

Glocalization of English: An Observation of Innovative and Trendy Methods Like Communicative Language Teaching, Computer Assisted Language Learning and Web Based Learning

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Abstract : The spreading relevance of English provides has resulted in the study of glocalization. The glocalization of English Language Teaching (ELT) emphasizes on the blending of teaching theory, approaches and tactics from English speaking countries and indigenous teaching expertise along with its learning styles. The use of innovative methods offers wide range of opportunities to the present generation of English language learners who have accepted English as a global language and are trying their best to strengthen the skills of LSRW in order to get empowered and heighten the efforts to accomplish the goal for development of self and the country. Taking English Language Teaching & Learning into consideration, creative approaches are emerging in the field of education where the focus is on quality above quantity. This paper observes the trendy methods of English Language Teaching like Communicative Language Teaching (CLT), Computer Assisted Language Learning and Web Based Learning (WBL) and analyses how educational institutes have adopted these methodologies so that the non- native speakers of English can acquire global competencies. It will also shed some light on the contrast between traditional methods of teaching like Audio Lingual Method (ALM) and Communicative Language Teaching along with role of English Language Teachers and Learners in different educational environments.

The unmatched global binge of English has augmented the importance of it to the extent that the English language has been localized, proving a common platform for the people to fulfill the communication needs of several communities targeting speech as the integral mode of communication. In today's scenario, Teens lack in acquiring effective communication skills which, in a way, affect their socializing abilities. Youngsters, who fail to demonstrate result-oriented communication, start behaving weirdly and easily get into various physical as well as psychological conflicts. They get easily affected by the peer pressure because of low self-esteem and shattered confidence level. It is due to proper channelizing of the learning ability and past experiences, the same youngsters turning into adults now, enhance their ability to behave respectfully and show socially accepted manner.

English language teaching has undergone remarkable changes over the years, especially the last twenty years and methods of teaching have developed too. With the advent of new teaching techniques, the focus of the language trainers or the teachers is on understanding the industry requirement, make choices in education and increase the fun value in language learning. So, the important methodologies leaving their benchmark in the process of English Language Learning are Communicative Language Teaching (CLT), Computer Assisted Language Learning (CALL) and Web Based Learning.

Communicative Language Teaching came into existence in the 1970s & 1980s and from the mechanical and routine practice of language patterns associated with Audio Lingual Method, the focus shifted to activities that engrossed the learner in more meaningful & authentic use of language. According to Savignon (1971), Communicative Language Teaching (CLT) theory greatly depends on appropriate learning surroundings that need rational preparations for several variables – understanding and information of the English language trainers, students' needs and attitude, and the infrastructure. It can also be said that the learning place in CLT is considered as a communal framework for communicative language to execute and the trainer and students are main players, thus the role of teachers and learners is integral for Communicative Language Teaching resulting in a positive outcome.

The CLT teachers are required to have skills simplify the communicative opportunities and design situations for prompt communication. They also monitor the performance and generate regular feedback. The overall focus area of CLT has been to use authentic material and promote language skills by avoiding errors during fluency- based activities. The CLT trainer should play the role of an organizer and facilitator who designs various activities and explain them well in front of the students for proper execution. During the activity, the

trainer should be careful observant and evaluate whether the students are communicating effectively or not. The trainer should also participate in the activities instead of just explaining the activity.

In order to understand the role of CLT in today's scenario, an observation has been made during ESL class it is found that the teacher is applying an innovative methodology i.e. Write Rehearse and Speak (WRS). The students were asked to write an article on any one topic of their choice. Then in the first phase of the activity they were motivated to read their written article in front of the class. Students who used to feel hesitant in speaking English tried to come forward and read aloud whatever they had penned down on the paper. After the "Reading" session, the teacher suggested corrections and improvement in pronunciation and reading style. After a rigorous practice, students came to final stage i.e. speaking on the same topic without using any paper. This overall process motivated students to get rid off their hesitation and boost up their confidence to speak in English. But if we relate it with Communicative Language Teaching, there is less scope for interaction among the students as they are concentrating on their own performance and hence practicing for the same. The students still hesitate to interact in English with the fluent speakers or Native speakers of English. The school learning comes out to be an utter waste of time and that also provided an environment to memorize the theory and write in the exams. The practical use of English remained unidentified and thus it won't be an exaggeration to assert that students coming from English medium schools and joining colleges showing lack of confidence in speaking and making errors in writing too, it's much more like good-for-nothing language teaching & learning.

In the meantime, with the speedy advancement of various sectors like Globalization, Economics etc., the necessities for English aptitude of college and university students are progressively advanced than earlier days. In the current era, the university and college graduates who are well trained with better language communication competence are highly competitive and with no efforts can acquire their dream jobs. The CLT method is a proficient way to encourage students' communicative competence weighed against the conventional approaches. Moreover, it is irrefutable fact that the CLT method is an inventive way for instilling language to stir learners' interests & empower students to participate in language learning with confidence and activeness. The grammar-focused methods, as acknowledged, are inclined to easily make students bored due to the excessive amount of grammar & pattern drills centered on the matter provided in textbooks. The CLT method, on the other hand, captures the forthcoming functions of language into consideration & interprets the learning of language as the learning of communicating. With the use of the communicative teaching approach in classrooms, language learners can communicate with others in written form as well as orally in light of their own needs (Brown, 2001).

Thus, it becomes absolutely necessary for teachers to modernize their teaching methodologies in order to aid learners to master the hands-on use of English rather than merely the structures & forms of language. In order to accomplish this goal, English teachers and trainers need to apply the CLT methodology in their classes and educate students of language in communicative situations.

The teacher should incorporate more and more Role Plays and Practical exercises to strengthen Spoken English. Role Plays will enable them to develop innovative thinking, awareness regarding current scenarios and insight for solving any problem. Youngsters take interest in responsible and creative tasks. If the teacher gives them a particular problem in the form of a situation and ask them to create a Role Play for reaching to a particular situation then they will surely participate it and participate enthusiastically. Secondly, learning English by focusing on Grammar Translation Rules only won't give effective result. Instead, practical use of the same rules can help them to learn English in a much better way. For Example, to understand Parts of Speech, the students might be assigned Roles of Noun, Pronoun, Verb, Adverb, Adjectives, Conjunction, Preposition, Interjection and talk about each other as if they are not Parts of Speech but individual persons. This activity will help in both the ways i.e. by personifying the parts of speech one won't forget their uses and application and communication with each in being different parts of speech encompass the objective of CLT too.

Computer assisted language learning (CALL) refers to the world of technology and Second language teaching and learning. It's all concerning the method during which learner utilizes pc to enhance his language understanding and speaking skills. CALL encompasses digital activities like multi-choice quizzes, net commercial enterprise, writing and data processing, gap-filling, varied word games, crossword puzzle puzzles, internet-based communication etc. within the world of call, personal computer plays the role of a lecturer for various skill practices. Computers have become the medium of world communication and it's an important tool for writing, resenting and researching.

The instructors can direct students to deliver their performances through PowerPoint, word-processor, Webpages etc. The classroom activities can be brought about through computers. The approach used in CALL is basically task-based group work heading to independent learning. The learners get contained in various

drills and exercises along with looking for resources. The learners pick the place and time for the activity and get indulged in email, discussion forum, chat rooms and community building. The basic standards of CALL is that it is student centric process that has some significant purposes and delivers comprehensive input. It offers a platform to the students where they come across numerous learning styles and strategies while alongside augmenting high level of collaboration i.e. between human & machine and of human with human.

Web Based Learning is prevalently known as E-learning or Online learning given the reason that it provides chances to the learners to talk over and perform with the help of email, video-conferencing, virtual classes etc. A “virtual” learning environment (VLE) or managed learning environment (MLE) is an all-in-one teaching and learning software package. A VLE usually merges functions such as chat rooms, discussion boards, online assessment, course administration and tracking students' use of the web. VLEs are no different than any learning environment in which they deliver information to learners. VLEs can, for example, allow learners to share information and work together on projects. Nevertheless, the attention of web-based courses, in every way, must always be focused on the learner—technology is not the issue, nor essentially the answer.

As a form of CBT (Computer-Based Training), Web-Based Training (WBT) employs Internet Technology which comprises of application software that are accessible on the web. WBT usually consists of autonomous, self-paced teaching about a subject, similar to CBT. WBT is popular in commerce, industry & schools for providing trainings to assimilate new skills or improving current skills of students, teachers, or employees. Numerous Web sites provide WBT to the common public and offer them with a chance to make maximum positive use of the technology. Such trainings cover vast variety of topics, from tutorials on changing a flat tire to making documents in Microsoft Word. A variety of such Web sites are free of cost and some require the user to register and make payment to access the entire Web-based course.

Other materials are often combined with WBT for E-learning and distance learning. Distance learning is the impartment of education at one place meanwhile the learning happens at another place. E-learning, short for electronic learning is the distribution of education using some electro-digital methods such as the optical discs, internet or networks. For betterment of communications, e-learning systems also may comprise e-mail, video conferencing, blogs, newsgroups, wikis, groupware and chat rooms.

Hence, there have been a variety of technologies and methods for English Language Teaching but taking local methods into consideration, in order to teach or learn Global Language, there are methodologies like

- Modeling which is basically in discussion mode where a problem is being presented to ignite a conversation and students are required to give their point of view showing their assertiveness. After that, the conclusion part deals with the revision of all the important points discussed so far followed by the suggestions or feedback from the teacher to provide the scope of improvement.
- Role Playing has always been considered as an effective language learning and practicing tool in which English language learning are provided with the various real-life situations or burning issues need to be dealt with so that learners can frame mini-acts having dialogues and end with a moral teaching. Role play is an application-based method to enable the students to act according to the situations. This can be tried by mean of various scenarios such as turning down a cigarette, asking someone out on date, or providing help. Allowing the students play to both parts is the best way
- Facial Charades is one of the important English learning activities in which one requires to understand the gesture cues, facial expressions and body language. The cues can be a word or a sentence. The learners will try to join the words and present them in a proper sentence structure. It becomes the responsibility of the trainer to teach or train students regarding the identifying traits of the body language and the way to present it.
- Resolve The Queries can be applied as one of the activities where learners get the opportunity to ask questions and reflect on a different point of view. For instance, questions like “Why do you think he is turning away?” or “Why do you think she is making a face like that?” Asking questions like this will help the teen in building empathy.
- A very significant method is to provide feedback every time. The student should be observed in various situations and then the observations should be shared with him/her. This way they find out about areas where improvement is needed. Negative as well as positive feedbacks are vital and offer suggestions too, if needed.

Similarly, various team work activities also help to enhance the English learning and speaking skills but the digital sites offering English learning techniques influencing the youngsters to a greater extent.

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