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Learning English as a Mother Tongue

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Abstract:

We cannot afford to lose our language as it is nothing but losing our identity. But today's global market is demanding to promote English language for the new generation. Communication is a composite of speaking, listening, reading, and writing. It plays a vital role for progress in the changing environment across the globe. Honing of the skills of oral as well as written give positive results in all sectors of the corporate world. Effective communication provides a step-by-step teaching methodology which enables the language learners, to improve their speaking and writing skills. Technology is the collection of techniques which required to be used for effective communication. My article discusses how to develop communication skills to master over English grammar and vocabulary.

Keywords: Discourse, grammar, vocabulary, Discourse, Technology.

Written communication is the most formal of all types of communication. With the progress of technology, written communication has widened its horizon to encompass electronic means communicating messages. E-mail is an exceeded example of this.

Grammar and vocabulary play a vital role where in writing as well as speaking. By enhancing our word power it would be easier to communicate reasonably. The way of vocabulary building involves finding synonyms and antonyms word roots, one word substitutes, prefixes and suffixes, study of word origin, idioms and phrase analogy etc., One cannot communicate merely on grammatical rules. Grammar plays a secondary role in managing meaning. Grammar and vocabulary have to be taught separately as if they are different areas of language teaching. Grammatical structures are to be taught first and then lists of key words are presented separately.

Susan Hunston, Grill Francis, and Elizabeth Manning suggest in an article on Grammar and Vocabulary showing the connections, that all words have patterns and the teachers should focus on teaching these patterns as:

“a way of encouraging four crucial aspects of language learning Understanding, accuracy, fluency and flexibility patterns contribute to the teaching of both grammar and vocabulary. They can form a part of any syllabus, but are logically associated with a lexical syllabus.”

The task facing the child acquiring English as a first language can be stated succinctly.

The acquisition of a first language is the most complex skill any one ever learns, and children learn a great deal of help if it is to be accomplished successfully. From birth, emerging linguistic awareness needs careful fostering by parents and other caretakers. In school, the nurturing and expansion of linguistic skills needs systematic promotion across whole curriculum, as well as in the basic area of reading and writing.

The learning of grammar is an almost imperceptible process and it happens so quickly from the time when parents listen out eagerly for child's first words to the time when they plead for peace and quiet is a matter of only three or four years and in that time children master the grammar of the language. When children attend their first school, give the impression of having assimilated at least three – quarters of all the grammar there is to learn. By making regular tape-recordings every six months or so from around age one, it is easy to see how this grammar grows.

Stages of grammatical growth: Grammar learning is a continuous process, but it is possible to spot certain types of development taking place at certain stages, as children grow up in English. The earliest stage is hardly like grammar as they utter just one word long. The next stage looks more like real grammar because two words are put together to make primitive sentence structures. The next step is the filling out of these simple sentences patterns making the elements themselves more complex.

At around 3 years, sentences become much longer as children start stringing their clauses together to express more complex thoughts and to tell simple stories. And after 4 ½ there are still features of grammar to be learned, such as the use of sentence connecting features and complex patterns of sub-ordination. The process will continue until the early teens especially in acquiring confident control over the grammar for the written language at which point the learning of grammar becomes indistinguishable from the more general tasks of developing an adult personal style.

Language acquisition is not just a matter of producing sounds and stringing them together into utterances. It is also about being able to perceive sounds and understand the meaning of the utterances other people make. Additionally, it is about being able to interact with others – how to hold a conversation. Learning to speak and listen is a process which usually takes place spontaneously as part of the natural interaction between parent and child. Learning also requires support in the form of teachers and teaching materials which deal with the processes of reading, writing and spelling.

Learning to read and write involves all aspects of language structure and use – phonology, graphology, vocabulary, grammar, discourse and variety – but only the first three of these tend to be acknowledged when people talk about educational issues. Modern approaches are much more sensitive to the role of grammar,

discourse and awareness in reading process it is now evident that each of these levels contributes a great deal to success in reading and also at a later stage, provides an important foundation for writing.

New ways of studying English (Technological Revolution p.446) all areas of English language study have been profoundly affected by technological development. In phonetics, new generations of instrumentation are taking forward auditory, acoustic, and articulation, research. In phonology lexical databases are allowing a new range of questions to be asked about the frequency and distribution of English sounds. In graphology image scanners are enabling large quantities of text to be quickly processed, and image enhancing techniques are being applied. In grammar huge corpora of spoken and written English are making it possible to carry out studies of structures in unprecedented detail and in an unprecedented range of varieties. Discourse analysis are both motivating and benefiting from research in human computer interaction. The new technology supports sociolinguistic studies of dialect variation providing computer generated maps and sophisticated statistical processing. As always faced with technological progress, the role of the human being becomes more critical than ever.

To improve skills of English language practice the of core skills: Listening, speaking, reading, writing. Listen to English news bulletins; maintain a note book of new words you come across in your routine life and using while speaking, watching English program's on TV and always conversing in English. Merely basic knowledge of English will not open the doors of today's corporate world. One can attain knowledge towards LSRW for effective communication which gives a powerful impression. All the important skills required for communication like listening, speaking, reading and writing are integrated as English has been gaining greater importance for global communication which is the language of opportunities. Proficiency in English and excellent communication skills enhance one's employability skills. There is a great need of practicing a good mixture of listening and speaking activities as well as reading and writing. The listening activity demands the following

- a) Listen and Repeat
- b) Listen and engage in role play
- c) Listen and complete the notes
- d) Listen and write a message
- e) Listen and fill in the blanks
- f) Listen and say true or false

SOURCE:

English must continue to be the main medium of competitive exams, "English is more or less a common language of all states, and communication between the states and the centre is in English. Necessary steps have to be taken to recognize English as an Indian language which must be placed in a schedule. It is agreed that English does not have any intimate and emotional relationship which

the life of our children, therefore the aims and methods will be utilitarian and non-emotional. Various methods of teaching English have to be modified and changed in terms of the global environment.

People who want to communicate their feelings, thoughts and hunches in the readily accessible language, the Vocal chords, which utter a mixture of mother tongue and foreign language as Indian and English sounds also talk in a brogue in which the two languages are mixed up, often funny.

It is important to note that all non-native speakers of English in India are bilinguals who control another language. English for them is a second language. A human child learns his native language that he hears that the rules of that language. On the basis of abstractions and generalizations that he is able to make, he continuously modifies his grammar to incorporate any new data that becomes available to him. The learning of L2 is significantly different from the learning of L1 in that the L2 learner already controls his grammar of L1. Often the L1 rules interfere with learner's acquisition of the L2. When the L2 is used in real communication situations as in the case of English in India, the linguistic patterns of L1 and L2 intersect in a complex way, resulting in replacement or convergence of linguistic features. Sometimes, a prolonged communication results in a mixed language. Indian languages have become more and more English centered; and our English more and more Britain centered. It is said that standards of excellence in the use of English as they prevail now are more Britain centered.

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