

English Language Teaching Methodology

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ABSTRACT: *Main aim of the study was focused on the non native English speakers and the difficulties they face while learning English as a second language (ESL) and the part of teachers. It is generally felt that English language plays a vital role in the job market so it is mandatory to learn the language. when the students enroll for the courses to develop the language most of the time they do not succeed because of various reasons like in- effecting teaching, lack of motivation, lack of practice sessions, poor training modules etc. Here we conducted a semi- structured interview in the process of collecting data from more than 158 degree pursuing students. The result indicates that the teaching methodology of the teachers is more important to develop the English language of the students.*

KEY WORDS: *English speakers, Second Language, Learning Difficulties and Teaching Methodology.*

1. INTRODUCTION

In this fast growing competitive world English has been spoken by one quarter of world's population. (1), English language has become a compulsory link language, "the lingua franca" (language that is adopted as a common language between speakers whose native languages are different) (2) in the world of language acquisition and in school education, it has been adopted as a subject, medium of instruction and examination as well. Most of the students learn English to enhance their competence and efficacy in education, training and work. Though their mother tongue and medium of instruction varies from one another their choice of second language in the school is undeniably English. Out of the world's approximately 7.5 billion inhabitants, 1.5 billion speak English that's 20% of the Earth's population. (2) However, most of those people aren't native English speakers. Such learner remains deficient to face the interview and participate in group discussions which make them feel inferior in the job market and work environment.

The main obstruction for them to learn the language is the medium of instruction, students from medium of English could speak the English language comparatively better than the other medium of instruction, "once in a blue moon" some students pick up speaking English even from other medium, vise- verse English medium students fails to come up to acceptable standard to communicate fluently in English. In this case students of different backgrounds commit different types of errors in the learning process such as pronunciation, spelling, grammar and vocabulary usage. (3)

Mostly students pacify themselves for not speaking English fluently because of their medium of instruction, ambiance and background. This hitch will not highly impact them until they get decline in the interviews and failure in competitive exams. The diplomatic ways to learn English language are as follows:

- A regular conversation with people whose native language is English.
- Watching English movies and videos.
- Reading English newspapers
- Joining a language course for a basic and a proper learning.
- For a child, creative learning such as comic reading is much more efficient.

In language training Teachers play a vital role “A good learner can only be a good teacher” (5) that every teacher should bear in mind, and our teaching methods are changing every now and then according to the advancement of the technologies so teachers are also expected to be updated accordingly. In learning a new language process listening, reading louder and writing are the key factors to improve the vocabulary and mirror practice and practice is to gain confident for the learners, it’s a challenge for the teachers to handle these types of students because they are late adolescents and matured so they cannot be treated so childish by giving them homework, imposition and punishment etc., but at the same time they have to be taught the basic things like rules of grammar and so on.

This study intends on a comparative analysis of the students difficulties faced while learning English as a language from English medium students and other medium of instruction. The difficulties encountered by the students when they were taught in the similar manner. To carry out an analytical study, we underwent two stage of field work: (a) conducted analytical test and (b) personal interview for both the set of medium students and some teachers. The aim was to get a honest feedback and to analyze the data and bring out remedies and suggestions.

II .Motive of the study

In the language learning process different background students faces different types of problems in making mistakes while speaking a second language and the teacher’s effort to analyze the error and to overcome the issues like grammar, vocabulary, fluency and pronunciation, also to conquer the fear of speaking a second language without errors.

Research questions

The questions conceived from the different medium of instruction students to equate the language learning complexity faced are:

- a) Is that because of the teaching methodology offered in their school?
- b) Is that because of their medium of instruction (background)?
- c) Is that because of their lack of confidence?

1. Sample

Hotel and catering management degree and diploma final year students of over 158 students were selected for the study and the focus was on English medium and other medium of instructions respectively.

No Of Degree Students		No Of Diploma Students		Total
English Medium	Other Medium	English Medium	Other Medium	
61	32	38	27	158

2. Tools used for the empirical study

Questionnaires for students in various forms were used as a tool for the findings of data. Along with that various tests in synonym, antonym, proverbs, essay writing, comprehensive writing, assignments and quizzes were also conducted to analyze the learning difficulties.

3. Various pedagogic issues highlighted while learning English language

Teaching methodology

The English language teachers/faculties are not up to the level to speak fluently in English and to understand the specific need to be offered to the students from various medium of instruction. For instance they use local languages to explain the concept which cannot grab the attraction and interest of the learner.

Student's background

Students have the lack of acknowledging the English language because they consider it as one of the subject to pass their career. They must have a glorious thought that they are learning a universal language and not a subject. During their school days, they must have learned all the subjects in their native language, other than English, which leads to a tremendous loss of English language.

Confidence development

Confident level of the student is the major drawback which leads to hesitation in one to one conversation in English, speaking English in front of others and address the gathering or group of strangers because they are scared for making mistakes and feel shy if they could be teased or under estimated. (8)

Curriculum design

There is no specifically designed curriculum for students according to their language backgrounds and their knowledge in vocabulary, grammar and understanding capacity to improve their proficiency and to fulfill the purpose of learning and the requirement of the students to learn a language is most of the time not for the similar reason.

Motivation (9)

Learning English language is not so easy for the beginners, students require lot of motivation, support, encouragement and proper teaching strategy which is not much focused rather than grammar and conversation practices etc

Practice

Students do learn grammar and they do not practice speaking English, and class environment is not planned in such a way to converse with each other, and more of listening and writing works is been given which is not satisfied with teaching pedagogy(10)

4. Data analysis

A diagnostic test was conducted to judge how good one is and the issues they face in learning that language, assessment test consist a set of seven different tests as follows:

- Synonyms
- Antonyms
- Proverbs
- Essay writing
- Comprehensive writing
- Assignment
- Quizzes

To identify the vocabulary background of the student's synonyms, antonyms and proverb test was designed and to assess the creative skills of the students other tests were conducted separately for both a mediums. A prior permission was sought from the head of the department to conduct these tests.

Comparative analysis of the performance of the English medium students and other medium of instruction students as follows.

Medium of instruction	Synonym	Antonym	Proverb	Essay writing	Comprehensive writing	Assignments	Quizzes
Average marks of Other medium	37.6	35.2	35	25.9	25.3	39.4	37.2
Average marks of English medium	79	71.5	81.6	82.5	52.35	70.05	61

Analytical results of research questions:

a) Is that because of the teaching methodology offered in their school?

The finding clearly shows that both the medium of instruction face problems in using the language perhaps the nature of issues and the level varies.

b) Is that because of their medium of instruction (background)?

There was no actual measures used to find the background of the students but in over all interview, the background of the students could be analyzed and in both a mediums that plays an vital role, only the medium of instruction was different but the ambience, neighborhood was quite similar which makes very less difference in the background point of view. (Explained detailed in the interview analytical result)

c) Is that because of their lack of confidence?

In the interview session and the test session the performance of the other medium was found more hesitant rather than English medium, hence confidence level of the other medium of instruction students was low comparatively.

Analytical results of the interview

Random questions were asked from the students in the interview session like self introduction, social issues, favorite movies, and hobbies so on which shows the lack of confidence and grammatical errors and pronunciation mistakes. most of the students highlighted that the curriculum design must have some difference.

Another important statement we could understand from the interview was teachers should be even friendlier and to give motivation and encouragement, which really help them to learn comfortably. Last but not least as the proverb “practice makes perfect” only repeated practice will help them to learn the languages effectively.

Solutions for teaching methodology:

- a) Qualified and experienced teachers to be appointed for language training.
- b) English speaking English teachers to be selected for teaching. (Some are good at explaining grammar than speaking)

Solutions for student's background:

- a) Should improve their vocabulary
 - Reading practice – Reading short stories upon the students interest.
 - Playing Audio Video sessions
 - Conducting games related to vocabulary
- b) Basic grammar to be taught with more practice and role-plays.

Solution to develop the confidence

- a) Encourage the students while teaching by appreciating them for their performance increases their confidence level.
- b) Make them realize how important this language for their carrier so that they will be boosted and they put little more effort to work on it

Solution for curriculum design

- a) Individual modules to be designed according to their requirement.
 - Basic module
 - Advanced module
 - Professional module (according to the job profile)
- b) Some school drop outs also may wish to learn English language so special care to be taken to design a module for them.

Solution for motivation

- a) Always start the session with a motivational story or a joke will either make the students motivated or stress relieved both will help to grasp the lesson easily.
- b) Playing motivation speeches will help them to motivate themselves and will improve their vocabulary from the speech.

Solution for practice

- a) “Practice makes perfect” activity which we repeat regularly becomes practice and for language learning it is considered one of the major ingredient so more of practice sessions to be organized.
- b) Learning more vocabulary will not make one speak fluently but using them will make one more fluent so practice with what they learn is more important.

III. Conclusion

Language teaching is an art especially global language like English from non native speakers which includes lot of effort, education system has become more commercialized where teachers have no exceptions, student's curriculum has no scope for creativity, and our teaching methodology should improve in quality. Self involvement of the learner must be there but the motivation and encouragement should be given by the teachers then they can definitely achieve their goal of transferring knowledge. Teachers should update themselves and make the class more effectively and impressive is also a main reason for the students to admire and learn faster and the teachers should project as an ideal guide for every learner.

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