

Methods Approaches of Teaching English

- Grammar Translation
- Direct method
- Bilingual method
- Structural Approach and Situational Teaching

What is a Method ?

- A method determines what and how much is taught (**selection**), the order in which it is taught (**gradation**), how the meaning and form are conveyed (**presentation**) and what is used to make the use of the language unconscious (**repetition**). Thus a method deals with four things viz selection, gradation, presentation and repetition.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Goals	Goals	Goals
To enable the students to read literature, to learn grammar rules and vocabulary	To enable the students to communicate in target language, to think in target language	To make the pupils fluent and accurate in spoken and written words and structures.
		To prepare the pupils in such a manner that they can achieve true bilingualism

<i>Grammar Translation</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Principles	Principles	Principles
<ul style="list-style-type: none"> • Translation interprets the words and phrases of the foreign language in best possible manner. • The structures are best learnt when compared and contrasted with those of the mother tongue. 	<ul style="list-style-type: none"> • Oral Training • Inhibition of the mother tongue • The sentence is the unit of speech • Inductive teaching of grammar • Systemic use of vocabulary • The meaning of words are taught by means of objects, natural contexts and appropriate actions. 	<ul style="list-style-type: none"> • It is a waste of time to recreate the situations. • Teaching learning process is facilitated if only mother equivalents are given without duplicating the situations. • Makes use of restricted use of mother tongue. • It is the teacher who uses the mother tongue.

<p><i>Grammar Translation</i></p> <p>Procedure</p>	<p><i>Direct Method</i></p> <p>Procedure</p>	<p><i>Bilingual Method</i></p> <p>Procedure</p>
<ul style="list-style-type: none"> English reader is the source of all language material. The teacher reads the paragraphs, sentence by sentence and translates them into child's mother tongue. The teacher asks few questions here and there. Word meanings and question answers are written on the black board. The teacher assigns the homework. Learn word meaning and question answers and translate a few sentences into mother tongue. 	<p>Learners are motivated to think and communicate in English.</p> <p>Learners are asked questions and are allowed to give answers only in English.</p> <p>More emphasis on vocabulary than grammar.</p> <p>Oral practice is emphasized and pronunciation is seriously taken care of.</p> <p>Inductive method to teach grammar is used.</p> <p>Audio visual aids, gestures, actions are used by the teacher to make the students understand in English.</p>	<ul style="list-style-type: none"> The teacher makes use of mother tongue equivalents without duplicating situations. After that enough pattern practice is given in English words and structures. Unlike Translation method, it is the teacher who uses the mother tongue. Pupils only practice patterns of English.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Roles	Roles	Roles
Teacher has the authority, a student follows instructions to learn what teacher knows.	Teacher directs class activities, but students and teachers are partners.	Teacher directs all activities.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Interaction	Interaction	Interaction
<ul style="list-style-type: none"> • Most interaction is teacher to student. • Teacher initiated interaction. • Student - student interaction is minimal. 	<ul style="list-style-type: none"> • Both students and teachers initiate interaction, but largely directed by the teacher. • Student – student interaction is maximum through activities and games. 	<ul style="list-style-type: none"> • A slightly little scope for student interaction than direct method.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Aspects of Language Emphasized	Aspects of Language Emphasized	Aspects of Language Emphasized
<ul style="list-style-type: none"> • Vocabulary, grammar, reading, writing are primary skills. • speaking/ listening skills not emphasized. 	<ul style="list-style-type: none"> • V o c a b u l a r y emphasized over grammar. • oral communication considered basic. • pronunciation emphasized . 	<ul style="list-style-type: none"> • M a s t e r y o f vocabulary was considered very important.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Response to student errors	Response to student errors	Response to student errors
Emphasis on correct answers, teacher supplies correct answers when students cannot.	Self correction encouraged whenever possible.	Emphasis placed on correct answers. Wrong responses were corrected by the teacher.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Evaluation	Evaluation	Evaluation
<ul style="list-style-type: none"> • Tests require translation from native to target language and vice versa and applying grammar rules. 	<ul style="list-style-type: none"> • Students tested through actual use of the language. 	<ul style="list-style-type: none"> ▪ Reading skill is assessed along with vocabulary. ▪ Emphasis on all the skills , L, S, R, W.

<i>Method</i>		
Merits	Merits	Merits
<ul style="list-style-type: none"> •It ensures accuracy. •Easy method •Time saver •Requires few aids •English grammar made easy 	<ul style="list-style-type: none"> •It ensures Fluency of speech •Taste for english literature •Command over language. •No gap between active and passive vocabulary. •Based on educational principles •Use of audio visual aids and Scope for activity 	<ul style="list-style-type: none"> •It ensures both •It ensures fluency •Less expensive than direct method •Suits majority of Indian teachers •Time saving device

<i>Grammar Translation Method</i>	<i>Direct Method</i>	Bilingual Method
Merits	Merits	Merits
<ul style="list-style-type: none"> •easy to memorize and apply rules •Easy to explain abstract words •No drilling 	<ul style="list-style-type: none"> • B a s e d o n e d u c a t i o n a l principles •Use of audio visual aids and Scope for activity 	<ul style="list-style-type: none"> •Suits majority of Indian teachers •Time saving device

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Limitations	Limitations	Limitations
<ul style="list-style-type: none"> •Ignores natural way •Passive mastery •Not in conformity with psychological principles •No habit formation •Loss of free expressions •No scope for originality 	<ul style="list-style-type: none"> •Useful in early stage •Suitable teachers are not available •Not complete method •Few words can have direct link with their meanings 	<ul style="list-style-type: none"> •Bilingual method may merge into translation method by over use of mother tongue •Contrast between the features of two languages may confuse the pupils. •Average child will lean on mother tongue.

<i>Grammar Translation Method</i>	<i>Direct Method</i>	<i>Bilingual Method</i>
Limitations	Limitations	Limitations
<ul style="list-style-type: none"> •Undue emphasis on rules of grammar •Mars the child's fluency in speech •Dull and mechanical •English prepositions and idioms and phrases can not be translated 	<ul style="list-style-type: none"> •Teacher uses synonyms, antonyms which are more difficult than original words. •Lack of english atmosphere •Expensive method •Time consuming •Only a clever child can benefit by this method 	<ul style="list-style-type: none"> •Many teachers of English are not familiar with the features of both the languages.

Which Is The Best Method ?

- None of the recognized methods of teaching is fool – proof. No single method can possibly fit all cases and all climates. There is a need to have eclectic and pragmatic approach in the choice of methods and techniques of teaching. Each method carries some of the outstanding features and the same must be incorporated in the teachers method.

Important points to be kept in mind.....

- The approach should be primarily oral.
- Active methods of teaching should be used as far as possible.
- The greatest possible use of the foreign tongue should be made in the classroom.
- The difficulties in the matters of pronunciation, vocabulary and grammar should be carefully graded for presentation.
- The teaching of language should be considered more as the imparting of a skill than as the provision of information .

STRUCTURAL – SITUATIONAL METHOD

What are Structures?

- The word 'structure' means the order in which words are arranged in a sentence.
- The particular order or arrangements of words is also called sentence pattern. English language is primarily a language of structures or structural patterns and every word in it has a fixed place in a sentence.

So the different arrangement or pattern of words are called structures. Structures may consist of full utterances or they may be a part of a large pattern.

Structural Approach – Meaning

- The Structural Approach is not a method in the strict sense of the term. It is an approach, a technique, and a device, which can be used to put into practice any method successfully.
- In fact method of teaching is concerned with ‘How to teach’ but approach is concerned with ‘what to teach’.

In the words of **Menon and Patel**, “ ***The Structural Approach is based on the belief that that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary.***”

Meaning Of Structural Approach

Contd.....

- **Prof. C.S. Bhandari,** “ It is not proper and correct to call the Structural Approach a method of teaching. It is an approach. Any method can be used with it.”

Meaning of Structural approach contd.....

Prof. B.D. Srivastva, “ The structural approach is, in fact, the situational approach to language teaching. It is based on the assumption that the language can best be learnt when its need is felt in a situation. It is thus that a concrete relationship between expression and content can be established. This is essential in language learning. The Structural Approach makes use of situations in which meaning finds best expression.”

Objectives of Structural Approach

According to **Menon and Patel** the following are the objectives of new Structural Approach:

- To lay the foundation of English by establishing through drill and repetition about **275 graded** structures.
- To enable the children to attain mastery over an essential vocabulary of about **3,000 root words** for active use.

Objectives of Structural Approach

contd

- To correlate the teaching of grammar and composition with the reading lessons.
- To teach the four fundamental skills, namely LSRW. (Listening, Speaking, Reading and Writing)
- To lay proper emphasis on the aural – oral approach, activity methods and the condemnation of formal grammar for its own sake.

Principles of the structural approach

1. **Forming language habits.** The Structural Approach gives due importance to the forming of language habits.
2. **Importance of speech.** The Structural Approach regards speech as more important than reading and writing. Speech is the necessary means of fixing firmly all ground work.
3. **Importance of pupil's activity.** The Structural Approach puts more emphasis on pupil's activity than on the teacher's.

Principles of the structural approach

contd....

4. **The principle of oral work** – Oral work is the basis and all the rest are built up from it.
5. **Each language has its own grammar** – Instead of teaching grammar of the target language and its structures are to be taught. Each language has its own grammar.

Characteristics/ Chief Features of the Structural Approach

1. Word Order

Word Order or the "patterns of form" is of primary importance in learning English language. It is the order of words in a pattern that makes true meaning clear.

Fish eat.

Eat Fish.

Lamp oil

Oil lamp

The man killed the deer. The deer killed the man.

2. Presence of Function Words

This is the essential use of 'function words' or "structural words". Observe the following structures:

- (i) I kill the snake.
- (ii) I shall kill the snake.
- (iii) I have killed the snake.
- (vi) I have to kill the snake.
- (vii) I might have killed the snake.
- (viii) I can kill the snake.

Function Words

- Function words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence.

3. Use of a small number of Inflections.

Inflectional changes are prominent in the following examples:

In Verbs: I play: he plays; I am playing; I played.

In Nouns: one boy, two boys, that boy's cap; one man, two men, men's food.

In Adjectives: great ... greater ... greatest , good ... better ... Best

In Adverbs: Great ... greatly; beautiful ... beautifully.

Inflections

Inflection is the name for extra letter or letters added to nouns, verbs and adjectives. Nouns are inflected in Plurals, Verbs are inflected in the various tenses and adjectives are inflected in the comparative and superlative.

A Change in the form of a word to reflect different grammatical functions of the word in a sentence.

4. Types of Structures

In the structural approach there may be **four types** of structures.

- **Sentence patterns:** He plays football.
- **Formulas :** These are group of words used regularly on certain occasions. Good morning. How r u ?
- **Phrase patterns:** in the corner, on the desk.
- **Idioms :** Group of words that must be taught as a whole. A bitter pill, tit for tat.

5. Situational Teaching

- The structural approach to teaching of english makes use of situational teaching. Proper situations are created with the help of objects, pictures, models, flash cards, actions, gestures and black board drawings.

6. Selection

Effective teaching demands careful selection of structures. In order to do so the following criteria should be kept in mind.

a. Usefulness:

(How often certain item or word is used)

while selecting and grading structures we should adopt **frequency and utility**. The structures, which are more frequent in use, should be introduced first.

b. Simplicity

(Simplicity demands in the construction and meaning of structure)

The simplicity of structure depends on the **form and meaning**. The structure *'I am playing cricket'* is far simpler in form and meaning than *'The patient had died before the doctor came'*. The simpler structure should be preferred to the complicated one.

C Teachability:

A teachable structure can be easily demonstrated in the class

- Some structures can be taught more easily than others. For example, the structure '*I am writing*' can be taught easily because the action, which it denotes can be demonstrated in a realistic situation.

GRADATION OF STRUCTURES

Structures are to be graded in the order of difficulty. Simple structures should precede the more difficult ones. I .



I. The following are some of the **patterns** that should be taught at early stages:

- **Two-part patterns**

- I /sang



- Three-part patterns**

- I /sang /a song

- **Four-part patterns**

- I / sang/ a song / in the party.

- **Five – part patterns**

- I / sang/ a song / in the party/ yesterday.

II. Patterns beginning with 'there'

There are twenty students in this class.

iii. The negative forms

He does not go.

She did not play.

iv. Patterns beginning with 'a question verb'.

Is she coming?

Will he go?

v. Patterns beginning with asking words

- How are you?
What does he do?

vi. Patterns of Command and Request

Please come here

- Go away.

Procedure of teaching structures

- Revision of the previous structures
- Presentation of the new structure
- Creating situations to teach the structure
- Individual or group drill work
- Use of substitution tables
- Enhancing vocabulary
- Model reading of the lesson by the teacher

Procedure of teaching structures contd.....

- Silent reading by the students
- Comprehension Questions
- Loud reading by the students
- Composition work
- Assignment

Techniques of Teaching Structures

- Oral Work
- Drills
- Use of situations
- Use of Substitution Tables

SUBSTITUTION TABLE

1	2	3	4
This That It Which	Is(not)	A My Your His Tom's	Hat Pen Book desk

Merits

- Practical approach
- The careful selection and gradation of the structures is a boon for text book writers.
- Speech is emphasized so fluency is maintained
- Learnt as a habit.
- Structures are taught in well convinced situations so structures become meaningful and are easily learnt.

Merits contd....

- The child automatically learns grammar.
- Pupils activity is maintained so breaks the monotony of the class.
- Learning through playway.

Limitations of Structural Approach

- The structural approach has limited application. It is best suited for the early stage of teaching English.
- The structural approach ever emphasizes oral work and speech manipulation. There is blind repetition of structural items during oral teaching.
- The approach ignores reading and writing children fail to expand their language acquisition.

- This approach fails to exploit children's mother tongue.
- The proper working out of the structural approach requires efficient teachers.
There is acute dearth of such teachers.
- It is not practicable in Indian schools.
- It will not help cover the syllabus.

SITUATIONAL LANGUAGE TEACHING

Also known as

ORAL APPROACH

WHAT IS SITUATIONAL LANGUAGE TEACHING ???



STRUCTURE PRESENTED IN
ACCURACY SITUATION

WHAT IS SITUATIONAL LANGUAGE Teaching ???

Teaching becomes effective in **appropriate situation**.

Any structure conveys an expected meaning only when it is used in some situations. The meaning is impressed upon the learner when any particular situation is repeatedly referred to by the teacher.



Situational Teaching

“when we acquire our primary language, we do so by learning how to behave in situations, not by learning rules about what to say”

.A.K. Halliday et al.

History

- Developed by British applied linguists in the 1930s
- Harold Palmer and A. S. Hornby.



OBJECTIVES

- teach a practical command of the four basic skills of a language, through structure;
- teach accuracy in both pronunciation and grammar;
- teach the ability to respond quickly and accurately in speech situations; and
- teach automatic control of basic structures and sentence patterns

Principles

- 1. Selection (the procedures by which lexical and grammatical content was chosen),
- 2. Gradation (principles by which the organization and sequencing of content were determined),
- 3. Presentation (techniques used for presentation and practice of items in a course).

Principles contd.....

- language learning is a habit formation
- Mistakes should be avoided by the teacher
- Language skills are learned more effectively if they are presented orally first and then in written form.

Principles contd.....

- It follows the principle of interest.
- Action chain makes class lively.
- Follows the principle of variety.
- Makes use of teaching aids
- Lays emphasis learning through play.

According to Palmer and Hornby, there are two key elements in Situational Teaching

Vocabulary Control

Grammar Control

Vocabulary Control

1. There was a general consensus among language teaching specialists, such as palmer, that vocabulary was one of the most important aspects of foreign language learning.
2. Vocabulary was seen as an essential component of reading proficiency.

Grammar Control

Palmer used **oral approach** to teach the grammar, which was different from Grammar Translation Method. He classified major grammar structure into sentence patterns to make the learners learn the grammar.

Characteristics/Features

- **Language teaching begins with the spoken language.**
- **Material is taught orally before it is presented in written form.**
- **The target language is the language of the classroom.**
- **Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.**

Characteristics

- New language points are introduced and practiced situationally
- Items of grammar are graded following the principle that simple to complex ones.
- Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

Approach

Theory of Learning

- **Process-oriented theory**
- **Condition-oriented theory**

Process-oriented theory

According to Palmer's point of view, there are three processes in learning a language:

1. Receiving the knowledge or materials,
2. Fixing it in the memory by repetition,
3. Using it in actual practice until it becomes a personal skill.

Condition-oriented theory

Like the Direct method, Situational Language Teaching adopts an inductive approach to the teaching of grammar.

The meaning of words or structures is not to be given through explanation in either the native tongue or the target language.

It is to be induced from the way the form is used in a situation.

Learner Roles

- Learner is required simply to **listen and repeat** what the teacher says.
- Learner **giving respond to question**, asking each other question and command
- Learner has **no control over the content of learning.**
- More active participation is encouraged

Teacher Roles

The teacher function is threefold:

As a model.

Setting up situation in which the target structure is created.

Modeling new structure for student to repeat.

Teacher more like skillful conductor of an orchestra.

Teacher Roles contd.....

- Teacher is required to be a **skillful manipulator** using question, commands, and other cues to elicit correct sentence from the learners.
- Lessons are hence **teacher directed**.
- Teacher **sets the pace**.

The Role Of Instructional Material

Oral approach and situational language teaching is dependent upon both a **textbook** and **visual aids**.

Types of Situations

*The situations used by the teacher in the classroom are classified **into four categories**, in order of preference.*

1. Classroom Situations

- Classroom objects.
- Objects from teachers bags.
- Objects seen from the classroom window.

2. Real life situations

- Pupils **know from their own experience.** Teachers require an extra effort to call them to pupils mind.
- Eg; When did you get up in the morning?

3. Visual experience

What the pupils have not yet experienced directly. He can experience them visually or with the help of pictures , blackboard, sketches charts etc.

Visual experience contd.....

A. Pictures and Charts

(arouse the anxiety, describe objects, common actions and sequence of actions)

B. Black Board Drawings

E.g. huts, houses, mountains, Different actions walking running throwing.

c. Actions and dramatization

also help the teacher to teach certain unfamiliar and difficult concepts.

4. Verbal Situations

What is brought into the pupils mind through spoken, written or printed word alone without any visual aids.

This category of situations consists of distant and indirect experiences. The teacher links the words or structures with the images already fixed in his mind. Here no audio-visual aids are used.

Visit to a circus, A trip to hill station.

Procedure

Classroom procedures in the Situational Language Teaching vary according to the **level of the class**, but procedures at any level aim to move from **controlled to free practice of structures** and from oral use of sentence patterns to their automatic use in speech, reading and writing

The **lesson plan** of the teacher might consist of these parts:

1. Receiving the materials or knowledge
2. Revision (to prepare for new work if necessary)
3. Presentation of new structure or vocabulary
4. Oral practice (drilling)
5. Reading of material on the new structure or written exercise.

Teaching procedures (activity) to be used with Situational Language Teaching consist of:

Listening Practice. The teacher obtains his student's attention and repeats an example of the patterns or a word in isolation clearly, several times, probably saying it slowly at least once.

Choral imitation. All students together or in large groups repeat what the teacher said.

Individual imitation. The teacher asks several individual students to repeat the model he has given in order to check their pronunciation.

Teaching procedures (activity) cont.

Isolation. Teacher isolates sounds, words or groups of words which cause trouble.

Building up to a new model. Teacher gets students to ask and answer questions before introducing the new model.

Elicitation. The teacher using mime, prompt words, gestures, to ask question, make statements or give new examples of the pattern.

Teaching procedures (activity) contd.

Substitution drilling. The teacher uses cue words to get individual students to mix the examples of the new pattern.

Question-answer drilling. The teacher gets one student to ask a question and another to answer until most student in the class have practiced asking and answering the new question form.

Correction. The teacher indicates by shaking his head, repeating the error, etc., that there is a mistake and invites the student or a different student to correct it.

Example

Example:



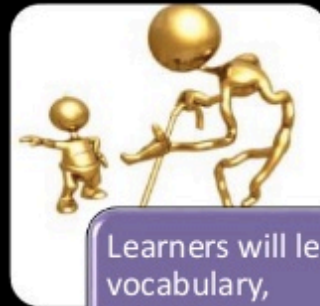
Teacher introduces situational context in target language

- Ask for a way



Related to context, teacher uses, teaches new words & structure.

- Strait, street, turn...



Learners will learn vocabulary, grammar....

- Communicate in real situation

Sentence pattern

Vocabulary

1st lesson

This is...

book, pencil, ruler

That is...

desk

2nd lesson

These are...

chair, picture, door

Those are...

window

Strengths and Weaknesses

Strengths

- Develops students' speaking skills, along with grammar control.
- With-habit behaviorist learning theory, students will practice constantly over and over and it can be a personal skill which can be applied outside the classroom.
- With the emphasis on grammar control, students can automatically set the basic sentence structures not only in speaking skill but also in writing skill.

Strengths contd.

By using a situational syllabus, the teachers will develop their creativity by looking at the situation in the classroom.

Oral technique drills greatly assist students in visualizing something, so they are easier to remember new word (vocabulary) in the learning process.

Weaknesses

1. It will be boring if the learning process performed repeatedly.
- 2 Writing was limited to the grammatical structure and reading was limited to new vocabulary
3. It will not be a guarantee that students who exercise repeatedly could develop language skills outside the classroom when environment only using the mother tongue

Weaknesses contd..

4. It takes quite a long time to learn one material because they have done repeatedly until the material is actually capable of being personal skills.
5. Students will be afraid to argue because they are required to avoid the pronunciation and grammar errors.
6. Students who are less able to use the target language will be limited in issuing his opinion.