# Influence of English Teaching Method with Reference to Listening, Speaking and Writing, for the Learners of Ghaziabad

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**Abstract:** *To teach speaking holistically and comprehensively, it is valuable for teachers to be knowledgeable about what speaking competence involves and how different aspects of speaking competence relate to each other. Johnson (1996, p. 155) describes speaking as a "combinatorial skill" that "involves doing various things at the same time". The presents a model of second language speaking competence that comprises knowledge of language and discourse, core speaking skills, and communication and discourse strategies. Learning to speak in a second language involves increasing the ability to use these components in order to produce spoken language in a fluent, accurate and socially appropriate way, within the constraints of a speaker's cognitive processing.*

**Keywords:** English, Listening, Speaking, writing etc

## I. INTRODUCTION

It has been rightly said that "a teacher should not only teach but also inspire and motivate". And for this, an effective teacher is essential to ensure maximum learning outcomes. Without a doubt, language teaching and learning is a complex process, and what works in one context may fail in another. But it is very important for teachers to have a clear understanding of the different methods and approaches so that they can immediately decide which teaching method to apply depending on the classroom situation and the needs of the learners.

Fig1. – The Associated Jobs with knowhow of English Language.



Therefore, it can be said which method is effective. Also, another important thing is that the goal of language teaching is very clear to us. There are five most spoken global languages: English (1.268 billion), Mandarin (1,120 billion), Hindi (637.3 million), Spanish (537.9 million) and French ( 276.6 million) worldwide. English is the most widely spoken language in the world and has been recognized as an official language by 67 different countries. There are many

career opportunities for professionals who are fluent in English. Here are attractive career opportunities in the new era in the world with excellent English ability.

## II. LITERATURE REVIEW

A 2003 study conducted by Michael Russell and his colleagues found that teachers use technology, including e-mail, more for preparation and work-related communication, and less often for instructional purposes. Interestingly, this finding seemed especially true among less experienced teachers, despite their self-reported high levels of comfort using technology. In John Savery's 2002 study, however, 90 percent of faculty surveyed reported using e-mail five times or more per semester for instructional use.

**Reddy, Lokanadha, G (2004)** - Identification and Assessment of Second Language Learning Difficulties among Higher Secondary Students – The objective of the study was to identify and assess the difficulties of the second language learner at the higher secondary level and to offer remedial measures. It was found that the students have difficulty in reception and lack phonological competence.

Munzaki 2016 – The purpose of the study is to identify which methods were used in teaching grammar at courses and to describe the teaching techniques that were applied in classroom. The participants were five English Education students who have been teaching English at English courses. They were selected using purposive sampling with a consideration that they have completed Teaching Method, Micro Teaching, and Teaching Practice (PPL) subjects in their previous semesters. This research was conducted by using qualitative descriptive and two techniques for collecting data namely observation and interview. Based on the research findings, writer found that all of the selected teachers used Grammar Translation Method (GTM) as the main teaching method which was sometimes combined with some techniques of other methods such as Direct Method, Communicative Language Teaching (CLT), and Bilingual Method.

**Speaking as a Mode of Teaching and Learning English**

The first component, Knowledge of Language and Discourse, requires mastering the sound patterns of the language (in English, this means being able to pronounce the language intelligibly at segmental and suprasegmental levels), knowing the grammar and vocabulary of the language (spoken structures, grammatical features, lexis) and understanding how stretches of connected speech (discourse, genre) are organised, so that they are socially and pragmatically appropriate (register). Core Speaking Skills refers to developing the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language, discourse markers). It also involves being able to negotiate speech (e.g. building on previous utterances, monitoring understanding, repairing communication breakdown, giving feedback), as well as managing the flow of speech as it unfolds (e.g., initiating topics, turn-taking, signalling intentions, opening/closing conversations). The third component, Communication Strategies, involves developing cognitive strategies to compensate for limitations in language knowledge (e.g. circumlocution, paraphrasing, gestures, word coinage, approximation, avoidance), metacognitve strategies (e.g. planning in advance what to say, thinking consciously about how you say something), and interaction strategies (e.g. asking for clarification/repetition, reformulating, rephrasing, and checking comprehension).

Comparing spoken and written language Many approaches typically used in language teaching to teach speaking have taken little account of the features of spoken language, and have tended instead to fall back on grammars that are essentially based on written text. Technological advances in recording speech and the establishment by linguists of corpora of speech utterances have led to much greater knowledge about the similarities and differences between these two modes of communication. It is very valuable for language teachers to be aware of some of the main differences and of the features that typically charactise speech, as this will allow them to make more informed decisions about what to teach.

**Writing skills in English language teaching methodology**

Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading.

*The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind.* That is why the school syllabus

reads: **"Writing is a mighty means of teaching a foreign language"**. Writing includes penmanship, spelling, and composition.

## What is writing?

*The skills-based approach views writing as a collection of separate skills, including letter formation, spelling, punctuation, grammar, organization, and the the like.* This approach also views writing as a product-oriented task. In this respect, McLaughlin state that writing, like many other complex tasks, requires "learners organize a set of related subtasks and their components". In contrast, the whole-language approach views writing as a meaning-making process which is governed by purpose and audience rather than by compositional rules.

*From the author's point of view, a thorough definition of writing should involve both skills and meaning.* This is precisely the perspective taken by Krashen who states:

*Writing competence is necessary, but is not sufficient.* Writers who are competent, who have acquired the code, may still be unable to display their competence because of inefficient composing processes. Efficient composing processes, writing "performance**", can be developed via sheer practice as well as instruction.**

## The importance of writing

*In the area of EFL, writing has many uses and functions.* **To begin with, the ability to write acceptable scientific English is essential for post-graduate students who must write their dissertations in English. Moreover, writing EFL allows for communication to large numbers of people all over the world. It also provides students with physical evidence of their achievement. This in turn helps them to determine what they know and what they don't know. As Irmscher notes, "**In our minds, we can fool ourselves. Not on paper. If no thought is in our minds, nothing comes out. Mental fuzziness translates into words only as fuzziness or meaninglessness**".**

*Writing can also enhance students' thinking skills.* **As Irmscher notes, "**Writing stimulates thinking, chiefly because it forces us to concentrate and organize. Talking does, too, but writing allows more time for introspection and deliberation" (loc. cit.).

*Additionally, writing can enhance students' vocabulary, spelling, and grammar.* Finally, writing skills often needed for formal and informal testing.

**Table 1.** Spoken and written language: Typical features

| Spoken language | Written language |
|---|---|
| Basic unit is the clause (utterance) | Basic unit is the sentence |
| Clauses linked by conjunction (*and, but, so* etc) to build the text | Clauses linked by subordination (*who, which, when* etc) to build the text |
| Frequent use of formulaic chunks (*I was lucky enough*) | Little use of formulaic language |
| Informal language preferred (*we used to get together*) | Formal language preferred (*commenced*) |
| Range of noticeable performance effects (hesitations, pauses, repeats, false starts, incompletion) | Few/no noticeable performance effects |
| Frequent use of ellipsis (omission of grammatical elements, *started at the same time* | Little use of ellipsis |
| Frequent use of personal pronouns (*I, we*) | Little use of personal pronouns |

## Strategies for Effective Teaching of Listening

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as

Top-down strategies and Bottom-up strategies. Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened.

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary.The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general.

Activates one's thinking and leads to improved performance in learning in general. The metacognitive strategies train the language learner to cope with the demands of listening.It is quite evident that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills. Wenden (1998)  argues that learners who use their metacognitive abilities seem to have the following advantages over the others:

- Learners become more strategic.
- Progress in learning is faster with improved quality and speed of their cognitive development.
- They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners.
- They think clearly about inaccuracies when failure occurs during an activity.
- Their tactics match the learning task and adjustments are made to reflect changing circumstances.
- They perceive themselves as continual learners and can successfully cope with new situations.

Differentiating Between Listening Skills By identifying a set of distinctive behaviors that work together toward comprehension, teachers allow learners yet another glimpse into the listening process. Listeners may be used to employing micro-skills in their native language, but specific activities need to be designed to help them transfer those skills into a new language. Although each skill could be practiced separately, the key to skills instruction is not to treat them as a laundry list of discrete practice points that students get or do not get. Rather, skill training should become a part of a larger listening proficiency picture, inviting students to try new behaviors in a variety of contexts and tasks.

**What characteristics make a good teacher of second language listening skills?**

When teachers teach, they seem to take charge of everything. They select input, design and sequence activities, determine tasks, and decide what constitutes a correct response. When several students give the desired answer, the teacher acknowledges their effort and moves on, never pausing to think if everyone in the class understood the text, and if not, what caused their confusion. When students make a mistake, teachers deem it their professional duty to immediately correct it. By doing that, teachers hope they are keeping the lesson going and also helping learners avoid the same mistake in the future. This approach puts the teacher in control of classroom activity and allows students to check the accuracy of their responses, but does it change students' listening behavior?

In a process-oriented classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. She continues to manage the classroom business of planning, implementing, and assessing listening while taking a noninterventional stance in listening instruction (Field, 2008). Instead of presenting students with the correct answer, she guides them in comparing responses and reflecting on different steps they took to achieve comprehension. She encourages students to become aware of their listening, monitors their efforts, and provides feedback on their performance.

## III. CONCLUSION

The objectives and aims of teaching English in India should be well understood by the teachers and the learners, only then real teaching and learning of English will be possible.

English Language alone opens avenues for a wide range or Career Opportunities. Ghaziabad is a city in the Indian state of Uttar Pradesh. It is sometimes referred to as the "Gateway of UP" because it is close to New Delhi, on the main route into

Uttar Pradesh. It is a part of the National Capital Region of Delhi. There is a large and planned industrial city, well connected by roads and railways, and is the administrative headquarters of Ghaziabad District as well as being the primary commercial, industrial and educational centre of western Uttar Pradesh and a major rail junction for North India.

Although spoken and written language are clearly related, typically they serve different social purposes and have different audiences. Speakers and writers draw on common linguistic resources, but they utilise them in different ways. As Halliday (1985, p. 45) notes, "... the kinds of meanings that are transmitted in writing tend to be somewhat different from the kinds of meanings transmitted through speech". By way of illustration, compare the following texts, that deal with the same content and meanings. The speaker in Text 1 is describing the experience of studying in a Master's course offered as a distance learning program.

Ghaziabad is situated at the border of Delhi and is connected to Delhi through local trains, buses and other modes of roadways travel. Ghaziabad is known for its Industrial area, business and commerce. It is also a preferred location of the students to pursue their education and career.

As far as placements and employability is concerned, Ghaziabad is close to Delhi and nearly is open to the professional career opportunities that are offered to people who stay in proper Delhi. At the same time, those who find Delhi to be high on living expenses, find a dwelling in Ghaziabad.

To be able to compete and perform well in college cocurricular activities, job interviews, and perform well at job itself, people willing to migrate (to the US, Canada, the UK, New Zealand, Australia etc.) are expected to have a fair command on English Language which is one of the most used languages for communication, transaction, relationship building purposes. It is a must to know for English educators and learners, that which method of English teaching or learning is most effective, interesting, motivating, ensure maximum learning retention. The research work would identify the most effective method for teaching and learning depending on the context of the language usage. It would provide insight to the students, professionals and educators to contextually chose the best method and modify the teaching curriculum at institutes and work place.

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