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**G.P.PORWAL ARTS, COMMERCE & V.V.SALIMATH
SCIENCE COLLEGE, SINDAGI
DIST- VIJAYAPUR STATE KARNATAKA**



2022-23

DEPARTMENT OF ENGLISH

PROJECT WORK

ON

**TEACHING OF METHODS ENGLISH
LANGUAGE**

SUBMITTED BY

CLASS- B.A. V Sem

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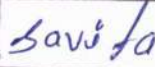

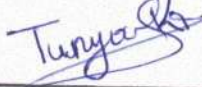
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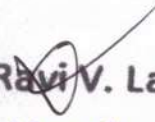
This is to certify that the following students of B. A. V semester satisfactorily completed the Project Work on Teaching of methods Under our supervision as laid in the regulation of Rani Channamma University Belagavi.

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Different methodologies teaching English

INTRODUCTION

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 should 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 primary 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. Learning a foreign language may cause stress and anxiety and in order to mitigate this problem, teachers could follow a Natural approach involving teaching in a setting as close as possible to the one people learn their mother tongue.

OBJECTIVES

Our aim is to draw on what we consider to be the most outstanding features of the existing methods to develop a fresh teaching method which is close as possible to the native process of language acquisition.

Overall Objective

- Analyze what would be the most appropriate methodological guidance for the teaching of English in Primary Education, and create an eclectic method.

Specific Objectives

The specific objectives are:

- Gather information to explain in detail some of the existing methods used in the teaching of English.
- Analyze each of these methods indicating their advantages and disadvantages.
- Report the most appropriate methodological guidance for the teaching of English in Primary Education.
- Propose an eclectic method the closest to the native teaching way using the known resources.

JUSTIFICATION

As stated earlier, at present English is crucial in our education, since it is the language of the global village. It is therefore high on the list of the curricular priorities.

As a potential English teacher, I am very interested in finding the best way to transmit my knowledge of English, and something very important to me is to transmit the love for the language and make the pupils keen on learning it.

Is not just a matter of accomplishing certain goals or preparing the pupils to pass certain examinations, I would like to go further and find a methodology as similar as possible to the native one. Thus, is not just a matter of teaching English but a matter of teaching in English, learning English through all the different daily situations and through the different subjects present in the school.

However, in our teaching panorama, all the methods have the same consideration. It is the teacher's prerogative to choose one or another. This is why I would like to state the advantages and disadvantages of using different methods in different situations. Furthermore I would like to propose a method regarding all the possibilities of the known methods and from there, attempt to develop an eclectic method as similar as possible to the native one.

I believe that the development of new teaching methods provides long-term benefits for the education system as a whole. It should be a prime concern for members of the teaching profession. If there were an ideal method for every possible situation, then every pupil would have a better chance of succeeding. It is the only possible way to develop an English teaching method, which could be compared to the ones in the native countries.

To sum up, the future employment of our youth depends to a great extent on being fluent in more than one language. In fact it is now a minimum requirement in the labour market. Thus, both learning and teaching English are essential since is the

THEORETICAL BASE AND PRECEDENTS

As a theoretical base and precedents, and since I have had the English Teaching Method subject this academic year, I will follow the subject theory, in which we can find the different English Methods used nowadays and their main characteristics.

The Methods are as follows:

1. The Grammar Translation Method
2. The Direct Method
3. The Audio-lingual Method
4. The Total Physical Response
5. The Communicative Language Teaching
6. Task-based Language Learning
7. Suggestopedia

First of all we consider it important to define the Word methodology.

METHODOLOGY: A system of ways of doing, teaching or studying something (Cambridge Dictionary).

According to Traits: Describes concrete ways of Teaching.

Another definition: Tries to be as precise as possible giving examples of how to teach following a determined method.

English Methodologies:

1. The Grammar-Translation Method

This was the predominant method in Europe during the nineteenth century. Some of its main proponents are Seidenstücker Johann, Johann Karl Plötz and Meidinger (Stern, 2001).

It is based on learning grammar rules and vocabulary of the language. One of its main objectives is that students become able to translate from one language to another. Reading and writing basically works, leaving aside the more oral expression and comprehension. Classes focus on the teacher, who provides grammar rules and vocabulary to be memorized.

Grammar is taught with explanations in the native language and only later applied in the production of sentences through translation from one language to another. The sentence is the basic unit of learning and practising the language. Most sessions are based on phrase translation from one language to another. The student's native language is the medium of instruction, that is, it is used to explain new items and to make comparisons between the target language and the native language.

As already mentioned, the mother tongue is kept as a reference in the process of learning a second language. The principles on which this method could be defined are based on the following points:

1. Translation interprets the words and phrases of a foreign language in the best possible way.
2. Structures of language are best learned when compared and contrasted with the mother tongue.

In this method, while the textbook is used, the teacher will translate every word and phrase from English into the mother tongue.

Translation from one language to another is a very important goal that students should acquire. Authority in the classroom is the teacher and key skills to be learned are reading and writing.

The main features of the Grammar Translation Method are:

To Grade Elementary Teacher Project Carré Moreno, Anna

It is a way to study the language used by the detailed analysis of grammar rules, and focuses on the translation of phrases and texts of the language being learned. The mother tongue remains the reference system in the acquisition of

the second language.

- Reading and writing are the main learning objectives. Reproduction and oral/listening skills received little attention.

- The selected vocabulary is based on the texts used and is taught through a list of words with its translation equivalent. Students memorized.

- The sentence is the basic unit of learning and practice of new language.

Most lessons are based on translation into the mother tongue.

- Accuracy is greatly emphasised. It is expected that students acquire competent translation skills

- Grammar is taught deductively, through presentations and studio grammatical rules, which are then practised through translation exercises. The intent was to teach grammar in a systematic and organised way.

- The students' native language is the medium of instruction. It is used to explain new items and to make comparisons between the language learned and mother tongue.

This method has some disadvantages, among which we highlight that it gives students the erroneous idea that a language is a collection of words that are isolated and independent. The method also decreases student motivation since it leads to frustration and boredom. Equal relevance is not attributed to the four major skills of language learning: listening, speaking, reading and writing. This method involves less preparation of didactic lectures by the teacher, and teacher's ability to speak English correctly is not taken into account. Moreover, almost no class time is allotted for students to produce their own sentences, and even less time is spent on oral practice (productive or reproductive). The classroom experience does not allow students to develop their own style. In addition, there is often little contextualization of grammar.

As we can see, the Grammar-Translation method is very antiquated, it does not mean that we can not use it at all, but we need to consider many other issues while teaching to our pupils. At some point and in some circumstances the Grammar-Translation method may be useful, but in general we recommend that it should not be over-used.

2. The Direct Method

The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz (Richards & Rodgers, 2001). The appearance of this method was a response to dissatisfaction with the grammar-translation method.

Its creators argue that a language can be taught without translation or the use of the native language if learning is based on demonstration and action. The language is best taught using it actively in class, rather than using analytical procedures that focus on the explanation of grammatical rules.

Teachers should encourage direct and spontaneous use of the language learned in class. Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips.

It involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation. Students must devote much class to oral practice.

The key principles are:

1. Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language.
2. Only learn the vocabulary and phrases every day during the initial phase of the class. In the following phases grammar, reading and writing is introduced.
3. Communicative skills are taught gradually using question-answer exchanges between teacher and students.
4. The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas.

5. Both oral production and listening comprehension are taught.
6. Correct pronunciation is emphasised.

Some of its main features are:

- Students must learn to think and communicate in the target language.
- The role of students is not passive.
- culture (history, geography, day-to-day life) of the speakers of the language is studied.
- Vocabulary is emphasised by Holm grammar.

The main disadvantage of the Direct Method is that it is based on the idea that the target language can be learned exactly in the same way as the mother tongue. This is difficult because the conditions for second-language acquisition are very different native-language acquisition. In addition, the obligation to avoid using the native language often leads to complicated explanations in the target language.

Among the other disadvantages are the rigorous basis on linguistic theory. First, the results depend excessively on the qualities of the teacher and not all teachers have enough time to adhere to the principles of this method at a native level. Second, teaching conversation skills is not altogether practical if one takes into account the time available for learning foreign languages in schools, though admittedly, the method was successful in private language schools (e.g. Berlitz), where paying clients were highly motivated and the use of native teachers was the norm. Third, in state schools it was perceived to have several drawbacks since it required teachers who were either native speakers or fluent in the foreign language. Finally, It was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

METHODOLOGY

In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help him to know which method to apply in each context. Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others.

As mentioned earlier, the main aim of this work is to develop an eclectic approach through the analysis of existing methodologies coupled with our own experiences studying abroad in an internship in a bilingual school where English was taught by natives. The aim, at all times, was to develop an approach as similar as possible to the approaches used by natives.

We have summarised the existing methodologies we have seen their main characteristics and we have seen how they are used. We would now like to focus on the main strengths of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels which abound in primary education. At the same time we will bear in mind that the fact that we are not natives impedes us from teaching in exactly the same way as natives. We can though, mitigate our weaknesses by developing additional material. Moreover, the methodology we propose is not to help primarily teachers, but students, and the learning process.

Consequently, involving students in the learning process is a major objective. As a future member of the teaching profession and as an ex-student in our primary school system, I really missed the motivational part of the process. In my view, a motivated student is the best thing a teacher could have, but it is very difficult to find self-motivated students. So besides the proposal of an eclectic method where some methodological elements could be included, we would like to enhance our method by including a motivational component which draws the students into the learning process and makes him more enthusiastic about learning English.

INTERVENTION PURPOSE

The Method Concept in Teaching

What is the most important idea we have to take into account to design a language course?

- Fluency? - Oral communicative skills? - Reading skills? - Accuracy?

The answer will depend on the level of proficiency required by learners.

We would like to distinguish between the different stages of education, taking into account that the student's characteristics may not be in consonance with his mental development and other skills. We consider that flexibility in teaching methods and access to resources are vital. In order to distinguish in between the different cycles we would like to follow the following student's characteristics:

Following Guangzhou (2009), the psychoevolutionary development of students in Primary Education has the following characteristics:

General features of development

1. Progressive. Development continues throughout life.
2. Sequential. It is an ordered sequence of change. For example, the child learns prior to reason and thinks about specific aspects of the abstract.
3. Integral. Some forms of behaviour are dependent on others.
4. Differential. Although the development is similar in all individuals, each subject has some distinguishing characteristics.
5. Variable. For example, a child may be very competent in classroom studies but less competent in sport.
6. Diversified. The individual first develops general skills and later, non-specific ones.

anybody interested in this field to add new ideas or just modify some existing ones while teaching their own lessons, always trying to go further and giving some extra personality to their lessons. We are always receptive to new ideas feedback is always welcome since it helps us to develop new techniques. Then we will see what is lacking in each of the methods we have presented, in relation to their application to the teaching of English in Primary Education.

The first method mentioned, the Grammar Translation Method, has the following disadvantages when using it in Primary:

1. It is a very "theoretical" approach that gives little chance for creating dynamic and enjoyable activities, and may become boring for students.
2. The student is the centre of learning, so it has little chance of participation.
3. Great importance is given to grammar in detriment to the other skills, such as oral expression.
4. The student motivation factor is overlooked.
5. The student is a passive recipient of grammatical rules.
- 7. Students are prevented from being creative because it is a method based on repetition and simple translation.
- 8. This method does not allow collaborative work among students, focusing instead on the individual work of translating texts and phrases.
9. The classes are conducted in the native language, so exposure to the foreign language is minimal.

Taking into account the psychoevolutive development of pupils in primary education, it would not be appropriate to use this method alone for teaching English, since it has significant disadvantages. It does not promote active student participation and gives little importance to one of the basic skills in learning English: communication. However, this method could be introduced at certain points of the Higher Learning Elementary Cycle to study more difficult texts which require greater understanding and the use of translation skills.

Regarding the Direct Method, there are several disadvantages which, in our view make it unsuitable as a single method for teaching English in Primary:


This idea that we should not choose one single method for teaching English appears in the Literature. As Stern (2001) points out, nowadays language-learning theorists shun the idea of "simple formula", that is, one single method for teaching language. Currently learning the language is not conceptualised in terms of a single, undifferentiated method. Our methods must adapt to the variety of situations that occur in the classroom for learning a second language. Currently a globalizing vision, which in some books is referred to under the title of "The break with the method concept," The break with the concept of method (Stern, 2001) or "The post-methods era" defends the Post-methods Age. (Richards & Rodgers, 2001). Ideas that relate to the "perfect method" are impossible, since all have several, or even too many drawbacks to be used. We can say that the methods that encourage a more active student role will always be more appropriate, given that learning a language means acquiring certain skills that should be taught through practice and not only by memorising rules. But that does not lead to methods that are single and perfect.

Moreover, the globalization concept also implies that the perfect method is one that we believe as teachers, according to the needs and objectives in our classroom. The idea that each teacher creates his/her own method means taking those parts of the different approaches that may not be very important when separated, but putting the parts together would lead to a satisfactory implementation and optimisation of learning. This idea has many advantages, mainly because we can create as many methods as we need according to the characteristics of our students.


According to Richards and Rodgers (2001), the most important criticism made is that these methods seem to tell the teachers what to teach and how to teach. Teachers should accept the theory related to the method and apply it in their own practice education. It usually contains detailed specifications of content, teaching procedures and techniques. The roles of teachers and students as well as the type of activities and learning techniques to be used in class, are also usually prescribed. The teacher's role is marginalised and limited to understanding the method and then to applying its principles correctly. This means that the methods are inflexible and impede the varied and individual interpretations of the teacher. There is little opportunity for the teacher to use his/her own initiative or style. Moreover, students are seen as mere passive recipients of the method and should perform the exercises and activities proposed, without taking into account that every student has different learning styles.

education, which in this case would be, an eclectic and globalizing methodological guidance.

I would like to conclude by adding that this work has been very interesting and helped me grow as a future primary school teacher. English has always fascinated me as a foreign language, and for many years I have been trying to improve my knowledge D. The effort made to carry out this study has helped me to become much better-informed about the methodologies for the teaching of English in primary education and this knowledge will help me in my background as a future teacher.


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