

ELTWeekly

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Edited and Published by

Tarun Patel

Bhaskar Pandya

Kaushal Kotadia

Rajesh Bharvad

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Word of the week: CLIL

Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content.

Example

In a bilingual English/Spanish school, after a certain age half of the subjects, including maths and sciences, are taught in English.

In the classroom

CLIL materials are often characterised by lots of visual support for meaning, to allow low language level students to access high level content. The materials allow the students to focus on the language they need to learn about that particular subject in English. The choice of language focussed on is determined by the demands of the subject.

[retrieved from <http://www.teachingenglish.org.uk>]

Video: Shaping the Way We Teach English: Module 08, Authentic Materials

Authentic materials are used by native speakers of a language for actual communication. Authentic materials are good tools for language teaching and learning because they are: * Interesting. * They use real language. * They can be chosen for individual interests. * They illustrate accurate use of language in the target culture. * And, they help students learn how to get as much information as they can, even if they can't understand everything, or even very much.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

Watch the video at <http://www.elweekly.com/elt-newsletter/2010/12/78-video-shaping-the-way-we-teach-english-module-08-authentic-materials>

Susan Ryan's Tip: The Sounds of T

One of the reasons that spoken American English is difficult to master is that many letters have more than one sound. There are 26 letters in the alphabet but linguists state that these letters have about 40 different sounds.

One letter with a variety of different pronunciations is the letter T. The letter T (like many letters) changes its sound according to its location within a word.

To demonstrate the varied sounds of the letter T we will use the name of the popular public speaking organization, Toastmaster's International.

The name Toastmasters International contains five T's, and in spoken American English each of these T's has a slightly different sound.

The first T is located at the beginning of the word Toastmasters. This T has a strong, aspirated sound. T's that are located at the beginning of words such as today, tomorrow, talk & Tuesday usually have this strong, aspirated sound.

Linguists often refer to this sound as the aspirated T.

The next T is located at the end of the first syllable. This T does not have a strong, aspirated sound. The aspiration is held. Linguists call this sound the held t and it occurs when the letter T is located at the end of a stressed syllable as in certain, fountain & or at the end of a word such as let, it & Robert.

The third T is located before the word suffix er. This T sounds like a quick /d/.

Linguists call this sound the tapped T sound. The tapped T sound occurs when a T is located before the suffix er as in water & better, before the suffix or as in doctor

& motor and before a y as in party & forty. The tapped T sound is very common in spoken American English!

The fourth T is located after the N in International. In spoken American English T's that are located after an N are often deleted in casual speech. Linguists often call this the silent T sound and it occurs when a T is located after an N in words such as Internet, interview and interesting.

The fifth and final T is located before the I in International. This T has a /sh/ sound. Linguists call this the palatalized T sound and it occurs when a T is located before an I in words such as action, diction & nutrition.

Just by looking at the name Toastmaster's International, you can see that the letter T has a variety of pronunciations!

Many other letters including the O, the A and the X have more than one sound as well. This can create challenges for non native English speakers who are trying to master the spoken language.

Next week I will continue this discussion on phonetics by describing the various sounds of the letter O.

Susan Ryan is an American English pronunciation teacher and accent reduction coach. She currently lives in South Florida. Read more articles by Susan at

<http://www.confidentvoice.com/blog/>

Research Article: 'Changing Structure of English in Contemporary India : An Overview' by Dr. Monali Bhattacharya

Dr. Monali Bhattacharya works with Banasthali University, Rajasthan as an Assistant Professor in English.

India has witnessed giant transformation in every arena of life, be it in the cultural make-up, technological structure or even in the language socialization. The colonial set-up is the foundation pillar on which the post-colonial structure of India is built-up. But the colonial mind-set has not been the sole the reason which has invaded the total Indianness of the society thereby giving rise to a new breed of nationality which is the hybrid product of cross-cultural genesis. Language being the basic mode of discourse has also witnessed a massive change in its structural pattern.

Colonization era brought cultural as well as language invasion to India. But with the passage of time the invasion adapted itself to the nativity and rooted itself in the new land. In the process of trying to root itself, these foreign cultural elements also underwent lots of intrinsic transformation and one of the glaring examples of this is the massive change that English language has undergone from its colonial structure to its post-colonial dressing in the different countries that were previously colonies of the Imperial power. English language intruded into the colonies as a foreign language, as the only instrument of communication for the white masters, but soon it became a second language with the natives trying to ape their superior races.

Today we are witnessing a totally different chapter when the native languages have encroached into English and have given birth to very new kind of language. In fact, today, England has almost completely lost its copyright in the usage patterning of English, which it enjoyed in the pre-colonial times. Instead English has become a global language today.

In India, the present position of English is as follows:

- a) It is non-Indian language which is recognized constitutionally as the Associate National Official Language and as inter-regional link language.
- b) Educationally it is recognized as an essential component of formal education and as the preferred medium of learning with specialized education in science and technology available through the medium of English only.
- c) Socially it is recognized and upheld as a mark of education and symbol of prestige.

Some might agree while some might not, with the special status that English enjoys as a communicative mode in India. Some say that English is the link language that provides a communicative channel for the Indians belonging to diverse linguistic regions to interact while others argue that English is a communicative link only in boardroom interactions, seminars, conferences or official exchanges and that rural masses communicate only through local dialects or Hindi. The argument can always turn into a prolonged affair, so without falling into any pitfall of debate, it is always better to focus on the ground realities. Given the present Indian scenario of communication techniques and usage, nobody can deny that our country has witnessed a great linguistic convergence leading to certain phonological and syntactic adjustments, on the part of both – English as

well as the Indian languages. Hence, English has been Indianized while there has been Englishization of Indian languages. Thus the general discourse in India today includes mixed codes of usage from English and other regional languages or Hindi in its language matrix. This percolation of English words is not limited only into the educated or semi-educated society, but even rustics and illiterates generally use common English words in their daily verbal interaction – Time Kya ho raha hai, being one of the most common sentences uttered in India at some place or the other after every few seconds. The Indianization of English language has led to the emergence of a variety of English albeit non-native, lexically, morphologically, syntactically and stylistically different from the standard British form, which has come to be known as 'Indian Variety of English (IVE) Thus words like 'dhoti', 'biri', 'Bastis', 'Angrezi Sarkar', 'Swadeshi', 'Harijan', 'Namaskar' are generally used in their native structure, even in literature of Indian Writing in English. Similarly, some Indian affixes have gone into derivation of an entirely new IVE vocabulary. For eg. – wallah, – Ji, sahib are class maintaining derivational suffixes :

Rickshaw + wallah - Rickshaw – wallah

Master + Ji - Masterji

Major + Sahib - Majorsahib

Similarly the grammatical structure has also undergone massive transformation, not only in ordinary interaction but also in the literary output. People speak 'I'm working in this city for five years whereas writers pen down -

'I am living far off in Borivli' (The Railway Clerk). The literary artists have also shown Englishization of Indian proverbs e.g.

- a) 'You can not straighten a dog's tail' (Kanthapura)
- b) "Through their fingers money goes pouring like water" (Kanthapura)

This Indian variety of English in India has given rise to a very new conception of English language which man has tried to formulate according to his need of the communication pattern. Thus if the rural Indians have Englishized their dialects then urban youth has tried to fashion a suitable mode of communication in English adapting the language to the technological advancements. Thus with the mobiles becoming a necessity with the youth, the short messaging system has become unique form of communication.

Dis is 2 inform u dat I'll ariv lat.

The spellings, grammar and all other syntactical formalities have been replaced by the convenient coding of language. Thus this has become dis; arrive – ariv; late – lat; to-2; inform-infrm. Actually the language has totally succumbed to the pressure of saving time in this busy world. Thus a totally new SMS language has come up which has completely transformed the linguistic behaviour of India. Some of the common changes that SMS has brought, can be seen everywhere for eg. -

to	-	2
you	-	u
for	-	4
Your	-	ur
that	-	dat
from	-	frm

see	-	c
extreme	-	xtrm
we	-	v
are	-	r
am	-	m
light	-	lite
why	-	y
because	-	b'coz
need	-	nid

and the list can go on and on. Thus a highly educated person who has great linguistic competence in English also finds himself puzzled when he reads SMS on his mobile -

‘May dis yr ushr vd gety n mirth 4 u n may al ur dremz cum tru. Bye n cyaa.’

This is not the only astonishing change that language has adapted according to the needs of the hi-tec society. With the computers becoming an essential part of our lives, its communicative mode has become our language behaviour. Its technical vocabulary has intruded into our colloquial language in such a manner that today we delete anything instead of removing. This technicality of society has given rise to jargonism in our ordinary linguistic discourse. Today jargon exists everywhere, though it doesn't actually have any negative connotation. Jargon is the special or technical language of a trade, profession or similar group. But now the respective

technical language of every profession has percolated into ordinary chat. Thus gone are the days when we used to talk to people, now we dialogue with people over a cup of coffee or participate in a heated debate on the commoditization of services. Today we pen down our thoughts in diary instead of simply writing or just table our views in front of friends. Computers have greatly contributed in initiating this new mode of language behaviour. Thus today in our normal discourse, we keep up with the tradition of cut-copy-paste. Journalism also has seen this adaptive capability of a literary language like English and we often come across statements like – It is a good read in the best article reviews. This kind of English that is spoken in the urban India can be termed as the general variety of English. Though there is great difference in the habitual make-up of urban India and rural India, but somewhere they meet and that is in the usage of Hinglish which is the result of intrusion of local dialects into English and invasion of English into the local languages and Hindi. Thus urban as well as rural youth has done some code-matching and code-fixing in their oral communication hence, giving rise to emergence of Hinglish as being most popular linguistic behaviour.

Thus, we may say that today English language is no more merely a ‘communicative skill’ which raises the intellectual impact of the users in the society or a higher status symbol amongst the upper class; it has instead now become more of a ‘communication tool’ between all the classes.

Though English invaded Indian linguistic culture as foreign language and its native users made it official language, but even after independence, it remained important and always enjoyed status of second language in India. But the multi-dimensional changes that English adopted in the past few years, is really astonishing.

Thus today, we may say that though English has almost lost its pre-colonial beauty of literariness, but it has acquired a very colourful communicative mode. Just like the fast-moving consumer goods, English language is transforming its multi-dimensional communicative structure day by day, and in the process has enhanced its utility quotient, in India.

Article: 'Telugu-English Translation: A Failure Foolproof Scheme-Word Order a Prime Hurdle' by Dr. A. Ramesh Babu & CH. Jaiwanth Rao

Does translated information give a reader the same sense as it is in original matter? What is the importance of translation and why should we translate? The article deals with the Telugu-English translation difficulties that result from differences in word order between the syntax of the two languages. It shows that translating sentences from one language to another language is a failure foolproof because a reader does not catch real sense and feel in translated matter. Sentences from Telugu language most of the times present the subject in the beginning whereas in English it may be started with a subject or adjunct or adverb or sometimes with a conjunction. For reasons of length and simplicity, this article deals only with declarative clauses. It focuses on problems of translation and gives some suggestions for good translation from one language to another language.

The article focuses on the Telugu-English translation difficulties that result from differences in word order between the syntax of the two languages. It shows that translating sentences from one language into another language is a failure foolproof because the sense and feel that we get in original may not be available in the translated matter. Sentences from Telugu language present the subject in the beginning whereas in English it may be started with a subject or adjunct or sometimes with a conjunction.

Translation provides the people to read in their language. If a person does not know what is in the original book, he may not compare the two languages but when he knows two languages, the comparison comes on the scene. For reasons of length and simplicity, this article deals only with declarative clauses. Translation will develop many qualities. Allan Duff says that “translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)” (Allan Duff, 1989: 7)

The art of translation is as old as written language. A common and old question is that translation is an easy job. Though many people have various notions about this, the answer of target is same. The translator has to face many problems while he or she translates. He has to provide the same feel to the reader which is in the original. But many critics and voracious readers accepted that a reader cannot get the same sense which is original in translated matter.

Both English and Telugu prefer to place given information before new information, but this is not always possible due to the restrictions imposed by the subject-verb-object word order. When such restrictions apply, the grammars of both languages provide resources to overcome them and to indicate where the new information is and the other question is about the oral point. Translating oral communication is a very difficult job. As Rustom Barucha says that what is conveyed through voice is not always translatable in the written word (Rustom Barucha, 2003: 13). Whenever a translator is ready to translate, he or she has to keep the perfect terms for the dialogues.

Word Order:

The word order of Telugu is completely unrestricted. Any element can be moved to the front or to the end of a clause to convey different types of emphasis, and this resource is used by Telugu speakers and writers copiously. For example, the following four clauses are all possible in Telugu:

1. Athanu Delhi ki veluchunadu

[He-Delhi to-is going.]

2. Athanu veluchunadu Delhi ki

[He-is going-Delhi to.]

3. Delhi ki Athanu veluchunadu

[Delhi to-he-is going.]

All three clauses sound natural to a native speaker and would be perfectly unmarked in the correct textual context. But they mean slightly different things in English, and the difference is explained:

The sentence begins with the subject in both languages that is “he” and the second word in Telugu Delhi ki is a noun and a preposition and in the case of English also, it is like “Delhi to” but it should be ‘is going’ the correct verb. The word order in English should be ‘subject + verb +object’ but in Telugu it is Subject + object+ verb.

The second statement has subejct and verb in Telugu and English but it is not the suitable meaning in Telugu whereas in English it is the proper statement.

The third statement begins with a noun 'Delhi' (name of a place) in both cases but in Telugu it gives good meaning and in case of English we can not say 'Delhi to he is going' it is grammatically wrong statement.

In any language, we have subject, verb and object but the word order is not on the same path in all the languages. Changing the word order often produces a change to the experiential meaning, as it does in the following famous pair of clauses:

Dog bites man.

Man bites dog.

It is not good to see word to word while translating. The meaning is an important thing in any language. Sometimes the translator may focus on words only but he should have a good sense of the translating. The first problem is with the translation of the typically long statements. In English most of the words have synonyms but in Telugu we have very less terminology. Whenever we translate very long statements, the observable thing is that the clauses. For example:

Athadu pedha vadu ainappadikini goppa manasu kalavadu.

The meaning in English is "Though he is poor, he has a great heart"

"Though he is poor" is one clause and the other is "he has a great heart." The statement has begun with a conjunction like 'though' and we can not translate as it is in Telugu, if we do, it does not give a proper meaning. For example the second statement:

The Telugu version reads as follows:

Sabhaku namaskaramulu. Mana priyamina mukya athidhi ki namaskaramulu teliyagesukuntu ee sabha nu prarabhastinnanu.

It has been translated into English as follows:

“Good morning everybody, I am going to start the seminar by wishing our beloved chief guest of the seminar.”

There is no problem at all with grammar in the translation; the difficulties result from faulty word choice. The common desire, in a public notice, to use a kind of more formal language has resulted in English that sounds ridiculously old-fashioned. Telugu is a richly inflected language and this is the reason why word order changes almost never result in a change to transitivity. In English, whether an item is the subject or the object of a verb is encoded by it stands in the clause. In Telugu, the noun is inflected to indicate whether it is a subject or an object, and the inflection then travels with it to wherever in the clause the noun ends up.

Pointing about the grammar, it, in Telugu, affords numerous possibilities to express minute nuances in emphasis. Its absence in English, on the other hand, imposes restrictions on the translator. When translating from Telugu language into English, those nuances of emphasis which can so effortlessly be expressed in Telugu must often be left unexpressed in English in order to avoid sounding overly verbose. On the opposite side, when translating from English into Telugu language, the translator must often make an effort to “read between the lines” and to reconstruct where the emphasis should be in order to avoid producing Telugu text where awkward word order results in bad cohesion.

Syntactical Devices:

In addition to intonation and word order, both languages provide syntactical structures which can be availed of to communicate emphasis on a particular element in the clause. A typical example is the passive. The passive is available in both English and Telugu, although it is observably more common and less marked in English.

The result was declared.

In principle, it is possible to translate this into Telugu as:

Palithalu vidudhala kabadinavi.

Tips for fast and accurate Translations:

Here some prominent tips for translation are mentioned.

Experienced, native-speaking Telugu translators

Experienced, native-speaking English translators

Telugu software and Website localization

Online Telugu translation quoting and order service available worldwide -

Wide range of Telugu specialty and industry translators

Translation memory to save one's time and money in the future

Problems in Translation:

A translator can face the Cultural differences in translating because a translator can not put the native culture in his paragraphs. Original author knows about the local culture and tradition but a foreign translator can not elucidate how the real things are. It might be explained and translated from word to word. It does not give the real sense to the reader. If the translator is also a local person, he may face the language problems; of course no body is sure whether the translator is good at the target language.

Written language takes the translation but the oral language does not have the choice. Oral literature or oral language easily can not be translated.

Problems that originate from structural and lexical differences between language and multi word units like idioms and collocations. Giving the same meaning is very easy than giving same word.

Indeed, writing stories or something is easy because what the author thinks he can ponder it on the paper but the translator has to hit the correct point what is in the main document that is why it is a very difficult job.

Since translation studies give guidance to new translators, many people think that it is enough to learn about translation studies but the great thing is lack of practice in translation.

Though we have many problems in translation, it is better to read the famous translation books. There are many famous books that describe translation and translation studies. H. Lakshmi's Problems of Translation, Vinoda's essay on translating for media, J. Venkateswara Sastry's Role of Translation in Lexicography give us in signs into the process of translating from Telugu to English.

Conclusion:

Both Telugu and English prefer to place given information at the beginning of a clause and new information at the end. But in English, this is not always possible due to restrictions imposed by the comparably rigid word order and by the end-weight principle. Telugu, on the other hand, has extremely flexible word order rules and does not observe the end-weight principle, therefore the information flow from given to new is almost always possible. This results in difficulties for translators who are not aware of these differences.

Notes:

Allan Duff, Translation London: OUP, 1989.

H. Lakshmi, Problems of Translation: A Study of Literary and Technical Texts Hyderabad: Booklinks Corporation, 1993.

J. Venkateswara Sastry, “ Role of Translation in Lexicography” Translation from Periphery to Centrestage. Ed. Tutaun Mukherjee. New Delhi: Prestige (1998): 206-11.

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Article: 'How to teach 2nd Language?' by Lt.(Dr.) Datendra Kumar

Lt.(Dr.) Datendra Kumar works as Assistant Professor & Head in Dept. of English, Govt. P.G. College, Lansdowne, Pauri Garhwal.

Language is a means of communicating thoughts and feelings. As Dwight Bolinger says, 'Language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another'1 It is a man's ability to use language for purposes of communication that distinguishes him from other animals. Of all the languages in the world today English deserves to be regarded as a world language. It is world's most widely spoken language. It is the common means of communication between people of different nations. English is the most useful 'library language' in higher education and our most significant window on the world.2 It is a cementing force.

A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. Today the compulsions of learning English are no longer merely political but scientific and technological. And no longer is English the language of Great Britain only; it is the language required by the world for greater understanding; 'it is the most international of languages'.3 English stimulated a new consciousness among the people, of political and cultural nationalism and encouraged the quest for the true meaning of the Indian experiences of history in relation to the west.

THE PROBLEM OF SECOND LANGUAGE LEARNER

The availability of the right type of teaching materials and audio-visual can certainly make the teaching of English in India quite effective. Audi-Visual aids

are an integral part of the learning situation and areas important as the blackboard and chalk. In India teaching of English suffers as a result of the inadequate and poor availability of these resources. The two vital factors in a second language learning situation are the students and the teacher. The teacher has problems to tackle when he is faced with the task of teaching a class of students who show varying capacities of assimilation. As Robert Lado says, 'The language teacher must be educated, at least, to the levels of his peers. He must have the general preparation of a teacher. He must know the target language well enough to be imitated by his students'.⁴

The teacher's language is the principal model for the students. In India the main problem is not to have competent teachers of English. Wilkins is right when he observes, 'It should be unrealistic to expect a teacher to set objectives which he himself is not capable of teaching. A teacher who himself has difficulty in speaking the language he teaches, is not going to succeed in giving his pupils a command of spoken language.'⁵

LINGUISTICS AND THE SECOND LANGUAGE TEACHER

Both linguistics and language teaching are concerned with language. Each can learn something from the other. Language is a meaningful activity and linguistics, on the whole, is more occupied with the grammatical levels than any other academic study connected with language. Perhaps it is because of the linguistics' concentrated attention on the phonological and structural aspects of language that makes him subordinate vocabulary teaching to grammar teaching. Linguistics teaches us that words should be learnt in the context of their linguistic relationship. Every English teacher in India knows that one of the problems he has to contend within the classroom arises from the pressure of the mother tongue on his students

of a particular language group learning English as a second language, influences their performance in English in such a way that almost all of them make the same mistakes in pronunciation, spellings, grammar and vocabulary. Robert Lado's *Linguistics Across Cultures* deals with the importance of contrastive analyses in second language teaching. He says that the inference of the students' mother tongue accounts for a number of errors and difficulties that occur at the time of learning and afterwards in the use of the language.

What I have said above does not mean that the second language teacher should be a linguist. Linguistics and language teaching are two different activities. There is, however, much in linguistics that can be of use in language teaching. Language teaching is a pragmatic business and no teacher should rely solely on the data drawn from linguistics; good linguistics may turn out to be bad psychology and ineffective pedagogy. But there is a relation between linguistics and language teaching; this can not be ignored. According to David Crystal, 'Language teaching is probably the most widespread application linguistics has these days....'⁶ D.A. Wilkins points out, 'The real contribution of linguistics is to increase one's understanding of the nature of language. Anyone who has studied linguistics is sensitized to language and thereby to the complexity of language learning. Language teaching still depends very heavily on the intuitive interpretation that the teacher constantly has to make-interpretations of learning and of language.... The value of linguistics is that by increasing his awareness of language, it makes him more competent and therefore a better language teacher'.⁷

TEACHING ENGLISH GRAMMAR

'A grammar is a finite set of rules which generates an infinite number of grammatical sentences of a given language and no ungrammatical ones'.⁸ A

knowledge of grammar is perhaps more important to a second language learner than to a native speaker. This is because in the process of acquiring the language the native speaker has intuitively internalized the grammar of the language, whereas the second language has to make a conscious effort to master those aspects of the language which account for grammatically. Grammar is a preventive and corrective medicine, safeguarding or rectifying those points which are especially liable to error. Grammar is essential to second language learning. As Wilkins observes, 'The acquisition of the grammatical system of a language remains a most important element in language learning. The grammar is the means through which linguistics' creativity is ultimately achieved and inadequate knowledge of the grammar would lead to serious limitations on the creativity for communication. A national syllabus, no less than a grammatical syllabus, must seek to ensure that the grammatical system is a properly assimilated by the learner'.⁹

A good teacher should, therefore, be selective in his approach; he need not accept any theory in toto; he should select what is best suited for his purpose in the classroom. He need not have a whole-hearted commitment to traditional grammar nor should he reject out right the insights of modern linguistics. He should explain and describe the grammatical aspects of structures, illustrate them with examples and lay down certain rules for his student's guidance and practice. In other words he should have his own approach based on a synthesis of the insight he has acquired from his study of the different approaches to the teaching of grammar.

CLASSROOM STRATEGY

One of the fundamental principles of all effective teaching is that a teacher should plan and prepare his lesson beforehand. No teaching should be casual and careless.

A casual approach on the part of the teacher results in sheer waste of time and does not make any contribution to the learning process. Whether it be the teaching of the text, grammar, pronunciation of vocabulary or the four skills or even the handling of a tutorial class, the teacher should not face his students without adequate planning and preparation.

EVALUATION

No teaching of English as a second language is effective without periodic tests being held to test the four skills. The teacher on his part should make use of the results of the tests for future guidance in imparting instruction to the students.

What is practicable for him is to have system of tests which at the very elementary stage will be almost entirely non-objective with both types existing side by side in the intervening stage.

AUDIO-VISUAL AIDS

No effective teaching is possible without appropriate-aids. This is perhaps more true of teaching a second language than of teaching one's own mother tongue or a subject. These aids are visual, audio, or audio -visual. Visual aids help the students see and comprehend what they are taught, whereas audio aids help them learn from what they hear. Audio – visual aids combine in themselves the technology of teaching through hearing and seeing.

TEACHING LITERATURE THROUGH LANGUAGE

What is Literature?

Literature is the expression of the experience of a writer about this world. It is written works which are of artistic value. It is the second name of pleasure. Writing

is not literature unless it gives to the reader a pleasure which arises not only from the things said, but from the way in which they are said, and that pleasure is only given when the words are carefully or curiously or beautifully put together into sentences. (Stopford Brooke). According to Lionel Trilling, 'Literature is the human activity that takes the fullest and most precise account of variousness, possibility, complexity and unity'. In short, literature is just like a mirror in which one can see different things in a different way by different people.

What is Language?

Language is the 'species-specific' and 'species-uniform' possession of man. It is God's special gift to mankind. Without language, human civilization as we now know it, would have remained an impossibility. Language is ubiquitous. Besides, being a means of communication, and a storehouse of knowledge, it is an instrument of thinking as well as a source of delight. According to an ancient linguist of India, Patanjali, 'Language is that human expression which is uttered out by speech organs'. In The Encyclopedia Britannica Vol. 13, language is defined as 'system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate.

The nature of language is of vital concern because language is the medium in which literature is written. A creative writer is never wholly free from linguistic and cultural consideration or limitations howsoever unconscious of these he may be literally. He has to choose his structures and sounds according to the kind of aesthetic effect he wants to create. His creation is determined by the structure of the language. The structure determines what can and cannot be said in the language, just as his cultural background determines the semantic content of his

work. All linguistic levels exert an influence on his creativity and on what he creates. All these factors influence his style. The Elizabethan writers were especially found of transferring words from one form class to another, and used happy, malice or foot as verbs. It is linguistics who can scientifically explain the difficulties of translating a literary text, especially a poem. In return, it is the literary artist who enriches a language enormously and refines it. It is he who also sets direction of language change by his distinct use and coinages and word-formations. In the past few decades, linguistic systems have been regarded as 'modeling systems', rather than mirroring systems. In other words we use signs to structure our responses to the world around us; languages shape our responses and do not simply 'mirror' the world as conceived by earlier theoreticians of literature.

The CIEFL (presently EFLU) Publication Language through Literature exemplified this change in language teaching, from the practice of teaching of literary texts (usually 19th century) to the teaching of language structure through the resources of literature. Today, there is a tendency towards the amalgamation of the two, literature and language. The relationships between language and literature has been perceived in different ways in teaching materials, and this in turn has influenced teaching objectives in materials while it is agreed that there are skills to be developed as the appropriation of literature per se. It is also clear that language is the basis of literature. From an ELT perspective, a consideration of the relationship between language and literature is crucial. The dichotomy between language and literature brought to the forefront several issues, they are:

1. Does poetry have a place in language teaching at all, especially if learners do not have a command over basic structures?
2. Does the teaching of literature require a specific methodology of teaching?

3. Is teaching language the same thing as teaching literature?

These questions are important and also indicate different ways in which literature and language relate in teaching. I can refer, broadly speaking, to two approaches in the teaching of literature.

1. Using Literature as a Resource for Developing Language Skills

Duff and Maley's book *Literature* (1990) adopts this approach. It has the following aim, 'to use literary texts as a resource for stimulating language activities'. This book is based on the principle of active learning and therefore on activities that ensure learner's involvement with texts. There is no critical commentary, explanation or metalanguage historically associated with literary texts. Literature is not regarded as sacred or even as always possessing a literary quality. In fact, even 'bad' ordinary writing is used as a resource in teaching if it can stimulate activities.

2. Exploiting Literary Skills through the Study of Language

This is an integrated approach where both literature and language are given focus. Examples of this approach may be found in Carter and Long's *The Web of Words* (1987) and Bernard Lott's *A Course in English Language and Literature* (1986). It has the aim of helping the learners to 'understand and appreciate literary texts. It focuses on certain features of language in order to generate an appreciation of the style, effects and techniques of writing.

The Use of Language in Poetry

The use of language is what distinguishes one type of discourse from another. Different domains of language use commonly different corpuses of language. If language that is normally used in one domain is used in another, we have what can

be called a 'defamiliarization' of language, where word associations are not predictable in terms of contexts. Widdowson says that literary language... is dislocated from context, set aside; it presupposes no previous or existing situation outside that created by itself, it anticipates no continuation, it exists apart, complete in itself, self-contained within its own pattern. The use of language in unusual contexts is what marks the literary. It is what Widdowson calls the 'deviant use' of language. In other words, the association of meanings with which language is familiar or is conventionally used is not necessarily always to be found in poetry. For example, the lines – 'Drink to me only with thine eyes/ And I will pledge with mine', associate drinking with eyes, rather than with a glass or cup. The effect is spectacular. Or what about Kamala Das' desire to 'pick an armful of darkness' from her grandmother's house? Similarly Blake's 'Tyger! Tyger! Burning bright/ In the forests of the night' are poetic lines because the collection 'forests of the night' forces a non-literal interpretation. The use of metaphors, similes, symbolism, analogies, etc. all adds to the 'unconventional use of language which has no validity in ordinary language's interaction and 'which exists within a parenthesis' as it were. The deviant use of literary language is found where, 'categories are unclear, where contraries combine, where there is no security in an established order sustained by conventional language'. This is not to say, however, that the language of literature does not have its own contexts and is not grounded in its own coherences. It is, but, when compared to conventional and traditional associations, it is different.

METHODOLOGICAL CONSIDERATIONS IN THE TEACHING OF LITERATURE

The difficulty of teaching a literary text to a class which does not have competence of English is a basic problem in the English classroom. The conventional associations of language have to be made before the 'deviant' uses of it can be understood. Both these levels of understanding, however, cannot be acquired by the learner if the teacher gives the meaning. The learner should be allowed, rather to arrive at the meanings implicit in the texts by guidance and on his or her own. We need to make a literature 'class learner-centered' for the appreciation of a text to occur. Methodologies need to be geared towards this development. 'Meaning' is not more important than 'meaning-making'. Learners must go through the experience of struggling for meaning to arrive at meanings so that whatever they comprehend is their own. We should not 'give meanings' ready made on a plate, so that learners regurgitate what we give them. If we do, we deprive them of a wonderful opportunity of not only improving their language skills, but also of experiencing the text and the satisfaction that comes from an aesthetic appreciation of something that is beautiful.

How to Teach a Poem?

The poem should be thought of as an experience, to which student has to be led. Too much of 'teaching' destroys or dilutes the experience; on the other hand, some teaching is necessary so that the difficulties which prevent the student from reaching the experience can be removed. The difficulties can be linguistic, cultural, or intellectual. The introduction should always be as economic as possible. The teacher should not appear to be telling the class directly when the poem is all about. A suitable 'framework' has to be found, therefore, into which to incorporate all that the teacher may want to say about the poem before it is read. The teacher should not attempt to exhaust all the possibilities of a poem to squeeze out of it

every drop of significance. Nothing destroys the experience in a poem as effectively as too much explaining.

In the teaching of poetry, the reading of the poem aloud is a rather essential element. Poetry is meant primarily to be heard, and even when it is being read visually the 'echo' of the sounds-which it contains, is present with the reader. The most striking effects of poetry are achieved through sound, and although it is difficult for a student to respond to the sounds of English poetry in the way we wish him to, he must be given opportunity of listening to these sounds. A teacher who is required to teach poetry to a class should be 'trained in the proper and effective reading of English poetry. English poetry is usually intended to be spoken rather than recited. It is good practice to read the poem aloud once to the class, asking the students merely to listen to the poem, with all the texts put away. To confirm that the students have received an initial impression from listening to the poem the teacher should ask a few general questions which involve the activity of reacting to the poem as a whole. It is here that the theme of the poem, and its tone (whether it is a cheerful poem or a sad one, etc.) are established. At this stage the poem can be read aloud a second time, this time with the students following the text visually. They should have formed, at the end of this reading quite a good impression of what the poem is about, what it is 'trying' to say to them.

Sometimes the clues, to the 'meaning' of a poem may lie in the use of a particular grammatical pattern, which the student may miss. For example, Kipling's poem 'If' achieves much of its effect by making delayed use of the conditional structure introduced by 'If'. In the logical structure of the poem too, the teacher should only suggest to the students how words are used to build up an idea; how 'key words' can function in setting up a theme, even if it is not explicitly stated. Poetry consists

very often in indirect or oblique statements or patterns of contrasts created by the use of words and phrases used symbolically to evoke certain associations.

The student has to be led to the discovery of these patterns through questions which suggest the answer that s/he is expected arrive at.

Once the student has an over-all understanding of the poem, the significant details will fall into place and fill in the picture. But the teacher's activity should consist in shaping rather than dictating, responses in suggesting rather than telling. In poetry the important thing is to make the student go back again and again to the poem, by asking questions which can be answered only through a scrutiny of the text. The teacher should help the student arrive at this meaning by integrating the answers to the various questions asked. The summing up of the poem should serve to bring into focus all the elements in the poem which the teacher has been trying to demonstrate or highlight. Above all the teacher must appear to be enjoying the poem, or else s/he will never be able to induce enjoyment in the student. The best teachers of English literature always manage to infect the student with something of their enthusiasm. It is because poetry can still be infections that we wish to teach it. What we need today is learner-centered classroom teaching, with less teacher explanation and with more individual literary interpretation by students. This is best for our vernacular medium students as we have to motivate them.

Much ink has been spilt in proving or disproving the importance of teaching English as 'a second language' – but what is more needed is the attitudes of our teachers – a change that will make them aware that teaching is not the only teaching technique and that unless they are teaching literature as such as they are teaching English as a second language. This awareness will have to be accompanied by their preparedness to employ new methodologies, approaches, and

technique for imparting instruction in the four language skills and for creating interest in students both for English and its literature. The Regional Institutes of English and Central Institute of English and Foreign Languages (presently EFLU) are also doing their best to train the teachers of English. With the availability of trained teachers, new syllabi, properly graded for each standard, for the students to proceed gradually from simple to difficult and from difficult to more difficult patterns of sentences and to learn newer and newer words to improve their expressiveness with emphasis on the four language skills, will have to be initiated both in schools and colleges. These methodologies should depend on techniques that will motivate students to learn English and to enjoy learning it. Literature is certainly the best kind of language that our learners can be exposed to but we need to introduce them judiciously to suitable texts. It is a language well used. According to Ezra Pound, 'Great literature is simply language charged with meaning to the utmost degree'. It is the art of saying something that will be read twice.

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