

## TRENDS AND STRATEGIES IN ENGLISH LANGUAGE TEACHING: RETROSPECTS AND PROSPECTS

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### **Abstract:**

*This paper attempts to look at the English Language Teaching scenario in relation to the past, present and future in terms of men, methods and materials. It is examined to present the current trends and strategies in ELT that have been used practically in the classroom and also to modernize the ELT- trainee and Trainer. The ELT research has found that the following trends and strategies are very popular to cater to the immediate needs of the learners of English in changing technological and globalized society.*

1. *Learner oriented Methodology (CLT & CLL)*
2. *Teaching with Technology*
3. *Multiple Intelligences*
4. *Task based Approaches*
5. *Edusat programme*
6. *Constructivism*

*The English Language Teaching scenario in India is currently undergoing rapid changes on account of technological advancements. Edusat has tremendous Potential to bridge the Urban -rural divide especially with regard to English Language Education.. English Language Teaching faces multiple challenges of reaching out to **learners** at all levels and addressing the changing needs of the global market- Also this paper attempt is critically examine the classroom practices in vogue in the light of the change in curriculum at content developed in the background of NCF -2005 observations and recommendations.*

**Keywords:** *Multiple intelligences, task based Approaches, constructivism.*

*The questions, what should be taught? And how should it be taught? Are intimately connected because if better methods of teaching are devised, it is possible to learn more - Bertrand Russel*

### **Introduction:**

The English Language Teaching (ELT) has tremendously changed over the last one decade. ELT in the 20<sup>th</sup> Century underwent numerous changes and innovations. In the past ten years the crucial factors have combined to affect current perspectives on teaching of English. English Language should be taught in our country to serve the needs of the Indians in the Modern Society. It should be taught for facilitating communication. The Direct method and the structural approach made the teachers and learners concentrate on the forms of the words and structure of the English Sentence but did not make the learner communicatively competent. Communicative Language Teaching or Communicative Approach was first introduced in Britain and United States. In India, the Communicative Language Teaching is slowly gaining importance in recent years to develop communicative competency among the students. In continuation of it constructivism and eclectic approaches are introduced basing on the recommendations of NCF-2005.

So various strategies, methods and approaches are evolved to teach English in our country but teachers are busy trying to cover the syllabus and adopt the method whatever that is convenient for them and learners are somehow learning English. We should not depend on western approaches to English

Language Teaching in our country but try to evolve new trends and strategies in English Language Teaching to suit the role of English in modern India. However, the ELT research has identified the following trends and strategies which are very significant to cater to the immediate needs of the learners of English in changing technological and globalized society.

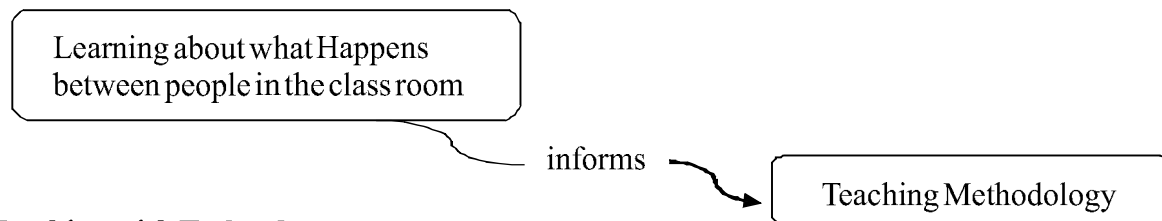
### 1. Learner Oriented Methodology:

Learner Oriented Methodology is focused on the use of Communicative Language Teaching and Communicative language learning in the class room. The objective of English Language pedagogies is nothing but developing learners' communicative competence and promote learning strategies and learner autonomy in language class rooms. There are two important key concepts about learner centered methodology. The first one places more responsibility in the hands of the learners to manage their own learning and the second one is teachers taking roles as facilitators of knowledge to help learners non to learn rather than being the source of knowledge.

The following qualities the learner should develop: a) Showing a high degree of motivation, b) having self-confidence, c) Demonstrating an awareness of learning needs and of the role of language learners, d) Being strategic and enthusiastic in learning, e) Being curious and creative in thinking and, f) holding democratic, open minded and critical attitudes were identified by the participants as essential attributes of positive language learners. The learners' needs motivation and confidence were positively affected by their aware of leaning.

- a) A thorough orientation at the beginning of the Program
- b) The teacher mediation in the process of learning
- c) The self-assessment of strengths and weaknesses

This methodology makes the teaching learning process more successful and also flexible to the indicant bilingual/multi lingual English class rooms. It leads to a culture sensitive methodology as mentioned in the book appropriate methodology and social context by Holliday (1994). This relationship can be represented in the following figure.



### 2. Teaching with Technology:

Teaching with technology is a systematic way of designing implementing and evaluating the total process of learning and teaching in terms of specific objectives, employing a combination of human and non-human resources to bring about more effective instructions. It is the development, application and evaluation of systems, techniques and teaching aids to improve the process of learning.

“Teaching is a performing art Kenneth Eble Pedagogy is the art and science of teaching Learning is change of behavior and performance”.

The role of IT has centralized the importance of English Language and English Language Teaching. It has facilitated the process of digitalization. IT provides the infinite opportunities to develop communicative competency of English with the shift of emphasis from the note books to lap-tops, hand writing assignments laser prints, black board to multimedia, libraries to websites so much so that we are or have moved towards a paperless, bookless digital society/library. The IT revolution has rendered students more passive computer glued and internet hooked. The e-mail has ushered in a silent revolution. The online conversation has made it more convenient and free. The internet has emerged as the electronic

flagship of global English. The question that stares us in our face is I will the IT revolution revolutionize the ELT too?

The internet in the IT age is only a yantra, to quote Prof. R.P. Singh (NCERT-New Delhi). It can give you the tantra, the technique. If may disclose mantra, the IT era has almost made teachers replaceable. The machine has a power which is finite. One can go down loading information endless by. Updating knowledge is no longer an issue. The human mind is highly adaptable - it can change its strategies as it was its gears. The capacities of the human mind are infinite inapprehension how like a god.

The greatest danger of these days is that people are tongue tied before their computers, while sending SMSs, one resorts to mixing up of letters with numerals as in b4 for before in a kind of hybridization. Vowels get dropped and consonants clipped to give new combinations with an unholy alliance. The computer is a great facilitator of spelling. The great drama of language is played on the lips of men and flows from the tops of their pens. One would agree with Prof. Bloom field that in ELT a moderate prescriptivism checked be facts as established by linguists is acceptable. Computer literacy has become an essential concomitant of any aspiring applicant in the competitive job market. The UGC sponsored curriculum Development Centres (CDCs) has taken projects of translating Indian classic into English ELT - has to be taken on massive scale in view of the job potential and abroad. In this context Shakespeare's play "The Tempest", Miranda taught Caliban, the monster to speak. Caliban retorts:

You taught me language, my profit don't is I know how to curse"

Ungrateful and defiant Caliban can talk back in a brutish way. But we need not throughway the bath water (The British) along with the tub (The English Language prudence demands we make the most of it.

**3. Theory of Multiple Intelligences:** Intelligence is an ability to solve a problem or fashion a product that is valued in one or more cultural settings. The theory of multiple intelligences is a theory of intelligence that differentiates of into specific "Primarily seasons) modalities", rather than seeing intelligence as dominated by a single general ability. This model was proposed by Howard Gardner in his book *Frames of Mind*. He articulated seven criteria for a behavior to be considered intelligences. Gardner chose eight abilities that he held to meet these criteria. The eight distinct intelligences are:

1. Linguistic Intelligence - ability to read, write and communicate words.
2. Logical - Mathematical intelligence - ability to reason and calculate to think thing in a logical, systematic manner.
3. Visual - Spatial intelligence - ability to think in pictures, visualize future result.
4. Musical Intelligence - The ability to make or compose music, to sing well or understand or appreciate music.
5. Kinesthetic Intelligence - ability to use body skillfully to solve problems, create products or present ideas and emotions.
6. Interpersonal or social intelligence - ability to work efficiently with others to relate to other people and display empathy and understanding to notice their motivations and goals.
7. Intrapersonal Intelligence - ability for self-analysis and reflection to region one's behavior and inner most feelings to plan goals.
8. Natural Intelligence - ability to recognize flora and fauna, to make other consequential distinctions in the natural world to use the ability productively in hunting, farming etc.

Gardner firmly maintains that his theory of multiple intelligences should empower learners" not restrict them to one modality of learning. Those who believe in one kind of intelligence think that all intelligence comes from a single factor. They back up this idea with the fact that there is a high positive correlation between intelligent quotient (IQ) and the ability to complete simple cognitive tasks and between reaction time and intelligences. He believes that the purpose of schooling "should be to develop

intelligences and to help people reach vocational a vocational goals that are appropriate to their particular spectrum. He contends that IQ tests focus mostly on logical and linguistic intelligence.

Gardiner's theory of multiple intelligences will also applicable to the English Language Teaching class room as the language learners are highly productive and grownup matured students especially at post-graduation level. At this level, logical and linguistic intelligence is very useful to learn a foreign language like English.

**4. Task based Approaches:** Task based approach provides learners with a natural context for language use. The teacher acts as counselor and consultant. Learning language both functionally and linguistically by solving problems with the help of the knowledge that students hold and the new knowledge. The tasks practiced in the class room have perceived purpose and a clear-out come. The nature of student-teacher/student.-student interaction is more. Learners feel low anxiety and high motivation students are active participants in their learning all skills are considered in this approach. No formal tests are given but evaluation is achieved through observing class activities and feed backing. Correction is alone by reformulating are recasting what the student have said. The techniques such as information, opinion and reasoning gap activities are used in this approach.

A task based approach in language instruction is founded on the concept that the learner is central in the learning process. Learners learn primary because of what they bring, in terms of their passive needs, motivation, past experiences, background knowledge, interests and creative skills to their class room experience. Teachers on the other hand are seen as facilitators, helpers and resources. Task based learning offers an alternative for language teachers. Task based lesson the teacher doesn't pre-determine what language will be studied. The lesson is based around the competition of a central task and language studied is determined by what happens as the students complete it. The lesson follows certain stages such as pre-task, task, planning, report, analysis and practice. The Task-based learning as some clear advantages:

1. The students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.
2. A natural context is developed from the students experiences with the language that is personalized and relevant to them.
3. The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of logical phrases. Collections and patterns as well as language forms.
4. The language exposed arises from the student needs. This need dictates what will be covered in the lesson rather than a decision made by teacher of the course book.
5. It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teachers centered by comparison. Just watch how much time the students spend communicating during a task-based lesson.
6. It is enjoyable and motivating.

#### **5. Edusat Programme:**

The English Language Teaching (ELT) scenario in India is currently undergoing rapid changes on account of technological advancement Edusat being the most promising of them all- Having made the motion of virtual class room a reality. Edusat is on the verge of revolutionizing the education sector. This paper attempts to explore the current implications and possibilities of Edusat for ELT. With particular reference to the features of the text used for the purpose.

ISRO Chairman Madhavan Nair says: "Satellites can establish the connectivity between urban education institution with adequate infrastructure importing quality education and the large number of rural and semi-urban educational institutions that lack the necessary infrastructure". Edusat programme is launched in 2004. Edusat has tremendous potential to bridge the urban-rural divide, especially with learned to English language education. Edusat is one means of connecting a no resource class room to an adequately resource class room. The lack of train teachers can be overcome by utilizing the expertise of

teachers placed in a more conducive environment Materials can specifically be prepared to suit the needs of different children and Edusat can make them accessible to children all over.

The Edusat project is launched in Kerala and Karnataka with the main purpose of providing support to teachers in handling difficult concepts science, mathematics and English. The English lessons were prepared by the regional Institute of English South India with the objective of developing the oral skills of the secondary school learners in Karnataka. A through analyses and survey of the field revealed the need for a function based curriculum. The entire process which took about a year resulted in 30 films graded functionally with an accompanying manual with pre and post telecast activities.

The English lessons helped the children their spoken skills by familiarizing them with 20-25 language functions and use the expressions related to them in different contexts. The lessons also benefited them in acquiring 200-250 words as part of their active vocabulary. On the other hand, the Edusat lessons provided a vast range of techniques for English teachers to develop the spoken English if their children. Storytelling, TDR (Total Physical Response) activities pronunciation games, chats and rhymes, solve play dramatization, debate, interviewing, telephonic conversations, etc. were a few among them.

This kind of Edusat project can also be launched in Andhra Pradesh and Telangana states with main purpose providing support to teachers in English language teaching and teacher training. British council, Madras EFLU Hyderabad, SCERT, Hyderabad and other Universities in the state can adopt this Edusat Programmes to enrich the English language teaching and teacher training in our state. This programme will help the language learn to learn the new language very effectively.

#### **6. Constructivism:**

Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing thing and reflection on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, may be changing what we believe or may be discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore and assess what we know.

In the class room, the constructivist view of learning can print towards a number of different teaching practices. In the most general sense, It usually means encouraging students to use active techniques (experiments real world problem solving) to create more knowledge and then to reflect on and talk about what they are bring and how their understanding is changing. The teachers makes sure she understands the students' preexisting conceptions and guides the activity to address them and then build on them constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding by questioning themselves and their strategies, students in the constructivist class room ideally become "Expert learners". This gives them ever-broadening tools to keep learning with a students learn HOW TO LEARN.

#### **Implications of constructivism:**

In the constructivist class room the focus trends to shift from the teacher to the student. The classroom is no longer a place where the teacher ("expert") process knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning. The teacher functions as a facilitator, who coaches, mediates, prompts, and helps students develop and assess their understanding and thereby their learning. One of the teacher's biggest jobs becomes ASKING GOOD QUESTIONS. And, in the constructivist class room, both teachers and students think of knowledge not as inert factoids to be memories but as a dynamic, ever changing view of the world in live in and the ability to successfully stretch and explore that view.

Constructivist teachers pose questions and problems then guide students to help them find their own answers. They use many techniques in the teaching process. For example, they may:

1. Prompt students to formulate their own questions.
2. Allow multiple interpretations and expressions also learning.
3. Encourage group work and the use of press as resources.

It is important to realize that constructivist approach borrows from many other practices in the pursuit of its primary goal: helping students learn HOW TO LEARN. The Socratic dialogue is still an important tool in the way constructivist educators assess their students' learning and plan new learning experiences.

“As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning is about how we, all make sense of our world, and that really hasn't changed”. - Jacqueline Grennan Brooks (1999).

### **Conclusion:**

ELT practitioners around the globe put into practice a great deal of diverse activities to keep themselves up to date and enhance their practices which have been dealt above. Teaching English in India has become a completed affair and the problems that arise in our approach to ELT are multi-dimensional. So, constructivism is one of the latest trends in English language teaching in India. Keeping the retrospect's and prospects in the mind individual. The theory multiple intelligences and task-based approaches are also new strategies in English Language Teaching to cater to the immediate needs of the learners of English at any level of education i.e. primary, secondary or treasury level. The new trends and strategies such as learner oriented methodology, teaching with technology, theory of intelligence, task based approaches, Edusat programmes and constructivism are very useful and more objective in ELT and Teacher training to shape the prospective teachers and future citizenship if India. If anyone can adopts these trends and strategies in ELT classroom. The English classroom becomes a live theatre of drama.

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