

Modern Concepts of Methodology for Teaching English

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Abstract – In the field of English Language Teaching there have been arguments and counter arguments about the role of different strategies, approaches and techniques in learning the language. Throughout the hundreds of years, these strategies and approaches have been critically all through support in educational projects. Teaching must incorporate two noteworthy components sending and getting information. At last, a teacher attempts his best to confer knowledge as the manner in which he got it. The utilization of innovative strategies in educational establishments has the potential not exclusively to improve education, yet additionally to empower individuals, fortify administration and galvanize the push to accomplish the human development objective for the nation. Ongoing patterns, methodologies and developments depict the vital role of education sector all in all with its internalization of the education procedure, stress on quality above quantity, increment in the adoption of technologies, necessity for expert ability and so forth. This paper examines the innovative and very fascinating techniques we have in teaching English language. We may have various teaching techniques in the middle of customary and modern. Everyone has their own comprehension and ends on teaching English language. However, this paper portrays joining these two sorts how we can make our teaching powerful.

Keyword: English, Learning, Components, Technologies, Teaching, Methods, Language

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INTRODUCTION

The advancement that the specialist talks in the paper certain both to procedure and materials utilized in language teaching. Also, this paper draws out the inconspicuous qualification between the insightful view of language as treated in research and pedagogy. The contention progresses as the paper proceeds with trends of education with explicit reference to the Indian situation, methodologies adopted, the past techniques, the companion practice, the present trend, new teaching design, new gadgets, the requirement for change, the ICT and English language. English language teaching has experienced huge changes throughout the years, particularly the most recent ten years.

Understudies are loaded with considering, learning and grasping the materials, and obviously, addresses with the collections of relevant information from prescribed texts. Many career choices once regarded insignificant are picking up significance at present, for example, relational abilities, delicate aptitudes, specialized aptitudes, relational abilities, ICT proficiency and so on. The requirement for etched alumni to consolidate effectively in the intense challenge of survival in the worldwide market is in incredible interest these days. For this, an adjustment

in the trend particularly the teaching learning procedure of English language needs to experience a change for the advancement. Seasons change, fashions changes, attitudes of people change however it is demoralizing to take note of that in the only remaining century English curriculum has hardly experienced any change. There had been a lot of changes in the attitude of individuals concerning what they see to be a language. Inflexible curriculums and gigantic prospectuses continue to threaten understudies who speak regional dialect yet love to exceed expectations in English.

English, the official language of the entire world is a tricky language to instruct. Truth be told each language varies to instruct. English is an exceptionally old language and has experienced numerous structures changes from Proto English got from the Latin and the German culture to the Modern English which was built up after in the post Renaissance period. Every form was easier than it's previous. Present day English is the least complex adjustment of an old Language but then it is as yet difficult to show this language effectively particularly to the individuals who speak English as a second language.

The historical backdrop of unknown dialect has dependably been a significant practical concern. It was Latin which dominates different fields like education, trade, religion and government in the western world. In sixteenth Century French, Italian and English accomplish parcel of significance as aftereffect of political changes in Europe. As the status of Latin language from that of living language to teaching subject in school curriculum. The investigation of classical Latin and examination of its sentence structure turns into the model from Foreign Languages think about from seventeenth to nineteenth century. In 21st Century we are going to train informative language teaching.

METHODOLOGIES ADAPTED IN EARLIER DAYS

Communication is the groundwork dependent on which any idea can progress and develop into a completely fledged one. Without that, sustenance in any field is inconceivable. Amid the most recent decade, different vital variables have consolidated to influence the present philosophies of teaching of English, for example, the inadequate methodologies, inadmissible materials, and combination of contextualized teaching, over emphasis on multi language aptitudes and so forth. Teachers who practiced Grammar Translation method amid the previous decade exclusively depended on slate as the able device to grant communication aptitudes and the subtleties of English language. Later on, over head projectors went about as another mechanism for the teacher dominated study hall. Such teachers put stock in the announcement of drill and practice. Analysts had given more emphasis on authentic and significant contextualized talk. At that point they concentrated on effective grown-up second language learning as a parallel process to a tyke's first language obtaining. With the coming of e-communication, it has been made feasible for the English language teachers to advance their profession. Fundamentally, the teacher controls the instructional process, the content is conveyed to the entire class and the teacher will in general emphasize accurate knowledge.

At the end of the day, the teachers convey the address content and the understudies tune in to the address. In this way, the learning mode trends to be passive and the students have little impact in their learning process. It has been found in many colleges by numerous teachers and understudies that the conventional address approach in study hall is of limited adequacy in both teaching and learning. This method had remained in practice for a decent timeframe because of its attention on the useful utilization of English. Be that as it may, even now this method was defaced with misfortunes like there were numerous issues with this method. It required a great deal of time, great spending plan and a little class estimate. What's more, even in certain circumstances, it was not extremely helpful. These issues prompted another Method that is called Audio-Lingual Method. The immediate method is natural method of teaching

unknown dialect its utilizes Audio-Visual Aids. The immediate method originated in France in 1801. The immediate method develops as a response against GTM. Its fundamental guideline is that understudies should think straightforwardly in unknown dialect. DM is to show language legitimately at plans to make direct bond between the word and significance, thought and expression. It's additionally improving the student's pronunciation.

THE GRAMMAR -TRANSLATION METHOD

This method dominated unknown dialect examines for more than 300 years. As indicated by the punctuation translation method the language is a synthesis of words masterminded in sentences as per distinctive rules of various languages. Understudies should learn words and linguistic rules and develop sentences dependent on these. The words were assembled in records and the rules were memorized in a strict request. This system of learning a language was rigid. Learning along these lines understudies were not ready to grasp the variety and wealth of the spoken language. At the point when the understudy was faced with the real spoken language, very not the same as the artificially built sentences he had been accustomed to, he was at a complete misfortune. Likewise in the sixteenth century, a first punctuation of English as an unknown dialect showed up. It was entitled *Le Maistre d'Escole Angloise* and was composed by James Bellot. It contains well-known discoursed for the guidance in the English language. Another work of a similar kind was *Grammaire Angloise* distributed in 1633 (1662 as per Albert H. Marckwardt in *Old Paths and New Directions in Teaching English* by George Mason.) These creators brought notes of modernity concerning right pronunciation and discoursed. They never again pursue the way of synthesis.

'Language structure Translation Method' is the most seasoned method of teaching English in India. The method emphasizes perusing, composing, translation, and the cognizant learning of syntactic rules. Its essential objective is to develop artistic mastery of the second language. Retention is the primary learning methodology and understudies invest their class energy discussing the language instead of talking in the language. As per this method, English words, expressions, and sentences are educated by methods for in exactly the same words translation in to primary language. In the expressions of O' Grade, et al. (1993):

The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge. Consequently, the role of L1 (that is, mother tongue or native language) is quite prominent.

In any case, the method disregards the natural method for learning language and it aims at passive mastery of the language. It ties the language inside

the rules of grammar and makes the understudies passive audience members.

Another method of teaching English is 'the Direct Method' that came as a response against the Grammar-Translation Method. It is a method in which another word or expression is associated in the understudy's psyche directly with what rely on and not through the mode of vernacular. English is instructed in the vehicle of English and not in the mode of the native language. The pupils get numerous opportunities to tune in to spoken English that is significant for language mastery. It follows the natural method for learning the language. In any case, the method has its very own disadvantages. Almost certainly the method is extremely helpful in the beginning periods; however it can't function admirably in higher classes as it requires teachers who are skilled in dealing with language material. This method suits to those understudies who are semantically solid as its basic rules that the aural-oral intrigue is more grounded than the visual in learning an unknown dialect. Dr. Michael West, the long-term Principal of the Teachers' Training College, considered the issue of teaching English in India in relation to the bilingual needs of an Indian kid. His method 'Dr. West's New Method' is a response against the Direct Method and recommends some improvement on it similarly as the Direct Method was a response against the Translation Method. He sees that it is adequate for the Indians to procure to a great extent a perusing colleague with English however speaking and composing is incorporated into the English curriculum. However, numerous individuals scrutinized this method as they feel that the language learning can't be defended in the event that it is solely for perusing reason.

'Bilingual Method' is another method that strikes the harmony between the grammar-translation method and the direct method. In this method, two languages are utilized, that is, one that will be found out (English) and the primary language. The basic aim of this method is to enable the understudy to speak and compose fluidly and precisely in the objective language. The utilization of the native language influences the understudies to see rapidly. Be that as it may, this method also has its very own disadvantages as the utilization of the native language influences especially the understudies from getting a working knowledge of English. It additionally avoids direct reasoning in English. There are different methods like 'the Natural Method,' 'The Phonetic Method,' 'The Audio-lingual Method,' which likewise stress just on a specific skill deciding different skills of the language. Consequently, no method fills in as a complete method. A complete method or the best method is the one which develops the four significant skills – Listening, Speaking, Reading, and Writing.

Other than the previously mentioned examined methods, there are a few approaches of teaching English. English has been instructed by utilizing

distinctive approaches and techniques every once in a while. All things considered, structural approach is one which gone on for quite a while. It creates reasonable condition in the class for learning an unknown dialect. It gives order over the language as there are more opportunities to the pupils to express their ideas, feelings and encounters in the English language. Yet, a few critics feel that the teacher can't effectively show prose, poetry, and arrangement and the present educational program isn't reasonable to pursue this method. 'The Communicative Approach' contends that just realizing how to create a syntactically right sentence isn't sufficient. An openly skillful individual should likewise realize how to create a fitting, natural and socially satisfactory articulation in all contexts of communication. 'Hello, pal, you fix my vehicle!' is syntactically right yet not as effective expression in most social contexts as 'Reason me, sir; I was wondering whether I could have my vehicle fixed today.' The approach lays emphasis on language practice, pupils' involvement, familiarity with discourse, cooperative relationships, and so forth. Be that as it may, the approach can't be actualized in the Indian study halls as our homerooms are stuffed. Indeed, even normal teachers with limited language skills can't make this approach a triumph.

'The Situational Approach' makes the language teaching natural, significant and realistic by teaching the structural pattern and vocabulary situationally. It gives a sound comprehension and causes the teacher to practice the structure in relating to its importance. It likewise causes him in structure up a vocabulary of content words. Be that as it may, it has its very own limitations like the teacher needs to complete a great deal of intending to consider fitting circumstance through which to show the language material genuinely, energetic, and effectively. 'The Oral Approach,' and 'All out Physical Response Approach,' are some different approaches which likewise neglected to improve the communication skills of the understudies. The ongoing expansion of innovation likewise prompted innumerable innovative methods of teaching, for example, Teaching Assisted Language Learning (TALL), Technology Enhanced Language Learning (TELL), Computer Assisted Language Learning (CALL), Web Enhanced Language Learning (WELL), and Mobile Assisted Language Learning (MALL). Because of these methods, English language teaching (ELT) has experienced a deliberate change regarding schedule design, instructional material and techniques of teaching. This change is for the most part the result of result oriented undertakings which prompted a need-based guidance. The steady association between the Institute and the professional world has prompted the interflow of ideas and cross-preparation of ideas. With this ELT has gradually turned out to be academically progressively significant and socially increasingly relevant. Tragically these techniques also couldn't take care of the issue of English language teaching in light of the

fact that the greater part of the teachers don't have PC knowledge and they couldn't utilize PCs. Here and there the administration of educational organizations likewise neglected to set up PC research facilities to improve the principles of the understudies. In this way, naturally these innovative teaching methodologies with the assistance of PC additionally couldn't serve the understudies.

Truth be told, each year the Department of Higher education encourages the foundations of higher learning to conduct classes, gatherings, and teacher-preparing programs so the specialists on the language turn out with innovative methodologies that assistance the teachers in English Language teaching. In any case, the inquiry is, Do they really support us? Do we effectively utilize those techniques in the study hall? Do we really get achievement in improving the understudies' forces of expression? On the off chance that the appropriate response is 'Yes' why in India one effectively witnesses a checked disappointment in the effective utilization of English and for what reason do the Indians lack in communication skills.

MODERN TRENDS OF TEACHING ENGLISH

The process of English communication learning will be more understudies focused yet less tedious. In this manner, it promises that the teaching quality will be improved and understudies' connected English communication can be effectively developed, implying that understudies' informative competence will be additionally developed. Language in education would ideally and usually expand on such naturally gained language capacity, advancing it through the development of literacy into an instrument for abstract idea and the securing of academic knowledge. Teachers utilize a scope of local texts or English translation of writing in the homeroom. The utilization of language just as the utilization of a variety of accents in listening exercises or tests is supported in the English language homeroom. With the expansion of tablets and advanced mobile phones, it is trusted that reading material will vanish in a couple of years. Moreover, the entrance to knowledge as far as adaptability and portability has changed definitely. Teaching in English language class's centers around cultivating the understudies thinking just as language content, results and learning exercises. There are noteworthy and complex understudy teacher connections inside and outside the study hall. In a knowledge based society and to stay aggressive and employable, teachers are required to take part in a consistent professional development or the professional learning exercises from the earliest starting point as far as possible of their careers. Similarly as with some other profession, teachers are additionally expected to accept a more noteworthy accountability for their very own professional learning, persistently developing their knowledge and skills.

Having realized the need of great importance: the English teachers assemble diverse sorts of meetings and workshops to make a stage and to become

acquainted with the up and coming philosophies in the ELT and furthermore to overhaul themselves professionally. It is the fifth skills of language that empowers the productivity to utilize syntactic structures with precision. Academic capability alone may not assist teachers with growing professionally, then again, they should be outfitted themselves with the present practices. The teaching materials that are being utilized in our nation are nearly made accessible everywhere throughout the world. There had been such a large number of methodologies of teaching English language. The third element of globalization which is indivisible from English teaching is a progression of Information and Communication Technology.

Informative language teaching (CLT) emphasize on the process of communication instead of the mastery of language. Some time the term useful approach is use for informative approach or open method. Open approach dependent on the idea of 'informative competence' which initially presented H D Hymes. In is article on open competence distributed in, 'New inceptions in Linguistics' in 1971. The open approach emphasizes real important communication as opposed to the movement, theme and circumstance which are counterfeit and remote from understudy's lives. As indicated by geeta Nagraj, "The Development of Language learning from based to importance based approach". Open approach in was three guideline 1. Which include real communication 2. This includes different exercises. 3. Which emphasize that language is important to the students.

PROBLEMS WITH CURRENT METHODOLOGIES

In this day and age English is educated in a customary way. The basic teaching is required. Teaching the letter sets and the arrangement of the words is basic and an absolute necessity. In any case, there is something that is much progressively significant. The kids must most likely speak the words and comprehend their significance before keeping in touch with them down. The establishment to instruct English must be shown utilizing the conventional methods of teaching the letter sets and the words and the rules. Yet, at that point teaching just the rules is observed to exhaust by most understudies and it is a result of this that they lose enthusiasm for learning the language. In spite of the fact that it is extremely unlikely other than the conventional one to show the basics of the language these methods must be changed a bit to engage the understudies. With regards to teaching English to understudies of higher classes who definitely know the basics the conventional methods for the most part will in general yield more unfortunate outcomes that innovative methods. This has just been demonstrated by methods executed like utilization of stories, sonnets, motion pictures, books and papers and so forth. These methods help the understudies gain proficiency with the language better without

them really realizing and furthermore it keeps their advantage. This paper will give a couple of such methods to show English Language.

ENACTING THE STORIES

In this day and age English is educated in a customary way. The basic teaching is required. Teaching the letter sets and the arrangement of the words is basic and an absolute necessity. In any case, there is something that is much progressively significant. The kids must most likely speak the words and comprehend their significance before keeping in touch with them down. The establishment to instruct English must be shown utilizing the conventional methods of teaching the letter sets and the words and the rules. Yet, at that point teaching just the rules is observed to exhaust by most understudies and it is a result of this that they lose enthusiasm for learning the language. In spite of the fact that it is extremely unlikely other than the conventional one to show the basics of the language these methods must be changed a bit to engage the understudies. With regards to teaching English to understudies of higher classes who definitely know the basics the conventional methods for the most part will in general yield more unfortunate outcomes than innovative methods. This has just been demonstrated by methods executed like utilization of stories, sonnets, motion pictures, books and papers and so forth. These methods help the understudies gain proficiency with the language better without them really realizing and furthermore it keeps their advantage. This paper will give a couple of such methods to show English Language.

TEACHING THROUGH CONVERSATIONS

Conversations are by a long shot the most valuable methods for teaching the language. At the point when a kid learns his or her first language it is by the conversations that happens among them and others or by tuning in to the conversations made by the others. The youngster is never instructed the language yet is as yet ready to perceive the significance and learns it consequently to utilize it in everyday life. Nobody ever shows the child the characters of the language or how to make sentences or the grammar of that language. The conversations alone show the kids. Consequently conversations structure a significant piece of the teaching process. The sentence development and the grammar isn't something that can be entirely educated by rules. They must be instructed naturally. That can just occur through a ton of perusing and a great deal of tuning in. This can be dealt with effectively as each conversation needs a subject. The theme can be given to the understudies in type of composed reports which they need to initially peruse at that point structure a conclusion and afterward have a conversation about it or it tends to be spoken out and after that they can tune in, comprehend and furthermore participate in the conversation. The investment and different parts of the

conversation can generally be assessed through focuses which will likewise push the understudies to participate in the conversation. These conversations must be general. They need to occur as though companions are conversing with one another. Thusly the understudies are agreeable in communicating in the most ideal manner. This process may take some time yet at last it would be the most efficient one in teaching the language.

CREATIVE ASSIGNMENTS

Up till now the majority of the techniques that we talked about required a more prominent measure of exertion on the understudy's part. This method requires exertion on the teacher's part. Assignments help the understudies master something all alone and the majority of the occasions they need to look into on something at that point review something on it. This method albeit effective is the vast majority of the occasions dull. This method of approach is proper for sciences and designing despite the fact that with regards to languages the understudies ought to be given assignments in which they need to modify something that as of now exists. In the event that the understudies are simply given assignments like „write a story or a ballad or a report“ then the greater part of the understudies split in light of the fact that not every person can think of a story or regardless of whether they concoct one they can't record it. In such case the understudies ought to be given the base knowledge and data and afterward approach them to modify the data for instance the understudies can be given a base story and after that solicit them to modify a section from it. This draws in their inventiveness and furthermore causes them beat their difficulty of composing. Over all it lifts the weight of making completely new. Innovation is difficult particularly when we are being forced to do it. Along these lines the understudies are not forced to complete the assignment and afterward they can do it entire heartedly and consequently complete the learning knowledge that can be picked up from the assignment.

HELP FROM THE MULTIMEDIA

Multimedia sources like tunes, films, TV arrangement, magazines, papers assume an exceptionally vital role in improving our language. We don't realize that they have helped us. We simply wake up one fine day and realize that we are superior to anything it than we were yesterday. Such sources can be utilized to enable the students to improve their language. Be that as it may, extraordinary insurances must be taken. This method ought to be utilized in the last stages of learning as that is the main spot where there is no extent of harm as the vast majority of the motion pictures and tunes and so forth utilize conversational English the greater part of the occasions which is linguistically wrong

and it is significant that the students comprehend that reality with the goal that they don't utilize that type of the language in their ordinary utilization. Aside from that this source is useful as it doesn't feel like education. This is something that the students will do in their spare time. The tunes are the most ideal approach to impart how to utilize a language to express our feelings. Motion pictures are an exceptionally basic past time yet separated from that the greater part of the occasions they are additionally extremely instructional and educational. Likewise this method requests to the students as a large portion of the occasions they can associate with the tunes and the motion pictures which help them comprehend the importance of expressions, utilization of devices of the language like examinations, embodiments and so forth. These sources help them comprehend why such apparatuses are fundamental and furthermore help them comprehend their use. Consequently this method is again exceptionally effective in teaching the language. Customary methods of perusing papers and books, books are additionally generally excellent methods to show the language. At the point when the conventional methods are changed alongside some innovative ideas the entire learning and the teaching process is advanced and ensures an accomplishment in efficient learning. These are a portion of the innovative and imaginative methods for teaching the English Language.

ROLE OF MODERN TEACHER

Analysts characterized the term role as specialized term which initially originates from human science and alludes to the common desire for how an individual ought to carry on. A few methodologies have advanced diverse roles for a language teacher. Richards and Rodgers consider a teacher's role as a piece of design, part of a method. Little Wood conceptualized the role of the teacher as a facilitator of learning, a regulator, a study hall supervisor, an expert or adviser and on occasion a co-communicator with the students. To harmer, a teacher assumes the role of controller, coordinator, assessor, advertiser, member, asset, guide and eyewitness. Assignment Based Language Teaching is the present worldview is basically an off shoot of Communicative Language Teaching. Experimental learning or learning by doing as the fundamental theoretical reason for the TBLT. The TBLT separates the barriers of the conventional study hall, in light of the fact that in the TBLT, the role of the student is fundamentally modified. The teacher turns into a genuine facilitator or learning for the language students, simply by methods for dialogic communication.

CONCLUSION

The desire and joy of imparting knowledge to individuals is of prime significance. This desire to share can motivate the teacher to make himself/herself the best method of teaching in class. The enthusiasm of teaching (on my part) originates from my valuation for the wealth of languages my native language first

and the other two languages I speak. Without having the capacity to learn and encourage an unknown dialect I possibly ought to have not had the capacity to realize the extravagance of my primary language. Monitoring the knowledge of languages influenced me to be increasingly enthusiastic for teaching. Interfacing with my students is of colossal satisfaction since it bears the characteristic of learning social parts of human intelligence and comprehension; it opens my eyes toward social and semantic perception. In teaching the students the genuine learning of an unknown dialect opens the brain to the knowledge of new universes. I myself as a teacher value the extravagance and greatness for the languages that I am allowed.

Over the world, information innovation is significantly modifying the way understudy; personnel and staff learn and work. As the interest for innovation continues to rise, schools and colleges are moving a wide range of understudy administrations, from clothing observing to nibble conveyance on the web. Innovation is additionally changing the study hall experience. Also, tablet PCs, minimal PC that enable you to compose notes directly onto the screen with a unique pen, supplant the ancient projector. With the tablet innovation enable educator to make notes on outlines and spreadsheets and send them directly to their understudy's PCs. The customary method lays more emphasis on a teacher himself and is teacher focused. Monotonous practice, mechanical drills and retention are the signs of the customary methods. Role of the teacher is to relate to the since a long time ago esteemed customary idea that instructive standards rely upon how articulately a teacher educates. It is basic to comprehend the present trends and evaluative methods of the ELT. The analysts trust that the mineral goal of teaching is passing on the information or knowledge to the psyches of the students. Any method utilizing PCs or modifying the current conventional chalk-talk method are innovative in the event that they at last serve the achievement of center goal of teaching. The languages assume a significant role in our lives. They help us express our feelings. They help us clarify what we need. They help us to communicate and henceforth are the prime apparatuses to express our identity. In this way the knowledge of a language and its appropriate use is significant as it characterizes us. In the event that languages were not there to enable us to communicate there would be no distinction in our communications and the manner in which the creatures communicate. Consequently the manners in which the languages are shown assume an exceptionally vital role in an individual's life.

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