

AFFILIATION

Svitlana Shandruk – Associate Professor, Department of English Philology,
Kirovohrad Volodymyr Vynnychenko State Pedagogical University
Area of Expertise: Comparative Pedagogy, Language Learning Approaches

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**MODERN TRENDS AND APPROACHES IN
ENGLISH LANGUAGE TEACHING**

Angelina SHISHKO, Yulia DZHAGARIAN (Kremenchug)

Nowadays, English is the common means of communication between the peoples of different nations. As a global language, its various areas have been largely investigated, especially that of EFL teaching and learning. It is evident that the ELT trends that were very popular in the past have vanished today and have been substituted by others. So, the aim of this article is to present recent and popular trends and approaches in ELT that have been used practically in recent years in the entire world and studied by such scientists as Adrian Underhill, Dave Graham, Hannah McCarthy, Jack Richards and others.

English Language Teaching (ELT) has tremendously changed over the last one decade. Language teaching in the twenty first century has undergone numerous changes and innovations. In the past ten years the crucial factors have combined to affect current perspectives on the teaching of English: (A) The decline of methods, (B) A growing emphasis on both bottom- up and top-down skills, (C) The creation of new knowledge about English and, (D) Integrated and contextualized teaching of multiple language skills [5].

1 Teaching with Technology

Computers and language teaching have been walked hand to hand for a long time and contributed as teaching tools in the classroom. But at the same time computers and technology are still a source of uncertainties and anxiety for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals and so on.

Teaching with the technology deals with the ICT in the language curriculum.

According to the authors ICT have basic features that make its use a valuable source for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms. Learning with technology as distinct from learning about technology has the capacity to transform learning environments in ways that are difficult for most educators to imagine. The

21st century teachers integrate technology into their classroom and build the confidence to learn how to use technology in meaningful ways.

To provide the proper educational process every classroom should have the following things: Word processor, digital camera, digital video, Internet, Web page, Email, Video conferencing, Presentation software, Computer games, Spreadsheets and database [6].

2 Networking and support groups

E-communication has made possible a huge range of networking possibilities, including special interest groups, support groups, discussion and chat rooms etc. One effect of this has been to give us access to the experiences of many others, and to enable us to locate and to create the 'local' knowledge that relates to our own needs. This in turn has enabled us to become a bit less dependent on knowledge generated by 'experts' in other contexts, and on the authority of 'the published book'. We are all able to participate in the generation of knowledge and knowledge itself becomes a process rather than finished product.

3 Learner centeredness and needs

Interest in learner centered approaches is high on many agendas. This includes attention to learner styles, self direction, self evaluation, multiple intelligences, affective factors in learning, etc. This agenda can be hijacked in a number of directions, for example by methodologies that espouse learner centeredness (LC) at one level, yet are highly directive at another; or materials that take a limiting view of LC, or so-called learner training that has been hierarchically determined. But the growing interest in learner centeredness indicates a new and emerging valuing of diversity and difference, which also links with the points which were made about networking.

Two key concepts of the learner centered classroom are first, placing more responsibility in the hands of the students to manage their own learning, and second, teachers taking roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge.

4 Reflective practice

This is about teachers questioning and exploring their own practice of teaching. It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things differently or better. Of particular interest are questions like 'Is there a discrepancy between what I say I do and what I actually do?' Action research might guide us to try to become more aware of our own beliefs and how they frame the way we teach and think about teaching. It brings an appreciation of the existence of this frame, and rigour about surfacing our unconscious slants, skews and biases if we want to make real changes to our practice. Ruddock, quoted in Psychology for Language Teachers says: Not to examine one's practice is irresponsible; to

regard teaching as an experiment and to monitor one's performance is a responsible professional act.

5 Portfolio development for teachers

This is linked to reflective practice. I refer to a portfolio as the teachers' own statement of their teaching beliefs and values, and a profile of themselves in action. It consists of the teachers' own selection of whatever represents the best parts of their practice, including activities, materials designed, feedback from learners and peers, problems and difficulties faced and worked through, observation notes, test results, videos and audio tapes, anecdotes and stories, own reflections, plans, diary notes and so on. And all these selections are linked by a commentary saying why these selections were made and what they show. Portfolios encourage teachers to make their own meaning, define their own success, and to view their work consciously and critically from multiple perspectives.

6 Criticism of published materials

However, some of the criticisms of course books and materials are opening up real areas for future development, for example, criticisms that focus on banal content in materials, seen as insulting to learner intelligence and as missing golden opportunities for content learning (for example teaching school subjects in or through English) or for values-laden teaching (e.g. developing global citizenship as a core content in global language learning). Other criticisms focus not so much on the course book, as on the grip of 'course book methodology'. But many teachers point out the great benefits they derive in developing their own knowledge, skills and confidence through using modern course books.

7 Corpora

Fantastic computer corpora, holding vast amounts of real language, coupled with computer software for sorting it and turning it into usable data, and lexicographic software that enables brand new dictionaries to be written in 3 or 4 years, have all played a part in the move away from somewhat subjective (or sometimes even imaginary) views of how words and grammatical forms are used, and from prescriptive views about how we should use them, towards a focus on 'real' language and a descriptive approach to how it is used. The move away from prescription of course fits with the questions about who owns English and who decides how it is to be used.

8 Frustration

There are a lot of teachers who are aware of these and other trends taking place today, and for some of them the main trend seems to be frustration that they are not in a situation where they can go with these trends. This may be due to constraints in the place where they work, and it may be due to other conditions such as lack of learner motivation, discipline problems, interest in

grades rather than learning and so on. So, these invitations to change may frustrate those who feel restrained from changing.

These trends mark a move away from simple, certain, controlled and established ways of doing things towards complex, uncertain, less controlled and emergent ways of doing things.

English being the language of international communications is widely spoken all over the world. It is the urgent need of the day for advanced studies and for running first class business at international level, so is the key to international success. With a view to keep pace with the enhancement of its status in our educational institutions, today we are resolute to embark on a strategic plan of mass education in English language as is the dire need of the age. While advancing towards its adequate acquirement, not only quantity but quality should be taken into considerable account, rather both the element should go hand in hand. To seek solution to our countless problems, we require outstanding and talented leaders in the sphere of English language Teaching to cope with the increasing challenge of quality in the Teaching of English for quality is the essence of every success and achievement. Quality is vital to acquire remarkable status in every walk of life. There are different approaches to achieve it [4].

Scientific Approach. Improved methods of Teaching English are urgently needed as it is the language of modern technology, science, art, politics, medicine, etc. A systematic and scientific approach is required for its adequate teaching. It causes a lot of confusion if taught haphazardly; really a hard task to accomplish. Unless the teacher adopts befittingly structured and cautiously designed methods, ultimate success is unthinkable. Concerted efforts are needed to charter a well planned program for the purpose.

Learning by doing. A lot of emphasis is laid on Teaching the action verbs by actually performing the actions. The concepts thus formed sink deep into the mind and one tends to become what one does. Activity provides vividness to experience. For instance, when the students have just returned from the zoo, they would describe their experiences most enthusiastically. Likewise, they would write interestingly about a picnic party or a boating trip, immediately after having a trip. This is how learning process is accomplished by 'doing'. It improves vocabulary in general and action words in particular.

Functional Approach. Before the Functional Approach was taken into fashion, reading and writing were initiated with the letters of alphabets which are abstract to the pupils and is devoid of interest at all. The modern trend opines to establish the functional approach in the Teaching of the both. It is necessitated to begin with the words of immediate interest to them and come from the range of their experience. They should also be provided with variety of exercises for the purpose to prepare them to read and write conveniently. The readiness tenure is considered to be a very significant one.

Audio- Visual Aids. Modern trend of Teaching English emphasizes a lot on the use of Audio-Visual aids to attract the interest of the students. These are considered to be an integral part of the Teaching of foreign language in the advanced countries. The exercise of pictures, films and lingua phone records infuses a new life in their bones. A teacher who is considerably dedicated to this work taps up all possible sources to procure the required material. He harnesses the potentialities and capabilities of the students for the purpose.

Oral Work. With a view to laying a concrete foundation in the Teaching of English, oral work is highly recognized as the vital skill. It is crystal clear that the language sense which is independent of all grammar can only be cultivated by forming good speech habits. No syntax knowledge can be of any avail in this regard. Reading and Writing are part and parcel of a language but speaking is the natural mode of expression. The traditional methods of Teaching language are now considered to be vague ones rather modern trend is very much inclined towards oral practice. [1]

Controlled Vocabulary. A considerable inclination towards conversational approach does not mean a haphazard presentation of new vocabulary and structures. An arrangement of oral work should be made that befits our conditions. The modern trend is in favour of Teaching scientifically selected and suitably graded structures and vocabulary. The words of high frequency should precede those words which occur less frequently in the course of speaking and reading. The teacher should not impart every thing whatsoever strikes his mind or comes his way. He should rather follow a carefully chartered program and well-trying methods and principles of selection and gradation.

Play-way-Method. The interest of the student is the main concern of the modern way of education. While learning through ‘Play-Way-Method’, he is less conscious of a sense of work, hence no feeling of tiresome, the better he learns. Play-Way-Method captures the attention of the pupil yielding remarkable results and feedback. Plays, dialogues, declamation contests, debates and competition of vocabulary tests stimulate the interest of the students in language learning.

Problem solving approach. The way the modern trend fascinates the pupils, is throwing out a problem challenging the pupils to solve it. It targets at creating in them the habits of reflection and thinking. For instance, the teacher offers a problem to the students of secondary class that the markets of Poznan have turned jam- packed for the wheeled traffic. They will obviously explore ways and means to seek remedy, describing the markets, suggesting alternative roads to divert the vehicular traffic, adequate parking system etc. Consequently, they will use vocabulary, sentence structures and grammar for the purpose describing their survey, comments and remedies without any

sense of boredom rather interestingly. Thus they are stimulated and motivated towards the learning process [2].

The future is always uncertain when anticipating methodological directions in second language teaching, although applied linguistic journals assume the carrying on and refinement of current trends within a communicative approach. They are linked to present concerns on education, and they reflect current trends of language curriculum development at the level of cognitive strategies, literature, grammar, phonetics or technological innovative methods. The Internet Age anticipates the development of teaching and learning in instructional settings by means of an on-line collaboration system, perhaps via on-line computer networks or other technological resources [3].

A critical question for language educators is about «what content» and "how much content" best supports language learning. The goal is to best match learner needs and interests and to promote optimal development of second language competence. The natural content for language educators is literature and language itself, and we are beginning to see a resurgence of interest in literature and in discourse and genre analysis, schema theory, pragmatics, and functional grammar propose an interest in functionally based approaches to language teaching.

Our primary global target when studying any kind of science or language is self-development; therefore methods described in this article seems to be optimal in view of maximal consideration and taking into account individual student's needs and abilities [7].

Precisely, the modern techniques and skills regard the student as the pivot round whose interests and benefits, all Teaching process should revolve. The professional skill and competency of the teacher lies in employing such tools as to capture his interest and attention in order to help remove much of the boredom that comes his way of learning English as a foreign language.

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ВІДОМОСТІ ПРО АВТОРІВ:

Анжеліна Шишко – кандидат педагогічних наук, доцент, завідувача кафедрою англійської філології та перекладу Кременчуцького інституту Дніпропетровського університету імені Альфреда Нобеля.

Наукові інтереси: формування педагогічної компетентності майбутнього викладача іноземної мови, методика викладання іноземних мов, перекладознавство.

Юлія Джагарян - старший викладач кафедри англійської філології та перекладу Кременчуцького інституту Дніпропетровського університету імені Альфреда Нобеля.

Наукові інтереси: інтерактивні методи навчання.