The Importance of Pedagogical Approaches and Methodologies in Teaching of English Language.

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Abstract
The strategic purpose of my paper is to provide to what extent the English language teaching at various educational institutions are applying 'Teaching Performances'. It will also describe what teaching instructors say and what they really do in the classroom. The aim of my paper is not to propose or evolve a practical methodology for developing interpretative abilities among the learners / language teaching methodology at secondary or senior secondary Schools level. I would like to focus for undergraduate or post graduate potential development in teaching of English language. As a mentor or assessor we have to enhance in the quality of teaching among the learners. Although many English language teaching instructors are familiar with the language learning skills & pedagogical approaches and language registers, they don't instruct the learners to interpret the texts independently for they are in confusion with various approaches, methods, and techniques for language teaching.

Teachers should provide their students with good models of real-life - that is authentic - English at all levels. It does not, of course, mean the aspects of phonology only but, for instance, the aspects of discourse as well. Motivation can be greatly influenced by students' recognizing whether the language they are learning has any connection to the outside world, so it is absolutely important to teach them the different aspects of discourse in all areas. **Cunningsworth (1995**) remarks that course-books generally concentrate on the area of writing, whereas learning the rules of turn-taking in spoken conversation could be equally important. Cunningsworth's checklist (1995) for discourse covers aspects such as conjunctives, other features of cohesion, paragraphing and organizing written discourse, structure and conventions

of spoken discourse, besides, he also suggests to check whether the examples of spoken and written discourse in the material provide good models for the learners, and whether the treatment of discourse is sustained throughout the whole course.

Key words: Teaching Performances, Pedagogic Approaches, and Techniques for Language Teaching, Task-based Language Teaching, Modern Pedagogical Approaches and Methodologies.

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Introduction

Twenty first century has seen many modified approaches and got them adopted in the language teaching and language learning process. To suit to the order of the day, the language teacher should gear up the language teaching tools, appropriate to the current trends and equip with the modern pedagogical approaches and methodologies in language teaching. The basic objective of language teaching is no simply to transmit the language teacher's views or knowledge on a language. However, language teaching plays an important role to open up its resources to the learners to enable them to find the right expressions to convey the intended meaning to the listeners. For developing language learning skills in English, the language teacher should adopt appropriate approaches and methodologies from time to time. The purpose of this chapter is to provide information to the teacher trainees about the methods of foreign language teaching. By reading this chapter, you will gain an understanding of the principles on which these methods and approaches are based and of the techniques associated with each. The methods described

here were chosen because some segments of them are currently practiced today. We do not aim to convince you of the superiority of any of them. We would like to arouse your interest in the existing ways and methods and we want to encourage you to investigate each so that you can find the most efficient ones.

The pedagogic approach should be shifted from form-based approach to meaning-based approach. In other words, the move is towards a diverse approach from a rigid method, in a way it is from teacher fronted to learner- centered method, otherwise, called a Communicative Approach. In the process the listening and speaking, which are two important aspects of communication, is focused on this new approach.

An Over view:

Gone are the days, wherein, the language teachers used to handle a chalk and talk programme, writing all that was necessary to be infused into the minds of the language learners, on black board and then washing of their hands, leaving all to the end of the learners to get by-heart and get adopted to the grammatical systems, norms, rules etc. The theory was dumped into the brains of learners and the learners used to get by-heart the content parts and then reproduce the same in times of necessity. However, the system of learning has undergone a tremendous change during the 21st century, wherein, the teacher-centered approach has turned into learner-centered approach. Language items were stopped figuring on black boards and instead, they started to appear in the form of sound systems and the practice sessions arrived in place of by-hearting method.

English as Lingua Franc Core: A new variety in an Expanding circle:

The Traditional Tripartite (3 Dimensional) Model of English world- wide has so far ignored one of the most important functions of English today, namely that of a lingua franca between non-native speakers. In integrating ELF into models such as Kachru's, the question that arises is whether it can count as a variety. Evidence from a corpus-based study of lingua franca English as it is used between European speakers indicates that it is not a non-native variety in the traditional sense. It is suggested here that ELF could be conceptualized as a register, which can be integrated into the variety- and nation-based model only on a functional level.

Lingua Franca means a language which is routinely used in some region for dealings between people who have different mother tongues. Lingua Franca Core is concerned with international intelligibility. It is a variety of English. The primary purpose is to learn and understand different variety of English, and to communicate with non-native speakers from other countries. ELF interaction can of course include native (English) speakers, but what is distinctive about ELF is that, in most cases, it is a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication.

Overview of Historical Trends:

Generally every type of language teaching has its own technologies to maintain it. Language teachers who followed the grammar-translation method (GTM) (in which the teacher explained grammatical rules and students performed translations) relied on one of the most omnipresent technologies in U.S. education, the blackboard a perfect vehicle for the one-way transmission of information that method implied. The blackboard was later supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs which provided what were known as "drill-and-practice" (or, more pejoratively, "drill-and-kill") grammatical exercises. On another side, the audio-tape was the perfect medium for the audio-lingual method (in which students were believed to learn best through constant repetition in the target language). University provided the lab facility, where students would perform the repetition drills.

Late 1970s, the audio- lingual method fell into disregard, at least in part owing to poor results achieved from expensive language laboratories. Whether in the lab or in the classroom, repetitive drills which focused only on language form and ignored communicative meaning achieved poor results. The 1980s and 1990s have seen a full-scale shift in the direction of communicative language teaching, with an emphasis on student engagement with authentic, meaningful, contextualized discourse. Within this general communicative trend, we can note two distinct perspectives, both of which have their implications in terms of how to integrate technology into the classroom.

New approaches were found interesting and thus the shift in paradigm has benefited the language learner a lot and left more challenges to the language teacher, who has to meet the challenges to adopt different teaching methodologies and language teaching approaches to the heterogeneous groups of learners. To make the language learner quite suitable to meet the global needs in developing language competencies, the language teacher of modern times has to pick up an appropriate model and adopt the apt teaching approach and methodology to impart language learning habits among the learners. Among the many approaches and methodologies, the following are a few to cite as the modern approaches and methodologies in language teaching:

Teaching with Technology:

Teaching with the technology, deal with the ICT in the language curriculum. According to the authors ICT have basic features that make its use a valuable source for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms. Learning with technology, as distinct from learning about technology has the capacity to transform learning environments in ways that are difficult for most educators to imagine. Some adults have in using basic computer functions such as email, search engines, and presentation software is the much larger issue. The 21st century teachers integrate technology into their classroom and build the confidence to learn how to use technology in meaningful ways:

1. The pedagogical integration of technology in which they are placed for practicum experiences.
2. The future teacher's degree of computer literacy.

3. The pedagogical integration of technology by instructors during university education of future teachers.

 4. A future teacher's expectations of success in integrating technology.

5. The value placed on technology by future teachers as laptop computers, interactive whiteboards and broadband internet became cheaper and more available around the world began to introduce them into classrooms, often and sadly without appropriate training. This was the decade.

Various Approaches in Teaching Methodology:

The language teachers are free to choose appropriate approaches to involve learners to make learning process get completeness. There are a few approaches and methodologies at the disposal of the language teachers to impart language teaching, wherein they enable the learners adopt certain practices to enhance language competencies through approaches like, Co-operative Learning, Active Learning, and Problem-based Learning etc. Some other methods include, communicative language teaching, Constructivism and Task-based Language Teaching Methodology etc. to focus on independent learning methods.

The Grammar Translation Method-

The Grammar Translation Method has had different names but it has been used by language teachers for a long time. It was called Classical Method as it was first used in the teaching of the classical languages, Latin and Greek. Its aim was to help students read foreign language literature and it was also hoped that through studying the grammar of the target language students would become familiar with the grammar of their native language and that of the target language. In the 19 th century the Classical Method was known as the Grammar Translation Method. According to the Grammar Translation Method the fundamental purpose of learning a foreign language is:

- to be able to read literature written in the target language; -

-to provide students with good mental exercise which helps develop their   minds; -

- to give the learners grammatical rules and examples to memorize them; -

-to make them apply the rules to other examples; -

 -to teach the students to write in both their native and the target language through translation. (Bárdos 2005: 46).

The Direct Method -

Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. In the Direct Method no translation is allowed. The Direct Method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language. The method itself belongs to the natural approach of language teaching. The goal of language learning is communication. In order to achieve this goal, students should learn to think in the target language. The principles of the method:

The initiation of the interaction goes both ways, from teacher to students and from students to teacher although the latter is often teacher-directed, at the same time student-student interaction is used as well; the native language should not be used in the classroom; the teacher should demonstrate not explain or translate; the teacher and the students are more like partners in the teaching/learning process;

The Audio-Lingual Method -

The Audio-Lingual Method, which belongs to the cognitive approach of language teaching, was developed in the United States during WW II. There was a great demand for people speaking foreign languages for military purposes. They had to be prepared for their tasks in shortcut intensive courses. Some of the principles used in this method are similar to those of the direct method but many are different, based upon the conceptions of the Grammar Translation Method. The goal of Audio-Lingual Method is to enable students to use the target language communicatively. In order to do this, students need to over-learn the target language, to learn to use it automatically without stopping to think. This aim can be achieved by students' forming new habits in the target language and overcoming the old habits of their native language.

The principles of the method are:

- the teacher is like an orchestra leader , directing and controlling the language behavior of her/his students; she provides her students with a good model for imitation; - the target language is used in the classroom not the students' native language; - a contrastive analyses between the students' native language and the target language will reveal where a teacher should expect the most interference; - there is student-student interaction in chain drills or when students take different roles in dialogues , but this interaction is teacher-directed because most of the interaction is between teacher-student and is initiated by the teacher;

Community Language Learning -

The community language learning method takes its principle from the more general Counselling-Learning approach developed by Charles A. Curran. Curran studied adult learning for many years. A language counsellor means someone who is a skillful understand of the struggle students' face as they attempt to internalize another language. By understanding students' fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning. The goals of teachers are to make their students to learn how to use the target language communicatively. They want their students to learn about their own learning to take responsibility for it.

The principles of Community Language Learning:

The teacher is a counsellor who recognizes how threatening a new learning situation can be for adult learners so he understands and supports his students in their struggle to acquire the target language the student-teacher interaction in the Community Language Learning method changes within the lesson and over time, this method is neither student nor teacher centred but; rather teacher-student centred, with both being decision makers in the class; building a relationship with and among students is very important where possible, literal native equivalents are given to

the target language words that have been transcribed, this makes their meaning clear and allows students to combine the target language words to create new sentences active vocabulary is very important as conversations in the target language can replace native language conversations the focus shift s from grammar to sentence formation , language is for communication pronunciation is developed by reading out loud culture is integrated with language the most important skills are the receptive ones and speaking the language, reading and writing are worked on.

Total Physical Response (TPR) -
The idea of TPR originates from James Asher, who found that adults' second or foreign language learning could have similar developmental patterns to that of children's language acquisition. A baby spends a lot of months listening to the people around it long before it says a word. In Krashen's The Natural Approach (1983) the students listen to the teacher using the target language communicatively from the beginning of the instruction throughout the course. The teacher helps her students to understand her by using pictures and occasional words in the students' native language and by being as expressive as possible. In TPR students listen and respond to the spoken target language commands of their teacher. The goal of TPR is to have the students enjoy their experience in learning to communicate in a foreign language. The TPR was developed in order to reduce the stress people feel when studying foreign languages and encourage students to persist in their study beyond the beginning level of proficiency.

The principles of TPR: - the teacher is the director of all student behavior, the students are imitators of her nonverbal model, in 10-20 hours of instruction students will be ready to speak; - interaction is between the teacher and the whole group of students and with individual students; - the method is introduced in the students' native language , after the introduction rarely would the mother tongue be used ; - grammatical structures and vocabulary are emphasized over other language areas;

The Communicative Approach-
This approach has preserved quite a lot of characteristic features from both the cognitive and the natural approaches. The representatives of the Communicative Approach (CA) acknowledge that structures and vocabulary are important but they emphasize the acquisition of linguistic structures or vocabulary as well. When we communicate we use the language to accomplish some function such as arguing, persuading and promising. We carry out these functions with a social context. Before speaking about this approach we must clarify what we mean by communication.

 Communication
Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981) have three features: information gap, choice and feedback. An information gap exists when one person or a party, the writer or the speaker, the one who gives a written or an oral piece of information in an exchange, knows something that the other person or party, who receives it, does not. In a communicative situation the speaker has a choice of what /s/he will say and how /s/he will say it. If the sentences and structures are prescribed by the teacher, we cannot speak

about the free choice of language. The receiver of the message, who is the listener or the reader, is supposed to react, to give feedback to the piece of information got from the speaker or the writer. That is the reason, why a lecture or a presentation is not a communicative activity. **J.Harmer (2003**) describes communicative and non-communicative activities as follows:

Non-communicative activities	Communicative activities communicate
no communicative desire	a desire communicate
No communicative purpose	a communicative purpose
form not content	content not form
one language item only	variety of language
teacher intervention	no teacher intervention

Co-operative Learning Method:
In Co-operative learning method, the language teacher involves the learners in group and they initiate deliberations on the given task, where the group participation and shared thought process will have a say at the end of the participation, resulting in an improvised result at the end.In this approach, the assignments are done and handled by the teams. Here in this method, the involvement of the learners to enhance their approach to language learning and their adoptability are on focus.

Positive interdependence, working for the success of the group / team, both individually and group-wise accountability focus on joint performance, emphasis on teamwork skills and collaborative work pattern – are some of the salient features of this approach. The language teacher takes the role of a facilitator and learners, alone will explore the avenues to learn the language elements. Language learning, group behavior, contribution to group, the process of learning through co-operative methods etc. are practically on usage.

Problem Based Learning:
The problem-based learning approach attempts to address the problems, through the process of learning and unfolds the problem aspects through application of knowledge and skills, with a view to solve them on the given task. In communicative approach, the language teacher does not look at the language learning as a set of linguistic patterns to keep them in learners' memory, the teacher aims at developing a communicative competence. The language teacher intelligently involves the set of learners, who feel shy about involvement to learn a particular language item, to find a solution to the language problem. Hence, indirectly the learners do not think that they are involved in language learning process, but they involve out of a spirit in a competitive atmosphere to emotionally involve in the language learning process.

Task-based Language Teaching:

In yet another approach i.e., in Task-based Language Teaching, mainly deals with an approach based on the tasks as part of core unit of planning and instruction in language teaching. In this approach, the focus is much on the process of communication than on the delivery of the final product. Here, traditional grammar method, structural grammar method, etc. are not in focus, but this method compels the learners to come out to take part on the task given by the teacher. In this method, the learners have no grammatical barriers to express their ideas and hence the learners, in large number, shun down their inhibitions and take part in the deliberations voluntarily and attempt successfully on the task. The language teacher acts as a facilitator and does involve the learners on different tasks and at times there becomes competitive by nature among the learners to actively take part on a task and it enhances zeal among the learners to equally take part on the tasks. Proactive approaches, independent learning methods, analytical thinking etc are on focus here in this method.

Conclusion:

In the wake of the facts cited above, the approaches and methodologies in English language teaching are leaving many challenges to the language teachers. Handling the heterogeneous groups of learners and adopting an appropriate approach and methodology to impart language learning and playing a suitable and correct role as a facilitator, a task giver, a resource person. In A problem oriented learning activity – are some of the challenging roles to be played by the language teacher in the English language learning classroom. However, the modern learner of language has many devices at his / her disposal to enhance the learning habits by adopting any of the above cited methods and even by adopting technology / multimedia in the language laboratories etc. Hence, it is a never ending process in a continuous endeavor to the language teacher to explore the latest and the most current methods and approaches in language teaching and language learning for effective delivery for enhancement of the learning process. There is no single most excellent way of teaching foreign languages. The successful language teacher will not confine himself to only a single method. The two important participants of learning process are the teacher and the learner. The good learning atmosphere in the classroom can be characterized by the mutual understanding and the cooperation of the two parties. Students must not feel that they are outsiders and the passive participants, spectators of the lessons conducted by the teacher. They should feel the importance of learning English in another word they must be motivated by the teacher. In the following parts the various roles of the teachers and the different types of learners will be described.

 A method which is appropriate with one class on one occasion will not necessarily suit to the same class at another time. Likewise, a method which is suitable for one language teacher while teaching a particular language item may not be applicable for other teacher in the same or similar context. There has been a gradual shift from a literature based foreign language to equipping learners with communicative skills for interaction globally. Most English language teachers and more significantly most teacher trainers adhere to communicative methodology today. A large number of articles and conference talks have been devoted to exploring precisely the

communicative approach of language teaching. Nonetheless, ELT practitioners have not remained reliant on fixed prescribed and imposed practices. Instead, ELT practitioners around the globe put into practice a great deal of diverse activities to keep themselves up-to-date and enhance their practices which have been dealt above.

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