



## PEDAGOGIES IN LANGUAGE TEACHING: A PARADIGM SHIFT

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### Abstract

This paper focuses on various teaching methods of English prevalent across the world. There is a paradigm shift in the teaching methodologies of English. From Translation Method to Digital Method, the journey of English language has been shifting from various traditional methods to modern methods but all these methods are equally prevalent in one or the other part of globe and are equally effective. The present study reflects on the detailed description of all English Teaching Methods.

Keywords: Global language, Traditional Methods. Modern Methods, Transitional Methods, Bilingual Method, sandwich Method.

English, being a global language, is the language of choice for most of the people around the world. People like to learn this as a foreign language because this has become the need of the hour. There has been a standard pedagogy to teach this language as a foreign language. Though the pedagogy changes according to the changing scenario yet the traditional methods of teaching this as a foreign language are appreciated and accepted by the people round the globe. Due to globalization, English has become the language of conversation around the world. This has made the teaching more and more vital. Linguists are coming up with new ways of teaching English. Obviously, Transitional methods are emerging in order to make people conversant and fluent to become the part of the globalized world. People are switching from one methodology to different very frequently with the passage of time. Language learning process needs meticulous practice. Traditional methods of learning language are appreciated and implemented around

the world but modern methods are also given equal importance and are taken into practice by learners and teachers of the language. Pedagogy changes according to the needs and desires of learners and instructors. Language learning process evolves new techniques which are bilingual also, methods where foreign language is the only language of conversation. Keeping these two methods in the main stream, gradually, several methods have been evolved. Major focus of this paper is to discuss all the prevailing methods and try to discern best methodologies for teaching English.

One of the most traditional methods is 'Grammar Translation Method'. Its leading exponents were Karl Plotz, Johann Meidinger and H.S. Ollendorf. Kelly has rightly said about this method that it is "to know everything about something rather than the thing itself."<sup>1</sup> This method focuses on learning the grammatical structure of language and develop understanding with sentence pattern and rules of basic grammar to

learn the language to further apply it to the knowledge to gain the essence of its literature and to translate sentences into and out of the target language for dissemination. "The first language is maintained as the reference system in the acquisition of the second language."<sup>2</sup> This method of language teaching lays stress on Reading and Writing skills, a very little emphasis is on Listening and Speaking. In typical Grammar Translation method, rules are taught properly, words of target language are presented with their equivalents in the mother tongue and learners solve exercises to reinforce the learning imparted to them by the instructor. Achieving accuracy is the desired goal of the method. Instructor ensures that students gain high standards of translation. This method is supposed to be one of the most prevalent and earliest methods of language learning. Students' mind is developed to the extent of understanding second language equivalents of their mother tongue and they are well versed with translation of their thoughts into the target language. They are not asked to change the language of their thoughts.

Another method of language teaching is Total Physical Response (TPR). This method has been developed by James Asher, it is a language learning method which is based on the amalgamation of speech and action, and it focuses on the coordination of both. It exhibits grammar-based perspective of language. Asher states that, "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor."<sup>3</sup> Major objective of this method is to provide aid to comprehend the sentence based structure of the language, Instructor uses imperative form for the same and learner of the language has to prove his comprehension by acting accordingly. It reiterates the trace theory of memory, which enforces that the more often or intensively a memory connection is traced, the stronger the memory will be and more likely it will be recalled. Learner of TPR has two major roles to play: one of the listeners and second of the performers. Asher has mentioned following principles to elaborate this theory, which are:

- a) Naturalistic process should be adopted to learn the second language; this process is exactly like first language learning.
- b) Listening is an integral part of language learning and should be learnt before speaking.
- c) Physical response to spoken language is a better way to learn language.
- d) Right-brain motor activities should be developed to learn the language.

Next famous pedagogy used in the periphery of language learning is The Silent Way. This method has been devised by Caleb Gattegno. It is a unique method and the first of its kind to really concentrate on cognitive principles in language learning. Instructor is only a facilitator in the classroom in this method of teaching language. Learner has to be provided with learning aids like coloured rods, charts etc., he has to remember and repeat what is to be learned. Learning is reiterated by providing problem solving aid wherever necessary. Learner is not a bench-bound listener in this method, he has to equally participate. This method has been called as 'discovery learning' by Bruner. Students are guided with the structural pattern of the target language and they use this to point out and build words with correct pronunciation. Hence, it is clear that this method takes a structural approach to the organization of language. Gattegno's emphasis is on learning vocabulary and he finds it indispensable for language learning. He recommends that the learner needs to "return to the state of mind that characterizes a baby's learning-surrender."<sup>4</sup> The Silent way of language learning includes learner to participate and correct himself. Learner has to coordinate with his co learners and provide them with necessary help in his capacity, thus it stimulates the learners to give feedback.

Another method of language learning is Community language learning, it is equally famous and successful. In the early seventies, Charles Curran developed a new education model he called it Counseling-Learning; Community Language Learning redefines the roles of teacher and student, Instructor takes the responsibility of a Counselor and

learner acts as the Client. This was essentially an example of an innovative model that primarily considered factors taking the credit in the learning process. Learners were to be considered not as a class, but as a group; The CLL method encourages the students to take the onus for their learning and improve their speaking skills. Curran's student and his follower La Forge developed this method further and called it a social process. Though he did not totally negate the structural pattern and grammar-based learning, yet his major enforcement was on learning language to understand humanistic approach and to be part of the society. According to this method teacher and student regard each other as integral part of society; they don't separate intellect and ability from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learner-client; and the teacher-counselor. Because of its reliance on human feelings it is considered as holistic. Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply. Teacher uses inductive process to teach grammar and vocabulary, students work in group, students' conversation of target language is recorded and later listened to. Their recorded conversation is also transcribed with native language equivalents to develop understanding with linguistic pattern of the target language. Analysis process is initiated wherein students develop in depth understanding with the lexical structure of target language. Then, Students apply the target language independently and without translation when they feel that they are equipped with the grammatical structure and vocabulary of language. Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding. Due to proper involvement of teacher and students, this method is considered to be one of the best teaching methods of language.

Another method into existence is suggestopedia. This method has been founded by Bulgarian psychologist, Georgi Lozanov who reflected his viewpoint that students' psychological

barriers play crucial role to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn. In his research which was based on psychology, he propounded a very unique perception, Lozanov began to develop a language learning method that focused on helping students removing the limitations of learners which according to him exists in their thought process and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. This method emphasizes on strengthening the mental capacity of learners. This method advocates: the provision of a relaxed and comfortable learning environment, the use of soft Baroque music to help increase alpha brain waves and decrease blood pressure and heart rate, Helping learners removing psychological barriers on their own and enhancing their learning potential, and through the encouragement of learners assuming child-like or new roles and names in the target language.

Among other famous methods are Situational Language Teaching and Audio-Lingual method. Situational Language Teaching favours structured approach. Speech has been regarded as the basis of language and its proper structure as its heart and soul. Palmer, Horner and their predecessors had prepared pedagogy based on grammar structure of the language. "Word order, structural words, the few inflexions of English, and Content Words, will form the material of our teaching."<sup>5</sup> This method provides hands on experience to the learners. It helps learners to be well equipped with Reading, Writing, Listening and Speaking. This makes learners learn flawless English with more emphasis on pronunciation and grammar. Audio-Lingual method is the other famous method of language learning. This method is based on theory of learning wherein teacher works as stimulus to generate positive reinforcement of positive behaviour, here in this case language learning is the positive reinforced behavior. Teacher plays important role in this method. This method is effective and easy to teach English as foreign language.

Language teaching specialists have described few other methods also to teach English: Code Switching wherein students are asked to switch from

one language to different language makes them feel comfortable with the language. Bilingual method where students speak same expression in both the languages and Sandwich method where students speak their mother tongue and second language is used in between. These methods evolve and develop with the process of time, language learning is a cognitive process which requires continuous efforts. Since this process is ongoing, new methods also will come into existence and language experts will stay on coming up with unique and innovative ideas.

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