

New And Current Trends In English Language Teaching

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ABSTRACT

In order to achieve this paradigm shift, teachers should also believe in reflective practice. Teachers should introspect and improve wherever necessary keeping in mind the limitations of the institution, students, society and other factors. If the teacher has the urge to improve, only then can he think of new methods, trends and applications to be implemented in the teaching and learning of English language. Earlier this was achieved through black board, projectors /OHP, audio tapes, authentic and meaningful contextualised discourse, teacher centered activities and many more. Now the new methods insist that the learner is at the centre while the teacher is in the background. The teacher's role is that of a helper or a facilitator. The learner who is in the lead should show curiosity for creative thinking, be self confident and enthusiastic about going ahead of the conventional ways of learning. English is used in India in official, professional, personal and academic circle. India is a developing country trying to open its feathers in the sky of developed countries. Cultural hegemony and Modernisation has given new emerging trends in expansion of English language. In addition to it, use of Internet and other electronic devices have opened gates of accepting English as language of changing scenario. As the world is shrinking day by day and culture barriers are breaking, I think there is a great need of not only learning English but accepting new and emerging trends of English language learning and teaching.

Keywords : English, Language, Globe, Modern, Challenge, Content, Technology, Literature.

INTRODUCTION

English Language Teaching is a continuous process which needs many changes and we are observing changes from time to time. There was a time when English started in Britain and now many changes occurred in British English also. American English is another variant which normally we are following. Recently there was a discussion in forum which gives opinion whether originator of English, Britain will also start following present English leaving English language is widely used not only in India but all over the world. Today it works as a connecting language across all barriers. In this era of globalization, English is the best medium to communicate with people across the globe. The accents may be different, the pronunciation may be different but it definitely helps in conveying the feelings, emotions and sentiments of one person to another. In this context today English should be taught to learners so that they are able to interact in this language with a fair amount of fluency in speaking, reading and writing. Hence, to achieve this, there needs to be a change in the teaching and

learning pattern of this language. English language teaching is a continuous process which needs many changes from time to time. Earlier this language was taught with the objective that the Indians could speak, read and write the language for the benefit of the rulers of the raj. But today the focus has changed and it is now a means of communication. It is now taught as a development of language skill. The Functional approach taught the elements of this language through various functions rather than the topics of grammar. But then there was less reinforcement to the teaching and learning process. As a result experts see Constructivism as a better option to teach English as foreign language or second language. In Constructivist approach apart from the Functional approach there are assignments at the end of the lesson to consolidate the teaching and learning of the learners. behind Traditional way of the language. Use of Internet and other electronic devices and media has changed the appearance of English. Of the many changes and trends taken place in ELT, the most important I noticed are:

INNOVATIONS IN ELT

1. **Use of E-communication:** - Invention of networking, social networking sites, groups and chat rooms have changed the use of English. Now we can access across the borders and become experts in any particular area we want suppose we want information regarding some particular custom tradition, we can access all through these.
2. **Teachers learning Practices:** - Now teachers can also make best use of their teaching plans. They can prepare interactive lectures, work sheets and questionnaire with the help of devices to make teaching and learning innovative and self-evaluator.
3. **Use of Computer Software:** - These days much software is available in the market that can help a lot in learning and teaching both. They give use latest Dictionaries, words, and related knowledge of the language.
4. **Change in Teaching culture and content:** - Now teachers have to focus on the characteristics of target group for teaching. Suppose, students want to explain the content firstly in MT, then in English, they have to as per convenience and adaptation ratio of their students.
5. **Change in the Goal of Teaching English:** - When English started, the purpose was to speak and understand English as native speakers. But now in changing scenario, it is considered that MT of target people is there with them always, and its impact will remain there. L1 is prominent there, but their aspirations to become English learners and speakers are main factor. Main focus is now on teaching them English as a means of communication.
6. **Teachers as Life Long learners:** - In this continuous learning era, teachers are expected to engage in seeking professional development and learning whenever there is possibility.

COMMUNICATION CONTENT IS RELEVANT AND INTERESTING

A wide variety of materials has been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the

quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, and realia. There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats. Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

USE OF INNOVATIVE TEACHING

The above mentioned current trends are far and wide known and already in use this or other ways. Use of Internet has changed the appearance and shape of English Language. The English used for e-learning, messaging and many other trends is something different. Many literature laureates are against the use of E-devices for the growth of English language because they opine that using English for social Networking sites and use of slangs and abbreviations is entirely different from English used for literacy purpose. But use of this E-English has changed literature a lot. Old and traditional English Literature writing has displaced with new English language being global has many colours and shades with different geographical surroundings. English is taking a new shape every 5 to 10 years after. The continuous changing colour is just because of two reasons: One, English being global language and language of non-natives also has seen many changes not only in written form but in spoken form also. Secondly, English is not only a language but a medium of learning Pure Sciences, Electronics, Electronic devices, Medicinal and physiological activities and Mathematics also. So, there grows a new English teaching and learning known as Content and Language Integrated Learning (CLIL). This is a way to learning in which teachers can use cross-cultural analysis and students can learn English as well as its substance. The use of English as global language forbade us to discuss any issues and grudges against it. But as globalization is related to economic, political, cultural and social life. So, we have to discuss issues related language also. Diversity of English language has sometimes made it under review.

**EIGHT CURRENT TRENDS IN TEACHING AND LEARNING ENGLISH
FOREIGN LANGUAGE****Trend 1 : Change in the Goal of Teaching**

In my opinion, there are two key changes in the purpose of teaching English. “To produce fully competent English-knowing bilinguals rather than imitation native speakers.” The purpose is not to aspire to become native speakers of English, because we are already native speakers of our own language, but to focus on English as a means of communication. Secondly, English is not viewed as an end in itself but as a means to learn content such as science and mathematics. Content and language integrate learning (CLIL) is an approach where the English teacher uses cross-curricular content and so the students learn both the content and English.

Trend 2 : Early Start in Teaching English

Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have been introducing English from Grade 4. Also in 2011, Japan introduced English in the primary stage and 2012, Dubai introduced English the Kg state instead grade.

Trend 3 : Change in the Approach to Teaching Culture

Both the local or native and international culture dominate in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing so.

Trend 4 : Changing View of an English Teacher

It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching, and intercultural competence rather than their being a native speaker of English.

Trend 5 : Change in Teaching Content and Test Design

Teachers use a range of local texts or English translations of literature in the classroom. The use of L1 as appropriate as well as the use of a variety of accents in listening activities or tests are encouraged in English language classrooms.

Trend 6 : E-Learning

Because of the proliferation of tablets and smart phones, I believe that textbooks will disappear in a few years. Furthermore, the access to knowledge in trends of flexibility and mobility has changed drastically.

Trend 7 : Strategic Teaching and Learning

Teaching in English language classes focuses on fostering students thinking as well as language content, outcomes, and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. The gamification of learning is emerging as a way to make language learning more engaging and relevant to the younger generation.

Trend 8 : Teachers as Life-Long Learners

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

7. enhancement of skill and knowledge.

MODERN TRENDS: CLT (COMMUNICATIVE LANGUAGE TEACHING)

Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention “communicative approach” as the methodology of select . However, when pressed to give a detailed account of what they mean by “communicative,” explanations vary widely. Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity, which is understood by the term communicative competence. Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions.

2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

CONCLUSION

Teaching English Language (ESP) is still a field in which new venues and perspectives are unfolding. A huge extent and innovations have been driven so far because of new knowledge about learners and proliferations of integrated instructional models. The focus is no longer on grammar, learning from rote but using language as a mean to connect with others around the world. What is more the purpose of learning English has changed and evolved from cultural to purpose of international communication. This field is more learner-centered, more collaborative and driven by technology. New technologies supply English language in authenticity and literacy. What is more, because of technology students learn faster and easier. Learning English through the web make students much more eager to learn the language. Powerful internet provide various, new opportunities both for teachers and students. One is sure, there is no one effective and excellent method of teaching foreign language because the appropriate method in one school will not have to be suitable in another. However, most teachers, lecturers and professionals adhere to communicative methodology today. All the students believe that English is learnt for their utilitarian value :getting better job, going abroad for study, travelling etc., and that they need to continue learning the foreign language. Therefore the teacher, as they say, is to provide more opportunities for increasing practice by: the use of authentic materials, particularly for listening and speaking(dialogues in a restaurant, with clients etc.) and giving the chance to have training period abroad. There is a case for a reconceptualized field that is more learner- centered, collaborative and more technological driven., The trends are moving us forward in such a way as to empower our students to communicate with others across the globe in real time.

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