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ROLE OF TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE IN MODERN EDUCATION

Zareena Sultana

Associate Professor ISL Engineering College

Email id: zareenamohib32@gmail.com

Abstract

A variety of techniques to teaching dialects are discussed in this work, with an emphasis on the importance of the processes. In the last two decades, two notable methodologies have influenced foreign dialect education and learning: the skill-based approach, sometimes referred to as the "direct," "purposeful," or "formal" approach to instruction, and the whole language approach, sometimes referred to as the "roundabout," "coincidental," or "casual" approach to language learning. Learning approaches are examined in this research for their positive and negative aspects. You'll also get an overview of some of the most effective methods for learning English as a second language.

Keywords

Educators, English, Dialect, Language, Approach, Skill

Introduction

Up order to fill in the gaps, English is employed as a dialect. In the manufacture of anything from microchips to oil, it is used. Teaching dialect skills with a multi-faceted emphasis is necessary because of the increasing importance given to correspondence in English. To keep up with the ever-changing demands of the English language, it is necessary to strengthen one's

dialect skills. Teachers' methods and skills illustrate that the English vernacular is always evolving. The skill-based approach sees language as a collection of closely linked elements that together encode meaning for the listener or reader (e.g., language structure). Students' grammar is the focus of this method. Distinction is seen as a channel for expression or fulfilment in the entire language approach. Students must practise every facet of the language according to this method. As with every strategy, there are benefits and drawbacks to each one. Because every student's learning style is unique, it's important to develop a variety of instructional approaches.

Method

The Skill-Oriented Methodology

Grammar-interpretation and audio-lingual techniques are often referred to as the major methods (Anderson, 13). Students study syntax using the Grammar Interpretation approach, which also provides them with word definitions and explanations. To teach sentence structure in school, teachers use a method of educating students to understand and articulate their own thoughts, as well as to understand and deconstruct the works they read, in accordance with the dialect's rules. During the teaching of



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syntax, messages are examined and students become aware that dialect has a structure that can be disassembled. In order to acquire this knowledge, one must first understand the actualities of the dialect and then study it.

Instruments for syntactic analysis, from the simplest to the most complicated (Richards and Theodore, 19).

During World War II, the U.S. government realised that it needed more people who could lead talks swiftly in a foreign dialect, fill in as mediators and code-room partners and interpreters, as well as translators (Carroll and Swain, 386). There was no reading material, various materials, or courses available at the time since distant dialect instruction in that country was heavily oriented on reading direction. Despite the fact that the two evolved separately, the writing process had a lot in common with the British oral technique. Fundamentally, the focus was on elucidating differences between the learner's native dialect and the target dialect in order to provide ready-to-use resources for addressing possible concerns while maintaining a strong adherence to auxiliary etymology. Drilling as a method of avoiding or resolving issues was strongly highlighted by these factors (Richards and Theodore, 19).

The theoretical underpinnings of the skill-based approach may be traced back to behavioural psychology and phonetics. In particular, the following standards have an impact: The sum of its pieces is the whole linguistic approach. There are differences between the dialects that are

spoken and those that are composed. Developing one's command of the local vernacular comes before honing one's technical skills. Learning a dialect is a collaborative effort between the student and the teacher, and it is guided by the arrangement of fact. As a result, students' errors have now been labelled as "sins" that must be avoided at all costs. Adherents of the skill-based approach believe that dialect is a collection of distinct abilities. Each ability is broken down into a smattering of specialised talents. Through direct explanation, demonstration, and reiteration, these subskills are taught in a predetermined group. When it comes to gauging each subskill's authority before going on to the next one, the aptitude building teacher uses multiple-choice examinations (e.g., numerous choices, genuine or false, fill in the blanks) (Richards and Rodgers, 19).

The Whole Base Approach

beyond what the direct technique provides in English (Oxford). The notion of "vocabulary control" was born in the 1920s after a series of large-scale studies on language development and an increased emphasis on reading skills. Dialects contain a core vocabulary of around 2,000 words that appear often in written works, and it was thought that the dominance of these would greatly aid in reading enjoyment (Oxford,12). The concept of "linguistic usage control," which emphasises the sentence structures most often encountered in spoken discussions, ran concurrently with this. Examples like this were compiled into dictionaries and handbooks for students (Richards and Theodore, 20,).

First, the whole is greater than the sum of its parts, which is the guiding principle of this



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strategy. The process of acquiring a new language requires the participation of other people. The emphasis of education is on the student and the process. Learning a new language necessitates making connections between previously learned material. At the same time, both oral and written dialects are formed, and one has a significant effect on the other. Finally, errors made by pupils show that they are improving their command of the dialect. Chamot, Treiman and Pressley, and Adams.) Whole language theorists believe that all dialect components are connected and intertwined.

Understudies should be provided the opportunity to use all dialect phrases at the same time in substantial workouts that are both useful and beneficial to them (Anderson, 13). In many cases, these activities centred on topics that enriched the educational experience of students (Carroll and Swain, 357). In most cases, these themes are picked by the students for themselves (Chafe, 107). When it comes to grading, theorists of dialect agree that contextualised assessments, such as assignments, portfolios, and perceptions, provide a more accurate picture of a student's dialect than do state-administered assessments.

Discussion.

It is argued by those who favour a skill-based approach (Boyle; Hughes and Wood) that a dialect's individual components may be isolated and analysed in order to arrive at a final guideline. They also guarantee that the unified concept of dialect will emerge as an outgrowth of such direction if every dialect talent is perfected and performed independently.

however many instructors and related etymologists argue that dialect is an unified phenomenon under the full language approach (Richards and Theodore; Hughes and Woods).

Merits and Demerits of Skills-Based Approach.

Although the skill-based approach has numerous advantages, it also has certain disadvantages. Detachable aptitudes, according to proponents of the skill-based method, make dialect learning easier since students aren't confronted with dialect's rich variety of sounds and words. This method also claims to reduce the number of errors understudies make (Chamot, 14). This strategy is also easy to implement since it provides an organised layout that is simple to follow and assess educational materials across grade levels in an orderly manner.

However, this technique has the following drawbacks: There is a wide discrepancy between the methods used to teach the dialect and the methods used to communicate using it (Anderson, 14). It is difficult to teach dialect as a series of discrete skills since the human mind is incapable of storing bits and pieces of information for long periods of time (Adams, Treiman, and Pressley). Because what is taught to them is irrelevant to their needs and interests, students are discouraged from thinking about dialects in projects that focus on skills (Anderson, 14).

Furthermore, the teaching of dialect as a set of separate skills stifles the creativity of the student. The inactivity of a large portion of students results in the inter-development of independent learning abilities (Chamot, 14). When instructors begin teaching dialect as distinct abilities, both teachers and students lose the chance to engage in hands-on learning



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(Oxford, 13). Despite its flaws, the aptitudes-based approach is still the most widely used method in the world (Carroll and Swain). An important goal is to command higher professionals, such as sheets of training and educational programme facilitators, to carry out projects based on aptitudes (Chamot, 14). Instructors' aversion to innovative approaches is an additional factor.

Whole-Language Approach: Advantages and Disadvantages The entire language approach, like the abilities-based approach, has its advantages and disadvantages. The proponents of this strategy claim that this method is responsible for a wide range of positive outcomes. Understudies' existing knowledge may promote and encourage comprehension, which is one of the interesting features of this. According to Anderson, the complete dialect teacher transmits to each pupil a great respect for their prior understanding and a strong want to expand that kid's plenty of knowledge and experience, and in this method his or her ability to really grasp.

Every young person's existing knowledge and experience serves as the foundation for empowering and encouraging thinking. Another advantage of a holistic linguistic approach is the reduction of behaviour problems (Chamot; Chafe). To paraphrase Chamot: In entire language courses, there are generally few behaviour difficulties due to the fact that students are all the more effectively linked with adopting and because they are given the possibility to develop poise rather than merely succumb to teacher supervision. Learning

groups that are characterised by universal respect and trust, groups in which students have a variety of alternatives to choose from, and students accept responsibility for their own learning are formed by whole language educators. When this is the case, it is easier for students to concentrate and behave properly (Chamot, 14).

Additionally, the complete language strategy boosts students' self-esteem (Oxford; Richards and Theodore). In the words of Oxford, teachers focus on what their pupils can accomplish rather than what they can't while they're working with bilingual children in student-focused educational programmes. This method builds student confidence and also elevates the expectations of the instructor (Oxford,). The whole language method has an additional advantage since whole language instructors see their students as noble and treat them with reverence. Richards and Theodore support this positive stance.

Do not be defensive or apologetic while teaching whole dialects. They value children, treat them as pupils, and show them warmth and respect no matter how diverse they may be. As compared to thinking of children as empty pots that need to be filled, or as blobs of mud that need to be cut or even worse, as cunning little troublemakers who are always battling instructors, this is a huge improvement (Richards and Theodore). Finally, the strategy helps kids develop their creative thinking and fundamental consideration skills. Students in whole dialect classrooms are masterminds and practitioners, not merely uninvolved recipients of data, as stated by Oxford University Press. Instead of just acknowledging facts and ideas,



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they learn how to analyse and evaluate them in a way that is both basic and inventive (Oxford, 14).

Even while many dialect demonstrating experts (Richards and Rodgers; Hughes and Woods) have agreed that accuracy is an essential component in the development of relationship skills, critics of the entire dialect approach argue that this technique does not take this into account. Two of its advocates (Hughes and Woods, 2) argue that "it won't be anything but difficult to implement, and there will be protection against numerous practises predicted with complete dialect" as another argument against the whole dialect method (Hughes and Woods, 2). Another argument is that the dialect method as a whole undervalued the ability of foreign language students to choose and filter what they understand. Thus, L1 and Foreign Language pupils were not taken into account. Students with preschool dialect abilities are able to concentrate on the relevance and accept full responsibility for their own learning. As Boyle observed, most six-year-olds have completely developed their ability to communicate in a variety of languages. Modern control of their language structure, a vocabulary of roughly 5000 words, and a phonetic framework that can adequately convey their needs have all been attained by them (Boyle, 237). L1 pupils use their dialect outside of school in similar activities to those required by the whole dialect approach: In contrast, in the Foreign Language setting, children are enrolled in schools with no prior knowledge of the language. As a result, if the whole dialect method is implemented in this scenario from the beginning, there will be a lack of fit.

Pretending that Foreign Language students can learn all of their language skills at once is also absurd. The lack of instructional modules is a last objection to the overall dialect strategy.

Students do not learn dialects at the same rate, according to research. Students' abilities are raised even more as a result of these modifications. Learning is the process of translating new knowledge, understanding, and skills into action. There are three distinct learning environments, according to Cawley: the intellectual, the emotional and the psychomotor. Receiving both of these methods tailored to the pupils' specific needs allows them to study at their own pace. A person's unique way of absorbing a dialect is well-known for these tendencies. On the off chance that the learning is shown in methods that the person prefers and is capable of meeting the demands of the learners, it is more likely to be retained for a longer period of time (Cawley, et al., 13).

Conclusion

Because understanding and passing on significance is an essential part of dialect education and learning, a skill-based strategy emphasises aptitudes above meaning. Even though skills are essential for understanding and passing on significance, the complete dialect strategy accentuates importance to the detriment of aptitudes. Overwhelmingly unique is the dialectic reaction to the aptitudes-based approach.

We've recently seen a slew of new teaching approaches emerge. In order to keep the competition at bay, everyone is bringing in experts who routinely argue that their particular method is superior, to the exclusion



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of others. No one method is sufficient to meet the needs of all English-dialect pupils, despite the circumstances of these defenders. Contrary to popular belief, data gleaned from real-world application strongly suggests that a variety of methods with well-defined goals may be skilfully combined to form a system of education that is long-lasting, practical, and incredibly motivating.

Our educational possibilities are being harmed by the "either/or" mentality. When learning a new dialect, it is advisable to approach it as a combination of the two: an educated and sociable one. The consideration of syntaxes, shapes, and applications has its place. When both direct and backhanded teaching occurs in a classroom, it is more effective. Content and an instructor must be present for a learner-centered education to take place, making the concept of a child-focused vs an educator-focused one more palatable. Immediate and circular instruction must take place in classrooms that follow a logical order, with a clear sense of direction.

in advance of group work In order to effectively teach EFL students, a method that incorporates both phonetic and open abilities must be used. This is due to the fact that both dialects usage and dialect use are crucial.

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