



Methods of Teaching English as a Second Language Including Guidelines for Language Teaching

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Abstract

At present, many countries prioritized the importance of the teaching English as Second Language. Due to the advance of science, technology, and transportation, many countries were close to each other and it became necessary to use the English language in communication. So, in order to promote the use of English learning efficiently, it was essential for everyone to know varying methods of teaching English as a Second Language. The teaching of English as a foreign language had developed several teaching methods. The article or “Methods of Teaching English as a Second Language Including Guidelines for Language Teaching” aims to present; methods of teaching English as a Second Language, the importance of each method in teaching English as a Second Language, and summarizing about the varying methods in teaching English as a Second Language in the present.

Keywords: Methods, Teaching, English as a Second Language

1. Introduction

The teaching of English as a foreign language had developed several teaching methods, some methods were popular for some time and then deteriorated. The method of teaching has deteriorated, yet it was not from failure in practice, but it was from the change of language learning concept in linguistics, psychology and education. So, the concept of language teaching has changed. The determining factor if a method was popular or not depended on how popular of the teaching concept was? It could not be said that the method of teaching English was the best teaching method. Each method had its advantages and disadvantages, so teachers should study how to teach each method by understanding which method was suitable for learners and goals of teaching language at each level. It also helped with effective

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teaching and learning. This article aims to present the method of teaching English as a second language and the important points in each method including guidelines for language teaching.

2. Methods of Teaching English as a Second Language

2.1. Grammar Translation Method

The Grammar-Translation Method historically was a method of teaching foreign languages derived from the classical sometimes called Traditional Method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then applied those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method had two main goals: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 1500s, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been rejected by scholars, and has no theoretical basis. (Zhou & Niu, 2015).

The importance of the Grammar Translation Method : Students can read foreign language literature in learning the poetic language used in class rather than spoken language. In addition, students would learn the culture of native speakers, which would also appear in the compositions. Learning the language pattern was essential if learners knew grammar rules and vocabularies in studying. They could also be translated into their own language. This teaching method focused on how to read and write. For listening and speaking skills including pronunciation was not emphasized. Learning technique was memorizing rules, terms and translations using in their own language. The instructor conducted the classroom instruction, controlled class and educated learners. The learners followed instruction of the instructor.

2.2 The Direct Method

The Direct Method of teaching or the Natural Method often used in teaching foreign languages, refrained from using the learners' native language and used only the target language. This method was established in Germany and France around 1900 and contrasts with the grammar-translation method and other



traditional approaches. Teaching focused on the development of oral skills. Characteristic features of the Direct Method were teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials, teaching grammar by using an inductive approach, centrality of spoken language focus on question-answer patterns. The direct method of teaching languages aimed to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance, intended for students to learn how to communicate in the target language, based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his or her mother tongue. (Babu, 2009).

The importance of the Direct Method was the teaching method in teaching foreign languages for a long time as well as the Grammar Translation Method. Sometimes, this Direct Method may be used to mix with the Grammar Translation Method in teaching called Compromise Method or Oral Method. This method of teaching was becoming more and more popular when people were interested in using foreign languages for communication. Especially, when increased contacts with the international trade and business. People traveled abroad, it was clear that teaching in the Grammar and Translation Method could not communicate English fluently. So, the people turned to use the Direct Method in English learning skills without translation by native speakers.

2.3. The Audiolingual Method

The Audio-Lingual Method, Army Method, or New Key was a style of teaching used in teaching foreign languages. It was based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the Direct Method, the Audio-Lingual Method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar (Decoo, 2001). The main features of audio-lingual method, each skill like listening, speaking, reading, and writing was

treated and taught separately. The skills of writing and reading were not neglected, but the focus throughout remains on listening and speaking. Dialogue is the main features of the audio lingual syllabus. Dialogues are the chief means of presenting language items. They provide learner an opportunity to practice, mimic and memorize bits of language. Patterns drills are used as an important technique and essential part of this method for language teaching and learning. The language laboratory was introduced as an important teaching aid. Mother tongue was not given much importance, similar to the Direct Method, but it was not deemphasized so rigidly. (Nagaraj, 2005)

The importance of the Audio-Lingual Method focused on learners to be able in communication by using the foreign language repeatedly until it became a habit and spoke fluently without stopping to think. The instructor was a good example in using the language for students learning to imitate, and follow the instructor. This Audio-Lingual Method emphasized on everyday language. Instructors would classify the complexity of the language by repeating the sentence structure, the practice was organized from listening, speaking, and writing respectively. This teaching method emphasized on using the instructional equipment for rapid understanding of the teaching correctness.

2.4 Cognitive-Code Learning Theory

The Cognitive-Code Learning Theory was a subset of Cognitive- Code Approach (Richards & Rodgers, 2014). It was also advocated by cognitive psychologists and applied linguists such as Carroll and Chastain. Carroll in 1960 was an American psychologist known for his contributions to psychology and educational linguistics. Cognitive-Code Learning Theory was also based on Gestalt psychology which states learning should be holistic. Carroll and Chastain proposed the cognitive-code approach to the study of a second language as an alternative to the audio-lingual method dominant at the time. They advocated the conscious study of language rules as central to the learning of a foreign language. The Cognitive-Code Learning Theory was accepted as a merger of Chomsky's Transformational Grammar and Carroll's Psychology (Carroll, 1965). It was based on Gestalt psychology as well as formational Generative Grammar (Chastain, 1969:98). Learning a language was a process of acquiring conscious control of the phonological, grammatical, and lexical patterns of the second language, largely through study and analysis of these patterns as a body of knowledge. (Carroll, 1966). A conscious study of language rules as central



to the learning of a foreign language. As a theory, it attached more importance to the learner's understanding of the structure of the foreign language. Rule- deduction was a facility, which developed automatically with use of the language in meaningful situations within meaningful drillings.

The importance of the Cognitive Code Learning Theory Method focused on the ability to understand the language. Studying foreign language should be taught in the language rules before applying the language. The imitation and memorization did not help the understanding. So, dialogue content was brought to students learning. It might be meaningful in ranking the difficulty for helping language skills development by following the steps and focusing on learning the language system as much as possible. The practice was still there, but learners should practice what they had learned and understood by using techniques in practice emphasizing on the familiarity with the rules of language and the use of everyday language by trying to learn the language in real life as much as possible. Teaching did not require from listening, speaking, reading, and writing, but focusing on the learner's understanding of the language. Before expressing the language should be avoided reciting.

2.5 The Silent Way Method

The Silent Way was a language-teaching method created by Gattegno in 1972 that made extensive use of silence as a teaching method. Gattegno introduced the method in 1963, in his book *Teaching Foreign Languages in Schools: The Silent Way*. Gattegno was critical of mainstream language education at the time, and he based the method on his general theories of education rather than on existing language pedagogy. It is usually regarded as an "alternative" language-teaching method; Cook groups it under "other styles", Richards groups it under "alternative approaches and methods" and Jin & Cortazzi group it under "Humanistic or Alternative Approaches".

The importance of the Silent Way Method, the instructor encouraged students to use their own language skills. The instructor was only the helper when it was essential. The learner would try to bring what they knew to use in learning and focusing on the lesson all times and ready to learn languages. The beginning by the instructor taught the everyday basic language. Instructors would use sound and color schemes to assist in teaching. The language of the mother tongue was linked to the sound of the new language. They also use color knowledge to help them learning

vocabulary and reading. Then, the instructor created a situation to draw the attention of learners to the language structure. The situation helped students to understand the meaning. The teacher was quiet, but at the same time, creating a situation for students to think. The instructor would work quietly, and speak when it was necessary to point out the solution. The students might interact and learn from each other.

2.6 The Total Physical Response Method

The **Total Physical Response Method** was a language teaching method developed by Asher, 1969 a professor emeritus of psychology at San Jose University. It was based on the coordination of language and physical movement. In **Total Physical Response Method**, instructors gave commands to students in the target language with body movements, and students respond with whole-body actions. Asher developed **Total Physical Response Method** as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language was learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

The **importance of the Total Physical Response Method** focused on students having a fun experience in foreign language communication and motivated learners to keep on learning after the initial level. In the early stages of teaching, students did not have to speak and was involved only as a listener and followed the instructor. The instructor directed all learner behaviors. The learner imitated the instructor's actions by instructing learners to follow the instructor instruction. After learning to follow the instructions, students would be ready to speak and act. The instructor needed to be patient and corrected the wrong words or sentences.

2.7 The Suggestopedia Method

The Suggestopedia was a teaching method developed by the Bulgarian psycho the rapist Geigi Lazanov. It was used mostly to learn foreign languages. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it had focused more on *Desuggestive Learning* and in the present, often called Desuggestopedia (Lozanov, 1978). Suggestopedia was a portmanteau of the words Suggestion and Padagogi. A common misconception was



to link Suggestion to Hypnosis. However, Lozanov intended it in the sense of offering or proposing, emphasising student choice.

The importance of the Suggestopedia Method focused on language learners to using everyday English for communication. The instructor was the officer in the classroom and the learners trusted his skills. The learners memorized the information from whom they believed. The teaching should not make learners anxious and the most comfortable room had comfortable chairs, dim lights and musics. The atmosphere was relaxed. There might be beautiful pictures on the wall or a poster showing the grammar hanging around. Learners learned by accident. The instructor introduced learners from the beginning and they would know each other in doing activities. This teaching was to convince the learners to feel comfortable. No compulsion and the inactive learners were using their existing brain and memory effectively.

2.8 The Community Language Learning Method

The Community language learning was a language- teaching methods. Students worked together to develop what aspects of a language they would like to learn. It was based on the counselling approach in which the teacher acted as a counsellor and a paraphraser, while the learner was seen as a client and collaborator. The Community Language Learning Method emphasized the sense of community in the learning group, encouraged interaction as a vehicle for learning, and considered as a priority the students' feelings and the recognition of struggles in language acquisition. There was no syllabus or textbook to follow, and it was the students themselves who determined the content of the lesson by means of meaningful conversations in which they discussed real messages. Notably, it incorporated translation, transcript town and recording techniques. (Richards, 1986)

The importance of the Community Language Learning Method focused on learners to use the language for communication. They also educated themselves about their own learning to increase their sense of responsibility. The role of the instructor was as a mentor. Teachers must understand the feelings of the learners in teach students to learn the language. The good relationship happened between instructors and learners. Both instructors and learners are centered on language learning. The classroom reduced the threat of students and non-resistance learning occurred.

2.9 The Communicative Language Teaching Approach

The Communicative Language Teaching or the Communicative Approach was an approach to language teaching that emphasized interaction as both the means and the ultimate goal of study. Language learners in environments utilized the Communicative Language Teaching Techniques, learned and practiced the target language through the interaction with one another and the instructor, and the study of authentic texts, and through the use of the language both in class and outside of class. Learners conversed about personal experiences with partners, and instructors taught topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claimed to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language. (Nunan, 1991)

The importance of the Community Language Learning Method focused on learners to use the language to convey the meaning. Especially, using language appropriated to social conditions, teaching and learning was focused on improving the ability of learners to use the language in various situations. Learners could use language fluently, and properly. The instruction put emphasized on the activity by using the language closed to the actual situation by practicing integrated skills.

3. Conclusion

We find that there are no shortages of techniques employed in the business of foreign language instruction. Like in all disciplines, the practical and the theoretical have difficult times meeting at a point of compromise, however, there has been developed over the last 50 years a body of empirical data that can and should be sourced by any qualified language instructor. The fact of it is that the employment of several techniques dependent on the quality, age and mastery levels of students should be employed to maximize the effectiveness of lessons and the enhancing of the learning experience of students. The educator need be mindful of his or her task from a technique standpoint as a work in process in all classrooms. Is it not true that in all situations we must be prepared to go with the ebb and flow of the classroom and its' occupants? Should we not be prepared to employ all the necessary tools in the tool kit available to us with the intent of making the language learning experience more meaningful? Clearly, the answer is yes. In this agreement we must be flexible, knowledgeable, and adaptable with the clear objective of

language learning and proficiency in a setting conducive to rapid and relatively painless mastery and skill building.

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