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Laungauge Teaching Methodologies

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FULL PAPER

Language teaching and learning is a complex process. The concept of ideal classroom is changing and an interactive approach is expected to produce the best results in language classroom. In olden times English was taught with the use of traditional teaching methodologies. As we are moving towards the best and sophisticated terms and types of high education, the need is to alter the old methodologies with innovative, creative, interesting and interactive methodologies. Today the scenario of teaching English has been changed from the traditional aspect. Doff says, "A look back, over time shows that language teaching and learning have often moved between these two orientations and that in many cases teachers and teachers alike have tried to strike a balance between the two poles." (Doff 2018)

The methodologies of teaching a language differ according to the aims for which it is taught. While formulating aims it should also be considered which methodology would help to achieve a specific aim. To get mastery over L2, not a single methodology is adequate. The teacher has to use various methods as the situation occurs, to develop the linguistic competence among the students. To learn any language not a particular method is best. The various methods of language learning are in practice, which to select is a problem. Some emphasize four skills of language learning and some have communicative approach. The form and status of English language has been changing continuously, so all different methodologies and approaches are adopted to teach the language. The shortcomings of one methodology give birth to another. The teacher has to adopt suitable method to achieve the objectives of English teaching. The National Policy on Education has aptly enunciated that the higher education is to realize its objectives through suitable methods and techniques and mostly reflected in the curriculum and syllabus which are transacted through various teaching learning activities.

1. What is Method/Methodology?

Edward Anthony, defined 'method' as an overall plan for systematic presentation of language based on a selected approach. For most researchers and practicing teachers a 'method' is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of contexts and audiences. The report of Secondary Educational Commission has aptly said that the best curriculum and the most perfect syllabus remain useless, due to the devoid of right methodology of teaching and the right methodology and teaching and right kind of teachers. A Methodology is not merely a device adopted for communicating certain items of information to students. It links the teacher and the pupil into an organic relationship with the constant mutual interaction. The good methodologies influence student's entire personality, their work and judgment and the intellectual and emotional equipment. Methods of teaching language vary according to the size of learning groups, course content, family background and availability of educational tools and devices. So language learning is a complex process and research has not yet been able to sound the depth of the process.

Method is not an end itself, is a means to realize the broader aims. A method is a made of rule of accomplishing an end. The methodologies directly relate with the teacher's manner of performance and the mode of accomplishing a task. A method should assist the teacher in reaching out to the students in a manner that satisfies the intellectual pursuit and helps the teacher in organizing lesson in an orderly manner for ease of communication. The method of teaching is very important from the point of view of teaching process and includes the selection and gradation of material to be taught. The use of suitable methodology for teaching particular topic depends on the individual judgments and decisions, there should not be any set formula to dictate how to teach and no methods and techniques should be rigidly followed at any stage or level of education. The right methodologies or approaches need be decided, rather adjusted to the dynamic needs of human nature and classroom situations.

2) Methodologies of Teaching English Language

The teaching methodologies of second language learning are different and categorized as traditional and new. Some are used at secondary and higher secondary school level and others are applied for the teaching of English language and literature at higher education stage. At the higher education level methodologies of instruction are divided into two categories. One is mass method and the other is individual method. Mass methodology consists of lectures, demonstrations, practical experience, syndicate method, group discussions and the use of audio visual aids. Individual methodology comprises mostly individual assignments, programed learning and computer assisted instruction, seminar and presentation. Now let us see various methodologies used at higher educational level in teaching English language.

1. Grammar Translation Methodology:

This is the oldest method and was very popular in European countries from 1840 to 1940. This method came in India with Britishers. Second language is taught compared and contrasted with that of mother tongue.

2. Direct or Natural Method:

Francois Genuine attempted to build a methodology around observation of child language learning. In this method foreign language is taught without translation of mother tongue. Mime, demonstration and pictures are used.

3. Dr. West's New Methodology:

Dr. M.P West invented the method to develop reading and initiates pupils for self-activity and they learn correct forms of English.

4. Bilingual Methodology:

This is recent origin and invented by Prof. Dodson of Wales. In this method mother tongue is used to explain the meanings of new words, phrases, idioms, sentences, grammatical points and rules of the target Language [English].

5. The Audio-lingual Method:

This method developed in America in 16th & 17th century. Structural, Linguistic and Behavioural approaches are seen and Language Laboratories, Tape Recorder and audio video aids play a vital role in this methodology.

6. The Silent Way Method:

The method was founded in 1960 by Caleb Gattegno. It is problem-solving method and teacher remains silent and his role is facilitator and stimulator.

7. Total Physical Response Method:

The method was developed by James Ashes, a professor of Psychology at California University. This methodology involves listening comprehension in combination with various physical responses to use language orally.

8. Communicative Methodology:

The communicative method is the use of language in communication. It includes reading passages and composing sentences and increases the knowledge of language rules. This method also helps in problem solving activities, information sharing and negotiation of meaning and interaction.

9. Lecture Methods:

This method is the most common and traditional and used through ages at higher education level. The method is mostly a teacher-centered and used for a large numbers of individuals. It is feasible, & motivating, and saves time and energy.

10. Seminar Method:

The skills of reading, writing, speaking and listening the language are well developed through Seminar Method. Student's knowledge and understanding of the subject is tested and this method is a break in tradition teaching methodologies.

11. Discussion Method:

This methodology is useful when there is a difference of opinions on an issue or a problem arises. In this method ideas are initiated, exchanged and expressed and the factual basis is traced out.

Because of immergence of Technology there are immense changes in the profession of English language. So it is necessary to glance over the Technology based methodologies.

1. Technology Based Methodology: ICT

ICT means information and communication technology, a diverse set of technological tools and resources used to communicate, create, remove, store and manage information. ICT includes radio, TV, computer, internet, server, hardware, software recording and processing system for sound, still and moving pictures. A powerful combination of ICTs such as open source software, satellite technology, local language interfaces, easy to use human computer, digital libraries etc. With a long term plan to reach the remotest of the villages. Educational system all round the world is confronting the major changes in the form of ICT. The traditional methods are students centered but the ICT methodology of teaching language emphasizes on students centered approach. ICT is essential to master the basic skills and concepts and plays an important role in changing and modernizing educational systems and ways of teaching language. Computer Assisted Language Learning has made remarkable contribution in the methodology of English language teaching.

2. Tools and Devices of Technology Based Methodology:

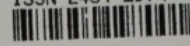
Radio, television, films, gramophone, Linguaphone, tape recorder, videos, language laboratory, computer, internet and features i.e. The World Wide Web, Nicenet, V-Blogs, Podcasts, Designing Websites, Electronic Pen Friends, YouTube, E-mail, Skype, Twitter.

Power Point Presentation, Mobile, E-Learning Technology, E-Recourses, Virtual classroom, video conferencing, Interactive Whiteboards and Smart boards etc. are the tools of Technology based methodologies in teaching English language.

Conclusion-

Each methodology has its own merits, demerits, principles, procedures and characteristics. Many traditional and technology based methodologies are there and it

challenge before teachers which is to be selected and used. Even the researchers



have not yet evolved any certain and appropriate method in teaching English language. Taking into consideration all methodologies, we can come to the conclusion that both the methodology can be used hand in hand in teaching English Language

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