



# Application and Impact of Various Techniques in English Language Acquisition amongst Tribal Students

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**Abstract:** The application of modern teaching methods represents a significant advance in contemporary English language in teaching methods. Most contemporary English language teachers now actively incorporate a range of technological aids designed to facilitate optimum teaching delivery. The current research therefore addresses various elements of the teaching methods used in English teaching by devising innovative curricula which harnesses recent scientific and technical developments, equip instructors with the technological skills to ensure effective and quality subject delivery, provide technical media such as audio-visual and modern technical programmes, and create student-teacher platforms which maximize positive language learning outcomes. For the purposes of this study, the relevant literature has been reviewed, teaching methods defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. In light of this, the researcher outlines the fundamental research problem, elucidates the significance of the research objectives and hypotheses, and presents the findings. The paper concludes by offering a number of recommendations which may further contribute to the improvement of teaching methods by advancing the widespread application of modern teaching methods.

**Keywords:** modern, teaching methods, teaching

**Introduction:** The use of modern teaching methods in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while teaching methods is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern teaching methods is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of teaching methods students are better able to acquire and hone their language knowledge and skills. The use of teaching methods in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results.

The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

### *Review of related literature:*

**Stepp-Greany (2002, p. 165)** used survey data from Spanish language classes which utilized a range of technological approaches and methods in order to determine the importance of the role of teachers, the relevance and availability of teaching methods labs and individual components, and the effect of using teaching methods on the learning process of a foreign language. The results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. Stepp-Greany recommended a follow-up study to measure the effects of relevant teaching methods on the learning process of foreign language acquisition.

**Warschauer (2000a)** proposed two different ways to integrate teaching methods into the class: a cognitive approach which gives learners the opportunity to meaningfully increase their exposure to language and thus make their own knowledge; and a social approach which gives learners opportunities for authentic social interactions as a means to practice the real-life skills obtained through engagement in real activities. Bordbar (2010) investigated the reasons and factors behind language teachers' use of computer teaching methods in the classroom. The study further explored teacher attitudes towards computer and information teaching methods and the various ways they applied practical computer-assisted language learning experience and knowledge to their own language instruction delivery. The results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of teaching methods, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer teaching methods.

**Shyamlee (2012, p. 155)** analyzed the use of multi-media teaching methods in language teaching. The study found that such teaching methods enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee recommended the use multi-media teaching methods in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role. The findings of the research support the proven futility of traditional English teaching methods, and confirm that learners are more enthusiastic and interactive when using modern teaching methods to assimilate English. Statistical data reiterates that a high percentage of those learning English language skills do so via modern media such as smart boards, computers and screens, as compared to traditional teaching methods. Moreover, the study reveals that the interaction with teachers and overall responsiveness of students in the classroom is significantly improved when using modern techniques in English teaching. In fact, it is clear both that students are more likely to learn from electronic curricula and that English language teachers prefer to employ modern teaching methods rather than traditional methods of instruction.

**3. Purpose of the Study:** The topic of English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous use of teaching methods, it follows that teaching methods has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such teaching methods into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods. Obsolete teaching practices include a number of problems, as follows:

- Traditional methods lead students through precise curriculum content and rely on outdated learning aids such as blackboards and textbooks. As such, the teacher merely relays the information without accounting for positive or negative results.
- Traditional methods rely on simple strategies that do not meet the purpose of learning or basic needs in the process of teaching. Since such teacher-centred pedagogies situate the learner as a recipient, their overarching goal is the extent to which a student can replicate information without necessarily understanding it.

### ***Results:***

The research results support the uselessness of traditional English language teaching methods. This is evident in the studies conducted, where it was found that between 70% and 80% of students confirm these results and 50% to 70% of students are dissatisfied with the traditional methods. In contrast, students are more enthusiastic and interactive when using modern teaching methods to absorb English by more than 90%. Statistical data confirm that a high percentage of those who learn English skills interact with modern teaching methods means such as smart boards, computers and display screens compared to traditional teaching methods. According to statistics conducted on random samples of students, including private schools that adopt the most modern means of teaching methods and public schools that lack modern means were surveyed on a number of students in the classroom and others volunteers outside the perimeter of the interaction of most students from both the results of the analysis of students' performance showed that 75% to 95% achieve high results in their attainment in English, unlike those who are taught by traditional means, their achievement rates are very low. In addition, the study revealed that interaction with teachers and the overall response of students in the classroom has improved significantly when using modern techniques in teaching English as the interaction with teachers using modern media reached more than 90%, unlike those who are taught by traditional means have less than 50% interaction with teachers, thus it is clear that studies, surveys have shown that students are more inclined to learn from E-curriculum and English teachers prefer to use modern teaching methods rather than traditional teaching methods due to the students fast response and their interaction and educational attainment with high statistically rates.

### ***Findings:***

The answers to the core research question are summarized as follows: 1) Studies confirm there are not enough English language instructors trained in the use of relevant technological teaching aids. 2) The survey found greater student response and interaction with the use of modern teaching methods than traditional methods. 3) The study also showed that the language teaching process was hampered by the unequal availability of relevant teaching methods across educational institutions. 4) Studies confirm that up-to-date sound and visual effects and tablet display devices are more effective in teaching English language skills due to their immediacy and user-friendly English content, which reflects real-life situations as opposed the traditional means that student find contrived and boring.

### ***Conclusion:***

In summary, it is clear that despite genuine efforts to modernize traditional methods of teaching English, residual obsolete practices should be phased out and replaced by the use of the available teaching methods on offer via computer, smart devices, display, audio-visual materials, and electronic approaches. This study underscores the vital educative potential and numerous benefits of teaching methods in the language classroom for positive learning outcomes in the language classroom and the wider world, the financial implications of setting up the infrastructure, and encouraging teachers to overcome their anxieties around of teaching technologies. Of course, the purpose of both traditional and modern technologies is to maximize students' English skills and provide a space where learning can be best facilitated. One of the ultimate goals of using modern teaching methods is to actively engage them students in language learning and motivate them to acquire English language skills in a practical and realistic way. This can be achieved through an open learning context which fosters openness and access to the subjects and information through modern teaching methods means, wherein students are motivated and directed to communicate with each other. In

terms of future development, it is clear that multimedia will be integral to the student-centred process of teaching English to modern standards. As such, the quality of teaching and application of students to modern educational foundations would benefit from an extensive survey of English language skills in to improve overall communication proficiency.

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