



Concocting a Congenial Classroom Ambiance with Multi-Dimensional Approaches to Support English Language Learners

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ABSTRACT

Today English is the world's most widely studied foreign language. Five hundred years ago, Latin was the most dominant language to be studied because it was the language of business, commerce and education in the western world. In the 16th century however, French, Italian and English gain importance as a result of Political change in Europe. Slowly and gradually Latin became displaced by English as a language of written and spoken communication. Naturally English as discipline has been started accepting in the curriculum of every nation. The Primary characteristics of classical education are the use of language curriculum based on the study of literature in English. Far from weakening the importance of this curriculum, modern conditions seem to cry out for its return as a humanizing instrument. A growing carelessness and vulgarity of speech, confusion of thinking and the passivity of the mind fostered by our present forms of entertainment are the intellectual ills of the present era. The remedies will contain the two ingredients which are the outcomes of a humanistic training- culture and discipline. According to academic research, linguistics have demonstrated that there is not a single best method for everyone in all contexts and that no one teaching method is inherently superior to others. Also, it is not always possible or appropriate to apply the same methodology to all learners who have different objectives, environments and learning needs. An experienced professional language teacher always adopts the principles of Eclecticism approach, deciding on the most suitable techniques and applying the most appropriate methodology for the learners' specific objectives, learning style and context. Methods of teaching English have developed rapidly especially in the previous 40 years. As a language learner, trainer, manager or teacher, it is important to understand the various methods and techniques so that one is able to navigate the market make educated choices and boost one's enjoyment in learning English language in real classroom situation. Therefore the present article underlines the efficacious approaches for English learners in congenial classroom atmosphere.

Keywords: Environment, Language, Learner, Communication, Methodology.

1. Introduction

Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Students are burdened with studying, learning and grasping the materials and of course lecture with the collections of relevant information from prescribed text. Many carrier alternatives once regarded insignificant are gaining importance at present such as communication skill, soft skills, technical skills, interpersonal skills, ICT, literacy etc. The need for graduates to merge successfully in the tough competition of survival in the global market is in great demand now-a-days. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterments. Seasons change, fashions change, attitudes of human beings change but it is disheartening to note that in last century English curriculum has hardly undergone any change. Rigid curriculum and huge syllabi continue to threaten students who speak regional dialects but love to excel in English.

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2. Objectives of the study

English is a global language. It is in fact a lingua franca of the entire universe. Without knowing English, it is not possible for anyone to communicate others. The students therefore must get enough scope and opportunity to know English language well, so that they can keep in well touch with others regarding every affairs of life. Keeping this in mind, a lot of effective methodologies of languages in general and English in particular are to be implemented in class-room.

3. Review of Literature

Regarding methodologies of language teaching in general and English in particular, there are many books, articles, journals have been written. Several Researches have also been implemented to find out an ideal means of language teaching in a class-room. 'Trends in the Education of English Language Learners' by Marry Ann Zehr is one such seminal article on this topic. 'Current Trends in ELT' is another famous book on teaching English effectively in the class-room.

4. Methodologies in Older Days

- Communication in the groundwork based on any idea can progress and develop into a full-fledged one. Without that, sustenance in any field is impossible. During the last decade, various cultural factors have combined to, affect the current ideologies of teaching English such as the ineffective methodologies, unsuitable materials and integration of contextualized Teaching over emphasis on multi language skills etc. Teachers who used Grammar Translation method during the previous decade solely relied on black-board as the apt tool to impart communications skills and the nuances of English Language. Later on, over head projectors, acted as another medium for the Teacher-dominated class-room. Such teacher believed in the dictum of drill and practice. Researches had given more emphasis on authentic and more meaningful contextualized discourse. Then they focussed on a successful adult second language learning as a parallel process to a child's first language acquisition. With the advent of e-communication, it has been made possible for the English language Teachers to enrich their profession. Basically the teacher controls the instructional process, the content is delivered to the enter class and the teacher tends to emphasize factual knowledge. In other words, the teachers deliver the lecture content and the students listen to the lecture. Thus the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most Universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. This method had stayed in practice for a good period of time due to its focus on the functional use of English. But still this method was marred with setbacks like there were many issues with this method. It needed a lot of time, good budget and a small class-size. And in even some situations it was not very useful. These issues led to another method that is called Audio-Lingual method. The direct method is a natural method of teaching foreign language. It makes use of Audio-visual aids. The Direct method originated in France in 1801. The Direct method developed as a reaction against GTM. Its basic principle is that people should think directly in foreign language. Direct Method is to teach language directly; it aims to create a direct bond between the word and meaning, thought and expression. It is also improving the pupil's pronunciation.

In the 21st century there is rise of communication methodologies which emphasize real meaning communication method than activity, topic and situations which are artificial and remote from pupil's lies.

5. Modern Teaching Methods

The Modern language teacher does not follow one rigid method, but applies the principle of Eclecticism approach-fitting the method to the learner, not vice-versa. This means choosing the techniques and activities that are appropriate for each particular task, context and learner with a focus on motivation and helping learners before independent and inspired to learn more.

6. Task Based Approach

Traditional curriculum design and class planning around the topics had been considered useful for students. This meant that student were to learn the Grammar and Vocabulary that educators thought students need to know. The Task-Based approach represents a significant paradigm shift since the focus on content had shifted to skills and competencies. So planning and design are not about what is taught, but it is taught. This approach isolates individual skills and competencies in order to teach students need and to meet their goals and objectives. For this method to work, teachers must understand their student's needs an expectation in order to design lesson that their students succeed.

7. Project-Based Approach

Much like the Task-Based approach the project based approach is meant to address students' real needs by adapting language to the skills and competencies that truly need personally or professionally. The application of this approach begins by determining the one, global objective that the individual or group of students have. For examples if one teaches in business English Class, he should look why students are in the class to begin with and plan according

8. Immersive Approach

Immersive Approach is one of the best ways to learn the language for older students who are able to travel for their education. Someone who wants to learn English does not even need to be enrolled in an English Language course to use this method - all they need are the resources involved in travel. Again, an academic programmed it is not required. Staying in a new country and learning the language through pure immersion and necessity is one of the best ways to learn it quickly. Students will be surrounded by media in that language and people who speak that language. It is thus a great way to break off from the distractions of your native tongue and learn how to think in the English language.

9. Natural Approach

In 1977 Tracey Terrell proposed the Natural Approach of language teaching. This approach was influenced by Stephen Krashner's Theory of Language Acquisition. The natural approach focusses on communication as the major function of language. In this approach, language is considered as the vehicle or means of conveying a message and information. It was actually based on the observation and understanding of the first and second language in formal settings.

10. Suggestopedia

In the late 70's, a Bulgarian psychologist by the name of Georgi Lozanov has invented this method. It has been called pseudo science. It strongly depends on the trust that students develop toward method by simply believing that it works. The purpose of suggestopedia is to enhance learning by tapping into the power of suggestion. It is in fact a system for liberation from the preliminary negative concept regarding the difficulties in the process of learning. It is Pedagogic application of suggestions. It helps learners to overcome the feeling that they cannot be successful and remove their mental barriers to learning

11. The Consumer Electronic Show (CES)

It was held at Las Vegas, gave a glimpse of ground breaking devices purely meant for students. These showpieces ranged from 3D printers to smart watches. The Youth requirement are matched by a new age, be it studies or social media, travel or portability. The media streaming devices like the Google, chrome cast and the Rokku make group studies, become interactive and presentations surprisingly fulfilled one. One has to stream the media onto a smart TV using dongle. Other devices like copy and Olympus which have come with voice recorders can be utilized to record all the English Lectures and be played as and when time permits. The learner's involvements and the teacher's empowerment are stressed during the teaching and learning process. The conventional method of teaching is the system where teacher enjoys the monopoly of teaching.

12. Using smart Phones in the classroom

Since just about everyone has some sort of internet access or data plan, banning Smart Phones may end of being a lost opportunity to further enhance learning experiences. Love them or hate them, Smart Phones are a part of modern life. Many teachers consider them to be distractions for most students hate to part with them. Smart Phones provide many useful tools for students such as dictionary, translator and grammar reference apps. Much like computers, Students need to understand that their Phones are not for play or personal use but to be used as a learning tools. A great example of how smart Phones enhance classroom learning is the scavenger hunt exercise. Here students must go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access fee, online exercises that reinforce language or skills seen in class.

13. Lexical Syllabus

While the previous approaches focus heavily on the skills and competencies that students need to develop, this approach focuses on what language

students actually need to produce. In particular the actual words that students need to understand in order to conduct specific task. This approach is based upon the core language that students need to know given their needs. Again professional students need very specific vocabulary pertaining to their field. For instance “profit is as essential term for business students, such the way ‘Scalpel’ is to medical students. Since this approach focuses on content, tasks and homework, assignment should focus on students' true needs. Therefore students actually achieved this approach teachers require to understand what students really need right away. They should focus on that and then expand students’ horizons when their communication skills develop. Activities can range from matching pictures and definitions to working with dialogues. An advanced twist could be to describe their favourite seasons or even speculate about what they could do in summer or winter.

14. The Aural English Teaching Method

It focuses on the most natural way to learn a language which is by hearing it. Children who are raised to speak English, learn it first by hearing it from their parents and others around them, long before they even learn how to read or write. The Aural Approach is similar, meaning it is strictly audio based and should not focus on the reading or writing until long after the students can grasp language on a speaking level. This method involves dialogue. In the beginning the students will mostly be spoken to. The teacher might use visual cues such as objects to give the students something to associate the words they are hearing with. Then, they will be instructed to speak the words themselves coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instructions or writing. Teachers should not words they are saying, and let the bulk of the instruction exist in dialogue.

15. Role of a Modern Teacher

1. Researchers defined the term ‘role’ as technical term which originally comes from sociology and refers to the shared expectation of how an individual should behave. Several methodologies have evolved different roles for a language teacher. Richards and Rodgers conceive a teachers’ role as a part of design, component of a method. Little wood conceptualized the role of the teacher as a facilitator of learning, an overseer, a classroom manager, a consultant or advisor and at times a co-communicator with the learners. To Harmer, a teacher plays the role of a controller, organizer, assessor, promoter, participant, resource, tutor and observer. The role of teachers will be as follows -
2. Facilitator-
3. Independent participant-
4. Needs Analyst-
5. Counselor -
6. Group processing Manager -

16. Conclusion

Education like almost every other area of our society has evolved in leaps and bounds in recent years. Traditional teaching techniques based mainly on teacher explaining a topic and students taking notes may be useful on occasions but education today revolves more around encouraging the students to awaken their curiosity and desire to learn. The class-room is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. An open-minded attitude can help one in innovating new teaching methods. Though he might claim to be open-minded, it is human nature to resist change. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet student’s individual needs. Whether you have been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no one size fits all solution, so a range of effective teaching strategies you can use to inspire your classroom practice.

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