

ANALYSIS OF ENGLISH LANGUAGE TEACHING AT PRIMARY LEVEL

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Abstract

The English in India is considered as a Second language. Though it's a foreign language but it has become an integral part of communication. Being an International language, it works a bridge for communication for two different linguistic people. There are hundreds of regional languages in India and researchers state that every 20 kilometers dialect of the people change. In southern parts of India people do not speak Hindi so in this scenario the only option left is the English language. So one can understand the importance of this language. Even official, governmental work and banking works are done English language. Understanding the importance of the language, it becomes more important to understand the teaching patter at the base or primary level. Devising a pedagogical method which could instill the basics of the language and its grammatical pattern is a tough task. There is no particular pattern which could easily impart the understanding of linguistic behavior. In learning a second language, contrastive analysis (CA) may be most predictive at the phonology level and could be the least predictive at the syntactic level. Teaching procedures must take into account the learner's strategy to acquire the second language. Error Analysis (EA) focuses on the correct grammatical usage.

Keywords: Pedagogical Method, Error Analysis, Contrastive Analysis, Error Analysis, Second Language.

In the research of IJELLH, Ms.Shreeja Sharma states that Contrastive Analysis was propounded as linguistic theory by Robert Lado in his book *Linguistics Across Cultures* in 1957. The concept of contrastive analysis was came into existence in the works of C. C. Fries in 1945. The research states that Robert tried finding the ways to learn the second language in a simpler and easier methods. It states that the concept had always existed among language teachers but it was Robert Lado who made a theoretical framework and systematic methodology for the conservative study of the languages. These analysts tried to find the difference between the mother tongue and the target language. They identified similar and dissimilar areas and supposedly allege that lead to ease and dissimilarities lead to difficulty in learning the target language. So they concluded their point that difficulty of learning a new language depends on the difference between learners' mother language and the target language they want to learn. In the late 1960's and early 1970's Error Analysis approach became popular. It was this period when several different studies were commenced and recognized the importance of systematic second language with definite pattern that errors were not random and showed evidence of rule-governed behavior. Analysts examined the samples of learners. From these samples, analysts pinpointed some errors or mistakes. They classified these error patterns to make it more

stratified. At the modality level they divided it into four skills, listening, speaking, reading, and writing. Then at the linguistic level, pronunciation, grammar, vocabulary, and style.

“Besides these shortcomings, there are certain issues that are typical for ELT and ELL (English language learning) situation in the schools of India. English is a second and not a foreign language in India. As such, it is taught even in vernacular medium schools from an early age. However, it is only students in English medium schools by and large, who are able to communicate proficiently in English. Those studying in vernacular medium schools are at varying levels of competence. They are able to read their text books and are able to comprehend what is written to some extent, depending upon their exposure to the language outside class, the pedagogical skill of their teacher, their attitude to the language, their motivation to learn, the opportunities available to them to practice their language skills etc. Some of these factors are beyond the control of the teacher, though they are pertinent. A serious teacher therefore, though desirous of eradicating the errors of his students” language, cannot do much about the external factors governing ELL. Moreover, there is the question of correctness.”

While Error Analysis provide a significant data and result describing the difficulties faced by the learners at different stages, it still cannot considered as a guaranteed and perfect method. In the error analyzing process, we find that there could be many methods to reconstruct errors of the learners. There could be many shortcomings in these error finding methods in exploring the language learning techniques but still now the English language not an alien language anymore. In our education system, the English language is incorporated from the primary classes.

CONCLUSION: Some experts of English language have tried to discover the various methods and explored the behavior of the new language. They made systematic data review on the basis of shortcomings and errors, which further helped the experts to understand the hindrances arising in learning a new language. They are of the views that learning difficulty depends on the learner’s mother language and the new target language. The similar areas between the two becomes easier to learn that part and dissimilar part of the target language becomes tough to learn as compared to the previous one. The classification of the collected erroneous data from the sample language helped understanding the learners’ difficulty. These errors were classified as modality which includes four skills reading, speaking, learning and writing. Then second one is linguistic level which includes; pronunciation, grammar, vocabulary and style. Though Error Analysis is not a perfect method but its importance of assessing learners’ difficulty cannot be denied.

Reference

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