



GLOBAL TECHNIQUES TO TEACH GLOBAL LANGUAGE

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Abstract: *The centric aim of this paper is to introduce the reader a wide variety of methods to help and apt to teacher ability and the cultural level of education .Language Teaching is still attractive to many teachers who still believe in structural practice of global language. Its practicality in the teaching of grammar patterns has contributed to the survival of the approach until recently. Besides, its emphasis on oral practice still attracts support among language teachers. Teaching sheds light on teaching techniques which are suit the teaching environment besides the merits and demerits of every method, filling such gap is the main thrust of this paper. English language teachers who use the method might also tell you that it is the most effective way to prepare students for “global communication” by beginning with the key skills of reading and grammar. Others may even say it is the “least stressful” for students who are rarely called upon to speak the language in any communicative fashion. More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be “because that is the way it is always been done- it’s the way I learned and look, now I’m a professor”. The point being, the method is institutionalized and considered fundamental.*

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Global language learning at high schools or universities even in the past 10 years or so may remember many of the teaching techniques listed above for the Grammar Translation Method. They may also recall that the language learning experience was uninspiring, rather boring, or even left them with a sense of frustration when they travelled to countries where the language was used only to find they couldn't understand what people were saying and struggled mightily to express themselves at the most basic level. Very few modern language teaching experts would be quick to say that this is an effective language teaching method, and fewer would dare to try and assert that it results in any kind of communicative competence. As Richards and Rodgers state, "It is a method for which there is no theory.

The study of linguistics itself was to change, and the area of second language learning became a discipline in its own right. Cognitive psychologists developed new views on learning in general arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors that learners were able to produce language forms and patterns that they had never heard before.

AV (audio/video) Method was under way already in the sixties in the form of the "Cognitive Code" and an educational trend known as discovery Learning. This concept most directly challenged the idea that language learning was all about mimicry and good "habit-formation". An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning-formulating. An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning formulating independent hypotheses about the "rules" of the target language and testing those hypotheses by applying them and realizing errors. When students create their own sets of meaningful language rules and concepts and then test them out, they are clearly learning through a discovery/exploratory method that is very different from rote-learning. This appears to have much more in common with the way people learn their native language from a very early age, and can account for the way children come out with new language forms and combinations that have never heard before. The underlying principles here are that learners become increasingly learning process.

Global language teaching ideology underwent in the last century, these were methods that came and went, influenced or gave birth to new methods – in a cycle that could only be



described as “competition between rival methods” or “passing fads” in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad “approach” to English Teaching Methodology. Language teaching that encompassed various methods, motivation for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one “umbrella” approach to language teaching that has become the accepted “norm” in this field, it would have to be the communicative language teaching Approach. This is also known as CLT. The Communicative approach does a lot to expand on the goal of creating “communicative competence” compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself. CLT is a generic approach, and can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. There are many interpretations of what CLT actually means and involves.

Important 13 aspects to focus:

- (1) Student centric teaching is conducted exclusively in the target language.
- (2) Only everyday vocabulary and sentences are taught.
- (3) Developing oral communication skills (4) Grammar is taught inductively.
- (4) New teaching points are taught through modelling and practice.
- (5) Concrete vocabulary is taught through demonstration, objects, and pictures: abstract vocabulary is taught by association of ideas.
- (6) Both speech and listening comprehension are taught.
- (7) Correct pronunciation and grammar are emphasized.
- (8) Backward Build-up (Expansion Drill) (Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence).
- (9) Repetition Drill (Students repeat teacher’s model as quickly and accurately as possible).
- (10) Chain Drill (Students ask and answer each other one-by-one in a circular chain around the classroom).



(11) Multiple-slot Substitution Drill (Same as the Single Slot drill, except that there are multiple cues to be substituted into the line).

(12) Transformation Drill (Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc).

(13) Students should answer or ask questions very quickly(Question-and-answer Drill)

CONCLUSION:

Finally i conclude by saying that Skills and knowledge are not separate, however, but intertwined so; teaching of English must be passion of every teacher only our targeted dream will be flourished

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