

Emerging Techniques, Methods and Trends in ELT

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Abstract

“Change is inevitable in a progressive society, Change is constant” says, Benjamin Disraeli. Likewise Emerging trends in ELT have been gaining tremendous significance in education system. It has undergone numerous changes. The new trends emerged in the education systems that have entirely changed the face of traditional system in education. There are lot of new methodologies and developments portray the important role of education process stress on quality and quantity increase in the adaptation of the technologies necessity for the professional talents. This paper presents the innovative techniques, methods and emerging trends in ELT that have been used practice at present day world and it evolves the teaching ELT through present day technology in efficient manner.

Keywords: *Innovative, Techniques, Methods, New technology, ICT.*

Introduction

In the present day world ninety percentages of books have been published in English particularly English Language teaching. English is a global language because it spreads around the world. English become the most important communication tool among the people of different cultures and languages. So learning and teaching of English is inevitable. Multimedia makes the world very small. So we need to change the method of teaching English from traditional to modern. The new era assigns new challenges and duties to modern teachers. The tradition of English teaching changed with the remarkable entry of the technology. Technology provides the interest in English language learning. In India methodologies adopted during the previous years such as Grammar translation method and Audio lingual method. But it couldn't successful in teaching of English. As Penny Ur (2009) noted, the goal is to produce fully competent English knowing bilinguals rather than imitations 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 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". Bilingual teaching method is apt method of teaching English in India. By the bilingual method student can easily learn from their mother tongue to target language. This method of teaching apt for English language teaching in India. Through the technology we can teach English very easy because Computer based language learning and Mobile assisted language learning make us very simple way of English language teaching and learning in India. English teacher can teach the English through the technology in efficient manner.

Modern trends in English language teaching

Teaching of English through the stories make the students more active in classroom. In between teacher should explain the incident correlated with current situation that the students can easily grasp the idea form the content. Teacher must have the sense of humor because sense of humour make the students more interest in classroom learning so when we teach English we must make some sense of humor to avoid the bore situation. The sense of humour should be limit because students take the advantage of it so sense of humour must be controlled by the teacher. Interaction makes the classroom lively so students must interact with teacher during the class time. We can teach English through some games such as brain storming, word games and puzzles etc. English teacher should conduct vocabulary games, puzzles, jumbled words and anagrams, to improve their vocabulary in friendly atmosphere. English teacher should conduct quiz competitions on synonyms and antonyms one word substations, idioms to enhance vocabulary in students. English teaching through conversation and Role play because teaching is student-centered, teacher has to involve students in conversations and role plays to improve their general English and to avoid stage fear of students. English language teaching will be effective when the teacher invites students to discuss some topic or lesson. He/she has to divide the students more than one group and motivate the students to participate in discussion.

Teaching through technology cultivates the students' interest in study. When we use multimedia in our classroom it makes the classroom effective and lively. One pictures worth to thousand words likewise we can teach the English words by showing some pictures through the

multimedia. Now, the multimedia technology visual, audio and animation effect motivates the students to learn English quickly and effectively. The traditional way of teaching method unpopular and less effective in the English language classrooms. The students are surrounded by technology and this technology provide interesting and new approaches to language teaching because “the use of technology for teaching and learning is moving their institution in right way” (Healey et.al.17). The uses of technology in classroom develops the students communication capacity. Suleyman Nihat said, “the utilization of multimedia technology breaks the monotony of traditional class teaching and is enjoyable and stimulating”.

The use of technology we can change the traditional class room into Flipped classroom and Blended learning. In traditional classroom teacher prepares materials to be delivered in the class Students listen to the lectures and other guided instruction in class and take notes. But in Flipped classroom teacher records and shares his/her lectures outsides of classrooms. Students watch and listen to he lectures before coming to the class. Class time is developed to applied learning activities and more higher order thinking tasks. Here students can receive support from teachers as well as peer as needed. The Flipped classroom is good method to teaching grammar. This way of teaching promotes student communication skill. It enhances student thinking capacity. The use of multimedia technology connected to the target culture offers students information more than a text books, and helps them to familiar with the cultural backgrounds and real-life language materials, which can attract students to learning. Multimedia technology improves the teaching efficiency because it breaks the teacher-centered traditional teaching method and fundamentally improve the teachers teaching efficiency and has become “central to language practice” (Motteram 5). For large classes it is difficult to speaking communication but through the multi-media sound laboratory materialize the face to face teaching.

The use of multimedia technology make favourable environment for language teaching. Hearley et.al says, “Bad teaching will not disappear with the addition even the most advanced technology; good teaching will benefit from appropriate use of technology to help the learners achieve their goals” (17). This technique makes the class lively and interesting, motivating the students to participate in the classroom activities. While teaching English through the sounds and pictures can be set together enhance the active participants of both teachers and students. Multimedia technology provides the opportunities for English teaching outside the classroom. Teaching English with

multimedia technology is flexible and that focuses on “how the English language teachers, teacher educators, and administrators can and should use technology in and out of classroom” (Healey et.al. 2). Multimedia technology provides opportunity not only the inside of classrooms but also outside of classroom situations. The third dimension of globalization which is inseparable from English teaching is an advancement of Information and Communication technology (ICT). The field of ELT has been deeply pervaded by the ICT. The easy access of technology has made information possible for enhancement of learning programme and about eighty percentage of it is in English (MC-Crum .R. et.al., 1986). At the outset, the English teachers regarded internet as one of the alternative media to teach language (Warschauer, 1995).

Through the multimedia technology we have lot of benefits to teach English. Even though we have some barriers the use of technology in English language teaching. If the teacher uses the technology all the time in the classroom it makes the classroom slave to the multimedia. So “supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as early computer software programmes” (Warschauer 2). If the teacher depend upon the technology classroom should be slave to technology. Then when the teacher uses technology in the class all the time teacher and student relationships may break. There may lack of communication between teacher and student. Teachers and students communications is important in English language teaching. Because the teachers should teach to the students on how to pronounce certain words and comprehend sentence.

Healey et. Al said, “ teachers used pen pals before they access to key pals, print magazines and newspapers before they had online news, and work in groups face to face before they collaborated in virtual world” (17). If the multimedia uses to pronounce the word it gives limited time of speaking students so that students could not learn it correctly. The classes become a show. Students cannot participate because limited time makes them to the viewers alone. If the teacher use the multimedia in classroom the students loss their logical thinking because their mind become multimedia savvy. They cannot think apart from the multimedia. They may loss their divergent thinking. The use of multimedia in classroom is very expensive so government schools cannot utilize this multimedia to teach English because it is expensive way of teaching so Healey et. al said, developing critical

thinking and autonomous learning while maximizing beneficial interactions” (9). So the classroom loses the students’ logical thinking while the teacher uses multimedia in classrooms.

How to overcome the barriers

Through the technology English teacher can teach English very efficient manner. But if the teacher uses multimedia overuse in the class the teacher role become an unimportant one. So the teacher position should not be replaced by the multimedia. The teacher can teach lesson and spoken English in same class students can enhance their speaking and listening skills which the multimedia technology cannot do. Then teacher should not consider computer screen is substitute the blackboard but some teacher uses the computer for asking questions and some points related to the lesson even they do not use the lessons’ topic on blackboard. This type of teacher may failed to stimulate the students writing some questions on blackboard students may follow the teacher’s style of writing or blackboard make it correct it at the time of classroom and ask the students write answers on the blackboard may break the fear of students. Teacher should encourage the students to use their own mind and speak more during the classroom. Some teacher may use the power point presentation to handle the class. By the power point presentation students thinking capacity may control by the audio and visual effects in power point teaching time. Teacher should encourage the students to take some seminar classes by power point presentation but at the time students should not read text in power point. Teacher encourage the students to think and speak by their own words. If the teacher make the chance to think and speak to students’ own mind they can achieve better with multimedia usage and level of thinking capacity may increase.

Traditional teaching instruments and devices should overlook because most of the teacher tends to use multimedia in their class make the students become the slave to the multimedia. Teacher should use the traditional teaching instrument such as tape recorder which helps the students learning capacity. The tape recorder can enhance the students listening capacity. Multimedia technology should not be overused because in the classroom. Some teacher thinks more use of multimedia technology make the classroom lively but it make the students become dumb student cannot interact with the teacher. Young and Bush said, “no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is not available , with

little instructional support or curricular connections” (7). The use of multimedia makes the classroom lively students feel some interest in learning, but they acquire less from the language materials. Though there are many advantages use of multimedia in English language teaching when it used for supplementary instrument for the language teachers. Young and Bush suggest that teacher should avoid “the temptation to use the technologies without understanding the pedagogical implication of using them” (8). So if the multimedia technology utilized properly in teaching of English without being overused, the students can be able to make use of listening and speaking materials and develop their overall their skills through multimedia technology. When the teacher introduce traditional classroom materials and multimedia technology into English language teaching so that students grasp the overall training on their listening speaking and writing and reading skills.

Conclusion

Traditional face to face learning and online learning make it very effective classroom in English language teaching. Mixing between traditional learning and online learning called blended learning so students can easily understand the concept in English language teaching. Traditional and computer based assisted cooperative language learning make better classroom in English language teaching. Mutimedia technology is very useful to learn English in efficient manner

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