

## TEACHING METHOD AND LEARNING STRATEGIES OF ENGLISH LANGUAGE

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### ABSTRACT

*Language education is the teaching and learning of a foreign or second language. Language education is a branch of applied linguistics. English language teaching tradition has been subjected to a tremendous change, especially throughout the 21st century. The six teaching methods(i) the grammar-translation, (ii) direct, (iii) audiolingual, (iv) transformational generative grammar, (v) communicative language teaching, and (vi) second language acquisition are described briely. Five learning strategies(i) code switching, (ii) blended learning, (iii) foreign language learning, (iv) mother-tongue mirroring and (v) the internet also explained the learning of English language.*

### INTRODUCTION

Language education is the teaching and learning of a foreign or second language. Language education is a branch of applied linguistics. English language teaching tradition has been subjected to a tremendous change, especially throughout the 21st century. Language teaching has been around for many centuries, and over the centuries, it has changed.

Here we would like to discuss the six methods of English Language Teaching :

**1. The Grammar - Translation Method** was the dominant foreign language teaching method from the 1840s to the 1940s, and a version of it continues to be widely used in some parts of the world, even today. Foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts.

Changes were beginning to take place. There was a greater demand for ability to speak foreign languages, and various reformers began reconsidering the nature of language and of learning. It was emphasized the importance of understanding meaning in language learning. Pendergast proposed the first structural syllabus. For arranging grammatical structures so that the easiest were taught first. Gouin believed that children learned language through using language for a sequence of related actions. He

emphasized presenting each item in context and using gestures to supplement verbal meaning. Though the ideas of these and other reformers had some influence for a time, they did not become widespread. The contribution of the Grammar Translation Method (still one of the most popular and favourite models of language teaching) to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language (Sultana and Sharma, 2015).

**2. The Direct Method** became popular in language schools, but it was not very practical with larger classes or in public schools. Second language learning is similar to first language learning. There should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the Direct Method were as follows :

Classroom instruction was conducted in the target language.

There was an inductive approach to grammar.

Only everyday vocabulary was taught.

Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.

The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was

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difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method (Srivastava & Sharma, 2011).

Behaviorism, along with applied linguistics, had a great influence on language teaching. Theorists believed that languages were made up of a series of habits, and that if learners could develop all these habits, they would speak the language well. Also, they believed that a contrastive analysis of languages would be invaluable in teaching languages, because points in which the languages were similar would be easy for students, but points in which they were different would be difficult for students.

**3. The Audiolingual Method** was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behaviouristic psychologists. The following points explain the characteristics of this method.

Dependence on mimicry and memorisation of set phrases.

Teaching structural patterns by means of repetitive drills.

No grammatical explanation.

Learning vocabulary in context.

Use of tapes and visual aids.

Focus on pronunciation.

Immediate reinforcement of correct responses.

Language diversity greatly increased, so that there were more languages to learn. Expansion of schooling meant that language learning was no longer the prerogative of the elite but something that was necessary for a widening range of people. More opportunities for international travel and business and international social and cultural exchanges increased the need for language learning. As a result, renewed attempts were made in the 1950s and 1960s to use new technology (e.g., tape recorders, radios, TV, and computers) effectively in language teaching, explore new educational patterns (e.g. bilingual education, individualized instruction, and immersion programs), and establish methodological innovations (e.g., the audio-lingual method) (Sultana, 2013)

**4. Transformational Generative Grammar Method.** Noam chomsky has proposed the theory called Transformational Generative Grammar, in which learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again. Stephen Krishan proposed the Input Hypothesis, which states that language is acquired by using comprehensible input which is slightly beyond the learner's present proficiency. Learners use the comprehensible input to deduce rules. Krashen's views on language teaching have given rise to a number of changes in language teaching, including a de-emphasis on the teaching of grammatical rules and a greater emphasis on trying to teach language to adults in the way that children learn language (Saxena, 2008).

**5. Communicative Language Teaching Method.** The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach (about) communication through actual communication.

**The basic premises of this method are :**

Focus on all out components of communicative competence, not only grammatical or linguistic competence ? Engaging learners in the pragmatic, functional use of language for meaningful purposes. Viewing fluency and accuracy as complementary principles underlying communicative techniques (Sharma, 2008).

**6. Second Language Acquisition Theory.** English Language education may take place as a general school subject or in a specialized language school. An approach is a set of correlative assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. There are three principal views at this level : (i) The structural view treats language as a system of structurally related elements to code meaning (e.g. grammar).

(ii) The functional view sees language as a vehicle to express or accomplish a certain function, such as requesting something and (iii) The interactive view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges.

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/ learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students as well as of teachers (Begum, 2012).

#### LEARNING STRATEGIES

Following are the learning strategies : described briefly.

**(1) Code Switching:** is a commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses the target language but reverts to their native language for any element of an utterance that they are unable to produce in the target language.

**(2) Blended learning:** combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. When talking about language skills, all the four are considered. However, more socially based skills above been identified recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and knowing how one learns have been applied to language classrooms. more recent textbooks stress the importance of students working with other students in pairs and groups, sometimes the entire class. However, supervision of pairs and groups is important to make sure everyone participates as equally as possible. Such activities also provide opportunities for peer teaching, where weaker learners can find support from stronger classmates.

**(3) Foreign language teaching:** the sandwich technique is the oral insertion of an idiomatic translation in the mother tongue between an unknown phrase in the learned language and its repetition, in order to convey meaning as rapidly and completely as possible.

**(4) Mother tongue mirroring** is the adaptation of the time-honoured technique of literal translation or word-for word translation for pedagogical purposes. The aim is to make foreign constructions salient and transparent to learners. It differs from literal translation and interlinear text as used in the past since it takes the progress learners have made into account and only focuses upon a specific structure at a time.

**(5) The Internet** has emerged as a powerful medium to teach and learn foreign languages. There are four type of websites on the internet that provide various services geared toward language education. Language portals, Virtual, Online schools, Support websites, Over the centuries, many changes have taken place in language learning, and yet there is evidence that considerations related to language learning have come up again and again through history.

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