



CLICK & JOIN



Pedagogy of Teaching English -Part 5

Direct Method

Principles of Direct Method

Teaching is done in the target language. Mother tongue/native language of the learners is neglected, Everyday vocabulary and sentences are given importance while teaching, Target language grammar is taught inductively, Teaching items of the lesson are introduced to the learners orally, Teacher and learner communicate orally in question-and-answer form, Realia, pictures or demonstration is used to teach vocabulary. The technique of association of ideas is used while teaching abstract vocabulary, Listening and speaking skills are given importance, Pronunciation and grammar are crucial.

Merits of Direct Method

L2 is learnt just like learner's L1, Learner avoids L1 and thinks in L2, Audiovisual teaching aids are used to make learning easier, Emphasis is on speech. Hence, errors are corrected as and when they made

Demerits of Direct Method

English teachers must possess native-like fluency in English, It is "the product of enlightened amateurism". Using only the target language to explain vocabulary is like performing verbal gymnastics.

Audio-Lingual Method

As Direct method had serious drawbacks the Audio-Lingual Method came into existence. It was popular during the 1960s, especially in the United States. The Audiolingual Method declined as the learners could not apply skills learned in the class in real life situations

The Principles of the Audio-Lingual Method

Language is for communication, Language is learnt using the natural order: listening, speaking, reading and writing, Language is learnt contextually, Repetition and drilling are common as language learning is a part of the habit, Substitution drills are common to make learners know how language is used, Grammar structures are taught first, then vocabulary, Rules are taught using examples, Errors are corrected immediately, Teachers are the role models of language usage and Teachers teach the culture of the target language.

Merits of the Audio-Lingual Method

It is grounded on a solid theory of language learning, The method is easy and functional to teach a large group of learners, This method emphasized listening and speaking skills more, Visual aids are used for effective vocabulary teaching and It lays stress on correct pronunciation and structure

Demerits of the Audio-Lingual Method

ELT practitioners and scholars have disregarded this type of learning as this method is based on behaviourism, Communicative competence is not given due importance, The four basic skills are not given equal importance, "Form" is given more importance than "meaning" and Pattern practice, drilling, and memorization are mechanical in nature. The functional aspect of a language and its organic usage are ignored. 6. Teacher dominates the method

Structural Approach

This method encourages a learner to master the structures of English. A structure is an arrangement of phrases in a sentence. This approach presupposes English comprises 'structures' and they can be taught by systematic selection and gradation of the structures and vocabulary.

This method uses the following for teaching English

- Word order: Word order or sentence structure can change the meaning
- Function words: Function words modify the meaning of a sentence.
- Inflections: an affix (prefix or suffix) can change the base form of a word

Principles of Structural Approach

Learners have to fix up habits of the English language patterns, Learners' activities are more important than those of the teacher, Oral work is the base for the other language skills are built up, The structures of English are mastered – they are to be picked up, practised and fixed in mind, Meaningful situations are created by dramatization to teach language skills and The teacher teaches one language item at a time.

Selection of Structures As the structures of English are the basic teaching points in this approach, the teacher selects the structures based on the following principles:

- Usefulness: the structures, which are used frequently.
- Productivity: the structures which entail the other structures.
- Simplicity: the structures which are simple in terms of form and meaning.
- Teach-ability: the structures which are easy to teach.
- Frequency: the structures with a high rate of occurrence.
- Range: the structures which occur in various contexts.
- Coverage: the structures which cover a number of meanings
- Learnability: the structures which are easy to learn

Gradation of Structure

Structures of English are graded based on the following patterns which are taught together or separately during English language teaching course:

Grouping

- Phonetic grouping: based on sound. For example: cat, rat, mat etc.
- Lexical grouping: based on words used in the same context.
- Grammatical grouping: based on similar sentence pattern.
- Semantic grouping: based on words having a similar meaning.
- Structure Grouping: based on structures which fit each other

Sequencing

- Grammatical sequencing they are placed one after the other depending on their context.
- Semantic sequencing they are sequenced depending on their meaning.
- Lexical sequencing it depends on the phrases which go together

Types of sentence pattern

There are different patterns of sentences. They are

- Two-part patterns
- Three-part patterns She is sleeping (she / is / sleeping)
- Four-part patterns Sresta went to shop (Sresta/went/to/shop)
- Patterns beginning with 'there', 'Wh' type question There are two chocolates in my bag. Where is your college?
- Patterns of command/request Come here, Go there, etc.
- Formal pattern Good afternoon, Thank you etc

Sentence types

The structures have the following sentence types:

- Declarative sentence: It makes a statement. Example: I want to be a good teacher.
- Imperative sentence: It gives a command or makes a request. Example: Please write it down.
- Interrogative sentence: It asks a question. Example: Where are you going?
- Exclamatory sentence: It expresses a feeling such as surprise, happiness, etc. Example: Hurrah! We have won the game

Merits of Structural Approach

The controlled practice of structures leads to improvement of accuracy over a period of time, Structures are taught based on the principles of selection, gradation, patterns of sentences and types of sentences. Hence, a lot of time is saved, English is taught in meaningful contexts; and d. Speech is given importance.

Demerits of Structural Approach

Learners' LI is not utilized in teaching and learning, Language use is a matter of creativity. Teaching a limited number of structures may restrict learner's potential to use the language; and Language drills and repetitions are mechanical, In order to teach English using structural approach, teachers should be well-versed with linguistics, especially syntax, Oral work is overstressed.

CLICK & JOIN

