

## **Unit - 4**

# **Approaches and Methods of Second Language Teaching**

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### **4.0 Introduction**

Knowledge of various methods and approaches of English teaching is quite useful for English language teachers. A teacher who is well equipped to skillfully select the methods according to the needs and possibilities can face any challenge related to English Language Teaching, English holds the place of a second language in most schools in India. In this unit various approaches and methods of teaching English as a second language are discussed. Methods and approaches in all fields of development, including ELT keep changing. One method is accepted as an improvement over the other. That is why this unit on methods and approaches of English teaching is of great importance.

Various methods and approaches have been developed as per demand and experience. On the basis of advantages and disadvantages of prevailing methods and as per need and demand for improvement from teachers and the society, new methods and approaches have come in from time to time. We need to carefully select suitable methods and approaches to teach English as per need. Though English is the second language it is very important for the wholesome growth of an individual and the society as a whole. So developing the skills in communicating in English right from elementary level needs special focus.

### **4.1 Objectives**

After completing this unit you will be able to:

- understand various methods and approaches of teaching English.
- critically evaluate focus of various methods/ approaches used for teaching English and understand their usefulness for English teaching to young learners.

- be familiar with using various methods / approaches appropriately.
- be able to develop your own method/ approaches according to your need and context.
- be familiar with present trends
- have an understanding of innovative processes.

## 4.2 Grammar Translation Method

### Concept

Grammar Translation Method is also called classical method because in the teaching of classical languages, Greek and Latin this method was used for the purpose of helping students read and appreciate foreign language literature. It was hoped that through the study of the grammar of the target/second language students would become more familiar with the grammar of their native language.

As the very name suggests the focus of this method was teaching grammar the language and translation into mother tongue.

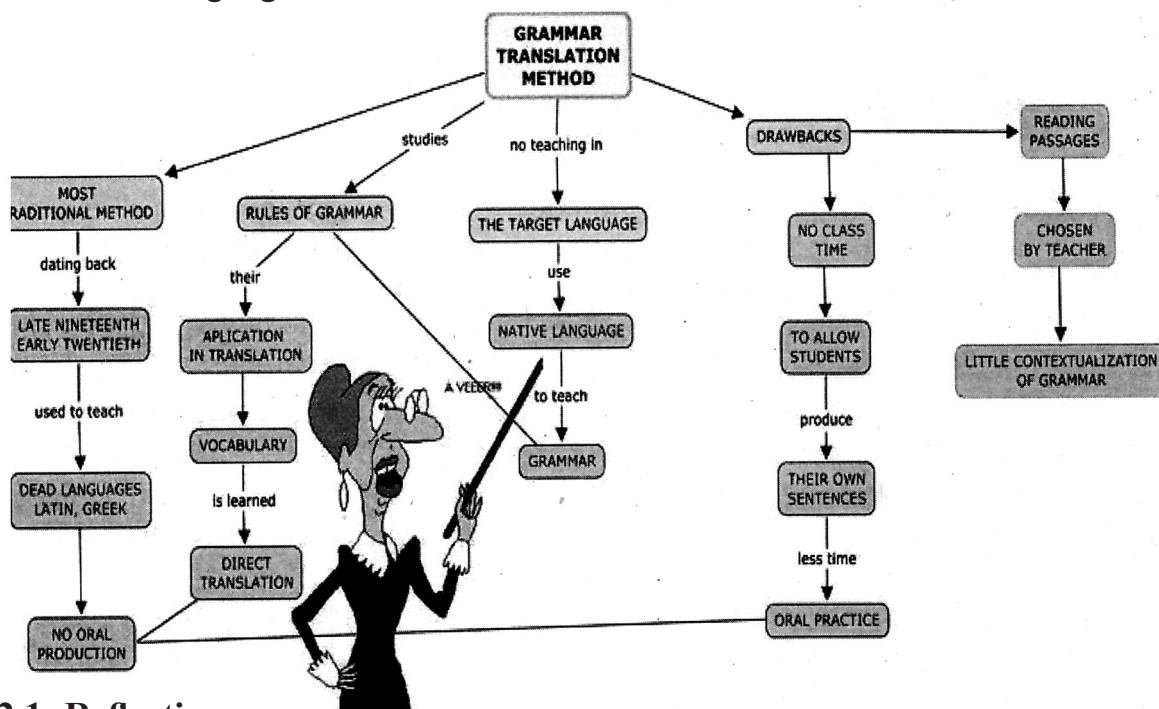
### Principles of Grammar Translation Method:

- The students should be able to read literature in foreign language.
- Literary language and foreign culture through fine art such as literature.
- Students should be conscious of the grammatical rules of the target language. Grammar is taught deductively.
- An important goal is to be able to translate each language into other languages.
- The primary skills to be developed are reading and writing.
- The teacher is the authority in the class.

The major drawbacks of grammar translation method are:

- The ability to communicate in foreign language was not a goal.
- Little attention is given to speaking and listening skills.

- Major focus on grammar and translation does not help much to learn the language.



#### 4.2.1 Reflection:

- How did your teacher teach you English? Did s/he use Grammar Translation method? State with examples.
- What is the place of grammar translation method in acquiring a mother tongue?
- Use of grammar and translation is reduced in school; still many teachers feel the need of teaching grammar and translation. What is your opinion?

#### 4.2.2 Assignments

Teach at least one period to the students of class-5 using grammar translation method.

Observe an English class and analyse method of English teaching used by the teacher.

#### 4.2.3 Review questions.

- Write the characteristic features of Grammar Translation Method of English Teaching.

- Write the advantages and disadvantages of Grammar Translation Method of English Teaching.?
  - What is the focus of Grammar Translation Method ?
  - Should translation be taught in schools ? Why ?
  - Can a person learn a language by being familiar with rules of grammar ?
  - How should teaching of grammar be done ?
  - Write in your own words various features of Grammar Translation Method.
  - What is meant by teaching grammar in isolation?
  - Explain with examples. What are the problems of teaching grammar in isolation?
  - State whether practicing translation is necessary for a language learner.

## Direct Method

### Concept

Grammar Translation method did not prove to be very effective to use a 1 language for communication. As a result Direct Method became popular. : very name of the method suggests meaning of words conveyed *directly* in get language.

### Principles of Direct Method

- Teacher should demonstrate not explain or translate. It is desirable that students make a *direct association* between target language and meaning./



- Student should learn to think in target language as soon as possible.

- New words/vocabulary is acquired more naturally - objects (realia) or pictures present in immediate situation which help students understand meaning.
- Reading and writing in target language should be started from the initial stage of language learning.
- Pronunciation should be given importance since the beginning of English teaching.
- The native language/mother tongue should not be used in the classroom.
- The purpose of language is communication. Therefore students need to learn to ask questions as well as answer them.
- Students are encouraged to speak English as much as possible.
- Grammar is taught in context.

#### **4.3.1 Reflection:**

- Group Discussion: What are the challenges you are likely to face if you talk to your students only in English in the class? How would you overcome this challenge?
- When you become a teacher, would you like to use Direct Method of English teaching? Why? Give reasons.

#### **4.3.3 Assignments**

- List some of the important features of Direct Method of English teaching.
- Write the important learning outcome of use of Direct Method of English teaching.
- How is Direct Method of English teaching different from Grammar Translation method ?

#### **4.3.4 Review questions**

- Write in support or against Direct Method of English teaching.

- What are advantages of Direct Method of English Teaching?
- State why Direct Method of English teaching came in use.
- Which are the language skills given importance in Direct Method of teaching English?

#### **4.4 Structural Approach**

##### **Concept**

The term "Structural Approach" is believed to be a method of English teaching. But the fact is that it is not a method. In fact, a method is a body of certain techniques and structures, as we know that every living organism has a structure even language has a structure.

The structural approach is based on belief that in learning a foreign/second language can be learnt by mastery of structures. Structural approach attempts at laying the foundation of English by drilling 275 structures. The structures are graded. Here is an explanation of what sentence structures are: the sentence 'Bishnu writes stories' has the sentence structure SVO (subject+verb+object). All the four language skills LSRW are taught. It focuses to enable the learners to attain mastery over an essential vocabulary of about 3000 root words for active use.

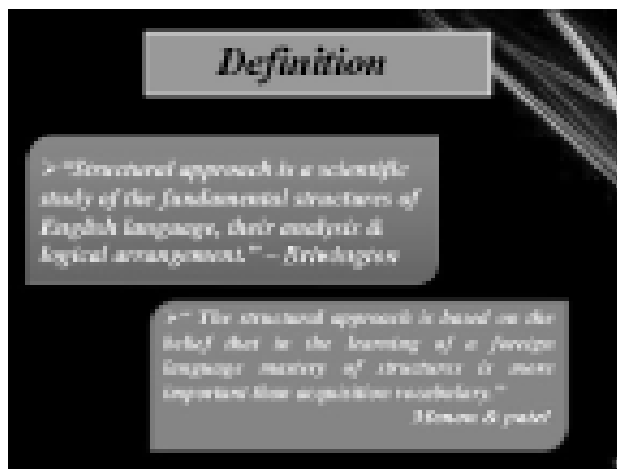
##### **Principles of Structural Approach**

- Structural approach ensures mastery of structures, which will result in effective language learning.
- Structural approach believes that learning a language is habit formation. A lot of drill work is given.
- Speech is more important than reading and writing. It gives importance to speech.
- *Only structure is practiced at a time.* A new structure is practiced only after mastery in the preceding structure.

- A Teacher is expected to create meaningful situations or context for practicing structures.

#### 4.4.1 Reflective Exercise:

1. Group Work: Subject-verb-object (SVO) is a sentence structure. Make a list of sentence structures used in English. Compare your list with the list made by the other groups.
2. What are important features of Structural Approach ?
3. How much is drilling useful in language learning ?
4. Are repeated exercises (drills) useful at elementary level ? How ?



#### 4.4.2 Assignments

1. What are the major drawbacks of Structural Approach ?  
(You may write mechanical drilling, lack of communication in teaching structures etc. and also add some of your own views )
2. List structures useful for elementary learners.
3. Analyse some books based on communicative approach and find out if there are grammar rules given in those books also.
4. Is Structural Approach more useful at elementary or high school level? Hold a discussion and prepare a short report of the discussion.
5. What are the bases of grading of structures? You may explore the library and the internet to find it out.?

#### 4.4.3 Review questions.

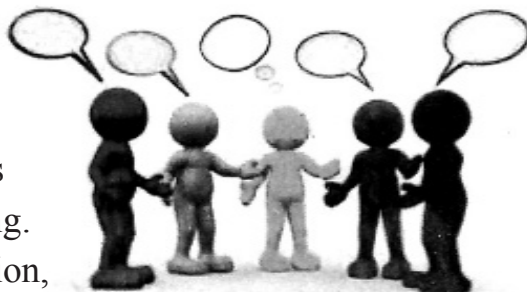
1. Write in favour of or against Structural Approach.
2. How can we use knowledge of English structures effectively to teach English?

3. Which are the aspects of language, given importance in Structural Approach?
4. 'Mechanical drills cannot be of any use in learning English.' Give your comments.

#### **4.5 Communicative Approach**

##### **Concept**

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. For example practising question forms by asking learners to find out personal information about their colleagues is meaningful communication.



##### **In the classroom**

Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result lay there may be more emphasis on skills, lessons are more learner-centered, and there : use of authentic materials. -from [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk).

##### **Principles of Communicative Approach are :**

- Language learning is learning to communicate.
- Effective communication is the very purpose of language teaching and learning.
- Contextualizing teaching is basic. It means language teaching should be so as to provide learners scope and opportunity to make use of language for communication, i.e. language use in natural situation and related to learners day to day life situation.
- Meaning is important i.e., it is important that a learner is able to exchange thoughts using language
- Dialogue is important in communicative approach. Learners communicate in language learning process and there is no need of memorizing things.



- It is important to start communication from beginning of language learning process.
- Judicious use of mother tongue is accepted where feasible.
- Translation may be used where students need or are benefitted from it.
- Reading and writing can start from first day if desired.
- Fluency and acceptable language is the goal. Appropriateness (use of language according to a situation) is more important than accuracy.
- Language is created by the individual often trial and error.
- The skills of listening, speaking, reading and writing are given equal importance
- Students are expected to interact with other people.
- Grammar lessons do not focus on knowing language systems (declarative knowledge) but about knowing how to use language.

#### **4.5.1 Reflective Exercise**

##### **Group Discussion:**

- What is the place of mother tongue in communicative approach?
- What would happen if human beings could not use language for communication?

#### **4.5.3 Assignments**

- Write important features of communicative approach in your own words.
- Why is communication skill so important ?
- What are the advantages of communicative approach ?
- What is communication? Do animals also communicate. Give examples.

#### **4.5.4 Review Questions**

- Communicative approach does not encourage memorization of grammar rules. So those who learn through communicative approach are weak in grammar." Give your comments.
- Why is there demand of using communicative approach in language teaching?

- Why is knowledge of various approaches and methods of English teaching necessary?
- How can we develop the skill to use English teaching methods and approaches?
- Which method or approach of English Teaching appealed to you the most? State why?
- Explain how communicative approach is helpful in language learning?

### Sum up

Every method and approach of English teaching has its own importance and usefulness. We cannot choose any one for all learning situations. The appropriate method for a particular situation has to be selected wisely. A teacher has to decide which one to choose and when and why.

After going through various methods and approaches of teaching English let us analyse the important features of each. Put tick mark on the language area focused in different methods. Discuss the table after completing it.

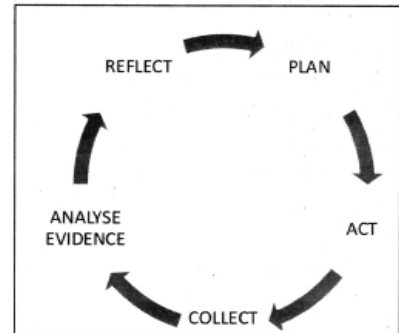
S.No	Method/ Approach	Listening	speaking	Reading	writing	Grammar	Use of Mother tongue	other
1	Grammar. Translation method							
2	Direct method							
3	Structural approach							
4	Communi- cative approach							
5								
6								

## 4.6 Recent Developments in English Language Teaching Currents trends

### 4.61 Reflective Teaching

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.' - **from Study.com**

This is about teachers questioning and exploring their own practice of teaching, Reflecting upon one's own way of teaching helps the teachers tremendously in improving their teaching skills. Reflective teaching is a means of professional development which begins in our classroom.



#### Tools for reflection


- Teacher diary
- Peer observation
- Recording lessons
- Student feedback

### 4.6.2 Total Physical Response

## Total Physical Response

### Guiding Principles

- **Uses psycho-motor systems to teach vocabulary & sentence forms**
- **Students not forced to speak until ready**
- **Command forms used to convey information**
- **Builds gradually in complexity**
- **Supports kinesthetic learning style**



<https://google/images/mfsxsc>

It is observed that most of the interactions that young children experience with parents or other adults combine both verbal and physical aspects. The child responds physically to the speech of the parent, and the parent reinforces the child's responses through further speech. This creates a positive feedback loop between the parent's speech and the child's actions. Young children typically spend a long time listening to language before ever attempting to speak, and that they can understand and react to utterances that are much more complex than those they themselves can produce.

Three main hypotheses about learning the second language are embodied in the total physical response method. The first one is that the brain is naturally predisposed to learn language through listening. Learners best internalize language when they respond with physical movement to language input.

The second hypothesis is that effective language learning engages the right hemisphere of the brain. Physical movement also engages the right hemisphere of the brain.

The third hypothesis is that language learning should not involve any stress, as stress and negative emotions inhibit the natural language-learning process.

### **How can I use it in class?**

In the classroom the teacher plays the role of parent. She starts by saying a word ('clap') or a phrase (raise your hands) and demonstrating an action. The teacher gives instructions and the students all do the action.

It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.

### **Advantages of TPR:**

- It is good for kinesthetic learners who need to be active physically in the class and cannot sit for long without physical movement.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It is very effective with teenagers and young learners.

- It involves both left- and right-brain.

### **Disadvantages of using TPR?**

- You can't teach everything with it and if used a lot it would become repetitive.
- It is not really suitable for adult learners.

#### **4.6.2.1 Reflection:**

For which classes would you use TPR? Why?

#### **4.6.2.2 Assignments:**

1. **Group Work:** Design a TPR session for Primary level for the teaching of ish. Give a demonstration to the whole class. Have a discussion on the demonstration. Prepare a final draft of the TPR design.

#### **4.6.2.3 Review Questions**

1. Prepare a plan to use TPR to help students to tell each other about their favourite food.
2. 'Students should not be expected to learn all aspects of a syllabus through TPR.' Give your comments.

### **4.6.3 Eclecticism**

The 21st century is referred as the "Post methods Era" by many scholars, where the focus of teaching is on eclecticism. Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions, principles, and methods.

Learning outcomes and learning standards are broader and pursue the development of not only language skills, but critical thinking, learning strategies, and related content knowledge and skills in the real world.

### **Electric approach to teaching language**

The Eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the expected outcome of the lesson and the learners in the group.

According to Rivers an eclectic approach allows language teachers "to absorb the best techniques of all the well known language teaching methods into their classroom procedures using them for the purposes for which they are most appropriate.

#### **4.6.4.1 Reflection:**

1. 4.6.1, 4.6.2 and 4.6.3 discuss various new trends . Have you observed fragments (some features) of these trends when you were studying in school?
2. Pair Work: What do you find most interesting in the trends given above. Share it with your partner.

#### **4.6.4.2 Assignments**

1. Try out TPR in a class for 5 days and submit a report of your observations.
2. Keep a diary of reflections on your teaching for two weeks.. Then study your diary to find out if you see any positive change in you as a teacher.

#### **4.6.4.3 Review Questions:**

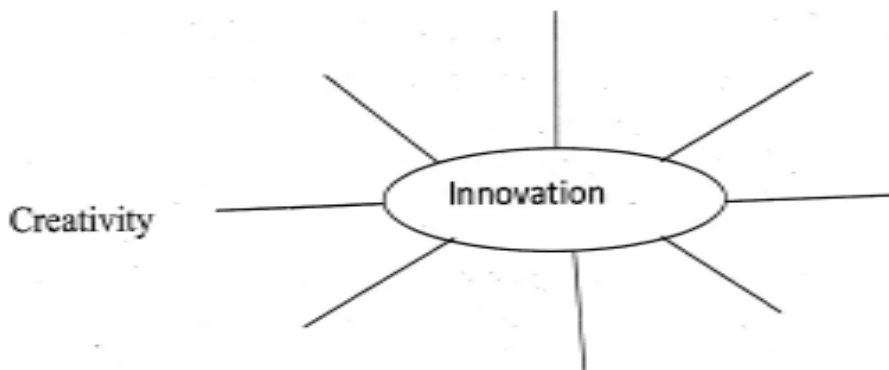
1. Rita is kinesthetic child and does not like to sit quietly and do things. But after a class based on TPR, a student says, now I am ready to sit in a place for 30 minutes and ready to do any non TPR activity . Why?
2. What are twenty first century skills? How can an English teacher contribute towards developing twenty first century skills? (Hint - reference is to be added.)
3. Why would you recommend eclecticism to any teacher?

## 4.7 The English Teacher as an Innovator

### Concept - Innovative Practices of Teaching English

#### Innovation -

**Word web:** Write words that come to your mind when you read the word 'innovation'. One word is written.



One can be effective in teaching only by being innovative. Teaching and learning of various aspects of English as a second language is quite challenging and quite different. Hence the necessity of innovation in teaching cannot be denied.

Innovation in the teaching -learning has to be need based, contextual, relevant and fruitfully productive; helpful in generating learning effectively. Innovation has to essentially replicable and sustainable. To make an innovation replicable, it is important that it is documented.

Creativity is doing things differently. Shiv Khera says - successful people do not do different things, they do things differently.

#### Innovation is necessary

- to break monotony in teaching / learning,
- to introduce variety in teaching / learning,
- to make teaching / learning contextual and relevant.

#### 4.7.1 Reflection

1. Discuss the need and importance of innovative practices in English teaching.

2. Identify and practice some innovation in teaching English. Prepare a write up of your innovation
3. List some of the important features of innovation:
  1. ....
  2. ....
  3. ....
  4. ....
  5. ....
  6. 1. How is 'innovation' different from 'doing things differently. Explain with examples.

#### **4.7.2 Assignments**

1. Discuss with 3 teachers or surf the internet and make a report on the innovations which you discuss about or read about.
2. Group Work: Think about an innovative idea for all the students of your class to improve spoken English.

#### **4.7.3 Review Questions**

1. What is an innovation?
2. Make a list of areas in English Language Learning for D.El.Ed. students in which you think it is necessary to make innovation.

### **4.8 Class Room Management**

#### **Concept**

An efficient teacher needs to know what why and how of classroom teaching. Managing classroom is very challenging especially in lower classes is very challenging. They are quite energetic and very active. To work with young children requires patience and knowledge of child psychology. Any Management requires planning, controlling,



organizing, motivating, leading and decision making. One needs to be ready with plan "B" for unforeseen situation. And readiness for all such consequences is also necessary.

Management is an important aspect in teaching and classroom practice. Classroom is such a sensitive and challenging place that success in classroom transaction very much depends on proper planning and careful execution of plan successfully. Classroom management includes time management, group work management, managing interaction, learning management, learner's achievement management etc.

### **Some tips for Classroom Management**

1. Create a list of helpers and monitors, changing on a weekly basis. I always have two helpers, the silence monitor, the line up monitor and the tidy up monitor. Each of them has a very responsible function, such as distributing the materials, making sure the children are quiet when they should, lining them up before leaving the classroom, etc.
2. If you see a child is working quickly and effectively you can let her be the teacher for a while, that is, explain the task to the rest of the class, show them how it should be done.
3. When you give group work tell the students that the one to present the group work will be selected at the end of the group work. By doing this, you can ensure that every group member is alert because anyone can be called to make the presentation.  
If you are doing group work, let each group have a maximum of 6 students.
4. Praise the pupils. As simple as that, praising them can work wonders. 'I can see Mamta is already a big girl because she knows how to sit properly during lunch', you say and a smile lights up on that girl's face while others imitate her hoping for a similar comment.

### **Maintaining discipline**

Should we be strict with children? Being strict does not mean being negative. It means

establishing the rules and limits and being very consistent about them. State clearly what you will not tolerate and once you make your stand, never change your opinion. Lack of consistency is the teacher's worst enemy. Don't make false promises, neither the positive nor the negative ones.

Don't expect children to be very quiet. The fact that they're not quiet doesn't mean they're not working and learning. The crucial thing is to make them react when you need them to be quiet.

- a) In order to achieve that you should try introducing some clear signals, like a bell, a whistle, counting, clapping your hands, or any other kind of signal you want them to recognize as the moment to go quiet. You can even try writing "SILENCE" on the board, to get the attention of at least some of them. They will probably start passing the message on to the rest of the class.
- b) Count back from 5 or 10 to let them line up and from 60 when I want them to tidy up.
- c) Mute signals: Sometimes it's enough to establish eye contact with one student and show him or her that you want the group to be quiet or to look at you. They'll start passing the message on.
- d) Line up. Talking to a herd of kids who are running around and shouting may not be very effective, so it's better to get them in one place first. When you manage to line them up you've already got their attention; now you can start talking.
- e) Clap your hands if you're listening to me...  
Finish the sentence, say it aloud and act that way until they start paying attention. For example, "rub your tummy if you're listening to me", "touch your nose if you're listening to me", and "put your finger on your lips if you're listening to me".
- f) Stop explaining

All the three ideas above are based on the assumption that there are some kids in every class genuinely interested in what you're saying. They will try to hush

the others just to hear your instructions.

#### **4.8.2 Reflection:**

1. Why and when learners make noise in class room ?
2. How can we improve English class room teaching/ learning ?
3. Suggest/ list major areas of classroom management to improve teaching/ learning of English in classroom ?

#### **4.8.3 Assignments**

1. Observe classroom management in 5 classrooms (Primary or Upper Primary). Prepare a report of your observations.

#### **4.8.4 Review questions.**

1. Some causes of bad classroom management are given below. Explain these causes and the solutions.
  - a) instructions weren't clear for students;
  - b) instructions were too complicated;
  - c) classroom management wasn't on a proper level;
  - d) pre-task activity was omitted;
  - e) task is not appropriate for the students' knowledge.
  - f) few auditory learners in the class.
2. How can classroom be managed well especially at elementary level?
3. What are important features of classroom management ?
4. How can we say a classroom is well managed ?
5. Explain various challenges of classroom management in elementary classes.
6. How can an elementary teacher manage a class well ? Explain.