

## Changing Perception of English Teaching and Learning

Mr. Paul Gilmer. I  
Assistant Professor  
Department of Humanities  
Sona College of Technology, Salem  
Tamilnadu, India

Mrs. Abinaya Gilmer  
Guest Lecturer  
Department of English  
Government College of Arts and Science, Salem – 7  
Tamilnadu, India

Mrs. Lydia Glory Joysingh  
Lecturer  
Department of English  
Goodwill Christian College for Women, Bengaluru  
Karnataka, India

### Abstract

This research paper explores the changing perception of English teaching and learning in contemporary educational contexts. The study acknowledges the dynamic nature of language acquisition and examines the evolving perspectives, strategies, and approaches that have emerged in response to the diverse needs and expectations of English language learners. The paper investigates the factors influencing the transformation of English teaching and learning methodologies. The research delves into the societal, cultural, and technological shifts that have reshaped the landscape of English education. It explores the impact of globalization, multiculturalism, and the digital revolution on language learning environments. Moreover, the paper addresses the influence of sociolinguistic aspects, such as World Englishes and intercultural communication, on pedagogical practices.

The study highlights key paradigms that have gained prominence in the field of English teaching and learning. These include communicative language teaching, task-based learning, learner autonomy, and the integration of technology in language classrooms. The paper critically evaluates the effectiveness and implications of these approaches, emphasizing their potential to foster learner engagement, motivation, and language proficiency. Furthermore, the research examines the role of teachers in adapting to the changing perceptions and demands of English education. It explores the evolving teacher-student dynamics, the importance of professional development, and the challenges faced by educators in implementing innovative teaching practices. The paper also investigates the evolving assessment methods that align with the changing goals of English language education.

In conclusion, this research paper sheds light on the transformative journey of English teaching and learning. It emphasizes the need for a holistic and flexible approach that accommodates the diverse needs and expectations of English language learners. The findings of this study provide valuable insights for educators, policymakers, and researchers, enabling them to understand and adapt to the evolving landscape of English education in a rapidly changing world.

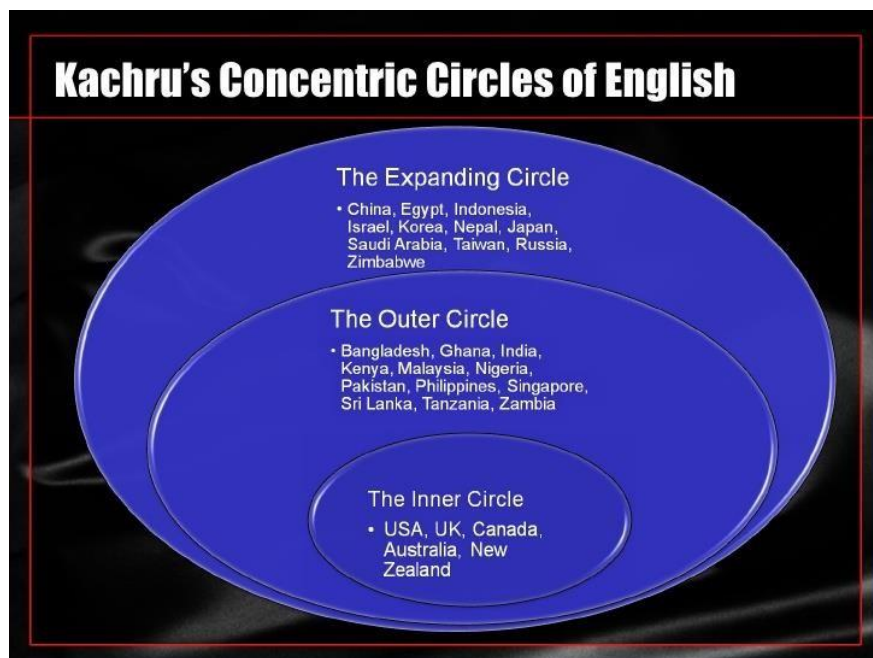
**Keywords:** perception, language teaching, communication, speaking

English is the most spoken language in this twenty first century. There are many factors that have contributed to it. The most being the British colonialism starting in the early 1600's until the twentieth century. The other factors are the economic and political influence of United States of America,

globalization, the accessibility of internet and technology and media. These have contributed to English being the most spoken language and a bridge between different ethnicities, cultures and backgrounds.

English language teaching has been an area of potential challenge and it has only become more complex in the twenty first century. With the spread of English language across the world globalization, Information and technology as well as communication grabbing the highlights in the path of progress, the language projected to be the medium of communication is bestowed great importance. The extent English language has affected this globe can be seen in Braj B. Kachru's, 'The Indianization of English' where he points out through the image of Three Concentric Circles of Englishes. As per the use of English the countries are classified under three circles. They are

1. Inner Circle (USA, UK, Canada, Australia, New Zealand)
2. Outer circle (India, Nigeria, Singapore, Kenya, Pakistan, Sri Lanka, Zambia, etc.) and the
3. Expanding circle (China, Egypt, Japan, Nepal, South Africa, South America etc.)



So the effect this language that originated from the British Isles has had is clear for us all to see and its impact would only keep getting stronger and stronger.

India is all the more important, classified under the outer circle, when talking about English teaching and learning. The English language teaching situation in India too has been a testament to the transition that English language has gone through in the past few decades. The focus of this paper is on the changing perceptions in English teaching and learning in general and specifically in India too. The teaching of English in India began as one of the components of the three language formula in the post-independent Indian education system. The primary and the secondary education system consider English as a second language. The medium of higher education is pre-dominantly English and it is set in the multi-lingual and pluri-cultural context of India compounding the challenges. The status of English is that of a second language in India, making it the most used language across the nation, bridging the multi-lingual states. But the English learning scenario and the average competence of a learner at the under graduate level is extremely diverse and different.

When the trajectory of English language education in India is traced one discovers the multiplicity involved in it. It is also evident with conflicting factors of policy and pedagogy, plethora of methods, multi-lingual backgrounds, different approaches and methods as well as divergent teaching materials, ELT situation in India is a complex one. The teaching of English at the under graduate and post graduate level focuses on literature in most of the colleges and universities. In recent years there

appears to be a paradigm shift from literature to language learning owing to status of English as an 'International' language and the need of 'awakened' learner. Although nationality and cultural identity issues resist the growth of English in India for socio-cultural and political reasons, its role as an International language is more than accepted and celebrated too. The growing importance of English for International communication and its status as an additional language within the country getting strengthened in the age of ICT have created an unprecedented demand for English language learning.

To further understand the phenomenon, the use of English language for the purposes of education, commerce, science, technology, social dialogues and more than ever in the field of Information Technology has only magnified the picture. As English has to be considered as an 'International' and 'Intercultural' language, the dynamics of teaching it also undergoes a change. The change in terms of the model of English to be taught, the study material to be designed, the method adopted for teaching – every aspect for that matter deserves serious consideration.

### **Technology in ELT**

As it is used in communication, internet communication tools began to be used in education especially in English language learning.

The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language. In every step of our lives the significance of technology is seen and enjoyed in these days. Communication was never so easy. The barrier of location for people in different parts of the world has been reduced by some of the latest technologies such as the web, internet, mobile devices such as Personal Digital Assistant (PDA's), iphone etc. Web based technologies and powerful internet connections provide various new possibilities for the development of educational technology. English is the only valid language that can be understood by everyone all around the world. So, it can be said that English has become as an ideal language for expression of feelings and for using the technology. Students learn faster and easier than before because of the use of technology in educational institutions.

The English curriculum develops the students' ability to communicate. Learning English through the web and changing perspectives of teaching and learning English make students willing to learn the language. It is quite clear that English has become a necessity today. We need it in different fields of life. English has become easier to learn more than ever before with the availability of many sources to help people learn very easily and joyfully. Web based learning is one of the fastest growing areas.

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and teacher to revisit problematic content time after time until it is fully understood and assimilated.

Delving deeper into the impact and role of technology in English Language teaching the research papers list the following factors.

1. Access to Learning Resources: Technology provides students with easy access to a wealth of learning resources such as online dictionaries, grammar guides, interactive exercises, e-books, audiovisual materials, and language learning apps. This enables learners to explore English language content independently, at their own pace, and from various authentic sources.
2. Authentic Language Use: Technology enables learners to engage with authentic English language use through multimedia resources, including videos, podcasts, news articles, and social media platforms. These resources expose learners to different accents, registers, and cultural contexts, promoting a more realistic language learning experience.

3. **Interactive Language Practice:** Technology facilitates interactive language practice through a wide range of tools and applications. Language learning platforms and mobile apps offer interactive exercises, quizzes, and games that provide immediate feedback, adaptive learning pathways, and personalized practice opportunities, making the learning process engaging and motivating.
4. **Communication and Collaboration:** Technology enables learners to connect and communicate with English speakers around the world through video conferencing, social media, discussion forums, and online language exchange platforms. This promotes authentic language use, cultural exchange, and collaborative learning experiences, fostering the development of communicative competence.
5. **Digital Assessment and Feedback:** Technology offers various tools and platforms for assessing and providing feedback on language skills. Online tests, automated grading systems, and speech recognition software can assist in evaluating learners' progress and offering personalized feedback, thereby facilitating self-assessment and learner autonomy.
6. **Blended Learning and Flipped Classrooms:** Technology supports the implementation of blended learning approaches, combining traditional classroom instruction with online activities. It allows teachers to provide pre-recorded lectures, multimedia materials, and online assignments, freeing up classroom time for interactive and communicative activities. This approach promotes learner-centered instruction and maximizes the benefits of both face-to-face and online learning.
7. **Professional Development for Teachers:** Technology provides teachers with opportunities for professional development and networking. Online communities, webinars, virtual conferences, and educational platforms offer access to a wide range of resources, lesson plans, teaching ideas, and collaboration with peers, enabling continuous growth and improvement in teaching practice.

### **Changing perception of Second language learning**

Foreign language skill is an integral component of highly qualified professionals as the global economic process make them participate in cross-border business communication. English for specific purposes is defined as a complex of linguistic means used by specialists of a certain field of knowledge with the aim of higher education. The process of teaching a foreign language is supposed to be based on effective study strategies and established on the basis of sustainable development with a high quality result as a final outcome. High quality teaching is to train students to become effective and confident language users, to get involved into problem-solving easily and independently to become cooperative and excellent workers and integrative thinkers. The forms of interaction vary but all of them create atmosphere for productive foreign language communication.

A few other changes of perception in second language learning that have occurred over the past years or could occur in the coming years are viewing it as an essential skill than an optimal skill, approaching from the communicative part of it than from a grammatical approach, class room centric approach to real-world application approach, monolingualism to multilingualism and from cultural knowledge to intercultural competence. These changes in perception can completely redefine the narrative of second language learning as we know it.

### **Conclusion**

The future of ELT is seriously linked with the use of English as a global language and other languages in any country across the world. There has to be a connection between the role and function of English in society, needs of the specific learners, the language policies and implementation of the modified norms in language teaching. The above mentioned aspects contribute to change in perception of English Teaching and learning, especially in India. This paper has brought out in detail the various aspects that lead to changes in the perception of English teaching and learning.

Firstly, the integration of technology in ELT has brought about a paradigm shift in the way English is taught and learned. The advent of digital tools, online platforms, and mobile applications has opened up new avenues for language learners, offering opportunities for interactive and immersive learning experiences. These technological advancements have enabled learners to access authentic language resources, engage in real-time communication with native speakers, and receive personalized feedback, thereby enhancing their language proficiency and confidence.

Furthermore, technology has facilitated learner autonomy and self-directed learning, empowering individuals to take ownership of their language learning journey. Online resources, such as language learning apps and websites, provide learners with flexible and personalized learning experiences, catering to their individual needs, interests, and learning styles. As a result, the perception of English learning has shifted from a classroom-centered approach to a more dynamic and learner-centered process. Moreover, the changing perception of second language learning has been influenced by various factors, including globalization, multiculturalism, and the recognition of the economic and social benefits of multilingualism. In today's interconnected world, proficiency in English and other second languages has become increasingly valued and sought after. Consequently, the perception of second language learning has transformed from being a mere academic pursuit to an essential skill for international communication, career advancement, and cultural understanding.

Additionally, the evolving perception of second language learning acknowledges the importance of embracing linguistic and cultural diversity. Instead of viewing language learning as a means to replace one's native language or culture, there is now an appreciation for the enrichment that comes from learning and engaging with multiple languages and cultures. This shift in perception fosters a more inclusive and tolerant society, promoting intercultural communication and empathy.

In conclusion, this research paper has shed light on the changing perception of English learning and teaching, highlighting the pivotal role of technology in ELT and the evolving attitudes towards second language acquisition. The integration of technology in ELT has revolutionized traditional teaching methods, empowering learners and providing them with personalized and immersive language learning experiences. Simultaneously, the changing perception of second language learning recognizes the significance of multilingualism, intercultural communication, and the diverse benefits it brings to individuals and society as a whole. As the field of English learning and teaching continues to evolve, embracing technology and adopting a positive perception of second language acquisition will be crucial in meeting the linguistic demands of our globalized world.

#### References:

1. Braj B. Kachru 1983 *The Indianization of English* Oxford University Press
2. Shuell, T. J. (1990). *Teaching and Learning As A Problem Solving*. *Theory into Practice*, 29(2).
3. Ballew, T.D. (2017), *Teacher Perceptions of a Technology-Based Google Classroom*, Carson-Newman University, Carson.
4. Conrad, R. and Donaldson, J. (2004), *Engaging the Online Learner*, Wiley and Sons, San Francisco.