

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: METHODOLOGY AND STRATEGY

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Ahmedabad**Abstract**

Teaching English to Speakers of Other Languages – a term that is used to distinguish English language teaching as a professional activity that requires specialized training. Also refers to the teacher examinations developed by Trinity College London. Also, it is a US-based international association of teachers of English as a second or foreign language. There are regional affiliates and many countries have their own affiliated associations. TESOL was founded by Dr. James in Alatis in 1966 he was the first secretary now referred as the Director of TESOL, while the President of TESOL who was professor Harold B Allen. These two set forth an Executive Committee which is now known as TESOL International Association. It was evolved due to the need which arose on the survey of the teaching of English to Non-English speakers in the United States. The report was commissioned by the office of education in 1964. But before this could be considered as a social and cultural need in 60's, already the need was realized after the world war II in 1940's as a large number of foreign students had already arrived to matriculate in the US universities. These students were all adult learners, therefore already teachers were drawn from English departments and there was special material developed under the name TEFL Teaching English as a Foreign Language. At this time there also emerged another significant group of English language and this is what gave a rise to TESOL in a different manner which I shall talk about in detail. The name itself TESOL which means teaching English to speakers of other language is such an important subject, as English has become the global language. It allows you to meet people of different countries without hesitation. A person develops himself practically and professionally. It allows the person to apply theoretical prospective to practical situations. It encourages educators to re-evaluate existing approaches in this digital technological world and become an integral part. Over the years, teachers of English Language have adopted, adapted, invented and developed a bewildering variety terms which describe the activities in which they engage and the beliefs which they hold. As such it doesn't have any specific rules but yet I shall specifically focus on its important language-teaching system, as it has a different approach, method and technique.

Keywords: TESOL, English Teaching, Teaching, Foreign Language, Language Teaching

Teaching English to Speakers of Other Languages – a term that is used to distinguish English language teaching as a professional activity that requires specialized training. Also refers to the teacher examinations developed by Trinity College London. Also, a US-based international association of teachers of English as a second or foreign language. There are regional affiliates and many countries have their own affiliated associations. What is a TEFL / TESL / TESOL certificate?: A Teaching English as a Foreign / Second / to Speakers of Other Language Certificate is an internationally recognized qualification that enables people/English teachers to Teach English as a Foreign or Second Language. Thousands of teachers around the world have found this an invaluable certificate-level qualification. Having a TESOL Certificate will give you the skills to teach English to speakers of other languages in the UK and abroad. It provides a solid basis for teachers and for developing personal expertise in a diverse

range of English teaching situations. The demand for teachers with training in TESOL is very high around the world, and schools and colleges in many areas are urgently looking for native speakers and non-native speakers with high-level English language skills.

Evolution of TESOL: TESOL was founded in 1966, Dr James Alatis was the first Executive secretary of TESOL while the founding President of TESOL was professor Harold B Allen. Both James and Harold were instrumental in implementing the policies set forth by the Executive committee in the earlier years of TESOL Inc. As James Alatis in particular has been involved with TESOL Inc. for nearly five decades, we can say no one in TESOL would be called a historian other than him. When he was interviewed in 2009 and asked how did he feel when he was called father of TESOL. He positively approved to it saying it was just not a privilege to play in the birth of TESOL infect in the development of the field of TESOL.

The TESOL association developed due to “A survey on the teaching of English to Non-English speakers in the United States”. It was the report commissioned by the office of education in 1964 and was ground breaking in describing the social and cultural environment in which the teaching of English took place in post world war II America. But before that in 1940 a large number of students had arrived to matriculate in the US universities, who were all adult learners from all corners, but unaware of the language which aroused a need to start special English classes. For which instructors were drawn from English and foreign language departments. Eventually special material was developed and tagged as TEFL (teaching English as Foreign Language). By 1953, 150 institutions had English programs for foreign students. Eventually another group came up, the school children, whose native tongue was not English and they were studying together with native English speakers. Therefore there aroused a need to teach English as a second language TESL. With this the survey led to the evolution of TESOL as there weren't enough teachers who could give professional training that included facts, theory and practice. It also needed teaching materials that addressed the specific needs of culturally distinct group of learners as diverse as Native American. Thus time had come for full recognition of teaching ESL and EFL as a distinct discipline which could include both and a new name was given. The organization was named as Teachers of English to speakers of other languages (TESOL) TESOL's central office was established in August 1966 with a part time Executive Secretary Treasurer in a small office at George Town University. Next year it was incorporated in the District of Columbia then there came a need for it to certify. It did take a long way but finally in 1975 it paved way to accreditation and certification in ESOL and Bilingual education. This later spread to Asian countries by 1972 even Asian teachers could get enrolled as The Asian foundation awarded TESOL five successive grants.

Importance of TESOL in today's times: Currently the various TESOL programmers' provide more or less of an opportunity to integrate theory with practice based on graduates perception, these opportunities are infrequent and inadequate until the practicum. The practicum on the other hand is to highlight the studies. The first chance to demonstrate the newly acquired knowledge and skills. At the same time typically the practicum is the final class in the TESOL programs and the last stage of teacher's socialization, which the program can influence. It is perhaps the most

important part of the training as it serves two main purposes. From the prospective of the masculinized TESOL programs primary is to provide the students teachers with an opportunity to integrate disparate concepts and to apply them to a classroom settings. For the feminized teachers training however, it also serves another possible more important purpose; it is to affirm that they are skilled and well prepared teachers. The practicum is to leave them with self confidence.

Methodology and Teaching techniques in TESOL: If this is not discussed our purpose of the paper would become meaningless as it is speaking about an indifferent way of teaching a language. For in a language we always start with grammar something routine type but with TESOL this is not the case. The role of teacher is minimized, then there need to be a specific syllabi and material development, instructions and pedagogy, not only this there needs to be assessment i.e testing and evaluation But with TESOL that is not the case the term method is replaced by pedagogy. According to Brown the former implies a static set of procedures, whereas the latter suggest the dynamic interplay between teachers, learners and instructional materials during the process of teaching and learning. It is also said TESOL is a manner of convincing and correcting theory, to review their teaching. As for the field of TESOL it is shaped in substantial way by how the nature of language teaching is conceptualized as in science and research. Conception of language teaching is derived from research and is supported by experimentation and empirical investigation.

Operationalize Learning Principle: This approach involves developing teaching principles from research on memory transfer motivation and other factors believed to be important in learning. Mastery learning and programmed learning are examples of science research, conception of teaching in general education in TESOL. Audiolingualism , task based language teaching and learner training represents applications of learning research to language teaching.

Audiolingualism was derived from research on learning associated with behavioral psychology. Learning could be successfully manipulated if three elements were identified, a stimulus which serves to elicit behavior, a response as being appropriate and encourages the repetitions of the response in future translated into teaching method this led to audiolingualism method. Here the language patterns were presented for memorization and learning through dialogs and drills.

Task based language teaching is that where the speaker inputs the language to the learner which involves the learning with the type of task it best facilitates. Researcher is intended to enable designer to know what kind of task can best facilitate acquisition of specific target- language structures and functions.

Learner training which draws on research on cognitive styles and strategies used by learners in carrying out different classroom learning tasks. This research may involve observing learners, asking them to introspect about their learning strategies or probing learners in other way. Once successful learning strategies are identified these can be taught to other learners, this is learner training.

Besides methods in teaching there are certain other important aspects as for example the theory based approach. Which is called Communicative Language teaching and the silent way. Each is based on a set of carefully elaborated assumption. Communicative Language teaching arose due to a reaction to grammar based approach to teaching materials, syllabus and teaching methods in the 1960's.

Communicative Language teaching was an attempt to operationalise the concept of communicative competence and to apply it across all levels of language program design, from theory to syllabus design to teaching technique.

Value Based Theory: If any work is done it needs to have some or the other value, same way TESOL too is a value based theory. Teaching is to develop a teaching model from the values one holds about teachers, learners, classroom and the role of education in society. Certain ways of going about teaching and learning are then seen to be educationally justifiable and should therefore form the basis of teaching practice. Value based approach in education is not difficult to identify. For e.g. “the teacher as an action researcher”, “school based curriculum development” essentially appeal to education of social value system in justifying the proposals. Another value based approach in language teaching is team teaching, team teaching works best when they work in collaboration with a peer and the interaction with colleagues in all phases of teaching to both teachers and learners.

The Essential Skills of Teaching: The central issue in theory of teaching is what the essentials of teaching are assumed to be Science research conception, theory philosophy conception and art-craft conception. These three conceptions represent what teaching is about. Science research conception use learning theory or learning research to validate selection of instructional task which tends to support the use of specific teaching techniques. Second the theory of philosophy conception requires teachers first to understand the theory underlying the methodology and then to teach in such a way that the theory is realized in classroom practice. And last but not the least art-craft conception- it is more bottom up than top down. Teachers should not set out to look for a general method of teaching or to master a particular set of teaching skills but should constantly try to discover things that work, discarding old practices and taking on broad new ones. Thus these are the three essential concepts of teachings.

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