

NEW TRENDS IN ENGLISH LANGUAGE TEACHING AND LEARNING

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ABSTRACT

As it is used in communication, internet communication tools began to use in education especially in English language learning. New trends technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking, and listening skills of students. English is the only valid language that can be understood by everyone all around the world. Students learn faster and easier than before because of the use of technology in schools. If they are trained during their school years, they have the chance of becoming experts in technology. It is proved by the researches that have been done; early beginnings are always beneficial. Learning English through the web and using new trends in education in schools make students willing to learn the language. The aim of this study is to review technology in English learning activities and internet communication tools which are being used lately by instructors and learners. The study was conducted on the base of literature survey. Also, this study looks at Web-based English language learning tools, and tries to give information about internet communication tools also it is mentioned that how the teachers or instructors make educational environment more enjoyable. It is quite clear that English has become a necessity today. We need it in different fields of life. Web based technologies and powerful internet connections provide various new possibilities and latest trends for teachers and students.

Keywords: *Current trends in English language.*

INTRODUCTION:

English language is widely used not only in India but all over the world. Today it works as a connecting language across all barriers. In this era of globalization, English is the best medium to communicate with people across the globe. The accents may be different, the pronunciation may be different but it definitely helps in conveying the feelings, emotions and sentiments of one person to another. In this context today English should be taught to learners so that they are able to interact in this language with a fair amount of fluency in speaking, reading and writing. Hence, to achieve this, there needs to be a change in the teaching and learning pattern of this language. But then there was less reinforcement to the teaching and learning process. As a result experts see Constructivism as a better option to teach English as foreign language or second language.

English language teaching is a continuous process which needs many changes from time to time. Earlier this language was taught with the objective that the Indians could speak, read and write the language for the benefit of the rulers of the raj. But today the focus has changed and it is now a means of communication. It is now taught as a development of language skill. This transition is a need of the hour for two reasons.

- i. To produce fully competent English knowing bilinguals to focus on English as a means of communication.
- ii. English as a means to learn content i.e., subjects like Science, Mathematics, Social Science etc. English should be made very simple.

Hence, to achieve these objectives the change in teaching and learning methods should be made from the conventional GTM – Grammar Translation Method, where formal grammar of the language was

the base and a mandatory requirement to learn English language. The GTM was derived as a method of teaching Greek and Latin. Here learners learn grammatical rules then apply these rules by translating sentences between the target language and the native language.

This method had two goals:

- To develop students, reading ability to a level where they can read literature in target language.
- To develop students, general mental discipline.

There were some demerits of this method, which are as follows:

- Students learn the rules by rote memory/learning.
- The focus was more on form of sentences rather than the content.
- No listening or speaking practice or any communicative aspects of the language were taken care of.

TODAY THERE IS A SHIFT TOWARDS FUNCTIONAL APPROACH AND THE LATEST IS CONSTRUCTIVE APPROACH:

The Functional approach taught the elements of this language through various functions rather than the topics of grammar. But then there was less reinforcement to the teaching and learning process. As a result experts see Constructivism as a better option to teach English as foreign language or second language. In Constructivist approach apart from the Functional approach there are assignments at the end of the lesson to consolidate the teaching and learning of the learners.

Earlier this was achieved through black board, projectors /OHP, audio tapes, authentic and meaningful contextualized discourse, teacher centered activities and many more. Now the new methods insist that the learner is at the center while the teacher is in the background. The teacher's role is that of a helper or a facilitator. The learner who is in the lead should show curiosity for creative thinking, be self-confident and enthusiastic about going ahead of the conventional ways of learning.

EIGHT CURRENT TRENDS IN TEACHING AND LEARNING EFL/ESL:

Trend 1: Change in the Goal of Teaching English

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 native speakers." As I mentioned in a previous blog, the purpose is not to aspire to become native speakers of English, because we are already native speakers of our own L1, 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. Content and language integrate learning (CLIL) is an approach where the English teacher uses cross-curricular content and so the students learn both the content and English.

Trend 2: Early Start in Teaching English

Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have been introducing English from Grade 4. Also in 2011, Japan introduced English in the primary stage, and, in 2012, Dubai introduced English in the KG stage instead of Grade 1.

Trend 3: Change in the Approach to Teaching Culture

Both the local or native and international culture dominate in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing so.

Trend 4: Changing View of an English Teacher

It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching, and intercultural competence rather than their being a native speaker of English.

Trend 5: Change in Teaching Content and Test Design

Teachers use a range of local texts or English translations of literature in the classroom. The use of L1 as appropriate as well as the use of a variety of accents in listening activities or tests are encouraged in English language classrooms.

Trend 6: E-Learning

Because of the proliferation of tablets and smart phones, I believe that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically.

Trend 7: Strategic Teaching and Learning

Teaching in English language classes focuses on fostering student thinking as well as language content, outcomes, and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. The gamification of learning is emerging as a way to make language learning more engaging and relevant to the younger generation.

Trend 8: Teachers as Life-Long Learners

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

CONCLUSION:

The teacher should motivate the learners to think out of the box and instill self confidence in them. In order to achieve this paradigm shift, teachers should also believe in reflective practice. Teachers should introspect and improve wherever necessary keeping in mind the limitations of the institution, students, society and other factors. If the teacher has the urge to improve, only then can he think of new methods, trends and applications to be implemented in the teaching and learning of English language. The primary goal of English language teaching is to help students succeed at learning the language. For this reason, from the time you are a candidate for English language teaching, you can begin to prepare yourself for the new challenges the field poses.

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