

# TEACHING ENGLISH AS A SECOND LANGUAGE

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**Abstract-** The Orient lists may stand against Literature of England but they have to accept English Language as it is a world language .We need not to bother about medium of literature but we should not forget that without the study of English language, we cannot progress in the fields of life science, medical sciences, psychology, engineering, information technology and economics etc, as the medium of great research is English language. In introduction to her book Readings in English Language Teaching in India (Orient Longman, 2002) Shirin Kudchedkar has outlined the importance of English Language Teaching:

**Keyword:** Literature, Administration, Proficient.

## INTRODUCTION

English plays an important role in education, business and administration .It is the medium of instruction for higher education-both academic and technological. Those who seek jobs in private companies or professions must be proficient in English. It is recognized as an official language for purposes of administration at the national level .It would follow that it should be considered as a second language rather than foreign language. Hence, in Indian Universities, English should be taught without any western or oriental prejudices .Secondly the study of English Language should be promoted with more emphasis than Literature of England. To learn a language is in fact a matter of mastering the basic language skill –Listening, Speaking Reading and Writing. It is the fact that in last two decade, teaching of language has become an independent discipline in India. Not only linguistics but also philosophy, Anthology, sociology and psychology have influenced and affected teaching of languages – especially teaching of English in India as a second language. Hence average classroom teacher needs someone to simplify teaching of English in the classroom so that the teaching process will be smooth

and effective. This effort would give new direction to teaching of English as a second language. English is the language of banking commerce and industry; a link language among the educated people in the country; a library language and it continues to be a passport to higher, technical and professional’s education and higher-level appointments in public and private sectors. It is the language of medicine, engineering, science and technology, Moreover, English, being a world language, is a window on the world for all professionals. This resulted in rapid growth of private English medium schools in the country. Those who can afford the expense of the private English medium schools send their wards to these schools to receive English education, but it is really beyond the capacity of the society and economically backward classes to get their children expensive education in the private English medium schools. In the era of globalization education has become the „Cost-base“ and not „Cast –base „Those who are in the position to „pay „their wards will get higher education. Teaching of English in developing countries like India is really a Herculean task. In India English has a special role to play. This world language has to be mastered by the masses in India, especially by the disadvantages sections of society for whom it can be an effective instrument of economics and social development; and by mastering it they may be able to prove their mettle in the era of globalizations. This effort has to be made for the students in the primary schools so that they would be able to master the four basic language skills to feel confident and competent enough to face LPGM, Liberalization, Privatization, Globalization and Modernization.

The introduction of vernacular medium in education has affected the standard of English teaching, yet the status, function and role of English have remained the same as in the pre-independent India. As pointed elsewhere the importance of English is as passport for national opportunities in education, employment

and business at higher levels. And so the demand for English education is on high, but this demand is fulfilled by a few elite schools, which cater for the needs of those who can afford to pay higher fees and other expense. Aided, Model and central schools are meant for the middle classes but pupils from lower classes or slums have to be dependent on the government or corporation schools, which are ill-equipped, badly managed and have very poor learning environments. Majority students thus remain devoid of the medium of communication and as they do not get opportunity to get education in this medium, they lack confidence, and due to inferiority complex, they fail to get good start for their career. To enable such students of India to improve their social and economic position, English teaching in government, corporation and Zilla Parishad schools need to be improved. As far English teaching, it needs the identification of learner and their needs. Those who are far ahead of the others need not be taken into consideration, as they are fortunate enough to „buy“ the knowledge of this paper are made to develop confidence among the learners for mastering the four basic language skills-Listening, Speaking, Reading and Writing of which Listening and speaking are oral Skills and Reading and Writing are Written Skills. The oral Skills are called as Receptive and Written as Productive.

#### **Aims and Objectives of the present paper are**

1. To analyze the needs of the learners in the learning of English.
2. To enable them to master the four basic language skills – Listening, Speaking, Reading and Writing.
3. To enable them to master the language in the manner of native speakers, with the help of Lingua-phone and audio –visual aids.
4. To enable them to discard fear of English from their hearts.
5. To enable them to master second Language in the same and simple manner as their mother tongue.

This study would create among the learners the ability to communicate both productively and

receptively in the language. Learning language is matter of behavior –the matter of the information of the habits. The ability to master language to master a “form of the language communicative competence” has to be developed among the learners, for language is defined as „meaning potential.“ Halliday points out that an individual uses language to achieve three functions.–(1) Ideational function, (2) Interpersonal function, and (3) Textual function. The efforts are here made to concentrate not on teaching about the language but on the teaching language in use. Recent researches of language learning have brought about far-reaching in formal language teaching practices. Wolliam T Littelwood argues that when we talk of communicative approach we are „referring in the instance to the goals of Second Language teaching rather than methods and technique: we want to equip learners with the ability to communicate “The present research would be for fluency and accuracy in English and it would be helpful to develop Communication Skills, Functional Skills and task based Activities.

Today in India English is considered as a lingua franca, a language commonly /systematically used to communicate between person not sharing a mother tongue. It is the study of other tongue Lingua franca is a functionally –defined term. It is independent of the linguistic history or structure of the language. Though pidgins and creoles often function as lingua franca, many lingua francs are neither pidgins nor creoles. Lingua franca may also refer to the facto language within more or less specialized field and a synonym for lingua franca is “vehicular language in a single speaker community, and a vehicular languages goes beyond the boundaries of its original community, and is used as a second language for communication between communities. For example, English is a vernacular in England but is used as vehicular language that is, a lingua franca in the Philippines and India. English, now, is a world language as it is language spoken Internationally, and it is learned by many people as a second language speakers, but also by its geographical distribution, and its use in international organizations and in diplomatic relations. The historical reason for English dominance is the period of European colonialism.

World languages originating with historical colonial empires include English, Spanish, Portuguese and French. The International prominence of Arabic has its historical reason in the medieval Islamic conquest. Other major languages are not widely used across several continents, but have an international significance as the lingua franca of historical empire. TEFL or teaching English as a foreign language refers to teaching English to students whose first language is not English. It is taught in a region where English is not the dominant language. TEFL usually occurs in the learner's own country either within the state school system, or private schools. The teachers may be native or non-native speakers of English. ESL (English as a second language), ESOL (English for Speakers of other languages), and EFL (English as foreign languages) all refer to the use or study of English by speakers with a different native language. Language education includes the teaching and learning of a language. It can include improving a learner's native language. However, it is more commonly used with regard to second language acquisition, that is, the learning of foreign or second language. As such, language education is a branch of applied linguistics. Second language acquisition is the process by which people learn a second language in addition to their native language (s). The term second language is used to describe the acquisition of any language after the language to be learned is often referred to as the "Target Language" or "L2" compared to the first language "L1". Second language acquisition may be abbreviated "SLA", or "L2a", for "L2" acquisition.

#### **Second language learners may find English a challenge because**

1. It is not their first language.
2. They have a specific learning difficulty such as dyslexia.
3. Their previous education developed only basic English skills.
4. They are more used to reading and writing than listening and speaking in English.
5. They learned a style of English writing that does not fit the British usual academic style.

Language problems often fall into two main categories.

#### **Difficulties in Understanding Can Cause Particularly Problems When.**

1. Reading the style of language used in a course.
2. Listening to others, either in group sessions or telephone conversations.
3. Trying to respond to spoken or written questions.
4. Encountering colloquialisms, idioms and cultural reference (for example from current television programs) that are used in online forums or other discussions.
5. Making use of examples used in explanations.

#### **Difficulties in writing for others to read may relate particularly to**

1. Punctuation or the use of paragraphs.
2. Making mistakes with verb, tense, or with subject and verb agreement.
3. Using the wrong word or putting words in the wrong order.
4. Errors in spelling.
5. Inability to write at length in order to construct essays or reports.
6. Using a style which does not suit British academic work.

#### **Study of the Four Basic Language Skills Provide Opportunities for Learners to Use English Language to**

1. Show that you know and understand principles, concepts
2. And terms central to your subjects.
3. Use your knowledge and understanding to describe analyses and interpret defined aspects of your subjects.
4. Develop your skills in communicating information accurately.
5. Plan your study pathway to your link learning with your personal and /or your career goals.
6. Develop your skills in finding, selecting and using information and data in defined contexts.

#### **We May Represent the Relationships Among the Skills in the Following Chart Oral**

	Written	
Receptive	Listening	Reading
Productive	Speaking	Writing

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in second languages.

### **There are Two Kinds of Listening Situations in Which We Find Ourselves**

1. Interactive, and
2. Non-interactive

Interactive listening situations include face to face conversations and telephone calls, in which we are alternately listening and speaking. Richards (1983, cited in Omaggio, 1986, p.126) proposes that the following are the micro –skills involved in understanding what someone says to us. The listener has to:

1. Retain chunks of languages in short term memory.
2. Discriminate among the distinctive sounds in the new language.
3. Recognize stress and rhythm patterns, tone, patterns, into –national contours.
4. Recognize reduced forms of words.
5. Distinguish word boundaries.
6. Recognize typical word –order patterns.
7. Recognize vocabulary.
8. Detect key words, such as those identifying topics and ideas.
9. Guess the meaning from context.
10. Recognize grammatical word classes.
11. Detect sentence constitutions, such as subject, verb, object, prepositions and the like.

Speaking is the productive skill in the oral mode. It ,like the other skills ,is more complicated than it seems at first and involves more than just pronouncing words .There are three kinds of speaking situations I which we find ourselves:

1. Interactive,
2. Partially interactive ,and
3. Non-Interactive

Interactive listening situations include face to face conversations and telephone calls, in which we are alternately listening and speaking and which we have chance to ask for clarification , reception ,or slower speech from our conversation partner. Some speaking situations are partially interactive , such as when giving a speech to live audience.

1. Pronounce the distinctive sounds of a languages clearly enough so that people can distinguish them.
2. Use vocabulary appropriately.
3. Make the main ideas stand out from supporting ideas or information.
4. Make the discourage hang together so that people can follow what you are saying.
5. Put words together in correct word order.

Reading is the receptive skill in the written mode .It can develop independently of listening and speaking skills, but often develops along with them especially

in societies with highly developed literary tradition. Reading can help to build vocabulary that helps to listening comprehension at the later stages, particularly; here some of the micro skills involved in reading .The readers have to:

1. Decipher the script. In an alphabetic system, this means establishing a relationship between sounds and symbols.
2. Recognize grammatical word classes: noun, adjective, etc.
3. Detect sentence constituents, such as subject, verb object prepositions, etc.
4. Get the main point or the most important information.
5. Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.

Writing is the productive skill in the written mode. It too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even native speakers of language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Here is some of the micro –skills involved in writing .The writer needs to:

1. Use the orthography correctly, including the script, and spelling and punctuation conventions.
2. Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
3. Put words together in correct word order.
4. Make the main sentence constituents, such as subject, verb and object clear to the reader.
5. Make the main ideas stand out from supporting ideas or information.
6. Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know

### **The Solutions to the Acquisitions of Second Language are**

1. Reduce your accent
2. Improve your oral communication.
3. Build your vocabulary.
4. Refine your writing.
5. Increase your reading speed.
6. Learn about British/American culture and etiquette.

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