



## Modern Trends in English Language Teaching: A Global Scenario

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**Abstract:** *Initially it was Latin which significantly dominated the European countries for centuries. But in today's global scenario, the English language hegemony is seen across the globe. British colonial rule, its economic power, travel and popular culture are some of the significant factors that are responsible for the prevalence and sustenance of this language. It is accepted as a Lingua Franca, a shared language of communication used by people who speak different languages. Hence there is a huge demand and also a necessity to learn this language for being connected to the dynamic world. There are different approaches to English Language Teaching, some of them are addressed in this paper. Particularly, the modern trends in education which are practically used in different classroom settings in different countries are discussed. Emerging uses of technology, multisensory/multimedia approach and language laboratory are few methods that are discussed and how these methods are used by a language teacher to achieve the desired competencies are briefly explained in the paper.*

**Keywords:** *English language, modern trends, technology, approaches and methods.*

### Introduction

There are different factors that led to the use of the English language at the global level. British colonial rule, its economic power, travel and popular culture are some of the significant factors that are responsible for the prevalence and sustenance of this language. The teaching of English as a language has a long history. If we look back, 500 years ago, it was Latin which dominated education, commerce and government in the European countries. But, after the 15th century, French, Italian and English procured their significance. Efforts have been made to improve the effectiveness of language teaching by making the changes in methods and practices throughout the twentieth century. To make the teaching of language constructive and productive, the applied linguists and psychologist sought to develop principles and procedures for the design of teaching methods and materials.

Freeman and Anderson (2011) in their book influenced the teaching methods for the English language worldwide. The work focused on various approaches which are practically adopted in English language classrooms in different parts of the world. They studied different classrooms in different countries and observed how the various methods from the grammar-translation method and direct method to emerging uses of technology in language teaching and learning are developed in real classroom situations. The study does not promote any particular method rather show the ways to adopt the method according to the needs of the learners. They remark language learning as a 'political act'. Various dimensions of language teaching have been investigated in the study.

Wedell, M.(2009) in his deliberate study discusses the assessment/evaluation of the innovative techniques in language teaching. How the innovative techniques fail to achieve their target goals in some cases are discussed. The researcher argues that before implementing any innovation, one should identify whether this innovation facilitating the language learning or creating a hindrance. Martin also argues about the characteristic features



of innovation in ELT. Feasibility, Relevance and Acceptability should be kept in mind while adopting any innovative strategy in English Language Teaching.

Richards and Rodgers (2014) in their book came with the discussion on major trends in twentieth-century language teaching. Pros and cons of oral approach, situational language teaching and the audiolingual method have been discussed in the book. They also discuss the current approaches and methods from communicative language teaching, content-based instruction all the way long to the lexical approach, multiple intelligences and cooperative language learning. They also describe the alternative approaches like the natural approach, total physical response, the silent way community language learning and Suggestopedia. They suggest that a teacher can develop a personal approach or method using principled eclecticism. Richards and Rodgers comment "Teacher training, teacher experience, as well as the teacher's personal philosophy and understanding serve as a source of principles and practical knowledge that can be applied across different situations as well as in specific situations, ..." (p. 353)

### **Use of Technology in Language Teaching and Learning:**

In this method, students find online tasks to be motivating. Language learning takes place through social interaction. Students are taught how to use the technology. Reflecting on language and developing language awareness are important. They become literate in the new technology. They can learn from each other. Students have a good deal of freedom in choosing what they will engage within and out of the class.

### **Multisensory/Multimedia approach:**

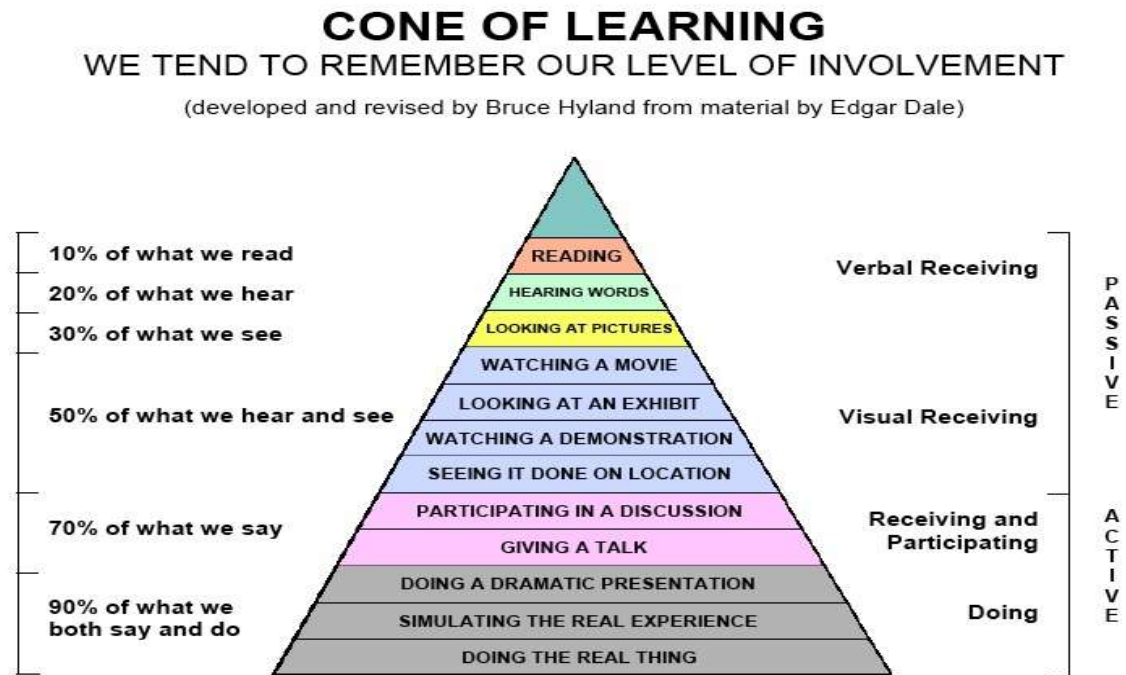
With the use of technology in educational outreach, a new approach has emerged which is known as the multisensory or multimedia approach in which a variety of media is used in an organized and a planned way to draw the maximum desired results from the learner. As Edgar Dale (1969) precisely said that "Audio-Visual aids or technological aids are those devices by the use of which, communication of ideas between persons and groups in various teaching and training situation is helped. These are also termed as multisensory materials."

### **Edgar Dale's cone of experience:**

The renowned American educationist, Edgar Dale proposed the theory which is popularly known as "Edgar Dale's cone of experience" in which he discussed how a learner perceives a concept with the help of its different sensory organs. The theory is quite interesting and appropriately practical in nature.

If we look at the cone of learning we can clearly understand the complete theory proposed by Edgar Dale. It says that, the more senses involved in the learning process, the tendency to retain the concept in learner's memory is much more than the process in which fewer senses are involved. The learner tends to learn more quickly and retain the given knowledge for a long period in the memory if he is actively involved in the learning process rather than the passive one. Henceforth, the learning cone depicts the tendency to retain the provided knowledge about a particular concept in the memory of the learners. This cone of experience acts as a base for multisensory or multimedia learning and also it provides a

psychological structure which helps to identify the methods, materials and equipment that are appropriately required for the learners to perceive a specific concept.



Edgar Dale, *Audio-Visual Methods in Teaching* (3<sup>rd</sup> Edition). Holt, Rinehart, and Winston (1969).

If the learner simply read the concept only 10% of the knowledge is retained in the memory. Likewise, if reading is assisted with explaining, the chance of retention is 20% which is double than the previous experience which is reading. The level of retention gets more if the above methods are mixed with showing charts and models which grows up to 30%. If the learner uses his multiple senses at the same time like watching a video clip along with the demonstration about the concept, 50% of the knowledge retained in the memory of the learner for a long period of time. Similarly, if the learner is involved in the learning process along with the above methods, like the discussion on the given topic after watching the video and demonstration, the chance of retention is more than the all above. And the cone goes on explaining if the learner is dramatizing a particular concept or experiencing a particular concept, as the learner himself is doing or experiencing the concept, the concept will be retained in the memory for a longer period of time and almost 90% of the knowledge will be retained.

Therefore, Dale's learning cone of experience act as a base for a variety of teaching methods which are practically used in different classroom settings all over the world. One of these methods is multimedia or multisensory approach in the teaching-learning process.

### Language laboratory:

As Shaik (2013) says that "language laboratory is not developed by one person or group of experts. It was developed in the U.S. after the end of Second World War as a part of the improvement of educational standards. In the early sixties, thousands of language laboratory sprang up in U.S. and U.K." Hence, language laboratory was initially started to



improve the quality of education. Since the trend of providing the education especially the English Language Teaching was limited to teachers and textbook was prevalent which was not effective and hence, the technology has come to the rescue of the language teacher by providing a wide range of options to choose from.

Language laboratory assists the language learner to perceive the listening and speaking skills appropriately. The learner is usually provided with the computer system with headphones and a manual, the software is already installed in the system which is specially designed to enhance the listening and speaking skills of the learner. The learner listens to the audio and tries to understand what the speaker is saying. Then in the given manual he has to answer the questions which are usually based on the audio which the learner has listened. According to Shaik (2013), following are the exercises which are basically practiced in the language laboratory:

1. Listening
2. Listening-repeating
3. Mimicry-memorization
4. Listening-identifying
5. Listening-comprehending
6. Pattern substitution
7. Transformation
8. Oral composition
9. Dictation
10. Reading paced by a recording

Hence the language laboratory provides an excellent opportunity to a learner especially English language learner, to learn a language in a standard method. It helps the learner to learn at his own pace since repetition of audio is allowed, there are certain exercises which can be proved very helpful to the learner like, mimicry-memorization, listening identifying and reading paced by recording.

#### **Conclusion:**

The different approaches to language teaching-learning have been discussed here. In today's scenario of globalization and knowledge explosion, these approaches help the language teacher especially the English language teacher to be equipped with modern trends in education, abreast with the recent knowledge and beliefs, and be more competent and confident in the teacher profession. It helps the teacher to handle the different classroom settings and also provide the opportunity to be prepared to work at the global level.

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