

Teaching Methods and Trends of English Language Teaching

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Abstract

In this paper I tried to explain English language teaching as an art. How to teach English Language using some methods. What are the Teaching Methods, which one best method? Also begin some other languages such as Chinese, Japanese and Other language can be replaced with English and their capability of being a global one. But English became one of the important languages in the world that no other language can replace it. English became common language for all. Now a day's people depend on mobile. In that also English is common language.

The English language teaching tradition has been subject to enormous change, particularly throughout the 20th century. Perhaps more than any other obedience, this tradition has been practiced, in various alterations in language classrooms all around the world for centuries. While the teaching of Maths or Physics that is the tactic of teaching Maths or Physics, has, to a superior or lesser extent remained the same, this is hardly the case with English or language teaching in universal. As will become obvious in this short paper there are some milestones in the growth of this tradition, which we will in brief touch upon, in an attempt to reveal the significance of research in the selection and implementation of the most favourable methods and techniques for language teaching and learning.

Key Words: English Language, Teaching methods, Implementation, Second Language, Target Language, Direct Method, Grammar Translation method, Structures

Full Length Paper:

Language is the pride of the citizens who use it. English is the language of the English people. The fact is that this language is used almost in all the countries of the world. Nehru rightly said “English language is ours by historic necessity”. At present the mother tongue enters the English class as a furtive impostor; teachers may “simultaneously interpret” and “explain” texts before dictating answers. It can be given its due place by being used for conversation and understanding along with a commitment with English. One figure of this is in Prabhu (1987) the limits on the use of the mother tongue in the Bangalore Project were naturally set by the needs of the task which was input in English and necessary responses in English; the mother tongue made the language understandable where necessary. Specified a variety of inputs in English and an authentic attempt to recognize them the mother tongue need not be an impostor but a resource. Krashen (1985) points out that “simultaneous translation is not effective”; the use of two languages in the classroom can be “done in such a way as to provide understandable input in the target language, using the first language to provide background information”

These language teachers appreciate that there’s no quick fix that they can organize to help students quickly become confident in their target language. Instead there are some common, evidence-based teaching approaches which can help make dissimilarity. They are 10 of the most notable approaches to language teaching. It will support language educators looking for some motivation to improve their teaching practice. It’s worth noting that none of these approaches should be considered “the best” in every classroom educator and student is diverse. My recommendation is rather that educators should try them out couture them to their precise context and reviewing the impact they have.

Important Teaching Methods

1. Grammar Translation Method
2. Direct Method
3. Bilingual Method
4. Structural Approach

1. Grammar Translation Method

Translation method is popularly known as Grammar Translation method or Classical Method of teaching. It was so called because the language material to be presented was graded on a grammatical plan. In this method the teaching of a foreign language through this method makes it easy, quick and economical. And it interprets the phraseology of a foreign language in the best possible manner. The best way to understand the words, phrases and sentences of a foreign language is by translation.

Importance of Grammar Translation Method:

1. It Enables students to learn English by understanding its differences from the mother tongue.
2. It helps to learn vocabulary and phraseology of a foreign language.
3. This method of teaching impresses on the students the peculiarities of English language.
4. It enables the students to use English language in speech and writing with economy and precision.
5. This method helps them to acquire a taste for reading western literature.

2. The Direct Method

Though originated in France Direct Method found a ready audience in Germany. The last two decades of the 19th century ushered in a new age. In his *The Art of Learning and Studying Foreign Languages* (1880), Francois Gouin depicted his “harrowing” experiences of learning German which helped him increase insights into the intricacies of language teaching and learning. Living in Hamburg for one year he attempted to master the German language by dint of memorising a German grammar book and a list of the 248 unequal German verbs instead of conversing with the natives. Exulting in the safety that the grounding in German grammar obtainable him. He rushed to go to the University to experiment his knowledge.

This method was introduced in India in the early 20th century. The term Direct Method was coined in 1901. Nick names of the methods

- a. Natural Method
- b. Reformed Method
- c. Mothers Milk Method

“Direct Method is method in which teaching of English is complete directly through English Language”. Its main object is to teach the language directly. It tries to establish a direct bond between the word and meaning, thought and expression. It is an attempt to minimise the use of mother tongue. To make the learner to think in the target language and it’s enabled him to express his feelings without the intervention of his mother tongue.

Main Features of the Method:

1. This method tries to establish a direct bond between word and idea, word and experience.
2. It provides a lot of oral practice.
3. It banishes translation form the class
4. This method encourages teaching grammar inductively.
5. This method offers an active command over the language by filling in the gap between active and passive vocabulary of the learners.

3. Bilingual Method

This is the best methods to teach English language. This is of recent origin. C. J. Dodson is progenitor of this method. The word ‘bilingual ‘is formed by two words. Bi-which means two. Lingual which means languages. “It is a method which tries to integrate different aspects of the Grammar Translation Method and The Direct Method and to enlarge and effective second language instruction method”. This method makes the pupils speak English with fluency and accuracy and to make them to write English fluently and accurately. This method prepares them in such a manner that they can achieve true bilingualism.

In this method mother tongue is used in a restricted manner. Sentence is the unit of teaching and it is built around situations. All language skills are considered equally important. This method is so easy method that the average teacher can teach successfully and profitably.

Here mother tongue is not used for word for word translation and it is used to explain difference of phonetics, grammar and vocabulary.

Main Features of the Method:

1. This method makes good use of the students' previous skills.
2. This method saves time and ensures accuracy.
3. It provides a lot of pattern practice
4. This is a very easy method even an average teacher succeeds in teaching this method
5. It is natural way of learning a language
6. It helps the teacher to test the understanding ability of his pupils.
7. This method does not burden the mind of the teacher with extra work
8. This method is less costly as compared to other methods.

4. Structural Approach

This structural syllabus for the first time in the world goes to London Institute of Education of the Great Britain. Afterwards it has emerged as new techniques in the learning of English language. Madras is the first state which introduced this approach in 1952. Afterwards other states of India tried to introduce this technique in their educational curriculum. In order to popularise the structural Approach through the length and breadth of India umpteen number of seminars, study groups and training arrangements had been organised by the experts and specialists of English languages.

“A list of polyglot items which is in order in a teaching order and is conveyed by descriptive sentences may be called a structural syllabus”. The Oral aural approach is also called as the structural approaches in India. Even now it is popularly known as the structural method in our country. It is really not at all a method but it is one of the techniques of teaching English. According to Dr. M.S. Sachdev “ Approching English on the basis of the selected structures is called structural Approach”.

Through this technique different structures are taught to the students. In order to do so the various structural pattern have to be carefully and judiciously selected and graded by following some principles. The main purpose of the structural approach is to develop good language habits

among the learners. It provides plenty of opportunities to master the four fold skills of learning. Apart from that it makes the best use of situational approach.

Important Features of Structural Approach

1. This method employs the use of careful selection and gradation of the language there is no scope for haphazard presentation.
2. This approach emphasis on speech, English is learnt as a habit.
3. This approach gives much stress on the activity of the learner, it makes him an active participant.
4. As the learner is engaged in the learning process by doing and speaking he obtains delightful experiences.
5. As it lays more emphasis on oral work the difficulties of the students are solved then and there only. Hence the learning becomes more real and lively on the part of the students.
6. This approach develops the four fold skills of learning (LSRW) it is said to be a complete method.

5. The Audio-lingual Method

The epidemic of World War II heightened the need for Americans to become verbally capable in the languages of their allies and enemies alike. To this last part bits and pieces of the Direct Method were appropriated in order to form and maintain this new method the “Army Method,” which came to be recognized in the 1950s as the Audio-lingual process.

The Audio-lingual Method was based on linguistic and emotional theory and one of its main premises was the scientific expressive analysis of a wide variety of languages. On the other hand conditioning and habit-formation models of learning put forward by behaviouristic psychologists were married with the pattern practices of the Audio-lingual Method. The next points sum up the characteristics of the method:

1. Dependence on mimicry and memorisation of set phrases
2. No grammatical explanation
3. Use of tapes and visual aids

4. Focus on pronunciation
5. Immediate reinforcement of correct responses
6. Learning vocabulary in context

But its fame waned after 1964 partially because of Wilga Rivers's contact of its shortcomings. It fell short of promoting unrestrained ability as it paid undue attention to memorisation and drilling, while relegation the role of context and world knowledge in language learning. After all it was discovered that language was not acquired through a process of habit formation and errors were not unavoidably bad or pernicious.

a. Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in practical situations that they may find themselves in. This type of teaching engages focusing on significant functions like suggesting, thanking, inviting, complaining, and asking for instructions to name but a few.

b. The Silent Way

The Silent Way emphasises student autonomy. The teacher acts simply as a facilitator trying to encourage students to be more active in their learning. The chief of this way of teaching is for the teacher to say very little so students can take control of their learning. There's a big importance on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar lexis and pronunciation are continually drilled and recycled for strengthening. The teacher assesses their students through careful scrutiny and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

c. Community Language Learning

This is most likely one of the English teaching methods where the learner feels the safest as there's a great importance on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a group of the L1 (mother tongue) is used for translation purposes.

d. Task Based Language Learning

The major aim of this approach to learning is task achievement. Regularly relevant and interesting tasks are set by the teacher and students are accepted to draw on their pre-existing awareness of English to complete the task with as few errors as possible.

e. The Lexical Approach

The Lexical approach is based on computer studies that have beforehand recognized the most commonly used words. This approach in teaching focuses on vocabulary attainment and teaching lexical chunks in order of their frequency and use. Teachers of the Lexical Approach place a great importance on genuine materials and realistic scenarios for more precious learning.

Chomsky's theory of transformational grammar projected that the fundamental properties of language develop from innate aspects of the mind & how humans process experience through language. Chomsky argued that such a learning theory could not serve as a model of how humans learn a language while much of human language use is not imitated performance but is created anew from original knowledge of nonfigurative rules. Sentences are not erudite by imitation & repetition but "engendered" from learner's underlying "competence". This theoretical shift has reduced the importance of this advance though it is still relevant in language learning.

These are some methods which helps teachers to teach English language very effectively. Language teaching is an art. Teacher should have some technique and he should know some teaching method which helps him to become best teacher. Students learn very effectively when teachers use these methods.

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