A STUDY ON ENGLISH LANGUAGE TEACHING AND LEARNING: A SYMBIOTIC RELATIONSHIP

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ABSTRACT

The relationship between the English language and globalization, as well as how one has an impact on the other. Globalization and English are believed to have a mutually beneficial relationship. On the one side, globalization encourages the use of English, and on the other, English encourages globalization. In the absence of the other, one cannot succeed. English, however, is affected by globalization in more ways than only language promotion. As intricate and nuanced as the word "globalization" itself, the impacts of this phenomenon on the English language are numerous and complex. What is known and true, however, is that the process involves the spread and use of the English language on a global scale, leading to the emergence of a myriad of Englishes and a new type of communication that combines the characteristics of speech and writing. The goal of the current study is to comprehend the significance of ABL (Activity Based Learning) in the teaching of second languages. It aims to familiarize teachers and students with high educational potential and academic accomplishment with activity-based learning and student-centered learning methodologies. It is frequently noticed that professors show resistance to the verifiable facts and adhere to conventional thinking. There are many methodical sources available in this area, but teachers frequently disregard them in favor of their own convenience and habits, regardless of how attentive the students are. Therefore, it is absolutely necessary to reverse the existing trend. The proposed study aims to satisfy the students' demand for free expression and communicative ability. Learning a language is about shaping life via its confident and natural application, not memorization and puking in the exam.

KEY WORDS: English Language, Teaching, Learning, Communication.

INTRODUCTION

Everyone must grasp the English language in order to bring about the necessary social transformation and modernization in the contemporary day, where social media, the internet, and communications technology have such a strong influence over the individual. Despite being predominantly an English language, English has been adopted as an official or second language by numerous nations worldwide thanks to past British imperialism. Global uprising changed the complete picture of the vibrant usage of the English language by introducing fresh and intriguing ways to incorporate language into all facets of life with creative concepts. Through world-class literature, songs, music, films, and TV shows, English provides access to a world of entertainment and cultural understanding. The primary goal of language instruction is to prepare pupils for the practical use of the language. The researcher has been active in the teaching and oversight of elementary education for a number of years and has noticed that a number of issues undermined the students' learning outcomes, indicating that the profession need significant development. Despite constant efforts in this direction, learners' proficiency in using English in both their academic and personal lives is not particularly apparent. Therefore, an effort has been made to solve these problems and evaluate the effectiveness of the activity-based learning systems (ABL). The importance of using a student-focused approach while teaching English to students has therefore increased. This chapter provides an overview of the current research and attempts to provide a detailed account of the significance of teaching English, English language instruction in India, Odisha, Bolgarh block of the district Khordha, current primary education conditions in the state, the importance of activity-based learning, and elementary education stages.

In accordance with Article 21-(A) of the Indian Constitution, the Right to Education Act of 2009 took effect in Odisha on April 1, 2010. Every kid has the same chance to get a full-time elementary education under this act of consequential legislation in a democratic and punishment-free environment. Through the means of the SSA, the department of "School and Mass Education" proclaims these lofty goals at all significant levels (Sarva Sikshya Abhiyan). The learner-centered "Activity Based Learning" approach has been adopted, and this move has brought about a number of modifications in the curriculum, evaluation system, teacher training strategies, and other areas. Through a variety of pragmatic solutions, the project's realistic and repeatable consideration of language teaching development serves as a link between pedagogic innovation and widespread application. A number of factors, including pre-primary education, the phases of primary education, government facilities and provisions, teachers' attitudes, the relationship between the school and the community, the families of the students, monitoring and supervision, etc., come into play. Other factors include the pros and cons of different teaching methods, theoretical approaches and practical applications, and communication among fellow teachers.

THEORY OF MULTIPLE INTELLIGENCES IN LANGUAGE TEACHING

Today's English language instruction takes into account the variety of students taking the same class. It respects an individual's distinction. Every learner is distinctive and intelligent in some manner. It aims to acknowledge the differences learners possess in terms of their strength and combination of intelligences due to different learning styles, preferences, and types of learning activities they find interesting, in contrast to traditional methods where learners were expected to adapt themselves to the method that was used. 2016's Richards & Rodgers

In his book "Frames of Mind," renowned psychologist Howard Gardner proposed the hypothesis of multiple intelligences. It contradicts the conventionally limited definition of intelligence, which Alfred Binet created as a singular, constant, and innate ability. He argues that the two types of intelligence that are typically measured by traditional IQ tests are our capacity for logic and our capacity for language. This limited view of intelligence is in conflict with the notion of multiple intelligences, which claims that all infants are born with various intelligences, though they differ in their combinations and strengths, and that these intelligences can be developed via practice and instruction.

TYPES OF INTELLIGENCES

Gardner first recommended eight different categories of intelligence before adding a ninth. He proposed nine different categories of intellect, as follows:

i. Linguistic (word smart): This refers to the capacity for both effective and imaginative language use in speech and writing. The linguistic intelligence of writers, poets, teachers, lawyers, politicians, and journalists is expected to be quite high.

ii. Rational and logical thinking is referred to as being "number savvy" or "logical/mathematical." Science and math are typically strong suits for those with high logical/mathematical intelligences. The best at it include physicians, engineers, programmers, software developers, and scientists.

iii. Spatial/visual (picture smart) refers to the capacity to decipher images and create an internal representation of the world around them. Color, form, scale, and design are typically important to those with strong spatial intelligence. The spatial and visual intelligence of architects, interior designers, painters, decorators, and designers is very good.

iv. Musical (music smart) refers to an awareness of melody, rhythm, and pitch. Poets, composers, and singers all have a high level of musical intelligence.

The capacity to participate in physical activities and to utilize one's body to express oneself and find solutions to difficulties is referred to as bodily/ kinesthetic intelligence (body smart). Better dancers, choreographers, sportsmen, and craftspeople are those with excellent bodily/ kinesthetic intelligence.

vi. Interpersonal (people smart): This term describes the capacity to form relationships with others, comprehend their perspectives, and persuade and influence them. Interpersonally intelligent people perform well in groups. Teachers, salespeople, social professionals, and politicians are all seen as having high interpersonal intelligence.

vii. Intrapersonal (self-smart): This term describes the capacity to comprehend oneself, identify one's strengths, and exercise self-control. Intrapersonal intelligent people like to work silently and alone.

Naturalist (nature savvy) refers to sensitivity to the environment and nature.

ix. Existential: This philosophical term describes the capacity to relate oneself to the existence of mankind. Empathic, philosophical, and spiritual wealth are all characteristics of those with high existential intelligence.

According to MI theory, a learner's preferred learning methods are determined by their combination and strength of intelligences. For instance, those who learn best in groups are likely to have higher interpersonal intelligence.

The following activities for each type of intelligence:

i. Logical/Mathematical – Games and puzzles, classifications and categorization, logical, sequential presentations

ii. Visual/Spatial – Diagrams, movies, grids, charts

iii. Body/Kinaesthetic- Interactive exercises, outings, and pantomime

iv. Musical/rhythmic - singing, playing an instrument, and jazz chants

v. Interpersonal: Problem-solving in groups, project work, and pair work

vi. Intrapersonal: Options for homework, journaling, diary writing, and self-evaluation

vii. Verbal/Linguistic Skills: Debates, storytelling, and taking notes

Naturalist: One who collects items from the natural world and learns their names and histories.

ACTIVITY BASED LEARNING

The following chapter offers a constructivist perspective on the idea of activity-based learning, which suggests that students participate in activities to improve their communicative abilities in a democratic and interactive setting. ABL must be implemented correctly in the classroom, which necessitates the students' active participation. No two language learners approach learning a language in the same way. Children's attitudes influence how they react in different ways to various teaching strategies and techniques in the classroom. One of the most popular learning methods since the dawn of time is activity-based learning, also known as "learning by doing." The fundamental principle of education in ancient India was similar to the idea of "learning by doing" that is prevalent today. Education can be compared to an experiment, and a student's life to a lab. Learning for the learner is not limited to the classroom; rather, it is centered on using the knowledge in real-world situations, making it extensive and all-encompassing. Ancient students were taught to make a living according to their own abilities and potential from the very beginning of their studies. They were observing and imitating while soliciting charity as they learned. Through action, contemplation, comprehension, and reflection, they sought to understand life's challenges. Despite being taught orally, the unthinking memorization of the Vedic hymns was compared to an ass carrying sandalwood who only felt its weight and gained nothing from its smell. In addition, Plato described a method of instruction known as the Socratic Method in his literary work "The Republic," which is now generally recognized as a prerequisite for activity-based learning. The Socratic Method is a style of inquiry and debate through various questions intended to stimulate critical thinking and illuminate ideas. According to Confucius, a well-known Chinese teacher and philosopher, "If one hears, he forgets, if one sees, he remembers, if one does, then he knows." Learning is more effective and lasting when students are actively involved. The learning outcomes are higher when there is no fear and anxiety. Self-involvement encourages self-education and self-induction. Purposeful activity-based learning takes place in a group setting. Since English is not our first language, pupils have less exposure to it and less opportunity to practice it. However, because English serves as the means of transportation for all other courses, it is the responsibility of English teachers to provide an engaging learning environment.

According to Fallow and Ahmet, "Learning becomes successful when students have the opportunity for full involvement, participation, and idea reciprocity". Activity-based learning (ABL) was first implemented in Chennai

schools with funding from UNICEF, and then it spread to many other states, including Odisha. David Horsburgh, an original thinker and charismatic leader, began instructing his students at Neel Bagh School in Karnataka in 1944, during the Second World War. He created a broad curriculum that included sewing, mason work, woodworking, music, gardening, and other academic disciplines including Telugu, Sanskrit, English, and mathematics. He may thereby significantly enhance the psychology and learning of children. His ground-breaking curriculum was broken down into smaller parts called SLMs (Self Learning Materials), and each time a student finished a set of these smaller units, he achieved a "milestone." Horseburgh was the creator of modern ABL thanks to his initiative and perseverance. Learning becomes joyful and lasts a long time when ABL gives students the chance to explore who they are in the best learning environment.

CONSTRUCTIVISM AND LANGUAGE LEARNING

The body of research on learning theories is expanding. Behaviourist theory, put out by B. F. Skinner, and cognitive theory, put forth by Jean Piaget, is the two main theories. It is important to note that the former places emphasis on the connection between stimulus and response, whilst the latter places emphasis on the individual's psychological environment and inborn reservoir of knowledge. Hein affirms that constructivist learning theory is compatible with activity-based learning theory. In this situation, the learner creates his own microcosms of knowledge from prior or present experiences and assimilates, employs, and gains new experiential units. The theory that learners always construct information for themselves, either individually or socially, by deriving meaning from the learning, is known as constructivism.

That knowledge is not acquired passively but actively by the cognizing theme and that the basis of cognition is flexible and serves the actual establishments rather than the exploration of the metaphysical reality are two strong aspects of this theory of knowledge that reveal the far-reaching facts of cognitive development along with the pedagogical processes.

"The conceptual discrepancies create perturbation in the interactions and the difficulties become unavoidable if the communicators assume that the meanings of the words used are simply depictions of fixed setups in an objective world, but if the learners take a constructivist view and assume that a language user's meanings ar According to this viewpoint, teaching a language does not necessarily involve imparting knowledge to the students; rather, it more accurately describes the action of using language to interact with the outside world.

There will be a significant distinction between educational practices that try to promote comprehension (teaching) and those that only aim to reinforce habits (training).

The effort of the researchers and educators is mostly focused on the aspect of what is happening within the learners' heads rather than the overt responses he displays. The goal of education, according to Piaget's clinical technique of teaching experiment, is not only to determine the conceptual structures and operations of students, but also to identify ways to enhance them.

CHARACTERISTICS OF ACTIVITY BASED LEARNING

The cognitive code language technique was made possible by cognitive psychology and transformational-generative linguistics, which were pioneered by Charles Darwin, Noam Chomsky, and other psychologists and linguists. William James, a follower of Darwin, discovered that humans had all the instincts that animals do, in addition to many more, and that linguistic skill is an inbuilt inclination to seize ownership of creativity. This revitalizes the unique capacity for flexible intellect that humans possess. Chomsky also outlined the two essential tenets of language. First off, a language is more than just a collection of possible responses because every time we speak, new word combinations are created. Additionally, the brain is capable of producing an infinite number of sentences using a small set of rules. Second, without any formal instructions, youngsters acquire complicated grammars quickly from simpler ones and interpret new phrases that they have never heard or encountered before. Thus, linguists, philosophers, and psychologists cannot externalize in even two thousand years what a toddler can in around six years! Thus, acquiring a language involves more than just reproducing; it also involves regenerating and creating. The following list of several aspects of activity-based learning might be considered.

PROCESS APPROACH

In contrast to the conventional product method, the process approach to teaching English is now encouraged. The former centers on the method of knowing, whereas the latter is concerned with the method of telling. Nunan states unequivocally, "The process approach stresses on the thorough procedures associated to developing the product, whereas the product approach centers on writing successes where the student emulates, follows, and takes the pattern of the materials offered by the teacher". If we look at the source, good procedure underpins good product. In contrast to the closed and controlled approach of mechanical learning, activity-based learning places an emphasis on the learners' free and open expression as better individuals. Although the process method admits that no output can be totally error-free, it can be closer to perfection by constantly generating, practicing, reflecting,

discussing, and revising on the assignment. The major goal of the product approach is to produce an output that is free of errors. Although there is a theoretical difference between the two, we cannot ignore the reality that in order to produce a good product, we must vigorously create the entire process in a constructive manner; however, a process that is ignored will not produce a good product. As a result, ABL can achieve an ideal teaching effect by placing a high value on the learning process. The 'product oriented' approach of teachers may explain their intolerance for students' mistakes. The identification of genuine learning among the learners, however, is made possible by the learners' blunders because learning is indicated by error.

BY-PRODUCT LEARNING

If we consider a sugar factory, cane sugar (sucrose) is the major product that is processed there. But the other materials produced as by-products of the process include things like bagasse, molasses, filter cake, etc. Similar to this, when students are engrossed in learner-friendly activities, their enjoyment and satisfaction from being involved appear to be the main result, but the real learning—aimed at the particular learning objective—occurs as a byproduct, outside of their awareness. Language learning thus approaches language acquisition during this phase. For instance, when we ask the kids to explain a picture based on what they understand from it, they engage in the process of explaining while unintentionally using the language and learning how to talk. The phrase is used in context by kids. They utilize the language while arguing, playing, and accomplishing tasks, whether they are aware of it or not. The goal is to set up the environment and offer the context necessary for learning to occur naturally. Fundamentally, for beginners, learning as a by-product is preferable to making them more thoughtful and cautious learners.

SKILL ORIENTED

Although schooling is more significant, skill-based education is more significant. Since language is solely a skill-based subject, learning should be skill-oriented. Communication is language's primary purpose. The ability to accurately transfer and produce information in accordance with the topic, purpose, and audience is the foundation of communication. Reading, writing, speaking, and other language abilities are crucial for learning. Learning a language is clearly effective. One's proficiency in a language is demonstrated by their fluency in speaking, correctness in reading, responsibility in listening, appropriateness in writing, and extensive use of acceptable terminology. Thus, the exercises are designed to help you master the language.

BEYOND TEXT

According to Mrs. Aparajita Sarangi, who served as commissioner and secretary of the government of Odisha's school and mass education department from 2012 to 2019 and is currently a member of parliament, "current textbooks meet only 20% of the children's requirement and the rest 80% is to be brought to fruition from beyond text," the fact of students' accomplishments can be analyzed through the "beyond textbook" approach. This method supports the ideals of connecting to one's real-world experience, sharing and exchanging ideas with others, consulting diverse reference materials, working together with peers, using one's creativity and innovations, and completing the textbook materials with supplemental materials. The process of "brainstorming," for instance, generates a lot more thoughts outside of the text that are connected to personal experiences.

SELF-EVALUATION

The process of evaluation is broad and ongoing. Every day in school, the child is examined both formally and informally. Teachers, friends, juniors, seniors, and outsiders all monitor, evaluate, and respect him and provide suggestions for growth. However, self-evaluation is the most important one since it allows a person to assess his or her own performance without fear of humiliation or popular mockery. Group work has opportunities for interaction and evaluation thanks to activity-based learning. The technique of self-evaluation is more targeted. Children are given the chance to evaluate their own areas of strength and weakness. During the teacher's whole class discussion, the pupils identify their own errors and make necessary corrections.

LEARNERS' INTERROGATION

Learning is not the lifeless, easily forgotten information that fills the mind of a constrained child strapped hopelessly into his seat, but rather the ravenous curiosity that fuels his particular "cruiser's" speed and effectiveness. The youngster is put in such a significant position in an activity-based learning strategy that he is made curious and motivated to quench his desire for knowledge by meticulous material. A learner's query is just as significant as a nation's pressing problem. He should always be treated fairly and with respect.

OBJECTIVE SPECIFIC

Learning is focused on specific objectives, and activity-based learning is more goal-oriented with a crucial progression along which the resources and activities work in tandem to achieve the purpose. Activities-based learning is considerably more effective and long-lasting. Every activity in an action-based learning approach is created with a specific goal in mind. The accomplishment of the aim shows the learners' significant development

in directed tactics. Activities serve as observable, quantifiable checkpoints along the path to achieving the goal. This learning method demonstrates progress measurement, whether qualitative, quantitative, or both, while being appropriate in terms of timeframe and scope. It controls the planned sequence of precise actions to accomplish the goals.

CONCLUSION

Since academic academics and English professionals fervently support the deployment of activity-based learning for a child's overall development, the necessity for the current study is seen as both urgent and justifiable. One of the most popular methods, ABL requires the learners' full participation. However, despite its prior introduction to the educational system, the results are not always clear-cut. From the statistics study, it is clear that the students struggle specifically to learn English and have a very weak command of the language, which is seen as the main barrier to pursuing technical courses and work chances. Most teachers focus more on grammar translation, exam scores, and teacher-directed instruction when they teach. When new students enter secondary schools, their language skill is low, and when they enroll in colleges, they are unable to compete with students from other boards. With the expanding trend of globalization, it is necessary to switch from traditional approaches to constructivism-based ABL methods that emphasize language abilities. In traditional teaching approaches, teachers spend a lot of time describing the grammar, vocabulary, and sentence structure rather than encouraging their students to internalize it for practical purposes. The higher performance in areas like presenting and public engagement is hampered by a greater emphasis on the mechanics and engineering of language than on usage and practice. First language acquisition happens naturally without any official training, but because second language teaching is a skill-based subject, it requires exposure, context, and practice. In order to encourage language learners to communicate in the target language, the teacher creates a variety of tasks and activities that are more similar to real-world scenarios. A communicative task, according to Nunan, is "a piece of classroom work that requires learners to comprehend, manipulate, produce, or interact in the target language while their intention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate. The concept of "jug and mug" or "donor and receiver" is used in traditional pedagogies, where the instructor is seen as the source of all knowledge and the students are only passive recipients. This discourages peer correction and group learning. On the other hand, cutting-edge approaches like communicative language teaching give students the chance to collaborate with peers and other students to share knowledge, debate issues, and find solutions. This enriches students' ability to communicate effectively in both one-on-one and one-on-many situations. To assure the success of language learning, modern teaching techniques

including communicative language teaching, cooperative language learning, task-based learning, the TPR method, suggestopedia, the quiet way, etc.

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