



## TEACHING ENGLISH: THE IMPACT OF GLOBALISATION

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Globalization study is replete with contradiction. Within the reach of globalization one frequently finds instances in which two contradictory assertions can be made about the same subject—both of which are true under closely related conditions, for example that globalization dynamics promote convergence and integration even as they also promote particularity and differentiation. Part of this phenomenon is accounted for by the very nature of the underlying and pervasive interdependence, which is the hallmark of globalization—because interdependence always cuts both ways. In instance after instance the very linkages and aggregations (of energy, technology, knowledge, labour, capital) that allow for the dramatic positive advances of globalization (in economic growth, production, trade, knowledge, new technologies, etc.) can also be equally responsible for simultaneous and often stunningly rapid onsets of negative outcomes that seemingly can catapult out of control—again, the global financial crisis is an excellent, but hardly the only, example. The dependence side of interdependence is often insubstantially valued in investment and policy equations, and often equally with dire consequences. one critical issue that emerges from all of these restructuring processes is the central role of knowledge, education and learning for the success of the Global Information Society (GIS) and global information economy.

Globalization impacts all aspects of society. Higher education may be one of the most affected by global trends, and economics and business contents seem particularly influenced by them. Otherwise, these fields, as social sciences, are framed by the culture of each region. The globalization of the economy and its concomitant demands on the workforce requires a different education that enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations. Globalization is not the only factor behind the changes that are affecting education, and likewise it is not the only factor that motivates the local interest groups that formulate policy. Nevertheless, globalization has posed challenges of a hitherto unknown nature to nation states, and much of the seemingly recent, never-ending change in education is a corollary of these challenges. The nature and complexity of the forces involved in globalization that any

discussion of its impact upon education raises fundamental issues and should be a matter of considerable debate among educationists, researchers, and policy makers.

### **The Methods, Approaches and Strategies for Teaching of English for twenty first century**

The various methods that can be used for teaching English language are as follows:

#### **Traditional Methods:**

Grammar-Translation, Direct and Bi-lingual/multilingual methods, Eclectic Methods of Teaching English Language (using various methodologies together as per the context)

#### **Modern Methods**

As per the new needs there are certain methods which can be used for enhancing learning relevant for the globalised world, such as:-

#### **Communicative Approach**

Communicative language teaching (CLT) emphasize on the process of communication rather than the mastery of language. Some time the term functional approach is use for communicative approach or communicative method. Communicative approach based on the concept of 'communicative competence' which originally introduced by H D Hymes. In is article on communicative competence published in, 'New origins in Linguistics' in 1971. The communicative approach emphasizes real meaningful communication rather than the activity, topic and situation which are artificial and remote from student's lives.

#### **Web based Learning**

Web based learning is one of the fastest developing areas. There are thousands of English web based classes that offer trainings for a variety of basic language skills such as Learning, Speaking, Reading and Writing and are made interactive in a variety of ways. Some of the common technologies a available for promotion of education are as follows: The students can correspond with native speakers of the target language using a email by creating a personal email account (g-mail, yahoo, hotmail, etc) which is free.

Integration of Digital Platforms into Teaching - When we discuss innovation, we often immediately think of the internet and what we can now do online. There are several digital online platforms for learning. Also, Cloud-based tools like Google Docs have also become indispensable.

#### **Interactive Approach to Learning**

Interactive approach of teaching English means to communicate with each other during interaction. It means giving the information and thoughts unknown to the receiver. "Interacting Approach is related to the actual use of language". So interactive teaching styles are- Brain Storming, Think pair and share, Buzz session, incident process, Question and Answer session. In Interactive approach some ideas are follow the leader, Total

Physical Response (TPR), One word, Opposite Arguments, Test Tournaments, YouTube Videos, Quizzes, Electronic Role Playing, Puzzle pieces.

### **Suggestopaedia**

Suggestopaedia is a teaching method developed by the Bulgarian psychotherapist Dr. Georgi Lozenov. Suggestopedia has been called a pseudoscience. It strongly depends on the trust that students develop towards method by simply believing that it works. The purpose of suggestopaedia was to enhance learning by tapping into the power of suggestion. Suggestopaedia is the system for liberation from the 'preliminary negative concept regarding the difficulties in the process of learning'. Suggestopaedia is pedagogic application of suggestion. It helps learners to overcome the feeling that they cannot be successful and remove their mental barriers to learning.

### **Encourage Collaboration and Communication**

Collaboration is a twenty-first century trend that shifts learning from teacher or lecture-centred settings to collaborative ones. With the development of new ICTs innovative forms of collaboration are also emerging. Collaborative learning – the intentional grouping and pairing of learners for the purpose of achieving a learning goal – has been widely researched. Collaborative learning is a broad term for a 'variety of educational approaches involving joint intellectual effort by learners, or learners and teachers together. In most collaborative learning situations, learners work in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product'.

Intentional design, co-labouring of group members and meaningful learning are three essential components of collaborative learning. The collaborative learning environment challenges learners to express and defend their positions, and generate their own ideas based on reflection. They discuss their ideas with peers, exchange different points of view, question others, seek clarification, and participate in higher-order thinking such as managing, organizing, critical analysis, problem resolution, and the creation of new learning and deeper understanding. What makes this approach particularly appealing is that all members of the group are responsible for teaching their peers and managing questions and clarifications. In other words, learners are responsible for each other's learning as well as their own.

### **Students steering their own learning/ Self-learning**

Over the last couple of decades, learning has gradually been moving from a teacher-centred top-down approach to a student-centred, bottom-up one. The trend has accelerated rapidly in recent years with the growing quantity and quality of information on the internet. In many respects, this has changed the teacher's role from that of knowledge-transmitter to consultant, guide, coach, and/or facilitator.

One example is the 'negotiated syllabus', previously the domain of the business English teacher, who would conduct a needs analysis before tailoring a course to suit the participants. But we've come to recognise that there is nothing general about the general English learner either, and increasingly, teachers involve students in decisions about what to do in the classroom.

### **Whole Language Approach**

The whole language strategies are introduced in this manual to help you connect the process of learning to read and write with local needs, interests and resources. Whole language is not a specific method. It is a philosophy of education that describes how we view language, literacy, teaching and learning. Its major assertion is that language is "whole." This means that if we take it apart to focus on letters, lists of words or grammar patterns, we lose the essence of what language is. Reading should not be taught as the isolated skill of connecting symbols and sounds. Learning to read must also be connected to life experience, meaningful activities and the learner's goals through discussion, speaking, listening, and writing.

Whole Language was chosen as the name of this reading approach because it is based on all aspects of language learning. Listening, speaking, thinking, remembering, reading, and writing – take place together in this approach. All of these aspects are interrelated and interactive with each other. People develop language skills by exchanging information with others about their own experiences and ideas. Reading and writing are social activities just like listening and speaking. If we work on all of these skills together, we can learn more effectively.

### **Language Games**

Psychologists believe that learning should be a pleasurable and rewarding experience. Children tend to learn more when they are tension-free. They can and do learn a lot of things through games. Language can also be learnt through a play-way method. Language games have both fun and excitement and serve the pedagogical purpose. It must be noted that language games would fail in their purpose if they are not planned in advance and used methodically and carefully. According to Peter Hubbard et al, "Games are often wrongly regarded as an end-of-term activity or something to fill in the last five minutes of a lesson. In fact, they can be used at all stages of practice from controlled to free". W.R. Lee discusses the importance of Language games in his book and states, "Language learning is many sided, which need not discourage us from seeing it crudely as a matter of four skills: those of successful listening, speaking, reading and writing". Language games can be divided into four kinds:

Listening games  
Speaking games  
Reading games

## Writing games

The English language is getting consolidated as a global language. It is indispensable for all the countries to teach and learn English. Otherwise, it is difficult to keep pace with the development in the world. In particular, it is very essential for a multilingual and developing country like India to learn this global language. Hence, to make the learning of English effective and successful a teacher should consider the following aims and objectives. They are to enable our students:

- listen and understand English when someone speaks it at a normal conversational speed
- use English for communication
- read English and understand the content
- write English for communication
- enjoy simple poems
- develop interest in library reading and listening

There are a number of sub-skills under these broad skills of listening, speaking, reading and writing, which have to be carefully cultivated in the process of teaching.

### **Specifications under listening**

- distinguish the characteristics of English sounds
- understand the tone of the speaker who may express feelings of politeness, fear, anger etc.

### **Specifications under speaking**

- produce the correct sounds and clusters of sounds
- use the correct stress patterns, pauses and intonation
- use the appropriate words and sentence patterns

### **Specifications Under Reading**

- read the passage silently and fast
- understand the central idea of the passage
- locate key words, key phrases and key sentences present in the passage
- guess the meaning of new words in context
- give a suitable title to the passage

### **Specifications under writing**

write grammatically correct sentences  
use appropriate words, phrases and sentence patterns  
follow a logical sequence  
organize writing in paragraphs  
avoid unnecessary repetition  
write with correct spelling and use marks of punctuation its unique features.

### **English can be taught through art, craft and drama.**

The creative arts can make learning English fun and interesting. Students of all ages enjoy making things and being active. Incorporating English into art, craft and drama activities can motivate students to express themselves in English. In these kinds of activity, you can practise and develop your own language skills along with students. The English textbook can be a resource for creative activities that can reinforce and extend language learning.

To use art and craft to stimulate English language learning.  
To use drama and role play to stimulate English language learning.  
To develop art, craft and drama activities from textbook lessons.

Globalization is both an opportunity and a threat. The issues are in context to : (i) the quality of the Indian universities when the cream of students and staff opts for Global choices; (ii) the choice that universities will make towards the poor who cannot afford the global choices; (iii) the standards of universities and the capacity to compete with the world market. Our universities will raise standards and employ all those business tricks to attract foreign students to our universities. (iv) the political complexities impinging on the higher education system and the possibilities under given circumstances; (v) the state of the art resource condition and its impact on the infrastructural, library and laboratory conditions; (vi) the computer facilities and Internet access etc

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