Equipment and Techniques for Teaching of English-Language for pupils

Dr.Immanuel.S.Malekar
Department of English
Principal &researchGuideC.S.I.College of Commerce,Dharwad,Karnataka

Nandihally karabasappa channappa
Assistant Professor Of English
Government First Grade College, U.G.&P.G.Centre
Dental College Road,Vidyanagar,Davanagere.

==

ABSTRACT

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "English" - from which the words "England" and "English" are derived.

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words *be*, *strong* and *water*, for example, derive from Old English. Old English was spoken until around 1100.

In 1066 William the Conqueror, the Duke of Normandy invaded and conquered England. The new conquerors brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c1340-1400), but it would still be difficult for native English speakers to understand today

Classrooms across the United States are becoming increasingly diverse with increasing numbers of students whose primary home languages are not English. State-reported data in 2008-09 estimated 10 percent of the US school-aged population as students identified as limited English proficient. Terms more widely accepted and used are English-Language Learners or simply English Learners (ELs).

To adequately assist ELs in learning both content concepts and English simultaneously, all educators need to view themselves as language teachers. Here are 10 tips for supporting ELs in general education classrooms.

Key Words- Els, Equipment, Pupils, Acquisition, SLRW

INTRODUCTION

English belongs to the Indo-European family of languages and is therefore related to most other languages spoken in Europe and western Asia from Iceland to India. The parent tongue, called Proto-Indo-European, was spoken about 5,000 years ago by nomads believed to have roamed the southeast European plains. Germanic, one of the language groups descended from this ancestral speech, is usually divided by scholars into three regional groups: East, Vandal, and Gothic, all extinct , and West Though closely related to English, German remnants far more conservative than English in its retention of a fairly elaborate system of inflections. Frisian, spoken by the inhabitants of the Dutch province of Friesland and the islands off the west coast of Schleswig, is the language most nearly related to Modern English. Icelandic, which has changed little over the last thousand years, is the living language most nearly resembling Old English in grammatical structure.

Modern English is analytic whereas Proto-Indo-European, the inherited tongue of most of the modern European languages was synthetic, or inflected. During the course of thousands of years, English words have been slowly simplified from the inflected variable forms found in Sanskrit, Greek, Latin, Russian, and German, in the direction of unchanging forms, as in Chinese and Vietnamese. The German and Chinese words for the noun *man* are exemplary. German has five forms: Chinese has one form: *ren.* English stands in between, with four forms: In English, only nouns, pronouns and verbs are inflected. English is the only European language to employ

uninflected adjectives, if the Modern English word ride *is* compared with the corresponding words in Old English and Modern German, it will be found that English now has only 5 forms In addition to the simplicity of inflections, English has two other basic characteristics: flexibility of function and openness of vocabulary.

Elasticity of function has grown over the last five centuries as a consequence of the loss of inflections. Words formerly distinguished as nouns or verbs by differences in their forms are now often used as both nouns and verbs. One can speak, for example, of planning a table *or* tabling a plan*,* booking a place thumbing a lift. In the other Indo-European languages, apart from rare exceptions in Scandinavian languages, nouns and verbs are never identical because of the necessity of separate noun and verb endings. In English, forms for fixed pronouns, adjectives, and adverbs can also function as nouns; adjectives and adverbs as verbs; and nouns, pronouns, and adverbs as adjectives. One speaks in English of the but in German one must add the suffix to the place-name and put attributive and noun together as a compound, Frankfurter Buchmesse. In French one has no choice but to construct a phrase involving the use of two prepositions: Foire du Livre de Francfort. In English it is now possible to employ a plural noun as adjunct as in wages board *and* sports editor*;* or even a conjunctional group, as in prices and incomes policy *and* parks and gardens committee. Any word class may alter its gathering in this way, Openness of vocabulary involve both free admission of words from other languages and the ready creation of compounds and derivatives. English adopts (without change) or adapts (with slight change) any word really needed to name some new object or to denote some new process. Words from more than 350 languages have entered English in this way. Like French, Spanish, and Russian, English recurrently forms methodical terms from Classical Greek word elements. Although a Germanic language in its sounds and grammar Classical in origin.

Equipment and Techniques for Teaching of English-Language for pupils

1.Understanding Students

Increase your understanding who your students are, their backgrounds and educational experiences. If your students have been in US schools for several years and/or were educated in their country of origin, are literate or not in their native language, may provide you with a better understanding of their educational needs and ways to support them.

2.Student Needs

Understanding more about the students' families and their needs is key. When ELs have siblings to care for afterschool, possibly live with extended family members or have jobs to help support their families, completing homework assignments will not take priority.

3.Understanding First Language and Second Language Skills

Although courses about second language acquisition are not required as part of teacher education programs, understanding the theories about language acquisition and the variables that contribute to language learning may help you reach your ELs more effectively.

4.Essential SLRW Skills in Classroom

The domains of language acquisition, **Speaking, Writing, Reading and Listening** need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

5.Proficiency of English Language

Social English language proficiency and academic English language proficiency are very different. A student may be more proficient in one vs. the other. A student's level of academic English may be masked by a higher level of Basic Interpersonal Communication Skills (BICS) compared to their Cognitive Academic Language Proficiency (CALP). For example, a student may be able to orally recall the main events from their favorite movie but struggle to recall the main events that led up to the Civil War

6.To know multiple meanings

English has a number of polysemous words. Once a student learns and understands one meaning of a word, other meaning may not be apparent. Review the vocabulary of your content area often and check in with ELs to assure they know the words and possibly the multiple meanings associated with the words. For example, a "plot" of land in geography class versus the "plot" in a literature class. A "table" we sit at versus a multiplication "table."

7.Assessment of Language

Language proficiency assessments in your district may vary. Find out when and how a student's English language proficiency is assessed and the results of those assessments. Using the results of formal and informal assessments can provide a wealth of information to aid in planning lessons that support language acquisition and content knowledge simultaneously.

8.Student Comprehension

These can be over- or under-utilized. Implement the use of authentic resources for example; menus, bus schedules, post-cards, photographs and video clips can enhance student comprehension of complex content concepts.

9.Language strategies

Knowing the level of English language proficiency at which your students are functioning rationally is vital in order to be able to scaffold properly. Not all strategies are appropriate for all levels of language learners. Perceptive which scaffold are most appropriate takes time but will support language erudition more effectively.

10.Executive Function skill

Executive utility is an umbrella term in neuroscience to describe the neurological processes concerning mental control and self-regulation. Executive functions control and regulate cognitive and social behaviors like scheming impulses, paying attention, recollection information, planning and organizing time and materials, and responding appropriately to social situations and stressful situations.

11.To Know Curative Approach

curative restraint seeks to create an environment in which problem behavior is less likely to occur. Educators who've had success with restorative practices find them to be much more than an alternative to suspension. curative practices encourage us to connect with our students not only when there's an occurrence but throughout the school day. They're part of a system of discipline that takes us back to the root of that word, the Latin discipline, meaning instruction and understanding. They illustrate on what we as teachers do natural teach.

curative discipline, then, is proactive and loyal as much as it is responsive. It aims to create conditions in which issues are less likely to arise, and in which, when they do arise, we have the associations and skills needed to touch them and restore the community as required.

References

Hadaway, N., Vardell, S., Young, T. What Every Teacher Should Know About English-Language Learners (Pearson Education, Inc. Boston, MA 2009)

Haynes, J. Getting Started with English-Language Learners: How Educators Can Meet the Challenge (ASCD, Alexandria, VA 2007)

Hill, J., Flynn, K. Classroom Instruction that Works with English-Language Learners (ASCD, Alexandria, VA 2006)

Indira, M. (2003). The suitability of course book in Engineering Colleges
for developing co
Kachru, Braj B, (1986b), English education in India: a sociolinguistic
profile of Indian English, Nagoya Gakuin Daikagu Gaikokug
Spolsky, R, (1978), Educational Linguistics: an Introduction. (Rowley,
Mass: Newbury House)
Srivastava, A.K, (1990), Multilingualism and school ed