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Save the Indigenous Teaching and Learning: ELT

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Abstract

This paper explores not only the care of the indigenous in nativity of teaching of English Language and also advising the methods for language learners and language teachers, the methods where all learners do have some access for cognitive knowledge of intellectual development in language. The learners according to GT method to use their cognitive faculty to memorize grammatical rules, vocabulary lists, translation and reading comprehension and many more. This paper doesn't explain all the rules but principal characteristics of GT method, it suggests GT method importance. It unravels the focus learning through cognitive system which is a real thinking as native speakers do. The word *indigenous* here meant *the*

nativity of EL, the teaching of educated native speakers of ELT which second language teachers cannot faithfully do the same but there are absolute qualities can be gained from native speakers learning. There are hundreds and thousands of software technologies that teach English Language. Information and communication technologies (ICT) refer to technologies that provide easy access to information through telecommunications. This includes the internet, wireless networks, cell phones, and other communication mediums. Learning EL through ICT is a half-backed knowledge. All developed countries they setup and use digital learning. Here thanks to technology but if the curriculum is not designed with the standard approaches and the methods of ELT, surely a wrong learning enter! Even it leads to kill the language standards due to unnecessary globalized jargon. Globalization is one of the many terms virtually quotidian in present times discourse.

Keywords: Technology, ELT, Linguistics, Language care, Cognitive System, ELT websites, Edutainment loss, PTA, Effective Learning and Effective teaching

The languages of the dying suns are themselves dying,
But even the word for this has been forgotten!
The mouth against skin, vivid and fading,
Can no longer speak both cherishing and farewell
It is now only a mouth, only skin, there is no more longing

Margaret Atwood

The impact of globalization, we can't avoid. It is inevitability amicable into our lives for part of social change and modernization. The ground reality is due to vacuous imperialism that is connected to dialectical issues that keep people unlearned the nativity of EL. What is the need to teach nativity methods in EL teaching? Another important question comes here, why a learner does need more than oral proficiency? English Language is not like other languages by having limited dialects. It has hundreds and thousands of dialects! The keen observation is that oral proficiency is always a limited learning. In fact oral proficiency is acquired through cognitive thoughts of the language then only reaching the status of nativity accent. And also to address international issues at international platforms, one must through more than oral proficiency. There are most valuable aspects that are associated in learning any language. These are all major issues that made attention to language experts and intellectuals to protect *the nativity* of indigenously of EL across the world. The ability to use a language requires profound knowledge that most speakers don't know. The circumstances can lead, Perhaps language dies! Without the guidance of a good EL teacher, the self-learning is always an external temporary knowledge. Notwithstanding the plenty of sources of ICT by the set up of text book appears in class room, web resources, and URL-links, electronic class journals, virtual conferences and international projects, digital class rooms yet Parent Teacher Association continues its efforts, PTA meetings will continue forever. Yes the black board or white board and marker pens or chalk pieces without which there should not be an effective teaching or effective learning process. Here teacher remains the continuous factory of

knowledge-giver by learning from the emerging trends in ELT. Learning and teaching English is of emergent importance. ELT takes major changes as well as huge damage to its quality and supreme power. More software technologies are useful by quick referring but resulting unsecure to what we learnt! It remains ambiguity teaching and unlearnable trends of crucial factors. The ELT trends have undergone changes and many innovations. To discuss major trends which should be designed based on approaches and methods in language teaching. Otherwise we head to wrong learning and wrong teaching. Unless English teacher understand the approaches and methods, there can't be the achievements of proper learning of EL. Present scenario it has been noticed wrong trends in ELT that harm English Language. Therefore, the great need to discuss the core learning of EL which shall protect English Language from *the meaningless and injury of Globalized communications*. As EL is spoken by majority of people across the world, the meaning of contextual matters the EL to sharp the views and success the communication which is most valuable without which there is no intellectuality and there is no successful dialogues among the countries. The perspectives take changes to teaching EL and Learning EL. To learn and to teach are key points here. To teach and to learn, both should be through cognitive approaches other name it is called 'the native learning'. The nativity English learning is possible throughout the world by the study of the nature of the language through standard books which won't be available in online internet. Learning brings dramatic change in the availabilities of internet websites for EL learning. Over 50 years of EL learning and EL teaching take major changes in all respects. EL learners are happy to accessible for self-learning but carrying "bad learning without proper guidance of nativity EL. The phrase *Bad Learning* is here the excessive of edutainment material which are not suggested by EL experts, the wrong learning on websites even distrust of learning curriculum in text books despite the fact that once get into wrong way of using EL, there must be the nightmare throughout the lives of second language speakers, Accordingly the misconceptions taken place in any of the communications. Now the society is a acronyms society of more ridiculous, Lot of confuse, so much unclarity, lack of discipline and no control of wrong usage of EL are the major issues that challenging to EL experts and EL linguists. Next comes the goals of EL teaching. The primary goal is that the *creativity skills* of using EL by focusing solely as native EL speakers. Instead the situations spoken and situational learning, situational teaching is noticed as the huge damage to the learners and teachers. Dr. Yilin Sun, Ph.D, is a tenured professor at Seattle Colleges (USA), and served as director of the English Language center at the university of Macau. She says:

More and more educators realize that we can't claim success in teaching, no matter how fluent our students become, if they are ignorant of world issues, have no social conscience, or use their communication skills for international crime, corruption, or environmental destruction (Cates, 1997; Brown, 1994).

With this growing awareness of the importance of producing responsible citizens for society, teachers now well recognize that the teaching of English is not simply a project to prepare students to imitate native English speakers as language learners but that all it should produce

fully competent language users, critical thinkers, and constructive social change agents, as Crystal (2004) and Cook (2005) (Page 1. TESOL, 2014)

However EL teacher is tuned for running after the major trends in ELT, It should be a profound responsible for investigational study and research to trace out the basic approaches whether followed in curriculum or not, to check and to aim teaching for the unravel of contextual communication by discussion of world issues. This is really a major task to a dedicated EL teacher. Fortunately international language is in our control as far as the huge popularity of it and

Should remain an excellent clarity to all communications in globalization. The major changes of content, curriculum design and assessment we can't ignore. Neither cover all approaches nor emphasis the depth of a foreign language teaching and learning. In the abstract of this paper which I have mentioned about GT. One of the celebrated and forevermore the method is "Grammar translation Method". The principal characteristics of the Grammar Translation Method were these:

The goal of a foreign language study is to learn in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study, Grammar Translation is a way of studying a language that approaches the language first through the detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. (5)

Rejecting Grammar Translation Method, it is true that some of the modern languages begin to enter the oral proficiency based curriculum of European schools in the eighteenth century, they teach using the basic procedures that are used for teaching Latin. As the matter of the fact, Latin is said to develop intellectual abilities. It neither means to learn the Latin but to focusing the importance of the methods of any language. This is the way we understand the high priorities of English Language approaches and methods. Any language course curriculum, content, design it should be designed carefully by implementing the theories of the language and ELT no exception here. There are number of points which teachers can usefully bear in mind. Without linguistic proficiency no teacher and no learner can be reached to the status of international platforms to debate, argue, discuss, and present the burning issues across the world. EL Teacher should know the division of sounds, words and sentences, with the fundamental concepts. The major perspective we adopt regards a language as a cognitive system which is part of any normal human being's mental or psychological structure. An alternative to which we shall also give some attention emphasises the social nature of language, for instance studying the relationships between social structure and different dialects or varieties of a language, a British Linguist and his contemporaries suggesting wonderful study to all the teachers of EL. They say; the cognitive view has been greatly influenced over the past four decades by the ideas of the American linguist and political commentator. Noam Chomsky the central proposal which guides Chomsky's

approach to the study of language is that when we assert that Tom is a speaker of English, we are ascribing to Tom a certain mental structure. This structure is somehow represented in Tom's brain is in a certain state, so we are also implicitly saying that Tom's brain is in a certain state. If Clarie is also a speaker of English, it is reasonable to suppose that Clarie's linguistic cognitive system is similar to Tom's. By contrast, Jacques, a speaker of French, has a cognitive system which is *different* in important respects to those of Tom and Clarie, different again to that of Guo, a speaker of Chinese. This proposal raises four fundamental research questions:

- 1) What is the nature of the cognitive system which we identify with knowing a language
- 2) How do we acquire such system?
- 3) How is the system used in our production and comprehension of speech?
- 4) How is the system represented in the brain?

Knowing trends in ELT never mean the success of an EL teacher. The more we keep studying the EL, more we come to the natural way of teaching and implementing present trends. The trends may be through internet teaching, mobile support or you tube or the different reading kits and exercises. Whatever it may be, we neither escape from the fundamentals of language profound cognitive experiences. Otherwise we make the generation with useless knowledge that will put them dumb struck in using the EL. EL teacher should move with the new methods of teaching and at the same time we should implement the right way of the methods without damaging the context and meaning usage. The aggressive wrong usage had have been damaging EL over decades. Special care should be taken. How can we forget the incredible contributions of the lexicographer H.W. Fowler and great commentator on the usage of the English Language. And also another renowned man David Crystal, is one of the world's foremost authorities on language. He is the author of many quality standard books. From his awesome book named *Language Death*, he speaks most valuable words:

Humanity gains so much from each fresh expression of itself in a language: The world is a mosaic of visions. With each language that disappears, a piece of that mosaic is lost. The best way for an educated person to feel the power of this argument, I always think, is to ask what would be missed if—through an imaginary catastrophic language disappearance—we had never had X (Where X is any well-known language). What splendors of literature, in particular, would we have never experienced if some event had prematurely ended the development of French, or Spanish, or Russian? What if Norman French had succeeded in displacing Old English after 1066? No Chaucer, Shakespeare, words worth, Keats, Dickens now. (45)

Actually I can't end this paper of emerging trends in English Language Teaching despite the fact to discuss many areas as it is connected to different views and so many perspectives. It is a vast area that English Literature without which there is no scope to learn the achievements of educated native speaker cognitive system. If we avoid the curriculum design of original tongues of foreign speakers, definitely our ELT efforts become chaos. There is much

information to bring to your notice being a teacher of English Language and also a learner but I can't fulfill here. Hence, I wish you to refer the basic principles of cognitive system of ELT.

By and Large, I can leave you the incredible hidden expressions of EL from teaching and learning ways of LSRW to both EL teacher and EL Learner. Remembering the profound words by the Linguistic Society of America in 1994 goes a step beyond analogy:

The loss to human kind of genetic diversity in the linguistic world is... arguably greater than even the loss of genetic diversity in the biological world, given that the structure of human language represents a considerable testimony to human intellectual achievement. (34)

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