

A Study on English Language Teaching Methods

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In the realm of globalization, English has progressively achieved the medium in each area of communication, both in nearby and worldwide settings. Accordingly, the interest for utilizing English viably is essential in each country. Teaching and learning English, apart from the local language, is hence essential for open purposes to adapt to the developing neighborhood, public and worldwide requests for English skills. The process involves by developing certain skills of communication. In communicative approaches there are four essential skills of acquiring foreign language like English i.e., Listening, Speaking, Reading and Writing. When we talk about learning English at any level of education whether it is essential, auxiliary, moderate or at the tertiary level, it requires showing the four skills of the language giving equivalent significance on every one of these skills. The developing requirements for utilizing English around the world is the result of the job of English as the world's global language have offered need to finding more powerful approaches to show these essential language skills. Language is an arranged system of communication. Oral language is intended to be tuned into and to sound conversational, which implies that decision must be easier, increasingly causal repetitive. The basic need of communication is language Students find easier to communicate with others and also with the teachers. Learners find effective tools as technology. Through technology students find easier and simplest ways to learn a language. The universal technology is the language, it helps to manipulate the ideas, concepts and analyze the language better. Technology based learning can be adopted through electronic technology including audio and video conferencing chat rooms, CD-ROM. This paper deals with the different methods of teaching English language to students.

Keywords: Application, English, Language, Learning, Skills, Teaching, Technology.

1. Introduction

English Language Teaching is a method which is based on the target of language teaching and learning for effective and real-life communication. Rather than to acquire and exhibit knowledge, the emphasis of ELT is on enhancing the ability to communicate (Seraj and Mamun, 2011; p.7). According to Diane (2004: in Seraj and Mamun, 2011; p.8) the aim of ELT is to facilitate to communicate in target language. According to English curriculum requirements, the objective of English is to develop students' ability to use English in an all-purpose way. Harmer (1991:p.52) suggests, any skills cannot be performed without another. It is impossible to speak in a conversation if someone does not listen as well and people hardly can write without reading. According to Mercy Gnana Gandhi (2011) says 'we use stimulus response type of software for interactive multimedia, which will enhance the capabilities and

values of effective teachers and students. Generally, it is observed that language learners show much interest in multimedia lessons, through which they can perform better than in the conventional method of classroom teaching. According to Mercy Gnana Gandhi (2017), “The implementation of the multimedia into educational institutes requires major changes in traditional learning and teaching”. Leonardo de Valoes (2015) states that “The ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community”. “The unexpected leaping of technology beyond the boundaries, multimedia technology has taken the rightful place in English language teaching, especially in the non-native speaking countries and situations.” Says Dr. Mercy Gnana Gandhi (2015). “Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication” says Grabe & Stoller, (2002).

English is a broadly communicated in language today. It has regularly been intimate to as 'worldwide language', the most widely used language of the present-day time and right now the language frequently educated as a second language around the globe. English in India is used not only for speaking with the remainder of the world, yet also for among state and intrastate correspondence. As a result of the extraordinary ethnic and phonetic variety found inside our country, English goes about as a basic 'interface' language. With the Information Innovation insurgency and most programming and working frameworks being created in the English language, another utility for composed also, oral correspondence in the English language has arisen. English is supposed to be the world's most significant language having informative and educative worth. English is utilized everywhere on the world not out of any inconvenience but since of the acknowledgment that it has certain favorable circumstances. English has been educated as second language in every phase of education in all states of India and has been acknowledged as the fundamental guidance in higher education.

English Language Teaching has been varying English for the beneficial of the people whose first language is not English. In India, English has become an indispensable piece of the educational program nearly at all degrees of training. At any rate, there are diverse social, political and social factors that impact the circumstance of English in different sheets, universities and various foundations. Indeed, even the educational program offered and assessment apparatuses utilized are different the nation over. The model of English offered to the student's needs consistency and it is this inquiry that keeps on testing the strategy creators and instruction organizers. While most States accord English the situation of second language, some others treat is as the third language; the territorial language and the public language getting priority. English has entered all capacities and all segments of society. It is a generally acknowledged apparatus for correspondence. It is not, at this point limited to the English or Americans as a method for correspondence. Indeed, even inside India, with its variety of dialects, English has arisen as the acknowledged language of correspondence diversely. Also, a large portion of the world imparts in English and if India must be a piece of the Global situation, English language can be a significant setting.

2. English Language Teaching Methods

Language training strategies are subject to and impacted by various thesis of language and

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language learning. The historical backdrop of language showing advances various types of techniques. These techniques are received by various individuals in various circumstances as indicated by the need of the students. Various strategies might be fitting to various settings. The proficiency of a technique relies on a complex of variables which shift place to place and circumstance to circumstance. The test today is to keep away from creed and unbending nature through new thought of needs, and to establish all new procedures in the real factors of the circumstance. An endeavor has been made here to take into clear the historical backdrop of language training strategies starting from the soonest times to right now. A portion of the significant strategies and ways to deal with instruct English as a subsequent language are discussed here.

Grammar translation method

The Grammar Translation Method is a method of instructing foreign languages got from the old-style technique for showing Greek and Latin. In this type of classes, Students learn grammatical standards and afterward apply those principles by translating sentences between the target language and the native language. This strategy for encouraging English is language heavy and depends a great deal on interpretation. This is the conventional or 'traditional' method of learning a language it's still ordinarily utilized when learning a few dialects. A few nations incline toward this way of educating and the primary thought behind this strategy is that the understudies gain proficiency with all language structure rules, so they're ready to translate to various sentences. This is especially normal for those under studies who wish to consider writing at a more profound level. The majority of the teachers recognize that this technique is incapable without anyone else as it doesn't weight on the communicated in type of the language and relational abilities were disregarded. The material this strategy worked with was scholarly and as such of little use in exchanges. Subsequently, this strategy doesn't upgrade the understudies open capacity in the second language.

Direct method

The Direct Method involves the learners to be in direct contact with the target language. The main concept of this method is to make learners think about the language, it may be writing, reading or speaking. This method of teaching is also called as Natural method. It's utilized to show various languages not only English. The only implementation of this method is successfully involving them with only target language but not mixing up with native language. Listening and speaking skills will be developed through direct method. The immediate technique was famous towards the finish of 19th century at some point and in the start of the 20th century. This technique was fruitful in non-public schools yet thought that it was hard to use in government funded schools as there was an interest on educators that they should utilize high capability and local – like familiarity with communicated in language. It was unrealistic to become familiar with the subsequent language simply like the primary language since there was not sufficient opportunity and openings accessible in the schools. Educators were relied upon to show just in objective language which was an incredible battle for them. Students were befuddled as there was no determination and reviewing of jargon and syntax were completed.

Audio-Lingual method (Alm)

The Audio-lingual method is otherwise called as New key or Army method. This method is

used in teaching foreign languages. This is based on behaviorist theory which hypothesizes that specific attributes of living things, and for this situation people, could be prepared through system of supplementing. The right utilization of an attribute would get positive input while in accurate utilization of that characteristic would get negative criticism. This way to deal with language learning was like another, prior strategy called the direct method. Like direct method, the Audio-lingual technique exhorted that understudies ought to be shown a language straight forwardly, without utilizing the understudy's local language to clarify new words or punctuation in objective language. In any case, in contrast to the immediate strategy, the Audio-lingual technique didn't zero in on teaching vocabulary. Or maybe, the instructor penetrated understudies in the utilization of sentence structure. The instructor penetrated understudies in the utilization of sentence structure.

Structural approach

This method is about structure. The thought is that any language is comprised of complex sentence structure rules. These guidelines, as per this methodology should be learnt in a particular request, for instance the consistent thing is show the action word "to be" preceding encouraging the present nonstop which requires utilizing the assistant type of the action word "to be."

Communicative language teaching (CLT)

The thought behind this methodology is to assist students with imparting adequately and effectively in practical circumstances that they may end up in. This kind of instructing includes zeroing in on significant capacities like proposing, expressing gratitude toward, welcoming, griping, and requesting headings to give some examples.

Suggestopedia

This is a behaviorist hypothesis and identified with pseudoscience. This technique depends vigorously on under studies' conviction about the strategy's adequacy. This hypothesis is expected to offer students different decisions, which thusly encourages them become more answerable for their learning. It depends a great deal on the climate and the actual environmental factors of the class. It's fundamental that all students feel similarly great and certain. At the point when educators are preparing to utilize the Suggestopedia strategy, there's a ton of workmanship and music included. Each Suggestopedia exercise is partitioned into three distinct stages – 1. Unraveling 2. Show Session 3. Elaboration.

The Silent-Way

The Silent Way emphasizes learner autonomy. The teacher acts simply as a facilitator attempting to urge students to be more dynamic in their learning. The principle of this method of educating is for the teachers to say practically nothing, so students can assume responsibility for their learning. There's a major emphasis on pronunciation and an enormous piece of the exercise centers around it. This method of learning English follows a structural recycled for reinforcement. The teacher assesses their students through cautious perception, and it's even conceivable that they may never set a proper test as students are urged to address their own language mistakes.

Total physical response

In Total Physical Response, otherwise known as TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a progression of dull activities, for example, "Stand up", "Open your book", "Close the entry way", and "Stroll to the window and open it." With TPR, the main expertise is a oral cognizance and all the other things will follow normally later.

The lexical approach

The Lexical prospectus or approach depends on PC contemplates that have recently recognized the most ordinarily utilized words. This methodology in educating centres and vocabulary acquisition and showing lexical pieces arranged by their recurrence and use. Educators of the Lexical Approach place an extraordinary accentuation on credible materials and practical situations for more important learning.

Community language learning

This is likely one of the English training strategies where the understudy feels the most secure as there's an incredible accentuation on the relationship and connection between the under study and educator. In contrast to a ton of different Techniques and approaches of showing English as a Second Language, a ton of the L1 (native language) is utilized for interpretation purposes.

Task-based language learning

The primary point of this way to deal with learning is task fulfillment. Normally, significant and intriguing undertakings are set by the teachers and students are required to draw on their prior information on English to finish the task with as few errors as possible.

English language teaching approaches

English language teaching approaches is an abstract of what a language is and how it can be learnt. The main approach can be done through teaching and learning. An approach produces lots of methods which improvise teaching methods and it also helps the students to learn easily.

Improving professional practice

Today, professional improvement runs the extent from one-shot workshops to more escalated work implanted professional turn of events, which has educators learn in the everyday environment where in they work as opposed to getting pulled out to go to an external training. There are many sources to develop professionally; some techniques for teachers can fall in short with countless ways, including:

Too much (and once in a while clashing) objectives and needs seeking educator's time, energy, and consideration. Unreasonable assumptions for what amount of time it will require for schools and educators to receive and actualize objectives. Professional improvement preparing occasions that are wrong in size, degree, or construction to help mastering novel thoughts or skills. Social occasion 100 educators into one space for a preparation occasion won't ever give them the time they need to think about the material, pose inquiries, tune in to their friends, or experience exercises to improve their understanding. Loss of support for educator's usage of

new instructional practices. Examination shows there's a usage gap in instructors' expert turn of events. They may learn, comprehend, and agree with a creative thought or procedure introduced in a workshop, yet it's difficult for them to actualize that thought without progressing support inability to furnish educators with input about how actualizing new skills impacts understudy acquiring.

Curriculum Design

Curriculum refers to the information and practices in subject matters that educators instruct and that understudies should learn. An educational program for the most part comprises of a degree, or expansiveness of substance, in a given branch of knowledge and of a grouping of ideas and exercises for learning. Traditional curriculum can be found in classroom style of learning used in many schools. It's essential methods are oral guidance, reading and presenting realities.

Concept-based Curriculum (CBC) is a way to deal with educational program plan that moves from subject-explicit substance and rather underlines "enormous thoughts" that length various branches of knowledge or orders. Now-a-days, there are numerous ways of curriculum followed in schools and colleges:

1. Rhetorical curriculum: Components from the rhetorical curriculum are involved from thoughts offered by policymakers, school authorities, administrators or lawmakers.
2. Phantom curriculum: The messages common in and through exposure to any media. These segments and messages have a significant influence in the enculturation of understudies into the transcendent meta-culture, or in assimilating understudies into smaller or generational subcultures.
3. Overt, explicit, or written curriculum: It's simple which is composed as a component of formal guidance of schooling experiences. It might allude to an educational program archive, writings, films, and steady instructing materials that are unmistakably picked to help the purposeful instructional plan of a school.
4. The hidden or covert curriculum: That which is inferred by the very design and nature of schools, quite a bit of what rotates around every day or setup schedules.
5. The null curriculum: That which we don't instruct, subsequently giving understudies the message that these components are not significant in their instructive encounters or in our society. Eisner offers some significant focuses as he closes his conversation of the null curriculum.
6. Societal curriculum (or social curricula): This kind of curricula would now be able to be extended to incorporate the incredible impacts of web-based media (YouTube; Facebook; Twitter; Pinterest, and so on) and how it effectively makes new points of view, and can help shape both individual and popular assessment.
7. Curriculum-in-use: The proper curriculum (composed or obvious) contains those things in course books, and substance and ideas in the region curriculum guides. Nonetheless, those "formal" components are as often as possible not educated. The curriculum being used is the genuine educational program that is conveyed and introduced by every teacher.

8. The electronic curriculum: The implications of the electronic curriculum for educational practices are that piece of the obvious curriculum needs to remember exercises for how to be insightful shoppers of data, how to fundamentally evaluate the precision and accuracy of e-data, just as how to decide the dependability of electronic sources. Likewise, understudies need to figure out how to be cunningly knowing about the helpfulness and fittingness of particular sorts of data.
9. Received curriculum: Those things that understudies really remove from classrooms; those ideas and substance that are genuinely learned and recalled.
10. The internal curriculum: The process, content, information joined with the experience and real factors of the student to make new information. While teachers ought to know about this curriculum, they have little authority over the inside curriculum since it is one of a kind to every student.
11. Concomitant curriculum: What is instructed, or emphasized at home, or those experience that are essential for a family's experience, or related experiences endorsed by the family.

Assessing Students

There are numerous ways to deal with assessing student picking up including formal or reviewed proportions of assessment, and more casual, frequently ungraded, input openings. A comprehensive arrangement of assessment is maintainable, giving developmental and summative input inside the course, and furnishing students with the skills to meet their future learning needs. There are nine standards of good practices for Assessing Students Learning:

1. Assessment works best when the projects it looks to improve have clear, expressly expressed purposes.
2. Through assessment, teachers meet obligations to under studies and to people in general. There is a convincing public stake in education.
3. Assessment encourages more extensive improvement when agents from across the educational community area are included.
4. Assessment is destined to prompt improvement when it is essential for a bigger arrangement of conditions that advance change.
5. The educational qualities start from the assessment of student learning.
6. Assessment is best when it reflects a comprehension of learning as multidimensional, coordinated, and uncovered in execution over the long run.
7. Assessment works best when it is progressing.
8. Assessment expects regard for results yet in addition and similarly to the experience that led to those results.
9. Assessment has an effect when it starts with issues of utilization and enlightens questions that individuals truly care about.

Teaching Strategies

Teaching strategies, otherwise called instructional techniques, are strategies that teachers use to convey course material in manners that keep students to be connected with and rehearsing distinctive ranges of skills. An educator may choose diverse teaching techniques as per unit subject, grade level, class size, and classroom assets. There are five main teaching strategies:

1. Graphic organizers are a basic and compelling device to help students conceptualize and put together their contemplations and thoughts in a visual presentation.
2. Making use of technology in classroom helps students to stay engage and motivate to learn. Some innovation techniques in the classroom are to make electronic activities or media introductions like a video, or some kind of realistic, using a tablet or an iPad, taking your class on a virtual field trip, taking an interest in an online exploration project, or in any event, making a class site. Any of these innovation joining systems will emphatically affect student learning.
3. Inquiry-based learning is learning and teaching approach that forces the student to questions, thoughts and perceptions. Educators effectively urge students to share their thoughts and to deferentially challenge, test and reclassify thoughts. With Inquiry-based learning, teachers and students share duty regarding learning.
4. Differentiated Learning permits teachers to connect every student by obliging to their particular learning style. Learning stations can without much of a stretch be intended to empower students with different adapting needs to learn at their speed and readiness level.
5. Cooperative learning offers students the chance to work with others and see various perspectives. Students learn more viably when cooperating instead of separated, and it is likewise known to develop fearlessness in students. The jigsaw technique is particularly powerful in light of the fact that every understudy is answerable for each other's learning, and students discover rapidly that each gathering part has something similarly critical to add to the gathering to make the assignment an effective one.

Creating learning materials

Learning Materials is also known as Instructional Material, are any assortment of materials including energize and lifeless things and human and non-Human resources that a teacher may use in instructing and learning circumstances to help accomplish wanted learning destinations. Instructional materials may help a student in concretizing a learning experience to make adjusting truly restorative, fascinate and inborn. They are devices utilized in instructional exercises, which incorporate dynamic learning and assessment. The term incorporates all the materials and actual methods a teacher may use to execute guidance and encourage student accomplishment of instructional targets.

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