



Oral Approach In English Language Teaching : A Review

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Introduction

Oral Approach or Situational Language Teaching has its origin in the work of applied linguists of Britain 1920s and 1930s. The movement was led by Harold Palmer and A.S. Hornby. They try to give a scientific approach to the teaching of English. The result and method of teaching was a systematic study of principles and procedure used in a language course

Vocabulary control in Oral Approach:

Several Languages teaching specialist like palmer considered that vocabulary was important to the learning of foreign language. More over study of foreign language in some countries increased the emphasis on reading skills. For these two reasons there was a increase in research on foreign language vocabulary in the 1920s and 1930s. With this it was understood that learning of vocabulary remained an integral part of teaching of reading skill. "Vocabulary was seen as an essential component of reading proficiency (The Oral Approach" (The Oral Approach, 37). Further Principles of vocabulary control came to the research it revealed that that approximately two thousand words appeared in written text and researcher identified and knowledge of these words would enable learners to read foreign language. Researcher like Harold palmer, Michael was produced the interim report on vocabulary selection which was a guide to English vocabulary needed for the learning of English. "Frequency counts showed that a core of two thousand or so words occurred frequently in written text and that knowledge of these words would greatly assist in reading a foreign language" (p-37)

Grammar control in Oral Approach:

Palmer considered grammar is very important to the focused on sentence patterns. Other Researcher like Hornby also analyzed English and grouped it into sentence pattern. This helps to learner to learn the rules of English sentence structure. Major classification of grammatical structures into sentence patterns can help those second language learners to

learn the rules of the language unconsciously. “Palmer, Hornby and other British applied linguists analyzed English and classified its major grammatical structures into sentence patterns, which could be used to help internalize the rules of English sentence structure” (p-38)

The Oral Approach and Situational language teaching:

The Oral Approach forms the basis for the TESL/TEFL this was possible due to the efforts of palmer, west and Hornby. And by the development of systematic approaches to vocabulary and grammar. Selection, gradation and presentation are the three main things to consider for the practice of items in course in oral Approach. This was developed by British applied linguists like palmer and Hornby. “Palmer, Hornby and other British applied linguists from the 1920s onward developed an approach to methodology that involved systematic principles of selection, gradation and presentation” (p-38)

Oral Approach is differing from direct Methods in that direct Method lacked many systematic application of applied linguistic theory. The Australian George pitman developed a set of teaching material based on situational language teaching method. Which is still practice is Australia, New Guinea and the Pacific territory particularly what is called tacked materials these materials which was based on the work of Pittman’s colleague Gloria Tate. “One of the most active proponents of the Oral Approach in the 1960s was the Australian George Pittman” (P-39)

There are six main characteristics in situational language teaching. First Method in situational language teaching method Language Teaching starts with oral Language. Content of Materials presented in orally first after written form. Secondly, second language is the language of the classroom. Third characteristic practice of situational method to introduced new language point was chiefly followed in the 1960s and at this time the term situational can be used to refer to the oral approach. Next, in situational language teaching method when learn a some new content first points are practiced situationally and introduced. Next one is, Proper selection procedure is followed is that essential vocabulary is covered. Next, grading of grammatical items is followed so that teaching of simple forms precedes the teaching of complex forms. Lastly, the teaching of vocabulary and grammar is followed to form in ideal base before introducing and writing.

“The main characteristics of the approach were as follows:

1. Language teaching begins with the spoken language. Materials are taught orally before it is presented in written form.
2. The target language is the language of the classroom.
3. New language points are introduced and practiced situationally.

4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established” (P-39)

Theory of Language:

The type of British structuralism is the theory that underlies Situational language Teaching. According to British theoretician a notion of situation was focus on structuralism and they followed the oral practice of structures in the classroom. Linguistics such as Charles Fries considered word order, structural words, inflections of English, and content verbs to be important in the material for teaching English. “Word order, structural Words, the few inflexions of English, and content words, will form that material of our teaching” (P- 40) .The functional trend in British linguistics in 1930s was based on the theory that structures that should be links to situation. Several British linguists like J.R.Firth and M.A.K.Halliday developed the view of meaning context and situation have an important place in the teaching of language. “The theory that knowledge of structures must be linked to situations in which they could be used gave situational Language Teaching one of its distinctive features” (P- 40)

Theory of learning:

The theory of learning behind situational Language stresses the process of learning above the conditions of learning. This theory is a form of behaviorist habit learning theory. Researcher like Palmer point out the three processes in Language learning. They are Receiving of Knowledge, Fixing Knowledge in the memory through repetition and practicing the use of the knowledge until it transform into a personal skill. “Palmer has pointed out, there are three processes in learning a language – Receiving the Knowledge or materials, fixing it in Memory by repetition, and using it in actual practice until it becomes a personal skill”(P- 41)

An inductive approach is followed in teaching of grammar in Situational Language Teaching similar to the direct Method. The meaning of language should be induced from the way the form I used in a situation. In order to extend the use of structures and vocabulary in new situations generalization is followed. Language that is learned in classroom situation has to be applied in general situations outside the classroom. “The learner is expected to apply the language learned in a classroom to situations outside the classroom” (P- 41)

Design:

Situational Language Teaching aims to teach the four basics language skill in such a way that learners have the practical and accurate commander of the language. The learner

need to develop and structures. According to Pittman oral teaching of new structures and new vocabulary should be practiced before they read new structures and new vocabulary. "Before our pupils read new structures and new vocabulary we shall teach orally both the new structure and the new vocabulary" (P- 41)

The syllabus:

Structural syllabus and a word list are basic in Situational Language Teaching. The structural syllabus consist a sentence pattern and structures of English that are arranged in the order of presentation. In situational Language Teaching the teaching of vocabulary items is identified according to a contribution to the teaching of sentence patterns also in Situational Language Teaching structures are taught within sentences. "Structural syllabus is a list of the basic structures and sentence patterns of English, arranged according to their order of presentation" (P-42)

Types of learning and teaching activities:

There are various types in teaching activities in situational Language Teaching it employs situational approach while trying learners in new sentence patterns and uses drills to provide the learner with practice while teaching the learner sentence new patterns. "Situational Language Teaching employs a situational approach to presenting new sentence patterns and a drill-based manner of practice" (P-42). Pittman stresses the need for visual representation of examples by using concrete object pictures and real things along with combination of actions and gestures while teaching new vocabulary items. Some of the techniques used for providing practice or guided repetition, substitution activities, chorus repetition, dictation. "Situation Pittman means the use of concrete objects, pictures and realia which together with actions and gestures can be used to demonstrate the meaning of new language" (P- 43)

Learner role:

The role of the learner is such that he has no control over the content of learning. It is possible the learner may give in to negative learning behaviors such as wrong grammar or pronunciation. Only the teacher can skillfully manipulate the learner from such undesirable activity. "The learner has no control over the content of learning and is often regarded as likely to succumb to undesirable behaviors unless skillfully manipulated by the teacher" (P- 43).

Teacher roles:

The three has three functions. The first stages of presentation the teacher serves as the model he provides situation and makes the students repeat the new structures. In second stage the teacher becomes a skillful manipulator he makes learner form correct sentences

using questions commands. The third practice phase students are allowed to use the language in less controlled situations. "Teachers become more like the skillful conductor of an orchestra, drawing the music out of the performer" (P-43). Instructional materials are important role in situational language teaching both textbook and visualized. They may be produced by the teachers are pursuits commercially and these include things like flash cards, pictures', etc....."Situational language teaching is dependent on both a textbook and visual aids" (P_44).

The procedure followed in situational language teaching classroom known from controlled to freer practice of structures and also known from oral repetition of sentence patterns to the automatic use of sentence patterns.

"Classroom procedures in situational language teaching very according to the level at the class, but procedures at any level aim to move from controlled to sentence patterns to their automatic use in speech, reading and writing" (P_44).

Situational language teaching is one of the most useful methods for teaching. Davies et al...Stresses some methods to be used with situational language teaching. They are listening practice, choral imitation, Individual Imitation, Isolation, Elicitation, substitution drilling, Question answer drilling and correction.

Listening practice, it requires paying attention. Listening is the ability to accurately receive and interpret messages in the ability to accurately receive and interpret message is the communication process. Choral repetition is when the teacher or a learner models language and the group of learners repeat it together Individual imitation method of teaching focuses on breaking apart skills into components, providing the learner with a model of the target behavior and rewarding the learner for demonstrating the response immediately after the mode. Substitution drill is a classroom technique used to practice new language. Question and answer drilling refer the use of question as prompts.

In situational language teaching method was developed in twentieth century by British applied linguists. They are strong correlation between situational language teaching method structuralism and behaviorism. Because of the arrival of these method.

The Swiss linguist and a founder of structural linguistics Ferdinand de Saussure. Saussure language is a system of signs it develop from the activity of speech. Language is a connection between sounds and thoughts. Thought to be expressed as sound. Saussure divided the linguistic part into two types; they are arbitrariness of linguistic signs and are with line. Situational language pedagogy technique prompted with the aid of structural linguistic. "Situational teaching method is influenced by the structural linguistics, which takes the language as structure" (Zhang Junying -85)

As, behaviorism influences situational language teaching method the idea of behaviorism can be found in situational language teaching method, but the structural linguists affect situational teaching method. American psychologist Watson emerged behaviorism which was formulated from Pavlov's classical conditioned reflex theory. The conditioned reflex is a kind of expression. According to Pavlov there are two types of reflexes the one is inborn and the other is conditioned. Watson believes that human behavior can be modified at various stages. "Situational teaching method is not only affected by the structural linguistics, but also is influenced by behaviorism, based on Pavlov's classical conditioning reflex theory, American psychologist Watson found the behaviorism" (P-85)

Reinforcement theory is to shape the behavior of individual to control the consequences. Reinforcement is also known as Operant conditioning. According to Skinner the behaviors can be classified into responsive behavior plays a vital role in the learning process and it concentrates on the people's behavior then it evaluates the result. "Skinner developed the theory of reinforcement which is also called the Operant conditioning theory or the correction theory on the basis of behaviorism" (P-85)

In England situational teaching method rise on 1930s and china rise in 1970s because of the impact of structuralism linguistics and behavioral learning theory. In situational teaching method teachers use various techniques to encourage the students by using the information technology to bring back the teaching content. "Situational teaching method is a kind of pattern in which teachers create real or stimulation scenarios and cases through all kinds of aids and information technology to reappear the content of teaching" (P-85)

The society is entering into an age of intercultural communication and globalization. There is a huge need of English where one has vast talent and also be able to transfer his ideas and feeling with fluency in English. "Our society is in urgent need of the talents who are proficient in business and can convey their thoughts and feelings in fluent English".

SITUATIONAL LANGUAGE TEACHING

Situational language teaching method gives tremendous result is the case of Chinese students. When they start learning English as a second language. The aim of learning a second language is to use it in our day to day communication. So the Chinese learners can be translated into the mother tongue. "The ultimate goal of learning language is to use it in real communication context, so it so necessary to enable students surrounded by the target language" (Zhang Junying 86).

The situational language teaching approach is appropriate for primary school student's cognitive laws. Bruner emphasized the importance of interaction in the language acquisition process. He claimed that language communications a factor in children's language acquisition. Skinner is a recent behaviorist and he founded that mechanical

memorization is less beneficial to students. They can only learn a language thoroughly in a concert environment.

“Interaction plays a decisive role in the process of acquiring a language” (P-87).Multimedia technology can be used by teachers to build situations. Since they are fascinated about the online world, most students have access to the internet. If English teachers use multimedia technology throughout the teaching process they can make complex concept more exiting. Students will develop a strong interest in the subject as a result of this approach. It will also leave a lasting impression on them. It is possible be attract primary school students interest by using digital courseware and animation help.“English teacher manipulate multimedia technology during the process of teaching they can enable the abstract things be more intuitive and make the boring teaching material be more vivid” (P-87)

Students listening and speaking skills will be strengthened as a result visual image enhancement will boost student’s initiative and creativity. Teacher can also incorporate videos, animation and other variables to enrich the material of the class. These methods will provoke student’s interest excitement Students can learn consciously and achieve the target of high performance if they are guided by their teachers. It is important that we must be aware of any additional material must be relevant to the teaching allowing students to gain useful.“In order to enrich the content of the class, teachers can add some pictures, animation, as well as some other factors” (P-87)

Primary school student’s psychology makes it easier for them to considered visual objects. This type of approach can help them activist their excitement. Primary school students are greatly persuaded by pictures, Models, and other kind of visual objects. During the process of teaching English the teachers should coordinate students by means of taking of visual teaching materials.“It is an easier issue for them to accept visual things as these kind methods can mobilize their enthusiasm” (P-87) Role play is helpful for the teacher to have the classroom active. As Primary school students are very much involved in practical activities. Role playing helps the teacher to teach English is an easy manner to the students.“Role playing is way to render the atmosphere of the class; as Primary school students are born to love performance and imitation” (P-87)

It is clearly obvious that Primary School students will be more tempted towards games. Students like to play when the teachers add the playing in the teaching it be more creative and realistic. Games can enhance primary school students interest in learning based on their age characteristic student can only learn spontaneously and unconsciously in a comfortable setting. “English teachers can add some games to increase students interest English” (88).The principles associated with the research design in the second language include research question and research methods. The educator in the teaching of target language provides the language learner plenty of information regarding the second language.

The learner learns the language based on the input and the activities provided to the second language learner for the development of the target language effectively. "In the actual situation of teaching, teachers should build more specific language environment for students" (Yafen Hu 1045).

Grammatical structures must be developed in the target language learner. The learner the grammatical rules for improved communication. The errors of the second language learner get corrected through better communication. "The process of creating the teaching situation, it should be based on different grammatical content" (P-1045). The situational teaching enables the educator to analyze the performance of the target language learner. The learner also learns the language thoroughly through oral communication. The teacher can correct the error made by the language learner and the learner gets opportunity to bring out the talents. "Situational Language Method is the key to highlight the dominant status of students" (P- 1046)

The five Methods of implementing the situational teaching include intuitive teaching method, the description Method, The using of Multimedia, The play Method and the Song Method. The educator through the oral Method of teaching highlights the usage of pronunciation and vocabulary in the communication. The second language learner observes the tone and style of using the words in the target language. The focus on the vocabulary of the second language makes the target language learner improve the communication in second language without error correction. "Teacher should have a good understanding about every passage and presents connotation with appropriate tone and Intonation" (P- 1046)

Students have more interest in the online world rather than reading books. In teaching process when teachers use Multimedia technology instead of normal teaching they arouse student's interest. While teaching teachers use this type of teaching method students pay long attention in the classroom. Multimedia technology can change the normal classroom as enliven classroom.

"Multimedia technology in teaching can change through the lively images to let the students existing experience combine with the concept of association" (P- 1046)

Students like to play when the teachers add the playing in the teaching it be more creative and realistic. This type of teaching method changes the student's bad impression about learning. By using this method defeat the learning difficulty. "Famous French educator once said: The task of children is to play", the Will not only keep students active, but also makes input and output of language more creative and artistic" (P- 1046)

In this world, all age peoples love music and eager to hear the songs. In primary school education teachers use the song method for teaching process. By using the song method the students can easily understand the language learning and comfortable to communicate with

others. Students increase the language learning ability and a good sense of music by using the song method. "Primary school English learning content can be expressed as songs, which helps to stimulate interests and dispersed the difficult points" (P-1046)

The learner develops the competency in the grammatical usage based on the teaching of the educator. The educator makes the teaching process simple to the learner. The activity regarding the grammar learning provided by the teacher improves the level of learning in the target language learner. "Students attitudes towards English grammar is closely connected with teacher's teaching abilities and teaching methods" (Li Wenrog 1098). The educator tries to motivate the learner by providing various inputs to the language learner. The activities based on the usage and identification of grammatical structure in the target language helps the learner to use the second language properly. The teacher analyses the capability of the learner and supplies the input based on the interest of the learner to improve the intelligence of the new language learner. "Teachers usually give more examples structural by that grammar to inspire students to find out the rules, followed by the detailed introduction of the new learning points" (P-1100).

The language learner gain knowledge through the oral method of language learning. The learner also understands the proper usage of sentences in the second language learning the language alone never helps the target learner to makes improvement. The learner improves the target language by implementing the new language in the communication and interaction in group discussion. "The application of situational teaching method, should be conducted to achieve teaching goals" (P-1101).

The educator analyses the development of second language in the language learner. The analysis on the improvement enables the educator to supply the input based on the capability of the language learner .The teacher examines the development of providing activities to the target language learner and making the learner engage in the activities to promote the growth in the learning process of the target learner. "Teachers should explore student's interest and view things from students perspectives so that they can find ways to create situations that students expect" (P-1101)

Practices make the language learner to have a clear knowledge on the study of the target language. The learner is provided input by the educator successfully. The learner focuses on the procedures and the activities provided by the teacher which makes the learner understand the target language and make development in the acquisition of the second language. "The usual classroom procedure, except for silent reading, copying from textbooks or written translation work consists of teacher explaining grammar rules and proceedings through exercises calling on one student at a time" (Russell N. Campbell 43)

The learner understands the proper sentence construction and usage of the second language. The educator analyses the ability of language learner in the development of the

target language and provides activity to the language learners. The learners make progress in the acquisition of the new language by correcting the error and the instructor spends time to listen to the words of the language learner. "Using the oral approach with such a division of students, are getting the groups to function as a unit and the teacher's developing the ability to hear the individual voices in group response" (P-45)

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