EFFECTIVE TEACHING METHODS AND APPROACHES FOR SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE LEARNING

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Abstract:
Teaching English is challenging. However, in this globalized world learning foreign languages is necessary. So as potential teachers, we should ask ourselves the following questions,: How could I teach English to my pupils? What is the best way for them to learn? At present, English is one of the most important and growing subjects in our secondary schools and it is also present in our curriculum. Moreover, many schools are adopting bilingual programs. Though there is abundant legislation stipulating how teachers must proceed and how they should incorporate the different approaches and methodologies, it is the teachers themselves who are expected to design and plan the lessons. Learning a foreign language as if it were a mother tongue would be the ideal way, since the need to learn grammar and structures would be obviated. This is difficult if the teachers themselves are non-native and is therefore one of the most complicated aspects. Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method. However, just a simple mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. With experience, the teacher will be able to decide which method will fit the student's needs. It is well known that the teacher's role is significant in students learning progress. One of the important decisions that this role demands is choosing the right teaching method to achieve the lesson objectives.

In the English language classroom, the accomplishment of this goal will ensure the success of the educational process and enhance student's language competence. Teachers often change their teaching methods to fit their students' needs, cope with the changing classroom situation, or to suit the new educational decisions from higher authorities. In the field of English Language Teaching there have been arguments and counter arguments about the role of various methods, approaches and techniques in learning the language. Teaching English language requires not only the skill, knowledge of subject, methods and strategies but also infrastructural facilities like language laboratory, teaching aids, teaching learning materials and teacher's resources books and audio-visual aid etc. The effective teaching and learning is depends on use of suitable teaching aids and teachers competence. There are many methods emerged in the 21st century for teaching and learning of English language. Teaching English language becomes challenging for teachers at school education system in India.
Key Words: Methods, Approaches, English Language, Teacher, Decisions

English plays a very major role in our educational system. It is taught as a compulsory subject in almost all the states in the country. Many students find it difficult in getting pass mark in English. Still English is persistently made a compulsory subject in India.

In India, English was taught in a number of ways and circumstances. Various states have devised their own educational policies, incorporating English as a second language, or giving it the status of a foreign language. However, it continues to be taught at various levels all over the country. The Education commission has recommended that the study of English as a co-language should be compulsory up to class X. English may therefore be taught as a compulsory subject at school level and made an optional subject thereafter. Major trends in 21st century language teaching include the Oral Approach, Situational language teaching, the Audio-Lingual method and the alternative approaches and methods which include the Silent-way method, Total Physical Response method, Suggest- Pedia,, neuro-linguistic programming, the Lexical Approach as well as competency based language teaching.

The Kothari Commission (1966) said, "Mother tongue has a pre-eminent claim as the medium of instruction at the school and college stages. Moreover, the medium of instruction at the school and higher education should generally be the same."

The objectives of teaching English has two main aspects, namely, language aspects like words, sentences, pronunciation, spelling and grammar and the other aspect being literature aspect which include words, sentences, expressing ideas, feelings and experiences.

Aims of Teaching English at Secondary Level:

- To understand spoken English with ease and to understand English from broadcasting.
- To speak simple English correctly and fluently.
- To read English comprehension at a reasonable speed.

- To pronounce the words correctly so as to decode by others
- To produce simple and meaningful sentences.
- To be engaged in conversation in English
- To write neatly and correctly at a reasonable speed.
- To read and comprehend stories and incidents in social set up and to understand the
- Content from English new papers.

Aims of Teaching English at the Higher Secondary Level:

- To understand English with ease when spoken at normal conversational speed.
- To read Standard English newspapers regularly.
- To gain ability to understand English from the native speakers and to respond reciprocally.
- To have the ability to note-making and note-taking.
- To be able to convey one‟s thought and feeling to be understood by others.
- To acquire the vocabulary to tune of all the situations that one encounters.
- To be able to use reference materials like dictionary and thesaurus.
- To develop and enjoy the literary items.
- To develop aesthetic sense through poems in English
- To understand advertisement and apply for higher studies and for job.
- To learn the functional aspects of grammar.
- To be familiarized in the stress and intonation patterns of English

Let us have a glimpse at the various methods and approaches which are critically in and out of favour in educational programmes.

Grammar – Translation Method:

This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists. Grammar should be taught deductively that is grammar should be at first presented and studied and then practiced through a translation exercise. The vocabulary selection is based solely on the reading texts used and words taught through bilingual words lists, dictionary study and memorization. There should be much emphasis on accuracy. Students are expected to attain high standards in translation. The students' native language is the medium of instruction. It is used to explain new items and to enable comprehension. In this method development of reading and writing skills should be the major focus.

Bilingual Method:

The bilingual method is a method of language teaching developed by C.J Dodson (1967 / 1972) to improve the audio-visual method which was advocated in the 1960s. In the bilingual method, a lesson includes three stages of teaching:

- Starting with the reproduction / performance of a basic dialogue.
- Moving on to the variation and recombination of the basic sentences.
- Application of the previous dialogues / sentences in a new communicative work.

Well- ordered activities in the bilingual method take the students up to a conversational level in the shortest possible time.

Direct Method:

Since the grammar –Translation method was not very effective in preparing students to use the target language communicatively, the direct method gained popularity. This method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written. The direct method has one very basic rule: no translation is allowed and connected directly with the target language without going through the process of translating into the students' native language. The method aims at intense oral interaction in the classroom, so as to develop oral communication skills of the student.

Audio Lingual Method:

This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about everyday situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices. The term 'audio lingual' was coined by professor Nelson Brooks in 1964. The army programmes was to make the students attain conversational proficiency in a variety of foreign languages. At that time there were exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the Audio- Lingual Method. New vocabulary and grammatical structures are presented through dialogues. Drills are conducted based upon the patterns present in the dialogues.

Dr. West's New Method:

Dr. Michael West has laid a great deal of importance to Reading. He has said that for Indian pupils Silent reading is important, no doubt, but Loud Reading is equally important. In this method a good deal of importance has been attached to the art of speaking and reading together as they are interrelated. But so far as teaching is concerned, both these things should be taught separately. He holds that it shall be easy for the teacher to give the students the practice of these two things separately.

Other Methods in Teaching English:

- **Silent Way Method:** The silent way is a method of language teaching devised by Caleb Gattegno. The method is based on the premise that the teacher should be silent as much as possible in the classroom, and the learner should be encouraged to produce as much language as possible. This method of teaching is an initial reading in, which sounds are coded by specific colours. The learner discovers or creates rather than remembers and repeats what is to be learnt.
- **Total Physical Response:** In total physical response (TPR), the teacher gives the students commands in English and the students act out those commands using whole-body-responses.
- **Dogme Language Teaching:** Dogme language teaching is a communicative approach to language teaching and encourages teaching without published textbooks and instead, focusing on conversational communication among the students and the teacher.
- **Pimsleur Language Learning Method:** This method is based on the research and programme models of teaching developed by American language teacher Paul Pimsleur. This method involves recorded 30-minute lessons to be done daily, with each lesson typically featuring a dialogue, revision, and new material. Students are asked to translate phrases into English, and occasionally to respond in English to lines spoken in English.
- **Michel Thomas Method:** Michel Thomas method is an audio-based teaching system developed by Michel Thomas, a language teacher in the USA. It was originally done in person. Since his death it is done via recorded lessons. The instruction is done entirely in the student's own language. But students have to give their responses only in English. There is no listening practice, and there is no reading or writing. The syllabus is ordered around the easiest and most useful features of thelanguage.

Computer Assisted Language Learning:

Only a computer or a number of computers in LAN mode are used for this purpose the arrival of multimedia CALL, multimedia language centers began to appear in educational institutions. While multimedia facilities offer many opportunities for language learning with the integration of text, images, sound and video, these opportunities have often not been fully utilized. One of the main promises of CALL is the ability to individualized learning but, as with the language labs that were introduced into educational institutions as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to belearned, usually including a substantial interactive element.

Learning by Teaching:

Methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. The approaches for teaching can be broadly classified into teacher centered and student centered. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction.

Mixed Ability Group:

"Mixed ability grouping", refers to grouping together students of different abilities. Usually this kind of grouping occurs when the group consists of students with different ages with one or two years span. The term "mixed aged grouping" or "heterogeneous grouping" is used for this case but we prefer to use the more general term of "mixed ability grouping" since the basic criterion for grouping is ability and not necessarily age. However within the framework of MUSE the actual implementation of mixed grouping in multi grade classroom is going to be based on mixed age grouping. In mixed ability groups there are some students that are more mature and experienced than other ones and thus they have more advanced ability to acquire knowledge. The main aim of setting up mixed ability groups is not to produce homogeneity of ability in a group as this is the case in ability grouping, but to increase interaction across students with different abilities. Besides the aforesaid discussed methods, there are some approaches of teaching English. English has been taught by using different approaches and techniques from time to time.

Structural Approach:

Structural approach in teaching of English means approaching English on the basic of structures. For this purpose, the structures are well made to teach English. That is called structural approach. In this Approach, the structures are taught by creating situations. That makes the teaching, learning more effective. The structural

International Journal of Interdisciplinary Research in Arts and Humanities (IJIRAH)
Impact Factor: 5.225, ISSN (Online): 2456 - 3145
(www.dvpublication.com) Volume 7, Issue 1, 2022

approach is not a method but it is an approach which quickens the process of learning a language. In this approach students are able to understand the subject matter fully because teaching is conducted by creating meaningful situations.

Situational Approach:

In this approach English is basically taught in the same way in which the child learns his own mother tongue. Whatever the students understands and expresses is connected with his own life. The situations in which the students learn are repeated again and again. In this approach English should also be taught by forming a link between new words and real situations. The situational approach indicates how a teacher can create real situation in the classroom. The situational approach makes great demand upon the teacher. The teacher must have ready invention, be quick to see where there is comprehension and where there is the need for revision.

Communicative Approach:

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

For example, practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. In the classroom, Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials

Recent Trends in Communicative Approach:

The teaching of second and foreign languages emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach "It describes a set of very general principles grounded in the notion of communicative competence. There is no single or a set of practices that characterize current communicative language teaching.

Content Based Instruction:

Learning a new language can be difficult. Content-based instruction is a powerful tool for language instruction. Content-based instruction focuses on content rather than language. However, the goal is language instruction. Simply stated, the language becomes a tool for learning new things instead of the topic. Students make logical connections between ideas, words and objects. Proponents of content-based learning believe that this approach is the most effective method for language acquisition. Content used to refer to the methods of grammar–translation, audio-lingual methodology and vocabulary or sound patterns in dialog form. Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning.

Task Based Instruction:

It claims that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

Text Based Instruction:

The second level of learning that occurs with text-based instruction is that of learning content through interaction with texts. Students learn through the guidance and support of the teacher. The teacher's role, in addition to scaffolding, is to select materials and sequence the curriculum. The objectives in a TBI curriculum depend on text that is used in the learning experiences. Text-Based Instruction (TBI) employs the use of different genres of text in a social context to encourage language development. This post will discuss the assumptions and curriculum development of this method. TBI is a unique approach to language teaching that focuses on reading to develop the other three skills of language. This approach is particularly useful for people who prefer to learn a language through reading rather than in other forms.

Eclectic Approach:

Eclectic approach means the collections of all the good points of different methods and then using them for teaching something. In teaching English, different methods and approaches have been popular. Each method has some good points and few draw backs also. Naturally any one method does not serve the purpose of teaching well for all times and in all types of teaching situations. Moreover a good teacher does not become s subordinate to any single method. The teacher is expected to handle the methods as per his/her liking. The teacher is the master of the teaching situation and the methods of teaching are tools in his hands.

Recent Trends Teaching English Learner-Centered Teaching Model:

In the learner-centered model, both student and teacher are active participants. They both share responsibility for the students leaning. Teacher and students work together to identify how students expect to use the language. The teacher models correct and appropriate language use, and students then use the language themselves in practice activities that stimulate to real communication situation. The active, joint engagement of

International Journal of Interdisciplinary Research in Arts and Humanities (IJIRAH)
Impact Factor: 5.225, ISSN (Online): 2456 - 3145
(www.dvpublication.com) Volume 7, Issue 1, 2022

students and teacher results in interactive and dynamic classroom environment I which teaching and learning a language becomes rewarding and enjoyable.

Websites for Teaching English:

English teaching websites are just like teachers. They are unique; some websites offer services, some offer information, some offer resources for English teachers. They are genuinely useful. Website promotes language teachers in effective and quality language teaching and learning. Website is a vast resource of materials for teaching English as a second language. It includes English lesson plans, dialogues ideas, articles, cross-word puzzles, colour pictures, texts for reading or gap filling, vocabulary and grammar exercises and class management.

Multimedia:

Multimedia is a combination of computer hardware and software that allows a person to integrate video, animation, audio, graphics and test resources to develop effective presentations on an affordable desktop computer. Using multimedia, our teachers do not want to solve simple teaching problems relating to the grammar, or vocabulary, or spelling, but they want the real language and the real language atmosphere. Multimedia is an auxiliary/ supplementary one, and not the only method for whole teaching. The multimedia can provide the students with certain scenes or situations for understanding the cultural backgrounds necessary for students.

Internet for Teaching English:

The internet or World Wide Web is a computer system that allows millions of computer users around the world to exchange information. The internet is very useful for teaching English. On the internet, the language teachers can find resources to help students improve their four skills of English language. There are many language materials on the internet and students can use them to study English. The resources available on the internet may be in the form of articles or activities. Teachers and students can use these resources to motivate students and reinforce language skills. Students can gain a better understanding of writing and grammar and they can build up their confidence andexpand their language skills.

Newspaper Articles in Language Class:

Newspaper is much more current than course books. There is also a lot of information in newspapers which make teachers an excellent springboard for lessons. Newspapers are day-to-day curriculum for students to learning English. One aim of reading newspaper should be to encourage the students to read outside the classroom. Teaching with a newspaper allows learners to select an article that interests them, work on it and report back to other learners. If the learners dip into English newspapers then their reading skills, writing skills and vocabulary will improve. Students should feel they are reading faster or better by using newspapers.

Mobiles to Learn English:

Mobile learning (or M-learning) is the ability to learn anytime, anywhere using a portable electronic device. Learning English with the assistance of mobiles is known as 'mobile learning of English'. There are hundreds of mobile apps available for English language students. Mobile devices and apps are changing the very way people learn English.

Films in Learning English:

Language teachers have been using films in their classes for decades. Film is an excellent tool for learning English. Learning from films is motivating and enjoyable. Films and TV shows are an integral part of students' lives. Film, as a motivator, makes the language learning process more entertaining and enjoyable.

English Clubs:

English clubs/English literary association provides students with opportunities for further recreational activities. They help the students gain extra-knowledge in English language. English clubs are useful in conducting language games, language plays, language competitions, making discussions, making teaching aids, poem recitals etc. The clubs can organize discussions, poet's meet, and lectures that develop interest in English language. Students develop originality, creativity and imagination.

Professional Competencies of a Language Teacher:

Teaching is a profession. Professional competence of a teacher refers to the ability to teach a subject well or effectively. The English language teaching is a field of educational specialization and it requires a specialized knowledge base. The specialized knowledge in teaching is obtained through both academic study and practical experience. Professionalism is related to the continuous attempts to develop standards for English language teachers.

Conclusion:

Finally, the teaching of English is not something that 'you do the tough and master the easy.' But the reverse seems true. The four components of teaching a language – the learner, the teacher, the class, and the syllabus - if properly organized and coordinated, English teaching and learning can be effective. To conclude, we can say that unless we rectify and overcome the failures we cannot achieve success. Our first specific objective was to identify existing methods, and to do a literature search to gather information from some of these methods for teaching a foreign language, in this case, English. This idea of Globalization has been associated with the

idea of an eclectic method. This involved avoiding the selection of a single method and the consequent need to select the specific advantages of each of the existing individual methods, leading to a customized method to suit the needs of group and teacher alike. I would like to conclude by adding that this work has been very interesting and helped me grow as a future secondary school teacher. English has always fascinated me as a foreign language, and for many years I have been trying to improve my knowledge.

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