

# **Developmental Approach to Language Teaching: Principles and Methodologies of a Global Language Teaching Programme — A Proposal**

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## **Abstract**

English has emerged as the *de facto* global language for universal communication in the closing years of the twentieth century. Whereas languages have been traditionally taught from the view point of their cultures, we will now have to think of new methodologies and materials so that global language learners can meet the challenges of the emerging global civilization and use the global language for their diverse communication needs.

A global language requires a new kind of curriculum to be designed along with a new teaching methodology, which would incorporate the use of freely available multimedia and internet resources.

It is suggested that we adopt a value-based, human-centric, and learner-centred language teaching approach (Developmental Language Teaching) based on the above hypothesis and incorporating recommendations from the UNESCO's Task force on the challenges before the learners of the 21st century, such as learning to learn, learning to do, learning to live together and learning to be. Additionally, the universal values enshrined in the United Nations Charter could be implanted in the teaching materials, and suitable teaching methodologies be developed to impart these values for the teaching of English as a Global Language (EGL).

## **1.0 Introduction**

Revolutionary developments in the fields of transport and communication over the last 150 years have helped in the 'planetization of humankind' (Chardin, 1959), and they have greatly enhanced the need for a single global language. The world's population of about 6.5 billion human beings presently use over 6,800 languages<sup>1</sup> to carry out their affairs, but English has emerged as the *de facto* Global language for universal communication in the closing years of the twentieth century. According to available data (Crystal, 2003), a quarter of the world's population uses various varieties of English for their different communication tasks at this time. Thus, Weeks (1996) has stated "for the first time in the history of civilization, we appear to be on the verge of having a genuine world language."

This worldwide use of English, cutting across various cultures and countries, involves varied vocabulary, pronunciation and usage in myriad locales. This has presented linguists and language teachers with additional challenges. Linguists have to adopt a common understanding of the role, features and functions of a global language, while striking a happy balance between intelligibility and acceptability. Further, they have to understand the implications involved in teaching a global language on a universal scale, to millions of children studying in schools across the globe.

This paper traces the history of English language teaching, reviews the available literature, examines the role of English as a global language (I do not mean to celebrate English as the largest international language as many natives might do, but focus on its role as a "universal auxiliary language" or a "global link language" that is learnt in many cases apart from one's mother tongue), and recommends use of the

Development Language Teaching (DLT) approach to meet the requirements of the fast emerging new world order and global civilization.

## **2.0 Literature Review**

### **2.1 The Historical Perspective**

Teaching is a conscious activity with clearly defined goals and objectives. However, with advances in our understanding of all branches of learning and how to teach them, there has been a continual change in opinions regarding what is to be taught, and, in particular, how languages should be taught. Innovations in language teaching have occurred in response to:

- the needs of the learners
- new learning regarding the nature of language
- the innovations in the related fields of psychology, sociology, anthropology, and most importantly, the linguistic insights in more recent times
- the emergence of new technologies and use of new media of communication (from engraving cave walls, to the use of paper and ink, to printing, to television, and now computers and the Internet).

#### **2.1.1 Oral Culture**

In the early stages of the development of human language, oral sounds were unconsciously passed on from generation to generation. However, as the phonological and morphological features of oral sounds grew in complexity, and especially when human beings began to record their finest thoughts in various scripts to preserve their religious and philosophical works, the need was felt for a formal process of learning and teaching of languages. In ancient times, selected disciples incidentally learnt a language at the feet of one of the 'great masters', while trying to fathom the depth of philosophical works and religious scriptures. Later, they would be taught to read and understand the great classical works.

**2.1.2 Literate Society:** A great change occurred following the discovery and use of printing press, and the availability of printed texts. Many more people showed an interest in learning languages either than their native tongues. Howett and Widdowson (2004) divide the history of English language teaching in three parts: roughly 1400-1800, 1800-1900, and 1900 to the present day. A great leap forward in attempting to teach every child in the world to read and write was taken with the adoption of the goal of universal education in the last half of the twentieth century. This provided linguists and language experts with the challenge to develop a theory of language teaching based on the insights gained from the theories of the nature of language from Panini and Patanjali in India; to Socrates, Plato and Aristotle in the West; and various other scholars until the present day. Language teaching came into its own as a profession in the last century. Central to this phenomenon was the emergence of the concept of "methods" of language teaching. The period from the 1950s to the 1980s has often been referred to as "The age of methods", during which a number of quite detailed prescriptions for language teaching were proposed. The insights gained through the scientific study of language, particularly in the 20th century, helped to quickly and efficiently teach languages to a vast number of learners. The model presented below in Figure 1 gives an insight into the processes involved in developing of various methodologies of language learning and teaching:

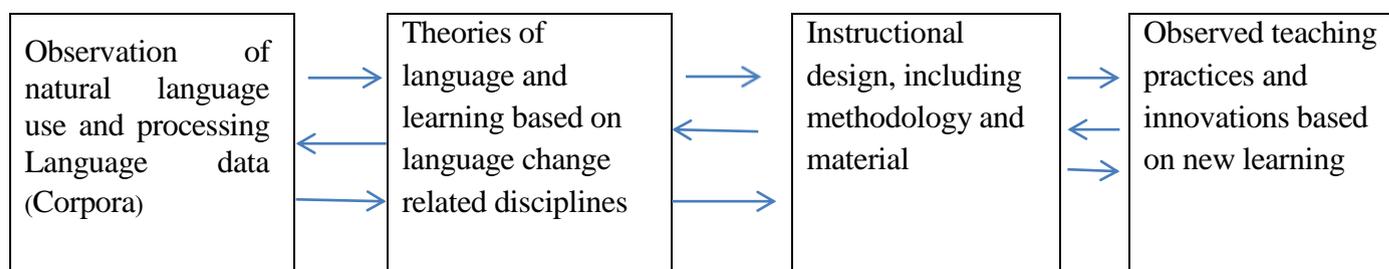


Figure 1: A model detailing the principles and methodologies of language learning and teaching.

Many theories of language learning/teaching have developed and, examined, including the Grammar Translation method (18th, 19th and early 20th century), Direct method (Francois Gouin and Charles Berlitz 1880-1930), Audio-lingual method (1940s to the 1960s), Structural approach based on the works of Saussure and Bloomfield, and Communicative and Communicational approaches based on the insights gained from Chomsky's *Syntactic Structures* published in 1957.

Howatt and Widdowson (2004) describe the work of Florio and Holyband, teachers of refugees in England; Comenius, who "was a genius, possibly the only one that the history of language teaching can claim" (p. 44); grammarians and spelling reformers of the early days like John Hart (1566) and Ben Jonson; other characters like John Wallis, who tried to free the description of English from excessive Latin influences; Noah Webster, founder of American English; reformers of the nineteenth century, such as Marcel Prendergast and Otto Jespersen; Henry Sweet and the rise of phonetics, and along with it the idea of the primacy of speech and the importance of a scientific approach to language teaching; a description of the dispute between Michael West and Charles Ogden over Basic English, and the work of Harold Palmer, who could also be said to promote basic oral fluency."

(Leverett, 2004)

"This 'Chomskian revolution' initially gave rise to eclecticism in teaching, but it has more recently led to two main branches of teaching approaches: the humanistic approaches based on the charismatic teaching of one person, and content-based communicative approaches, which try to incorporate what has been learned in recent years about the need for active learner participation, about appropriate language input, and about communication as a human activity."

(Schutz)

The various approaches and methods can be summarized in Table 1.

Table 1: Methods and teacher and learner roles

Teaching methods and teacher and learner roles		
Method	Teacher roles	Learner roles
Personalized language teaching ( <i>Guru Shisha Parampara</i> )	Exemplar, Eminent scholar	Hard working, dedicated student
Situational language teaching	Context setter Error corrector	Imitator Memorizer
Audio-lingualism	Language modeller Drill leader	Pattern practicer Accuracy enthusiast
Communicative Language Teaching	Needs analyst Task designer	Improviser Negotiator

Total Physical Response	Commander Action monitor	Order taker Performer
Community Language Learning	Counsellor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props user	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority figure	Relaxer True-believer
Global language teaching (Proposed methodology in this paper: Developmental Language Teaching)	Role model Facilitator Co-operator Participant	Participant Active contributor Independent investigator

Based on the model developed by Theodore S. Rodgers, Professor Emeritus, University of Hawaii.

In the early stages, the chief aim of language teaching was primarily defined as one of inculcating human values in the students. Courses for teaching English were very dependent on a study of literary texts written by well-known scholars. This tradition, with a few mechanical grammatical exercises thrown in, continues to this day. However, recently, it has clearly emerged that this approach was not very successful on a large scale, since students were solely focussed on cramming and reproducing answers from the prescribed texts. The primary goal of the students and teachers in the majority of English classes has been to convey the meaning of a prescribed poem, essay or short story, and to reproduce this in the annual examinations. In the process, the goal of imparting the language skills has been totally ignored.

### 2.1.3 Electronic Age

Developed countries are to some extent using the new forms of media in language teaching, though its full potential still needs to be explored. A definitive area would be to base and augment all language teaching through real life situations and natural language wherever possible. Tape recorders, radio television, and the latest recordings and playback of real life interactions and other interactive software, should be used to make the classes lively, interactive and useful. The lessons could be well prepared in advance and presented through such tools as Microsoft PowerPoint presentations and other computer software.

## 2.2 Global Civilization and Features and Functions of a Global Language

In this scientific age, the needs of the language learners, as far as a global language is concerned, would be primarily communication-oriented. They would, for instance, need to communicate with others while travelling, and the communication would be primarily of an interpersonal nature. They might need to express their ideas and opinions on different issues facing humanity as representatives of their countries or organizations. Alternatively, they might need to provide others with scientific and technical data. Of course, the majority of legal and banking transactions would be facilitated through the use of a global language.

The prospects of English becoming a global *lingua franca* were enhanced substantially when it was adopted by many international organizations, such as the United Nations, the World Bank, UNICEF and the UNESCO, WHO and International Atomic Energy Agency, in the last half of the 20<sup>th</sup> Century. Though simultaneous translation in the meetings (and on the Internet) is being proposed as a strong alternative, it is both time consuming and uneconomical.

In the 1990s, many people were concerned about the impact that the emergence of English as a global language would have on other languages, even to the disappearance of some languages. However, the Commission on Global Governance (1995) has stated that in the global community that has developed, "there is no retreat from English as the world language; no retreat from an English-speaking world."

A diagram (see Figure 2) of the English language speakers in the world today shows about 1/4 of the world's total population uses English for various kinds of communication needs.

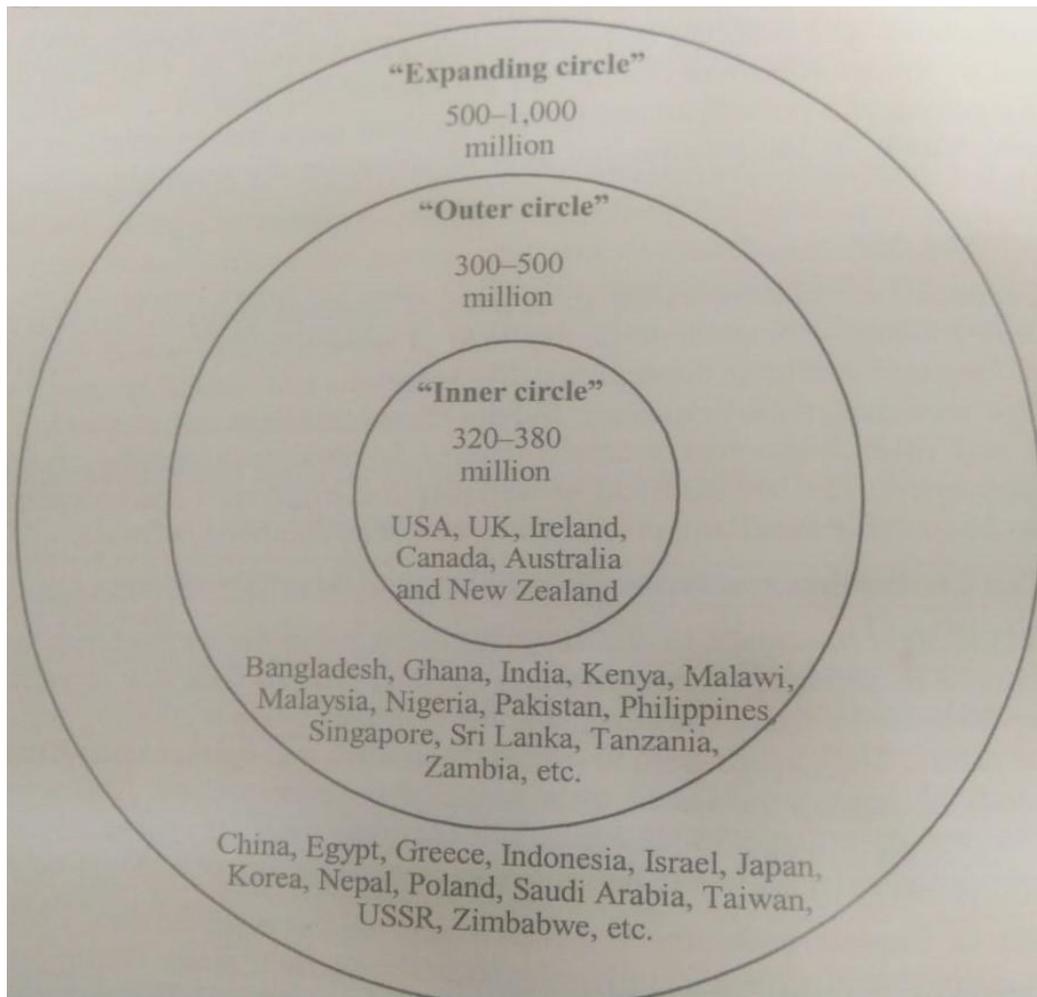


Figure 2: The estimated distribution of English as first, second and foreign language speakers in the world. (Commission on Global Governance, 1995 .)

The 'Inner circle' is said to be 'norm-providing', the 'Outer circle' 'norm-developing' and the 'Expanding circle' is 'norm-dependent'. In other words, English-language standards are determined by speakers of ENL, but while the ESL varieties of English have become institutionalized and are developing their own standards, the EFL varieties are regarded, in this model, as 'performance' varieties without any official status and therefore dependent on the standards set by native speakers in the 'Inner circle'. The implication is that there will shift in the centre of authority from native speakers as they become minority stake holders.

It is estimated that 75% of all international communication in writing, 80% of all information in the world's computers and 90% of Internet content are in English. It is clear today that material wealth will give way to knowledge and information in determining the shape of the future world society, and speaking the common world language will be fundamental for an individual to achieve success in every field of human endeavour.

Language has all along been the chief tool of development. Language and communication are now playing a more central role in economic, political and cultural life. Therefore the teachers of English will

have to deal with a more complex agenda including social and moral interests and responsibility, ethical issues and even those related to linguistic human rights, etc.

In this scenario, it is obvious that teaching of this language based merely on the literary texts would not be appropriate or adequate. It is clear that most language learners in a majority of the countries where English has traditionally been taught as a second language, would find no relevance for the current formal classroom teaching of English. The students are prepared to pay huge sums to learn a global language because it will enable them to communicate with people of any country, to compete in international examinations such as IELTS or TOEFL, etc, to attend job interviews with multinational companies, or simply to facilitate travelling abroad.

Hence, a new kind of curriculum would need to be designed along with a new teaching methodology that incorporated the use of readily available modern media and Internet resources. Naturally, all the previous insights into the nature of human languages and the various available teaching methodologies would help in formulating a globally acceptable model of the role and functions of a global language, and how to teach it on an unimaginably vast scale never before attempted in the history of humankind.

One of the implications is that in the due course of time, the universal (auxiliary) language will be taught to all the children of the world as a part of their school curriculum. It is estimated that in India alone, 100 million children will this year learn English from Class I onwards.

Traditionally, language was the representative of a culture reflecting the highest ideals of a people. However, in relation to English or for that matter any global language, the literature would incorporate the cultures of all its users in various settings. The teachers of English as a Global Language (EGL) would therefore need to pay attention to this important aspect as well as affective, aesthetic, ethical, social and political dimensions of English. The materials in the EGL classes would therefore be carefully selected from a wide variety of sources.

In order to achieve these goals we are suggesting the use of a new approach to teaching English as a universal auxiliary language to its learner's world wide.

### **3.0 Developmental Language Teaching**

Crystal (2003) has stated that languages have traditionally been taught from the stand point of their representative cultures. However, it is recognized that English is now so widely established that it can no longer be thought of being owned by any single nation. Therefore, it is suggested that *new* methodologies and materials be developed to help global language learners to meet the challenges of growth and development of the emerging global civilization and to use the global language as a tool for this purpose.

What is required is a value-based, human centric and learner-centred language teaching approach based on the Developmental Language Teaching (DLT) hypothesis that follows the UNESCO's Task force recommendations on the challenges before the learners of the 21<sup>st</sup> century. This involves the following:

- *Learning to learn*—inculcating a new mindset and the learning attitude, and the capacity to learn systematically.
- *Learning to do*—study skills and capacity building.

- *Learning to live together*—focusing on unity in diversity, scientific temper and respect for human dignity, working in groups, practice in the art of consultation and collective development.
- *Learning to be*—a principle that entails the application of spiritual principles to one's daily life and should be viewed as the very foundation of development. This involves rectitude of conduct on the part of the individual and specifically relates to personality development.

Since no communication is possible without a suitable thought, these guidelines will help us to select appropriate materials (texts that would convey universal human values or discuss global issues) would need to be given preference, and methods to facilitate the teaching of English as a global language. Additionally, the universal values enshrined in the UN Charter and the Universal Declaration of Human Rights should be implanted in the teaching materials, and suitable teaching methodologies should be developed to impart these values for teaching English as a Global Language (EGL). Another good resource is the collection of papers presented at the "National Consultation on Value Education in Indian Schools" (subtitled "Experiences and Strategies for Implementation") organized by the National Council of Educational Research and Training (NCERT), Government of India, held 19-21 August 2002 in New Delhi.<sup>2</sup>

The desired changes would need to be incorporated in school, college and university syllabuses so that the learners can gain the required mastery of the English language in English classes, and to acquire appropriate values to achieve their missions in life as global citizens.

### **31 Course Content**

English as a Global Language (EGL) would be taught to all children from Class I along with, their mother tongue. The EGL classroom would be quite different from the traditional English classroom. Additionally, the curriculum followed will be highly motivating, relevant and based on the personal experiences of the learners. Important and relevant topics to be discussed will include the acquisition of the right human values for personality development, the state of the world environment, the status of women in the society, getting to know each other by asking relevant questions, focusing on the difficulties of the learners in expressing themselves, rules of the language, vocabulary and aspects of pronunciation. Finally, we should be wary of making the students dependent on the teachers or elders—they should largely be encouraged to become self-reliant in their learning. The students would thus be enabled to acquire the much needed study skills for continuous and life-long learning of the global language and this would become an important aspect of EGL classes.

#### **3.1.1 Cultural Indoctrination**

If we do not pay attention to the values that are conveyed in language teaching, mostly unconsciously, we risk the danger of undesirable values and concepts being conveyed to the students. Texts show biases: nationalism, gender, race, caste, religion, class, wealth, happiness, etc. Texts are not value-free; they do impart values, whether consciously or unconsciously.

The texts used in classes may unconsciously transmit obsolete beliefs and norms that:

- are no longer appropriate for an emerging global civilization dominated by materialistic concerns and dominance of market economy.
- do not acknowledge the cultural values and spiritual aspirations of the large majority of the people of the world.

At present, we see western culture is emerging as a model of life for the people of the world, predominantly because of their economic predominance. As a result, the largely degenerative slang words are becoming quite common, so language curriculum designers must be inspired by higher aims to preserve the higher values of life. "Speak the language of virtues, language shapes character, the way we speak, the words we use, have great power to discourage or to inspire ..." ([www.virtuesproject.com](http://www.virtuesproject.com))

Development of language texts must be guided by and derived from a set of principles or universally accepted common global values to serve as a suitable instrument for the development of a global culture in which all the people of the world find an opportunity to express their identity.

It is important to identify the core set of values, otherwise most of the language teaching would merely cater to profit making. Real life situations should be used with the application of clearly identified and appropriate spiritual principles. Even the corrupt practices prevalent in society could be analyzed in the classroom situation, and a lot of useful interaction could be built around this resulting in the acquisition of moral values, critical thinking and appropriate language skills.

Some work has been done to identify the universal values that are lamentably missing from our current curricula. *The Virtues Guide* (Popov, 1992), essentially a guide for parents wanting to raise their children with positive and useful values has identified fifty two (52) virtues, focusing on teaching a virtue each week! Some of the virtues include co-operation, kindness and unity. The point is to create a world that would be free from conflict, and focused on the unity and welfare of all its inhabitants.

That should indeed be the focus of all true development. The goal of human resource development must therefore synchronize with this larger goal towards which a harassed humanity is slowly moving, and language, especially a global language, must become an instrument for the promotion of global unity, universal peace and harmony.

### **3.2 Teacher Roles**

As depicted in the model above (Table 1), the teacher is the role model. In English classes, the teacher plays a critical part in developing good language skills. A teacher who is not proficient enough in spoken and written English will impart faulty language habits to the learners that they will find very hard to overcome, even after they become acutely aware of their linguistic deficiencies during their adult life.

When we are trying to define the role of the teacher in Developmental Language Teaching (DLT) process, the task becomes even more difficult. Assessing the linguistic skills of the teacher will be rather easy. Much more difficult will be the assessment of his attitudes, world view, general awareness of the current issues, ability to accept and be a part of lifelong learning, ability to be an encouraging helpful group leader that allows the learners to share their viewpoint without being dogmatic, and above all whether he has the human values that are to be instilled in the learners. The teacher has to be an exemplar without being dictatorial, and to be open to suggestion and discussion. Otherwise, the consultative process that is central to the Developmental Language Teaching process would not occur. These skills are the most important considerations in the application of language and learning to real life situations.

Thus the teacher must be global-centric than ethno-centric or nation-centric. He should be future-oriented and have a profound belief in the human potential. He should be able to employ a variety of

teaching/learning styles (integrated use of all available methods) in the classroom for the development of the whole person and perceive learning as a life-long process. He would respect the human right of the learners in the classroom, and help to shift the focus and locus of power and decision making in the classroom. He would seek functional interdependence across the curriculum and demonstrate concern for community relations. (See Graham Pike and David Selby, 1979)

The teacher must also be familiar with the use of the latest media and technological innovations. Crystal (2004) rightly describes the Internet as the innovation that is as powerful as the discovery of language itself. The teacher's aim should be to bring the natural language to the class room and the various recorded interactions in different communication situations, whether audio or video, which can very easily be shown to the learners with the appropriate multimedia support in the classroom. Already English dictionaries and grammar books are increasingly lending themselves to the use of multimedia, and this is indeed a boon for the language teacher. They can be used to help the learners to analyze the language being used and then help them to overcome their linguistic difficulties. Much more than anything, the teacher in the DLT situation must allow the learner to outshine himself. He must realize that many learners would indeed be better than him in many language skills—such as listening, speaking, reading, writing, reciting, etc. He must accept this gracefully; nay, clarify this to the learners at the very beginning.

The DLT teacher would need to have a great faith in team teaching within and outside the classroom. This would help in the holistic development of the learner's personality and in forming the right attitudes. Teachers would thus work together to create lesson plans and teaching materials.

### **3.3 Learner Roles**

The learner will enjoy full autonomy in learning and will be the focal point of the teaching/learning process. Since the syllabus would be totally need-based and in tune with the current world situation, he would, probably, be highly motivated to acquire the language skills. Thus, he would be an active contributor to the learning process and the course would be continuously modified and adapted to his needs. Though needing to accept the discipline of the class, he would not be a mere recipient in the traditional teacher-taught situation. He will be an active contributor to the overall process of acquiring both the linguistic skills as well the universal values and constantly evolving in his thinking and awareness of the challenges facing the world. Thus, he will be encouraged to become involved in the life of the community around him and be a useful citizen from early years of his life. He would gain a lot of study skills early on in his training and would have an independent mind—even to the extent of disagreeing with the whole class whenever he felt it was necessary, while still respecting the right of the majority to hold on to their opinions. The learner will help the teacher in preparing charts, collecting data, applying information and in guiding the class. In fact, the learner would bear some of the responsibility for the success of the class. He will help his peers and the teacher in creating a very positive and fruitful learning environment in the classroom.<sup>3</sup> We sincerely believe that man is "... a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit there from." (Bahá'u'lláh, 1983).

Task based activities develop the learners' knowledge of the subject and their competence in English. Group activities will assist the learners gain new knowledge and understanding through use of the language. The sharing of knowledge helps the learner overcome his fear of using the language, since learning English is no longer the sole object. Language is learnt through natural every day speech. Language is learnt for useful purposes, and content and language integrated learning occurs. Learners

acquire the desired linguistic skills by exposure to English. The students are provided with a reason to talk and the assignments/exercises in this environment are generally fun to do. Having been provoked to resolve a problem, they learn to listen with understanding, and then to use the language in their daily interactions inside and outside the classroom.

### **3.4 Materials**

The aim of Developmental Language Teaching is to learn contemporary English. There have been projects in the past two decades to collect large quantities of spoken English data from radio, TV, lectures and discussions. However, it is much more difficult to collect and catalogue real life conversation/interaction data.

It should not be difficult to collect texts focusing on various language skills, vocabulary and structures to be imparted at different levels of linguistic proficiency that would reflect contemporary issues in the world. These might be printed, audio and video materials, or any other contemporary format that is available. In fact, for a DLT teacher, materials, other than printed ones, may more easily fulfil the tasks at hand. This does not mean a discounting of the role of printed texts. However, care should be taken to select texts that meet the course requirements of the man-making mission. The texts should also represent various cultures and communities across the world, and help in the evolution of a global culture by promoting unity and mutual understanding among the peoples and nations of the world. The children would thus learn to treat the whole world as their home and any narrowness would be avoided. We know that language is a vehicle of human thought, and it is also a most potent means to influence it. Therefore, English as a global language should be a prime candidate for teaching universal values.

Many aspects of a language can be taught through creative classroom interactions, and the teacher can then make use of a myriad of techniques that have already been suggested and are freely available on the Internet. The Internet now makes it possible to seek international help with teaching a particular skill or item by inviting suggestions from other teachers in the field.

Along with language skills, the materials and methods should pay particular attention to the development of thinking, reasoning, analytical, synthesis, writing and study skills. Study skills should include the use of online dictionaries, as well as the use of speaking/pronouncing dictionaries. A lot of practice must be given in speed reading with comprehension. Note taking exercises, memory skills and reference skills are absolutely essential to create a learning attitude conducive to the development of life-long learning and self-reliance. These skills, along with communication skills, should focus on the art of problem solving, conflict resolution and personality development—skills that are most needed in our daily life in the present scenario.

The learners in such exciting classroom should never ever be bored or disinterested. Selection of such materials would make the class a hands-on workshop where everybody learns the language through participation in activities—co-operative games, quizzes, debates, discussions, paper reading, poetry recitation, creative writing, delivering talks, and listening to the best and greatest speakers, etc.

Thus, there is a place for literature too, but in a supporting role to illustrate and help teach the linguistic items under focus.

The following six sub-sections discuss some of the work done in this field from India, though many well acclaimed international works along these lines are quickly becoming available.

### **3.4.1 Think in English Series**

The series called *Think in English Series* is a set of three books produced by the

Foundation for Advancement of Science for the students of Classes VI, VII and VIII. The books follow a creative approach to language instruction. Along with intensive language work taught through both descriptive and prescriptive approaches, the books aim to enable "the students to become conscious determiners of their own growth and play an effective role in building a progressive and dynamic civilization." The chapters revolve around universal values and the chapters have units on justice, joyfulness and wisdom, etc. The language exercises have been creatively integrated with the text and yield to a great range in variation from short answers, to fill in the blanks, to multiple choices, to role playing, and creative writing. The whole concept and presentation is very new and very innovative, and the lessons promote positive attitudes and scientific thinking in the learners.

### **3.4.2 Living in Harmony Series and Training Manual**

This series is published by Oxford University Press, New Delhi. It aims to impart universal human values to the school children. However, these lend to interactive language teaching very well because of the creative use of language and the appropriateness of the content. The Training Manual is detailed and very helpful even to an uninitiated teacher.

### **3.4.3 Collaborative/Co-operative Learning**

In collaborative learning, students from different performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps the other students to succeed. The active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. With small modifications and clearly defined goals of imparting particular language skills, these lend to DLT classes very well. The co-operative games instil a new enthusiasm in the learners and these can keep them refreshed during long hours of study. Many of these collaborative learning lessons and cooperative games are available on the Internet, and these can be successfully used in DLT classes.

## **3.5 Evaluation Procedures**

The evaluation would largely depend upon the honesty of the teacher, and is based on the overall performance of the learner throughout the period of study. The evaluation should be continuous, and through varied tests, beginning with the micro level tests administered in the classroom and culminating in the formal term/year end examinations for all the four language skills and sub-skills, including vocabulary and structures. The test would also measure the levels of fluency and accuracy attained. The learner could be required to submit various assignments through out the course of study.

### 3.6 Field Testing

Various elements of the DLT were tested at a course in Spoken English and Personality Development conducted at the request of the Department of Adult, Continuing Education and Extension at the Punjab University Campus at Chandigarh, and the results have been tabulated in Annexure I. The learners were highly appreciative of the various aspects of the course as is evident from their feedback.

### 4.0 Discussion

As a result of the emergence of English as a global language, there are some very important implications for the English Language Teaching (ELT) process that need to be addressed without further delay:

- What role will English as a global language play in the lives of people in 2050? Will its position strengthen or weaken because of new social and political groupings?
- What will be the relationship between the various mother tongues and national languages within each nation, and the global link language vis-a-vis each other.
- Who owns the English language? Should we teach "standard" English? What is that? According to whom?
- Will the rapid changes occurring in the language be accepted? (new words, spellings, pronunciation, structure, simplification of rules, fewer exceptions, elimination of gender and silent letters, etc.)
- Will it be free from the economic dominance of native speaking countries?
- Will the users of English be able to express their own values and cultures, and export their own goods and services to other countries?
- How do we arrive at "**Real English**" - the real English of real English users as suggested by Howatt and Widdowson (2004)? Is multi-dialecticism the answer? The suggested aim is teach the standard living English that is being spoken and understood by the majority of users around the world. That means the national/regional differences in pronunciation and usage will remain but the language used will be largely acceptable and intelligible.

### 5.0 Conclusions

The field of English Language Teaching is once more at a historic stage of evolution. For the first time, there is the challenge to teach English as a Global Language (EGL) to millions of people in all parts of the world. Language teachers have to gain a clear picture of the process at work, arise to the challenge, set out to successfully accomplish the task, while still leaving a lot of room for creativity and innovation for each learner's specific needs and environment. The Development Approach to Language teaching is seen as a step in that direction.

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