

Subject name: Language and Society
Prof.name: Prof. Rajesh Kumar
Department: Department of Humanities and Social Sciences

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We will look at one more domain of language used in the society and that particular domain happens to be language teaching. As you understand we have been looking at the complexity involving relationships between language and society. The two languages and society are complex in their relationships in unique ways. Language is a tool for communication in the society and society functions vitally on the basis of the use of language.

There is a unique relationship between the two. They depend on each other in unique ways and this relationship requires certain specific types of tools to understand such underlined complexities. We have been looking at several aspects of these relationships several aspects of how they work together, how language works in society and one such domain happens to be language teaching.

We have looked at Language independently we have looked at language as a technical tool and language as a system and we have also looked at society and have developed a understanding of society vis a vis language. We will need to understand Language Teaching and how our understanding of relationships between language and society and our understanding of language help us understand this unique relationship and how we enrich the entire enterprise of language teaching on the basis of such an understanding of this relationships.

Language teaching happens to be if not the oldest, definitely one of the oldest profession of the world, oldest profession, oldest enterprise. Language is one of the first things to pay attention to when we need to interact with other societies or groups within the same society. Therefore the teaching of language has always been revised and always been improved and looked at in a very serious way besides this been the oldest profession and the significant profession in the society, it has drawn significantly from the study of language.

(Refer Slide Time: 03:36)

Linguistic insights in language teaching

Structure

- Sounds
- Words
- Sentences
- Discourse
- Society (Diversity)
- Cognition



Study of language is what we called the larger discipline Linguistics and on the basis of the various aspects of the study of the language, we draw a lot for how teaching programmes, teaching methods must be revised. So we will go through little bit of how the study of language has helped and is being helpful in language teaching.

The insights from each domain of the study of language have been helpful in understanding language teaching. First of all, let us look at the domains that we have talked about. We have talked about these domains in various contexts in various domains of understanding of language so for that matter what we have looked at structured part of the language. And the structure involves understanding of sounds and understanding of words,

(Refer Slide Time: 4:35)

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Their relationship with each other sentences. That is how a sentence is formed. What are the vital and required components of making of a sentence and this is once again important for us to understand in a unique way that when we define sounds we just look at some consonants and vowels. And when we move ahead and look at what makes the word, we usually are tempted to conclude by saying words are collection of sounds. Sounds grouped together makes words.

However, what has seen it is not merely random collection of Sounds. There are principles underlying for what can be combined together and what could not to be possible combinations to make a sound it is the possibility and impossibility of particular combinations which becomes significant and gets part of being what we know as generative capacity. And it is that understanding which helps us really get into to the details of what it makes what it takes to make a word.

Similarly, we know that Sentences are not random collections of words. Sentences are much more than that. In a way Sentence could be infinitely long. And still a sentence will have only one word. Definitely an infinitely long sentence will have infinite number of words. Therefore the total number of words as being part of the sentence is definitely not significant. What is important is the functional aspects of a sentence. That is tense aspects, agreement and structural relationship like subjects, objects, and predicates and well-designed program along with that for understanding of a sentence.

Similarly the next level is Discourse. And it is an important point for us to understand that what constitutes discourse is context. And the domain of sentence used in context, sentences without context is not discourse sentences in a context is discourse. And from this point we start looking at the use of language in society.

While looking at discourse we are clearly not paying attention to the structural aspects of sentence rather we are looking at discourse. We are looking at the discourse and what is relevant in the discourse is what comes from the society what comes from an environment. And when we start looking at society, community language together, what we interact with is diversity.

The study of diversity in terms of variations within languages, beyond languages and their complexities that they create, for the use of language in the society. With respect to how language works in human mind and Social cognition along which are the aspects which we need to be looking at and what we have looked at in order to develop our understanding for language.

(Refer Slide Time: 8:42)

Linguistic insights

Understanding of language as a social phenomenon

- Standard and non-standard distinction
- A language not viable
- English as English *OF* India in stead of Indian English
- Native Speakers



Linguistic insights for the study of society via language has also been contributing significantly for understanding language teaching. For example, a clear understanding of standard and non-standard distinction and more importantly, so that the point that there is nothing as such scientifically viable becomes very significant for language teaching. The question is the point that a language is not viable idea rather what we need to understand and look at language from

the multilingual perspective. And we want to treat languages multilingually; will be immensely helpful in language teaching.

Similarly, with an example in English as the underlining point in understanding why English as acquired its distinct identity within Indian subcontinent. And why it should not be looked at as one of the Englishes spoken around the world rather it should be looked at as one of the member at the languages spoken in the subcontinent. Such points will immensely contribute to the language teaching.

If we tend to ignore any one of them, then we are going to run into contradictions. We would want to achieve some thing which would not exist in the society. For example, if we want to practise purity of language in teaching language then we know that we are teaching that does not exist in the society and if we and teacher if we want to insist on purity and the use of language in a particular way then we are going to be running into difficulty again.

Therefore and a combination of the understanding of Linguistic Insights from the structure list from the study of Structure of language and from the study of the context and language as Social Entity put together, a program in language teaching can be devised and will work more efficiently.

(Refer Slide Time: 11:19)

New insights

- Behaviorism and Mentalism are not in TOTAL contradictions with each other
- Grammar of culture, grammar of variation and change, and grammar of society have a lot in common in sync with the fundamentals of language.
- Language can only be seen on a continuum and not as a countable entity.
- Learning of language has the genesis of learning embedded in it.



So things that have come that part of new insights by looking at Acquisition part of language are our understanding about Behaviourism and Mentalism. And more importantly when we want to understand both without being prejudiced, when we want to understand both without being prejudiced, we understand that Behaviourism and Mentalism are not in total contradiction with each other; rather they compensate one another.

We have looked at in details that for Behaviourism, Language was considered as human behaviour. What was not looked at and what was missing from behaviourism was on the emphasis role of human mind, because most of the processing that takes place for the by the generative capacity is part of human mind.

And what we must not ignore in understanding language is phenomena of human mind is the role of input which comes from the society and the immediate environment. Therefore they must not mean total contradictions and this will be one of the insights which are going to be vital for our understanding of two aspects of Language Acquisition. Two independently designed theories namely Behaviourist Model of understanding Language Acquisition and Mentalist model of understanding Language Acquisition.

And this is going to be, playing a very significant role in coming up with an approach for language teaching. Similarly, Grammar of Culture, Grammar of Variations and change and the Grammar of society have a lot in common; have a lot in common in sync with fundamentals of language. That is we have talked about relationship between Language and Culture, we have talked about what variations means, since within language and beyond languages we have looked at what language change is about.

And when we put all of them together, we want to look at these terms; we want to understand in terms of Grammar of Culture, Grammar of Variations, and Grammar of society. That is a more technical understanding of society and these are just like they are not independent from one and another. Language as an idea can exist elsewhere but language as an Entity and language which gets its proper use in the society would not exist without society as well. So such an understanding also gives us new insights in terms of how we understand native speaker and in

terms of how we understand language and Question of Dialects and how we understand continuum and the question of language fluidity.

(Refer Slide Time: 14:37)

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So language can only be seen and that help us understand and that languages can only be seen in terms of continuum not as countable entity. This whole thing would not make sense unless we look at the point that language boundaries are not rigid and language boundaries are totally fluid and porous languages merge with one and another at every single levels of its understanding; every single levels of its, every single levels of its structure.

So learning of language has genesis of learning embedded in it. We get to this final point only when we understand language is a, can be understood in a continuum; language can be understood in a fluidity and there is bigger role of language and its relationship with society in understanding of learning and teaching of language and at the same time some of the theoretical model in terms of Acquisition of Language will also help us understand the teaching properly that is teaching of language properly.

I want to draw your attention to one of the examples in how it becomes helpful. That is how the insights that we have been discussing becomes helpful in Teaching of language. Some of you may have experience in Teaching of language. But almost all of you must have gone through the

learning of language and in particular, a Second Language. If its possible I want you to pause here and think how you learnt any language that you have learnt in a classroom.

And I want to make a safe assumption here that definitely many of you has subscribers to this course would have gone through learning of English which must have taken place as second language for you. Some of you have learnt Hindi as the second language of, for that matter you may have learnt any language as second language. I want to discuss one particular aspect of plural markers with examples from English and Hindi and then I want you to look at the points and apply some of them to what you have learnt as second language. And then see how the insights into understanding of several structural aspects of language have a lot to tell us in terms of language teaching.

When we look at plural makers the first thing in English

(Refer Slide Time: 17:42)

Applications of some insights

- Plural markers in English and Hindi

- /s/ and /z/ are only two plural marking morphemes in English

- /s/ occurs if words end with stops /p/, /t/, and /k/, and /z/ everywhere else.

- For masculine nouns if words end with /aa/, /aa/ becomes /e/ and if not then there is no change.

- For feminine nouns, if words end with /ii/, then /ii/ becomes /iyaaN/ and for others /eN/



Or, for that matter any language we want to change the shift, we want to change the focus from written language to a spoken language and I want you to bear this in mind that we are going to, that we are only talking about these rules on the basis of observations and generalisations from spoken language. And how the data and the generalisation drawn from the data has been explained.

So what we derive as 'sa and za', as two sounds are plural morphemes in English. In other words these are the plural marking sounds in English. When you look at the final part of, final sound of a word, please pay attention into that, if the word ends with three stops sounds 'pa, ta and ga' the plural markers in English sounds like 'sa' like books; the final consonants is 'ka', the plural marker is going to sound like 'sa' books; cap final consonants of these words 'cap' is 'pa' happens to be 'stop'.

Therefore the plural markers going to sound like 'caps' and you can look at more examples. Every where else its going to sound 'ja'. So here is the rule that we can state with simplicity 'sa' occurs if the word ends with stops sounds like 'pa ta and ga and ja' occurs everywhere else. Take any other word which ends with anything other than 'pa ta and ga', the plural marker is going to sound 'za'.

Take an example, take a look at a dictionary, pay attention to the speakers of the language. So we may be writing the words in any which way we want following the conventions of English, spelling system, English writing system. But when we speak the words are going to sound different. So when we say, take an example, 'friend' we are not going to see the written part as the plural marker being added to this word's'. What we are going to look at is the plural marker is going to sound like 'za' it is 'friends'.

And likewise when we say 'watch' plural marker that we add is completely something else and what it is going to sound like is like 'ja' sound. So I once again want you to understand please do not look at how these words are written; you are expected to look at what they sound like. So you were taught in classrooms where you were told those rules on the basis of how those things are written. And thus such a thing is going to generate lot of rules lot of exceptions.

However when you derive generalisation on the basis of spoken examples, you find a rule as simple as this one. And then you, this is a explanatory capacity of this model of this understanding that they are not going to be generating exceptions. However, words like 'children and auction, teeth, deer' these are few examples which are reminiscent of old English in modern English spoken today.

Similarly, when you look at plural markers in Hindi, you are going to see plural markings works in a very distinct way for Hindi gender in Hindi is grammatical; that is gender place a role in grammar of a language so looking at

(Refer Slide Time: 22:01)

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plural markings in the language what we find that all the noun are divided into two parts: Masculine and Feminine. Please understand the assignment of Gender to nouns in Hindi is arbitrary. And it is left to the intuition of native speakers that adds even more complexity to teaching of plural morphemes in Hindi. First of all there is no way to teach why a word should be Masculine or Feminine and then we face the difficulty when we start that such a thing is going to have consequences in the grammar for that to resolve that kind of paradox.

When we look at nouns in two categories is: Masculine and Feminine, to begin with, what we say and of course on the basis of intuition of native speakers, what we find is, within Masculine nouns there are two patterns: One is if the words end with aa aa changes to a and then we get a plural marker.

There are hundreds of examples of that ‘cumera’ coming from ‘cumare thalla’ becoming ‘thalle cumara’ is a Hindi word for room ‘thalla’ in Hindi word refers to lock and so on. And you can take more examples; you can do this exercise on your own. Verify this will be one of the

significant exercises that you will do for yourself to understand the applications of this insights. Moving ahead when you look at second type plural na second type of noun in masculine that is every noun, every other noun which would not end in aa there will be no plural marker.

For example, 'aadmi, ghar, purush, phal, pher'. Take any example. They are not going to have plural counterpart. They are going to remain same way. That is a plural marker is a zero when you look at the feminine group of nouns in Hindi. You are going to see a word in if the words ends with long 'e' that's a vowel then your are going to see a plural marker ending in a particular way like 'ladiki' - girl becoming 'ladikiyan', 'kiduki' window becoming 'kidukiyan' and so.

Whereas when the word ends with anything other than long 'e' it as a different pattern. And that pattern is 'ae' so the word like 'kithab' which does not end with long 'e' it will have plural marker of a different sort. And the word will be 'kithaben bhasha'; it's a vowel but not long 'e' therefore it will follow the same pattern than the plural marking will be 'bhashayen'.

Take more example, I want you to pay attention to this slide on your screen, I want you to pay attention to these rules. And will see that the understanding of morphemes and understanding of sounds in its features and role of these sounds and these features in the grammar there are all parts of phonetics, phonology, morphology, morpho-syntax and syntax

All these things and all this subpart of this study, of this structure, of this language, is going to help us derive generalisation and explain the empirical data within the precision rules. And that is going to be helpful in teaching of language.

(Refer Slide Time:26:02)

Language Teaching

- Language learning
- Learning about language
- Learning through language



There are three aspects of Language Teaching, in particular, Language learning aspects, learning about the language and learning through the language.

(Refer Slide Time: 26:14)

Methods

- Grammar Translations Method
- Direct Method
- Audio-lingual Method
- Communicative Method
- Natural Approach



Teaching methods are related to learning of language. There have been several teaching methods applicable for teaching of language. Right upfront I want to take a note that no method in isolation has been ultimately successful. One can always argue to a certain point that one method has been better than other one; but no one method has what in that ultimate way if it did, that we would not need another method, that's my hunch.

However, we see in this screen, we have in the history, language teaching we have several other methods. And I would like to make another point before getting into the details of this what is actually worth in the Enterprise of Language Teaching is combination of many methods together. So Grammar Translation Method in particular as the name reflects was focussing on Grammar and translating into the target language, was the particular methodology for this. Focus was reading and definitely not speaking in rest of the method,

(Refer Slide Time: 27:33)

Methods

- Grammar Translations Method
- Direct Method
- Audio-lingual Method
- Communicative Method
- Natural Approach



that you see: Direct method, Audio lingual method, Communicative method and Natural approach. The focus shifted completely to the spoken part and then they vary from one another in various aspects and in more aspects than one. And I invite you to look at the details of these methods which are available for your reading list as well. And then we progress and finally we have come to the point of what is called Natural approach in language teaching which was developed by Steven Carson by bringing insights from all other methods.

And particularly focussing on the input that goes into learning and because they focus in called input, this is also called input hypothesis model where the input is argued to be comprehensive. And again I want you to look at what this, what the principles of Grammar Translation methods are and why they work and did not work. Likewise, the principles of Direct method, principles of

Audio lingual method, principles of Communicative methods and what involves in, what is involved in natural approach, how this methods are different from one another and how, what are the common aspects of these methods. Thank you.