



Approaches, Techniques and Methods for Teaching English as a Native Language



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Abstract:

This paper contains the strategy related to the effective teaching of the English language in India. With the revolution of Information and Technology English has become the world's most spoken language. Most of the countries in the world have English as a secondary language. It became the world language in last two decades. It has become very important to every civilian of the world to learn English. Without the knowledge of English language one cannot progress. Thus, teaching of English has become a job of a great deal. Being non- native speakers and learners of English, Teaching English to the students of India has been remained a great task for Teachers. We use English as secondary language. Learners and users of English and the students of rural and urban India as well have always been suffering from the inferiority complex which affects their overall personality development. The paper tries to focus and offer the possible tools and techniques for teaching English in India.

Key words: Approaches, methods, techniques

Introduction

English is the world language and it has become very essential for the every citizen of the world to know it. We are not native speakers and users of English. So, teaching and



learning English is a task of a great deal. For the effective learning of English, it is necessary to adopt the effective teaching method. Various Universities in Indian educational scenario are considered as the role models who introduced and implemented many ideas for significant teaching of English in India. Various Educational Commissions too, were introduced to implement the new innovations of teaching English in Indian schools and colleges. In 1955, the Kunzru Committee recommended that the teaching of English literature should be related to the study of Indian literature. The Committee also gave importance to the use of special methods in English language teaching. In 1956, the Official Language Commission said that English should be taught as a language of comprehension rather than as a literary language. This would develop in the students the faculty of comprehending writing in the English language. For acquiring English as a secondary language and master it we need to concern various approaches, methods, tools and techniques. They are listed and explained as below.

Approaches and Methods to Teaching English in India

There are various approaches and Methods to teaching English. We can adopt them in the teaching-learning process of English in India. According to E.M. Anthony; “Method is an overall plan for the orderly presentation of language material no part of which contradicts, and all of which based upon, the related approach. An approach is axiomatic, a method is procedural.”

Approaches

a) Communicative Approach

The communicative approach is based on a semantic syllabus like the notional– functional syllabus. There is a kind of communicative syllabus and the communicative approach in teaching English. All communicative syllabuses have some features in common. This approach makes use of some techniques, like the information – gap technique. Also this approach has implications for the classroom teacher in terms of his/her way of teaching



and attitudes. Teaching based on the communicative approach is eclectic.

b) **The Humanistic Approach**

The humanistic approach developed in the 1970s. It used insights from psychology and pedagogy and defined in broad terms what teaching should not be. The two important methods used under this approach are:

i) **The Silent Way**

This was evolved by Caleb Gattegno, a mathematician. This method uses Fidel charts and cusiniere rods. The teacher is just a facilitator and speaks very little.

ii) **Community Language Learning**

This method was proposed by Charles Curran, a priest, psychologist and counselor who wanted

learning to take place in an anxiety-free atmosphere. He proposed that the teacher take an unobtrusive role and just aid the learners to learn the language. The learners form a community, help and aid each other, to learn the target language. There are other two more approaches as well.

iii) **Suggestopedia (suggestopedy)**

This method was developed by Georgi Lozanov from Bulgaria. He too, believed in reducing the

anxiety factor in learning situation. He believed that fear of failure and anxiety creates barriers and the true potential of a human mind cannot be realized. As he was a psychiatrist, he used suggestion as an anxiety-reducing and barrier-removing tool. His classes include fine arts (especially music) as an integral part of the lesson. The functional aspect of the target language is emphasized in it.

iv) **Total Physical Response**

This was invented by James Asher, an experimental psychologist, who believed that much



of the way in which a child learnt the mother tongue could be duplicated in a foreign language learning situation. His method consists of commands which are followed by learners- learners do not speak until they are ready to.

c. Cognitive Approach to Language Learning

This method has discovered valuable features in grammar translation method. It approves of a modified, up-to-date direct method as well. It further affirms the utility of reading and writing in association with listening and speaking. The practice of meaningful material is regarded as being of greater merit than any more towards automatic control. Methods

The Grammar Translation Method

In this method English is taught with the help of mother tongue. Importance to the set rules is given in teaching grammar. Grammar is taught by deductive method. It is expected that students should learn by heart those rules. It contributes to make clear any word, phrase or idea to the students. According to some experts, it is a time-consuming method which helps the teacher to save time in teaching English. This method is much used by Indian teachers as it is very easy to follow in the class. But this method has several drawbacks.

Principles of the grammar-translation method according to 'Thompson and Wyatt':

A: Translation interprets foreign phraseology best.

B: In the process of interpretation, the foreign phraseology is assimilated.

C: The structure of the foreign language is best learnt when compared and contrasted with that

of the mother tongue.

The Direct Method

The direct method is evolved as a reaction against the grammar-translation method.



According to Webster's New International Dictionary, 'Direct method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without use of students language, without translation and without the study of formal grammar. The first word is taught by pointing to the objects or pictures or by performing actions.' This method emphasizes on the situational approach. Vocabulary or any idea can be introduced

by crating various types of situations in the class. Thus with this method, students are given more opportunities to think, to listen and to speak English.

The Eclectic Method

In order to achieve the objectives of teaching English, the teacher has to use various methods accordingly. He must select the method and use it according to the age, the ability and capacity of the students; the size of the class and the location of the second rural or urban. Various aspects of language learning can be taught by applying different methods. It is also a fact that not a single method is rich enough to achieve all aspects of language learning. Thus, the teacher has to make use of many methods. In this way eclectic method means the use the merits of many methods to achieve the fourfold skills of language learning. It is the skill of the teacher to use it properly at the proper place.

The Notional – Functional Syllabus

The notional-functional approach to language teaching has its roots in a non-school environment. It is based on functions and the language needed to express these functions. It is based on language needed to express certain notions/ ideas. The notional – functional syllabus is meaning based and not structure based. Various aids for Teaching English in India Use of teaching aids helps the teacher in teaching the subject more effectively. It creates interest among the learners. The teaching aids are listed as under.

i)Radio

It is inexpensive aid which can be used for teaching. Interviews, poet-writer dialogues, reading sessions, news can be listened and the learners can be made familiar to original pronunciation.



ii) Tape Recorder

It is used for listening to sounds, words, sentences and conversations, listening and note making, reading aloud practice, discussions; listen to yourself, recording dialogues/conversations etc. It is useful for study of phonology poetry-rhythm etc.

iii) Language-Laboratory

It was set up first in 1947 in Louisiana state university, USA. It is mechanical and electronic equipment which makes it possible for the spoken language. It helps in self-learning and self-development. The advantage of language lab is that it provides a sense of privacy to the students and the teacher can correct a student without disturbing other student. The latest kind of language laboratory consists of computers and not of the tape recorders.

iv) The Black Board

According to Geetha Nagraj, "a black board is the cheapest and most versatile of all aids. It gives good directions to the learners. It is believed that the black board has lot of potential and an imaginative teacher with a touch of artist can play wonders with a black board. It gives advantages like neatness, tidiness, judicious use of space, visibility and accuracy.

v) Pictures

Black board/chart paper, charts, wall charts, flash cards, flannel board, and pie-chart can be used for pictures. These pictures can be used as teaching aids.

vi) Video

Unlike the television lessons, the teacher can decide when to play the video tape. It can be stopped, brought back or brought forward like the tape recorder. So the control of the equipment is in the hands of the teacher and learner may get the opportunity to repeat, practice and learn English.

vii) Television

It is first used in Japan. Interacting-television is being used for teaching purposes. If the experiment is successful, you may very soon have interacting television lessons instead of



the regular broadcasts. It is useful in improving all the four language skills that is listening, reading, speaking, and writing.

viii) Computer

It is too useful teaching aid to improve English language teaching. Learners can be encouraged to access the Games such as spelling check, grammar check, questions; fill in the blanks etc. can be made available on such websites.

Techniques

Listening Techniques: Identify sounds, segment sounds into meaningful groups, understand the syntactic patterns, interpret stress rhythm and intonation, identifying information, identify emotional/attitudinal tone are listening techniques.

Speaking Techniques:

Produce meaningful sounds, produce sounds in meaningful way, produce language in syntactically acceptable pattern forms, produce language using proper stress, rhythm and intonation, convey information, formulate appropriate response are speaking techniques. It also includes back chaining, question answers, question-game, survey and interviews, dialogue role-play and suggestion techniques.

Reading techniques:

Learning to recognize letters/words/ sentences, understanding conventions used in graphic representation of language, learning the meaning of written words, learning to 'chunk' sentences into sense groups interpreting them, understanding and interpreting discourse, silent reading are the reading techniques.

Writing techniques:

Learning to form letters, learning punctuation skills, learning to write words, learning to write phrases/sentences, producing written discourse, copying exercises, writing, using pictures, maps, diagrams, figures, charts, tables etc. are writing techniques. Integrating skills: Listening and note making, dictation, drama, information gap activity, pair work, class dialogue, to transfer information are intergrading skills; these are some techniques which require learners to use more than one skill. Techniques of teaching grammar Drill



techniques like substitution tables, structure tables, clue response; contextualized clues like respond to given situation, passages/letter completion; communicative techniques such as, communicative question-asking activity, story completion, problem solving, listening and responding, speaking and doing, reading and writing are techniques of teaching grammar. Techniques of teaching

Vocabulary:

Affixation, word ladders, word squares, glidograms, crossword puzzles, to recollect matching synonyms, idioms, similes and phrases, antonyms, compound words; blank fillings, classification, identification-odd man out, word-family diagrams etc. are techniques of teaching vocabulary.

Conclusion

As we mentioned, above approaches and methods such as communicative approach, the humanistic approach, the grammar translation method, direct method, communicational teaching, notional-functional syllabus, eclectic method; also techniques such as, listening techniques, speaking techniques, reading techniques, writing techniques, integrating skills, teaching grammar, teaching vocabulary; similarly use of teaching aids such as black board, pictures, the tape recorder, the language laboratory, video, television, computer etc. .are all means or measures to improve English language teaching in India. All these things are useful in different proportion to improve English language teaching in India.

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