



## An Analysis of Effective Method in Teaching English Language in India

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### ABSTRACT

*This paper focuses on an analysis of effective method in teaching English Language in India. It covers English language educational-status in India. It also gives a brief overview about English language use in technical education and gives vivid details about Indian researchers' contributions in the field of English language teaching. In recent years, there has been an increased concern among practitioners and educational researchers about the practical side and effectiveness of teaching. The "how" of teaching is now being given as much significance as the "what" and the "why" in academic. To teach successfully, one must plan successfully. And, successful Planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his/her best professional judgment to decide which method; strategy and techniques will work best for a particular situation. It is hoped that this compendium will help classroom teachers with the immense task of familiarizing themselves with a variety of teaching methods, strategies and techniques. In a way, it is a "quick reference" guide complete with over few techniques, helpful suggestions regarding the "how", the "dos" and the "don'ts" of teaching.*

*English has occupied an important place in our educational system and life of our country. It is the language that continues to dominate the nation. It is generally seen that every language has minimum three components such as sound, structures and vocabulary. But out of three the most vital parts structure which really offers certain meaning with the correct grammatical knowledge as well as structure patterns.*

**KEYWORDS :** ELT, peer observation, Professional Development and teaching English.

### INTRODUCTION:

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language i.e., English. It is this language, which is understood almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction.

India is a peace-loving country and wants to spread the same message to all countries of the world. The other countries also take interest to understand and know this policy of India. We have to explain and convince friendly nations our point of view. All this is possible only through a common medium of exchange of ideas and views. English is such a language having an international status and can provide the best medium to interact with outside world.

### Perspective in the field of teaching English in our country:

1. English in India has occupied the position of a compulsory second, language in the school curriculum.
2. The objectives of teaching English have been newly formed and are different from those of the past. These objectives are planned in accordance with the new perspective of learning a language. The findings of linguistic researches are influencing the language learning all over the world.
3. Teaching of English is prescribed for less number of years.
4. There has come a considerable emphasis on oral work— but chances to hear good spoken English is relatively less.
5. There is a change in the concept that the study of grammar alone is not language learning. Grammar is only one of the tools helpful in learning the language.
6. Prospective teachers of English talk in terms of current patterns and usages rather than formal grammar.
7. We have become more conscious than ever before of the importance of sound system when we speak and read a language.
8. We have to learn to use appropriate words and current phrases and current grammatical structures. In fact we feel at many instances that the verbose, heavy style of English of the nineteenth century is no more in use. The modern English, although it has retained the structural elements, prefers to be simple, sweet, significant, idiomatic and all-purpose language of the world.

9. A classroom teacher finds it difficult to plan simple pattern drill unless he understands in simple terms the components of the language he is going to teach. Certainly he is going to teach the elements of the language but he must have the knowledge of the language elements in order to base his techniques of teaching. Otherwise, practices in the skill of language learning tend to be monotonous, meaningless and sometimes erroneous.

### Problems face by Learners while learning English Language:

1. **Plural Nouns:** Though most nouns in English simply add "s" to their singular form to create the plural, there are many exceptions to this rule. These include words ending in "f" or "fe" (wife/ wives, knife/knives), words ending in "y" (spy/spies, fly/flies), words that change interior vowel sounds (man/men; mouse/ mice), and Old English plurals, such as child/children and ox/ oxen.
2. **Verb Tenses:** English has a relatively large number of verb tenses, the correct mastering of which is important for communicating shades of meaning in English. To complicate the difficulty, English uses many auxiliary words, instead of verbal inflection, to create its tenses.
3. **Irregular Verbs:** English has many irregular verbs. Some English verbs are altered radically in conjugation (drink/drank/ drunk, grow/grew/grown), while others do not change at all, such as burst/burst/burst and cast/cast/cast.
4. **Writing System:** There is often little connection between the way a word is written and the way it is pronounced. Consider cough vs. through and flood vs. door. Other inconsistencies include heteronyms, words that are spelled the same but pronounced differently, such as wound (wrapped up) and wound (an injury), and row (a fight) and row (a line of something).
5. **Syntax:** English relies heavily on word order to convey meaning, while many other languages rely on case systems that show relationships between words with noun, pronoun and adjectival endings. English only retains these relationships with pronouns, but the alternations in English pronouns are also highly irregular.

### Methods of Teaching English:

A brief discussion of the various methods and approaches of teaching English has been discussed as follows. Various Methods and approaches of teaching language are:

### Grammar-Translation Method:

This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop

literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge.

#### **The Natural Method:**

This method emphasized —oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. This method demanded —heavy requirements for linguistic expertise on the part of the teachers.]

#### **The Phonetic Method:**

Phonetics, the study of the sounds of human speech, and in particular English spelling is often contradictory, devoid of relation to the pronunciation of a word, and lacking in clear patterns. Patterns that do exist are numerous, with a large number of exceptions, and all of this makes it very difficult for the learner of English as a second language to master pronunciation. The International Phonetic Alphabet puts all of the individual sounds of all of the languages across the world into one alphabet. Although complex to learn, once mastered, learners of English would have the ability to teach themselves pronunciation from a dictionary, and should notice improved pronunciation of individual words. Like learning any other alphabet, it would be best to do it over a period of time, like learners of English as their native language currently do. So it would take dedication and a clear plan, as well as a teacher with a firm understanding of phonetics to be able to teach phonetics and the International Phonetic Alphabet successfully. However if the students put extra effort in their study of English it would be extremely beneficial and worth the effort for them in the long run.

#### **The Direct Method:**

The Direct Method aims at establishing the direct bond between thought and expressions and between experience and language. It is based on the assumption that the learner should experience the new language in the same way as he experienced his mother tongue. In the Grammar Translation Method, the foreign concept or idea is first translated into the mother tongue and then understood. But in the Direct Method the intervention of the mother tongue is done away with the learner understands what he reads or hears in the second or foreign language without thinking of the mother tongue equivalence. Likewise, he speaks or writes the foreign language without the need of translating his thought or idea from the mother tongue into the second/foreign language. He acquires, what Champion calls that instinctive, unerring language sense which we all possess in variant degree in the mother tongue, and which superseding all rules, grammar and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of language.

The direct method emphasizes the value of oral training in learning a foreign language. The pupil is given sufficient practice in listening to the language and then speaking it. It also lays emphasis on the knowledge of phonetics so that the learner may be able to acquire intelligible pronunciation. Oral training helps in establishing direct association between the words of the foreign language and the ideas for which they stand. Another way of securing bond between experience and expression is to inhibit the use of the mother tongue. Pupils are taught new words by actually showing them the objects for which they stand or performing actions or by suitable illustration in context. This enables them to think in English and respond directly in English. Therefore, the teaching of a language starts with the teaching of sentence patterns rather than individual words. This enables the learner to internalize the structure of the target language. New vocabulary items are introduced gradually based on the principle of selection and gradation. They are taught through material association, explanation or use in suitable context.

#### **The Audio lingual Method:**

The audio-lingual method has students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The audio-lingual method was used by the United States Army for "crash" instruction in foreign languages during World War II. Due to weaknesses in performance, audio-lingual methods are rarely the primary method of instruction today.

#### **Communicative Language Teaching:**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. This approach argues, —Merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.

#### **Criteria Necessary for Effective Method in Learning:**

1. It must be simple for both teacher and learner, and must be within the capabilities of all teachers.
2. Also, the teacher must feel that pupils are progressing satisfactorily.
3. It must bring about a balance between the spoken and written or printed word (and must be flexible enough for the teacher to concentrate on the area (s)he wants).
4. It must overcome the conflict between fluency and accuracy.
5. It must increase the rate and amount of learning, which takes place in the classroom.
6. Testing must be part of the method, and not a separate entity.
7. Constant revision must be part of the method.
8. It must enable the teacher to set defined limits and have control over oral responses.
9. It must reflect the linguistic habits the child has already acquired by learning his/her mother tongue and their ability to assimilate a new language.
10. It must offer a new approach to the application of translation work.
11. It must give the pupils a stimulus to say something in the first instance - and it must find ways of supplying the pupils constantly with ideas, which they can use for their expression in the foreign language.
12. It must enable work done with modern teaching aids (e.g. audio-visual aids, computer) to be an extension of the method used in class.
13. It must give the teacher an opportunity to speed up intercommunication between himself/herself and individual pupils.
14. It must be sufficiently flexible to cope with various class conditions ( as far as pupils' specific / general interests are concerned )
15. It must ensure that pupils are given the opportunity of having the greatest number of meaningful contacts possible both with and in the foreign language - The most important criteria for the validity of any modern method.

#### **The Need for an Innovative Approach:**

The physical organization of the classroom is also an influencing factor on the success of an activity. The teacher will have to take into consideration the size of the classroom, availability of open space, lighting, physical arrangement of furniture and materials, blackboard space, display space and storage space. The teacher should also be familiar with the curriculum content prior to planning in order to understand its emphasis, adaptability, flexibility, objectives, format and comprehensiveness. The teacher's competencies, experience, knowledge of materials, flexibility and resourcefulness are significant factors contributing to the success or failure of a technique. The attainment level to which we strive will be affected by our aims. If English is to be the means of progress, then the pupil should achieve a fairly advanced level. A glance at the list of methods shows that they are ample in number. Then why teachers are not able to secure desired outcome in the classrooms is the basic question that arises. Teaching a language is a difficult task. In order to make the time and effort worthwhile, English teacher should adopt an effective strategy of teaching.

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