Methods of Teaching English
Learning Objectives

- Describe Grammar Translation, Direct, Bilingual Method
- Explain Structural and Situational Approach
- Differentiate in between various methods and approaches
- Interpret importance of each and every method and approach in Teaching of English
- Classify the disadvantages that a teacher might come across inculcation of methods and approaches in teaching English
Activity- I

Write a short story on the title ‘Thirsty Crow’ or any other in both English and your Native Language.

Instruction: Write in English first and then your Native Language.
Now what did you do while writing the Story?

*Translated the Story from English to Native Language*
History

The Grammar-Translation method

- Dating back to the early nineteenth, it was first known as Prussian Method in U.S.A.

- Being originally used to teach classical languages (and literatures) such as Latin and Greek. Classical Method.
Grammar Translation Method

- **Classical Method** of Teaching English
- English is taught as a **Foreign Language**
- **Native Language** → L1
- **Target Language** → L2
- Teaching of Target Language is done by **translating rules and regulations** in Native Language
Teaching of English
Read out in English
Translated into Native Language
**In the Grammar-translation Method**

**Characteristics:**

1. Grammar is taught in deductive way.

2. Grammar analysis, explanation and translation serve the purpose of mastering grammatical rules.

3. Reading and writing are the major focus, little or no systematic attention is paid to speaking or listening.

4. The sentence is the basic unit of language teaching and learning.

5. Accuracy rather than fluency is emphasized.
Did you know that spiders are not insects? They are actually a group of animals related to insects that have eight legs and that have venom. There are many different kinds of spiders. They live all over the world and can be found in just about every habitat. Most like dark places, which may include your home, closets, or basement! Spiders are very interesting. Some spin silk webs to catch and eat prey, while others attack their prey. Some spiders, like tarantulas, are large enough to eat lizards and mice! Many people are afraid of spiders because they bite. Most spiders, however, will only bite if they think they are danger and most are harmless. Spiders are actually helpful to people because many eat insect pests like cockroaches and mosquitoes.

**venom- poison, closets- cupboards, prey- animals hunted by others for food**
Objectives

- Teaching Foreign Language becomes quick, easy and economical.
- **Structural patterns** of 2 Languages are different and comparison makes Learning more clear and firm.
- Fundamental principle of proceeding from **known to unknown**.
- Knowledge of rules helps the learners to avoid any type of mistakes.
- It will help students in attempting simple exercises in composition.
- It can best **interpret** English words, phrases and sentences.
The class begins with a reading passage from the foreign language literature.

Each student is called upon to read a few lines from the passage, then they translate into their mother tongue the few lines they have just read. The teacher helps them with suitable translations in case they lack the required vocabulary.

After finishing reading and translating the passage, the teacher asks them in their mother tongue if they have any questions. Questions and answers are communicated using the mother tongue!!!
Students turn to a list of words taken from the passage, and are asked to give the mother tongue equivalent for each one of them. This is conducted as a whole class activity. If no one knows the equivalent of a certain word, the teacher provides it.

Students are given another list of words from the passage and are asked to provide the opposites of these words (antonyms).

The same procedure is repeated with words that look the same in English. Students are asked to search the passage for examples and translate them into their mother tongue.
Merits:

- Easy
- Most reliable
- Psychological Method
- Convenient Method
- Good for ensuring accuracy of Language
- English Grammar made easy
- Most suitable
- Easy to explain abstract words
- Time saver
Demerits

- Neglect towards Spoken English
- Problem of exceptions and explanations
- Ignores Natural way
- Not helpful in using Language
- Ignores Fluency
- Not helpful in Learning Pronunciation
- Passive Mastery
- Translation
- No scope for Originality
The Amazon Rainforest

The Amazon is the world's largest tropical rainforest. It covers an area of nearly 2.8 million square miles, which is nearly the size of the continent of Australia. The Amazon Rainforest gets its life from the majestic Amazon River, the world's second largest river, which runs directly through the heart of the region. The rainforest itself is simply the drainage basin for the river and its many tributaries. The vast forest itself consists of four layers, each featuring its own ecosystems and specially adapted plants and animals. The forest floor is the lowest region. Since only two percent of the sunlight filters through the top layers to the understory, very few plants grow here.
Direct Method

The Direct Method has one very basic rule: **No translation is allowed.**
Direct Method (Berlitz method) receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language.
Activity-4

Take maximum 5 minutes and formulate a small lesson on (any 1 of) the following topic.

- Nouns
- Prepositions
- Simple Past Tense
- Past Continuous
- Past Perfect
- Past Perfect Continuous
- Simple Present
- Present Continuous

Present Perfect
Present Perfect Continuous
Simple Future
Principles of the Direct Method

- Teach Grammar Inductively
- Emphasis on correct Pronunciation
- Use of Target Language only
- Listening and Speaking Practice
- Sentence as unit of Speech
- Writing is an important skill
- Sentence as Unit of Speech
Merits

- Better Pronunciation
- Psychological
- Less time Consuming
- Helps in using language
- Improves Fluency
- Oral Practice
- Interesting
- Helps in Written English
- Thinking in English
Demerits

- Not Suitable
- Not good for ensuring accuracy of Language
- Not economical
- Not good for Average Students
- Not good for teaching Abstract Words
- Over emphasis on Listening and Speaking
- Need Competent Teachers
- Not good at early stage of Learning
- Difficult
Techniques

- Motivated to think and communicate in English
- Question-Answers in English only
- Emphasis laid on Vocabulary than Grammar
- Oral practice is must and Pronunciation is taken care of seriously
- Testing is done by asking questions
- Exercises for practice also given without explaining rules of Grammar to students
- Teacher uses pictures, gestures, actions and other means to make them understand
- Emphasis is laid on use of Language.
Emperor Penguins

The Emperor Penguin is found throughout the Antarctic perimeter. It is the only species of penguin to breed during the Antarctic winter. Breeding takes place about 60 miles from the coast in the Antarctic interior, where temperatures regularly drop to -40 degrees Celsius. The trek from the Antarctic coastline to the breeding grounds was the inspiration for "March of the Penguins". **Nesting:** Female Emperor Penguins lay a single egg in May or June. After the egg has been laid, the female must immediately feed in the ocean. First, the egg is carefully transported to the male, who incubates the egg under a brood patch that rests above the feet. Occasionally, the transfer is unsuccessful and the egg rolls onto the ice and instantaneously freezes.
Bi-lingual Method

- Made up of 2 words:
  - Bi- two
  - lingual-Language

- Both mother tongue and target language is used

- English is taught in such a way that the teacher has freedom to use Learner’s Mother Tongue if situation demands

- Here translation assists in removing problems and it saves time
Merits

- Ensures accuracy
- Ensures fluency
- Economical
- Easy for teachers
- Good for average students
- Good for teaching abstract words and idioms
- Less time consuming
- Good at early stages of development
- Suitable for Indian classrooms
Demerits

- Not good for minorities
- Competent teachers
- Inculcate bad habits
- Conscious use of Mother Tongue
What kinds of Sentences are these:

- *I am going to the market.*
- *Did I do your homework?*
- *Please give me your pen*
- *On the street*
- *Thank you for the lift*
- *Bone of Contention*
Structural Approach

**Assertive Sentence (SVO)**

I am going to the market

**Interrogative Sentence (VSO)**

Did I do your homework?
Please give me your pen.

Imperative Sentence

On the street

Phrase
You are welcome

Bone of Contention

Formulae

Idioms
What is an Assertive Sentence?

- An assertive sentence states an idea or provides information.
- An assertive sentence does not give a command, nor does it ask a question.

- An assertive sentence ends in a period.
- It can also have negative sentences.
Examples of Assertive Sentences

- Jenny planted a seed.
- She gave it water.
- It sat in the sunshine.
- The plant began to grow.
- The leaves grew large.
- A flower opened.
Now let’s talk about the Interrogative Sentence.

An interrogative sentence asks a question. It ends with a question mark.

Would you like some cookies?

This sentence ASKS if you want cookies.

Notice how it ends with a question mark.
The Imperative Sentence.

An imperative sentence gives an order, request or wish. It ends with a period OR an exclamation point.

Give me your pen.

This sentence TELLS you to do something.

Notice how it ends with a period.
What is an IDIOM?

Idiom = a “saying” that is peculiar to a particular language or group

- The combination of words in an idiom has meaning that is different from the meanings of the individual words themselves.
- Idioms can have a literal meaning in one situation and a different idiomatic meaning in another situation.
Huh?

For example:

Barking up the wrong tree

To misunderstand a situation and complain to a wrong person or blame a wrong thing
Phrase

A phrase is a group of related words that acts as a single part of speech.
At the dog show the woman waits beside her dog *in the purple dress*. 
Formulae

They are group of words that are used on certain occasions.

I am Sorry
Objectives

» To attain mastery over about 275 graded structures.

» To help children in mastering an essential vocabulary of about 3000 words for active vocabulary.

» To correlate teaching of grammar and composition with reading lessons.

» To teach 4 fundamental skills: Listening, Speaking, Reading and Writing.

» To lay proper emphasis on aural-oral approach.
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<th>Name</th>
<th>Verb</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rahul</td>
<td>is</td>
<td>playing</td>
<td>home</td>
</tr>
<tr>
<td>Mohit</td>
<td>are</td>
<td>cooking</td>
<td>garden</td>
</tr>
<tr>
<td>Sheena</td>
<td></td>
<td>sleeping</td>
<td>the playground</td>
</tr>
<tr>
<td>Aayesha</td>
<td></td>
<td>eating</td>
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<tr>
<td>Boys</td>
<td></td>
<td>watching TV</td>
<td>bedroom</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>running</td>
<td>hall</td>
</tr>
</tbody>
</table>
Limitations

- Very difficult to finish entire syllabus in time
- Not good for Teaching English to Higher Classes
- Not suitable for Teaching Prose, Poetry and Composition
- Learning is based on imitation that doesn’t help in developing creativity
- Competent, dedicated and resourceful teachers are required but getting them is not possible
Merits

- Oral practice is given
- Can be used at both Early and Later stage
- Moves from simple to complex
- Helps in acquiring all 4 skills
- Students learn to make structures of same kind by using different words in daily use
- Can be used for teaching average and below average students
Look around your classroom (you can also take help from outside the class) and form sentences of what you see.
It means teaching English by Creative Situations in the classroom.

Best way to teach words and structures

Situations are of 2 types:

- **Verbal Situations**
- **Non Verbal Situations**
They are created by speaking the language. These situations are created for teaching those words and structures for which objects are related to words or structures.
**Types of Verbal Situations**

- **Classroom Situation:** It is very easy for pupils to recall and understand if they can see, hear and touch directly.

  ![Table](image)
  
  *This is a table.*

- **Classroom Window:** Objects seen outside classroom through window like trees, flowers etc.

  ![Tree](image)
  
  *That is a Tree*
They can be created by teacher in classroom with help of actual objects, pictures, models and performing actions but teacher won’t speak.
Advantages

- It makes teaching-learning process interesting as real life situations were presented.
- Lay equal stress on Listening and Speaking skill of the language.
- Keeps the teacher as well as students busy throughout the class.
- Develops creativity among teachers for creating different types of situations.
- It is good for teaching lower classes and to average and below average students.
Disadvantages

- Only few words and structures can be taught through this approach in classroom.
- English can’t be taught to Higher classes.
- It is difficult to teach abstract words.
- Poetry and Composition can’t be taught in this approach.
- It is very difficult to create a new situation for every new word or structure.
- Lot of repetition makes classroom teaching monotonous for students.
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Thank You

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