



Developing a paradigm of teaching English language in social perspective

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ABSTRACT

Professional competency has a momentous effect on teaching of English language. The study has been conducted on developing a model of teaching English language in societal perspective. The model has been developed keeping in view effect of professional competency of teacher, use of language laboratory, quality of teaching practice, academic assessment of students, counseling and guidance of students, and teaching in social context of English language. The objectives of the study were: 1) to explore the effect of professional competency of teacher, use of language laboratory, quality of teaching practice, academic assessment of students, counseling and guidance of students on teaching of English language in social perspective 2) to develop a model of teaching English language in social perspective. The research was beneficial for the English language teachers. The study was important for developing English language curricula. The study was useful for research scholars of English language. The study was of great importance in managing English language centers. The study was descriptive in nature. The relevant data was being analyzed keeping in view the objectives of the study.

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Introduction

Models of teaching were identified and described for the first time by Bruce Joyce and Marsha Weil (1980). They defined a model as: "A model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize a specific goal. It helps the designing instructional activities and provides an environment carrying out these activities in order to realize the stipulated objectives". Models of teaching pay for a vibrant and expedient introduction to the complexities of teaching. A teaching model is not a surrogate for teaching skill. A model cannot take the place of fundamental uniqueness in a teacher, such as, creativity. <http://eltnotes.wordpress.com/2010/05/13/8-the-synectic-model-for-teaching-englishz/:08-02-011> at 12:30 pm.

Integration of English Language Skills with Professional Competency

Harmer (1998) indicates that reading of English language is an increasingly active occupation. To do it successfully we have to understand what the words mean. Students should be encouraged to respond to the content of a reading text, not just to the language. One of the teacher's main functions when training students to read is not only to persuade them to the advantages of skimming and scanning, but also to make them see that the way they read is vitally important. Students need to know how to write letters, how to put written reports together. Teachers have to ensure that they understand the problems in writing and then the redraft the passage correctly. Rehearsal, feedback and engagement are the basic tasks assigned to the students by the teacher to improve the speaking skills. In teaching listening skills, the use of tape recorder is just important. Students should be encouraged to respond to the content of a listening, not just to the language. Good teachers exploit listening texts to the full. Lesson planning plays an important role in teaching of English language. Lesson planning helps the teachers to think about

where they are going and gives them time to have ideas for tomorrow's and next week lessons. In the classroom, a plan helps to remind teachers what they intended to do. Lesson planning helps because it gives students confidence: they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.

Role of English Teacher as a Mediator

Pike(2004)described the English teacher as mediator between art and life, curriculum and learner, text and reader, is of importance because such a teacher brings significance as well as coherence to learning encounters and turns a given curriculum into a dynamic series of learning experience with a sense of cumulative purpose. English teachers mediate significance for groups as well as individuals. Cultivating experience is generally acknowledged to be the way forward in both spiritual and aesthetic education and what makes English invaluable for spiritual and moral development is that all reading is experience-an indirect form of experience, but a peculiarly powerful one, and for many minds the most varied and fruitful in the whole of life.

Effect of Language Teaching on Learning in Social Context

Stern(1983) described that language can not be taught for long without coming face to face with social context factors which have bearing on language and language learning. The language and society are in many ways closely linked, is not questioned, either in language education or in social science. Yet, while language teaching has interacted for a long time with linguistics and with psychology, social sciences and language teaching have only recently come into contact with each other. The social content of language learning can be regarded as a set of factors that is likely to exercise a powerful influence on language learning, and it is therefore necessary to take not of such contextual factors in analyzing a given language teaching situation.

Downing (1995) explains that managers are being asked to become much better at interpersonal and team communications and less reliant on their legitimate power base in rank, qualification and experience. This is certainly the case of school principals. Developing collaborative school cultures requires the principal, amongst other things, to share power. In the book, "Teaching Challenges and Dilemmas" by Susan Groundwater at page 202, social norms of communication are as follows:



Social Norms of Communication (Downing, 1995, p.74).Fig(1)
Influences on Teaching of English Language

Carroll (1967) identified a number of background variables to take into account in conducting language teaching research. The factors singled out by Carroll include linguistic factors, i.e; the characteristics of the new language to be learnt in comparison with the language of origin. Socio-cultural factors that bear upon motivation, such as the relative social status of the first language and the second language, the instrumental value of the second language, the cultural value of the second language. The most obvious contextual factors against which to view language learning is the language situation. Some countries or regions in which languages are taught are linguistically relatively homogeneous, for example, Germany, France, Britain, Argentina, or Thailand. In these countries language learning takes place against a fairly uniform language background and students are likely to have many language learning problems in common. On other hand, a uniform language environment which creates among students the illusion of universal unilingual as a normal state of affairs, can lead to resistance to second language learning. Language teaching may be needed for economic development. The acquisition of technological skill may depend upon the knowledge of a major world language through which these skills may be acquired. Thus in Third World countries English as a second language is often a prerequisite to scientific or technological training.

According to Stern (1983) in his book, "Fundamental Concepts of Language Teaching", the following diagram represents the influences on the language teaching:



An adaptation of Spolsky's diagram to an analysis of social variables in language teaching: Fig (2)

Palmer(1921) in his book, "The Principles of language-Study", describes nine essential principles of language –study 1) Initial Preparation, 2) Habit-Learning, 3) Accuracy, 4) Gradation, 5) Proportion, 6) Concreteness, 7) Interest, 8) Order of Progression, 9) Multiple line of approach. The English language teacher must be trained keeping in view these principles of language. According to Harold E. Palmer in his book, "The Principles of Language-Study" language study is essentially a habit-forming process; the teacher will therefore not only assist the student in utilizing his previously formed habits, but will also cause him to acquire new ones appropriate to the work he is to perform. The teacher will cause the student to pass from the known to the unknown by easy stages, each of which will serve as a preparation for the next, and thereby secure a constantly increasing rate of progress. The methods are to be devised in such a way that the interest of the student is always secured, for without interest there can be little progress. The student should first be taught to hear and to articulate correctly, then to use sentences, then to make sentences, then to make words. In this way he will secure rapid and yet permanent results.

Ultimate Objectives of Language Teaching

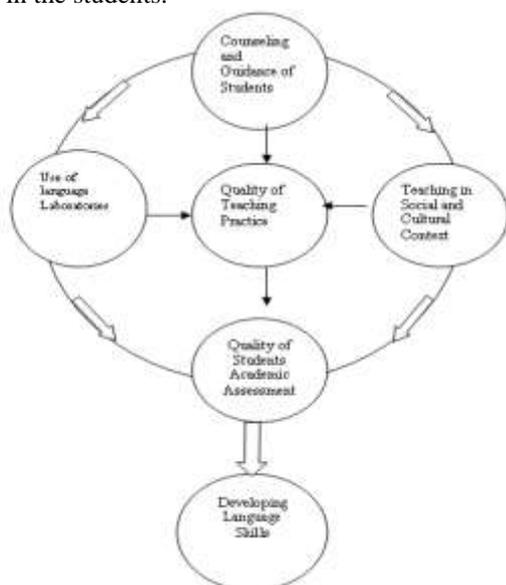
Stern(1983) mentions that the ultimate objective of language teaching is effective language learning, then our main concern must be the language learning outcome. Every one interested in second language learning, often after years of study or residence in the second language environment, faces the problem of inadequate knowledge and frequent failure. "Among different learners at different stages of learning second language competence or proficiency ranges from zero to native-like proficiency. The zero is not absolute because the second language learner as speaker of at least one other language, his first language, knows language and how it functions". "The native speaker's competence, proficiency, or knowledge of the language" is a necessary point of reference for the second language proficiency concept used in language teaching theory

Richard W. Mills (1987) in his book, "Teaching English to All" explains that use of audio visual aids has a vital role to enhance concept learning of students. The English language teacher must be trained in the use of audio visual aids. The teacher training programs for English language teachers must be focusing on the use of instructional technology and English language skills development techniques. The English language teacher should be aware about the checklist of the English language skills.

Discussion:

Teaching of English as a foreign language is based on the nature of requirement of English language teachers, English language proficiency of the teachers, professional competency of the teachers, use of instructional technology, nature and duration of teaching practice for the students, nature of course outlines for the English language courses, nature of counseling and guidance for the students, quality of English language laboratories, duration of English language courses, techniques of assessment, and techniques for motivating the students. All this is fruitful for the teaching-learning process of English language in any institution of the world. Similarly, teaching of English as a foreign language in the social and cultural context enhances the concept learning of the English language students. Keeping in view the studies on teaching of English language, it is obvious that the students achievement is concerned with need, interest

and teaching preferences of teachers. Professional competency of the English language teacher is focusing on the techniques of motivation in the students, English language teaching methods, understanding the individual differences of the students, use of instructional technology and competency of teaching in a language laboratory. Quality of student's academic assessment is the fundamental element in the process of teaching English language as a foreign language. Traditional methods of student's academic assessment must be evaluated and the English language teacher must be aware about the innovative techniques of assessment. Quality of teaching English language is also based on the developing course outlines in social and cultural context. The development of teaching content in the social and cultural context enhances the concept learning of the students. While teaching, the English language teacher must be aware about the academic background of the students. The teachers of the English language may be provided the opportunity of teacher training courses keeping in view the innovations in the teaching learning process of the English language in the world. There may be the provision of recent researches on the teaching of English language to the teachers of the English. The students may also be facilitated within the provision of new arrivals on English language. The searcher has developed a model on teaching of English language in higher education institutions. The model (below) may be fruitful for the teachers of English language and policymakers in developing the English language competency in the students.



Model of Teaching English Language (Fig: 3)

Conclusion:

Teaching of English as a foreign language is concerned with counseling and guidance of students, use of language laboratories, teaching in social and cultural context, quality of teaching practice, quality of student's academic assessment and developing language skills. The provision of opportunities of teacher training programs for the English language teachers ensures the quality of teaching English language. Developing interest in the students is one of the fundamental elements of teacher training programs for English language teachers. Teaching in social and cultural context develops the interest and motivation in the students to learn English language. Establishment and use of language laboratories may be ensured to promote English language competency in the students. The English language teacher may also be competent in the usage of techniques of teaching English language skills. Use of instructional technology may be ensured in the classrooms. The English language teacher may be in a position to promote need and interest of English language in the students.

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