

Unit 2 – ELT in India

Challenges & Prospect of Teaching English in India

According to Otto Jespersen, a living language has the following characteristics:

- I. A living language is subjected to change as “It is in the progress of achieving the ideal”.
- II. The more advanced the level of its development, the greater the power of expressing abstract ideas or general ideas.
- III. Any number of delicate shades of meaning can be expressed with equal ease.
- IV. In a living language, sound and sense are in perfect harmony. English is a living language because it has all these characteristics.

LANGUAGE IN ITS RELATION TO SOCIETY

- a. It helps man to live in the society.
- b. It is an index of personality.
- c. It restores relationship between man and his environment.
- d. It is the medium of literature.
- e. It is a language of immense international importance.

PROBLEMS OF TEACHING ENGLISH IN INDIA

There are many problems of teaching in India. Although the English Language Teaching Institutes at Allahabad and Hyderabad have done a lot to improve the English Teaching in India by producing new text-books; gramophone records; flash-cards; pictures; training teachers; popularizing structural approach of teaching English, yet there are the following problems which create unhealthy conditions for adequate for adequate teaching of English in our country:

Neglecting the Aims of Teaching English

The teaching of English in India is not in accordance with the aims of teaching English. Many times, neither the teacher nor the student is acquainted English. The teacher only wants that his students should pass the examination. The main aims, in this way, get neglected.

Place of English in School-curriculum

The problem of giving a proper place to English in school-curriculum is still untackled. The following questions need answers:

- a. From which class should the study English start?
- b. Up to which class should its study last?
- c. Should English be a compulsory subject?
- d. If yes, up to which class should it be a compulsory subject?

Condition of Classes: The following conditions of classes hinder the smooth teaching of English.

- a. Overcrowded classes,
- b. Shortage of buildings.
- c. Lack of furniture.

Due to overcrowded classes, the teacher is not able to tackle individual problems. Due to shortage of buildings and lack of furniture, students often feel inconvenient and their attention is distracted from learning.

Old Method of Teaching English: In Indian schools, teachers are still using the old and faulty. “Translation-cum-Grammar’ method of teaching. The new approaches – structural and situational – are not popular with our teachers. As a consequence, our students are facing all the demerits of Translationcum-Grammar method and are devoid of advantages of new effective methods and approaches.

Lack of Uniform Policy: There is no uniform policy regarding the beginning of English teaching in our schools. At present, there are three different stages at which the teaching of English is introduced.

- a) Early stage (age of 6 to 9 years) – in parts of West Karnataka, West Bengal, Rajasthan and in public schools, it starts from classes I or III.
- b) Middle Stage (age of 11 or 12 years) – In parts of West Bengal, Kashmir, Orissa, Delhi, Madhya Pradesh and Uttar Pradesh, English is introduced at the beginning of secondary education.
- c) Later Stage (age of 14 years) – In some states, e.g. Gujarat, English is taught during the last four years of secondary education.

Low Standard of Text – Books: The text-books of English are needed to be a high standard. Pointing to this problem of Prof.V.K.Gokak has said, “Either because of the distribution of patronage or because of fears of charges of favoritism a reader which is an organic part of one series is another series... Books are prescribed which bear no relevance to the needs of pupils at the stage”. The English Text-books need improvement in the following spheres:

- a. Selection and graduation of vocabulary,
- b. Good printing,
- c. Genuine illustrations,
- d. Suitable subject-matter,
- e. Language and style,
- f. Exercises and glossary,
- g. Relevance and
- h. Abridgment of English stories to suit Indian conditions.

In fact, the standard of text-books can be improved, if they are’ written by teachers teaching English in schools. In the words of Guy Boas, “The only persons quipped to choose these text-books are schoolteachers who really know the fodder, suited to their flock.

Less Use of Audio-visual Aids: In our schools, there is very much less use of audio-visual aids. Due to lack of funds, expensive aids cannot be purchased, but whatever cheap aids, eg. Pictures, charts, models, flannel-boards are available, are not used by teachers. Only during training period, some enthusiasm is found among pupil-teachers in this regard. As soon as they become teachers they shirk from using audio-visual aids. English can be besttaught by using audio-visual aids and they are neglected in our schools.

Lack of Effective Teachers: Prof.V.K.Gokak has said, “The fundamental years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English”. This is very much true. There are four main reasons of the lack of effective and competent teachers:

1. Lack of adequate training at the B.Ed. Level.
2. Teacher who had not offered teaching of English at B.Ed Level.
3. Lack of initiative and innovation in teachers and
4. Absence of right motivation as teachers are motive only to get their students through examinations.

Prof.R.L.Mehta observes, “His sole aim is to get the pupils through the examination by fair means or foul. The result is the graduate who cannot write a correct sentence of English”.

Traditional Examination System: The new method of examination with oral and written tests is not used by teachers. They still cling to the traditional method of examination. Besides, no attempt is made to realize the real aims of teaching English through examination.

Lack of Proper Teacher Education: The teachers are not trained thoroughly and properly. At the B.Ed. and L.T. levels, more periods are given to compulsory papers than to methods of teaching. At the same time, the duration of training is very short. There are also very meager provisions and facilities for inservice education.

Lack of Suggestive Correction: The exercise books students lack in suggestive correction. All the exercises of students should be corrected thoroughly and the correct forms for the mistakes must be written. For instance, the pupil has written 'sitting'. It is not sufficient to go across the word. The teacher must write 'sitting', so that the student can appreciate his mistake and know the correct form. These are some of the main problems of teaching English in India Prof. Ronald Mocking has listed them as follows:

“The old fashioned type of benches and desks which restrict movement; the bad light; the noised from neighboring class which may be separated from them by nothing more than a bamboo screen, insufficient provision for their subject in the time-table, lack of aids of all kinds; interference from parents or a dominating, conservative Head-Master; and finally the requirements of an examination system which places a premium on the written language and consequently seems to favor the grammar-grinder of the old school”.

Thus, there is much to be done to improve the standard of teaching English in India.

The major challenges are faced by students coming from:

- i. Rural and Underdeveloped areas
- ii. Tribal background
- iii. Economically backward society
- iv. Uneducated families

Learning a foreign language may not be butter and bread experience due to languages peculiarities and distinctiveness. No matter the similarities, two languages are not utterly the same thing. Learners of English as a second language find its learning difficult because the sudden break from a familiar language to a non –familiar one can be difficult, thus various errors ranging from phonetical error to syntactic, morphological to semantic errors etc. are committed. Some of the problems are highlighted below:

First of all, students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations. Application-oriented advanced grammar is not taught in schools. Furthermore, adequate practice is not given to students to learn a language. It is obvious that students only read to pass English language but are not totally committed to its mastery; probably because learners are only taught and expect to regurgitate the experience rather than allowing them to self -discover the intricacies involved in English Language.

Second English language learners experience a mother tongue interference phenomenon which deals with the problems a learner encounters when he transfers the acquired skills in his native or indigenous language (L1) to his second language (L2). The problems can be syntactic (grammatical), phonological (mispronunciation), semantic or morphological and most of the students do not have the opportunity to undertake advanced reasoning tasks. Phonetically, learners of English as a second language find it difficult to pronounce certain English words because the sounds are absent from their native languages. Examples are dental sounds in thin, this and/ in them, that etc. ; and also palato-alveolar fricative sound /ʒ/ in measure, pleasure etc. Syntactically, the students employ plurality to honour elders. A very important challenge confronting learners of English as a second language is students' fearful attitude towards the use and usage of English especially in the presence of a competent user. Sometimes, it is humiliating to have to speak to one's countryman in a foreign language, especially in the presence of the proud owners of that Language. They would naturally assume that ,one had no language of one's own. Speaking English requires a measure of confidence and readiness, however, if a speaker feels inadequate to speak it, it may lead to incoherence and incorrect expressions. To quote Kapoor, “Now the failure in teaching English as a second language stems not from the theory, training and mechanics of language teaching, but from the intrinsic conceptual inappropriateness in accepting English as a second language, L2, pedagogically and linguistically. Analyzing the issue further, he says that English certainly is not useful in our day to

day life. This, in fact, is the main problem of teaching English in India. Being a foreign language, it cannot function as a second language; but it has been uniformly imposed as L2 all over the country. What is more, when one looks at the functions, goals and instructional objectives, it is evident that English is to be taught as L2. To agree with Kapoor, all the Indian students study English as one of the Indian languages; and therefore, are not able to achieve any competence. All the remedial courses, U.G.C sponsored institutes, use of technology, audio cassettes, the language laboratory, radio, TV, reviews of syllabi, testing, error analysis has not helped in improving students' standards in any way. The standard of English has always fallen short of even the minimum level, except in certain cases.

The teaching of English in India has always been in difficult circumstances. Firstly, many teaching/ learning materials like — good textbooks, workbooks, and handbooks for teachers, TV, radio, charts or other useful visual material — are essential for effective teaching. Unfortunately many teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical. Good teachers of English are found in very small number in India. Even if they are trained, they are trained by the teachers of English in India but not by the native speakers. Thirdly, Methods are not appropriate. The oral work which is the soul of any method is totally neglected. Lack of motivation, faulty examination system and large classes are other examples.

Because of these challenges, the standard of English in India is gracefully low. Hence, lot of responsibility is left for English teachers to make their classes interesting and learning fruitful. Against this background, we need to find a solution to these challenges. If the solution are sought for, it is realized that they are not in the hands of the teachers. But these challenges can be turned as opportunities and teachers can become resourceful. Open ended activities can improve the quality of the ESL classes. Open ended activities are suggested as a means to differentiate instruction by allowing

There is a general craze for 'convent education' and this type of education has remained the exclusive privilege of the rich. Again, without exception the standard of English teaching in Indian schools (with the exception of a few elite schools) has fallen dramatically, chiefly because infrastructure has not been able to keep up with the exploding number of students. But the role and importance of English in the Indian society continues to rise unhindered. Vernacular and mother tongue education continue to be neglected. Thus, while Hindi remains the 'official' language, English continues to rule the roost. Problems caused by this phenomenon are indeed difficult to resolve.

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Prospects

Language class shouldn't be a one person show and the students as well-as the teachers should play multi roles. Sometimes the students should be silent listeners and at other times they should be active participants. The basic and the needed skills have to be developed in language class which acts as a stress reliever at times and a refreshing spring which makes the students ready to compete, withstand and excel in this world of rat face. And the new and emerging technology makes it possible and now learning and teaching are becoming joyful experiences.

Open ended activities are suggested as a means to differentiate instruction by allowing students to work at their own rules, use their preferring learning styles, investigate their own interest and produce work commensurate with their abilities. Teachers could give all students the same

activity, and quality of instruction, with the differentiation occurring in the children's response, reflective of their abilities and interests. Differentiating learning experience through learner responses may be a powerful instructional strategy for maintaining both challenges and democratic principles in the class. The alignment of learner characteristics with features of their learning experience is fundamental principles of differentiated instruction.

To put the idea in nutshell, the role of activities is providing autonomy to learners which means making use of the capacity of being responsible for own learning process with the help of the available resources. In such situation, the syllabus is negotiated between learners and the teacher with –self instruction, self direction and individualization. It is therefore recommended that English learners must be extensive readers. Teachers must reward efforts of learners so as to motivate their struggle to acquire the language skills. Government as a matter of priority should make available necessary facilities that will empower teaching and learning of English. Parents should arouse the interest of their wards by providing needed materials and conducive learning and studying environment at homes.

TESL

English is rich in literature and culture. English served as a great unifying force in India's freedom struggle. English is a link language. It has greatly contributed to the advancement of learning. It reflects in our ways and views. After independence, the English spread like water in India and it became very essential for India to have a national language. The teaching of English should be made more practical and language-oriented. English is to be taught as language of comprehension rather than as literary language. The role of English within a nation's daily life is influenced by geographical, cultural and political factors. The role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

Position of English:

English is the language that is found in all corners of India. English is the language of the global village. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for connecting peoples having different tongues. Champion has said:

In considering the position of English language in India, the outstanding consideration in the English is the language of the government public administration, the legislature and law courts. It is the language of commerce and business. It is the medium of communication between two persons and between various language areas. When India became independent then a controversy began about the place, importance and study of the English.

The place and position of English can be summarized as under:

- English is not being taught as a compulsory subject at lower primary level. It is taught only in some private school.
- English is taught as a compulsory subject at upper primary level in class V, VI and VII. But there are not enough qualified teachers of English.
- It is being taught as a compulsory subject at secondary level in class VIII, IX and X.
- In higher secondary level, it is being taught as compulsory subject in class- XI.
- It is also being taught as compulsory subject at college level. Students passed H.S.C. Exam without English are allowed offering English at college level in some universities and they have to study English compulsory.

Importance of Second and Foreign Language Teaching:

English is the language of the world and the knowledge of the language makes a person, a citizen of the world. Pandit Nehru has said "English is a big key on the modern world." Its importance as international language can be denied by none. For this our reasons are as follows:

International Language :

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. It is also referred to as Global English, World English, Common English, or General English. Sometimes these terms refer simply to the array of varieties of English spoken throughout the world.

Thus English helps us to keep pace with the explosion of knowledge and scientific and technological advancement. English has one of the richest literatures in the world. India has gained immensely from its contact with English linguistically, scientifically, politically, administratively and in all spheres of modern activity. English is the world's widely used language. It is useful to distinguish three primary categories of use:

1. As a native language,
2. As a second language and

3. As a foreign language

4. *Recreational Importance:-*

English is one of the five languages of the United States. It is the first language in UK, USA, Canada and Australia. English is a source of recreation and useful employment of leisure. Person who knows English can take enjoy the best stories, dramas, novels etc. written in English language. It is also the language of world sports, radio and television, telecommunication and internet, fashion and glamour.

5. *Educational Importance :*

Education systems around the world give special attention to teaching of English. The main aims of teaching English are language development and library development. It enables students to understand spoken English, speak English, read English and write perfect. The English system of education was introduced in India in 1835 by the British. It was the language used by the British administrators. The English was politically imposed on the Indian education system. The University Education Commission (1948) headed by Dr. Radhakrishnan recommended:

English is studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge. This would prevent our isolation from the world, and help us take advantage of the wider reach of the English language. English is a direct medium of acquiring knowledge of modern arts, science, technology and Humanities. It is also important for politician, scientist, doctors, engineers, educationists, businessmen and research workers. They increase their knowledge and experience by reading books available only in English language. Almost all our great leaders, well-known scientists, renowned philosophers and famous writers are the product of English education.

6. *Cultural Importance:*

English widens one's cultural and intellectual horizon. It develops commercial, scientific, technological relation with other countries. English enriches knowledge of foreign culture.

7. *Vocational Importance :*

English offers opportunities many and varied vocational like diplomatic and foreign services, business, commerce, medicine, teaching law etc. all over the world.

Culture, Religion, Region, & Language

Culture affects language, giving rise to words, influencing their use, and providing context. Language, in turn, supports culture, promoting social bonds and allowing for shared information. In this lesson, we explore the relationship between language and culture.

Culture is intrinsic to language. Language relates common experiences and backgrounds, and these histories, in turn, create words specific to our culture. Have you ever been in a group of people talking about a shared experience, and something is said that makes no sense to you, while everyone else laughs? This inside joke makes you feel excluded and shows how the shared experience of culture affects meaning. Understanding the words without understanding the culture may not be enough for comprehension.

Language is not only words but also pronunciations, tone, and particular dialects. All of these parts of a language are shaped by culture. Culture, meanwhile, is influenced by shared experiences, environment, and history. Language is created and shaped by the needs of a culture as it changes. This means that language and culture are fluid, shifting to reflect one another and the changing landscape of the world.

Let's first take a look at the relationship between language and nature. The natural world has had a significant effect on language since the Stone Age. One of the oldest European languages, Ogham, is based upon nature, specifically trees. Each symbol can be translated to a letter, but also stands for a specific type of tree. Whether it's ash, oak, or aspen, the trees have notations. Ogham is an old language that originated in Ireland, where nature was part and parcel of the pagan belief system of the culture.

Now let's take a closer look at accents and dialects. As a culturally-based aspect of language, accents differ in every country and even territories within a country. Texans have a twang, Southerners may drawl, and those in the Northeast speak faster than their Southern neighbors. You can recognize someone's culture by listening to speech patterns and accents.

You can also recognize someone's culture in their vocabulary and dialect. For instance, in England a boot is the trunk of a car, while in America a boot is a shoe. And, of course, there's the age-old debate on whether a soft drink is soda or pop. Each language has evolved and created individual meanings for words due to their culture.

Transmission of language and culture

Language is transmitted culturally; that is, it is learned. To a lesser extent it is taught, when parents, for example, deliberately encourage their children to talk and to respond to talk, correct their mistakes, and enlarge their vocabulary. But it must be emphasized that children very largely acquire their first language by "grammar construction" from exposure to a random collection of utterances that they encounter. What is classed as language teaching in school either relates to second-language acquisition or, insofar as it concerns the pupils' first language, is in the main directed at reading and writing, the study of literature, formal grammar, and alleged standards of correctness, which may not be those of all the pupils' regional or social dialects. All of what goes under the title of language teaching at school presupposes and relies on the prior knowledge of a first language in its basic vocabulary and essential structure, acquired before school age.

If language is transmitted as part of culture, it is no less true that culture as a whole is transmitted very largely through language, insofar as it is explicitly taught. The fact that humankind has a history in the sense that animals do not is entirely the result of language. So far as researchers can tell, animals learn through spontaneous imitation or through imitation taught by other animals. This does not exclude the performance of quite complex and substantial pieces of cooperative physical work, such as a beaver's dam or an ant's nest, nor does it preclude the intricate social

organization of some species, such as bees. But it does mean that changes in organization and work will be the gradual result of mutation cumulatively reinforced by survival value; those groups whose behaviour altered in any way that increased their security from predators or from famine would survive in greater numbers than others. This would be an extremely slow process, comparable to the evolution of the different species themselves.

There is no reason to believe that animal behaviour has materially altered during the period available for the study of human history—say, the last 5,000 years or so—except, of course, when human intervention by domestication or other forms of interference has itself brought about such alterations. Nor do members of the same species differ markedly in behaviour over widely scattered areas, again apart from differences resulting from human interference. Bird songs are reported to differ somewhat from place to place within species, but there is little other evidence for areal divergence. In contrast to this unity of animal behaviour, human cultures are as divergent as are human languages over the world, and they can and do change all the time, sometimes with great rapidity, as among the industrialized countries of the 21st century.

The processes of linguistic change and its consequences will be treated below. Here, cultural change in general and its relation to language will be considered. By far the greatest part of learned behaviour, which is what culture involves, is transmitted by vocal instruction, not by imitation. Some imitation is clearly involved, especially in infancy, in the learning process, but proportionately this is hardly significant.

Through the use of language, any skills, techniques, products, modes of social control, and so on can be explained, and the end results of anyone's inventiveness can be made available to anyone else with the intellectual ability to grasp what is being said. Spoken language alone would thus vastly extend the amount of usable information in any human community and speed up the acquisition of new skills and the adaptation of techniques to changed circumstances or new environments. With the invention and diffusion of writing, this process widened immediately, and the relative permanence of writing made the diffusion of information still easier. Printing and the increase in literacy only further intensified this process. Modern techniques for broadcast or almost instantaneous transmission of communication all over the globe, together with the tools for rapidly translating between the languages of the world, have made it possible for usable knowledge of all sorts to be made accessible to people almost anywhere in the world. This accounts for the great rapidity of scientific, technological, political, and social change in the contemporary world. All of this, whether ultimately for the good or ill of humankind, must be attributed to the dominant role of language in the transmission of culture.

Religion and Language

There is a trivial sense in which religion and language are related to each other. You couldn't acquire a religion without using language. Both religion and language are closely connected at another level and are acquired in quite similar ways.

Is there a 'deep structure' for religion?

Many people have interpreted this universality as indicating the presence of a "religion instinct", an inbuilt tendency to religious belief and practice in all human beings. Some have even speculated that there are brain structures that give rise to this.

Very similar arguments have been applied to language. Every human society we have encountered has possessed language, and Noam Chomsky has famously claimed that there are similarities in the structure of all languages that point to the existence of a "Universal Grammar" (Chomsky 1972). The grammar or "deep structure" of human languages is very complex, yet young children seem to have an innate ability to master this complexity within a short time, as if by instinct. This has suggested to many people that the rules of grammar are in some sense built into the human brain during evolution.

If this idea is correct, might not the same be true of religion? Perhaps there is a "deep structure" for religion just as there seems to be for language.

Resemblances between language and religion

The following features seem to be relevant.

1. Religion and children

Religious people are often reproved by the non-religious, and even by some co-religionists, for having a "childish" view of God; and this is in a sense reflected in references to God the Father (today often transformed by feminists into God the Mother). If religion has evolved to be easily learned by children, this makes good sense. Is this perhaps what Jesus meant when he said "Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven." (Matthew 18, 3)?

2. Conversion vs early-acquired religion

The language-learning ability of children is different from that of adults. There is a long-held view that this indicates a "critical period" for language learning, similar to the "imprinting" phenomenon in birds. Deacon disagrees, suggesting instead that a degree of immaturity may be actually necessary for language acquisition in this way.

Whatever the explanation, the phenomenon certainly exists, as anyone who has tried to learn a new language in later life can testify. But religion is acquired by children in a very similar way to language. Many people are taught religion literally at their mothers' knees, and religions infused early in life in this way have a different "feel" from those that may be adopted later as the result of conversion.

Religious beliefs inculcated in childhood are also difficult to shake off, just as one's "mother tongue" is more persistent in the face of disuse than languages learned in later life. Seen in this way, the well-known if apocryphal Jesuit saying "Give me a boy until he's seven and he's mine for life" takes on a new significance.

3. The language of religion

Acquiring a religion involves to some extent learning a new vocabulary and syntax: for example, the old Quaker use of "thee" and, in some Christian circles, phraseology such as "believing 'on' Jesus" instead of the vernacular "believing 'in'". And because what is said may partially condition what can be thought, the use of such speech patterns will have subtle psychological effects on the speakers, tending to limit what can be named and hence what can be thought. So religion and language are closely connected at the structural level.

4. Sacred languages

Many religions have a sacred language (Hebrew for Judaism, classical Arabic for Islam, Sanskrit for Hinduism, Pali for Theravada Buddhism). Because religions are generally ancient the languages they use are often partially or wholly unintelligible to the laity and sometimes even the clergy, but contrary to what religious modernizers suppose, this linguistic remoteness is a strength, not a weakness.

Misguided attempts to bring the language up to date often coincide with a loss of religious faith, and it is difficult to say what is cause and what is effect. Many Roman Catholics still lament the abandonment of the Latin Mass in favour of the vernacular, and disuse of the Book of Common Prayer by the Church of England has not prompted an influx of young worshippers to the pews (Freeman 2001).

5. Religions, like languages, evolve

Languages, as Deacon emphasizes, are not static but evolve over time; they behave in fact like living organisms. The same is true of religions. Deacon writes: "As a language passes from generation to generation, the vocabulary and syntactical rules tend to get modified by transmission

errors, by the active creativity of its users, and by influences from other languages... Eventually words, phraseology and syntax will diverge so radically that people will find it impossible to mix elements of both without confusion. By analogy to biological evolution, different lineages of a common ancestral language will diverge so far from each other as to become reproductively incompatible."

6. Did language and religion originate together?

Finally, and very speculatively, may the origins of both language and religion go back to the very beginnings of modern human consciousness? Many people believe that there was a qualitative shift in human consciousness about 50,000 years ago—the so-called Great Leap Forward, when tool-making became more complex and the cave paintings in France and Spain first appeared. We do not know why these paintings were made but a prevalent idea is that they had some sort of religious or magical significance. We also do not know when language first developed, but again it is speculated that an elaborate form of speech first became possible to humans at about the same time as the paintings. If these ideas are at all correct, it would follow that language and religion were closely connected at their very inception.

Recent Developments in Second Language Teaching

English can now be learnt not only in the traditional (or face-to-face) classes but also in “cyberspace” or web-based classes. At present, one can attend a “language class” in the Internet just in seconds in anytime and from anywhere. Web-based learning—sometimes also called technology based or distance learning, online education, and e-learning—is one of the fastest growing areas in education. It is widely accepted that advances in information technology and new developments in learning science provide opportunities to create well-designed, learner-centered, interactive, affordable, efficient, flexible e-learning environments (Khan, 2005). For this reason, it is clear that web based learning provide various new possibilities and latest trends for teachers and learners. Therefore, going through the Internet is probably the most promising alternative way to study English.

In web-based classes, students can easily ask for lessons or exercises which accord with their language level. Thousands of English web-based classes offer trainings for a variety of basic language skills (listening, speaking, writing, and reading). These skills can be put on the web and made interactive in a variety of ways. One of these ways is the Internet communication tools such as m-learning, email, blogs, chat. These tools provide integrated environment for teachers and students. Many web-based classes also facilitate the study of vocabulary, pronunciation and all branches of linguistics. This is made possible by ICT that can hold and present vast amounts of real language data in a compact audio-visual.

To see how web-based classes facilitate English teaching effectively and interestingly as well, let’s see some most common technologies we can use in education.

E-mail

E-mail is possibly most commonly used and easiest to use the Internet application we can apply in language learning. By getting a single e-mail account, teachers and students can integrate e-mail based activities into their curriculum (LeLoup & Ponterio, 1997). If they have the necessary access, equipment, and foreign contacts, students can also correspond with native speakers of the target language. Another profit teachers and students can get by learning using e-mail is possibly the fact that creating a personal email account (G-mail, Yahoo, Hotmail, etc.) is free. In practice, for instance, a teacher can create a topic to write and send it to students via e-mail. Receiving the e-mail, the students start to write and send it back to the teacher. Receiving the composition, the teacher can comment and provide feedback for each work and send it back to the students to rewrite.

Blogs

A blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet (Godwin, 2003). On the Internet, a blog is a personal or professional journal that is frequently updated and intended for general public consumption. The essential characteristics of the blog are its journal form, typically a new entry each day, and its informal style. Many blogs include photo, audio, and video information. These features, particularly since they normally enable uploading and linking of files, make blogs very well suited to serve as on-line personal journals for students. Language learners could use a personal blog, linked to a course, as an electronic portfolio, showing development over time.

By publishing the blog on the Internet, the student has the possibility of writing for their classmates. Pinkman (2005) indicates that blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers’ posts, and as writer-readers who, returning to their own posts, react to criticism of their own posts. Readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

Skype

Nowadays every the Internet messenger services have audio functions, and technological equipments such as laptop computers, also have cameras on them. So students can talk with their instructors and peers far away. In the same way, they can also speak with native speakers of language and compare their pronunciation with a native speaker. Speaking skills can be developed by using this application. In addition, students and teachers do not have to pay for this; they just pay for the Internet access.

Mobile Phones

Mobile phones are probably the most familiar communication technology we can use in English teaching. With mobile phones learners can surf on the web and they can at least learn vocabulary from the dictionary that cell phone include. Learners can search for new words or exercises in English. Learners can also send Short Message Service (SMS) to ask questions to their friends or teachers. Teachers can give feedback by using their cell phones to their students. Recent mobile phones use wireless the Internet to exchange voice messages, e-mails, and small web pages. This enables learners to use their mobile phones to learn English vocabulary, and do exercises. Moreover, recording facility provided in cell phones makes it possible for students to record their voice and the voice of a native speaker. Playing the voices, the students compare their pronunciations with that of the native speaker.

IPods

IPods are one of the mobile media devices which enable users to produce, organize, deliver, and use texts, images, audio and video. This technology makes it possible to develop all skills of English. For instance, teachers can send text messages and students read and answer the message. Students also can record their voices so that they can do listening and speaking exercises at the same time. In addition, students can read or listen to authentic materials such as English songs, short stories, poems, news, or vocabulary. In short, IPods provide a variety of possibilities for language learners to enhance their listening, pronunciation, vocabulary, grammar and writing.

Conclusion

The use of English as the second as well as main international language provides great opportunity and challenge as well to the field of English teaching. On the one hand, the number of people who are and will be learning English is so great that this field will 'boom'. On the other hand, the variety of the learners' characteristics, age, objective, location, and culture and the accelerated changes taking place in the world community make English teaching very complex and dynamic as well. The emergence and use of information and communication technology also contributes to new possibilities in English teaching. The consequence of all these phenomena are: for decades to come, the field of teaching English would be very prospective. However, such a huge opportunity will be in vain if English teachers do not continue to develop themselves in order to meet all the challenges that always go along with the opportunities.

Bilingualism & ELT

INTRODUCTION

Non-native learners learn English through their mother tongue in the way of translating the ideas into English. The grammar- translation method which is still in use in many second-language learning classrooms makes students to speak fluently after having studied the language in an understandable and purposeful way. Most of the teachers make their students to concentrate more on memorizing answers and prepare them well for the examinations rather than for communication. As a result, they score very high marks in their second language examination, but lack confidence to use English as a tool for communication in their life. Non-native teachers support bilingualism in English learning classroom. But some English teachers argue that using bilingualism is waste of time and advice students to think and speak in English. Communicative approaches to language learning in the 1970s and 1980s considered the use of the vernacular language in the classroom as undesirable. However, recently there is a positive change in the attitude of using bilingualism in classroom.

Using bilingualism is considered as a skill, to be used in the classroom to acquire listening, speaking, reading, and writing skills. Bilingualism, though partially, is a challenging one in the English learning process, it is highly commendable and achievable. Creating a learning atmosphere for the students will give them confidence in learning English

language. The acquisition of English is the need of the hour in India, which projects the learners' academic success in the long run. When the learners are compelled to use only English in the classroom, it results in silencing many learners, with less English proficiency, indirectly which will lead to no development of learning. They feel that their thoughts or opinions are not accepted in the classroom due to their lack of English knowledge. The role of a teacher and a student is interwoven in the learning process of the second language. The learners' first language plays an important role in learning the second language in terms of cognitive, linguistic and socio-cultural contexts.

Importance of Mother Tongue in Teaching of English :

1. Importance of Motivation :

Teacher should try always to motivate students to learning the foreign language because motivation provides the necessary encouragement for learning. In beginning the child is motivated by his parents to use mother tongue to express his thought, ideas and feelings and in same way if a child is motivated by his teacher to learn English with the help of mother tongue, he can easily learn English. A students of correctly motivated to learn foreign language can himself manage to learn the language.

2. Learning by Imitation :

Traditionally basic emphasis in learning has been placed on seeing, doing, hearing, and saying. Language is still largely learned by imitation, and good language is largely judged by its sound. A child learns his mother tongue by imitation. When family member pronounce any word the child imitate that word and learn to speak by mother tongue. On the same principle the English can be learnt by imitation in class. Teacher should pronounce the word or sentence and ask students to pronounce it. Thus student can learn English easily by imitation.

3. Maximum Opportunities :

In class room the teacher should use mother tongue language in teaching learning process. Because we know that in India many people can not understand and learn English directly so teacher should use mother tongue most so that students could understand it easily. Teacher should give opportunities to students to learn foreign language with the help of mother tongue.

4. Learning by Situation :

While learning his mother tongue, the child forms a concept and grasps the situation. He tries to associate certain symbols with the objects. While teaching new words and structure of the foreign

language should create appropriate situation, for teaching them, in the class room. So that the students may exchange with each other their ideas and concepts already learnt by them in the process of learning their own mother tongue. In this context Dodson has rightly remarked:

The best and perhaps the only way in which a human being learns a second language is for him to have the maximum numbers of meaningful and purposeful contact with this language in useful environments and situations.

How the Mother Tongue helps in Teaching of English:

1. The Teaching of Grammar :

Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language. Grammar provides a stock of ideas and understandings that help to make language intelligible, to give some insight into its structure, to supply some help in the use of language forms and in the correction of errors. We know that student use grammar unconsciously in his talking. The learnt by a child of his mother tongue forms the back ground of the English language. If the students has a good knowledge of grammar, he will very easily learnt English. Thomas and Wyatt remarks:

If the grammar of the mother tongue is well known, it forms a back ground of knowledge to which new grammar may be liked either by similarity or by difference.

So the teacher can explain the five points of grammar in better way by using mother tongue. He can with a view to make the concept clear also present comparison and contrast between the grammatical forms of their mother tongue.

2. Composition :

Composition is an ability of collecting and organizing different ideas. An English teacher can not speak throughout in English because of the existing level of knowledge of his students and if he does so student will not be able to understand him. In beginning students are neither expected trained nor to think in English. The topic already attempted by the student for composition in their mother tongue lesson of the students. The well graded practice of mother tongue can be attempted easily for composition in English subject matter for written composition in English can be borrowed from the mother tongue lesson of the students. The well graded practice of mother tongue acquired by the students will help them in arranging all the ideas, thoughts and information in English also.

3. Oral Work:

Oral expression in English depends also upon the oral expression in the mother tongue. So before learning English, a student must be well conversant to express himself freely in his own mother tongue. Before they are expected to narrate their ideas English. They must be able to narrate them in their mother tongue. R Gurry is quite right when he remarks:

If a speaker talks freely and fluently in his own language he can soon learn to speak well and easily in mother tongue.

4. Translation:

"Translation of passage has as its object the securing of an exact parallel in the mother tongue of a passage in English. Its aim is to ascertain to what degree of perfection the art of paralleling has been persuading." Translation from and mother tongue occupies a very important place in learning English language. Translation imparts the student sufficient practice in expressing them in English, as they are given various fresh passage in their mother tongue which the students are required to translate it into English and vice versa English passage into mother tongue.

5. Use in Pronunciation:

If pupils' pronunciation in his mother tongue is clear, his pronunciation in English will be also clear. English is a foreign language and has a very complex system of vowels, specially the diphthongs which do not have any sound in any Indian language.

The Bilingual Method in ELT

India is very big country. Many languages are spoken in India. To make teaching effective, the appropriate methods have to be applied in teaching learning process. For this process we need huge fund. We know that teaching materials are very costly so we can not use them in teaching activities. There are basic requirements like school building, blackboard, language laboratory, language rooms and problem of over crowded class. How can we solve these problems? We need large amount for this. Through specific method the teaching can be made effective due to many problems. Only there is one obstacle which can solve this problem and that is use of mother tongue in teaching of English. This method is improved version of audio visual aid. Dr. C. J. Dodson of the University College of Wales has developed this method during 1967 to 1972. This method is known as Bilingual method because of proper use of mother tongue is allowed. The use of mother tongue is one of the resources of this method. There is drilling of the pattern to enable learners to master basic required sentence pattern which is effective practice of this method.

In the Bilingual Method, two languages, the mother tongue and the language to be learnt are used. In this method, the mother tongue is used only to explain the meanings go difficult words. Mother tongue equivalent of English words are given and the use of the mother tongue is gradually dropped as the students' progress in learning the language. Thus the Bilingual Method recommended a restricted use of the mother tongue only by the teacher and not by the pupils. It also provided for intensive practice of patterns in English, helping the formation of correct language habits.

Characteristics of Bilingual Method :

- Due to use of judicious use of mother tongue, the learner can easily grasp the situation of learning English. He can learn target language easily through this method.
- The learner can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult for learner.
- It saves time and money because of use of mother tongue. For secondary environment we need extra ordinary talented teacher and larger investment of fund
- In primary environment student can assimilate message very quickly and easily. It makes teaching vary interesting and effective.

Advantage:

- Bilingual Method saves time and learning to make effective use of learners' mother tongue to understand content quickly.
- The teacher can provide them enough drilling or pattern practice due to time saved.
- Bilingual method helps learner to developing both fluency and accuracy in the target the language.
- An average teacher can use this method easily and effectively.
- In this method there is no need of audio visual aids other technology so this method is very useful for every teacher. This method is boon for all those institutions where limited facilities are available.

Disadvantage :

- Extreme use of mother tongue makes student inactive to learn foreign language. He becomes master of mother tongue but not Second language.
- Teacher should be master in use of mother tongue while teaching second language.
- The teacher should have the knowledge of use of both methods while teaching English.
- If teacher is not innovative in her teaching learning practice, she follows the rules of grammar translation method. This method can easily degenerate into the translation method.

Remedial Teaching

The ultimate aim of remedial teaching is to help pupils who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible.

Remedial teaching is identifying slow learners and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty. A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student. Remedial instruction involves using individualized teaching of students who are experiencing difficulties in specific subject areas. It may be taught individually or in groups. Remedial program must be highly individualized. Materials and exercises must be suitable to the child's instructional needs. The reading program must be encouraging to the child. Consideration of the child's principal worth is necessary. Treatment must be based on an understanding of the child's instructional needs.

Objectives of Remedial Teaching

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance, and each has his own in learning. The aim of IRTP is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

Principles of Helping Pupils with Learning Difficulties

Teaching preparation

Before preparing for their lessons, remedial teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

Devise various learning activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Design meaningful learning situations

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new

concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

Summarize the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With less pupils in the IRTP, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning.

Focus on the learning process

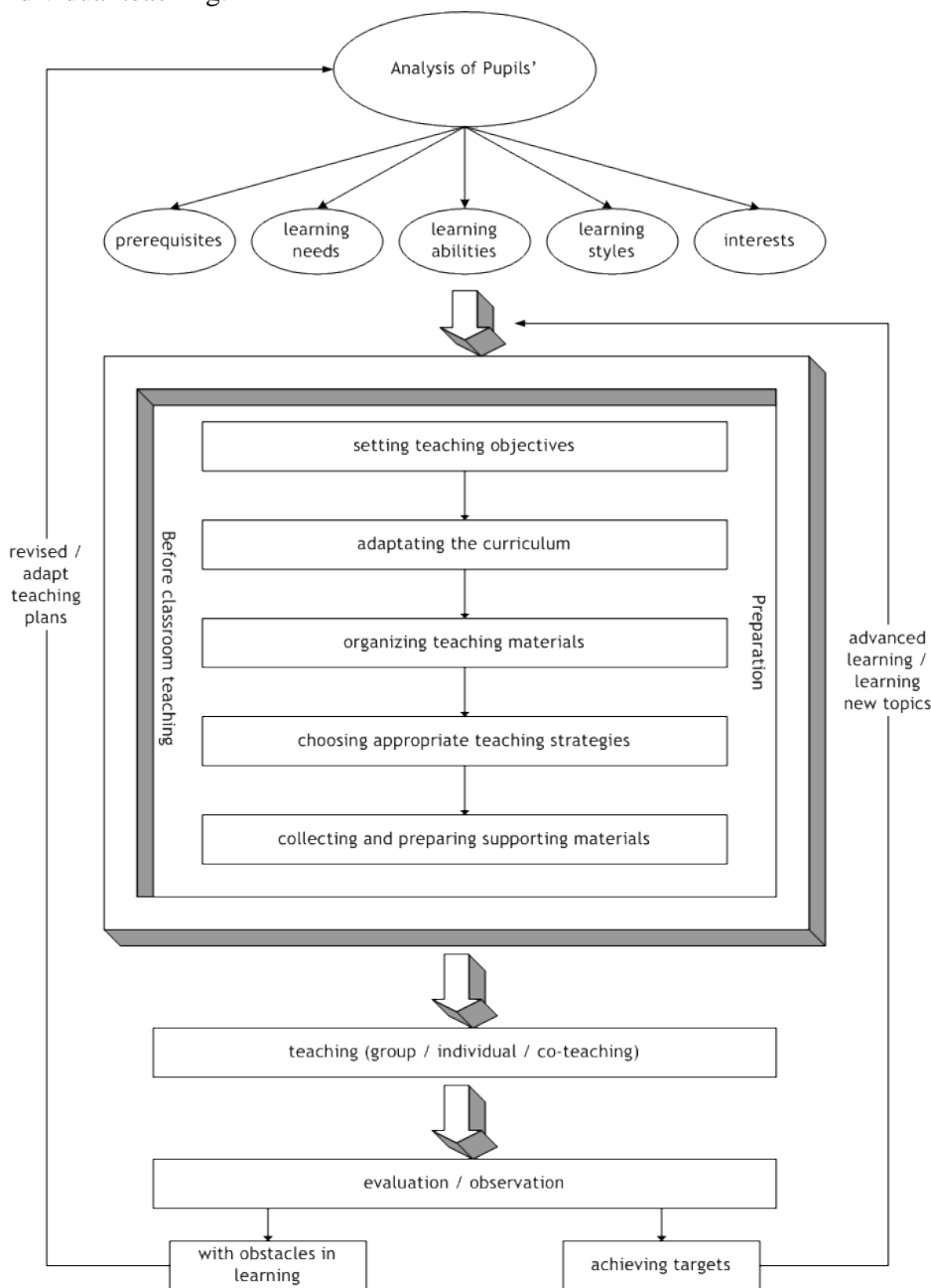
Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practise and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills.

Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

The Process of Remedial Teaching

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:



Curriculum Adaptation

Remedial teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils' effectiveness of learning.

Homework Policies

Schools should formulate clear policies on homework which should be reviewed regularly. The assignments should be targeted at the teaching objectives and serve the purposes of learning. Exercise books available in the market should only serve as a reference. Schools should choose these exercise books carefully and make appropriate adjustments to the category, quantity and quality of homework.

Teachers should take note of the following points when designing homework for pupils:

- i. the homework should have clear objectives and can accommodate the level and needs of pupils;
- ii. the form and contents of homework should be of a great variety so as to develop pupils' creativity, self-learning and collaborative skills;
- iii. the homework should match the content taught in class;
- iv. teachers should give simple and clear instruction;
- v. assign appropriate amount of homework each day;
- vi. ineffective and mechanical drills should be avoided; and
- vii. teachers should make good use of the homework as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.

Remedial Teaching Strategies

Individualized Educational Programme (IEP)

Geared to the learning needs of individual pupils, the Individualized Educational Programme aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Programme should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the programme. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

Peer Support Programme

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group teaching and self-study sessions as well as outside class. Peer support programme helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the programme, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this programme is more suitable for pupils of higher grades.

Reward Scheme

The reward scheme has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in

learning and gain a sense of satisfaction and achievement during the learning process . When designing the rewards offered, remedial teachers should take note of the following:

- i. set clear and specific targets (for example: requirement on the score of dictation and number of assignments submitted);
- ii. set achievable objectives;
- iii. give diversified rewards (including verbal commendation) or prizes to accommodate pupils' interest; give rewards instantly;
- iv. review and revise the reward scheme regularly; and
- v. invite parents to help children improve their work.

Handling pupils' behaviour problems

Remedial teachers should observe the following when dealing with the behaviour problems of pupils:

- i. always observe the performance of pupils in class and their behaviour in groups;
- ii. establish close relationship with pupils, develop mutual trust and listen carefully to what they say;
- iii. help pupils understand the effect of their behaviour on the other as well as their own selves;
- iv. keep in close contact with parents to find out the cause of pupils' behaviour problems;
- v. help pupils build up self-confidence and a healthy self-image;
- vi. give positive reinforcement to pupils' good behaviour, and do not pay undue attention to their misbehaviour;
- vii. do not try to change all the deviant behaviour of pupils at once. Teachers should list out the problems and set the priorities with an aim to improve one or two of them at a time;
- viii. refer the cases to Student Guidance Officers/Teachers for follow-up action if the behaviour problems of pupils continue or become serious. If necessary, student guidance officers/teachers may refer the case to the Psychological Services Section of the Education Department for individual assessment and remedial services.

Development of Generic Skills

Remedial teachers should help pupils develop good learning habits and attitudes, such as complete the assignments tidily, keep their promise and be responsible and disciplined. A constructive attitude is the foundation for life-long self-learning and it helps enhance pupils' learning effectiveness.

Pupils should be helped to master basic self-learning skills and abilities. For example, teachers may teach them how to set appropriate learning objectives and priorities, time management, note-taking, reading skills and examination taking skills, etc.

Remedial teachers can also make use of information technology to motivate and teach pupils to learn according to their own pace, help them cultivate the habit of self-learning, so that they will benefit from such training for their whole life.

Pupils can be taught to solve problems by different methods, tools or by drawing insight from their past experiences. For example, teachers can teach them the use of dictionaries, as well as the skills of seeking and handling information obtained from the school and public libraries. These are ways to develop students' flexibility, creativity and independent thinking.

Teachers should train pupils to establish good interpersonal relationship so as to facilitate effective communication and collaboration as well as to enhance the team spirit of students.

Assessment and Record on Learning

Assessment plays a very important role in teaching and learning. By means of assessment, remedial teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between IRTP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from IRTP.

The two most common assessment methods are listed as follows for teachers' reference:

- i. **Formative Assessment:**
Teachers can understand and assess the learning abilities of pupils from their daily classwork and homework as well as individual or group projects, such as model making, drawing, information collection, measuring activities and the way they relate daily events to the topics they learnt in class, so that they can revise the teaching content accordingly.
- ii. **Summative Assessment:**
With reference to the progress of teaching, teachers may assess the performance of students by means of examinations/tests. The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.

Remedial teachers should keep a detailed personal record for each pupil under IRTP. They should assess the progress of pupils regularly and systemically. A comprehensive record provides information on the learning progress of pupils and serve as a reference.

Teachers should pay attention to the response of pupils during classroom learning and make a record in the "Evaluation" column of the teaching plan to facilitate follow-up actions or changes in teaching strategies. In addition, teachers should make reference to the teaching objectives in evaluating the effectiveness of teaching, and revise their teaching plans according to the learning needs.

Influences of Postmodernism on ELT

Common Characteristics of Postmodernism

Despite the divergence among different usages of “postmodernism” one can find some commonalities centering on postmodernists. They:

- are constructivist, in their view, there are no real foundations of truth, for there is no truth, except what the group decides is truth. Postmodernism is preference and truth is a social construct to be eliminated. Truth and persons are given value only as the group values them.
- are against absolutism, they value relativism. Knowledge is not stable and eternal as the history of science has shown us, it refers to probabilities rather than certainties, better rather than the best.
- reject theories because theories are abundant, and no theory is considered more correct than any other. They feel theory conceals, distorts, obfuscates, it is alienated, disparate, dissonant; it means to exclude order, controls rival powers. To them inquiry must be approached pragmatically.
- question the notion of expertise. The idea that some people (experts) know more than others (non-experts) are not espoused. They believe that interaction between the knower and non-knower is often best seen as dialog in which there is mutual influence than simple transmission of knowledge from one to other. In fact both are involved in an interactive process of knowledge creation. Dialog replaces monolog.
- reject global decisions. Since reality is culture dependent, changing over time, as cultures do, and varies from community to community, knowledge is not universal. We are cautioned to be careful with generalization, because they can be deluding. Therefore, Postmodernists are intolerant of truth and values unless they are considered local. Diversity is celebrated.
- attack notions of reason and means-end thinking. The line “I feel; therefore, I am and what I feel is good” replaces “I think; therefore, I am.” Objectivism is replaced with subjectivism and this is the society’s whims which rule scientific disciplines not physical laws.
- use analytic strategy which is central to politics of postmodernism. They try to uncover the taken-for-granted relationship which has been hidden for a long time, to unnaturalize the naturalized roles in the world and each society, and to analyze a text to find out the hidden and marginalized meanings of it. To them no text is innocent, and every text betrays a fragment of power which should be surfaced.

Postmodernism and modernism in a Nutshell

No.	Modernism	Postmodernism
1.	objective	subjective
2.	rational	irrational
3.	scientific	anti-scientific
4.	global claims	local claims
5.	positivist	constructivist
6.	utopian	populist
7.	central	fragmented
8.	the best	better
9.	linear	non-linear
10.	generalizing	non-generalizing
11.	theoretical	practical
12.	abstract	concrete
13.	unification	diversity

Postmodernism seems to have influenced the TESOL from the 1990s when for the first time the concept of method was put into question. For many centuries, the ELT profession was preoccupied with the quest for the elusive ‘best’ teaching method (Kelly, 1969; McArthur, 1983) in the sense of a ‘predetermined packaged deal’ of static attitudes, theories, methods, techniques (Stevens, 1977) generalizable across widely varying audiences, that would successfully teach students a foreign language in the classroom. More specifically, the period from the 1950s to the 1980s, and most particularly the “spirit seventies” (Brown, 2002), has been referred to as ‘The Age of Methods,’ or the era of so-called ‘innovative designer’ or ‘brand-name’ methods, as “the changing winds and shifting sands” (Marckwardt, 1972). After the genesis of Direct method in the 1920s which generally marks the beginning of this “method era” (Richard and Rodgers, 2001) up to the end of the 1980s lots of such methods flourished, to name a few, audio-lingual, silent-way, suggestopedia, total-physical response and languished after a while. This epoch was directly linked to an era of ‘modernism’ and objectivity in the realm of science and also in language teaching, for all them:

- sought to find the best method of teaching English, that is, the method that yields the best results or learning outcomes in a given period of time;
- had universal claims, trying to prescribe their procedures for all learners around the globe assuming that a ‘cookie-cutter approach’ or a ‘superior’ method benefits all, regardless of how it is subjectively perceived by the different teachers involved;
- were scientific, based on theories from other disciplines including linguistics, psychology, and sociology; and
- were teacher-proof, guru-based, and, therefore, magnifying the role of experts.

According to Brown (2002), method in this sense can be viewed as a generalized, prescribed set of classroom specifications for accomplishing linguistic objectives, or a set of theoretically unified classroom techniques thought to be generalized across a wide variety of contexts and audiences. But in 1989, the concept of method went under serious attack for its

“positivist, progressivist, and patriarchal” view of the linear development of the TESOL practices (Pennycook, 1989). Pennycook (1989), Long (1989, 2003), Prabhu (1990), Stern (1991), Richards (1990, 2003), and Kumaravadivelu (1994, 2003a) are amongst the first persuasive critics who call the conceptual coherence and validity of method into question and

lament over our ‘century-old obsession’ or prolonged preoccupation with the unproductive and misguided quest for the best method that would be the final answer. Pennycook relates the role of teaching theory to more general concerns about the production of “interested knowledge” that, despite its being apparently scientific, rational, and technical, still functions

in the interest of the dominant class and the politics of language teaching. Therefore, method is a “prescriptive concept” that “reflects a particular view of the world” (pp.589-590), plays an important role in maintaining “inequalities” between or among (male and female) academics, student, teachers, and theorists in differential positions of power and various levels, and it “has diminished rather than enhanced our understanding of language teaching” (p.597).

What is then needed (for us as teachers), according to Pennycook, is to view critically all the standard orthodoxies of TESOL, investigate the interests served by such orthodoxies, conceptualize or view ourselves as “transformative intellectual” or as “professionals who are able and willing to reflect upon the ideological principles that inform (our) practice, either see practice and theory as informing each other, or, better still, do away with this, distinction all together, connect pedagogical theory and practice to wider social issues, work together to share ideas and exercise power over the conditions of our labor, and embody in (our teaching) a vision of a better and more human life.

Further, Richards and Rodgers (2001) recite a number of major criticisms that have recently been leveled against “the notion of all-purpose methods” or the “post-method era.” First the “top-

down” criticism indicates how method typically “marginalized role” of understanding and then correctly applying its principles. Likewise, learners are regime of exercises and activities. Other criticism might be summed up as:

- methods and approaches ignore a careful consideration of the context in which teaching and learning occur,
- choice of teaching method cannot be determined in isolation from curriculum development processes and other planning and implementation practices,
- “guru-led methods” are full of claims and assertions about second language learning, few of which are based on a research foundation, and
- it is very difficult for teachers to use approaches and method in ways that precisely reflect the underlying principles of the method since they find many of the distinctions used to contrast method do not exist in actual practice (i.e., similarity of classroom practices of methods), especially at a later stage.

It could therefore be argued that no conceptualization of TESOL as a postmethod language pedagogy is possible without being willing to entertain the ethos of postmodernism. All attempts motivated by such trends:

- downplay the role of experts outside the field;
- disbelieve in grand theories and supermethods, embracing only local and situation-based decision;
- are subjective, giving more power to the teachers as reflective, strategic researchers always involved in classroom-oriented action research;
- seek to dispute the theory/practice dichotomy;
- celebrate the diversity of the individual learners, rejecting one-size-fits-all philosophy;
- are pragmatic, using every theory which is suitable in the classroom; and
- empower classroom participants to critically reflect upon the social and historical conditions that give rise to social inequalities and to question the status quo that keeps them subjugated or marginalized.

Furthermore, learners-centered constructivism rather than teacher-centered instructivism is another major constituent of postmodernism. While instructionism is basically dependent upon the hidden assumption that knowledge can be transferred intact from the mind of the teacher to the mind of the learner (Cahoone, 2003), constructivists believe that learning is an active process of knowledge and understanding construction whereby learners build up or construct a series of approximations to the target concepts through becoming involved in active and social interaction and collaboration with the surrounding as well as others, matching new versus given information and establishing meaningful connections as well as through trial and error, hypothesis testing and creative representations of input. Constructivist theories, therefore, call for a subtle shift in perspective for the person who stands in front of the classroom: From someone who ‘teaches’ to somebody who ‘facilitates’ learning; from teaching by imposition to teaching by negotiation (McGroarty, 1998).

Postmodernism has influenced many disciplines including ELT. It has brought many changes towards the attitude of the use of English and its teaching .

For example,

- i) It is different from the earlier situations when intellectual level and social class was assumed from someone’s proficiency level and closeness to the western pronunciation models of the English language. With such recent attitudes and behavioral patterns, both native and non-native users of English seem to be focusing on subjectivities involved in the use of the language in different places around the world. They seem to be doing away with the long practices of objective judgements in terms of black and white or good and bad.

- ii) Native as well as non-native users of English seem to be avoiding the lingering utopian idea to make the entire world speak same variety of English with the same syntax, pronunciation of words, accent, intonation and so on, ignoring cultural and most importantly physiological realities of English speakers worldwide.
- iii) Native as well as non-native users of English seem to be more accommodative towards the cultural realities by ignoring or at least adjusting with the cultural abstractions of the English communities.
- iv) Both sets of speakers seem to start enjoying the pluralism and diversity e.g. Mexican English, Nigerian English or Indian English are as respected as their other older native varieties.
- v) Multiple varieties of English and their literatures (e.g. African, continental, Dalit, Minority, Caribbean, Transnational and others) are accepted, respected, encouraged, studied and valued.
- vi) Native as well as non-native speakers of English are more error tolerant than they used to be two to three decades ago.
- vii) Both sets of speakers now focus more on the communicative value of the English language in local as well as international interactions than focusing on formal aspects.
- viii) Communicative competency of the speakers/users are valued more than their linguistic competency in the language.
- ix) As long as a person speaks mutually intelligible and socially acceptable language, he/she is seen as a respectable user of the language.

All these features suggest that along with being the global language and international lingua franca, English serves as, “lingua economia (business advertising), lingua academia (research and higher education), lingua culture (in entertainment)” (Khan, 2014, p. 21), thereby becoming a true language of postmodern era. In general, it is probably fair to say that in schools there is a tendency towards making students conform to a perceived status quo, and towards the enforcement of codes of behavior and discipline.

ELT through Technology in India

1. Introduction:

With the spread and development of English around the world, English is used as a second language in a country like India and for some people the 1st language. It enjoys a high prestige in the country. At present the role and status of English in India is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that” technology lies at the heart of the globalization process; affecting education work and culture.

The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education”. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in India, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests, It has been tested effectively and is widely accepted for teaching English in modern world.

Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to David Graddol ‘it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre....

2. Use of Technology in Teaching English

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use ‘cutting edge’ technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

3. The Growth of ELT Through Technology

21 st century is the age of globalization and is important to grasp on various foreign languages and English language comes first.English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol’s study (2000) suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation.

Teachers can use Multimedia Technology to give more colorful, stimulating lectures (new Horizons). There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

4. Analysis on Necessity of Application of Multimedia Technology to English Teaching

4.1. To Cultivate Students' Interest in Study

Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

4.2. To Promote Students' Communication Capacity

Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, So it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, The PPT courseware activate students' thinking; the visual and vivid courseware rand help them to transforms English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

4.3. To Widen Students' Knowledge to Gain an Insightful Understanding to Western Culture.

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their

listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

4.4. To Improve Teaching Effect

Multimedia teachings enrich teaching content and make the best of class time and break the “teachercentered” teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multi-media sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers’ instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students’ initiatives and economizes class time meanwhile increases class information.

4.5. To Improve Interaction Between Teacher and Student

Multimedia teaching stresses the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence, During this process, the teacher’s role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

4.6. Creates a Context for Language teaching

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students, When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students’ interest in learning English, as well as enhancing teachers’ interest in English teaching. As Zhang (2006:11.1)points out through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students’ interest in learning English.

4.7. To Provide Flexibility to Course Content:

In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered(see, for example, Holec, 1981), which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email.
