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## **An Emerging Need of Cybernetic Analysis in the Process of Teaching and Learning of English Language in Kashmir province**

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### **Abstract**

Recent researches and data analysis reflect an emerging need of change in the input and process components of Teaching and Learning Process of the English Language Teaching in the prevalent school system. For the target language speakers of English there are certain challenges in its acquisition mostly prevalent in our traditional school system of Kashmir province. To combat the challenges of the language acquisition, the current research paper attempts to explore certain vistas to examine scientifically some prevalent problems among the target language speakers of English in Kashmir province, which have certainly affected the aims and objectives of language communication. Spoken English is getting more and more focus now-a-days in contrast to written English in everyday life of common masses. The dealt issue in the paper is a cybernetic analysis in phonetic and linguistic concerns of teaching and learning process. A common target language speaker of English is expected to acquire four basic skills of language in a simple and lucid manner at school level. The aims and objectives of teaching and learning of any language are a primary requisite for the progressive development of our educational system in any state of the country. Due to the burgeoning of science and technology there is an imminent need to redirect the input and process to achieve the desired end. The research paper is an attempt to focus the affecting areas and malfunctioning components according to the cybernetic phase of Teaching and Learning process of the English language in Kashmir province at school level.

**Keywords-** *Cybernetic, Expertise, Components, Malfunctioning, Bilabials*

### **Introduction**

The researches carried and data analysis conducted in the state reveal an emerging need of cybernetic analysis in the field of teaching and learning process of school education. The researches conducted in

the field of English language teaching are in dire need of orientation for a progressive development of overall educational system prevalent in the state of Jammu and Kashmir. The overall analysis carried over in the state concerning the effective development of Teaching-Learning process of English language at school level, reveals a dearth of change, at input and process, for the expectation of a sound output. The data reveals that students do aspire to speak English fluently but the system has failed to reach their aspirations. Teachers too feel the overburden of syllabus, prescribed at various levels of schooling. The content has been found hard to digest, by both the sides, as the teachers mostly do not belong to the concerned stream of specialization. The planners and curriculum designers never take the limitations of the teachers and students into consideration on practical grounds.

Moreover there are certain luminous facts explored by the recent researches about the position of Spoken English in Kashmir province. The students in Kashmir do not spend more than 80 hours per subject a year, at the school. No doubt the students eat the bulk prescribed, but fail to digest the same, as it has been found at the college level, that most of the students fail to communicate in English. Even the teachers are not fluent speakers of English language. The researches provide us a detailed analysis of shortcomings, limitations and problems from all the sides of the prevalent system.

The most glaring fact dealt in the researches carried over in Spoken English is that Kashmiri's can be the better speakers of English language in comparison to that of the other target language speakers of other languages. It is because the Kashmiri language has more phonemes in comparison to that of English, which has only forty four, according to IPA.\*Interestingly, all the sounds present in English language are found in Kashmiri language with of course, few exceptions like fricative-labiodentals, /f/ and /v/. These sounds are produced as bilabials in Kashmiri language. English has two types of sounds having similarity in recognition as /w/ bilabial approximant and /v/ as labiodental but fricative while Kashmiri's have only one /w/ sound. Thus the only /v/ is not present in Kashmiri language. The legibility won't be marred even the pronunciation of the words possessing /v/ sound may not affect the legibility in recognition. English has only one /f/ sound while Kashmiri possess two types of the sound like /f/ and /ph/ as different phonemes, while English has the allophone of /p/ as an aspirated version of it. Thus Kashmiri is richer in phonemes. Only three diphthongs are not there in the Kashmiri language like /ɪə/, /eə/, /ʊə/ while different versions of these sounds are already present in the Kashmiri language. The basic constituents of these diphthongs are /ɪ/, /ə/, /ʊ/ and /e/. Double glide practice is already in Kashmiri language. There are no other affecting linguistic grounds like cluster and syllabic consonants which could have been creating any problem in fluency and pronunciation.

The question is not that whether we ought to imitate British or IPA standard of pronunciation but the proverb “*the grapes are sour*” is not applicable in case of the target language speakers of Kashmiri, who are the vernaculars of Kashmiri language. Kashmiri’s can speak even better English than the natives of English language. Mother tongue influence may affect the target language speakers of other languages but Kashmiri language is rich in phonemes and the syllable division pattern, elision, elide, cluster and assimilation like challenges are no longer to become a hurdle in the way of language acquisition and language usage. People may not wish to imitate the IPA standard is a different issue but the analysis reveals that there are no linguistic barriers which could affect the accuracy of imitation.

The other issue the research reveals is that two three decades ago the aims and objectives of teaching and learning of English were different as they were mostly concerned with writing skills only. The new challenges that English language has put forth of its wide spread and the title it owns of an international link language. Due to the fast advancement of science and technology legibility in listening and speaking skills is getting more and more scope day by day, thus the need of the time is to meet the aspirations of the learners. Phonic conversation and voice chatting has become so common that the students are getting more interested to learn accuracy in fluency for the legibility of language communication. Students at schools feel that they are bereft of proper input as they can pronounce the word *new* as /nju:/ but they have been taught /niw/, when there is the exact word /nju:/ in Kashmiri language which means *take it*. Thus there is the dearth to change the language input procedures well to enable the students for practical life as Schdeva quotes Dewey “Education and life are two different names for the same phenomenon. Education which does not prepare the student for life is meaningless....” p39

The data analysis and survey reveals the need of innovations in curriculum designing, methods of teaching and evaluation pattern. The textbooks have failed to attract the attention of the learners. The students feel bored with the written drill and practice system with artificial teaching. The overburden of syllabus has left the students disinterested. The faulty examination system and grading system has left no scope for verbal communication as the listening and speaking skills of the language have been neglected. Thus there is the need to include verbal communication in the evaluation and grading system so that the learners would be bound to have efficiency in it. The details available reveal that the lessons prescribed are not being taught in regard to their concerned aims and objectives.

Moreover the researches show the present scenario of classroom teachings where teachers, who are the basic agents of change ought to undergo a change. The change is possible through the

ELT workshops, where transcription with the help of software assistance can be taught to the teachers who fail to update themselves with the growing challenges of the time. Appropriate pronunciation and fluency of speech was the dream of language teachers a decade ago, which is now at easy access to the kids who make use of AV aids and electronic devices. Teachers find computers and laptops hard to manipulate which are easily used by the kids of the day so the teachers are in hell need to get updated in order to combat the challenges of the time. Terms and techniques suggested are certain to bring efficiency in the process of teaching and learning of spoken English at the school level in near future.

It is only possible under the cybernetic analysis of educational system that the input and process components can be changed and developed in future course of time. Unless the student's proper awareness would be brought into consideration beyond the limited circle of cracking the written examination, and making them understand the challenges put forth by every sunrise, the nation cannot progress. The above discussion makes it clear that the function of the input and the function of the process is in dire need to be modified according the modern aims and objectives of Teaching and Learning process of English language. As Francoise Grellet quotes "It is impossible to understand a text if one is not aware of its function". P. 90

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