

## A Study on 'English Language Teaching' (ELT) in Telugu Speaking States

Dr. V. N. Ch. Ranganath

Professor in English

Aurora Scientific Training and Research Academy(Astra)

Hyderabad, Telangana, India

K.Vijana

Assistant Professor

V.K.R, V.N.B & A.G.K

College of Engineering

Gudivada, Andhra Pradesh, India

lvijana3@gmail.com

### Abstract

The importance of the English language in the educational field is clear from the fact that many countries have made English an official language. Consequently, English language teaching (ELT) has become one of the significant growth industries around the world in recent years. The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practised in various adaptations in language classrooms all around the world for centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short

paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

Keywords: Academic, Classroom, English, Fluency, Importance, Language, Learning.

## Introduction

As indicated by academic research, linguists have exhibited that there isn't one single best method for everybody in all unique circumstances and that no one's teaching method is inherently better than the others. Likewise, it isn't constantly conceivable – or fitting – to apply a similar strategy to all students, who have various targets, situations and learning needs.

## Applying Appropriate Teaching Method

An experienced professional language teacher always adopts a practical and suitable approach, deciding on the most reliable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context. Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager or teacher, it is vital to understand the various methods and techniques so that you can navigate the market, make educated choices, and boost your enjoyment of learning a language. Each teaching method depends on a specific vision of understanding the language or the learning procedure, regularly utilizing explicit methods and materials utilized in a set grouping.

## Some Important Methods in ELT

### 1. The Classical Method

In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was related with the learning of Latin and Greek, both expected to advance their speakers' learnedness. At that point, it is significant to concentrate on linguistic guidelines, syntactic structures, alongside repetition remembrance of jargon and interpretation of literary texts. There was no arrangement for the oral utilization of the dialects under examination; all things considered, both Latin and Greek were not being educated for oral correspondence yet for their speakers' turning out to be "scholarly?" or creating an illusion of "erudition."

Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method (GTM), which offered very little understanding into the grammatical rules going to the way toward making an interpretation of from the second to the native language.

It is widely recognized that the GTM is as yet one of the most well known and most loved models of language instructing, which has been somewhat stalwart and impenetrable to instructive changes, staying a standard and sine qua non-approach. Looking back, we could express that its commitment to language learning has been heartbreakingly constrained, since it has moved the concentration from the first language to an "analyzed body" of things, descriptive words, and relational words, doing nothing to improve an understudy's informative capacity in the foreign language.

### Gouin and Berlitz - The Direct Method

The last two decades of the nineteenth century ushered in a new age. In his *The Art of Learning and Studying Foreign Languages* (1880), Francois Gouin described his "harrowing"

experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorizing a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. He could not understand a word! After his failure, he decided to memorize the German roots, but with no success. He went so far as to memorize books, translate Goethe and Schiller, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to a conclusion (arrived at by another researcher a century before him!) that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Equipped with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand. For instance,

*"I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door."*

Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no

translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the Direct Method were as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- The only everyday vocabulary was taught
- The concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth, but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. However, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.

### 1. The Audiolingual Method

The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the 1950s as the Audiolingual Method.

The Audiolingual Method was based on linguistic and psychological theory, and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behaviouristic psychologists were combined with the pattern practices of the Audiolingual Method. The following points sum up the characteristics of the method:

- Dependence on mimicry and memorization of set phrases

- Teaching structural patterns through repetitive drills
- No grammatical explanation
- Learning vocabulary in context
- Use of tapes and visual aids
- Focus on pronunciation
- Immediate reinforcement of correct responses

Nevertheless, its popularity waned after 1964, partly because of Wilga Rivers's exposure of its shortcomings. It fell short of promoting communicative ability as it paid undue attention to memorization and drilling while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation, and errors were not necessarily harmful or pernicious.

## 2. The "Designer" Methods of the 1970s

The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took account of the affective and interpersonal nature of learning. As a result, new methods were proposed, which attempted to capitalize on the importance of psychological factors in language learning. David Nunan (1989: 97) referred to these methods as "designer" methods because they took a "one-size-fits-all" approach. Let us have a look at two of these "designer" methods.'

## 3. Suggestopedia

Suggestopedia promised great results if we use our brainpower and inner capacities. Lozanov (1979) believed that we are capable of learning much more than we think. Drawing upon Soviet psychological research on yoga and extrasensory perception, he came up with a

method for learning that used relaxation as a means of retaining new knowledge and material. It stands to reason that music played a pivotal role in his method. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible." Of course, suggestopedia offered valuable insights into the "super learning" powers of our brain, but it was demolished on several fronts. For instance, what happens if our classrooms are bereft of such amenities as comfortable seats and Compact Disk players? Yes, this method is insightful and constructive and can be practised from time to time, without necessarily having to adhere to all its premises. A relaxed mind is an open mind, and it can help a student to feel more confident and, in a sense, pliable.

#### 4. The Silent Way

The Silent Way rested on cognitive rather than affective arguments and was characterized by a problem-solving approach to learning. Gattegno (1972) held that it is in learners' best interests to develop independence and autonomy and cooperate in solving language problems.

The teacher is supposed to be silent - hence the name of the method - and must disabuse himself of the tendency to explain everything to them. The Silent Way came in for an onslaught of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning.

#### Teaching of English – Orthodox Manner

In the present days, English is taught in a very orthodox manner. The primary teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. Nevertheless, there is something that is even more important. The children must be able

to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabets and the words and the rules. However, then teaching only the rules is found to be annoying by most students, and it is because of this that they lose interest in learning the language. Even though it is highly unlikely other than the conventional one to show the fundamentals of the language, these strategies must be changed a piece in order to speak to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield more mediocre results than innovative methods. It has already been proven by methods implemented like the use of stories, poems, movies, books and newspapers. These methods help the students learn the language better without them realizing and also it keeps their interest. Thus it could be concluded that it is impossible to arrive at the perfect approach or technique for language learning in the Indian context. Language learning is such a complex process that it is impossible to offer a single solution to all our problems. Perhaps the best method is the one which works, and this varies from context to context. Any method which creates conditions for learning to take place is suitable. It should enable the learner to acquire the strategies of learning rather than merely equipping him with knowledge. What is essential for the teacher, therefore, is to find out what approach and what method will enable him to realize a particular objective.

## Conclusion

Therefore, English has been considered as a significant foreign language in India since independence. As the world is getting globalized, there has likewise been a feeling of English as a universal language, not only a language of the USA or the UK. Although English was considered as a significant foreign language in India, Indians in different contexts are more likely to have witnessed, or experienced benefits of having more competence than

before. These adjustments in the capacities and advantages have achieved change in the status of English from that of an unknown dialect to a worldwide language. In the of field English language teaching is growing day by day in India because of excellent and dedicated researchers have contributed something to English language teaching and several linguists have made a footprint in the field of applied linguistics.

### References

- Brown, H. D. *Principles of Language Learning and Teaching*. New York: Longman, 2000. Print.
- Indira, M. The suitability of course book in Engineering Colleges for developing communication skills: A study. Dissertation of M.phil. in English. Hyderabad: Central Institute of English and Foreign Languages. 2003. Print.
- Kachru, Braj B, English education in India: a sociolinguistic profile of Indian English, Nagoya Gakuin Daikagu Gaikokugo Kyoiku Kiyo No. 15:11-30. 1986. Print.
- Spolsky, R, *Educational Linguistics: an Introduction*. (Rowley, Mass: Newbury House). 1978. Print.
- Srivastava, A.K, Multilingualism and school education in India: special features, problems and prospects, In Pattanayak.1990. Print.
- Macaulay, Lord. *Speeches by Lord Macaulay with his Minute on Indian Education*. (Oxford: Oxford University Press). 1935. Print.
- Mark Tully, English: an advantage to India? In *ELT Journal*. 1997. Print.