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ELT Research: A Repository for English Language Teachers

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Teaching shines with everyday learning. Teachers, who take pains to sharpen their intellect, do magical wonders in their class room teaching. Their sincere efforts to keep abreast of the emerging trends and producing creative and innovative tools and materials in their field gets reflected in the students' positive output. The workload of the modern day teachers stands in between their aspiration to empower themselves for a fructuous teaching experience. In this connection, the position of English Teachers who are most welcomed by the Students community for reasons varying from chance to have a lighter time to having a taste for language, gain prominence . In any case, the Language teachers carry the responsibility of offering edutainment to students that lays a heavy demand on them to be filled with interesting details and skills to meet the students' expectations. Moreover, the ever growing demand for mastering the English Language Skills to prosper in this globalised world influences the English teaching learning process. In this background, this paper attempts to inform and influence the English teaching fraternity to figure out the knowledge resource that is available and can be produced by them.

Research is defined as a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding in the Cambridge online dictionary. All the subjects have the scope for further improvement and can go deeper for more insights .One of the perquisites of being a teacher is to be a lifelong learner. This common quality of unstoppable and unlimited quest after knowledge in the research and the teaching job creates the synergy between the two. Moreover a research need not always be a long process covering the breadth and the length of a topic chosen. It can be an activity that aims to explore and enhance ones understanding of a domain of knowledge to the next level in a short span of time. It may even be an attempt to find a solution to a small problem arising out of a class room teaching and learning process .An ELT teacher can plunge in to research by way of asking correct questions, discussion, collecting data, reading, thinking, reflecting on experience and experimenting .These benchmarks for a good research are at the grabbing distance of all the teachers. All they have to do is to incline their mind towards the research questions. The correct questions set the tone for the other steps involved in research and lead to a fruitful ending.

A teacher's job in the present scenario encompasses works other than teaching and its related activities. If one is a faculty in a private institution, the work load gets manifold. There, he should be a multi tasking personality, in other words capable of juggling between administrative, clerical and teaching work. He is preoccupied with the works that burns him out at the end of the day. Further the other works distracts him from his main work of teaching and ultimately lands him in self pity. But it cannot be a justification for the teacher to stay away from empowering them with the current trends and advancements in his chosen field. In reality, one's exposure to the new knowledge and awareness of the available multitude methods and approaches to impart knowledge in an effective and edutaining manner emboldens one to revive one's interest in the teaching learning process. As the proverb goes , Where there is a will, there is a way, they should realize their accountability to the student community as an educator and seek means to find time and energy to immerse themselves in reading research materials that divulge the secrets of teaching the English language to different kinds of students in different set ups for different purposes. The stress and pain, we undergo in the process of enlightening ourselves will pay dividends in the immediate present .To make our learning an enjoyable one, we may attend conferences and workshops that are conducted outside our campus. This step will be an eye opener for us to understand the condition of teachers who are just like us working in private institutions yet leave their mark in the conferences with their innovative and creative ideas to facilitate the English language teaching learning process. It also gives us a chance to breathe a fresh air from the routine class room teaching and other works. The attentive participation in the programmes will load our mind with stimulating ideas to experiment with our teaching

practices. The English teachers who are devoid of any chances to leaf through research materials on ELT and lack guidance from the experienced teaching hands can derive from the sessions from the eminent resource persons, the updated and advanced knowledge resource on ELT and techniques and strategies to successfully handle the class with heterogeneous students and the radical solutions for the problems faced by teachers in their everyday professional life.

For those who sincerely seek to enrich themselves with value laden Knowledge to impart quality, influential and effective language skills but do not have time and permission to attend conferences and workshops, their workplace itself can be transformed in to a knowledge pool to fish out resources to explore and experiment in their class room teaching. One best way is to reflect on their experience and discuss our experience with our fellow staff with an open mind. Other fruitful measures can be subscribing for ELT journals to institution's library and equip the libraries with ELT books dealing with methods , approaches ,activities and the psychology behind language learning process. A conglomeration of likeminded English staff with a knowledge sharing session will go a long way in knowledge explosion for the better teaching experience. There are also websites like British Council and BBC Learning English that caters to the wide range of language needs of both teacher and students. The lesson plan and activities and other supportive tools like podcasts will supplement and be an icing on the cake to expose students to every day communication models and related challenging tasks. There are multitudes of areas waiting to be tapped by the teaching fraternity ranging from various teaching tools and methods to benchmarks for assessing the students' language proficiency.

Further Students perception of the attributing factors like lack of ability, effort, and the difficulty of the course or bad luck for their success or failure in course can be explored deeply by placing in the context of the present teaching and learning process. The meticulous analyses by way of preparing a set of questionnaire and get it answered by the students, will help to find out whether the internal factors like the lake of ability and effort or the external factors like the difficulty of the course or the inappropriate course material or teaching method attribute for the students failure. If it is external, it can be rectified with corrective measures taken by the staff concerned like changing the course book and the approach of teaching. An English teaching staff's exposure to the knowledge areas related to his subject like social psychology and educational psychology emboldens him to face the challenges in his teaching career and helps him see the root cause of the problem .An inter disciplinary approach

in educating the learner teachers widens their scope of imparting knowledge with variety of references and examples that helps in clear understanding of the concepts.

The landscape of ELT is getting widened every day along with the advancements in the field of Science and technology. There are many new avenues opened in ELT field for the practicing teachers and teacher educators to concentrate on. Networking, interest and support groups are a new gateway for teachers and students to E connect and share their experience and become an active participant in the process of knowledge generation. Learner centredness and learner needs the favourite of many focus on learner styles, self direction, self evaluation, multiple intelligences, affective factors in learning. Reflective practice and teacher learning is a professional act of questioning and exploring one's practice of teaching. In pursuant of this come Portfolio development for teachers where they record their own beliefs and values and methods and approaches that best works for them. Syllabus design/materials development/global and local publishing are the other areas that see a significant change in terms of content, more inter cultural and reflecting on students learning styles and learner autonomy. The trend of give a productive criticism of published materials is also emerging fast leading way to make the course books more relevant for the present day. The practice of teaching English as an International Language aims to answers the questions of who owns English. Which English do we teach? Who are the best teachers: natives or non native speakers? Can you separate language from culture? Do you see English as an international language, or as a lingua franca? And what about linguistic imperialism? Corpora with its corpus of real time language challenge the prescriptive methods with the descriptive approach of how it can be used.

While it is stressed to expand one's knowledge horizon with research materials from different resources, one should be wary of the poor quality, ineffective, fraudulent materials that may hinder one's expertise as a teacher. The skill of gleaning meaningful information from the materials at hand is vital in the process of Knowledge gathering. A good research work should offer clear and complete details of the situations that triggered the research questions that are answered in the work. Moreover it should guide as to the context in which the details should be understood and how it contributes in the teaching and learning process. A user of a research material must look for the usage and adaptability of the material to meet one's needs. A real informed teaching requires the critical reading and discussion of a problem addressed with different methods of investigation. Conclusively, the understanding and realization among the teacher that their noble endeavour to shape up the future generation find a meaning in their effort to upgrade themselves with new skills sets and knowledge.

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