

Significance of Teaching English Language : Aims and Objectives

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Abstract

English language plays a significant role in the expression and communication of thoughts. It facilitates the establishment of international contacts between nations of the world. It provides an opportunity for Indians to get employment not only in India but also in other countries. It also provides a chance and ability to study the best and rich English literature. It can be helpful in removing the boundary of provincialism, in case the mind is trained to gain the proficiency in speaking English language and the hand is trained to write it correctly. The proper reading, understanding, writing skill and speaking of English language can enrich and empower the generation with the number of opportunities on its path.

Significance of Teaching English: Aims and Objectives

Language may be defined as “an arbitrary system of vocal symbols by means of which human being as a member of a social group and participants in culture interact and communicate.” The word language seems to be derived from the Latin word ‘lingua’ which implies tongue. English has been a tool of communication for a long time. English language has been a channel for inter-state communication and then aiming at the pursuit of knowledge at higher levels. English has been an unavoidable means of international contacts. Through English language the international contacts can be promoted and maintained. There has been a steady rate of growth in literacy in English with the opening of the public schools, colleges, universities. The rate of literacy in English has increased to a considerable level however not up to a satisfactory one. English is a global language. It has been widely accepted not only in our country but also in almost all parts of the world. The number of people speaking English language is increasing day by day.

English language can play a significant role in the spread of Indian thought in the west countries. Indian thought has crossed the frontiers to west through English language. Stalwarts like Ram Mohan Roy, Keshub Chandra Sen, Swami Vivekanand, R. N. Tagore, Sri Aurobindo, Mahatma Gandhi gained mastery over English language. English language has done a yeoman service in this field. Through English language the stalwarts have conveyed their meaning and message to the people of the world.

In the words of P. C. Wren, “In the teaching of class objects the actual work of mind training is being performed. In the early English lessons he (the teacher) is being the soil that it may be able to receive the seed.” Therefore if the goals are to be achieved, the teacher must have a sound knowledge of the principles of teaching. In India English is taught both as a second language and a foreign language. The term second language has been quite popular among the linguists because English has become a lingua franca between speakers of widely diverse languages. The two terms aim and objective often create confusion when they are juxtaposed to each other. Both of the terms are treated in relation to given an expression of our educational intentions and purposes. In the words of Robert E. Mager, “An objective is an intent communicated by a statement describing a purposed change in a learner, a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior. We want the learner to be able to demonstrate.” Aims are our intent and purposes, while objectives are our goals to be achieved in short span of time. In this regard, obviously, aims are the purposes that are to be achieved in a rather long terms. The following points of difference between aims and objectives can be given here-

- (A) Aims express the general purpose of education, objectives express the speculative purpose of curriculum.
- (B) Aims are to be achieved in their no specific time limits, objectives are to be achieved in their given specific time limits.

Henceforth, we shall study the various aims and objectives of teaching English language in India. Formally speaking, the teacher must aim at developing in his pupils the ability to understand spoken English, the ability to read and write correctly and the ability to speak correctly and fluently. The teacher trains his pupils' s mind in a way

that they should be able to think and speak English with ease. They must be trained to respond and read to situations. They must be trained to be active listeners.

The following aims of teaching English language can be determined-

1. Semantic aim- This is related to the understanding of words and sentences.
2. Phonetic aim- The phonetic aim deals with the sounds, spellings and pronunciations.
3. Graphic aim- It deals with the visual symbols.
4. Phonetic cum graphic aim- The phonetic cum graphic aim deals with the reading aspect.

The following objectives of teaching English can be given here:-

1. To train the mind to the understanding of spoken English.
2. To train the mind to gain proficiency in speaking English fluently and correctly.
3. To achieve the ability to write English correctly.
4. To be able to read and understand.

According to Bloom, "Teaching should be objective centred and not content centred. For this he wrote behavioral patterns. Along with R.H. Dave he developed taxonomy of teaching. The three domains in the taxonomy of educational objectives are-

- (A) Cognitive: This is related to knowledge.
- (B) Affective: This is related to feeling.
- (C) Psychomotor: This is related to skill.

The NCERT developed an approach for writing objectives in behavioural terms at the Regional College of Education, Mysore. This approach has modified and used Bloom's taxonomy. It is applicable for cognitive, affective and psychomotor objectives. The four objectives used in this approach are: knowledge, understanding, application and creativity.

References

- (1) Robert E. Mager's Approach (1962)
- (2) Robert Miller's Approach (1962)
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- (4) Wren and Martin: The Classical Grammar of English
- (5) Chomsky: Functional Grammar of English
- (6) Davis: Objectives in Curriculum Design