

TEACHING ENGLISH TO JAUNSARI SPEAKERS : A TRIBAL REGION

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TRENDS IN TEACHING LANGUAGE AND COMMUNICATION

According to Robert Frost- "I am not a teacher, but an awakener".

I. INTRODUCTION

The purpose of this study is to highlight the real scenario of English language teaching in tribal areas of Jaunsar Bawar. The reason behind teaching and learning low standard English has always been a matter of concern. Myriads of reasons are there for their poor acquisition of English language. Poor infrastructure, lack of training programs, inappropriate methods of teaching, very less techno-savvy teachers, and their regional background and their home environment. Jaunsar –Bawar is a hilly region, 85 km from Mussoorie in Chakrata Tehsil in Dehradun district, it represents the geographical region inhabited by the Jaunsari tribe, which traces its origin from the Pandavas of Mahabharata.

Jaunsari is a Pahari language of northern India spoken in the Chakrata and Kalsi blocks of Dehradun district in the Garhwal region of Uttarakhand state. It is said to be a dialect of the Garhwali language, but is more closely related to the Dogri-Kangari languages. Since it is spoken in an area that borders the Sirmour district of Himachal Pradesh, it has a vocabulary from the closely related Sirmour language.

Teachers and Students of government and public senior secondary schools of Kalsi and Chakrata block of Dehradun were taken into consideration.

National Knowledge Commission recognizes that the primary responsibility for school education is borne by the state government and therefore any policy changes must be with the full participation and involvement of the states.

The National Knowledge Commission has emphasized the importance of an inclusive society as the foundation for a knowledge society. NKC has also recognized the significance of language, not only as a medium of instruction or a means of communication but also as a determinant of access. An understanding of and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities. School-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. More often than not, teaching is in English. Even if it is not, in most subjects, books and journals are available only in English. And those who do not know English well enough find it exceedingly difficult to compete for a place in our premier educational institutions. This disadvantage is accentuated further in the world of work, not only in professional occupations but also in white-collar occupations overall.

II. ROLE OF ENGLISH LANGUAGE IN TODAY'S WORLD

English is a means of communication in this changing world. In India it is a hear felt demand of English knowing people. Because of this parents are more interested in honing this English language skill of reading, writing, listening and speaking. For this reason there is flood of English language teaching institutions all over the world.

The English language is taught, learnt and used with a great zeal and passion in metros, cities and to some extent at the suburban places, but the rural places are the most neglected one which is indeed an alarming call for of us. The rural English language teachers and learners are unable to cope up with the new standards of teaching and learning due to a variety of reasons that has become a major cause of concern for every person related to this field. When compared with the urban or city learners, we find the rural learners are no match for them and their progress is not at all promising and up to the mark. Today in the era of globalization, every fundamental facility is provided and proffered, but the outcome is far beyond our satisfaction.

In February 2015 the British Council played host to the Teacher Educator Conference (TEC) in partnership with the English and Foreign Languages University in Hyderabad, India. The theme of this conference was 'Ensuring quality in English language teacher education.' As the fifth conference in the series this was a landmark event, pulling together the topics and discussions from the previous four editions of TEC. As highlighted in the Education for All Global Monitoring Report 2013/14 (p. i):

An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported – it deteriorates if they are not.

There are two key changes in the purpose of teaching English. Firstly is to produce fully competent English-knowing bilinguals rather than imitation native speakers. The purpose is not to aspire to become native speakers of English, because we are already native speakers of our own L1, but to focus on English as a means of communication.

English is not viewed as an end in itself but as a means to learn content such as Science and Mathematics. Content and language intergrate learning (CLIL) is an approach where the English teacher uses cross-curricular content and so the students learn both the content and English.

III. NEW TRENDS IN 21ST CENTURY ENGLISH LEARNING

As it is used in communication, internet communication tools began to use in education especially in English language learning. New trends in technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking and listening skills of students. English is the only valid language that can be understood by everyone all over the world. Students learn faster and easier than before because of the use of technology in schools, If they are trained. If they are trained during their school years they have chance of becoming expert in technology. It is proved by the researcher that have been done that early beginning are always beneficial .Learning English through the web and using new trends in education in schools make students willing to learn the language .It is quite clear that English has become a necessity today. We need it in different fields of life.

English teaching today has evolved around the primary emphasis on its viability as a communication skill to help acquire jobs, promote business interest's or provide various forms of entertainments. Our main concern as a teacher is not to teach about language for develop learners' abilities to make them capable of using the language for a variety of purpose. Trends in teaching English changes from time to time.

'There is nothing permanent except change'

says Heraclites, the pre Aristotelian Greek philosopher.

Change is the law of nature. A trend is the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the facet of traditional system of education. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ELT also.

IV. CLASSROOM MANAGEMENT TECHNIQUES

The classroom management techniques play a pivotal role to foster language learning. Various techniques can be suggested to ensure an active learning atmosphere in a language class. It is useful to keep a regular record of each individual student being involved in various tasks and their roles. The purpose of the record is the display of role play in the tasks and sharing different roles to the same student.

V. RECOMMENDATIONS

The recommendations below are made based upon our visit, observation and analysis of the real classroom practices in some government-aided schools of the jaunsar region. Upon the above findings, the following recommendations have been put forth:

- Since the furniture of the classroom can't be replaced with tables and chairs right a way in the government-aided schools in India, the teacher should explore and devise the techniques to have the students work in pairs and groups in the existing furniture of the schools. The pair and the groups can be formed from the same desk. Considering the power sharing, gender and ethnicity of the students, the teacher needs to work out a plan to divide the roles of the students in language tasks.
- The teacher needs to pay attention to the backbenchers, who mostly stay idle in language Learning.

VI. KEY TRENDS IN ELT TODAY

ELT practitioners around the globe have been practising different trends suitable to their context, needs, availability of resources and practicality. We have had more than a dozen of methods of language teaching offered at different times. All the methods of language teaching are practised in classrooms. Obviously, some teachers stick on certain methodologies very sternly. Besides, they practise different trends to grow academically and professionally. Some of the modern trends that are taking place in ELT today are as follows:

VII. NETWORKING

With the facility of e-communication, it has been possible for the English language teachers/practitioners to network and enrich their teaching. This has enabled the teachers to share their experiences and develop their profession online. ELT resources are growing rapidly, newsletters on ELT are being used more by both the teachers and students.

VIII ECLECTICISM

If we view the classroom practices, we find teachers not blindly depending on a particular method of teaching prescribed but the ELT practitioners often practise the hybrid of more than one method of teaching. In fact, all the methods propounded so far have been in vogue partly- if one is not practicable the teacher switches instantly to another.

IX. STRATEGOPEDIA

Give a man a fish .He eats for a day, Teach him to fish, He eats for the whole life,

A trend in ELT today has been to make the students independent learners. Today, a school of thought has developed with the purpose of equipping learners with appropriate learning strategies to take the responsibility for self-direction.

X. STUDENT CENTREDNESS

The English language teachers all over the globe seem to have realized that gone are the days when teachers delivers lectures in front of their pupils who just sit as passive listeners. Learner centredness is the demand of the time. That is why language teachers have to play the role of facilitators in the classroom, not the authorities.

XI. REFLECTIVE PRACTICE

It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things differently or better. Reflecting upon our own way of teaching tremendously helps the teachers to improve the practice.

XII. RETHINKING AIM

One key trend in English teaching profession linked to the growing interest in global education is rethinking of basic educational goals, the way of English education .

XIII. CONFERENCING

Today, the English language teachers seem to have realized that conferencing is one of the best means of enhancing ELT. English language teachers in almost all countries have established their professional organizations, and they organize and participate in different kinds of seminars, workshops, training, and conventions in order to grow academically and professionally

XIV. GRAMMARING

Gone are the days when English language teachers make the students parrot the rules of the language and use them in making sentences either in speech or writing. Instead, recently the teachers of English have begun to involve their pupils in grammaring rather than teaching grammar. The idea of *grammaring* is that grammar teachers should divest themselves of the idea that grammar is a simply a set of rules for memorization.

XV. UPDATING

ELT practitioners today update their knowledge of the language as well as the methodology in various ways such as reading journal, participating in training, seminar workshops etc. Surfing ELT websites also enables the teachers to update their knowledge of trends and techniques around the world. Academic qualifications once acquired are not enough for the teachers in anyway to teach language effectively forever.

XVI. POWER POINT PRESENTATION LESSON

This is a very popular practice particularly in teaching grammatical items. Nevertheless, it can be equally applied while teaching the skills of language.

XVII. COMMUNICATIVENESS

In language teaching, communication has been on everyone's lips today. It has well been understood that communication should be the fundamental aim of language teaching. Today, the focus is on how learners can be made proficient to communicate to others who speak the same target language. The communicative method of language teaching is, therefore, largely practised today by the teachers where the target language (English) is spoken in the environment.

XVIII. CONCLUSION

There is no single most excellent way of teaching foreign languages. The successful language teacher will not confine himself/herself to only a single method. A method which is appropriate with one class on one occasion will not necessarily suit to the same class at another time. Likewise, a method which is suitable for one language teacher while teaching a particular language item may not be applicable for other teacher in the same or similar context.

There has been a gradual shift from a literature based foreign language to equipping learners with communicative skills for interaction globally. Most English language teachers and more significantly most teacher trainers adhere to communicative methodology today. A large number of articles and conference talks have been devoted to exploring precisely the communicative approach of language teaching.

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