

Modernization of English Language Teaching

S. Devika Malini*

Ph.D, Research Scholar in Department of English, Dravidian University, Andhra Pradesh, India.

Abstract

This study analyses with the main drawbacks of **Teaching Communicative Methods** in English language teaching and the possible solutions that may be found. As it is a student centric approach, the teacher should think about his/her position in the class and understand that the conventional class has changed considerably. Here, I lay down concepts like "the limitations of conventional teaching", "controlled methods" and "liberal methods" so as the "students performance". Ultimately, we could get more modernised approach to the English Language Teaching, as the study ends which could also be more student friendly one.

Keywords: Drawbacks in Language Teaching, Comfortable Learning, Dictator, Regulator, Modernisation, Tactics

INTRODUCTION

As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades. Many money-earning activities such as BPO, Medical Transcription and IT add to the importance and relevance of English in every walk of life. Prof. Jacob Tharu says, "English is no longer some remote but a powerful mystery, lying hidden in the world of textbooks and examination" (8).

In the world of competition, the brilliant student is the only respected product which includes whoever speaks good English. Hence, the communication of one is not only tool converse with but also to make profitable social relationships. As far as the teaching of English language is concerned, that is the deciding factor for those wish to be in the above said way. Thus, the importance of being a good communicator has become inevitable. In the so said way, this huge role is now been engaged with those who teach the respected language across the world. This job has been so far just a one sided affair only as in our pattern of conventional English language teaching approaches. Hence, this study will initiate the process of the upcoming modernisation in English language teaching.

CONVENTIONAL ENGLISH TEACHING

In the past, students were introduced to English only in their sixth standard. Students learned English just as another subject like Physics and Mathematics and got very little opportunity to using it within the school as well as outside the school. The above context was appropriate for the use of methods that did not focus much on communicative competence. Language teachers adopted and followed some or all of the different methodologies listed below to teach the language (9).

1. Grammar Translation Method
2. Bilingual Method
3. Direct Method

Grammar Translation Method

Grammar translation method was used by the teacher to teach young children, where teacher explained every word to students in the native language to make him understand and learn English. Students got only limited benefit through this method. Unfortunately, this method is still in use in many rural schools throughout India. This method is also supported by the methods used to teach mother tongue in our schools.

Bilingual Method

Most teachers follow the bilingual method to teach the students in Indian schools, where the teacher first of all explains the entire English sentence in L1 and then asks the students to perform activities in English. Here, it used to be a main assumption that only the teachers have the freedom to take the help of L1 and students are not supposed to use it, However, this constraint is found mostly on paper, not in the classroom. When a student is in the process of composing his or her English sentences, abundant help through the use of mother tongue sentences is provided. This method does not help fluency and naturalness in language expression. Thus, this method became beneficial to, students in learning the second language only up to some extent.

Direct Method

Earlier, teachers used to follow the direct method to teach Indian students mostly in private schools, which usually charge a higher tuition fee, etc. These teachers will stick to the practice of using only English, without depending on L1. Here, teacher is not supposed or authorized to use any single word from L1. This forced seclusion made students from many families with no past history of learning or using English face great difficulty in understanding certain words and their meanings. But this method turned to be more useful for the students to learn language than any other method as this method creates more encouraging language environment for students in the class room (8).

Drawbacks of Conventional Communication Teaching

*Corresponding Author,
Email: mvragav444@yahoo.com

It has been always a unique pedagogical approach that is the Teaching of English language as it is a foreign language. An essential concept is that the concentration has transferred from teacher-oriented classes to student-oriented classes. This concept has laid new "ideologies" and conceptions, specifically for the teacher. Pedagogy in recent times has understood that the class is a balanced either-way relationship between the one who educate and the one who learns. Hence, the two things "negotiate" their implications in the classroom, in the sense that, for a better learning prospect the one who teaches should become more or less transforming or dynamic. Therefore the part played by a teacher in a classroom should more active toward the thing the participants could be enthusiastically.

There should be level-playing field for the students to learn more stuff rather than just being receipt ants. I think we should finalise this statement by saying that the teacher has to create the conditions in which The Comfortable Learning can be stages. The reasons why we aim at optimal activities are to obtain the most desirable results. This method, communicative approach seems to be an appropriate attitude towards this destination. It deals with classroom conversation as an important pedagogical logic. However, this aspect of classroom conversation has long time been mistakenly taken, as it was identified only with teacher-student conversation. To listen and to speak with the teacher, it is pretty vital for the learner as the master is the one who can decide whether the required level of perfections has been achieved.

The students always look up at the person teaching them, as a person who has the necessary skills to capture, understand and most important correct the mistakes. But this is not always the best way to learn, especially when it comes to a foreign language. By the way with presentation or practice there is the part of creation. An essential lesson that every new teacher needs to learn is that "talking at" the learners does not necessarily mean that learning is taking place; in many cases, teacher talking time is actually time when the learners are not doing very much and are not very involved. Hence, in order to assure a better acquisition, the teacher should manage talking time as it will become most desirable for the students. On contrary, students should converse among themselves as much as possible (7). Whether this is done by the way they are sitting, or especially by the manner in which they communicate one to another, their speaking time should increase compared to that of the teacher. The teacher may as well be only a mediator between them, a facilitator of students' language production. One of the most important distinctions that can be drawn here is that between the teacher as a dictator and the teacher as a regulator, as these two concepts represent limits of teacher behaviour. A controller stands in front of the class and stands out as the person who governs everything from teaching to the student's possible reactions. He is like a "puppet-master" observing and deciding whether a certain gesture should be made. On the other hand, the participant involves not only communicatively but sometimes even physically in the class, maintaining a low profile in order to allow students to achieve their best from an individual or cluster exercise.

MODERNISATION OF ENGLISH LANGUAGE TEACHING

As far as learning English is concerned, students are receiving language as language is in some way plough into the students. But this is not enough: the teacher also needs to provide opportunities for the students to activate this knowledge and to stimulate language. Dictator teachers should know when and how long they need to

allow students to talk because language production implies rehearsing whilst receiving feedback (6). So, it is clearly that there is a great need for communicative benefit from the students and also of a reply. If teachers forget to dodge from regulator position, the students cannot longer practice language therefore their talking skills may affect largely.

When talking about input one should notice that "sharp input" is often "the focus of the presentation of new language where repetition, teacher correction, discussion and/ or discovery techniques are frequently used to promote cognitive strategies. During the presentation section, teachers tend to act as dictator, both selecting the language the students are to use and asking for the accurate reproduction of new language items (5). They shall be interested to rectify the errors they hear and look at this stage genuinely and rigorously – in marked variety to the kind of rectification that is virtually offered in practice and communicative activities.

In order to get the best results in a student-centred class one should make sure that he gets to them, that he can get their attention (4). An important reason why learners may not successfully follow activity instructions is that they didn't actually hear them, perhaps because they weren't fully paying attention when they were given. Sometimes, as the teacher invests energy in finding the best way to give the instruction, he may overlook the necessity of getting students' attention before the instruction is even given. If the students are chattering, or not paying attention, nevertheless how well the instruction is given, it will have little chances of fulfilment.

Two Tactics for Modernism

That is why the teacher should take into account few tactics in order to really focus the activity upon students. First of all he has to make eye-contact as much and with as many students as possible. Then the teacher may have established a gesture that means he wants to talk, for example holding the hand up or even a word. Individually, I do the next thing: make eye-contact and then wait, maintaining the eye-contact. I do not move and do not say a word. I do not look impatient or anxious. I just keep moving my eyes around the room from person to person. Eventually the students will understand that attention is required and from that point I can give my instruction.

It is very important for the teacher to know what his role in the class is, especially in pair or group activities. "Immediately after you have given the instruction for a task and students start doing it, there is often an immediate need to check to make sure that students are doing the activity that you asked them to do and have understood the basic instructions and the mechanics of the activity. You could do this by quietly and relatively inconspicuous wandering around the room, listening in briefly to snatches from many groups and assuring yourself that students are doing what they are supposed to. We could call this monitoring to check the mechanics." [1].

In most activities, the aim is that the learners get to work on their own as much as possible; to speak fluently with the least interference from the teacher. The job of the teacher may sometimes be perceived as interference. Let us explain: if the teacher is too present, then the student will look to him for guidance, correction or vocabulary help, whereas it might be more useful for them to struggle a little and learn to make use of their own resources. Thus, the teacher's behaviour may vary from monitoring discreetly to vanishing completely from the activity. Yet, in some tasks, especially in those in which the students need advice, input or support, the teacher may become more implicated in the activity and his role gets

more and more active. So far as these cases are concerned, the best ways for a teacher are to visualise actively or to engage in the participation.

Approaches of Adopting Modernism

To monitor discreetly means to maintain a certain presence of yourself as a teacher in the classroom, but not to offer help or to interfere every time something seems wrong. The students should know that the teacher is there, but that he will not interrupt them. The teacher

is there watching and listening carefully, but unless there is a significant problem or mistake he need not to intervene (2). This way, the students will not feel tempted to report every time to the teacher and they will do the task themselves, producing and using language as much as possible. Even if they ask for the teacher's help, he should do this swiftly and effectively and then return to the monitoring position (3).

However, there are cases when the teacher risks to impose his presence too much by helping the learners and thus to diminish the work that is supposed to be done. "Sometimes the best option for you is to vanish, i.e. get out of the immediate eyeshot. You could go into a corner of the room and sit quietly. You need to keep a small percentage of attention on the room, in order to know when the activity is reaching an end or a crisis point, but otherwise restrain yourself from doing too much. Relax and stop being a teacher for a while. In a few specific cases, you might want to emphasise the point that students need to work without your help, and in such cases even leaving the room for a few minutes may be an option. There is also the case when, if the teacher leaves the room for a few minutes, the students – as they are involved in solving the task – may not even notice his absence.

Valuating concisely is more tangible to learners and lets them to be more conscious of the teacher's appearance and of the possibility of requesting help from him. A guide who is keenly valuating will be moving around, viewing and listening in various courses and instantly offering self-driven advice and rectifications, and responding to needs and questions from students. This method may easily change into participation when the teacher sits down and joins a group temporarily or for the whole task. He may be part of that group, but, at the same time offering help, ideas or even asking questions.

Finally, the evaluation various approaches of above said methods could be stated as followings. Communicative approaches resorts to various approaches of teaching students. On one hand there is the part of restricted practice, and on the other hand is that of free practice. When talking about restricted task, we aim at exercises which focus on certain language topics or grammar problems. As far as the free practice is concerned, one should understand the capacity of the learner to make up a discourse and to

sustain logical statements. In general, this is a communicative practise which requires from the learners the capacity of dialogue, of responding and asking questions. It comes as a general truth that for a communicative purpose, this method is more appropriate than those asking students to only solve exercises with fixed pattern and in which imagination and the capacity of speaking is not challenged, therefore, not improved. Therefore, approaches like these things could be novel ones for the modernisation of English Language Teaching in a better way.

CONCLUSION

Thus far, this paper has gone deep into the aspects like conventional teaching, restricted practise, free practise and modernised approaches. These approaches of communicative teaching have their relevance to today's English Language Teaching practises which paves a new way to solve the drawbacks of conventional and restricted teaching methods. Moreover, the introduction of more student centric teaching method with some modernised concepts like student friendly approach, free practise of class room conversation, and regulator like act of the teacher are all the important advancement in the field of communicative teaching method. At the end, I conclude the paper with the stress giving on the modernisation of communicative teaching method.

REFERENCES

- [1] Gattengo, C., 1972. Teaching Foreign Language in School the Silent Way [M]. New York: Educational Solutions.
- [2] George, M., 2007. Classroom Activities for Building Vocabulary. The Journal of English Language Teaching, India: Vol.45/1: 35-38.
- [3] George, H.V., 1971. English for Asian learners: Are we on the right road? English Language Teaching, XXV: 270-277.
- [4] Grabe, W., 1993. Current developments in second Language reading research In S.Silberstein (ed.).pp.205-36.
- [5] Jim Scrivener, 2005. Learning Teaching, Macmillan Books for Teachers, Oxford.
- [6] Jeremy Harmer, 1995. The Practice of English Language Teaching, Longman.
- [7] Stephen D. Krashen, 1984. Principles and Practice in Second Language Acquisition, Pergamon Press.
- [8] Jacob Tharu, 2006. "A second look at English as a window on the world that has changed," Communication Curriculum in Higher Communication: Challenges & Opportunities.
- [9] Kinnock. L .N., 2006. The "English factors in globalization", Those Who Wish To Influence The Future Must Prepare For It. Page 7