



Methods, Approaches, And Techniques Of Teaching English: A Comprehensive Review

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Abstract

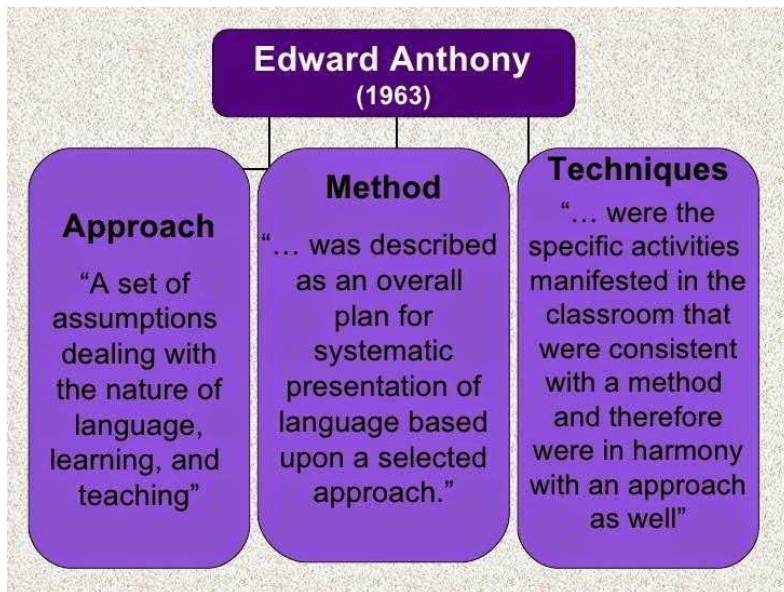
Teaching English is buzz word globally, mainly in the countries whose native language is not English. Teaching and learning of any language require specific discipline comprising standard methods and techniques along with the approaches that have practical inputs. Existing pedagogy and basic discipline of teaching indicate that good instructors need to be less concerned about strategies and processes than with methods, approaches and techniques in teaching English. This paper reviews the strategies, approaches, and methods of teaching English.

Keywords: Learning strategies, English teaching approaches, methods and techniques.

Introduction

In order to cater to the massive and ever increasing demand for English globally as world's first language, many international brands of professional English teaching institutes cropped up few decades back and they have come to stay. They offer world-recognized qualification levels of English learning – most of the time in abbreviations: TESL (Teaching English as Second Language), TEFL (Teaching English as a foreign Language), TESOL (Teaching English for Speakers of Other Languages), etc. These institutes will continue to offer these qualifications for many years to come to cover the entire globe with English speakers to end a process that owes its origin to "the development of British frontier power, which crested towards the finish of the nineteenth century and the subsequent variable, is the rise of the United States as the main monetary force of the twentieth century," in the words of Kramer (2011). In the process of language globalization, the English language is growing in three forms - as a local language, as a subsequent language and as a foreign language. Belonging to the Indo-European group of languages (Thirumalai, 2002), English is spreading fast all over the world owing to its use in social, educational, economic and political atmospheres. In response to the speed of its spread globally, newcomers to the language increases and teaching English has become a profession time immemorial. Today ELT, TESL, TEFL and TEOSL have become global brand names offering qualifications and it has become a global business.

In the realm of English teaching profession the terms approach, method and techniques are often confused. There are some differences between these terms. Anthony (1963) says that the term ‘approach’ stands for a set of assumptions. These assumptions deal with the nature of language, learning and teaching. He defines the term ‘method’ as an overall plan that constantly endeavors to present language systematically. This plan is based upon a selected ‘approach’. Techniques have been defined as the specific activities manifested in the classroom. The ‘techniques’ are often consistent with a method. The ‘techniques’ are congenial with ‘approach.’ (Figure 1)



(Figure 1) Anthony E.M, (1963)

Richards and Rodger (2001) however described the term ‘method’ as an umbrella term. The term stands for specification and interrelation of theory and practice, say Richards and Rodger (2001). They developed a different model where the term ‘method’ has three constituent elements: approach, design and procedures. (Figure 2)

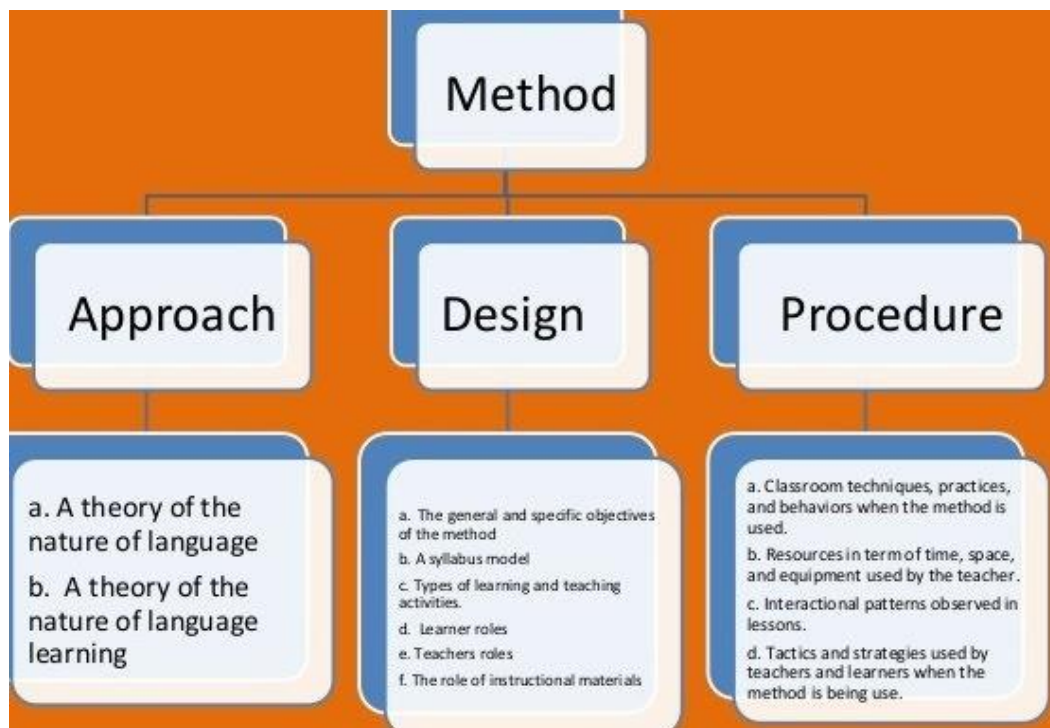


Figure 2 (Richards & Rodger. 2001, P.20)

There are many English Language teaching methods, approaches and techniques were developed by the experts from 19th century.

GTM- Grammar Translation methods

DM - Direct Method

ALM – Audiolingualism

CLT - Communicative Language Teaching

TPR - Total Physical Response

CLL - Community Language Learning

SW - Silent Way

CBT - Content Based Teaching

TBT – Task-based Teaching

TBLT - Task Based Language Teaching

There are several other approaches and models such as Reading Approach, Functional-notional Approach, Natural Approach, Eclectic Approach, 3P Model, 5E Model, etc.

Though there are many advantages and disadvantages of all the methods and approaches River (1981) proposed Eclectic Approach. The Eclectic Approach (River, 1981) is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. Advantages of different teaching methods are borrowed and adapted to suit the learners in their own context.

The aim of the eclectic approach is to enable learners to communicate confidently, fluently and effectively in English. The Eclectic Teacher aims to achieve the maximum benefit from all the methods and techniques at his/her disposal, according to the special needs and resources of his/her pupils at any given time.” Girard (1986)

Darn, S. (2006) has presented a model distinguishing the approaches and methods in a continuum based on the brief history of TEFL (Figure 3).



Figure 3: Darn, S. (2006)

Kumaradievlu's (2006) developed the Post-method era which is the cutting-edge knowledge in ELT methods. Kumaradievlu's (2006) proposes that “the post-method era which means a particular group of teachers teaching a particular group of learners following a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu”. This was developed “to tackle a new understanding of the diverse socio-cultural milieus in which language education is embedded”. The post method era not only disagrees the idea that there is a perfect method or “the method” that can always be successfully applied but also changes the spotlight from the method to the teacher.

From the perspective of post-method era, “teachers must have the autonomy to analyze their contexts and decide what is better for their students based on their realities and Kumaravadivelu (2006) presents three parameters and ten macro strategies that should guide any pedagogical practice: particularity, practicality, possibility, maximize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate

language skills, promote learner autonomy, ensuring social relevance and raise cultural consciousness.

Teachers use different techniques, technology and tools to teach their students. The job of the teacher in the learning of the English language can be utilized as one of the points of the instructive triangle in the English Language Teaching (ELT) setting. The educator ought to have a decent order of strategies and ways to deal with using them to derive a few methods to help his/her students make numerous exercises connecting with his/her subject in a classroom setting. In the conversation of instructive brain science, a teacher ought to comprehend the significance of setting up a nearby affinity with his/her students and he/she attempts to push the students in the right pass and a few times centres around his exercises. At long last, an educator ought to through procedures show his specialty to make a decent instructive setting in the homeroom. At the end of the day, the teacher can utilize his/her craft to make numerous procedures through the technique is utilized without anyone else/herself. English educators should be skilful in all techniques they need to utilize. They should choose different English teaching techniques from various strategies have adequate information on the English prospectus and utilize the required materials to teach their students. English teachers should offer more chances to students in a homeroom to rehearse their examples. Consequently, the teachers should give adequate opportunity to their students is that the students feel the opportunity to examine and consider what has been presented to the students.

Teachers should attempt to learn new strategies for how to cooperate with their students. Teachers should utilize straightforward words, plain English, sentences, push their students toward the English standard framework in four language abilities (perusing, composing, tuning in, and talking). Utilizing logical association among instructors and students should be probably the best apparatus to gain proficiency with the English language experimentally in the ELT classroom.

Literature Review

Lindsay (2007) says that to assist students with understanding the importance of the language it is essential that educators pass on in extremely clear and simple ways the significance and setting. This might be acknowledged through a wide scope of methods, from the utilization of copy sounds, signals and looks to the double-dealing of pictures, photos, objects and songs. It's a given that the importance of a lexical thing relies upon the circumstance of event, accordingly, educators ought to consistently recreate, as best the study hall offices can bear, the setting of the circumstance where the word is utilized (example, genuine material like magazines and papers, and ordinary circumstances in recognizable conditions like home, school, companions, shops, and such). They likewise

ought to be mindful to pick circumstances that are intriguing for their students, since this tool assists them with recollecting words.

Mondria and Wit de-Boer (2006) saw that the educating of significance and setting isn't just a question of sending a considerable rundown of words or lexical things, but more intricate system of teaching the vocabulary of a language. This involves perceiving a thing in its spoken and composed structures, its punctuation and articulation; its denotative and indicative implications, its collocations, and its registers of utilization. Lexical sets and semantic organizations work when every word access obviously separated ideas, and the words are introduced by means of an activity, realia, or a visual setting. Then again, the utilization of synonyms doesn't work with beginners since it forces an over-burdening task on them. The synonyms are rather helpful with transitional students, as are antonyms, and training students to utilize word development techniques. The utilization of mental guides is useful in following a group of stars of relations among things having a place with general classifications. Making affiliations, investigating scopes of significance, or learning words in bunches give mental procedures that are useful to comprehend, classify, and store new things in the psychological vocabulary. Instructors ought to consistently make the setting of utilization unequivocal because this inference system, including a more noteworthy measure of mental energy, permits better maintenance of words.

Lindsay (2006) observes that students need to become familiar with the central matters of syntactic accuracy, yet this by itself doesn't furnish them with the abilities important to impart suitably and to take an interest in informative circumstances. The educators should focus on the different illocutionary powers that a similar discourse act might have contingent upon the circumstance and the members.

Teaching of English requires diverse approaches at different contexts because the language is sometimes taught at different genres of Professional English of which Business English is widely known. As observed by Crabbe (2010) the preference of English as the global language in technical writing has called for different methods and approaches of teaching English.

One sophisticated ELT method in recent years is known as Moodle distance learning (MDL) framework. The MDL framework is gaining popularity owing to its benefits such as instructive interaction and guaranteeing compelling autonomous work of ELT students; ideal execution of the substance and adaptability and versatility of learning.

In ELT classrooms it is a common observation that students find composition hard, says Lerdpreedakorn N (2011). Students from nonnative background are said to find it a troublesome activity yet achievement of that competence is significant. Prior to Lerdpreedakorn N (2011) the same issue had been observed by Ibrahim and Khairi (2010) who listed out three challenges the nonnative students in an ELT class would face when they

are assigned with a task on composition. The three challenges are construction, language and content.

Hedge (2000) thinks that the creation of syntax to college students need to work with studying in several ways: It can contribute to seeing consequences and particular forms of English; it can introduce high-frequency grammatical matters expressly to boost up studying; it can provide statistics approximately the open usage of language systems by contextualizing them in the spoken and composed structure; it can provide statistics without a doubt by openness to fashions or unequivocally through guidance at the complicated sort of language structure.

Thornbury (2003) says that "college students do not right away surmise records at the language framework from their open sports. Open Language Teaching (CLT) values, similarly to different matters, student-centeredness, which is, giving the scholars extra responsibility and contribution withinside the studying system. This is often executed via disclosure studying sports and collecting fill-in as opposed to the traditional trainer-fronted example. CLT moreover takes a fairly loosened-up mentality toward exactness withinside the conviction that significance outweighs structure. CLT has received the humanist view that language is an outflow of character significance, as opposed to an announcement of ordinary culture. Such thoughts, it's far contended, get from extraordinarily Western convictions approximately education and language. Its faultfinders contend that CLT is an unseemly method in the ones social settings in which the trainer is considered as a textual content style of astuteness, and in which precision is esteemed extra profoundly than familiarity."

Nomass (2010) recognizes a connection between technology and ELT. Computer helped language studying (CALL) programming has given one extra education equipment to second language instruction. The usage of PCs in the English language homeroom is precious for the two educators and college students. There are numerous programming software applications accessible, for example, grammar, punctuation, and elocution applications, spelling test utilities, digital exercising manuals, perusing and composing applications, and distinctive studying bundles to assist educators in making educational exercising sports to enhance their ELT courses.

Chang (2011) distinguishes that without syntax, words hang together with next to no genuine significance or sense. To have the option to communicate in a language somewhat of capability and to have the option to get out whatever individuals need to say, some syntactic information should be gotten a handle on. By showing syntax, the instructors not just give the students the necessary resources to put themselves out there yet additionally satisfy their assumptions for what realizing an unknown dialect includes.

Maasum (2011) states that the achievement of language courses has for quite some time been an incredible worry for ELT-trained professionals. It is significant for the workmanship educator is that he ought to comprehend the disposition of his students (they are in a positive or negative state of mind).

Shishavan (2010) argues that "instructors as a rule, and English language educators specifically, assume a major part in their students' learning and scholastic accomplishment". Crafted by the overall English educator and the English explicit reason instructor is varying and they added that there are two contrasts between them, first, the ESP (English for Specific Purposes) instructor more required than general English educators in the homeroom and need to manage needs investigation, schedule plan, materials composing or transformation and assessment, the subsequent distinction is that the extraordinary greater part of ESP educators has not been prepared as such.

Conclusion

There are many ELT methods, approaches and techniques were developed by the experts from 19th century and those who attempt analyzing it need working on rehearsing in listening to language, knowledge language, speaking in the language and composition. They continuously should foster their experience and abilities. This continuous honing of skills could avail itself of the advantages offered by the new technology in verbal exchange methods for language teaching with personal computers, using different mechanical devices. At the same time many teachers in Asian context practice eclectic approach River (1981) and post-method era by Kumaravadivelu (2006). There are always new approaches, methods and techniques in ELT.

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