

J. N.'s new Thesis on Language Learning

Brief conclusion : There should be two styles of teaching and two types of Grammar Books for every language.

The reason ? : Every language, including English, has two categories of users : (1) The natives of the language for whom it is mother tongue ; (2) All the remaining people in the world, for whom it is a foreign language.

At present both these categories of people have to go to the same class to learn the language, because, there is only one system of teaching and one Grammar book available - both of which follow the style of promoting mother tongue. So, the foreign students who have to learn English are also compelled to use the same teaching system and the same Grammar book made for the natives, although they are not equal to the natives when they reach the classroom. In this process of teaching, the first category of people survive ; but the second category becomes the victims i.e. either they fail to communicate in English or take long years to get that ability, as is found in India and other similar countries with regard to teaching of English.

The natives of English language survive in the process, because they learn to speak English at home from environment by learning how to make the basic types of sentences in the language. Their study of making higher levels of sentences in English will also be almost automatic, by listening to others, by conversing with classmates, relatives and others as well as by reading newspapers, journals and/or books in the same language.

The second category of learners (foreign students) do not learn to speak English at home i.e. they do not learn how to make the basic types of sentences from home nor there is a substitute arrangement in the school to teach them how to make each type of sentence. (Such an arrangement is not available in the existing system, because the natives do not need it). So, the foreign students fail to grasp the things taught in the class, which are designed for the natives exclusively. In the process, the second category of students fail to communicate in English. But, in order to pass the examinations, they are compelled to learn by heart such items which may come in the examination. So, they are not at home with the foreign language nor its teaching, yet they manage to get marks and pass the course. Later on when they have to become teachers, they have no other option but to share with their students their doubts, confusions, vagueness and incomplete information which might have entered their mind when they were studying. That deteriorates the learning of the language in general, generation after generation.

Similarly, the existing Grammar book is useful to the natives, because it teaches how to correct mistakes in the language they learnt at home and also to polish it. But, for the foreign students this book becomes a study burden, because they have nothing with them to be corrected or polished.

Foreign students need a Grammar book which is as per the dictionary meaning of the word "Grammar. According to dictionary meaning, the Grammar book should contain 'rules for combining words into sentences', e.g. the Grammar book should teach how to make each type of sentence. That is exactly what is offered by Jacob Nettikkadan through his new four-volumed series of books under the caption "Easy Way To Learn English".

HOW WAS THE PROBLEM SOLVED ?

The problem was solved by Jacob Nettikkadan by using 'science' in language teaching - for the first time.

Science has helped increase speed, accuracy, easiness. efficiency, comfort and economy in every sphere of human activity, especially in transportation, communication, production etc., but not in language learning. Consequently, majority of postgraduates in India at present cannot speak English as fluently and confidently as a 3 year old child in England, though they study for 18/19 years under highly qualified (read 'Degree holding') people. So, they have no chance of making a promising career and are compelled to remain unemployed, causing untold frustration to themselves, their families and the nation, though immense opportunities exist. The main reason for the mentioned condition is that science is not used in the teaching of English in schools and colleges of India.

To speak about as well as to understand whether science is used in a particular field or not, first we must know 'what science is'. To have a consensus on the issue, Jacob Nettikkadan ventures to define science : Science is 'that knowledge or application of it, which helps to increase *speed, accuracy and easiness* or bring about *any new product, utility, comfort, idea, information, facility, efficiency, order, desired results and/or economy* in any field'. If we are able to achieve any of the items mentioned above in italics, out of any activity, we have produced science. Clarity, accuracy and completeness (in contrast to confusion, vagueness and incompleteness) which help to arrive at a rational and logical conclusion, leading to ultimate conviction, should be treated as the essential elements of science. If we use science in any activity, we can get more results out of less efforts; but without the use of science, the results will be too little for too big efforts.

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