

New Pedagogical Styles in English Language Teaching

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Today to survive in a knowledge-based society and to remain competitive and employable, language teachers are expected to be developing their knowledge and skills. This they can do by getting themselves updated with the latest trends and techniques of delivering their lessons in a unique way. The field of language pedagogy is changing at an ever-increasing rate. Traditional notions are clearing way for the newer ones, more innovative ways of thinking about how we learn, teach and acquire knowledge. Today' tech-savvy students have an ocean full of resources and information at their finger tips. Today's competitive job market requires more than the knowledge of a single language. In the twenty-first century, a set of comprehensive essential skills needed for getting a reputed employment opportunity. This includes competence in several areas that are beyond language. New Technologies, ICT, innovative resources, along with creative methodologies, are considered to be an integral part of the Teaching of foreign language. Apart from this the creative models, charts, pictures, films and smart phones audio-records, computers infuses a new blood in their life. A teacher, who is considerably dedicated and accountable to this work, taps up all possible sources to procure the required material and tries to harnesses the creative potentialities and capabilities of the students for this purpose. As we know that in today's world English language is widely used not only in India but all over the world, it is also known as lingua franca. It works as a connecting language across the nations and helps in overcoming all barriers. In this era of globalization, English is the best medium of communication among people across the globe. The accents and the pronunciations may be different but it definitely helps in conveying the desires, needs, feelings, emotions and sentiments of one person to another. Thus keeping this context in sight today English should be taught to learners so that they are able to interact in this language with a fair amount of fluency in listening, speaking, reading and writing. Hence, to achieve these aims there is a need to bring in changes in the teaching and learning pattern of this language.

English language teaching is a continuous process which needs many time to time changes. Today the focus has changed and it has now become a means of communication, and is taught with the aim of developing language skills. There are several ways to make the language learning a real fun or more enjoyable, along with the continuous and dedicated practice of different approaches and methods, and developing the attitudes for giving way to more collaborative and cooperative approaches. Old, authoritative, teacher-centered approaches to teaching are as outdated as black and a white television. Students can trained by giving them projects that put before them challenges and let them to reflect and ask themselves that how they have grown and changed in positive ways that are definitely to be adapted for making them strong for future perspectives. When there is a matter of demonstrations of learning, student portfolios are gaining popularity at a rapid pace n this regard. The

collaborative efforts between a student and a teacher provide a clear picture of a student's progress and achievements. These portfolios contain demonstrations of their knowledge and authentic use of language skills, other projects which can be digital and multimedia based, offer evidences of their oral and listening competencies. For bringing in this trend in language education one can incorporate student's self-monitoring, self-assessment peer evaluation or group assessment abilities into consideration. Another important way of facilitating the English language acquisition is through problem solving activities or by giving them suitable tasks which ensure learner's participation, communication and interaction in a group. They learn group dynamics, and techniques of handling different situations at times. Because of the proliferation of computers tablets and smart phones, it is believed that, the modes of accessing knowledge in terms of flexibility and mobility have changed drastically. It is all because of the individual differences. Each student is special and enters school, along with his unique academic needs, along with unique background of experiences, culture, language, personality, interests, and attitudes toward learning. Effective language teachers recognize that all of these factors affect how students learn in the classroom, and they adjust, or differentiate, their instruction to meet students' needs. Therefore, there is a need of creating a balance between academic content and students' individual needs. All students cannot learn the same way since so many students come from various cultural backgrounds. As we know many students are first generation learners of English Language and so they need extra support and attention on the part of their teacher. This paper is attempts to highlight a few important factors that are helpful for teachers to get their students succeed and reach their goals of learning English as a second language. If teachers take the time and know their student's strengths and weaknesses, they would be able to motivate these students in a better way. This can help teachers to establish high learning goals for their students. Expert teachers know the structure of their disciplines, and this knowledge provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge students' progress, and the questions they ask in the give and take of classroom life. In short, their knowledge of the discipline and their knowledge of pedagogy interact

English Teachers can make their pedagogy successful if they:

- Are familiar with the individual differences of their students: Experienced teachers know that "one-size-fits-all" instruction is no more a successful phenomenon. There are many different learning profiles in every classroom, and students learn best when instruction matches their needs and learning styles. It is all because of the individual differences. All good teachers build a bridge between what students know and what they need to learn. Such teachers easily embrace students' cultural backgrounds has largely been successful in delivering good lessons pre-planned keeping in view the individual needs of their pupils this make teachers more effective.

- Develop creative thinking and high expectations for all students: English teachers need to be more creative in their teaching method because this component adds something extra in their creative performance. Creative thinking depends on the characteristics which relate to their independence, self-discipline, orientation towards risk-taking, and tolerance for ambiguity, and perseverance in the case of frustration. On the other hand, creative skills can be improved by making the teaching and learning techniques more advanced, which helps to develop the teachers' cognitively flexible and intellectually independent.

- Have plenty of research-based instructional strategies at hand: Efficient teachers are good researchers. They prefer to spend much of their time on conducting action researches-based on effective teaching to be practiced in the classroom. To be efficient teachers they need to frequently step offstage and facilitate entire class discussion. The teacher's role is that of a helper or a facilitator. The learner who is in the lead should be encouraged to show their curiosity for creative thinking, be self confident and enthusiastic about going ahead of the conventional ways of learning. The teacher should also motivate the learners to think out of the box and work hard to instill self confidence in them. In order to achieve this paradigm shift, teachers should also believe in reflective practice. Teachers should be introspective and find out the ways to improve wherever necessary keeping in mind the all possible limitations of the students and society. If the teacher has the urge to investigate and improve, only then can he think of new methods, trends and applications to be implemented in the process of teaching and learning.

- Collaborating and cooperating with Colleagues: Great teachers are earnest learners. They spend some of their time with colleagues, talk about what each of the research-based, best teaching practices looks like in the classroom. Discuss each one in the context of their unique learning environment, they question themselves as who their students are, what they need, what they already know, etc.

They also provide opportunities to the pupils to interact and collaborate in group, this allows students to learn from each other. It's also a great opportunity for teachers to formatively assess (through observation) how well students are grasping new content and concepts. In groups students can be given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way. This further helps to provide students with time and space to become aware of their own knowledge and their own thinking abilities, and student's ownership and confidence increases.

- Make use of continuous and comprehensive assessment as a feedback to guide their future instructions: Along with individual feedback (written or verbal), teachers need to provide whole-group feedback on patterns they see in the collective class' growth and areas of need. Students also need to be given opportunities to provide feedback *to the teacher* so that she can adjust the learning process, materials, and instruction accordingly. In order to provide students with effective and accurate feedback, teachers need to assess them frequently and on a routine basis (formative assessment) and also where students are to be judged in relation to the unit of study's learning goals or end product (summative assessment).

- Provide assessment in a variety of ways to match the student's individual differences and their capabilities effective teachers frequently assess and provide timely and corrective feedback to students. To know what to teach, one need to be aware of which students are learning and which students are falling behind. We realize this as a challenge, especially in single-teacher middle and high school classroom, where teachers teach as many as 100 students each day. Providing timely corrective feedback to students can be more manageable in co-taught classrooms. Teachers may share assessment tasks with their colleagues and can use various instructional models, and share student observations.

- Give differentiated homework according to the needs, abilities and interest of the pupils. It becomes necessary to know as much as possible about each student, as they represent a wide range of academic skills, interests, language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriately suitable homework for each student.

- Have high expectations for all students— Successful teachers hold high expectations for themselves and their students. Dedicate extra time to instructional preparation and reflection. Maximize instructional time through effective classroom management and organization. Enhance instruction by varying instructional strategies, activities, and assignments. Present content to students in a meaningful way that fosters understanding. Monitor students' learning by utilizing pre- and post-assessments, providing timely and informative feedback, and re-teaching the material to students who did not achieve mastery. Demonstrate effectiveness with the full range of student abilities in their classrooms, ensuring their aspirations to be achieved shortly.

- Make the content easily comprehensible for all students. It is essential to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Content may be modified for students who need additional practice with essential elements before moving on, however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content.

The content need not be just “drained down” for students who are still in the stage of developing English language skills. Creative teachers think of ways to help out students to understand key material in ways that match their language proficiency levels.

I. CONCLUSION

Thus a language teacher should master all these techniques in the classroom in order to bring in required improvement.

Education of English language has its own importance in framing the future of every student. Both the education and the teacher with morals and ethics will play a pivotal role in constructing a good and strong character of student. The educations which failed to build the fruitful future of student is of no use. The style of English language used by efficient teachers in different way is to bring enthusiasm and joy of learning and the instructors. Teachers who teach language by using new and creative styles are found to be successful. Using the traditional methods is no more accepted by the tech savvy students of today, as these don't give any emphasis on the stylistic linguistic aspect of the course content. Students must be taught by creating an awareness of linguist possibilities and sensibility. The traditional methods lay great emphasis on the teachers and are teacher centered. New theories and methods are constantly evolving in the ELT. The teachers of the ELT are well aware of the numerous practices that are applicable in teaching and learning of English as a second language. It is possible for every child to learn English in the most enjoyable manner if it is supplied with the right kind of materials and pedagogical styles that can be produced by one’s own knowledge and wisdom. So in this way teachers will be able to make the students understand and develop intellectual behavior about the linguistic features and enhance their learning profiles and language proficiency ensuring that every student gets an opportunity to demonstrate himself potentially.

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* with regards

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