



CLICK & JOIN



Pedagogy of Teaching English -Part 6

Situational Approach

The situational approach had been developed from the 1930s to the 1960s by British Applied Linguists, Harold Palmer and A.S. Hornsby

The situational approach ensures that the language taught is practical. The vocabulary and sentences are used in real situation or simulated situation so that the meaning of words are associated with situations

Principles of Situational Approach

Language learning is habit-formation, Mistakes should be avoided, Language skills are presented orally first, then in written form- to improve the effectiveness of learning, Examples are better than analysis for language learning, Meanings of the words are presented in linguistic and cultural context, Opportunities are created for learners to associate the meaning of new words with parallel situations, New words are introduced as and when it comes in the class, Language materials are used to create appropriate situation, Continuous repetition of language items, The teacher raises questions related to created situation and s/he answers them, Revision is important, There is a continuous chain of actions from the teacher

Merits of Situational Approach

Meaning well as the structures, are used in an appropriate situation, Learning is easy and effective. English is real and interesting; and The learner gets good exposure to English, L1 is discouraged.

Demerits of Situational Approach

Only limited vocabulary and structures are taught, It is useful for teaching lower-class learners, Drilling makes the class uninteresting and weary; and This approach demands highly competent teachers

Dr. West's New Method

Dr. West had done research on teaching English as a foreign language in India and developed this method as a response to the Direct Method. This method focuses on the English language needs of Indians. He states that learners in India need to read English, write it, speak it and comprehend it when spoken

Dr. West recommended an essential vocabulary-list of 2, 280 words, which have been classified as

- General Words: excellent, beautiful, polite, etc.
- Essential words: that, in, the, will, etc.
- Common environmental words: pencil, table, pen, plate, etc.
- Specific environmental words: plant, park, stream, hill, etc.

According to this method, English is a skill subject and that reading English is the easiest way to speaking and writing. The method also stresses the need to relate the written work with oral work

Principles of Dr. West's New Method

Memorization and mimicking are common in language learning, New structures are explained in L1, Grammar is taught inductively using model sentences, Initially, conversation practice is given in a controlled environment; and Lectures, discussions and dramatization are used in the intermediate and advanced levels.

Merits of Dr. West's New Method

Learners improve their silent and extensive reading comprehension skills phenomenally by using different types of questioning - local, global and inferential; and Any teacher can teach this skill, especially silent reading

Demerits of Dr. West's New Method

Too much of attention is given to silent reading and it is difficult to evaluate, Reading in the initial stage is dull and uninteresting, Reading has been given an exaggerated status; and The order of acquiring basic skill has been challenged It does not help Indian learners to achieve the four-fold objectives of language learning

Bilingual Method

C.J. Dodson (1967) was the proponent of the bilingual method. It is used for teaching a foreign language and it is complementary to the audiovisual method. From the beginning, the sandwich technique is used to convey the meaning bilingually. The mother tongue is used for bilingual pattern drills

The bilingual method follows three stages (presentation, practice and production) while teaching English but ELT practitioners and scholars have neglected it

Principles of Bilingual Method

Meaning of new words, phrases, idioms, sentences and grammatical rules is conveyed through L1 in the initial stage of the lesson, Pattern practice is given only in English, L1 is used only by the teacher to explain vocabulary and phrases

Merits of Bilingual Method

Learners' L1 scaffolds L2 learning, Learners become functional bilinguals, Avoids meaningless and tedious parroting of the learning input, Learner comprehends grammar and vocabulary easily with L1. Time is saved; and Importance is given to L1 and its culture

Demerits of Bilingual Method

If the teacher fails to understand this method, there is a danger of making this method into translation method, There is every chance to get confused while differentiating the features of the L1 and foreign language, The teacher must be fluent in L1 and L2 also; and Learners may rely more on their L1

Total Physical Response

James Asher developed Total Physical Response (TPR) based on his experiences. This method is based on the coordination of language and physical movement. Learners act according to commands given by the teacher. The learners learn 12 to 36 words in an hour of teaching. Teachers are advised to treat learners' mistakes empathetically

Asher proposed three hypotheses based on his observations

- Learning language should be free from stress
- Language learning engages the right hemisphere of the brain
- Basically, language is learnt by listening

Principles of Total Physical Response

Listening is stressed upon; speaking is not important in the early stages of learning, In the initial stages, learners can respond to the teacher in L1, Listening comprehension skills are the most effective strategy to develop speaking skills, Learners are given enough time to acquire speaking skills through listening, The objective of the method is to develop fluency, Lessons are developed around grammar, especially around the verb, Grammar is learnt by induction - through code breaking, 'Meaning' is at the heart of a lesson. Therefore, learners learn vocabulary

and commands based on verbs, Teachers are solely responsible for deciding the listening input

Merits of Total Physical Response

TPR is criticized for being suitable only for beginner level learners, The teacher need not prepare too much to teach the lesson, Mixed ability class benefits more, It uses the participatory approach; and It is useful for teaching learners with dyslexia

Demerits of Total Physical Response

It uses commands, which are inadequate to learn English, Learners do not get the chance to use English creatively; and It takes too much of time before moving to full communication situations.

