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Teaching Methods and Concepts of FLT	3
Introduction	5
Conclusion	16
References	17

Teaching Methods and Concepts of FLT

***Abstract:** The present article touches upon the teaching methods of English as a foreign language . We have concentrated on not only the methods and concepts but also the innovative ways of teaching a foreign language.*

It is quite evident, that we may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining this two types how we can make our teaching very effective. We have been completely bounded with traditional methods of teaching and understanding where the present day learners may feel uncomfortable a bit, The paper also discusses the difference between traditional and practical teaching and thereafter learning. This treatise practically examines how learners are being affected by the traditional methods of teaching as well, besides it has portrayed that how learners expect teaching and learning process.

The aim** of this paper is to show the effective use of techniques for teaching English with its main skills: writing, reading, speaking, listening, and also communicative skill in general. We have mainly concentrated on **innovative methods** because we need to move forward with **the modern world which is changing very fast dictating new rules and concepts for new generation.

Methods such audio, video aids, games, group discussions, role play, brain storm will provide an easy way for learning the English communication skill and increase the confidence of the learners.

***Key Words:** innovation, methods, role play, brainstorm, atmosphere, motivation*

Introduction

In the present time, English is becoming the most important and vivid means of global communication which prevents our isolation from the world, and a window to the rapid progress and development in all spheres of life. It is the most spread and commonly used language among different nations and individuals worldwide for cultural and educational exchange. In addition, the use of English language becomes now a must not only at the level of local but global education as well.

Nowadays, the development of foreign language teaching technologies is an essential issue. Information civilization dictates new standards; any new knowledge becomes outdated quickly. In general innovative teaching of language means creativity and novelty of the teacher which changes the style and method of teaching. All over the world, educational institutions implementing new ideas, methods, and technology based innovations to enhance the students' knowledge in the sphere of English. Basically, teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance.

1. What are teaching methods in general?

Teaching methods – (from other Greek μέθοδος - the path) - the process of interaction between the teacher and students, as a result of which the transfer and assimilation of knowledge, skills and abilities provided for by the content of training occurs. It should be noted that the teaching method is a complex, systemic formation, which is characterized by all the features that underlie the classification. **The methodology** of teaching a foreign language, in turn, is a set of methods, methods, teaching techniques aimed at mastering a foreign language. The combination of various forms of work and methods helps to creatively organize the lesson, awakening students' interest in this subject. One of the important tasks and goals of modern methods is teaching communication and mastery of speech means. At the same time, each technique has distinctive features, due to a combination of different methods, techniques and means. The modern method of teaching English is built on the

basis of the classical method of learning foreign languages. However, the psychological aspect, foreign cinema, information technology had an impact on her. The methods of teaching English used 20 years ago were more of a reproductive nature. Learn the words, read the text, listen to the audio recording, write a letter - this is how the tasks that the tutor gave looked like. Perhaps for this reason, most adults who have studied the language for many years can read and write in English but have difficulty with speaking.

Modern methods of teaching English have changed reproductive methods to interactive ones. Today, obtaining knowledge is an interaction between a student and a teacher. The curriculum is built, first of all, taking into account the age characteristics of students. For preschoolers and younger students, this type of lesson is more suitable, such as a game, a journey, a video, a competition and others. An adult student prefers a classical lesson. For this age, traditional tasks are also suitable: compose a story, do an exercise, read the text, perform listening, and so on. Writing a story allows you to learn how to use active and passive vocabulary, expand vocabulary, and improve conversational speech. Doing exercises helps to learn grammatical material. Reading the text forms not only reading skills, but also immerses in the culture and traditions of the language being studied. Listening – improves understanding of oral speech.

2. Problems with current methodologies

In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabets and the words and the rules. But then teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language. Although there is no way other than the traditional one to teach the basics of the language these methods must be tweaked a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results than innovative methods. This has already been proven by methods

implemented like use of stories, poems, movies, books and newspapers etc. These methods help the students learn the language better without them actually realizing and also it keeps their interest. This paper will provide a few of such methods to teach English Language.

Choosing a methodology for learning English can seem difficult, but for the right choice, you just need to rely on the criteria outlined above:

- The purpose of the lessons.
- Level of preparation.
- Psychological comfort.
- Motivation.

Many parents become interested in learning a language from a very young age. However, a child under the age of 5 learns words automatically and does not yet understand the rules. Therefore, it is recommended that kids get acquainted with the alphabet, colors, names of toys, fruits, etc. in a playful way. It is better to leave more thorough training until school age.

3. Types of methods

3.1 Enacting the stories

Stories form a very integral part of teaching a language. These stories help teach the students about the formation of sentences and how to express their thoughts and a lot of other things and plus they help in keeping the students interest alive as the story's end is something that every student wants to know. It appeals to the inquisitive nature of the students. Any unfinished story always keeps the mind of the reader agitated.

Although this method of using stories has been implemented the procedure of teaching the language through it is generally not right. The evaluation procedure of testing the students in their proficiency over the language is through questions based on the story. This is generally not that effective. Due to this the students generally tend to take up the stories as a chapter rather than looking at it as an interesting read. A story is supposed to appeal to the creative part of the brain. It helps us be more imaginative, by trying to visualize the things that are happening inside the story. It should not only teach them the language but it should also help them in extracting a lesson from the story. Keeping questions for evaluation kills the

entire idea of imagination for the students look at the story as something that they need to learn for answers. There is a better way of using the stories to English using stories. The students can enact the stories or the plays. In this way the students are personally engaged with the stories. They can bring their own interpretation of the character to life. It is interesting for the students to understand the characters and put themselves in their positions. It engages their creativity by allowing them to create the entire set, assign the characters and play it out according to what they had imagined. It also helps them understand other people's interpretation of the story and helps them have a healthy conversation about it which again helps them in learning the language. It removes the dull aspects and makes the learning more colourful without jeopardizing the learning of the language. It may not be perfect but it will leave a deep impression on their mind. The story will help them learn the language as they will be enacting it by dialog which they will themselves extract from the stories and also modifications can be made to the plays to help the students be more interactive and creative. They can add more lines, characters, change the ending, bring in an interesting twist etc. The more creative the modification, more are the points awarded to the team. This also leads to personality development and helps them work as a team player and all the way the student was learning the language. For example if Julius Caesar was taught using the traditional methods of questions and answers the student would never understand the deep emotions of Brutus, the cunningness of Cassius, the loyalty of Antony, the tragedy of war, the brilliance in Antony's speech and many other such aspects of the story for which the story of Julius Caesar was written by Shakespeare. Similar is the case with all great stories such as Christmas Carol, Harry Potter, and all the epic stories. Emotions help define the story and they form a very important aspect of the language and one's personality. If these emotions are left out then it would be very difficult to express ourselves. On the other hand if such stories are enacted then every intention of the story becomes clear. The students have to immerse themselves into the atmosphere of the story and they have to put them in their positions. This entire process has many benefits besides being a very effective method of teaching the language; it helps preserve the literature, which is nothing but our culture. This method brings about the total learning experience that was meant to be provided by the story and in the end the student will definitely be able

to answer questions without even preparing for it as an exam, besides the entire process is fun and not at all boring. Hence it ensures the learning process is complete.

3.2. Teaching through conversations

Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children. Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also push the students to take part in the conversation. These conversations have to be general. They have to happen as if friends are talking to each other. This way the students are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

3.3 Teaching through games

This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the

students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

3.4 Word games

The most important part of any language is the vocabulary. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Games like scrabble, housie etc. have been designed for this specific purpose. These games are just based on words and help the students develop their vocabulary. In addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving our vocabulary as whenever the student hears a new word the first question that comes up is “what is its meaning?” and in this way the vocabulary improves and most of the times we don’t even have to consult the dictionary.

3.5 Competitions

Most of the times competitions like debates and elocutions also help the help the students a lot in learning the language as the aspect of the competitions keep them at the best in conversations. It forces them to use the best possible construction of sentences to put forward their opinions and to use good vocabulary etc. This is a very important tool in helping them learn the language. Also these competitions help them address large crowds which is again is a very important part of personality development.

3.6 Creative assignments

Up till now most of the techniques that we discussed required a greater amount of effort on the student’s part. This method requires effort on the teacher’s part. Assignments help the students learn something on their own and most of the times they have to research on something then write something up on it. This method although effective is most of the times very tedious. This method of approach is very appropriate for sciences and engineering

although when it comes to languages the students should be given assignments in which they have to modify something that already exists. If the students are just given assignments like „write a story or a poem or a report“ then most of the students crack because not everyone can come up with a story or even if they come up with one they cannot write it down. In such case the students should be given the base knowledge and data and then ask them to modify the data for example the students can be given a base story and then ask them to modify a part of it. This engages their creativity and also helps them overcome their difficulty of writing. Above all it lifts the pressure of creating completely new. Invention is very difficult especially when we are being forced to do it. In this way the students are not forced to complete the assignment and then they can do it whole heartedly and hence complete the learning experience that can be gained from the assignment.

3.7 Help from the multimedia

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the students improve their language. But great precautions must be taken. This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the times which is grammatically wrong and it is very important that the students understand that fact so that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education. This is something that the students will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational. Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. These sources help them understand why such tools are necessary and also help them understand their usage. Hence this method is again very effective in teaching the language. Traditional methods of reading

newspapers and books, novels are also very good methods to teach the language. When the traditional methods are modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language.

4. Basic teaching methods

After all, there are leading teaching methods which are of great importance because they are the basis of teaching a foreign language.

➤ Grammar-Translation Method (GTM):

The first to mention and the most commonly used traditional teaching method for ESL is Grammar-Translation . This instructional method depends on the literature and grammar of the target language, with translated passages into and from the mother tongue. Grammar Translation Method is a highly teacher-centered approach, and this is the reason that now it is not a preferred teaching method in many developed countries. GMT emphasizes on learning grammar rules and vocabulary through the deductive approach. Classwork is highly structured, with the authoritative teacher controlling all activities. Out of the four language skills, reading and writing skills are the primary focus of attention. There is little or no attempt to teach oral skills and pronunciation. Mostly, GMT is not recommended as an appropriate teaching pedagogy for EFL because it does not encourage learners to communicate and enhance verbal abilities in the target language.

Some teachers are of the view that Grammar Translation is a natural method, and students are mentally comfortable when allowed to use their mother tongue in classrooms. They argue that a foreign language can be taught better with translation because they can have easy control over comprehension. Though students can quickly decode an English word with an accurate translation in L1, they cannot get involved in the target language that is essential to develop communicative skills and the comprehension impediment is also doubtful .

➤ Natural Approach /Direct Method

The direct method sometimes called the natural approach and is often used in teaching foreign languages. Unlike GMT, the direct way does not allow the learners to use their native

language and emphasizes only the use of the target language in the classroom as an instructional medium. In this method, mother tongue interference is almost zero. In teaching methodology, the direct approach is the other end of the spectrum because it was proposed by the teachers when GMT lost its efficacy. Here translation is not allowed.

➤ **Task-based Language Teaching (TBLT /TBI)**

Task-based language learning (TBLT), or task-based instruction (TBI), emphasizes the use of authentic language, and students are engaged in meaningful activities using the target language. Task-Based Language Teaching (TBLT) refers to an approach based on the use of language-based tasks as the core unit of planning and instruction in language teaching.

In general English, such activities can include visiting a friend, conducting an interview, ordering food at a restaurant, or calling customer service for help. The Task-based approach is a perceived method for ESP according to the nature of the teaching it demand. ESP has specific learner needs, and the designed material and courses are according to the specialized discipline. Therefore, TBLT works best in this context because learners can focus on the language skill area they need to develop. The underlying implication of using TBLT is that an ESP teacher can easily teach technical and specialized vocabularies through a task-based approach, which has always been the essential business for an ESP teacher.

When learners are involved in real communication, their inherent capabilities for language acquisition are used and allow them to learn to use the language in the real world. A good classroom example of the communicative approach can be practicing question forms by asking learners to find out personal information about their friends/colleagues because it involves meaningful communication. In this regard, "learner-centred method for ESP," and CLT fills in the criterion because the learner is the focus in this approach.

5. Other innovative methods

Since English is the official language of this world it is of utmost importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. That is the purpose of the language and that is what it must be used for. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way

for new and better methods for the students benefit. The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching learning methods more effective should be implemented. Besides different types of methods mentioned above there are other innovative methods and concepts to attract the student's attention¹:

- *Audio and video tools;*
- *brainstorm;*
- *classes outside the classroom;*
- *role play;*
- *puzzles and games;*
- *refer books on creativity;*
- *introduce lessons like a story.*

Innovative learning methods

- learning through argumentation;
- incidental learning;
- learning by doing science (with remote labs);
- embodied learning;
- crossover learning.

Using audio-visual materials, textbooks with models, filmstrips, movies and pictorial materials and info graphics or other mind mapping and brain mapping tools in the session that will help learner's imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. Another method of teaching is brainstorming. In context to teaching, brainstorming² is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances. First, a small

¹ *Kalyani D., Rajasekaran K.* Department of Educational Planning and Administration, Tamilnadu Teachers Education University, Karapakkam, Chennai - 600 097, Tamil Nadu, India. Innovative teaching and learning // Journal of Applied and Advanced Research, 2018: 3(Suppl. 1). S. 23-25.

² *Norseha Unina, Polin Bearing.* Brainstorming as a Way to Approach Student-Centered Learning in the ESL Classroom. [Electronic Resource].

group of students is formed. They are asked to sit in a group and are provided with a particular issue or topic. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are instructed not to criticize others ideas but they are free to make attentions to others ideas. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas. Student's ideas are to be listened and accepted patiently, without passing any judgment or comment of any sort until the session is over. This method encourages the creativity and motivation. One of the methods is classes outside the Classroom. Some lessons are best learnt, when they are taught outside of the classroom. To organize field trips that is relevant to the lessons. The learners will find this fresh and exciting and will learn and remember the things taught faster. Moreover, teaching through role play is a great way to make students step out of their comfort zone and develop their interpersonal skills. Welcoming new ideas an open-minded attitude can help innovating new teaching methods. Though open-minded, sometimes most of us show reluctance to new ideas. Puzzles and Games Learning is fun where puzzles and games are part of education. Puzzles and games help children to think creatively and face challenges. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. The main purpose is to make the learners talk and stimulate their imagination, curiosity and interest. Game of Sudoku, a kind of number puzzle is an ideal authentic context for practicing language functions.

Crossover learning. The 2015 Innovating Pedagogy report highlights “crossover learning” as one of ten innovations that are on the brink of having a profound influence on education³. The concept of crossover learning refers to a comprehensive understanding of learning that bridges formal and informal learning settings. Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations.

³ Sharples M., Adams A., Alozie N., Ferguson R., FitzGerald E., Gaved M. & Roschelle J., 2015. Innovating Pedagogy 2015: Open University Innovation Report.

Learning through argumentation. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome language challenges, such as how to share their intellectual expertise with students appropriately.

Incidental Learning. Incidental learning is unintentional or unplanned learning that results from other activities. It occurs often in the workplace and when using computers, in the process of completing tasks⁴.

Learning by Doing. It's a hands-on approach to learning, meaning students must interact with their environment in order to adapt and learn.

Embodied learning. Existing literature on embodied cognition (EC) and embodied learning shows promising effects of bodily engagement and movement on children's cognitive and academic outcomes⁵. Embodied learning appears as a multimodal and playful process that requires the involvement of the human body in the cognitive process. The technique is simple that needs some movements in your lessons. It not only improves student interest in learning but engages them in the most pleasing way.

To conclude it should be noted that, the teacher of 21 century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. English communication skill teachers must be innovative, creative and resourceful with thorough knowledge of the subject and adopt new techniques to change social economic status of our country. Whatever may be the methods and approaches, the most pragmatic and the desirable thing seems to explore the possibility of using the under used and valuable materials which will definitely facilitate the learning and teaching of language skills. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths⁶.

⁴ Baylor A.L. Perceived disorientation and incidental learning in a Web-based environment: Internal and external factors J of Educational Multimedia and Hypermedia Vol. 10/3 227-251:2001.

⁵ Foglia L. & Wilson R.A., 2013. Embodied cognition. Wiley Interdisciplinary Reviews: Cognitive Science. 4 (3). 319-325.

⁶ Patil chetan Vitthal, Bhavna R Sharma, M. Ramachandran. Innovation Practices for Teaching English Communication skills to Professional Students // IJARIE-ISSN(O)-2395-4396. Vol. 1 Issue-2 2015.

6. How to choose the right method of teaching English?

Over the years different science theories and learning styles were developed in terms of teaching foreign languages. It is not easy to find the best, the one and only method of teaching English to kids or adults. Choosing the proper teaching style depends on students' skills and abilities.

So we suppose that a teacher should remember to tailor the teaching method to the students' interests and needs. Also, with the right motivation to learn English, the students are more likely to succeed. So in order to choose the right method of teaching English to adults or children, we should start with understanding why a person needs or wants to learn the language and then focus on the best technique to achieve their goal.

Our recommendations on new methods of teaching English include the same well-known approaches and a few rather unconventional ones mentioned above that are especially beneficial to kids. The modern English teaching methods are suitable for both adults and kids, so they can learn a new language with pleasure.

Conclusion

English, the international language of the entire world is a very tricky language to teach. In fact, every language varies to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than its previous. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language.

Thus, the languages play a very important role in our lives. They help us express our emotions. They help us explain what we want. They help us to communicate and hence are the prime tools to express who we are. So the knowledge of a language and its proper utilization is very important as it defines us. If languages were not there to help us communicate there would be no difference in our communications and the way the animals communicate. Hence the ways the languages are taught play a very vital role in a person's life.

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