



Pedagogy For Effective English Language Teaching: A Conceptual Perspective

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Abstract

'Pedagogy of English language is an undertaking to foster comprehension of the nature of the English language and the significance of educating of English language among people across the globe. This will empower the educators to fathom the content and practices of the teaching of the English language and basically reflect their information, practices, and skills in their English language teaching process in order to make the learning powerful and effective. English is viewed as a global connection language. It is extremely famous and is broadly utilized by many people across the globe. English is accessible to everyone as a verifiable legacy of the British Empire along with each native language. So, proper and right utilization of the English language is required to foster ourselves socially, logically, and innovatively so that each individual can run with the changing world and face global competition. This research focuses on the idea of pedagogy and inspects what does this term implies. Furthermore, this research investigates the information and qualities needed by the instructors to educate the English language adequately. Additionally, the review addresses the status of the English language with respect to the global context.

Keywords: English Language, pedagogy, effective education and earning.

Introduction:

Pedagogy, Learning, and changes are the new mottos of this 21st century for researchers or teaching professors. Somehow these terms are either theoretically or practically inter-related. According to Oxford English Dictionary, "Pedagogy" can be classified as a "Science of educating". Alexander (2000) states that pedagogy includes the performance of the teaching performed by the professionals along with the contents, convictions, strategies, debates & controversies that shape the entire teaching process.

The new pedagogy changes in the education sector have been propelled through globalization and its informative economic forces. So, in order to face globalization and involve with the economic forces, communication is required in the global language and according to Rosen (2010), English is considered as the global language. So, this paper focuses on the pedagogy teaching technique for effective English language for those who can't able to communicate in the English language. TESOL International Association has presented some very effective procedures of learning English. Figure 1 presents the same:



Figure 1 Cornerstones of Effective English Language Teaching

Source: TESOL International Association

Rosen (2010) argues that English is the language that has grown to a global level but not every individual in this world has a magnificent attitude towards the English language because of this stated reality this might bring about the relinquishment of the local language. However, Chen and Dahlman (2005) explain that the importance and need of the English language can't be ignored because English is one of the very vital tools for communication which will lead any individual to face globalization, global competition, and gain information & abilities specialism through technologies. Thus, this proves that the interest of educational institutes in teaching the English language isn't lost, as the English language has the ability to develop educational status to face international communication and competition as well as to improve nation-building activities.

The worldwide spread of the English language has attracted the attention of every teaching professional across the globe. So, in this period of educational changes and pedagogy teaching techniques helped every educational institute and education minister to consider the education of the English language as one of the most vital educational programs.

According to Kyriacou (1991), Knowledge, Decision-making, and action should be considered as vital elements by the teaching professionals for effective teaching of the English language. Whereas, Crystal (2010) observes that theories, practical activities, and resources should be considered as the best equipment to teach English to those who can't able to speak English in this changing world. Thus, all these elements play an equal and important role in the teaching process because the choices that instructors make influence the moves they make and this leads to influence the way by which kids learn.

Wray et al (2002) describe the following key features of successful and effective teachers of English- (1) make the clear purpose of teaching the English language effectively and how this will be valuable to the nation. (2) base and focus of the teaching should be around shared content. (3) teach aspects of composing and perusing in a systematic manner. (4) have strong methods of theories or reasoning with regards to instructing literacy. (5) well-developed framework to trace the growth. (6) have a piece of the proper and right information about literacy. (7) always undergo in-service training to update the skills.

Thus, for effective teaching of the English language, the educator should always ponder their training and should understand what and why they do? Additionally, the vital component of pedagogy is information, and this incorporates information on the educational plan, of pupils, elements that influence educating process and learning, how to execute the educational plan, and one's own teaching abilities. This information will create a way for educators to plan their teaching and also effectively organize the classroom for learners, which will help to influence the way by which their students learn, and also help to recognize their abilities.

Literature Review:

Fox (2005) utilizes the term 'pedagogical substances' information to address 'topic-related information which used to describe within classroom task, exercises and clarifications'

Shulman (1987) states that the pedagogy method alludes to the educator's topic-related information, the collection of strategies and exercises that the instructor utilizes in their teaching plan along with the speculations, convictions, standards, qualities, and thoughts which are also their source. Furthermore, the author likewise "addresses" the "mixing of content and teaching method into a comprehension of how specific issues are coordinated, addressed, "and adjusted to the different interests and capacities of students, and introduced for guidance."

Andrews (2001) examines an educator who is well-grounded in content information however, she needs the capacity to introduce the differentiation in a manner that is conceivable to her students, and for example, she needs academic information and capacity. The author likewise refers to a model of both satisfactory substance educator information just as instructive information and capacity corresponding to teaching the inactive.

Pasternak and Bailey (2004) explain the distinction between content information and pedagogy information and capacity has additionally, been outlined as far as the qualification between decisive (information about something) and procedural information (the capacity to get things done). Furthermore, the author also describes educators' involvement in basic 3 region- 1. Knowing about and how to utilize the objective language. 2. Knowing about and how to instruct in a socially fitting manner. 3. Knowing about and how to act suitably in the objective language.

Freeman et al (2002) observe that the capacity to teach English through English as the process requires thought of various related issues. Likewise, in the language educating process, language is both the substance of educating as well as the mode by which it is instructed or communicated. But dissimilar to arithmetic or other school subjects, in language study halls, the mode turns into the message. So, according to the author, it is assumed that language in the classroom plays two vital roles as the illustration content or topic and as the method for instructing or communication. Furthermore, the author stated that 3 interrelated components are engaged with the information for-educating, i.e., content/ topic information, pedagogical information, and capacity & abilities to communicate the instructions. The distinction between these 3 components of the knowledge that an educator has will give a valuable logical structure to assist with understanding the idea of showing English through English.

Newmeyer (1983) states that communicating in English is an element of language, and as indicated by some conceivable yet contrived scale, the main element for facing globalization. However, communicating in English doesn't give off an impression of being the one and only element of language. Language is utilized for thought, for critical thinking, for play, for dreaming, for presentations of fortitude, for trickiness, for a specific particular artistic mode. For example, to address discourse, and potentially to satisfy an instinctual need for emblematic conduct.

Vandrick (1994) promotes feminist pedagogy in the educating language process. Furthermore, the author also focused on components of the feminist process in order to portray the feminist study hall participation activities which guaranteed that female learners are provided equal time and learning and direct male learners to achieve the objectives. A feminist language educational plan implies that the instructors ensure that the study hall contains an unbiased environment, no stereotype thoughts, and consider women-related topics/ issues at the focal point of the content.

Fairclough (2001) says that no critical advances have been made as far as basic familiarity with the language, which supports changing the ELT pedagogy method to catch up on the students' metalinguistic capacity.

Brown (2004) recommends that the destinations of an educational program in an optimal scholastic English program ought to go beyond etymological variables and to foster the craftsmanship of decisive reasoning. Furthermore, the author also stated that methodology for teaching the English Language requires pushing the learners further up through continuous educational planning.

Thadphoothon (2002) states that decisive speculation matters in English language learning, furthermore the author also confirmed that English is viewed as a global language so; there is an incredible requirement for people and students to be good in their learning sessions and utilizing of the English language.

Paul et al (1993) say that just 9 per cent of the educators of kindergarten to 12 years acquire decisive reasoning for their education and learning plan.

Patry (1996) states that decisive reasoning isn't upheld and instructed in the study hall. The principle explanations behind this deficiency are: (a) the educators are not trained on decisive thinking (b) there are fewer standard course books accessible on decisive reasoning, and (c) the instructors have no time, also other educational assets to coordinate decisive thinking into their day-by-day guidance. Furthermore, the author stated that these shortcoming matters a lot because decisive reasoning is exceptionally associated with teaching and learning' accomplishments. The students might become capable in the English language assuming they are persuaded and encouraged how to show decisive thinking in English language use, which ensures that the students should be intelligent in their creation of thoughts, and they may fundamentally uphold them with consistent subtleties and models. For this, the instructors need to update their pedagogical method and have flexible behaviour towards the current arrangement of language teaching plan to take advantage of the metalinguistic capacities of the students.

Rafi (2009) says that the exploration additionally suggested the guidelines for English Language Teaching professionals to introduce and promote decisive thinking methods in language learning. Furthermore, the survey was conducted by the author, and qualitative & quantitative data was collected by 53 English language teaching professionals and 34 students of civil superior services. The outcomes of the examination indicated that introducing and utilizing decisive thinking techniques in the process of teaching and learning English Essay Writing promotes thinking abilities among the learners for each subject. Moreover, the result suggests replacing the old pedagogy method with critical thinking pedagogy in language teaching educational plans.

Benson (2011) underlines the requirement for specific consideration in ELT classes on the students who maintain negative mentalities towards English. He says that it is critical to provide a positive environment in English classes to maintain students' perspectives.

According to Gray (2002), the situation of English as a worldwide language is undisputed, and the effect of globalization on English teaching plans or processes is inescapable in ELT activities in various areas across the globe. The expanding number of transnational organizations, the ascent of world associations with worldwide organizations, and the impact of the Internet are fundamentally answerable for the conjunction of globalization and English.

Hasman (2000) observes that English language has become a vital variable in the improvement of the countries worldwide and there is room for making use of information communication technology revolution has uplifted the status of language as the fundamental medium.

Nunan et al (1987) argue that the Omani educators entering the ELT power would impressively affect the framework and show greater obligation to their instructing than their expatriate partners. In any case, they additionally focused on that in-service preparation or turning into professionals, which would help Omani instructors to pursue their specialization, which will help them to reflect their knowledge in all parts of their

work across the globe. In-service preparation is one sort of expert motivation that the Ministry of Education has imposed in its educational plan. Furthermore, the author also stated that another expert motivation is remunerating the more professional instructors with providing valuable opportunities for postgraduate investigations in TESOL and Applied Linguistics.

Conclusion:

Man has properly been classified as 'a talking creature'. Man is gifted with the nature to speak, which separates them from other living creatures. Language comprises letters, words, idioms, and linguistic structures. Through language people think, feel, and express their judgments, knowledge, information, etc. While creating and producing this speech man will articulate a few sounds. These sounds are conventionalized and perceived as normal use and give the social part of a language. So, language is communicated as language and life are interrelated. Language not only connects people within the nation but also connects countries with each other. Thus, learning and teaching of English language have become one of the most demanded and focal points of educational plan across the globe as the English language is considered as a global language. English learners need to have the ability of 4 types of language skills i.e., able to write, read, communicate, listen in order to be effective and independent communicators which will also help the learners to face the global challenges as well. Furthermore, this review encourages effective English language teaching and learning among people. The examination also indirectly impacts testing and assessment techniques. Moreover, the review not only motivates teaching professionals for utilization of pedagogy for effective English language teaching but also encourages them to mix decisive thinking in the transmission of information and content, additionally, it will also help educators to frame standardized tests which have the quality to measure the metalinguistics capacity over all language abilities.

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