

## **English Language Teaching and Learning**

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English Language Teaching (ELT) is based on the idea that the goal of language developing is communicative skill. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. The English language teaching tradition has remarkable changes, particularly throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. As there are some milestones in the development of this tradition, which we will briefly touch upon, The need for communication has been persistent, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach about communication through actual communication, not merely theorising about it. In this stage, we should say that Communicative Language Teaching is not a method; it is an approach, which transcends the boundaries of concrete methods and, parallel, techniques. It is a theoretical position about the nature of language and language learning and teaching. Focus on all of the components of communicative competence, not only grammatical or linguistic competence Engaging learners in the pragmatic, functional use of language for meaningful purposes. Viewing fluency and accuracy as complementary principles underpinning communicative techniques. Using the language in unrehearsed contexts. The teaching and learning of English today is characterized by, on the one hand, a diversity of schools

and linguistic environments supportive of English acquisition, and, on the other hand, by systemically pervasive classroom procedures of teaching a textbook for success in an examination, modulated by teacher beliefs influenced to varying degrees by inputs from the English-language teaching profession.

"English" is becoming a term related to various types of dialects based on the origin of using. English as a communication tool of communities in different forms. For example, British English, American English, and Canadian English are regarded as more classical standard patterns of English. Moreover, Japanese English, Konglish (Korean English), and Singlish (English of Singapore) are associated with Asian language accents and costumed usages. The researches for variety of English usually focused on the characteristics of Theoretical Linguistics differences, caused by pronunciations, grammatical structures or semantics of words. Students of English-majors in countries outside English-speaking countries usually will based on their need and select an ideal native-speaking county for overseas studying. Students in previous British colonies, such as India and Hong Kong for example, are more likely choose learning British English in countries of British colonies, such as England, New Zealand, and Canada. Contrastingly, English learners in the Philippines, Taiwan, Korea where many American soldiers stayed before, are more likely to learn American English in the states. In a globalized world, many scholars in the field of English teaching and educators in schools of expanding nations tend to emphasize teaching English should be defined as teaching English as an International Language (EIL), also known as English as a nowadays Lingua Franca (ELF). English should be used as a tool of common communication. Instead of a cultural norm of intellectual development for individuals, who are not living in inner circle within which British English is not only a mother tongue but also a criterion of living mode. Contrastingly, English outside inner circle develops its varieties of English, based on grammatical structures, pragmatics usages, and pronunciation of the characteristics of the speakers' first language. In the fields of Teaching English a Second or Foreign/International Languages, there are several basic foundations of teaching Methodologies. They are primarily Structuralism, Constructivism, Behaviorism,

Rationalism and Cognitive Psychology, Interactive Approaches, and Computer Assistant Language Learning.

More than thirty major subject matter areas can be included in language learning. They might be named as fields of early childhood language acquisition, non-native language pedagogy, language testing, literacy studies, reading processes and instruction, writing bilingualism, reading processes and instruction, translation, pragmatics, discourse analysis, specific languages, lexicology, interpersonal behaviour and communication, sociolinguistics, communication strategies, nonverbal language studies, and more. Based on our explorations and organizations for the methodologies of language teaching and learning that appeared in the history, this paper will give the English educators an overview of significant methodologies of language teaching. From chronological perspectives, this paper is to provide our reader a basic concept what types of language teaching pedagogies have appeared in our history of teaching English or teaching other languages. The theoretical foundations for how these pedagogies and methodologies are based and discovered will be also provided and interpreted. Moreover, before the noteworthy pedagogies and methodologies are introduced, three schools of how human acquire their language proficiencies were revealed. Basically, from 1900s to early 2000, there are controversies how human learn their languages. From the theoretical foundations of structuralism and behaviorism, rationalism and cognitive psychology, and updated interactive discourse, this study will give an overview of each school that looks at this issue differently. In this situation, with the birth of the Internet, communication amongst different countries has become much easier and this facility is virtually at everyone's fingertips twenty four hours a day. As the internet explosively grows, more and more people are becoming aware of this "Global Village". People communicate with others from around the globe on a regular basis, for personal, business or social purposes.

Products are bought and sold with increasing ease from all over the world through e-business. "Real time" coverage of major news events around the world is taken for granted. English plays a central and pivotal role in 'globalization' and it has become the language of

choice for communication among the various parts of the globe. Though millions of people speak English today, for many of these people, English is not their first language. Most of the people use English as a lingua franca in order to communicate with people from around the world. In spite of the increasing importance placed on communication skills in English, many individuals in India continue to struggle with communication disability, and are unable to communicate their thoughts and ideas effectively in English. This seems to be a major handicap for even the highly educated ones. It is a tradition to educate a professional in his / her specialization, and hence it becomes necessary to attribute his / her individual talent of selling himself / herself through effective communication. This only will help the learners survive as the fittest people in the competitive world. Though one has the storehouse of knowledge, skill, intelligence and so on, it should be properly and effectively communicated to others. Many students in technical institutes or colleges lack efficient communication skills and this deficiency hinders even their understanding of the subjects they study in their various courses. Lack of communicative competence in skills such as listening, speaking, reading and writing in English, result in low-self-esteem and lack of self-confidence. Only when the students are able to listen to the language and understand it correctly; only when they are able to speak fluently and accurately and only when they are able to read and understand the language in the context it has been written, they will be able to write coherent and meaningful sentences to build up a paragraph or an essay. Unfortunately, the students, being deprived of developing the first three skills, find themselves helpless and inadequate when it comes to originality in communicating through writing. Naturally, they are forced to resort to the readily available written materials to help them earn the minimum pass marks in the certificate exam. Students achieve this successfully.

The net result is that any student who has passed Secondary School Leaving Certificate and Higher Secondary Certificate in the South Indian situation may not be able to understand and respond to a single / simple sentence in English. The same is the case with the degree holders who have taken English as the second language. They are not confident to write even a leave application letter in English. Lack of knowledge in English is a gap and handicap for our

students in understanding science subjects in English in higher learning and also in coping with the needs of self-learning. There is no other way than to accept English as a medium of higher academic learning and a medium for international communication in science and technology, since the pace of scientific and technological advances taking place globally is rapid. The immediate need is to bridge the widening gap between accumulation of knowledge and acquisition of communicative language skills by developing or adopting suitable English language teaching and learning strategies. The painful fact is that a large number of student population is neither computer literate nor communicatively competent in English, which are the needs of the white-collar, technology-based labour market in the globalised world. A new approach and observation about companies making an attempt to address high school students by offering soft skills and communication skills programmes places added responsibilities on the shoulders of the teachers of English to begin training students right from the start in all the basic communicative skills of English language instead of just teaching the language through literature. The neglect of English at school level would only add to the incompetence of India in the global world, which is full of competition and trans-border trades.

In such deplorable conditions of English language teaching and learning, Communicative Language Teaching methodology could be a viable alternative as it is based on learner-centered-problem-solving activity and self-learning. For the twenty first century world, communicating just by composing sentences is not enough. Using sentences to describe, classify, question, request etc. is more important. Indian students, both from vernacular medium schools and English medium schools, fail to communicate properly not because they lack ideas but because they have not been taught to perform communicative tasks in the classroom. Our scientists, engineers, doctors, etc. may be technically brilliant and creative, but if they cannot communicate effectively to the society for whom they are working, they become ineffective and their talents go untapped and unnoticed. When many people from different backgrounds and having different mother tongues work together in industries, it becomes difficult to coordinate the work and responsibilities if a person has poor communication skills in the lingua franca – English. The ability to communicate effectively is of paramount importance when there is

professional need to talk in a group setting, attend company meetings, undertake external negotiations, participate in conferences and help solve technical problems. Language learning has thus become a continuous process, providing opportunities for life-long learning and hence cannot be confined to the traditional classrooms. For a long time, in many schools in India, the teacher-centered approach that helped to improve the memory power of the learners and did not enrich their knowledge, understanding and practical application of what they have learned has been more prominent than any other approach. In this age of globalization, Indian institutions, organizations and individuals are forced to compete with the best in the world, and success is possible only if our approach to education is changed or modified to suit the present day need. Information and communication technology (ICT) tools offer us a powerful platform for better education in our schools and colleges. The teaching of English should be more practical oriented. It should not be like the anecdote of the person learning to drive in a particular ground and not able to drive outside the ground. The students who learn the English language should be proficient in all the four skills i.e. the skills of listening, speaking, reading and writing. To bring about this change in the learners is in the hands of the educators and the language teachers. There is no single accepted method of teaching.

Teachers are always looking for new methodology to improve the teaching and learning. Learning is supposed to take place all the time because that is what education is all about. But, more often than not there is mostly rote-memory in school education and ‘learning’, in its real sense, does not take place.