



## ENGLISH IS THE KEY OF GLOBAL WINDOW

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### Abstract

English has become an integral part of India. The advent of Globalization of economy, the parental demand for English has played a key role of communication. English plays a key role in the Mauritian educational system, not only as an important subject but especially as the medium of instruction. Any curricular reforms must incorporate a proper discourse around educational language provisions for the student population, and propose a curricular reform that would make the teaching of English in Mauritius effective. There is a growing public concern that poor standards of English, among teachers and pupils, are leading to an unsatisfactory quality of educational performance. This raises questions about the nature of our teaching practices and provokes interest in the use of English as a vehicle of classroom communication. We have been completely bounded with traditional methods

**Keywords:** Assumptions, linguafranca, globalneed, pedagogy, analitics, ensures.

### Introduction

English the official language of the entire world is a very tricky language to teach. In fact every language varies to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than its previous. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language.

### Problems with current methodologies

In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabets and the words and the rules. But then teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language. Although there is no way other than the traditional one to teach the basics of the language these methods must be tweaked a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results than innovative methods. This has already been proven by methods implemented like use of stories, poems, movies, books and newspapers etc. These methods help the Students learn the language better without them actually realizing and also it keeps their interest. This paper will provide a few of such methods to teach English Language.

### Enacting the stories

Stories form a very integral part of teaching a language. These stories help teach the students about the formation of sentences and how to express their thoughts and a lot of other things and plus they help in keeping the students interest alive as the story's end is something that every student wants to know. It appeals to the inquisitive nature of the students. Any unfinished story always keeps the mind of the reader agitated. Although this method of using stories has been implemented the procedure of teaching

the language through it is generally not right. The evaluation procedure of testing the students in their proficiency over the language is through questions based on the story. This is generally not that effective. Due to this the students generally tend to take up the stories as a chapter rather than looking at it as an interesting read.

A story is supposed to appeal to the creative part of the brain. It helps us be more imaginative, by trying to visualize the things that are happening inside the story.

### Help from the multimedia

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the students improve their language. But great precautions must be taken.

This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial.

English most of the times which is grammatically wrong and it is very important that the students understand that fact so that they do not use that form of the language in their everyday usage.

Apart from that this source is very helpful as it does not feel like education. This is something that the students will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational.

Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc.

English Language Learners found that though students may not be able to articulate science concepts they are learning, they are often able to demonstrate their understanding through drawings. Teachers observe that drawing often engages students who might otherwise be disinterested in science and can help students move beyond simple recall when they are asked

to make connections and come up with a unique interpretation through an artwork or drawing. Students use observation skills when they are drawing, and this can help to motivate students who might otherwise remain quiet or need more time to process information. Jehlen also recounts the story of an East Oakland teacher who in his first year was inspired by an arts-integration coach to use visual art to connect to students in his content area. In order to get his students to understand big numbers and powers of ten, he had them create posters comparing numbers they found in researching real-world examples.

### Conclusion

English as a global or international language. This, however, does not mean that the teachers should abandon their "traditional" roles and take on completely new roles. As I have argued in the article, some teacher roles are based on widely accepted principles of learning which the teacher should continue to develop. There are, however, other teacher roles that need to be critically examined as they are based on assumptions that may not be in sync with the realities and principles.

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- P.s.r.ch.l.v.prasad 2014 "Need of English language"