

Methods And Strategies In Teaching English.

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ABSTRACT

English language is universal and individual. It allows people to communicate across time and distance. At the same time, it serves to define almost everything that makes a person unique. The purpose of teaching English is to encourage the students to understand how the English language varies from region to region, ethnic group to ethnic group, social class to social class, and circumstance to circumstance. However, the purpose of learning English is to get a way of communication with people in different places in which we cannot use our native tongue. So teaching and learning a language is a way of connection between souls, a means of communication. Among the methods in teaching English, some methods have had their heyday and have fallen into relative obscurity; others are widely used now. This paper is an attempt to illustrate the methodology used in teaching English. Methods and Strategies in Teaching English as a Second Language

1. INTRODUCTION

Modern languages, which were formerly treated like Cinderella in our schools and Universities, begin to feel of age because they cannot put up with the various needs required for the classical language, but they do not suit modern languages at all. They want to be treated as living, and the method of teaching them must be treated as eclectic and adaptable as life is restless and variable. Then what is the object in the teaching of modern languages and what is the need for native tongue? In Otto Jespersen's words, certainly in order to get the most out of a life lived in a community of our fellow-countrymen, in order to exchange thoughts, feelings and wishes with them, both by receiving something of their physical contents and by communicating to them something of their physical contents and by communicating to them something of what dwells in us. But language is the most complete, the richest, the best means of communication; it bridges the physical chasm between individuals in manifold cases when they otherwise would wander about isolated and cut off from all intelligent sympathy (4). The purpose in learning foreign languages must be in order to get a way of communication with places which one's native tongue cannot reach.

natural way, it is termed 'Natural approach'; instead of being trapped in grammar and other mechanics of language, the students are made to learn English language by interacting and communicating with English-only models. This approach has 'little pressure' on the part of the students and so they feel less uncomfortable. Dr. Stephen Krashen, an expert in the study of second language acquisition and the co-author of the Natural Approach comments that the best way to learn a second language is through total immersion. V.K. Rao and R.S. Reddy states that educational technology is concerned with the overall methodology and set of techniques employed in the application of instructional principles. The teacher who rewards a child by smiling and saying 'well done' when the child performs some act that conforms with the teacher's intention, is employing educational technology just as if the child was responding to a fully automated system. In this example, the means of implementing the

technique is clearly of less importance than the use of the technique itself and its immediate or long-term effect

Longman's Dictionary of Applied Linguistics (1985) states, "Different theories about the nature of language and how languages are learnt (the approach) imply different ways of teaching languages (the method), and different methods make use of different kinds of classroom activity (techniques). "To teach English language, various methods, approaches and techniques have been adopted from early ages. The problems encountered during teaching and the shortcomings of one method led to the origin of another. The teacher of English should be familiar with the knowledge of different methods so as to achieve their objectives of teaching English languages. Though the terms method, approach and technique are used interchangeably, they differ in their meaning.

Direct Method originated in France in 1901. Its principles were propounded in Germany. It was developed as a reaction against the translation Method. This Method is known by several names such as 'Natural method', 'Mother's Method' and 'Reformed Method'. It is based on the principle that fluency in reading and facility in writing follows fluency in speech. This method was popularized by the International Phonetic association of France. Webster's New International Dictionary defines Direct method as "...a method of teaching a foreign language, especially a modern language, through conversation, discussion, and reading in the language itself without the use of the pupil's language, without translation and without the study of formal grammar. The first word is taught by pointing to objects or pictures or by performing actions. Conversation in English is encouraged on all occasion.

For helping the learners to read, 'look and say' method is used. The way of teaching English proceeds from simple to complex, concrete to abstract.

The direct method refrains the learners from using native language and just uses the target language. This method was established in Germany and France around 1900.

Berlitz and de Saussure devised this method based on the concept that second language learning must be an imitation of first language learning as this is the natural way of learning any language by human beings. This identifies the fact that a child learns its first language without the help of another language and so the mother tongue is not necessary for learning a foreign language. This method places stress on pronouncing words and the target language correctly. It supports teaching of oral skills at the expense of every traditional aim of language teaching.

The series method is a variety of the direct method in that experiences are directly connected to the target language. Francois Gouin, the designer of this method suggested that students learn a language more quickly and retain it better if it is presented through a chronological sequence of events. He found that people will memorize events in a logical sequence if their order is not shuffled. What distinguishes the series method from the direct method is that vocabulary must be learned by translation from the native language, at least in the beginning.

2. COMMUNICATIVE – LANGUAGE TEACHING (CLT)

Communicative language teaching, also known as the communicative approach emphasizes interaction as both the means and the ultimate goal of learning a language. It is not a method but an approach. In spite of a lot of criticisms, it continues to be popular particularly in Europe. In recent years, Task – based language learning (TBLL) is a further refinement of the CLT approach.

Language Immersion programs deliver academic content through the medium of a foreign language, providing support for L2, learning and first language maintenance. It puts students

in a situation where they must use a foreign language whether they know it or not. This creates fluency but not accuracy of usage.

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The Silent way was characterized by a problem – solving approach to learning. It rested on cognitive rather than affective arguments. The teacher is supposed to be silent and must disabuse himself of the tendency to explain everything to them. Gattegno, (1972), the inventor of this method felt that it is in learners’ best interests to develop independence and autonomy and cooperate with each other in solving language problems. The silent way is a discovery learning approach designed by CabebGattegno in the early 1970s. The teaching is based on cognitive rather than affective arguments and it was characterized by a problem solving approach to learning. The teacher is usually silent and he/she is distant and must disabuse himself/herself of the tendency to explain everything to them. This way of learning is considered very harsh because the learners are responsible for their own way of learning and they are encouraged to interact. They have to develop independence and autonomy and cooperate with each other in solving problems. The role of the teacher is to give clues, not to model the language.

3. SUGGESTOPEDIA

This method offers valuable insight into the “Super learning” powers of our brain. It is insightful and constructive and can be practiced from time to time. A relaxed open mind can help a student to feel more confident. Music played a pivotal role in this method. Lozanov came up with this method of learning and used relaxation as a means of retaining new knowledge and material. Vocabulary, reading, role – plays and dramas can be presented with classical music in the background and students are directed to be seated in comfortable seats. In this way, the students became “suggestible”.

Teaching Proficiency through Reading and Storytelling (TPRS) was developed by Blaine Ray, a language teacher in California, in the 1990s. TPR storytelling can be categorized as part of the comprehension approach to language teaching.

Dogme language teaching is both a methodology and a movement. It is a communicate approach to language teaching. It encourages teaching without published textbooks and instead it focuses on conversational communication among the learners and the teacher. This method encourages teaching without published text books and it focuses on conversational communication among the learners and the teacher. It has its roots in an article by the language education author, Scott Thornbury. This approach is also referred to as “Dogme ELT”.

Pimsleur language learning system is based on the research of model programs developed by American language teacher Paul Pimsleur. It involves recorded 30-minute lessons to be done daily with a pattern of a dialogue, revision and new material. The teaching starts in the students’ language but gradually changes to the target language. This is an audio – based teaching system that was developed by Michal Thomas, a language teacher in the USA. The method focuses on constructing long sentences with correct grammar and building student confidence. There is no listening, reading or student confidence. There is no listening, reading or writing practice. The teaching is done entirely in the students’ own language. Language is viewed as a social process and learners have repeated opportunities to talk in classrooms. Better language events can be discovered by going through daily routines of listening to the radio, watching television, reading newspapers, magazines, grammatical

worksheets and participation in hundreds of conversations each day. The analyses of these events help the learners to become more aware of the power of languages surrounding them. As the level of awareness and sensitivity increases, students are more likely to begin using languages more precisely. (A.K.Banerjee, 178).

A survey on the development of English language is made through the use of written questionnaire to test ELD among learners. A group-administered questionnaire is chosen for this survey because it is more efficient than self-administered questionnaire. Random Sampling method is chosen for this survey. 8 Samples from I and II B.A., English each are chosen and they are asked to answer the questionnaire given to them related to English Language Development. The return rate of a group-administered questionnaire, which is administered to group of individuals all at one place will be high. (James Dean Brown, 6 – 7). The theory that is being put into practice for this survey is Audio-lingual method. As the students of today are often subjected to wrong usage of prepositions, and as it affects the function in English and thereby creating miscommunication, the grammatical portion selected by us to be taught for this research is “Usage of Preposition”. The students listen with interest the various rules regarding the usage of in, on, at, because they are informed about the fact that this survey is made to test their level of English and it is an indicator of their future career level also. They actively take part in the interactive drilling session with enthusiasm. In brief, they are eager to know their level of English. The traditional rules followed in grammar classes are borrowed from Latin and they are not possible in English. Mature and proper English users are expected to observe the rule, “Do not end the sentence with a preposition. In Latin language, it is highly impossible for a sentence to end with a preposition. But in English language, a sentence can end with a preposition. The usage and function of the prepositions “in, on, at, from, to, till, between” is explained to the learners with situations and sample sentences. Though prepositions are small words, they play a lot of change in the function and meaning of the sentence. This can be taught with the help of pictures, charts ... Then the learners are asked to do the exercises given in the questionnaire.

Questionnaire

I. Fill in using apt Prepositions

1. _____ English, sentences are broadly classified _____ simple, compound and complex. Transformation refers _____ change _____ - one kind _____ sentence _____ another.

II. . Insert Prepositions wherever necessary

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The activities chosen classroom should help students preparing read the needed material an hour.

III. Say True or false

1. I play from five and seven in the evening.
2. He is at home.
3. The dinner is kept in the table.
4. A girl till eighteen cannot marry.
5. She works in Delhi.

4. FINDINGS AND SUGGESTIONS

The Samples chosen are likely to pay attention to misuse of prepositions when they detract from the meaning. Many of the samples are tending to make mistakes with prepositions like – in, between and at. Mostly the students tend to make mistakes because of their lack of usage in their spoken and written form. Almost all the eighteen samples of English literature

responded in the same way in answering their questionnaire. In today's competitive world, the samples have basic knowledge regarding the usage of Prepositions. The performance of second year samples is somewhat better when compared to the first year samples. The reason might be their educational background and their new entry to college atmosphere. As the second year students are accustomed to listening English and have chances of self – study with regard to reading books in the library, there is chance for them to write somewhat correct usage of prepositions. If the students master the following patterns, they will become more successful writers in future.

To sum up

The application of Audio-lingual method in teaching English language really works great among rural students. Along with the students, the teacher also has responsibilities with regard to teaching and learning process. The teacher must make the pupils feel interested in the subject, they must have a vivid conception of the reward that their work will make them live, so that it will seem worth-while for them to exert themselves (Otto Jespersen, 8). The students must feel that their instruction in languages motivates them to open the key to a place where there are plenty of treasures. It also makes them get interested in the land and people concerned and they themselves started making an effort to extend their knowledge about things. It becomes a good foundation for their whole life.

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