

New Methods in the Field of English Language Teaching

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Abstract

The overall inclination or orientation toward change is called a trend. Since there were many educational alternatives available to students in the previous generation, it appears that more recent innovations in education have completely altered the old educational system. With its integration of the educational process, emphasis on quality over quantity, growing use of technology, need for professional personnel, etc., recent trends, approaches, and advancements highlight the critical significance of the education sector in general. English language teaching is another area where theories and practices are always changing. This article discusses the well-known ELT methods that have been used practically globally in recent years, paying particular attention to those that were popular in earlier decades.

Keywords: *Trends, Methods, new devices, ICT, pedagogy, learning process.*

I. INTRODUCTION

Numerous publications regarding the English language in general and English language teaching in particular have been written in English throughout the past 20 years. By offering a wide range of perspectives attempting to free themselves from the grip of conventional teaching techniques, these books take an alternative approach to the subject. The innovation discussed by the researcher in the study concerns language teaching materials and methods. Furthermore, this paper highlights the nuanced differences between education and the academic understanding of language as it is approached in research. The argument develops throughout the article as it discusses current educational trends, new teaching methods, new technology, the need for change, ICT, and the English language. Over time, particularly in the past 10 years, there have been significant changes in the way that English is taught. In addition to lectures, students must study, absorb, and understand the contents while gathering pertinent data from assigned literature. Many job options that were formerly thought to be unimportant are now becoming more and more important, including ICT literacy, communication skills, soft skills, technical skills, and interpersonal skills. These days, there is a strong need for graduates to successfully integrate into the fierce fight for survival in the global economy. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashion changes, attitudes of human beings change but it is disheartening to note that in the last century English curriculum has hardly undergone any change.

MODERN METHODS OF TEACHING ENGLISH

Deena Boraie highlights that there are eight trends in teaching of English as discussed further. “Change is the Goal of Teaching English” says Boraie “In my opinion there are two key changes in the purpose of teaching English. Firstly, as Penny Ur (2009) noted, the goal is to produce fully competent English knowing bilinguals rather than imitation of native speakers. The purpose is not to aspire to become native speakers of English because we are already native speakers of our own 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”.

II. THE PRESENT METHOD

It appears that student-centered English language teachers throughout the world have understood that the days of professors controlling their class with a monopoly and the students being inert are over. The increased interest in putting the fundamental educational aims into practice is being reconsidered. Realizing the urgency of the situation, English instructors organize various conferences and seminars to build a platform, learn about the emerging philosophies in ELT, and advance their careers. According to Larsen Freeman (2007), it is the sixth language ability that makes it possible to employ grammatical structures accurately and efficiently. Teachers may not be able to advance professionally with just academic credentials; instead, they must be prepared for modern methods. Nearly all of the educational resources utilized in our nation are made available worldwide. There were far too many different approaches to teaching English. One approach is accepted as an

advancement of the other. Nevertheless, there is still no one-size-fits-all approach to solving ELT issues. The method period is now finished, and ELT is currently operating under the premise of "Post method thinking."

III. TEACHERS AS LIFELONG LEARNERS

Teachers are required to participate in ongoing professional development or professional learning activities from the start of their employment to be competitive and employable in a knowledge-based society. Teachers are expected, like those in any other field, to take on more responsibility for their own professional development and to keep learning new things. Apart from the abovementioned items, Andrian under Hill lists out the following as the recent trend which are very much prevalent in English language teaching. They are

- Networking, interest and support groups.
- Learner centeredness and learners needs.
- Reflective practice and teacher learning.
- Portfolio development for teachers.
- Syllabus design /materials development.
- Criticism of published materials.
- English as an International language.
- Corpora.

IV. WEB BASED LEARNING:

One of the fastest-growing fields is web-based learning, often known as technology-based learning, remote learning, online education, or e-learning. It offers chances to develop an e-learning environment that is well-designed, learner-centered, reasonably priced, interactive, officiated, and adaptable (Khan, 2005). There are thousands of online English language courses that provide instruction in a range of fundamental language abilities, including speaking, learning, reading, and writing. These courses are interactive in many ways. Here are a few examples of popular technology that may be used to advance education:

E-mail:

The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, hotmail, etc) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

Skype:

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

Mobile Phone:

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

I-pods:

I- pods, one of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, ipods give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and also writing.

V. CONCLUSION

The conventional approach is teacher-centered and places greater focus on the instructor. The classical approaches are characterized by memory, mechanical exercises, and repetitive repetition. Wilkins (1976,2) refers to a synthetic approach in which language components are taught independently and gradually, resulting in acquisition as a process of accumulating portions gradually until the entire language structure is formed. The teacher's autocratic or authoritarian position relates to the long-held, conventional belief that a teacher's ability to communicate effectively determines the effectiveness of their lessons. It is essential to comprehend current

ELT trends and evaluation methods. The ELT's methods and practices are always changing. The ELT instructors are knowledgeable about the most effective methods for teaching and studying English, as well as how to use them to their students' advantage. With the correct resources and methodology created by one's own indigenous knowledge, any learner may learn English in the most pleasurable way imaginable. An ELT can succeed in his or her area by combining art and science in a beautiful way and using as many tools as feasible in the repertory.

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