

The Pedagogy of English Language Teaching using CBSE Methodologies for Schools

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ABSTRACT

Progressive Globalization established the necessity of workforce to possess excellent communication skills in multiple languages. Areas such as tourism, trade, media, technology, science, and others use common languages. However, countries like China, South Korea, and so forth discussed the need to teach one foreign language at primary as well as secondary school level and hence developed education policies that focused on teaching English as a foreign language or second language. Some countries like Malaysia, Philippines, Singapore, and India already have English language as a second official language. Hence, English Language Education was considered as second foreign language which was accepted and now it is considered as a symbol of aspiring quality education in a national as well as international perspective. In 21st century, English is considered as an international link language which is been widely accepted by people across the world. Although, English language has a historical heritage of British Empire, it is best used to develop an individual's cultural, technological, scientific and material needs that competes with the society. It is believed that language learning is not just acquiring the skills of listening, speaking, reading, and writing. Language learning is also about the language competence and the ways communicative competence has been applied in an integrated manner. English language learning is not just an educational issue, it also addresses the issues of the society, national development, and personal advancement. In the present scenario, English Language acquired an inclusive place in most of the societies, especially in India. As a result, English Medium Schools have gained immense popularity which responds to aspiration of the people. This paper tries to present the significance of English as a Second language. The main purpose of this paper is to explore the significant pedagogies or methodologies used in schools to teach English as English language plays a crucial role in the education sector.

Key Words: inherent, communication, structure, grammar, phonology, suggestopedia.

INTRODUCTION

Language is generally understood as a set of arbitrary vocal symbols which are operated in social groups as a means to communicate, verbalize, and express an individual's desires, emotions, and feelings. To put it differently, language is considered to be an indivisible part of the human society. It is believed that human civilization has occurred only with language. Human language is different from animals and hence is discussed to be human in nature (Verplaetse & Migliacci, 2017).

Some of the fine characteristics of language are identified as follows:

Language is not an inherent process, instead it is a learnt activity. Usually, any language is learnt through practice and imitation. Hence, language is not inherited, it is acquired from one community to other community. It is widely accepted that an individual acquires a language when he/she is transferred from one community to the other. Language is compared to human body that functions by means of words, structures, syntax, sounds and so forth (Verplaetse & Migliacci, 2017).

Language is not static as it undergoes changes in its structure, grammar, phonology, vocabulary and so forth over the time. Most importantly, language is vocal. Of all the basic skills, speaking is considered as the fundamental and rudimentary thing in language than other skills like listening, reading, and writing. Hence, language is considered to be essential in the process of communication. It is widely held view that there is no significant relationship between words and meaning in a language (Verplaetse & Migliacci, 2017). Therefore, language is nothing but arbitrary in nature. Above all, any language is learnt through practice and not through rules. It can also mean that language is a kind of habit formation which require zero effort of any individual. In other words, language is the product of society and its culture. Every language is unique in its own structure, grammar, vocabulary, phonology and so forth. Thus, it can be stated that no two languages are alike.

Language has several functions of which seven of them are considered to be elementary or fundamental (Davidse, 2018). Language is the means of serving the instrument or the material needs of an individual. It is also used to control the behaviour of other individuals. Language is prominently used to advise, suggest, and propose ideas with the aim of doing something for a better cause. Subsequently, language is used to interact with each other which includes sympathizing other human beings, expressing gratitude, greeting and complementing each other, demonstrating hostility and so forth. Additionally, language serves the personal needs of every individual. Personal feelings, emotions, and desires of an individual are expressed through language. Language is also used to think and image a world which is not existing. It is also used to represent, describe, and present the imaginative mind in words (Davidse, 2018).

Broadly speaking, any language is learnt with an ease just like learning to run, play, walk and other day-to-day activities. It has been widely acknowledged that children who are admitted to English Medium Schools adapt better communication skills than those who study in government schools. The medium of school largely impacts the language learning of the language where teachers apply different ways to teach language. As already discussed, language is a process of habit formation, which is shaped either consciously and unconsciously. The other methods of language learning adopted in schools include practice and drill, oral approach, natural order of learning i.e., listening,

speaking, reading, writing, multi-skill approach, situational approach, exposure, imitation, selection and gradation, accuracy and purpose, correlation and so forth.

In practice and drill method, language is learnt through constant practice and drill. In oral approach method, the child first learns to speak prior to reading and writing just like he/she learns to speak his mother tongue. It is widely held view that a child learns to speak in his/her mother tongue without any instructions which should be taken into consideration while teaching English as a second language. On the other hand, multi-skill approach stresses on all the four skills. Situational approach states that language should be taught and learnt naturally when the child is exposed to various situations. In selection and grading approach, the language learning process is based on the factors like difficulty level, frequency level of the students as well as teachers. In exposure method, the child is exposed to the language and hence he/she learns the language naturally. Language can also be learnt by means of imitation which can be made by implementing audio-visuals in the teaching-learning process. Apart from the above, motivation, accuracy, purpose of language learning should be decided which will allow the learners to learn the language in the easiest way. Recently, it is understood that learners learn new language easily when they co-relate their situations with real life. Thus, instructors use different methodologies to teach English as a Second language in schools. This paper aims to discuss the methodologies predominantly used in CBSE schools to teach English which is largely appreciated and successfully implemented across the world.

CONVENTIONAL METHOD OF TEACHING ENGLISH

Generally, the teaching learning process involves sending and receiving the information. To make the teaching-learning process easy, educational institutions have begun implementing innovative methods to enhance the education, strengthen the governance, and empower people and so forth. English Language Teaching has been subjected to enormous change over the course of time, specifically in the last decade. The need for a transition in the English Language Teaching has begun recently for the betterment of the society as well as to survive in the global market. Sustaining in any field, especially in this 21st century, seems to be impossible without communication (Moin et.al, 2019). Thus, communication is considered as a fundamental aspect in the progress and development of a country and its citizens in a full-fledged manner. Some of the existing ideologies such as unproductive methodologies, inappropriate teaching-learning, materials, contextualized teaching, stressing on multi-language skills, and so forth have been considered as the crucial factors which affect the existing ideologies of teaching English as a second language.

Over the last decade, Grammar Translation method was predominantly used which exclusively depended on black board. Using the blackboard, teachers taught communication skills to the students (Moin et.al, 2019). Gradually, teachers began using projectors in the classrooms to make the learning process easier. Moreover, these kind of teachers believed that practice and drill method will help the students to learn a new language effectively. Later, emphasis was given on contextualized discourse which was considered to be genuine, effective, as well as meaningful. To be more precise, in a traditional classroom, teacher takes the control of entire classroom, where as student's pays attention to the class. In other words, teachers play an active role, while students play a passive role in the traditional classrooms, that is, students play only a little part in the teaching-learning process (Moin et.al, 2019).

Most of the educational institutions state that the conventional method of teaching-learning seems to be ineffective, as it had several issues like budget, class size, time factor and many more. However, this method was effective for a longer period of time as it served the functions of English. Slowly, this method turned out to be not very useful, which led to Audio-lingual method. In this method, the instructor uses audio-visual aids to teach the foreign or second language. This method is otherwise called as direct method which stresses to think directly in foreign language. It creates direct bond between the words and its meaning which helps to enhance the phonology. As time progressed, English Language teaching saw the rise of communicative methodology that stressed on activity-based learning, situation-based learning, and topic-based learning (Kamalja, 2014).

CONTEMPORARY METHODS OF TEACHING ENGLISH

The modern methods of Teaching English are described as student-centered. It is stated that these methods are not time-consuming. Moreover, applying these modern methods enhances the teaching quality, enhances the communication skills of the students, and enhances the competence of the learners. Ideally, any language is naturally acquired, nevertheless, academic knowledge will improve the language ability. Basically, English Learning Classrooms are full of activities which creates an environment for the students to interact with each other. By doing so, the learners get to know different accents and henceforth gain more exposure. With the development of technology, textbook are likely to be replaced by tablets, smartphones, and other electronic gadgets. This demands teachers to be equipped with current practices, apart from the academic knowledge, which helps them to develop their professionalism. In other words, the teachers should understand the need of the hour and develop their professional skills by understanding the upcoming ideologies with respect to English Language Teaching.

It is widely held view that teachers should be updated with the existing and new practices to teach the children with accurate knowledge. In order to make the teaching English Language effectively, several teaching learning materials as well as methodologies has been widely used across the nations. Information and Communication Technology is being associated with teaching English Language as it is considered to be essential in the process of globalization. Both Central Board of Secondary Education and Indian Council of Secondary Education shared their ideas on English Language Teaching. They suggested that English Language should be taught by adopting interactive approach which allows individuals to communicate with each other. They opined that interaction allows the receiver to receive new information and unknown thoughts. This interaction methods allows the learners to use the language in real. Some of the interactive teaching styles adopted by CBSE and ICSE schools include Think Pair & Share, Brainstorming, Role-play, Sports commentary, Debate, Buzz Sessions, Follow the leader, Opposite arguments, YouTube Quizzes, Puzzle pieces, Total Physical response (TPR), and many more.

Communicative Language Teaching method usually stresses on communication an alternative to existing methods. This method of teaching language is completely based on communication competence which allows the learners to have meaningful, real, and genuine communications instead of creating artificial situations. It is discussed that communicative Language Teaching involves real communication, interesting activities, and so forth. In addition, this method allows individuals to carry out meaningful communication.

Web Based Learning is one of the recent developments in the field of English Language Teaching. Various types of English web based classes are being offered to teach basic skills like listening, speaking, reading, and writing. It is important to note that the web based classes are interactive in different ways which allows the learners to interact with each other. For instance, the learners get the opportunity to connect with native speakers of the selected language with the help of emails and other sources which are free. The learners can use Yahoo, Gmail, Hotmail, and so forth to mail their tasks or assignments to their respective teachers. The teachers can correct the tasks and send it back to the learners along with the feedbacks, suggestions and much more. Blogging is another kind of web based learning where students get to write and read on various topics. Hence it is also considered as a medium to interact and communicate with each other when readers as well as reviewers comment on the posted blogs as a kind of reaction for and against the criticism raised by the public. Blogs are read and commented by those who read them although it is posted in a secured environment. Web based learning allows the learners to use the audio-video functions of a computer or laptop with the help of internet and other electronic items such as camera. By doing so, the learners get the opportunity to identify their teachers who will help the learners to get corrections and improve their communication skills, especially in English Language Teaching. With the help of smart phones, the learners can look out for new vocabulary, understand their meaning, pronunciation and eventually can improve their vocabulary. Above all, the learners can send short messages to the teachers and get the doubts cleared.

Suggestopedia is another type of method used in English Language Teaching which was developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. Suggestopedia is otherwise called as pseudoscience. It is trusted that the learners develop an interest towards work or activity by simply believing that it is work, which can be used to enhance the process of learning a language considering the suggestions. Suggestopedia is understood as a system for liberation from the 'preliminary negative concept regarding the difficulties in the process of learning' (Kamalja, 2014). According to Kamalja, (2014) suggestopedia is nothing but the mere application of suggestion in the process of language teaching. This method allows the learners to overcome all the barriers and helps to enhance the learning. This method has been implemented in the classrooms so that the learners come up with suggestions which will eventually remove all the mental barriers and enhance their learning.

Task-Based Approach shifts its focus from skills to competencies which is considered to be important to lead a successful life. The students are given specific tasks, which can be individual or group, and allow them to converse with the characters. By doing so, the learners get a chance to learn and apply language. The teachers understand the learners' needs, expectations and then design the lessons which makes the students successful.

Project-Based Approach genuinely addresses the needs of the learner and provides chances for the latter to develop their skills, competencies, both personally and professionally. Use of real-time materials will add on to the completion of tasks. This approach allows learners to work in a team and understand the needs of the project. Learners get to interact and will be able to produce effective results than expected.

ROLE OF INSTRUCTOR

The different types of methodologies lead to multiple roles of a teacher, especially in English Language Teaching. The teacher is considered as a facilitator, instructor, mentor, overseer, adviser, classroom manager, communicator, organizer, resource manager, promoter, observer, controller, tutor, participant and so forth. The teacher is considered to be the true facilitator or mentor who actively encourages interactive communication. He or she guides the learners and hence is a true guide. To put it simply, the role a teacher is describes as follows: 1. Facilitator 2. Independent participant 3. Needs analyst 4. Counselor 5. Group processing manager

CONCLUSION

From the study it is understood that English Language teaching in the schools seems to be effective nowadays. It is found that implementing CBSE methodologies while teaching English as a second or foreign language in schools can be effective and produce fruitful results. With the advent of technology, the whole education system is upgraded to next level. Technology has changed the whole classroom experience. The traditional method is teacher-centered and hence emphasizes on the teacher. Traditional methods such as mechanical drills, memorization, and repetitive practice are the hallmarks of the traditional methods. Role of the teacher in CBSE schools is long cherished and depends on how expressively a teacher teaches. It is imperative to understand the current trends and evaluative methods of the ELT, especially in the schools which is the primary aim of the current paper.

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