

TEACHING METHODS

What are the basic skills of teaching?

The Four Basic Skills of teaching are –

- (1) Listening
- (2) Speaking
- (3) Reading
- (4) Writing

What are the important Elements of a language teaching and learning.

(1) Morphology – (रूप विज्ञान) – It deals with the study of word formation.

It is the study of words.

(2) Phonology – (स्वर विज्ञान) – It is the study of the organization of the units and sounds of speech into syllables and other large units.

(3) Syntax (वाक्य रचना) Syntax is the combination of words into phrases, clauses and sentences.

(4) Semantics – (अर्थ विज्ञान) It is Concerned with the study of meaning in all its aspect.

(5) Graphology – It is the study of or representation of speech/sound in writing.

Terminology in teaching Methods.

- (1) Mother tongue – The language in which we speak or native language.
- (2) Second Language – The language which is different from the mother tongue, we learn and speak it for our professional growth. The Language which is taught in school curriculum for the professional growth.
- (3) Foreign Language – The Language which is not taught in the schools and hardly it is for our professional growth is foreign language.
- (4) code mixing – Generally we speak the words of the second language using in the sentences of the mother tongue it is called code mixing.

EXAMPLES

- (1) क्या Time हो रहा है?
- (2) मैं अभी Market/School जा रहा हूँ।

- (5) **Code Switching** – When a sentence is followed by another sentence and the sentences are of different languages. It is called code switching.

- (1) I am still waiting for you.
अब आ भी रहे हो या नहीं

(1) **PEDAGOGY (शिक्षण शास्त्र)** – The study of teaching methods is called pedagogy. It is the science of teaching methods.

(2) **Method (विधि) (How to teach)** – Method is an overall plan of teaching which enables the students to understand what the teacher teaches them. There can be many methods within an approach.

A method is a way of teaching a language. It is based on systematic principles and procedures which tell how a language is taught and learnt.

Teaching method is a style of the presentation of content in the classroom.

(3) **Approach – (उपागम) (What to teach)**

An approach refers to different theories about the nature of language and how languages are learnt.

An Approach describes the nature of the subject matter to be taught i.e. an approach tells us what to teach.

Differences between approach and method

Point	Approach	Method
Exponent	Herbert, Morrison B.S. Bloom, L.K. Devics	Socrate, Kilpetric Herbert, Morrison
Meaning	What to teach	How to teach.
Nature	Learner centred content centred	Teacher centred.
Purpose	To realise the goals of education	To make effective presentation of subject content in classroom.
Objectives	To achieve educational and national objectives	To have the memorization of facts and content to produce the content.
Example	Situational	Grammar. T.

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approach	Method	direct
structural	method.	
approach	Bilingual	
communicative	Method.	
approach		
Evaluation		
approach.		

TEACHING METHODS ARE OF TWO TYPES

(1) Old Methods. (Classical Methods)

- (1) Grammar Translation Method.
- (2) Direct Method.

(2) New Methods (Modern Methods)

- (1) Audio – Lingual Method
- (2) Bilingual Method
- (3) Dr. west new Method

(1) Grammar Translation Method (GTM)

This method is the oldest method that came to India with the British in the nineteenth century. This method is also known as the –

- (1) Deductive method
- (2) Classical method
- (3) Preussian method. (In the U.S.A)

This method was founded in Germany in the late eighteenth century.

The advocates of this method were –

- (1) John seidenstrucker
- (2) John Meidinger
- (3) Karl Ploetz
- (4) Henri Godefroy ollendorff

CHARACTERISTICS OF GTM (विशेषताएँ)

- (1) The teacher translates every word and phrase from English into the mother tongue of learners.
- (2) Little or no attention is given to pronunciation.
- (3) Classes are taught in vernacular with little active use of the target language.
- (4) Grammar provides the rules for putting words together.

- (5) The teacher is the supreme power in the classroom in G.T.method.
- (6) often the only drills are exercise in translating Sentences from the target language into the mother tongue.
- (7) Long, elaborate explanations of the intricacies of grammar are given.
- (8) Grammar rules are explained by the teacher.
- (9) Grammar is taught deductively. Deductively – In this, the examples are given after rules.

(2) Principles of G.T.M. (सिद्धान्त)

- (1) **Word as a unit of teaching** – The Unit of teaching is 'Word' not a 'SENTENCE'.
- (2) **Domination of vernacular** – The Vernacular dominates in this method.
- (3) **Parallel study of two languages** – The structure of the foreign languages are best learnt when compared with those of vernacular.
- (4) **Maxim of known to unknown** – The fundamental principles of proceedings from known to unknown are followed.

MERITS/ADVANTAGES OF G.T.M

- (1) This method established a strong bond between foreign phraseology (new ideas) and mother tongue (old ideas)
- (2) The phraseology (शब्दावली) of the target language is quickly explained.
- (3) Translation is the easiest way of explaining meanings or words and phrases from one language into another.
- (3) Is is economical because it saves time and can be used easily even in over crowded classes.
- (5) The G.T. method helps in testing comprehension since the text books are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the vernacular.
- (6) Students will not have much difficulty in responding to questions in vernacular so the teacher can easily assess whether the

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students have learnt what he has taught them.

- (7) communication between the teacher and students does not cause linguistic problems. That is perhaps the reason why this method has been practiced so widely and has survived so long.
- (8) It does not require teaching aids.

DISADVANTAGES/DEMERITS OF GTM

- (1) It does not help the learner to pronounce the word accurately.
- (2) It is a dull and boring method. i.e mechanical method.
- (3) It prevents self-expression.
- (4) It makes the students passive learner.
- (5) It stops the student from thinking freely in English language.
- (6) It encourages the bookish language.
- (7) This method is based on cramming.
- (8) It does not give practice pattern. It rather attempts to teach language through rules and not by use.
- (9) Speech/speaking is neglected. The G.T.M lays emphasis on reading and writing. Thus the students who are taught English through this method fail to express themselves adequately in spoken English.
- (10) It is an unnatural method. The natural order of learning a language is listening speaking reading and writing that is the way how the child learns his mother tongue in natural surroundings. But in the GTM, the teaching of the second language start' with the teaching of reading. Thus the learning process is reversed.
- (11) It avoids correct articulation, intonation and pronunciation.
- (12) The GT method doesn't create direct relation between idea and expression.

Some practical suggestions

- (1) English teachers should speak grammatically correct sentences.
- (2) Avoid word to word translation.

- (3) Meaning of difficult words should be explained in English as well as in mother tongue.
- (4) At the end of the lesson, build a summary both in English as well as in mother tongue.
- (5) chorus work should be done in class.
- (6) large classes should be divided into small groups.

DIRECT METHOD

This method originated in 'France'

This method became popular in the later part of the 19th century. It was advocated by 'MICHAEL WEST' who was the principal of the teachers training college Bangladesh.

This method is seen by many as the dawn of modern foreign language teaching teacher's frustrated by the limits of the G.T.M.

The method would include lots of oral interaction, spontaneous use of language. No translation between first and second languages and little or no analysis of grammar rules.

This method is also known as
REFORM method
NATURAL method
PHONETICAL method
ANTI-GRAMMATICAL method

Therefore, if possible the teacher should try to create a natural learning environment within the classroom.

OBJECTIVES

The sole and the most important objective of the direct method is to in the target language, partly by learning how to think in that language and by not involving

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language first in the language learning process.

DIRECT METHOD IS BASED ON CERTAIN BELIEFS.

- (1) Second language learning must be an imitation of first language learning as this is the natural way humans learn any language and so vernacular has no place in second language learning (baby never relies on another language to learn its first language)
- (2) The learning of grammar/translating skills should be avoided because they involve the application of the mother tongue.

Note - The chief proponents were "PANDERGAST" and SAUVER. In U.S.A it was known as BERLITZ method because it was widely used by SAUVEUR and MAXMILLION BERLITZ.

(2) PRINCIPLES OF THE DIRECT METHOD

- (1) **Inhibition of the vernacular** - Classroom instructions should be conducted exclusively in the target language.
- (2) **Limited vocabulary** - only everyday vocabulary and sentences should be taught.
 - (a) CONCRETE vocabulary should be taught through objects and pictures.
 - (b) ABSTRACT vocabulary should be taught through association of ideas.
- (3) **Enhancing Communication skills**
Oral communication skills should be built up in a carefully planned manner.
- (4) **Teaching grammar inductively**
Grammar should be taught inductively.
- (5) **Practice** - New teaching points should be taught through modelling and practice.
- (6) **Emphasis on laid on pronunciation** - Correct pronunciation should be emphasised. The teacher explains new vocabulary using audio and visual aids.

STEPS INVOLVED IN DIRECT METHOD.

- (1) **reading aloud** - Reading aloud passages plays or dialogues.
- (2) **Questions and answer exercises**
Asking questions in the target language and students must answer them in target language only.
- (3) **Student self correction** - Teacher facilitates opportunities for students to self correct using follow - up questions.
- (4) **conversation practice** - teacher asks students and students ask students questions using the target language.
- (5) **Dictation** - Teacher reads the passage aloud.
- (6) **Paragraph writing** - students write paragraphs in their own words using the target language.

ADVANTAGES/MERITS OF DIRECT METHOD

- (1) It emphasizes on pronunciation of the language. It provides ample scope to learn aural- oral skills.
- (2) It makes more use of audio-visual aids.
- (3) In this method cramming of words and their meanings are discouraged.
- (4) This method helps to bring the words of passive vocabulary to active vocabulary.
- (5) This method is an interesting method as it involves many activities.
- (6) This method helps the teacher and the learner to cover-up more syllabus in less time.
- (7) This understanding of English becomes earlier due to the inhibition of the linguistic interferences of the vernacular.
- (8) Direct association between word and meaning tends to improve expression in speech as well as writing.
- (9) This method is psychologically sound it follows the principal of education.

Example -

- (a) Particular to general
- (b) Concrete to abstract
- (c) practice to theory

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(10) It is a natural method. It teaches English language in the same way in which the child learns his mother tongue.

This helps to promote fluency of speech so that pupils began to think in English directly.

(11) Emphasis on speech hence errors are corrected as and when they made. In this method the students tries to get correct them selves when possible.

(12) The unit of teaching is "SENTENCE."

13. This method is useful for small classes.

14. Direct association between the object and the English word and between the English word and its meaning, this facilitates understanding of English without using vernacular.

DISADVANTAGES OF DIRECT METHOD.

1. This method cannot be used effectively in over-crowded classes because individual attention cannot be paid to each and every student.
2. In this method much time is consumed in creating situations.
3. In this method grammar is not taught systematically.
4. Direct method suits those students who are linguistically oriented as its basic principle is that the candidate must be strong in Aural-oral techniques.
5. Lack of linguistically useful material and equipment due to its expensive nature ultimately it hampers the progress of this method.
6. The direct method promotes the oral aspect of language learning and undermines the significance of reading and written work.
7. Expensive Audio, Visual and Audio-visual aids are needed.
8. This method aims at directly associating word with meaning, it restricts the scope of vocabulary as all words cannot be directly associated with their meanings.

For example - Honesty, Integrity, Beautiful, truth etc cannot be directly associated with their directly associated with their meanings.

Implementation of this method requires a proper atmosphere which is conducive to learning English.

9. All the idioms and phrases and proverbs and phrral verbs cannot be taught through this method.

H.E. PALMER'S SUBSTITUTION METHOD

1. This method is adopted by Harold Edward Palmer [H.E. Palmer].
2. Is is also known as substitution table method. This method had been brought against Direct Method.
3. This unit of teaching is 'SENTENCE'
4. The model sentences are spoken by the teacher and repeated many times.
5. The teacher gives many examples using the same word along with the synonyms.
6. The sentence should be grammatically correct.
7. This method contains a word that we want to teach. **For example** if we want to teach the word **intelligent**, we will take the following model sentence.

1. Ram is an intelligent boy.
2. Geeta is an intelligent girl.
3. She is an intelligent girl.

Note - In above examples.

Ram, Geeta and She **are** variables.

Boy, Girl and girl **are** variables.

'Is an intelligent' **is** constant.

There are two types of the subsitution table.

1. Simple substitution table.
2. Compound Dubstitution table.

1. SIMPLE SUBSTITUTION TABLE.

S.No.	Variables	Constant	Variables
1.	The shirt	Is made of	Cloth
2.	The ring		Gold
3.	The cup		Clay
4.	The table		Wood

Note - In simple substitution table variables cannot be interchanged.

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1. The shirt is made of cloth.
2. The ring is made of gold.
3. The cup is made of clay.
4. The table is made of wood.

2. COMPOUND SUBSTITUTION TABLE.

In this table variables can be interchanged.

S.No.	Variables	Constant	Variables
1.	Ram	Has	A car
2.	Sita		A fan
3.	Ramesh		A horse

1. Ram has a car/a fan/a horse.
2. Sita has a car/a fan/a horse.
3. Ramesh has a car/a fan/a horse.

S.No.	Variables	Constant	Variables
1.	The brown bear	Likes	Swimming
2.	The black bear		Fishing
3.	The polar bear		Rolling
4.	The grizzly bear		Playing Sleeping

ADVANTAGES OF SUBSTITUTION METHOD

1. It is a very interesting method.
2. It develops creative thinking in the students.
3. It is useful for teaching new words.
4. The teacher may use the mother tongue if it is required.
5. The teacher repeats the sentence with correct pronunciation.
6. In this method learner learns a large no. of sentences.

DISADVANTAGES/DEMERITS OF SUBSTITUTION METHOD.

1. Complete grammar cannot be taught.
2. This method cannot be used to teach poetry and prose.
3. It lays emphasis on written work only.

DR. MICHAEL WEST'S NEW TEACHING METHOD.

1. Dr. Michael Phillip West's "new method" of teaching English is a method that was based on three elements namely –
- (1) Reading

- (2) Readers with vocabulary.
- (3) Use of native language judiciously.
2. This method emerged as a method to overcome the limitations of the direct method.
3. Dr. Michael P. West was the principal of the teachers training college Dacca (Bengal).
4. His method is based on two major considerations –
 - (a) English should be taught and studied from utilitarian point of view.
 - (b) It should be studied as an important means of international understandings and co-operation because Indian languages are underdeveloped and hence unsuitable for this purpose.

Characteristics

1. Students need to get huge vocabulary in English language according to Michael, bilingual students need to read English a lot, not to speak.
2. He said that reading vocabulary must be bigger than the speech vocabulary. Minimum **(1158)** words in the speech vocabulary. **(1158/2280)**
 - At least 5000 words in reading vocabulary.
3. Dr. West selected only the words which repeat many times according to him, 2280 words are sufficient to talk on general subjects.
4. Students can get ability of reading in earlier age.
5. It is easy to teach reading than to teach speaking and writing therefore he laid greater emphasis on reading aspect than speaking and writing.
6. Dr. West laid more emphasis on silent reading rather than on oral reading. There is no place for oral reading. He believed that it was not proper to teach both the skills of reading and speaking at the same time.
7. This method attached little importance to the teaching of formal grammar.
8. This method permitted the use of child's mother tongue wherever necessary.
9. This method gives importance to the textbooks and readers.

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Dr. West himself wrote many readers and repid readers. He uses limited and properly selected vocabulary in these.

TWO TYPES OF VOCABULARY.

1. Speaking vocabulary – 1158 – 2280 words.
2. Reading vocabulary – 5000 words.

TWO TYPES OF READING.

1. Extensive reading.
2. Intensive reading.

MERITS OF THIS METHOD

1. According to west reading increases interest and pleasure.
2. It is useful for development of reading habits of students.
3. It enriches the reading vocabulary of students.
4. It promotes the habit of intensive reading among students.
5. It is helpful in developing the habits of independent reading with comprehension even without the help of the teacher.
6. Any teacher can teach this skill especially silent reading.

DEMERITS OF THE METHOD.

1. The art of intensive reading can never help in learning, correct pronunciation.
2. Grammar and the art of creativity are neglected in this method that is not correct.
3. According to functional thought student can learn to speak easier than to read.
4. At present it is very important to speak and understand English language, so Dr. West's new method is regarded one sided.

AUDIO-LINGUAL METHOD.

- The audio-lingual method is called the ARMY method or NEW KEY method.
- The audio-lingual method is based on the memorization of dialogues.
- This method is similar to the direct method because this method also advised that the students be taught a foreign language

directly without using the students' native language to explain new words or grammar in the target language.

- The students practice a particular structure (dialogue) until they can use it spontaneously.
 - In this method the students first hear a model dialogue either read by the teacher or on a tape. They repeat each line of the dialogue individually and in chorus.
 - The teacher pays attention to pronunciation, intonation and fluency.
 - Correction work is done directly and immediately
 - Charles Fries [University of Michigan]
 - Hubbard
- Both were the exponents of this method.

CHARACTERSTICS.

1. Very little use of mother tongue is permitted.
2. Importance is given to pronunciation.
3. One structure is taught at a time till it is fully grasped by the class.
4. In this method the unit fo learning and teaching is a particular structure.
5. The desired goal of this method is linguistic competence.
6. ALM focuses on structure and form more than meaning and grammar.
7. Structural patterns are taught to the students till they are able to use them in different situations.

MERITS/ADVANTAGE OF THE METHOD.

1. It is helpful in successful conversations.
2. It gives more stress on ear training.
3. It is based on many listening activites.
4. It is a teacher centred approach.

DEMERITS/DISADVANTAGES OF THIS METHOD.

1. It ignores reading and writing skills.
2. It requires plenty of practice.
3. It suits lower classes/kindergarten.
4. In higher classes the students dislike repetition.
5. It is time consuming.

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BILINGUAL METHOD

- The Bilingual method was developed/invented by professor C.J. Dodson of Wales.
- This method stands for the use of two languages i.e the vernacular and the target language in teaching second language.
- This method is based on similarities and differences may be of situation sounds, vocabulary and structures.
- Sentence is a unit of teaching.
- Rules of grammar are not taught separately as is done in grammar translation method.
- The mother tongue is used only at the initial stage. This practice is dropped as soon as students develop sufficient vocabulary of the foreign language.
- English passages are explained in English and not in the student's mother tongue.

OBJECTIVES OF THE BILINGUAL METHOD

1. To make the learners of a second/foreign language Fluent and accurate in the spoken word.
2. To prepare the learners in such a manner that he may be able to achieve through bilingualism.

ADVANTAGES/MERITS OF THIS METHOD.

1. It is the only method that suits the Indian condition perfectly.
2. The habit of using a blended language is developed in the students.
3. This is the practical way of learning English.
4. Translation is done by the teacher and not by the students.
5. The mother is learnt by the child in real situation.
6. Judicious use of mother tongue by the teacher does not spoil the environment of the teaching English.
7. It helps in developing different linguistic skills i.e listening, speaking, reading and writing.
8. Unlike the direct method, which ignores the linguistic habits already by the learner in the

process of learning the first language, the Bilingual method makes use them.

9. The Bilingual method promotes both fluency and accuracy.

DEMERITS/DISADVANTAGES OF THIS METHOD.

1. It is much more effective for the lower-level students, but it is not much effective for secondary and senior secondary standard.
2. Only the teacher uses the mother tongue for explaining the meaning of difficult words.
3. It is not possible to provide an exact word which is equivalent to the vernacular.

DIFFERENCE BETWEEN COMMUNICATIVE COMPETENCE AND LINGUSITC COMPETENCE.

- The term communicative competence was coined by Dell hymes.

It means the ability to use language effectively and appropriately in social conterets and situations. It refers to the knowledge of both rules of grammar, vocabulary and semantics and syntax.

- The term linguistic competence was given by noam Chomsky which means native like speaker's capacity to produce grammatically correct sentences. It is also known as grammatical competence. Linguistic competence is a part of communicative competence.