



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

TEACHING OF ENGLISH LANGUAGE AND LITERATURE

P.ILAMARAN

Associate Professor and Head

Department of English

PSG College of Arts and Science

Coimbatore-641 014.

ABSTRACT

Education is the dynamic side of philosophy. It is the active aspect and the practical means of realizing the ideals of life. Education is necessity of life, both from the biological and sociological point of view. It is undeniably true that education works like a catalyst or a better life, a social desirable life. Human being is born and grows with inherited properties which no doubt, determines the basic traits of man but education paves a long way for his success in life. Education according to Indian tradition is not merely a means to earn living, for it is only nursery of thought or a school for a citizenship. It is rather the initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue. It is a second birth.

Keywords : Education, Language, Teaching , Practical

It is philosophy which provides the purpose or the aim and it is education which makes it practical. Philosophy shows the way and education proceeds in that direction. When we define education as the modification of behaviour, the direction in which modification to be carried out is determined by philosophy. Thus philosophy deals with the end, the education with the means. Infact, it cannot be denied that the great philosophy of all times have been also great educators. Greek philosophers like Socrates and Plato were famous educators. Experience docs everything and it is nothing but education. Experience is nothing but education. Rousseau's philosophy of natural education and Dewer's pragmatism are the bright examples of education expression.

Education at one time meant upbringing, in the general sense, from infancy to manhood or womanhood and it still has a signification akin to this when we speak of manners and courtesy being acquired through education, but in more general use of the word nowadays makes it synonymous with learning.

English began as an obscure tongue, spoken in a remote and unimportant corner of the world. Today it is the most important of all living languages. It is studied in most university throughout the five continents, all of the longer countries and many of the smaller have this anglophile societies and the British council is doing much good in developing its study in distant parts as well as in those centers of culture nearer home. Education plays a vital role in changing the way of thinking, ideas relating to social norms and culture. They change the value system as well during the young days of a child. The responsibilities of the teacher has been changed a more teacher to the social reformer. The destiny of the country is decided in the classrooms. The activities of the student are influenced by the teacher. For most people, education is still equivalent to a mastery of the contents of books. Written word tends to carry more conditions than the spoken.

Sometimes 'Pedagogy' is used for education. Pedagogy, a Greek word, mean is 'two lead the boy' - Pedagogy. The foremost considerations in India about the education were disciplining the mind and impacting knowledge. Education had differed from person to person and from time to time. The complexities of human environment, different philosophy of life and approach to education have made all these differences. Importance of education cannot be underestimated. It has been realized since times immemorial and continues till today. Education has been accepted as .the basic need in every civilized society. In the first place education is biological necessary for man. Animals learn all that is necessary for their future life. Education is an important social activity. Education according to Indian tradition is not merely a means of earning a living, serving as necessary of thought or a school for citizenship. But it is considered as a training of human souls in the pursuit of truth in the practice of virtue and initiation into the spiritual life. Story of our civilization is the story of education. What is language? Is for the moment, difficult to answer, it is perhaps possible to begin by looking at the various uses people make of language. The fashionable way of describing language (i.e.) any use of language is to say that is for 'Communication'. Even the clouds in the sky can be said to communicate the imminence of rain, phatic communion and animal language both serve to establish, consolidate and confirm social, relationships. All these ways of communicating, different as they are, have one characteristic in common, and that is the translating of something originating in some brain or nervous system - some thought, idea, belief, opinion, emotion, feeling, attitude of mind, in to some physical embodiment, something that can be perceived by one or more of the senses. Communication is an activity in which information of some sort is transferred from one 'System' to another by means of some physical embodiment.

Language is exclusively human, and it consists primarily of vocal sounds. The sounds produced by the human organs of speech are the basis of language as the linguist understands it. Human beings normally learn to speak before they learn to write. Long as in the history of man before writing was invented they used speech as their chief means of communication.

LANGUAGE IS USED FOR

1. Phatic communion (as a social regulator).
2. For ceremonial purpose.
3. As an instrument of action.
4. To keep the records.
5. To convey orders and information
6. To influence people
7. To enable self-expression
8. To embody or enable thought.

The question 'What is Language?' still remains unanswered. In order to attempt and answer, it will be necessary to chop language up in rather arbitrary ways. Its complexities are such that it is virtually impossible to analyse it in any meaningful way without making these eels. What sort of uses people put language to is a complex enough matter, how in fact language can be used to achieve these ends is more difficult to work out, and is a best for the specialist linguist, who also has to bear in mind the work of philosophy, psychologists and sociologists, language docs so in no simple way, but by means of an interrelating series of different systems - systems of sounds, systems of grammatical patterning, systems of word meanings, system of reference to non - linguistic events, all in turn combined and closely enmeshed in larger systems. If language is dismembered in this way, it must be remembered that the dismemberment is purely for convenience, for the different levels of language arc chose to distinguish are of no validity unless they are set in the general framework of all the interrelating systems. So an anatomist may describe a human arm, or leg, or even a living human heart, but he cannot say anything really meaningful about it except in relation to the living, whole body.

The question of how to represent spoken language exactly has been a problem over many countries, and one which is even now not wholly solved, though modem systems of narrow phonetic transcription came perhaps nearer to it than ever before, once alphabetic writing is achieved, the written language become a very flexible instrument, can achieve a life of its own, to some degree independent of speech.

Language is necessary to society for many reasons equally society is necessary to language and to attempt to study language without society is like studying anatomy without body. Linguistic study was mainly historically orientated. All language found everywhere in every written or spoken form, past or present.

It remains true that any languages other than our own language is 'difficult'. Linguists would say that language has to be described on a number of different levels. The words 'Language' and 'Learning' in collocation would, for most people, signify the learning of a foreign language, for we rarely think of 'Learning' our own language. It is necessary to distinguish between learning our own language and learning a foreign language and to see whether infact one 'beams' ones own language, or whether it is acquired in a different way. Language is sometimes spoken of as a skill, or set of skills, and learning it is said to be more like learning to ride a bicycle than learning quadratic equations or the names of the kings of England. Mastery of language is

only beginning with the acquisition of basic syntax, and a few words. English in schools is devoted, one way or another, to the development of basic skills into something which is likely to have a bearing on the whole of a child's life.

Experience and long interact all the time; words come to life in the setting of sensory experience and vivid imaginative experience. Teachers try to foster the emotional, social and intellectual growth of a child by encouraging him to use language as freely and fluently as possible.

The relationship between language and thought is still far from clear, but it is unlikely, to say the least, that language alone leads to concept formation. Without adequate linguistic resources, however, thinking is often made much more difficult. The selection of appropriate language forms implies & masters of a wide range of linguistic resources, but also other qualities of discrimination and judgment not necessarily wholly attribute to language mastery. The perspective given to 'correctness' and to language change, and the historical view of language can perhaps modify some of the more rigid and prescriptive approaches. Learning our own language, learning foreign language, in both of these language is obviously the main centre of interest. But language is pervasive throughout education, a great deal of what we learn is in some degree or other the learning of language. Perhaps we can paint, compose or play music, handle a saw or a screwdriver, knit, sew or cook without language, though it is difficult to envisage anyone going much beyond the elementary levels of performance in these activities without some command of language. Some people take the attitude that language change is something that happened in the past, but must not be allowed to happen in the future. The English with which most of us are familiar - Standard English - is now the language of only a small minority of the world's English speakers.

The English of today is not that of Shakespeare's age, as this latter was not that of Chaucer's; the vocabulary, the pronunciation, the spelling, the grammar, the values approaching to words are all different. English language, as we know it today, owes its specific character. Words like fashions in clothes and styles in literature or art, have their ups and downs. Words have no intrinsic meaning. They are vehicles for the conveyance or expression of thoughts and ideas, and they only mean what we chose to make them mean.

The teaching process is a complex social phenomenon influenced by social factors. Teaching is both art and science. It is professional activity. Teaching is output of the teacher. Teaching is a system of action, scientific observation and it can be analysed through pupil-teacher interaction. It is dominated by the communication skill.

The term 'teaching' is used in specific as well as general meaning. The students of educational technology have to understand teaching in its specific meaning which we have stated often. It is to be understood in forms of classroom interaction between the teacher and the pupils where teacher is placed in the capacity of a mature and learned person with status and wide knowledge who influences the behavior of pupils who are less matured and need teaching. Training, instructing, conditioning, schooling and indoctrinating are the related terms which are sometimes used synonymously with the term teaching.

A good definition of teaching should - (i) tell whether teaching is a process or product (ii) clearly indicate its constitutional factors (iii) reveal objectives and (iv) say something about, its organizational and structural aspect.

A good teachers with an informed knowledge of language and how it works, will be able to select, grade, drill and exploit such structures as seem most appropriate to his pupils needs, especially in the earlier stages of language learning. The aim of the teacher is to put the language which is to be learnt into a context so that the learner may live the language or may experience the activation and the language that accompanies that situation.

The teacher has always to remember that language is essentially creative, and must foster the ability of the learner to create as well as to respond. In the advanced stages, the problems become more like those of advanced mother tongue learning, and may be susceptible of similar treatment. Even at more advanced levels, however, the learner will lack language experience in the mother tongue, and efforts will have to be made to enable him to 'catch-up' in these areas.

In order to develop an apparently intuitive mastery of language, the learner must be subjected to many different linguistic experiences. A good teacher has a various of tools and a good learner in a variety of different ways.

A teacher equipped with lesson-planning is bound to get the desired result. Lesson-planning helps the teacher in getting appropriate co-operation of his students in achieving the objectives and solving the classroom problems. It helps both, the teacher and the students in fixing the new learning by adequate revision, practice, drill work and home assignments.

One of the major decisions that have to be taken in the teaching of English language is on what basis we will select the language to which the learner will be exposed and which we will expect him to acquire. If we look at existing textbooks, at existing syllabuses and at the discussions that have been conducted in journals and books adopted to the teaching of language, we will feel that a variety of approaches have been proposed or adopted.

In India, we teach English to our students for about six years in school and two or three years in college, a total of atleast 1800 hours. The net result of this vast amount of teaching is a totally inadequate stage of learning, reflect in the inability (of the learners) to understand, to speak, read or write the language well enough for effective communication.

In the teaching of English in our schools emphasis is laid on reading and writing at the expense of speaking. We very often find educated men and women who can write reasonably correct English, fumbling for words when they attempt to talk to someone in English. In addition to teaching the basic patterns of language the students must learn the basic formulate of the language, and correct English words and formulae like "Please", "Thank you".

The study of Literature is the study of life and of people, there is no need to justify it for its value is self-evident. But the study of Literature is only too often still narrowly interpreted in Schools, and it becomes a stereo-typed discipline along with other factual subjects. When a view of literature is taken, it may exclude the

creation of the child's own literature, or may deny him the opportunity of looking at uses of language other than the purely literary. But even where literature is meaningfully taught, there is surely also a case for making children aware of those uses of language which have nothing to do with literature but which pervade much of their lives-the insidious language of advertising, the seemingly omniscient language of the half-truths of much journalism, the glib and honeyed language of the women's magazines, the glib and tough language of screen warfare and conflict.

In so far as the study of literature is concerned, the tools offered by linguistic analysis can perhaps be of use, not only to higher criticism, but also to less advanced students trying to see how a writer can achieve the effects, he needs.

When we talk about the position of English literature during Anglo-Saxon period, it may be pointed that it has been preserved in manuscripts that were constantly copied by medieval Christian scribes in the manuscripts from generation to generation, until in many instances they came to be overlaid by distinctly Christian elements. The language of the Anglo-Saxon is quite a foreign language. It is highly inflected and written in the rustic instead of Roman alphabet.

During the medieval period, scholarship had formed many links with the continent. Arch, learned ecclesiastical literature in Latin soon arose in England. There were many scholars who came to fill livings and stations of honour in the newly founded monasteries.

They were far superior in many cases to the English clergy in their knowledge of the clergy were not confined to biblical and theological subjects. The monasteries were great centers of hospitality and they entertained important statement and distinguished travellers. There was a weak beginning of the new romanticism of last decade of nineteenth century. It stood for a more free and unrestrained appreciation of beauty, the pursuit of which, following the contemporary. French movement, it looked upon largely as an end in itself. If despised the claims of social discipline, or recognized moral codes, the encroach upon the specific realm of imagination. The intellectual pre-occupation of the mid - Victorian world with moral and meter physical issues was abandoned and imagination once more came to be recognized as the sovereign creative power. This revival of the unfettered imagination was also occasioned by social conditions. The mid-Victorian prosperity came to face serious completion from abroad, the promised removal of poverty and squalor through the operation of the laws of economics did not come to about, socialism which was being given a scientific basis for there decades, now become at unity force in the intellectual world, and the disciples of Marx.

It is generally accepted that every intelligent person should know something about the history of the country - and if possible of the world - in which he lives, of the literature which he reads, of the trade or profession which he follows, of the religion to which he professes allegiance.

It has been suggested that one day or the other English language might become the 'Universal Language' with other living language. 'Language' now forms an important side of English studies in all universities. Communication skills in English have assured great significance in the context of globalisation. Based on the correct perspectives in English languages, teaching moulds one to interact and approach in a higher thought of

action. It should be designed to develop a love of learning by reinforcing the vocabulary skill. It is no doubt that the English language will enhance one to learning and involve in activity as reading and learning process which will acquire excellent communicative skill.

BIBLIOGRAPHY

1. Derbyshire-A.E., 'A Description of English Grammar'. Amold-Heinemann, Dec. 1965
2. Wood. T.Fredrick, 'An outline History of the English Language' - Macmillan India Ltd, 1969.
3. 'Language and Linguistics' - Sep. 1968.

