



ENGLISH LANGUAGE TEACHING-TENDENCIES, USAGE OF TOOLS AND CHALLENGES

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Abstract: In emerging nations such as India, acquiring a second language such as English is vital for the development of social, political, and economic ties in the global marketplace, in addition to its transnational nature. Since its inception, the English language has experienced numerous modifications and is still developing. English is not only the language of literature; it is also the language of choice for the majority of other industries, thus it is imperative that we concentrate on producing bilinguals who can communicate effectively in it. This essay examines contemporary developments in ELT (English Language Teaching), the contribution of ICT (Information and Communication Technology) to the improvement of conventional English teaching techniques, the range of tools already in use, and the difficulties and impediments associated with different levels in implementation of such integrated novel approach.

IndexTerms - Language, teaching, ICT, ELT, modifications, conventional.

INTRODUCTION: Nobody would contest the importance of English in today's world given that it has become a worldwide language. English is the most widely spoken lingua franca in the world. English dominates important fields like communication, science, education, and commerce. English serves as a foundation for communicating and learning scientific discoveries and advances, as well as gadgets and current technological devices. Above all, English serves as a bridge language that links people worldwide. It is not merely a language of literature, such as poetry, fiction, or theatre.

The way that English is taught has changed significantly over time. Indians were exposed to their native language in every aspect while receiving instruction from British tutors, but after they left, the depth and richness of the language gradually began to disappear. Conventional approaches of teaching languages, particularly in India, are deficient in both quantity and quality, and they may not be universally accepted. Large syllabi and strict curricula still scare students who choose to do well in English but speak a regional dialect.

TENDENCIES IN ENGLISH LANGUAGE TEACHING: Teaching English is an ongoing process that requires constant modification. Technology improvements have shown to help teachers accomplish specific educational objectives, such as teaching foreign languages. The following eight major trends in English as a foreign language acquisition are currently being noticed:

1. Modification of the Teaching Objective

Here, the purpose is to generate completely proficient English-knowing bilinguals. Since we are already fluent in our original tongue, the goal is not to become native English speakers but rather to concentrate on using English as a communication tool. Secondly, the concept of English is that it is a tool for learning subjects like physics and numerical

methods. Using cross-curricular content, English teachers can teach pupils both language and topic at the same time (a method known as content and language integrate learning, or CLIL).

2. Beginning English Instruction Early

This strategy can be beneficial when paired with the introduction of more recent technologies, such as computer-based games, in earlier grades in schools. This has been introduced in primary education in many nations, and the outcomes look good.

3. Modification of the Methodology for Teaching Culture

English language classes are dominated by both native and local culture, as well as global culture. The emphasis should be more on using students' native languages as instructional aids or communication strategies than on teaching native English, as this will help students learn English more efficiently and without stress.

4. Shifting perceptions of English teachers

It is not necessary for an English instructor to be a native speaker of the language. Language, pedagogical, and intercultural competency are more important factors in determining a teacher's effectiveness and calibre of instruction.

5. Adaptations to Test Design and Teaching Content

In English schools, it is recommended to use one's own language, a variety of local literature or English translations, as well as a range of accents for listening activities and varied creative exams.

6. E-Learning

The rise of tablets, smartphones, and electronic kindles may soon going to replace traditional text books. Furthermore, the emergence of the World Wide Web has significantly altered the flexibility and mobility of knowledge access by placing information at our disposal.

7. Using a Strategic Approach to Education

In addition to linguistic content, outcomes, and learning activities, teaching in English language programs focuses on developing students' critical thinking skills. Within and outside of the classroom, there are substantial and intricate interactions between students and teachers. A new approach to improving language learning's relevance and engagement for the younger generation is called "gamification."

8. Facilitators as Lifelong Learners

From the start of their employment to the finish, teachers are required to participate in ongoing professional development or professional learning activities in order to stay competitive and employable. Teachers are expected to take a larger responsibility for their own professional learning and to continuously improve their knowledge and abilities, much like any other profession.

THE USE OF ICT IN THE TEACHING OF ENGLISH LANGUAGE: Numerous electronic devices and technologies can effectively improve traditional classroom instruction. Information and communication technology, or ICT for short, helps educators and learners put creative ideas into reality to create a welcoming atmosphere for learning. This can lead to more opportunities for productive student-teacher interactions. Digital technologies play a vital role in computer assisted language learning (CALL), an established and recognized discipline that is becoming an increasingly important component of English language teaching (ELT) in general.

An integrated strategy like this can be used for the following things:

1. To foster students' enthusiasm for learning.
2. To strengthen students' ability to communicate.
3. To expand students' knowledge in order to obtain a perceptive comprehension of western culture.
4. To enhance the impact of instruction.
5. To boost communication between students and teachers.
6. To establish a framework for language instruction.
7. To offer course content flexibility.

TOOLS OF ICT FOR ENGLISH LANGUAGE TEACHING:

The following is a brief discussion of the numerous ICT tools:

1. POWER POINT PRESENTATION

These days, power point presentations and LCD projectors are frequently used in classroom instruction. With audio-visual aids, PPT may teach new ideas and concepts more engagingly than traditional chalkboards. Additionally, giving a presentation can assist pupils in developing their confidence and speaking and listening abilities.

2. E-LEARNING

This, sometimes referred to as Web-based learning or distant learning, is user-friendly, well-designed, and simple to understand. There are numerous ways to make the four fundamental English language abilities of speaking, writing, listening, and reading interactive. Teachers and students can learn in an integrated environment thanks to these resources. These kinds of technologies, which can be used in education, include:

E-mail

Due to its ease of use and usefulness, e-mail—the most popular online application—is a great means for students to communicate with their teachers. Instructors can utilize it to give a range of tasks to students, helping them to be more ready for group brainstorming sessions in the classroom. Composing essays or writings over email helps enhance vocabulary and writing abilities.

Vlogs

A video blog, or vlog, is a recorded video blog post that is shared on an online platform. A wide range of subjects are suitable for vlogs, such as current events, lifestyle, social issues, health and wellness, and day-to-day living. Vlogs are frequently composed of embedded video accompanied by text, photos, and other metadata. They can be recorded in a single take or divided into several segments. Students can enhance communication skills through vlogs.

Blogs

Students can use blogs as an online personal journal and as a type of digital portfolio to track their progress over time. Maintaining and writing a personal blog may be highly engaging when one takes part in writing posts on the site, reviewing posts from other writers, responding to criticism, and so on. Students who self-publish are more accountable and take ownership of their work. If they are aware that their writing is being seen by others, they might write with more care and consideration for both substance and organization.

Online Tests and Quizzes

Test software can be used to generate online interactive activities such as matching, ordering, gap filling, jumbled sentences, crosswords, short answer, and multiple choices. With the help of this software, teachers may quickly create their own exams and provide students tailored feedback.

Instant Messengers and Skype

Through reading and typing, students can engage in real-time conversations with peers and teachers, which helps them to advance their writing and reading abilities. Additionally, the majority of the messenger program may be used with a webcam, enabling users to see one another during a brief video window conversation. One highly well-known example of it is Skype. Students can converse with language natives and assess how well they pronounce the language. This application helps improve speaking and listening abilities.

Mobile Devices

Any service or facility that provides learners with general electronic information and instructional content to support knowledge acquisition regardless of place or time is referred to as mobile learning. It simply implies that people can use PDAs, mobile phones, and other similar technology gadgets to learn whenever and wherever they desire. All English language skills can be taught with Lap top, iPods, iPhones, and other smartphones. For example, text messaging or email services; voice recording to simultaneously develop speaking and listening skills; and the ability to read and listen to real resources like English news, songs, poems, vocabulary, and translations.

3. LANGUAGE LABORATORY

Language Lab has proven to be a vital resource for students learning how to communicate in English in a formal school setting. They have been able to improve, broaden, and change their abilities in order to make better use of technology in both personal and professional contexts. It is anticipated that reforms and initiatives in the technical education system will give students the strength and capability to use professional knowledge and skills, as well as leadership attributes like a collaborative spirit.

By integrating these contemporary resources with conventional teaching techniques, language instruction is guaranteed to continue long after students leave the classroom and need not be a burden of any kind. Studying a foreign language, such as English, may be an exciting and joyful experience. Seeking "normalization," or the point at which technology becomes so ingrained in society that it is no longer seen as a wonder or something to be afraid of, should be a primary goal for ICT practitioners.

CHALLENGES and OBSTACLES

ICT integration into regular education is a difficult process that isn't always problem-free. In an educational setting, the almost infinite possibilities for information access can create a risk of information overload, and it will be up to qualified teachers to weed out irrelevant material. It is possible that neither educators nor students have the necessary abilities to obtain, analyze, and apply knowledge. In addition, there are other challenges that may serve as an obstacle. Barriers have been categorized differently by many educators. Extrinsic and intrinsic obstacles are the two main categories into which some academics have divided the barriers. Organizations are the source of extrinsic obstacles, whereas instructors, administrators, and other persons are the source of intrinsic obstacles. Another category divided hurdles into institutional (school-level) barriers like insufficient training and limited access to resources, and individual (teacher-level) barriers including lack of confidence, time constraints, and opposition to change. One might further categorize barriers as non-material or material. The lack of enough computers or software copies is known as the material barrier. This is the state of affairs in a large number of educational institutions worldwide. The non-material obstacle relates to teacher's poor ITC knowledge and skills, difficulty of integrating ITC in instruction and limited teacher time.

Language instructors who have been teaching for a long time using old methods and who have not kept up with technology advancements often encounter these problems. As a result, they must receive specialized training on how to adopt a new mindset and integrate modern tools with classic approaches. The way the English language has altered due to internet use is another issue that is becoming more and more concerning. Numerous literary laureates argue that the use of e-devices to promote the English language is detrimental to the language's evolution because they believe that using English on social networking sites and utilizing slang and abbreviations differs greatly from using the language for literacy purposes and would eventually damage it.

CONCLUSION

In India, where we currently reside, studying English is valued not only as a means of effective international communication but also as a status symbol. People are choosing to learn English in greater and greater numbers every day. ITC tools can be of great assistance to such aspirants since they can help create a more learner-centered environment where the learner is in charge of the process. Such an approach is more advantageous than typical classroom approaches in which individuals with average grasping capacities lag behind and the teacher controls the learning process. Even while traditional approaches still dominate classroom instruction, the last ten years have seen a slow shift towards an integrated approach. Only after receiving the training necessary to acquire the abilities needed for such cutting-edge approaches would teachers be better equipped to mentor the pupils. Innovative ITC solutions give students the freedom to use smartphones and other mobile devices to access information at their fingertips, even in the face of institutional restrictions related to infrastructural facilities. Without a doubt, intelligent application of these contemporary technology will soon transform education.

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