Methods and approaches for English language teaching in the State of Kerala

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Abstract: The language as means of communication plays an important role in the cultural and educational development of the society. English as the universal language plays a vital role. The influence of regional languages diverts the proper usage of English. English has survived as the official second communicative language in India itself is a huge success. India being a multi linguistic country it shows the positive attitude towards the acceptance of a foreign language. It has been adapted as an important language for skill acquisition, development of global reach by all class of people. English has been provided the official linking language status and it is an important tool which has to be acquired for survival in Indian society. The lack of English language speaking environment around the child is a major challenge for teaching of the language. The facts like perception, attitude and learning environment along with family and their support, school environment with the approaches of teachers needs to change for achieving the goal.

Key Words: Multilingualism, linguistic approaches, Communication technologies, language orientations, empirical studies, Applicability in communication, Language acquisition, Conceptualization, learning environment

1. INTRODUCTION:

In English every detailed study, it seeks to bring creative ideas to the approach of ELT (i.e.) English language teaching it examine the success and failures of the different approaches to language teaching. The research aims to analyze the occasions in various parts of the world. In both approaches, the goal is the history of the way of teaching in India. The primary objective is to influence the feasibility of pursuing a dual approach to teaching English as a second language in the state of Kerala, especially in the upper phase in schools and college courses. Most of the main techniques and techniques and methods mentioned are

- Language translation process
- Clear process
- The military approach
- Reading process
- The recording lingual method
- Behavioural process
- Learner activated mixed function solution
- Intercultural communication
- Learning dual language approach

1.1. The teaching methods have three variations to approach

1. Translation recognizes terms and phrases in a different language and guarantees that word elements, idiomatic expressions and statements.
2. Global verbiage is incorporated in the cycle of translation
3. The form of the original language is primarily done as measured and differentiated with the native language

It is incomplete as a teaching method, some aspects of it may be considered useful in the teaching scenario. Where the laws promote the learning process, there is no excuse that not to integrate into instruction.

2. STUDENTS EXPECTATIONS AND TEACHERS PERSPECTIVES:

The goal of learning, from a teacher's point of view, should be to empower learners so that they can explore themselves and formulate avenues for lifelong self- improvement. This includes several facts, involving teaching methods, basic competence and the abilities needed to run life. Students expect friendly behaviour from teachers. But in teachers point of view if they behave liberally to students, the role of the teacher will affect.

2.1. STUDENTS PERCEPTIONS AND TEACHERS ATTITUDES:

The focus in student- oriented concept is generally on the effect of teacher attitudes on academic success for students with a lack of life- long developmental experience. The teacher, with his pedagogy and his attitudes and

behaviours creates students a mentally stable attitude and a fresh, positive view of the world by leaving everlasting marks on them. The negative attitude will affect the students' future life. As a role model personality the teachers should mind negative behaviours in front of students.

2.2. STUDENTS CHALLENGES AND TEACHERS SOLUTIONS:

Teachers are responsible for carrying on information to pupils. During the path of teaching they have to tackle various challenges. Despite the many challenges faced, the good teachers remain loyal to their job. Some of the problems faced by teachers in the classes are

2.3. IGNORANCE AND BEHAVIOURAL CHANGES

Education is important for everybody but some students they sail on different boats they ignore the studies and their behaviours changes this may happen in the age of 12. In that case the teacher gets frustrate means the students hate the teacher and also the studies. At that time the teacher wants to take a role as a parent or friend. If they treat like this means the teacher can makes the student into perfect way.

2.4. STUDENTS UNDISCIPLINE BEHAVIOUR:

Some students have rude behaviour in classes; it may come from the movies and internet videos watched by them. It will affect them mentally, they may think them as a particular character and they pretend themselves as a character. It can't be controlled by teacher only, the parents also wants to take steps to reduce this behaviour.

2.5. USAGE OF MOBILE PHONE & SOCIAL MEDIA

Communication technology has become one of the most important innovations of the last thirty years of the late twentieth century. The communications technology market continues to grow dramatically. In fact, inflation is likely to increase in the coming years. The mobile phone plays a dual role as a gift and a curse. Because of the mobile phone, the student's life gets ruined every day. Due to misuse, students have lost the right to use electronic gadgets. As can be seen from the above statements, communication technology has risen so drastically that it has enriched our lives considerably. Communication technologies, on the other hand, also have negative impacts on our lives. Teachers are gradually using the internet in their classes, so the internet has a range of limitations on instruction. The explosive growth of communication technology has intensified our concern for our future generation. It is not known at this point whether there are adverse health effects of mobile phone use. But if there is any side effect, it will be more serious for infants, as their nervous system continues to grow. The tissues of the head will be affected for more time, particularly with the period of exposure. It is assumed that the proliferation of mobile phone use by children should be discouraged, particularly for non-essential purposes.

3. ANALYSIS OF THE CORRELATED LITERATURE:

The research examined in reference to the analysis are grouped into 5 groups, research related to the teacher training program, research relating to mind set regarding profession, research referred to self-concept, research relating to reasoning skills and research related to psychological adjustment.

4. RESEARCH RELATED TO THE ATTITUDE OF THE CAREER:

Curtis, (2012) has examined through his study and has concluded that English by nature is a global language which can provide employment opportunities and it is very much essential for business. It would continue to have its global edge in terms of career enhancement, skill development, employment opportunities and business relations in future. Warschauer, (2000) has said that English has its world prominence as it has established as the major official and connecting language all over the world, its importance is very much felt in day to day business communication even among employees in organizations

5. Second language: Objectives and outcomes (language outcomes)
5.1. Achievement as linking associating and binding language

We can clearly understand that English has been provided the official linking language status and it is an important tool which has to be acquired for survival in Indian society. The objective of this language is to provide a link, connectivity and association and easiness among people of diverse background with different language competencies at various levels in this country. Communication has to become much more effective and it must reach every nook and corner of the society. It is the one single language which integrates, binds associates the complex diversified country like India.

With this objective and when we measure the results we could say that English has indeed succeeded and transformed the nature and functioning of Indian society and its economic outcomes. We could say that economic progress in this country could not have been possible without this linking language and its connectivity to the world.

5.2. Language outcomes

This language has been accepted and adopted across the country and it has had its reach even in rural areas which is a big success. This language has survived as the official second communicative language in this country in

itself is a huge success. It has been adopted as an important language for skill acquisition, development and global reach by all classes of people and it's learnt with dedication and commitment which is another success.

6. Higher secondary- a transition period between Education and employment

In an Indian student's life the secondary education period is considered as the most critical period which helps students to firmly set their objectives of future and career oriented decisions. Students and parents take lot of seriousness, interest, commitment, time and energy and support students to bridge this period for their successful careers of future. From the childhood period till the graduation, post-graduation and completion of education, Second language English plays an important and dominating role in shaping their careers and employment.

6.1. Critical period of adolescent to adult hood

It is also a transitory phase in student's development as the students mature, become severe and transformed during this transforming period of higher secondary education in this country. It is indeed a critical period which is transforming and transformative in nature and purpose towards higher education for prospective students of this country.

7. Socio Cultural factors for teaching English as second language

Krishnaswami and Lalitha (2006) has evaluated and found that socio cultural factors also had a decisive role of development of English as second language in India. It was during this period that certain groups from Bengal have went and made a representation for making English language teaching available in the country. Following the representation made and the efforts taken by Raja Ram Mohan Roy English as a second language had set its fundamentals which paved the way as second language teaching in the country The teachers never focus on creating interest in the subject and if the interest is created the students will learn automatically. The language orientations, nuances, challenges, problems and issues in second language teaching and communication is not elaborated or discussed with students. The global level of English awareness and the way different country people speak English are not exposed to students. The cross cultural communication and its issues are not exposed to students at all. The audio visual aids are not effectively used for students by teachers which can create interest among students. Teachers must be acquainted, trained and accustomed to teach English as second language using nontraditional methods. The teachers are not exposed to various styles of teaching English say for example humoristic way of teaching English language can make the students very comfortable and learn it very fast which is not practiced in schools and colleges of India on the whole. The English language teacher's attitudes, size of students in a class, level of students are very big challenges in rural parts of Kerala. Teachers must create and craft innovative practices, methods and tools for specific batches and the goals, orientation methods, standards would change for each batch.

8. English language:

Majeed (2014) has studied the nature, extent and reach of English as second language teaching in Kerala. It was found that activity based learning had its negative impact on language learning among Kerala based public school students

Nayar (2008) has found that weak institutional practices and the educational systems have made the English learning process as rote learning and it had impacted the student's interest and attitude towards it.

Varghese(2005) has assessed the English language teaching conditions in Kerala and states that the second language teaching of English was in its infancy stage till 1990s and it has grown leaps and bounds after that.

Das,et.al (2004) had clearly stated that new emphasis & impetus is provided to English language in India, as globalization has provided new opportunities and challenges also.

8.1. Specific Challenges in Second language English acquisition in Kerala:

Ahmed, Rafeeque. (2014) has conducted specific study on teaching challenges in English language in secondary schools of Kerala. He has founded and listed the various problems the students undergo as reasons for inability to acquire proficiency in English language. Socio cultural factors play an important role in English language acquisition practices. Lower or middle class or disadvantaged people generally to a larger extent do not have access to facilities or exposure towards this language and it creates an issue. Absenteeism tends to be an issue in these schools of Kerala, due to the exposure and difficulties faced in the language. If there is lack of parent support which makes the children disinterested and disoriented towards English language. Parent guidance and support are very much essential during the early and developing years of the child. There is also a lack of English language speaking environment around the child so as to which it is not able to accommodate only at schools. Learning environments with fun is needed for child in their family environment and social environment which would enable them to learn, adapt and it would create interest in children. Teacher's proficiency has to be updated on a regular basis and they must have an effective independent mechanism to teach this language. Content overload also prevails as the students are burdened with lot of things and which tends to make them feel heavy and more. This creates a disinterested attitude towards learning this language.

8.2. Status of secondary learning English education in Kerala:

Amos Paron (2016) elaborates on various challenges of second language an English teacher which goes beyond the boundaries and frameworks of a typical classroom. The theory, focus and orientations of English language have changed drastically over a period of time. The way and manner of teaching English language must change according to the mind-set and students level. The study further stated that there is a continuing need for development of language teachers and they must be updated in their skills to manage and provide knowledge to students. This study also reveals that teacher interaction affects and impacts the students in a positive way and the changes can be observed in students in their communication, adaptability and fluency of English language.

Sumanjari, (2012) has enhanced the performance of English learning students in academic environment by providing various programs, activities, schemes, procedures and mechanisms by using the very famous method learning by doing. Practical work based activities is given to students and when they practice, it enhances their performances. Her activities focused on increasing functional communication skills which had its base for social interaction and engagement.

Gupta (2005) provided the entire historical base of Second language English teaching in India. She has explained that English language has undergone a paradigm shift in the entire process. It has elevated from the special status to the level of survival which is very vital for communication, networking and survival. But she also on record provides that the sudden shifts and transitions in the curriculum and its effects gave little time for the policy makers and decision makers of English language to respond to these changes which happened all over India

Rao, et.al(1988) has assessed and found that the national goals of English language teaching does not suite to most of the local situations which are prevailing across senior and secondary schools in India. The students must be provided with local texts which make them easier and interesting to learn rather than prescribing to foreign text books and heavily loaded syllabus. It must be activities oriented rather than memory based.

9. Oral Functional approach:

Terrell, (2002) has evaluated and has told that the audio lingual approach was developed in US and its implications in modern English language teaching as second language was discussed and elaborated previously in this chapter. In response to the audio lingual approach from US, oral situational approach was brought in by Bruisers. This theory also in content focuses more on structures and its applications in English language however it differs in its method as it alters and changes its structure according to situations and students. This concept was put in to practice after 1960s and it's still applied in most of these text books.

9.1. Skill building theory and approach:

Anderson, (1993) has stated that this theory also led to skill building theory which focuses on providing special types of skills for occasions which is more important in context and its applications rather than audio lingual approach.

9.2. National functional approach:

White (1988) has explained this theory by nature focus on functional and social aspects of competency of a second language which has huge applications in social situations. This brought in total clarity on what has to be taught and it brought in to sequence for the first time functional syllabus which has importance to context and specific to target group students. This mainly focuses on a list of functions to be learnt, specialized and applied in situations.

9.3 Task Based approach

Skehan (1996) has described this task based approach as the basic way to teach English as second language which focuses on tasks or activities. These tend to increase the professional competencies and skills in a person. It could be listening, reading writing or speaking or a combination of these.

9.4. Interaction Authenticity approach

Bachman, (1990) says that the tasks provided must be authentic and genuine as it provides like the natural situations which prevail in external environment. This gives the students almost real life experiences and practical skills. This provides transformation in students in their skills, mind-set and in approach. He further adds that these comprehensible skills can be transformative to a student exposure to English language as second language.

9.5. Natural routes of Acquisition

Fotos (1994) found that in the English second language learning process, grammar does not play an influential role and determinable role for learning skills and competency in that language. Naturalistic learners tend to focus more on communicative aspects and tend to articulate more on words, meanings and implications to situations. Instructed learners when they follow the traditional route of learning by comprehension and grammar tend to lose focus and interest in the entire process of English language and in developing competencies.

10. Grammar related learning and usage – Applicability in communication?

Alderson, Clapham, & Steel, (1997) had conducted an evaluative study on language and found the importance of grammar & its learning in the whole process of second language acquisition, English. He has given the following specific conclusions which are derived from his study:

- The learning of grammar and its importance is necessarily felt when there is a need to score in test and professional exams
- This grammar accuracy however may not lead to communicative fluency or interest or efficiency.
- When children are at senior or secondary school level it's not needed to focus more on grammar aspects rather than development of skills and fluency could be concentrated.
- Grammar leads to multilingual understanding of language and there are doubts where this knowledge can be applied.

These grammar rules, methods and learning, usage can be better illustrated with guidance. In this method, students are allowed to learn and explore grammar and to develop skills for situations. This is an engaging process and it has psychological benefits to students as well

10.1 English Second language learning – Developmental process

Van Patten (1996) has said that the entire process of second language learning is a development process which is acquired over a period of time. This development is based on the learners reaction to inputs received. The learner interest, effort and commitment make a marginal difference in output and performance among individuals in the whole process

10.2 Functional Grammar Teaching:

Seed house (2001) discusses and evaluates the various strategies that are used to reduce language oriented mistakes that happen in class room environments. Teachers to a larger extent tend to avoid direct and open feedback to students on their mistakes and errors which happen in the process of second language acquisition. They tend to use indirect forms of feedback to avoid negative approach towards students. They use implicit language, methods and techniques to convey things. The study found that corrective feedback by nature has implications on the process of second language acquisition and its process. Explicit and open expression, corrective measures and steps taken would have better impact with students than implied language and opinions. Structured way of learning approach used by teachers is very effective to convey meaning and information which has positive effects among students. Grammar teaching and learning results in positive behaviour among students towards their goals. Corrective feedback has its implications on second language learning and acquisition and its effects on results are in dispute whether it results in positive response and behaviour among students.

Muranoi (2000) has confirmed that functional grammar teaching is the most effective way to teach students. It is effective to manage tests and in improving communication performance also. The instruction methods are totally independent and it has no relationship with the performance of target groups.

Mitchell (2000) in his study has found that there are some problems with the current educational systems practices and procedures. The focus is on outcomes and results orientations dominate more in the entire process. The policy makers design the entire process and its effective management and give prescriptions as to what could work for second language acquisition and practices

Truscott (1999) has evaluated the role of corrective feedback in second language acquisition process. Even though the teachers are involved in correction of the second language process, he has concluded that it has no effects on acquisition of new learning forms and methods in second language.

Borg (1998) has told very clearly that teacher's perception, attitude and approaches play a major role in the entire process of grammar teaching and learning. Experimental researches has to be carried out on what really works for students and teachers in educational environments with reference to second language acquisition process, grammar teaching and learning. The study also states that although it would provide valuable insights on the entire process and it may not be able to clearly specify on what works out actually

Hawkins and Towell (1996) has clearly said that instruction based methods are most effective and the process is simple and effective.

10.3 Task based language teaching

Long, (1996) through his study aims to find out the type of language oriented tasks which would lead to meaning acquisition and transfer. It is thus proved that language oriented tasks; assignments tend to play a crucial role in second language acquisition and derivation of meaning in the entire process

Crookes, (1986) has found that psychological oriented linguistic approach towards second language learning and behaviour has very strong impact on the students and the learning process. Teachers must provide various task related assignments which have an effect on language in communication, expression and writing. These task related activities tend to have an effect on second language processing & second language learning.

10.4 Speech production in Second language acquisition process

Levelt, (1989) has provided model on speech production and has provided three main stages in the entire process which are: Conceptualization – leads to purpose and semantic meaning of the content Formulation – speaker involves a process of formulating grammar and other features in to the message. Articulation   -- where this is converted in to actual speech

10.5. Computational model of second language acquisition

Sheen, (2004) has discussed in detail the nature and impact of changes which are observed in students due to second language learning corrective actions. The study found that these specific strategies must be implemented in specific time frames in class rooms and it becomes very effective.

Swain, (2000) has discussed and articulated the various applications of socio cultural theory of the mind. These theories by nature tend to focus upon collaborative dialogues and supportive interactions which arise when communications take place.

Storch (2001) says that collaborative work among group members enhances productivity and performance. He investigated the nature and extent of relationships among students by conducting an exploration in to student- student tasks and orientations. This study categorically found that although students did not collaborate and work in groups when they worked they achieved improved task performance and productivity

Jacobs (1998) has discussed and evaluated the advantages of working in groups to learn a language and its relative merits & the outcomes it can produce in the process;

- Quality and variety of topics that a speaker can speak increases to a greater extent
- Individualized focused interactions and attention is possible
- Reduction of anxiety as it involves groups
- Motivation levels of students also increases
- Independence and enjoyment in language learning can increase
- Social integration, ability to work in groups and learning and positive outcomes can increase to a greater extent in the entire process

Schmidt's (1994) stressed upon the importance of feedback in the entire process of second language acquisition and learning. He also stated that noticing or observation is an important feature in the entire process. Noticing the gaps which are available with the students is equally important. The process of corrective feedback helps students to improve their learning in the entire process. We could also observe that most of these studies conducted on second language learning are descriptive in nature, description and content. All these studies however has not explained nor described about the learners errors, its occurrence and its impact in the entire process has not been explained.

10.6. Progressive discourse in Second language learning and acquisition

Robinson (2002) has suggested that there is a need for research to be conducted in second language learning and its implementations. The information processing and carrying out of activities regarding language learning and its management is totally dependent on the cognitive abilities of the students. It has to be explored and investigated and found how it affects language learning and its processing**.**

Swain & Lapkin, (2001) empirically found that there are various challenges which do prevail with students in second language learning and acquisition. It is evident that very less research has been conducted on this area. There are various issues which have to be addressed which are regarding:

- Student's orientation to tasks and completion
- Student accountability and its effects on performance
- The nature of group and its implications on class room performance
- Information acquisition and management regarding second language English learning
- Class room arrangement and management of students
- Group performance and teachers role

Wells (1999) has found that progressive discourse and interactions among students is necessary for collaborative knowledge to happen and evolve. The collaborative knowledge can be created which can benefit everyone and it involves framing of questions which can benefit everyone.

11. Research Gaps:

Although English has been taught as second language for official communication in this country, the students find it very difficult to learn and adapt to this language. There have not been studies on teaching English as second language in various states and which are region specific. Although the problems and issues seem to be similar it differs in its context, method approaches and dimensions. So region based studies and regional studies on teaching English as second language has to be conducted. The empirical studies which are conducted on teaching English as second language has not been comprehensive as it does not cover all the participants in learning English language. One or two dimensions

are usually taken for study. The issue lies in comprehending and in having an overall picture on the issues like Teaching learning process, students attitude and perception, teachers perception and evaluations, course curriculum and its nature & state government role in the entire process. This study by nature is very comprehensive as it covers all the dimensions of problems of teaching English as second language in CBSE ELT enabled schools of Kerala. So as no study has been conducted covering all these dimensions in Kerala, this study is attempted for the first time in this direction.

12. CONCLUSION:

We could find out from the above literature review that there is a low prevalence of English learning among students in India along with proficiency and skills for employment and self-development. The individual factors like perception, attitude and learning commitment along with family and their support, school environment and teachers play a crucial role in the entire process. Still we could find that there prevails a low proficiency in English language speakers. Specific strategies, methods, approaches, ways and means must be evolved to overcome these difficulties. This condition of low proficiency can reduce in the long run with student involvement and interest along with parent's dedication and teacher's involvement and curriculum practices in India.

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