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## Teaching of English: Some methods and observances

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**K. Sumalatha**

Research Scholar,

Dept. of English,

Osmania University, Hyderabad

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### **Abstract**

Students who pursue education not only gain information and knowledge, but also learn how to master the learning process, enabling them to apply what they have learned to their future studies and daily lives. The Grammar-Translation Method, the Audio-Lingual Method, the Cognitive Approach, etc. are all examples of the traditional teaching methodology. More than the Natural Method and Grammar Translation Method, there are other ways for teaching second languages. There is no denying that every methodology has benefits and drawbacks. While teaching under the direction of a specific teaching technique throughout the entire process, teachers might integrate a variety of ways in a single lesson.

*Keywords:* ELT, Teaching methods, Second language learning

### **Introduction**

The process of continuously forming ideas and feelings is known as education (Joyce et al., 1999). The ultimate goal of teaching is to assist students in acquiring knowledge, concepts, abilities, values, and methods of thinking and expressing themselves. Most significantly, though, it is to help students understand how to learn. Models of teaching are referred to as models of learning by Joyce et al. (1999). The long-term goal of teaching should be to improve students' capacity to learn in the future more quickly and effectively. Students who pursue education not only gain information and knowledge, but also learn how to master the learning process, enabling them to apply what they have learned to their future studies and daily lives. This idea can be used in a variety of learning situations, such as teaching language, science, or teaching techniques. An attempt has been made in this paper to survey some methods of teaching English to second language learners.

### **Teaching of English: Some Methods and Observances**

Scholars in the didactics profession have been working to identify effective strategies for teaching second languages. An earlier illustration is the conventional teaching approach. In many middle and high schools in China, English teachers frequently employ this strategy. The Grammar-Translation Method, the Audio-Lingual Method, the Cognitive Approach, etc. are all examples of the traditional teaching methodology. The Grammar-Translation Method is a good example of one of them. At the tail end of the 18th century, it emerged in Europe, and its primary objective was to teach grammar through translation tasks. People started to criticise it in the 1980s for allegedly ignoring communication skills, particularly speaking and listening. Nonetheless, the Grammar-Translation Method has benefits. The teacher can firstly

save time using this technique. Teachers are expected to complete their teaching duties in a set amount of time in traditional classes. If they employ different techniques, they can fall short of the criterion. A class in China typically has more than fifty pupils in attendance. It can be impossible to involve everyone. Exercises are a good approach for kids to remember grammatical rules and have a better comprehension of them.

The drawbacks, on the other hand, also demand attention. First, the entire class is taught in a single teaching method for language. It is difficult to keep students' attention. This can eventually have an impact on their interest in the topic. Second, the course is not very grounded in reality. This idea has long been contested. The instruction would become inhumane if grammar is given too much importance. Thirdly, there are few opportunities for teacher-student interaction in teacher-centered classes. A small percentage of pupils are required to do activities aloud in front of the class. Because they lack the opportunity to ask the teacher questions, some students may choose to skip through material that has not been fully grasped.

Chinese teachers have made an effort to incorporate the Grammar-Translation method and other teaching techniques in English studies since they are aware of similar issues. For instance, certain activities are developed in the classroom. Students might choose to work in groups or pairs. Students have more freedom to choose their own activities even while the teacher's function as a manager continues. Additionally, the teacher's task might be completed orally. Students might be encouraged to discuss their experiences attending private schools, the results, and their personal attitudes toward this type of education with their partners while taking the task-based teaching approach into consideration.

Some authors asserted that the interlanguage development of students learning in a classroom does not materially differ from that of those learning a second language naturally. Both the acquisition context and the learning context share the same second language development process. Therefore, natural language learning experiences for classroom students, the abolition of structured grading, and a focus on form and error correction, even for adults, were developed by language education researchers. Felix's discovery of structural similarities between the inter-language negation, interrogation, pronouns, and sentence types of German high-school EFL students and naturalistic ESL learners was documented by Larsen-Freeman and Long in 1991. He concluded regarding foreign language learning that it “seems to partially follow the same set of natural processes that characterize other types of language acquisition...there seems to be a universal and common set of principles which are flexible enough and adaptable to the large number of conditions...” (p. 301)

More than the Natural Method and Grammar Translation Method, there are other ways for teaching second languages. There is no denying that every methodology has benefits and drawbacks. While teaching under the direction of a specific teaching technique throughout the entire process, teachers might integrate a variety of ways in a single lesson.

Many educators have sought to employ storytelling in the instruction of younger children due to the qualities of youngsters, and some others have also used it in classes for older students and adults. Among them is Ringo Ma (1994), who considers sharing stories as a successful teaching method for foreign instructors in American higher education. Building trust with native students can be difficult for foreign professors. It is less effective to highlight his or her research accomplishments or teaching expertise. From the rhetoric perspective, “the

logos, ethos, and pathos derived from storytelling can make a nonnative instructor both meaningful and attractive to students” (p. 7). Ma asserted that administrators and students at American higher education institutions lack pluralistic thinking from an educational standpoint. By sharing the teacher's multicultural experiences with the class, pupils are encouraged to think in multiple ways, a multivocal system is developed, and the teacher's status is considered to transition from being a liability to an advantage.

The four teaching strategies listed by Andrews et al. (2009) are case-based, narrative-based, scenario-based, and problem-based instruction. Each method uses an attention-focusing mechanism while presenting students with "a temporally organised series of information" (p. 7). The four teaching strategies are typically applied in military training.

### **Conclusion**

In conclusion, it can be said that scholars and educators working in the area of second language teaching and learning have been putting a lot of effort into their teaching strategies. Various teaching objectives call for the employment of a variety of relevant approaches, each of which may have advantages and downsides. Storytelling is a creative way to teach. Teachers have been attempting to integrate it into classes for both army men and young children. The teaching of second languages can also use storytelling. Storytelling is human nature, claims Fisher (1984). James, the instructor, used five different types of stories in his Internet course, including those he made up, those from different cultures, those that elicited a bodily reaction from the audience, those based on personal experience, and those that were drawn from everyday life. The protagonists and the connections between these stories are up to the teacher. It is considerably more like a blend of multiple teaching techniques when compared to strategies like Grammar Translation.

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