



Trends in Teaching English and Learning English

¹ Ms. Manjusha V. Devkule (Londhe), ² Dr. Ayodhya Jadhav

¹ Assistant Professor, ² Associate Professor

¹ Applied Sciences and Humanities Department,

¹ Pimpri Chinchwad College of Engineering, Pune, India

Abstract: The purpose of teaching English language has no longer remained just only to be informative but to be interesting as well as engaging which makes learners competent communicators in practical situations. To keep teaching more relevant to the younger generation has become very challenging. Various advanced trends and technologies are also being used in the field of ELLT (English Language Learning and Teaching). But all the methods won't be receptive to all the learners who are with different interests and attitudes. The aim of this paper is to find out the best receptive method from few of traditional and modern teaching trends on the parameters of its effectiveness, relevance, interest, challenges, etc. We may have several teaching methods but it is effective only if it is well received by a learner.

Index Terms - Information and communication technology, wireless, receptive, case study, simulation, self-learning, debate, critical and analytical thinking

I. INTRODUCTION

Teaching to the current generation of students who are born in the world of Advanced Information and Communication Technology (AICT) is getting more complex and challenging. There are smart classrooms with all advanced facilities as AICT is integrated in classroom. Today's learners are inclusive. They are breathing in the world of stress, never ending competitions which make them very impatient. They are not limited only by the information they receive from the teachers or from the books available in the library but they go beyond as many sources are available on internet. At graduate level, English teacher's role is not just to make learner proficient over the language but also to develop his analytical, critical thinking and problem solving skills which will make him competent enough to face the professional challenges efficiently.

To keep teaching more relevant to such "wireless" younger generation has become very challenging. Various advanced trends and technologies are also being used in the field of ELLT (English Language Learning And Teaching). But all the teaching methods won't be receptive to all the learners who are with different interest and attitudes. So it is essential to devise such teaching method which will be not only informative but also engaging and meeting the learner's requirements which will facilitate to make learner more competent and efficient communicator to deal with real life situations.

II. RESEARCH METHODOLOGY:

At graduate level role of a teacher becomes more of a facilitator rather than more directive or authoritative one. Considering this change, study was conducted with few trends of teaching methods of English language. These methods were practiced in reference to the syllabus prescribed for the B.Tech. (Marine Engineering) course.

This study was conducted in a peer group of 23 B. Tech. 1st semester- Marine engineering cadets of the age group of 18-19yrs., who are from 13 distinct states of India. Primary data was collected with the help of a questionnaire.

III. TEACHING METHODS

Following teaching methods were practiced by considering its suitability to topics of different genres

- 3.1 Case study
- 3.2 Simulation
- 3.3 Debate
- 3.4 Self-Learning

3.1 Case Study:

Reference- Prose: 'The Refugee' written by K. A. Abbas

This method was used to teach one of the topics from the genre prose: 'The Refugee' written by K. A. Abbas which is a moving and thought provoking story of people who were uprooted from their home and family.

Today's generation who are born in the world of mechanical emotions of independent India hardly could understand the pain of refugee who had lost not just their physical property but the essence of their life; who had been uprooted from their own world.

To make them understand the real emotions, learners were shown a documentary- 'Going Back to Pakistan: 70 Years after Partition/ Witness' which is based on the visit of Mr. Krishna Kumar Khanna who was forced to join one of the largest migrations in human history. The state of mind expressed by Mr. Khanna resembled the main character's emotions of the story 'Refugee'. While understanding the concept of the story learners could easily correlate the emotions by doing comparative study of both the refugees.

The objective of the story was clearly met i.e. it helped to arouse the conscience of the readers. During analytical study of the story the important phrases had been discussed which had been used effectively to describe the emotions of the central character.

3.1.1 Skills learnt: This method helps to enhance learner's analytical skills, reading skills, writing skills and listening skills.

3.1.2 Limitation: Although this method helped to understand the concept of the prescribed text it limits the creative thinking of learner.

3.2 Simulation Method:

Reference-Fiction: The Umbrella Man- Roald Dahl

The Postmaster- Rabindranath Tagore

Stories have been always interesting when they are told. But if these stories are shown in form of audio visual form then they register on our mind. So Simulation method was used to teach above mentioned stories. This method creates the effect which is been made by movie. The incidents of the story are presented in form of short movie. So it becomes visual treat for the learners which hold their attention. So when the concept is already understood, comprehension becomes easier. This leads to the fruitful analytical and critical discussion.

3.2.1 Skills learnt: Simulation method has been always interesting to the learners. This method facilitates to enhance Listening, speaking and reading skills

3.2.2 Limitation: Although this method helped to understand the concept of the prescribed text it limits the creative thinking of learner

3.3 Self-Learning:

Reference- Poetry: Solitary Reaper- William Wordsworth

Generally traditional method of teaching is preferred to teach any poem. Considering learner's knowledge and thinking level Self-Learning method was used. In this method after briefing the poet's background learner was asked to interpret the poem which helped to develop learner's critical as well as analytical thinking as learner tries to interpret the poem in his own perspective. Then after, teacher discussed the concept which helped to enhance the learner's confidence about his critical analysis of the poem.

3.3.1 Skills learnt: This method helps to enhance reading skills, speaking skills and most importantly enhances his critical as well as analytical thinking. This method also facilitates learner to express his thoughts effectively.

3.3.2 Limitation: Although this method helps learner to express his thoughts freely some of the shy learners hesitate to express themselves.

3.4 Debate:

Reference- Essay: Happiness 101- Geeta Padmanabhan

Happiness is an integral part of life. An idea of happiness differs person to person. Generally students by the age of 18 are with their set ideologies, so why not to stage their views. So students had been pre informed about the topic and the debate was conducted on the concept discussed in an essay.

When we say debate, the person has to be with good listening skills to contradict to the opponent. Moreover he should be well read to present views with strong arguments. In debate unless and until speaker is organized and specific in his thoughts he will not be able to prove his points.

We can say that debate helps to enhance students' communication skills. It also develops students' critical as well as analytical thinking. As this method was conducted in the open premises i.e. amphitheater of the campus that also helps shy students to open up and express their views.

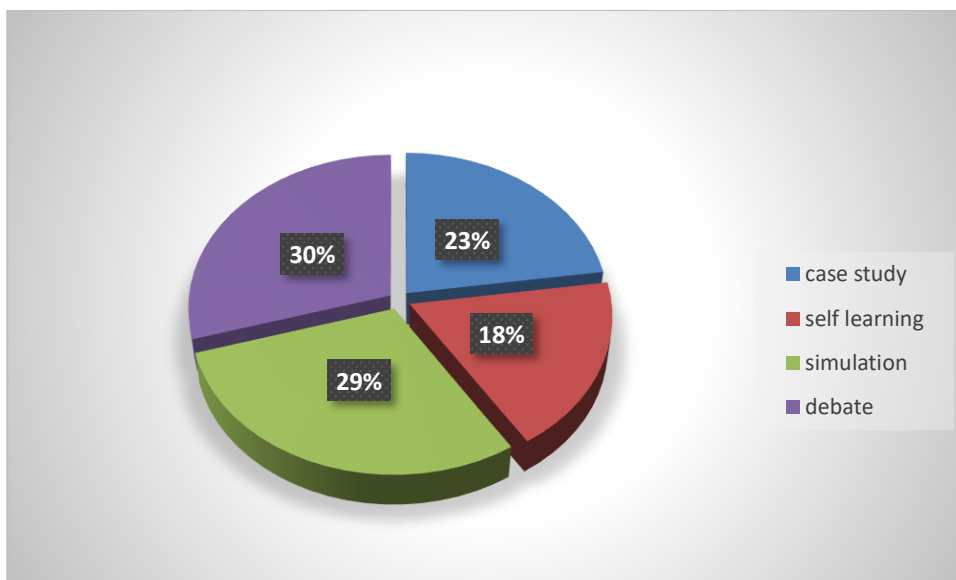
3.4.1 Skills learnt: This method facilitates to enhance all language skills: Speaking, Reading, Writing and listening skills. It also fosters learner's analytical as well as critical thinking.

3.4.2 Limitation: As per as skills are considered little scope is there for writing skills. Again at times it also depends upon the topic. If the students are well familiar to the topic it leads to the effective and logical arguments.

IV DATA INTERPRETATION:

To find out the best receptive method from the above mentioned teaching methods learners had been given the questionnaire to rate the effectiveness of each teaching method on the scale of 1 to 4 in an ascending order on the parameters of its effectiveness, relevance, interest, challenges, language skills etc. Based on the received data following interpretations could be drawn out:

4.1 Relevant to Learner's Needs and Interests:

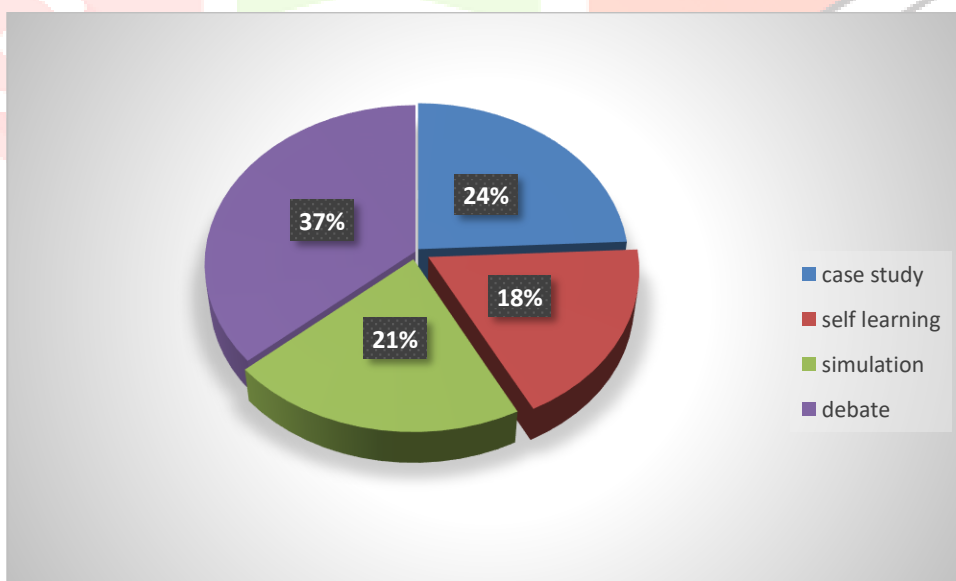


Graph 4.1.1

From the above graph 4.1.1 following observations are made:

- i. 43% cadets found that Case study method was most relevant and useful to their needs and interest.
- ii. 35% cadets found that self-learning method was most relevant and useful to their needs and interest.
- iii. 57% cadets found that simulation method was most relevant and useful to their needs and interest.
- iv. 57% cadets found that debate method was most relevant and useful to their needs and interest.

4.2 Encouraged to Reflect Critically:

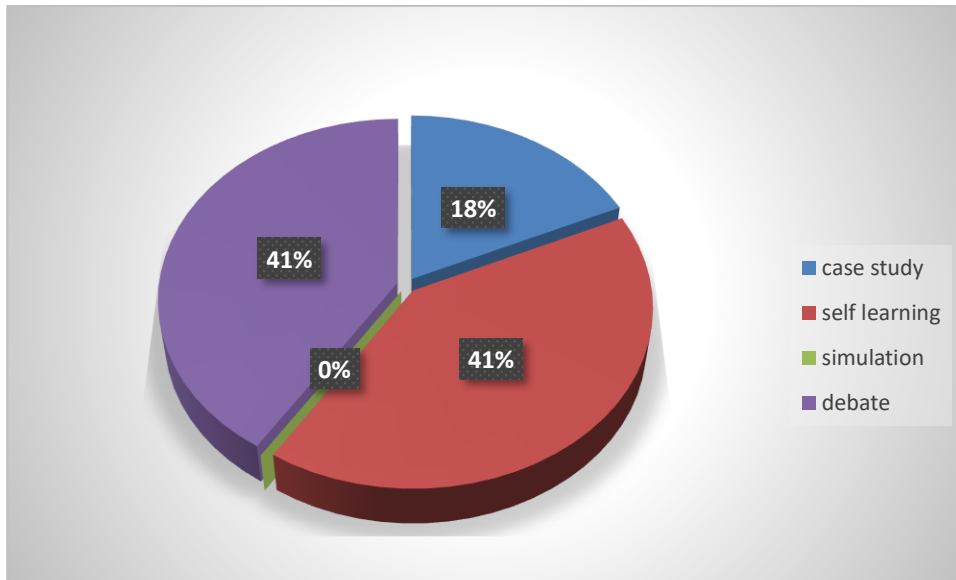


Graph 4.2.1

From the above graph 4.2.1 following observations are made:

- i. 35% cadets found Case Study Method the most encouraging method which facilitates them to reflect critically.
- ii. 26% cadets found Self-Learning method the most encouraging method which facilitates them to reflect critically.
- iii. 30% cadets found Simulation Method the most encouraging method which facilitates them to reflect critically.
- iv. 52% cadets found Debate Method the most encouraging method which facilitates them to reflect critically.

4.3 Challenging Method:

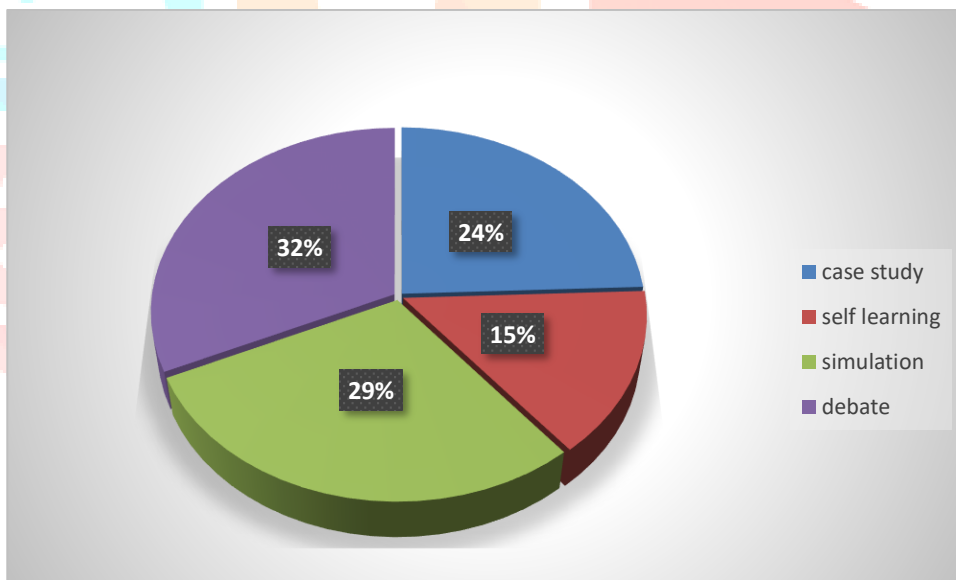


Graph 4.3.1

From the above graph 4.3.1 following observations are made:

- i. 17% cadets found Case Study Method the most challenging.
- ii. 39% cadets found Self-Learning method the most challenging.
- iii. It has been found that cadets didn't find Simulation Method challenging at all.
- iv. 39% cadets found Debate Method the most challenging.

4.4 Interesting Method:

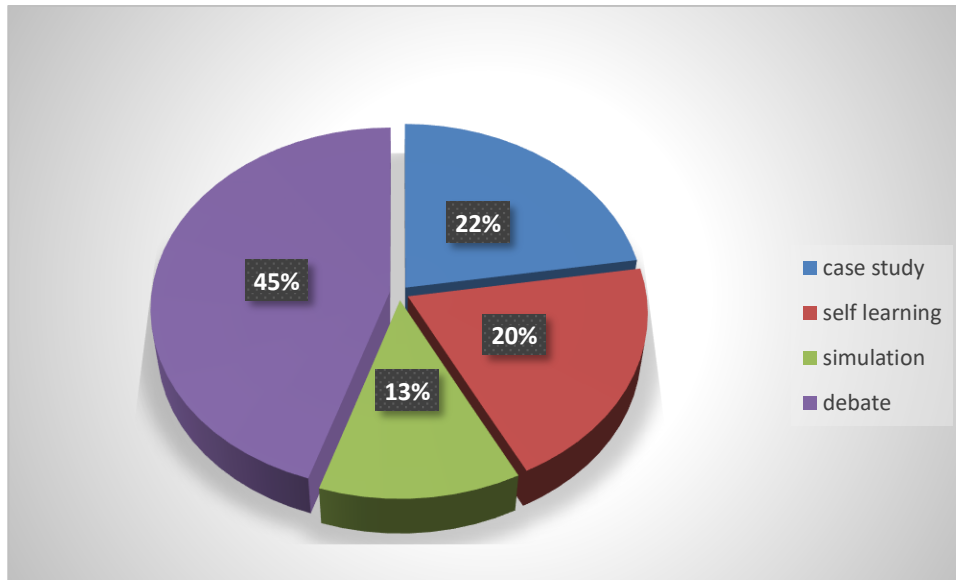


Graph 4.4.1

From the above graph 4.4.1 following observations are made:

- i. 43% cadets found Case Study Method the most interesting.
- ii. 26% cadets found Self-Learning method the most interesting.
- iii. 52% Simulation Method the most interesting.
- iv. 57% cadets found Debate Method the most challenging.

4.5 Method Which Fostered Student's Active Participation in Teaching Learning Process:

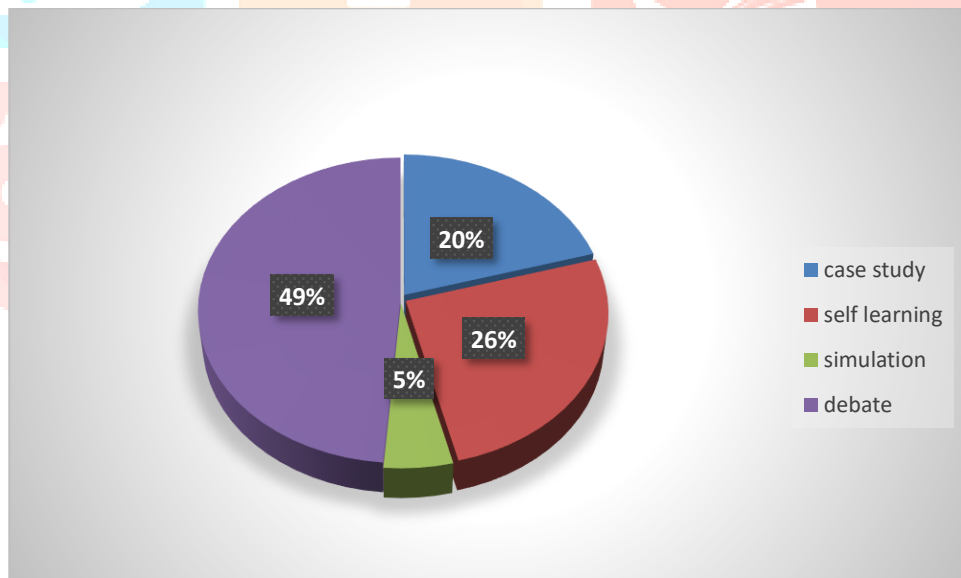


Graph 4.5.1

From the above graph 4.5.1 following observations are made:

- i. According to 39% cadets Case Study Method fostered most for their active participation in teaching learning process.
- ii. According to 35% cadets Self-Learning fostered most for their active participation in teaching learning process.
- iii. According to 22% cadets Simulation Method fostered most for their active participation in teaching learning process.
- iv. According to 78% cadets Debate Method fostered most for their active participation in teaching learning process.

4.6 Method Which Enhanced Language Skills

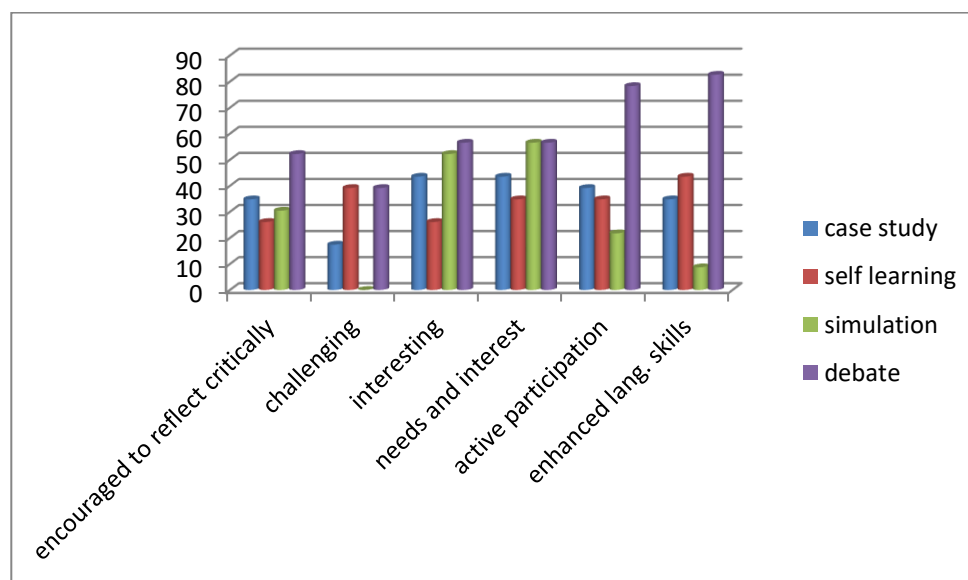


Graph 4.6.1

From the above graph 4.6.1 following observations are made:

- i. According to 35% cadets Case Study Method facilitates the most to enhance language skills.
- ii. According to 43% cadets Self-Learning facilitates the most to enhance language skills.
- iii. According to 9% cadets Simulation Method facilitates the most to enhance language skills.
- iv. According to 83% cadets Debate Method facilitates the most to enhance language skills.

V. CONCLUSION



Graph 5.1

From above graph 5.1 we can say that learners found Simulations Method equally relevant to the Debate Method. But if we analyze all the methods on the given parameters of their effectiveness then the most receptive method to today's generation amongst all is Debate Method. In this method teacher's role is of just facilitator and he let the learning to happen without his hands-on direction. This leads to almost 100% involvement of learner in teaching learning process. So we can say that teaching method is receptive when the participation of learner is significant.

References:

1. Board of Editors (2007). *Panorama English for communication* Panorama. Egmore, Chennai : Emerald Publishers
2. Board of Editors (2014). *Spring*. Egmore, Chennai : Emerald Publishers
3. Edith S. (May 2016). Current trends and challenges in the teaching and learning of English as a second language. *IOSR Journal Of Humanities And Social Science*, 21(5), 23-25.doi: 10.9790/0837-2105022325
4. International Education Advisory Board. () *Learning in the 21st Century: Teaching Today's Students on Their Terms* [PDF file]. Retrieved from https://www.certiport.com/Portal/Common/.../IEAB_Whitepaper040808.pdf