

VARIATIONS IN ENGLISH TEACHING AND LEARNING METHODS**DR. APOORVA SHARMA**

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Corresponding Email:apurvasharma1984@gmail.com**ABSTRACT:**

The obligation for English language teaching is quite an essential issue in the global world. The study brings into light the gradual development and progress of the English language teaching methods. The paper also shows the urgent need for productive and effective English learning methods for learning English. The paper focuses on variation that occurs in the English language teaching (ELT) through advancement of various innovative methods. The paper also introduces different upcoming English learning methods that have changed the way of English teaching and learning. The paper centres on prevailing English teaching methods in the present scenario. The study also brings out various hindrances, hurdles faced by the English language learners (ELLs) during their language learning process. Therefore, the aim of the paper is to demonstrate the prominent English language teaching methods which are effective and operational for English language learners (ELLs) along with appropriate resolutions. The study promotes the particular English language learning method for particular stages of English language learning and according to the needs and requirements of English language learners (ELLs)

Keywords: English Teaching/Learning Method, English Language Learners (ELLs), Approach, Online modes

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INTRODUCTION:

The paper discusses the gradual development in the field of English teaching/ learning methods. There is a English teaching/ learning tradition in India from the colonial period to the

present time. We have different vital purposes to study English language and having prescribed in our curriculum from the primary level of education. In this paper, first we draw a sketch on the need

and status of English language and then switch to the progressive growth of prevailing English teaching/ learning methods. English is the most widely spoken language in current global scenario of the world. English language knit the whole world in a unit to fulfill multiple purposes.

The need of English language is multi-dimensional and multi-faceted across the entire world. In order to cope up with the global world for gaining certain requirements and advantages, we need the sublimity and proficiency in English language. India is a land of diverged cultures, vernaculars, different dialects and regional languages, and in such instance, English is the language which connects the entire nation in a unit for multiple formal and informal purposes. We meet various reasons to study English language as English is also referred to the depot of various essential fields like scientific knowledge, IT language, research exploration and authentic study materials. For the Asian countries, like India, English language fulfils its role as a global power.

English is the language of International communication, business, education, scientific knowledge, researches, media industry and International business.

English has been gained the honour of International language and first global Lingua Franca. It has become collection box of almost every available areas in present scenario. We use it as the International language to communicate and in many other fields ranging from trade to daily mode of entertainment. We have a foreign language learning tradition from 17th century before, then, people were obsessed to learn Latin and Greek languages as the knowledge of foreign language is understood symbol of intellectuality and uptake intelligence. At the time, language learning process goes through repetition and memorization and learning focuses on grammatical rules, syntactic structures, along with rote memorisation of vocabulary and translation of literary texts.

Nevertheless, the need of foreign language learning has become most requisite aspect. Even in present scenario, we need operative English language learning method to fulfill the requirements of the global world. English language is being used as a first, second and foreign language all over the world. In the case of English language, there is a large number of second language learners (ESLs) and foreign language learners (EFLs) than the number first language

speakers. In order to be polished and master in English language, we need an effective English teaching/learning way with different brainstorming methods. Diane Larsen-Freeman and Marti Anderson suggest, “A knowledge of methods helps to expand the teacher’s repertoire of techniques. Thin in itself provides a further avenue for professional growth, since some teachers find their ways to new padagogical positions by first trying our new techniques rather than by entertaining new principles.”

Evolution of English Teaching/Learning Methods –

In this paper, we will discuss the exploration of English teaching/ learning methods from its evolution to modern times. The paper will bring into notice the brief study of all prevailing important methods used in English language teaching and learning purposes.

Grammar-Translation Method-

The method is proposed by Prof Karl Plotz. Late in the nineteenth century, the Classical or Traditional Method came to be known as the Grammar Translation Method, which offered very little beyond an insight only into the grammatical rules attending the process of translating from the second to the native language. It is

widely recognised that the Grammar Translation Method is still one of the most popular and favourite models of language teaching/ learning. Although, the contribution of this method in English teaching process not much remarkable as the method merely focuses on grammatical rules, nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.

Grammar Translation Method is one of the oldest English teaching method which uses mother tongue as a key driver in learning the second language. There is no need of pronunciation and phonological strategy. It began with key skills of only reading and knowledge of grammar learning. In this method, the practices of translating passages used to be done. It objected to get reading of the literature and observe target language with the use of native language. The ' form' is more important than ' content' and 'meaning'. The biggest limitation of the method was the negotiation of communicative encounter and avoidance of communicative mode.

Direct Method-In order to eliminate the limitations of Grammar-Translation Method, the Direct-Method came into notice in opposition of Grammar Translation Method. The Direct-Method is

developed by the Maximilian Berlitz and became popular in France and Germany in 1900. In this method, the use of mother tongue is discouraged. It is also called Reformed, Phonetic, Anti-Grammatical and Natural Method. Pictures, objects and actions are used to make comprehending the target language. All teaching is done in target language and grammar is taught inductively. This method focuses on speaking, listening and communication only in the target language. The limitation of this method is that the language learning process need more conditions, different environment and more learning requirements.

Dr. West's New Method-

The next important method is Dr. West's New Method, it is against the Direct Method. It focuses on silent reading and judicious use of mother tongue. It promotes the proportional use of mother tongue with target language. Teachers lay more emphasis on the habit of silent reading. In this method, easiest way of speaking and writing English is adapted. It favors reading skill instead of listening, speaking and writing skills. The method considers English as a skill and seeks its learners to be perfect in the skill by drilling and practicing.

Bilingual Method-The Bilingual Method came into notice and propounded by C. J. Dodson. In this method, two languages are used simultaneously. This is the most common method in which the second language is being learnt by Sandwich techniques and mother tongue is used when it is needed. It is the midway method of Grammar- Translation Method and Direct- Method. Learners become functional bilingual.

Audio-Lingual Method-

Audio-Lingual Method- This method is developed by Charles C Fries. This method is very pivot way of learning the second language. In this method the learning is based on drill, practice and regular exercises. In this method, the teaching/learning process is enhanced by listening, speaking, reading and writing (L, S, R, W) skills. There are some sets of popular phrases which are regularly practiced by learners like dialogue memorization, repetition, drill, chain drill, substitution drill, question- answer drill and transformation drill etc. It focuses on certain patterns of target language.

Total Physical Response (TPR)-

This method is developed by James Asher. This method develops a coordination of language and physical movements. This

method focuses on developing the speaking, fluency and communication skills in the target language. This method is quite useful for the beginners of the English language. Here, Learners learn by physical movements and regular commands given by instructor or educator. The physical response lessons are quite favourable in the language learning process.

Communication Language Teaching (CLT) Method-

This method is based on behaviourist theory and generates a set of principles related to the goals of learning, nature of classrooms, activities and role of teachers in learning process. This method is used to develop communication skills with linguistic and grammatical competencies. The method is based on simulative activities on the socially accepted and contextual language by the help of Audio-visual aids. Language learners are trained through a system of reinforcement. Learners learn the target language by different communicative activities like group discussion, role-play, interview, interaction, simulation etc. Fluency and accuracy are given equal importance in this method.

Suggestopedia Method-

The method is developed by the Bulgarian psychologist Georgi Lozanov. This method is based on the behaviorist theory that objects to remove all the English learning barriers and accelerate English learning process naturally. Suggestopedia is a popular foreign language learning method in which students learn by participating in various interesting and relaxed activities. This method is the most popular and commonly used in English teaching/learning in modern times. In this method, students learn in a very relaxed and natural way without any stress and barrier. In this method, teaching is provided by various integrating and amusing activities like art, poetry, drama, movie, song and dance etc. Learners facilitate target language in an interesting way.

The Silent way-

The Silent Way is also very popular method in teaching and learning English language. In this method, learners learn autonomously. In this method the learning process goes around student, the role of teacher is only as a facilitator. Here, educator merely encourages students to be more active and attentive in their learning. This method follows a strict emphasis on pronunciation, structural syllabus, grammar, syntactic rules and vocabulary. Here, Learners engage in

drilling, periodic exercises, continuous practices and the process of evaluation is being done by their teachers. Teachers encourage their students to correct their errors by themselves.

The paper also discusses the popular extensive and useful approaches used in English language teaching/learning. There are various approaches which are essentially used in enhancing English language. These approaches are used as important method and modes to gain objectives of assimilating English language.

Task/Project/Inquiry Based Language Learning-

This is the very popular approach in English teaching/learning. It objects to generate effective English learning process and infuse students with brainstorming learning. In this approach, an interesting task is set for the learner that has to be completed in the given time. Students use their prior knowledge and pre-existing skills to complete given task. In this approach, students enhance English language by completing regular tasks, correcting themselves and regular practices. In this approach, students learn by doing error and consistent practices.

Structural- Approach-

It is an alternative of direct method of teaching second language. It focuses on scientifically selected structures of the target language. The writing practice is being done with selected sentence structures. In this method, the much attention is paid on selecting the important structures of study material. This approach focuses on learners' command over patterns, structures and logical arrangements. This approach targets to set the habit formations of learners and gradation of study material.

Situational-Approach-

This approach is developed by Harold Palmer and A. S. Hornsby. This method pays attention on how to present situations with the use of target language practically. It pays equal attention to the lexical structures as well as situations. It connects the situation with the application of grammatical rules. Here, words and language associate to the particular situation. In this method, only target language is practiced by choral repetition. It co-existed with Audio-Lingual Method, but it is more functional and communicational than Audio-Lingual Method. It is quite functional as well as The contextual factors are more important than behaviorism in this method. Language learning process is goes through

developing habit formation by associating linguistic context, cultural and real life contexts.

Natural-Approach-

This method is developed by Tracy Terrell and Stephen Krashen in the late 1970 to 1980. It focuses on learning target language naturally by maximum use of the target language without pre planning of any structure, situation and reinforcement. Learners speak target language spontaneously. The prime objective of this approach is to promote language acquisition in natural way.

Linguistic-Communicative Approach-

It is the latest approach in teaching English language. This approach is propagated by the linguist Dell Hymes. It provides learners the communicative opportunities where students can express their ideas, views by discussions, debates, and various literary and cultural activities. It focuses on the functional use of the target language. The approach provides learners multiple opportunities to communicate on different topics, issues and matters in the target language.

The Eclectic Approach-

In this approach different language learning methods and techniques are used as suited to the particular teaching

situation appropriately. It is quite flexible in choosing appropriate and required method according to terms and situations of the learners. It also connects real life practical situation to the learning process. Learners become more active and progressive in the entire teaching session.

Whole Language Approach-

Here, language is regarded holistically a whole entity, not in parts. Language is taught by integrated method. The method objects to comprehend the language correctly and effectively.

Cognitive Code Approach-

This approach focuses on grammatical rules, grammatical ordinance, phonological, morphological, syntactic and semantic rules. In this approach, learner need to retain first rules and then they apply all these rules in given exercises practically.

Sometimes, students learn grammatical rules by doing first exercises. The approach objects to make learners learn grammatical rules with the exposure of examples, exercises, modules and compositional activities.

Humanistic Approach-

Humanistic Approach brought a radical change in teaching and learning courses in the English language. In this approach, learners develop their innate and acquired

skills in terms of language learning. Here, learners' potentialities are developed by imparting them in brainstorming activities. The humanistic approach believes in holistic enhancement of learners' skills and channelizes their skills in language learning process.

The Lexical Approach-

The Lexical approach is based on computer studies and the utility of computer applications in acquiring language skills. This approach focuses on vocabulary acquisition, fluency and teaching lexical chunks in order to achieve advance achievements in the target language. In Lexical Approach, educators are able to access authentic materials and generate realistic language teaching environment. Learners also can use authentic study materials in language learning programs, tests, exercises. The lexical approach has proved an effective language learning option as well as very interesting too.

Collaborative Learning/ Approach

In this approach, language learners indulge in different collaborative activities. In this approach a social environment is created where learners work together on some task, project and problem. Learners learn from each other's experience,

collaborative communication, discussion and peer instructions. It works on the process of 'interaction-reaction-creation'. Here, learners enhance their target language by imparting in various activities collaboratively. The collaborative approach is developed by Les Vygotsky.

Flipped Classroom-

Flipped classroom is a pedagogical approach based on peer-discussion, group-discussion and problem solving and remedial activities before attending the classrooms. In this approach, learners come across the language learning study materials, they solve their problems by discussion with group people, peer and indulging in remedial activities and at last they attend classes. It is very effective way of learning the target language as learners solve their problems by themselves. Learners first analyse study material and evaluate themselves and at last they attend the classes attentively. Learners can be quite familiar and synthesis the learning material after attending the classes.

Spaced Learning/ Approach-

Spaced Learning also became very common in the modern way of learning. In this approach, the first learning material are arranged in sets or modulus and later each set is repeated three times. In this

method, arduous material are periodically repeated and retained by learners at last. Learners can retain and master in target language with regularity and consistency. Language learners can be master in target language and boost their learning by spacing effect and repetition.

Design Learning-

It is also called design based instruction. It is learner centred approach. It is basically a groundwork where much attention is paid on learner, his way of thinking, his learning style instead of content or conventional study style. In this method, learners are benefitted by expert's experiences, ideas and styles. In this learning style, educators design learning activities and intervention according to requirements of learners then elaborate the teaching process. It objects to maximum use of available resources and innate potentialities to get desired results.

Crossover Teaching/Learning-

It is an amalgamation between formal and informal learning. It connects formal curriculum to informal locations/ settings like workout, morning walk, gym, clubhouses, restaurants and many more. The online teaching- learning modes and social networking site are also the biggest platform of crossover learning. In this method, learners are in very relaxed and

they learn target language without any stress and with the course of the time, they become more competent in English language.

The VAK Teaching/Learning-

This method prefers teaching and learning through the use of sensory channels. The teaching approach uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) in learning process. In this method, sensory channels determine language learning behaviour and style. Learners are stimulated by their three sensory modalities. Here, learners receive stress-free learning environment and learning opportunities as well.

Gamification-

It is a game-based and play-based learning mode to achieve maximum learning outcomes effectively and delightfully. By using different games learners can develop their English language skills and academic skills with various interesting applications. It is an innovative teaching/ learning technique that can be used both in classroom and autonomous learning. This method also can be used as a remedial teaching and problem- solving teaching as learners can receive stress free platform to learn. Here, learners can secure maximum outcomes and outstanding results by

imparting in multiple gaming activities. There are various languages learning games that are commonly used by ESLs like Broad Race, Simon Says, Hangman, Hot Seat, Battleship and many more.

Use of Online Modes in Teaching/Learning-

In the present time, there are abundant of online language learning modes and options have been showcased by the Internet. In these modern times, it is difficult to even think about any language teaching/learning method without using Internet and online modes. On these online modes, learners can receive language learning opportunities everywhere like during accessing the computer, chatting, reading, searching, typing and many more. Today, language learners can access various English learning apps, applications, games, videos, modules, virtual classes, MOOSs, online test series, blogs, subject related scholarly articles and many more.

There are bountiful options available on the online modes through which ESLs can enhance, master and be advanced in the English language. On these English learning apps, ESLs can boost English language syntactically, semantically, morphologically, lexically in addition to phonetically as well. On these modes,

language learning chapters are arranged in quite systematic way that a learner first has to switch through exercises and testing the previous chapter then only he can be promoted to the next chapter. The online study material is quite useful both inside the classroom and in autonomous learning as well. Dionysius. I. Psinosopime, "Literature in computer-assisted language teaching (CALL) is quite extensive and dates back in 1980s the CALL emerged as a highly promising branch of linguistic."

Use Social Networking Sites (SNS) in Teaching/ Learning-

SNSs are used as an effective mode of language learning caused by web 2.0 revolution. SNSs provide a social life where people from the entire world meet each other for different fruitful or unproductive purposes. SNSs also can be used for language learning purposes as ESLs also can connect to the language experts and other ESLs from the whole world. SNSs promote collaborative learning as people spend a big span of their time on these sites and engage in digital conventional, typing, chatting and they do communication through videos, comments and spend a virtual Social life. Today, in the modern time, every student and educator are the parts of these sites in somewhat and somewhere. Infact, an

educator also can't confined his teaching to the classroom only, an educator also shares authentic videos, PDFs, different sites, apps, test series on these sites. SNSs are quite useful in fulfilling the objectives of both teachers and students as well. These sites provide the digital English language learning platforms.

CONCLUSION:

Nowadays, the English teaching/ learning methods have been completely changed according to essential requisite need of the time and learners. There are different ways and methods of language learning which can be used separately and collaborately. Today, in present scenario, learners are not confined to classroom studies besides they meet learning environment and opportunities everywhere like on smart phones, on social media, chatting, watching movies, gaming, computer applications and so on. The evolution brought by Internet and social media has granted divergent ways to enhance English language formally or informally. Today, teaching/ learning is not restricted to classroom notes, lectures but learners receive learning opportunities anywhere and everywhere. The deflection led by Social media has invited various innovative language learning options in an

interesting way. The study leap on the matter that we should celebrate Internet, social media, M4 techniques, web 2.0, web 3.0 and innovative progressive modification in English learning methods and maximum use these methods according to need and demand of learners. Learners need to focus on the advantages of these changing methodology instead of criticizing and considering them very distractive and time consuming. It is completely depend on learners that how they use these upcoming options and innovative modes. The role of teacher conventional methods and classroom teaching is indispensable but learners should also welcome these innovative options and look at positive sides of the modern learning style.

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