Artificial Satellite or space research etc. no other language is so developed as to become a suitable alternative for English. We cannot deny that in these fields there is only rule of English alone. India is now at the third rank in the field of artificial satellite launching after America and Russia due to the knowledge of our scientists who are no doubt well versed in English.

**General people’s Attitude:**

Throughout India in all states people have great craze for English education for their children. They want to give admission to their children in good English medium schools. Because they know that in this age of information technology one cannot think of making progress without the knowledge of English. There is a wonderful awakening in our society towards the learning of English .Our government has also awakened to realize the importance of English in education curriculum. English has been introduced in syllabi right from the primary education. English medium schools are thriving even in rural and backward parts of the country.

**Conclusion:**

After independence many times dialogues and debates start among peoples. Some are deadly against English with their logic that every country has its own language. So the use of English should be completely abolished from the study .The person who has views in favor of English may argue that English should not be forced upon all students. Students are free to take admission in Hindi medium or in vernacular language .Our constitution also accepted three language formula .The first language is the mother tongue the second language is the national language i.e. Hindi and the third is library language i.e. English. So English cannot be abolished from India .A student who want to get further study in abroad must have sound knowledge of English. English is the language of our constitution itself, the supreme-court, the High-courts and advanced offices. Countries like Japan and China also give due importance to English in their countries.

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**UNIT-II**

**Language teaching methodologies**

### The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

### Grammar-translation Method

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

### Audio-lingual Method

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.

### The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

### Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

### Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

### Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

### The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

### Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

### Immersion

This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, or Puerto Ricans in American schools. .

### Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

(This is the predominant method in middle school ESL teaching at Frankfurt International School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.)

### The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

### The Lexical Syllabus

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

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# **UNIT-II**

# **Task-based Language Teaching (TBLT)**

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| https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Images/comic2.gif |  At any given time there are certain trends in second language education that influence both teaching and learning.   One of the latest trends in SLL approaches is task-based language teaching (TBLT), which emphasizes the use of authentic language through meaningful tasks.   In this section we will explore task-based language teaching (TBLT), student and teacher roles with this method and some examples of tasks that can be used in the classroom. |

## https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Images/post-its-tblt.gif

## What is task-based language teaching (TBLT)?

Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call.  This method encourages meaningful communication and is student-centred.

### Characteristics:

* Students are encouraged to use language creatively and spontaneously through tasks and problem solving
* Students focus on a relationship that is comparable to real world activities
* The conveyance of some sort of meaning is central to this method
* Assessment is primarily based on task outcome
* TBLT is student-centered

Task-Based Language Teaching (TBLT) is the latest trend in SLL approaches.  Although it has produced very positive results in certain contexts (eg small class sizes of immigrant children), like every method that has preceded it, TBLT is also revealing its weaknesses.  Broady (2006) notes that TBLT may not provide sufficient "Interaction Opportunities."  Bruton (2005) identifies other concerns:

* There is no acquisition of new grammar or vocabulary features
* Everything is left to the teacher
* Not all students are or will be motivated by TBLT
* Some students need more guidance and will not or cannot `notice´ language forms (grammar) or other elements of accuracy
* Students typically translate and use a lot of their L1 rather than the target language in completing the tasks.

## What are the student and teacher roles in TBLT?

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| Teacher Says | Teacher Does | Students Says | Student Does | Why? |
| Presents task in the TL | Primes students with key vocabulary and constructions | Students speak among themselves to organize and complete task. Students present final task (sometimes orally). | Students prepare either a written or oral report to present to class. | Provides practical linguistic skill building.When tasks are familiar to students, they are more likely to be engaged and motivated.Students learn languages through problem-solving. |

## What are some examples of tasks that can be used in the classroom?

David Nunan (2001) distinguishes between “real-world or target tasks, which are communicative acts that we achieve through language in the world outside the classroom, and pedagogical tasks, which are carried out in the classroom. I subdivide pedagogical tasks into those with a rehearsal rationale and those with a pedagogical rationale” (Nunan, 2001). The goal of the language teacher is try to develop pedagogical tasks thatare as close to real-world tasks as possoble, thus creating activities that are meaningful and relevant to students.

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| https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Images/actvity.gif | Complete the activity below to explore ways to practice grammar and communication in a task-based manner. In your opinion, would these tasks be motivating for students? Why or why not? |

Write the past tense form of these verbs: go, is, are, do, have, work, study, buy, pick, make, put, read.

### Grammar Activity

Now think of four things you did yesterday. Write sentences in the blanks.
First I got up and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Then,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Next,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Communicative activity

Write three hobbies or activities you like / like doing.
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