# NEED FOR A LEARNING ENVIRONMENT AS AN INDEPENDENT APPROACH TO TEACHING AND LEARNING ENGLISH

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## Abstract

According to research, a dynamic learning environment boosts students' attention and focus, fosters meaningful learning experiences, promotes more significant levels of student achievement, and inspires students to practice higher-level critical thinking abilities. At a School in Hyderabad, we use a student-centred approach to instruction that fosters an engaged learning environment through active learning (having students participate in class rather than just sitting and listening) and utilizing class time for inquiry, application, and assessment in order to meet the needs of individual students.

## Introduction

The need for the learning environment as a distinct approach to teaching and learning English, as well as its significance in different methods of teaching English in general and Communicative Language Teaching (CLT) in particular, will likely be examined in the paper.

## Alternatives to language teaching:

In the field of English Language Teaching (ELT), two different approaches differ in the emphasis they place on linguistic and methodological issues:

1. Approaches that prioritize language aspects, like the Lexical Approach and Grammar Translation.
2. Methodological issues are prioritized in approaches like the Direct Method, CLT, and others.

Both approaches place something other than the learning environment as the primary concern. It differentiates the emphasis on methodology from the emphasis on a language system. The attention to the learning environment appears to be secondary. On the contrary, learning about environmental factors are an essential priority for numerous teachers and authors. The learning environment is vital in the field of ELT. However, It is neglected by alternatives to language instruction and their proponents, especially CLT. Breen (1986), Bowers and Widdowson (1986), Holliday (1994), and Coleman (1996), as well as Nunan, who observes in his most recent piece that:

'the methods movement – the search for the one best method, would seem to be well and truly dead.' (Nunan 2001)

However, some see changes in searching for the best method, e.g., Prabhu, 1990.

## Language Teaching at present

As its name implies, communicative refers to a learning strategy based on student communication. However, current course texts are not as communicative as desired. Even though they include opportunities for debate and other speaking and writing assignments, they are based on the same grammatical syllabus and structural situation pattern as Louis Alexander's course books from the 1950s, 1960s, and 1970s. According to Jeremy Harmer, CLT is a global method inadequately implemented as a whole. (ELT magazine July 2003) CLT focuses on methodology instead of the learning environment, which conducts it for effective language teaching and learning. Stephen Bax's remark suggests that CLT sends the following message to teachers: "the communicative approach is

the way to go, no matter where you are or what the learning environment is." (ELT magazine July 2003) CLT effectively addresses deficiencies in previous methods, but it now has negative impacts and must be replaced. It disregards the most crucial aspect of language instruction: the learning environment in which it and other alternatives occur. CLT has the reputation that the teaching technique is backwards without it. Students in many nations, such as the Netherlands, can speak English and native speakers without CLT. (Reference – the statement of a renowned ELT author at the 1997 IATEFL conference) Such perspectives suppose:

1. That CLT is the ultimate solution in the area of ELT;
2. That they ignore learners' needs;
3. That they neglect all aspects of the social learning environment.

So the root of this problem is in CLT. Hence it needs to demote to second place in ELT.

## The need for an autonomous approach to the learning environment

The learning environment contradicts the CLT viewpoint and reveals that methodology is not the most critical aspect; other factors contribute to effective teaching and learning. Attention to the surroundings during language instruction will benefit students and instructors in every language lesson. It expressly empowers, educates, and encourages teachers to emphasize the learning environment to enhance their ability to analyze and manage critical areas of the teaching-learning environment.

 For all this, it could be argued that:

1.There must be an emphasis on the learning environment  in language teaching;
2.It is time to have one more effective step in language teaching;
3.It is vital to demote CLT attitude to move forward with a learning environment  for effective language teaching in every situation;

## Learning environment  as an autonomous approach

Acceptance of the learning environment as an independent approach requires a realignment of the learning environment as an approach. This method teaches training, material development, and assessment.

In practice, this involves the following steps:

1. Identify priorities and an atmosphere crucial to language education in every setting.
2. Identify learners' needs based on classroom, school, and national conditions.
3. Learning environment analysis to emphasize grammar or speech.

        An eclectic approach needs to be followed to meet the needs of students. It promotes communication. CLT will not be overlooked., but it will not take precedence over the learning environment. Tomlinson proposes emphasizing the learning environmental aspects in the teacher position and framing educational materials with expert guidance. (2001).

## Conclusion

It is time to explore the learning environment as an independent strategy and discover its value in language teaching options since the social context is critical in learning English. It is also essential to the educational endeavour's success.

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