

Book Review: *English Language Teaching: Approaches, Methods, Techniques*

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English Language Teaching: Approaches, Methods, Techniques

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Human beings are inherently endowed with the capacity for language acquisition. In contrast to other members of the animal kingdom, human beings possess the unique ability to articulate ideas, thoughts, and emotions via the use of language. This distinctive characteristic sets human apart from other species and confers upon them a sense of superiority. The earth is home to a vast array of over 7000 distinct spoken languages. The English language is considered to be one of the most extensively spoken global or worldwide languages. The instruction of the English language commenced at a later point in time, specifically during the 17th century, due to the prevalence of more established languages such as Latin and Greek. The introduction of the English language in India occurred during the seventeenth century with the arrival of British business, specifically the East India Company. Subsequently, they attained the authority to govern India, resulting in the English language assuming prominence as the medium of the legal system, administration, and education. The indigenous individuals were compelled to acquire proficiency in the English language, albeit with some reluctance. However, this linguistic acquisition facilitated their proximity to the ruling class, affording them opportunities to engage in subordinate labour roles under British individuals. From a certain point onwards, English has become the lingua franca in India, serving as both an official language and a secondary language for educational purposes. Various methods and strategies were developed to instruct the Indian population in the English language, in response to the evolving needs of the time and the changing nature of the subject matter. The author conducted a review of a book on the subject of English language education, authored by Geetha Nagaraj.

The book *English Language Teaching: Approaches, methods, Techniques* by Geetha Nagaraj incorporates some essential information concerning the idea of English language teaching and several procedures leading them into practices. The book commences by introducing some significant techniques that exert substantial effect on the field of English Language Teaching (ELT). The initial portion of this study focuses on the Grammar-Translation approach, encompassing its historical origins, subsequent evolution, and practical implementation within authentic educational settings. The course includes a syllabus outlining the required readings and materials, as well as a recommended textbook. Additionally, several examples of classroom simulations will be utilized to enhance the learning experience. Lastly,

the text provides a segment labelled as 'contemplation' that offers valuable insights. The second chapter of the text discusses the concise historical background of the S-O-S technique, also known as the Structural-Oral-Situational approach. This particular approach emerged as a viable alternative to the 'Direct Method'. The structural-oral-situational method emerged as a result of language education trials conducted in army camps during World War II. Subsequently, it is beneficial for the reader to acquire knowledge regarding the manner in which it arrived in India. Madras, now known as Tamil Nadu, was the pioneering state in India to adopt the S-O-S (Structural-Oral-Situational) system for English language instruction. This decision subsequently led to the establishment of the regional institution of English in Bangalore in the year 1963. This chapter similarly presents a range of approaches and classroom practices employed in the S-O-S approach. Lastly, the discussion pertains to this particular methodology inside the framework of India. The subsequent chapter examines the "Modern Approaches" rooted in the Notional-Functional Syllabus, which originated in Europe throughout the 1960s and 70s as a result of economic advancements. There is a requirement for a workforce that possesses proficiency in languages other than their native tongue. The concepts of "threshold level," "needs analysis," "language functions," and "notions" have emerged as important elements in the design of language courses. Subsequently, the field of psychology witnessed the emergence of 'Humanistic Approaches', which focuses on the intrinsic qualities of persons and addresses their emotional and spiritual well-being. The proponents of these approaches include Charles A. Curran, Caleb Gattegno, Georgi Lozanov, and James Asher. Multiple methods are commonly associated with this technique, including "The Silent Way," "Community Language Teaching," "Suggestopedia," and "Total Physical Response." In the Silent Way approach, the role of the instructor is primarily that of a facilitator who minimizes their own speaking and instead encourages learners to actively engage in the learning process. The teacher's role will be to provide discreet assistance to learners in acquiring the target language, while fostering a classroom environment that is free from fear. In the suggestopedia approach, the instructor holds the belief that it is important to minimize the presence of fear within the learning environment. Music plays a fundamental role in the instructional process. In the complete physical response approach, learning occurs through a process similar to how a kid acquires their native language, hence replicating the same process in a foreign language learning context. This approach comprises a series of instructions that learners adhere to.

The incorporation of many approaches in brief notes includes the Direct Method, Audio-lingual method, Reading Method, Bilingual method, and Communicational Language Teaching. Each method is accompanied by concepts, methodologies, features, stages of learning, a simulation, application, and commentary, providing readers with a comprehensive understanding of each method. The significance of the mother tongue is intentionally highlighted in this context. Subsequently, two other approaches are also referenced in this discourse, namely 'New Perspective: The Lexical Approach' and 'New Trends: Language Teaching Design'. The lexical method emphasizes a shift in attention from the instruction of grammar to the instruction of vocabulary. This method places a strong emphasis on communicative competence. The emerging trends in language education design are primarily characterized by four major categories. The individual engaged in the process of acquiring knowledge and skills. 2. Linguistic Proficiency 3.

Hierarchical Grading of Competence The topic of discussion pertains to the processes of teaching and learning.

The subsequent section of the book focuses on a range of instructional strategies for teaching the English language, with the objective of addressing the four fundamental language learning skills, namely listening. In the realm of oral communication, the act of speaking holds significant importance. The activity of reading is an essential component of academic pursuits. The topic of discussion pertains to the act of writing. Every talent has numerous sub-skills, which can be categorized into two overarching perspectives: skill acquisition and skill application. The utilization of integrated teaching techniques is also acknowledged, incorporating appropriate methods such as dictation, theatre, information-gap activities, and cloze dialogues. The application of vocabulary teaching techniques is also demonstrated in a strategic manner, accompanied by explicit directions for implementation in the classroom. These techniques include the utilization of realia/objects, pictures, texts, vocabulary games, and crosswords. In order to acquire the aforementioned abilities, educators can utilize a range of instructional tools such as the blackboard, realia, projectors, audio recordings, language laboratories, television and radio, video, and Information and Communication Technology (ICT). The final chapter of the book addresses many sorts of testing, including Placement exams, Diagnostic Tests, Achievement Tests, and Proficiency Tests. These exams can be categorized as either forward-looking or backward-looking in nature. The primary objectives of all tests encompass the assessment of validity, reliability, practicality, as well as the ability to facilitate comparisons and differentiations.

Finally, the resource also includes a comprehensive dictionary of fundamental words in English Language Teaching (ELT), as well as a selection of valuable grammar books, teacher's resource books, materials on English language teaching technique, resources on spoken English and phonetics, and dictionaries.

As an Indian author, the book provides limited insights into the field of English language instruction in India. The images, texts, simulations, curriculum, and educational consequences all reflect perspectives from international sources. The chronological arrangement of approaches in their origins and progress is lacking. The direct technique is not referenced subsequent to the Grammar-Translation technique, hence potentially causing confusion for the reader. This book does not include information on the current advancements in the field of language teaching, such as the Eclectic approach, Computer-Assisted Language Learning (CALL), and Post-Method Pedagogy, which have emerged as alternative approaches to traditional teaching methods. The book titled "English Language Teaching: Approaches, Methods, Techniques" is highly recommended for English instructors, teacher trainers, and ELT materials creators.

References

Nagaraj, G. (2021). *English Language Teaching: Approaches, Methods, Techniques (Third Edition)*. Orient Blackswan Pvt Ltd.