



An Outline of ELT Methods Used in EFL/ESL Classroom

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ABSTRACT

The purpose of this short communication is to present an outline of major English Language Teaching (ELT) methods used as best practices in EFL and ESL classrooms across the globe. The study used document analysis and analytic induction as the methods of data collection and data analysis respectively. The outcome of this study is useful in terms of disseminating awareness of appropriate methods of ELT for ELT practitioners.

Keywords: ELT, ELT Methods

Introduction

Language is a complex and ever-evolving system of communication that plays a central role in human society. It is a tool that we use to express our thoughts, emotions, and experiences, and it is essential to our ability to interact with one another and to convey meaning. At its core, language is a system of symbols that we use to represent concepts and ideas. These symbols can take many forms, including spoken words, written text, sign language, and even gestures and facial expressions to communicate with one another, conveying information, sharing ideas, and expressing ourselves.

India can be considered as a Language Ocean. Klein (1986.6) observes that "language is the medium through which the child acquires the cultural, moral, religious and values of society. The ability to communicate effectively in English has become a necessity in various spheres of life, including education, employment, and social interaction. In India, English is widely used as a medium of instruction in higher education, and it is also a crucial

component of employability. Therefore, the teaching and learning of English in schools have become an essential aspect of education.

History of ELT in India

ELT, or English Language Teaching, has a long history in India that spans over several centuries. The British colonial era in India played a significant role in shaping the country's language policies, which in turn affected the teaching and learning of English.

During the early days of British rule in India, English was mainly used as a language of administration and trade. However, as the British established schools and colleges, English began to be taught as a subject to Indian students. In the 19th century, missionaries and Christian organizations also played a significant role in promoting English education in India.

In the early 20th century, the Indian nationalist movement began to advocate for the use of Indian languages and the promotion of indigenous knowledge. However, English continued to be taught in schools and colleges, and it remained a language of privilege and opportunity for many Indians.

After India gained independence in 1947, the country's leaders recognized the importance of English as a language of international communication and commerce. The government launched several initiatives to promote English education and establish English-medium schools and colleges. The use of English in higher education and professional fields also continued to grow, with many Indian students and professionals seeking education and job opportunities abroad.

In recent years, the focus of ELT in India has shifted towards providing English language education to the masses, particularly in rural and disadvantaged communities. The government has launched several programs and initiatives to improve English language proficiency among students and teachers, with a focus on developing communicative skills and building confidence in the language.

Today, English is widely spoken and taught in India, with an estimated 125 million English speakers. The country has also emerged as a significant market for English language teaching materials and resources, with many international publishers and language schools establishing a presence in India.

Importance of Assessing ELT Methods

Assessing English Language Teaching (ELT) methods involves evaluating the different techniques and strategies used by teachers and educators to teach English as a second or foreign language. This evaluation can be done using

a variety of methods, including observation, surveys, feedback from students, and quantitative data analysis.

Effectiveness: It is important to assess ELT methods to determine their effectiveness in achieving their intended outcomes. Teachers and educators need to know which methods work best for different students and contexts so that they can make informed decisions about which methods to use in their teaching.

Efficiency: Assessing ELT methods can help identify which methods are the most efficient in terms of time and resources. This can help teachers optimize their teaching and improve the overall quality of education.

Accountability: Assessing ELT methods can help ensure that teachers and educators are accountable for their teaching methods and outcomes. This can help maintain standards of quality and ensure that students are receiving a high-quality education.

Innovation: Assessing ELT methods can encourage innovation and new approaches to teaching. By evaluating different methods and techniques, teachers and educators can identify areas where new approaches are needed and develop new strategies for teaching English.

Adaptability: Assessing ELT methods can help teachers and educators adapt to new technologies, changing student needs, and evolving educational standards. By evaluating different methods, teachers can identify new approaches and techniques that can help them adapt to changing circumstances and provide the best possible education to their students.

Overall, assessing ELT methods is an important aspect of improving the quality of English language education and ensuring that students receive the best possible learning experience.

The aim of study is to understand the the efficacies of ELT (English Language Teaching) methods used in EFL/ESL classroom. This review aims to examine various approaches and methods employed by teachers to enhance four language skills of the learners. The review covers a range of literature that explores the efficacy of various ELT methods and approaches used in EFL/ESL classrooms in different scenario.

The literature for this review was obtained from several academic databases, including Google Scholar, JSTOR, and ResearchGate. A comprehensive search was conducted using keywords such as ELT, speaking skills, senior secondary schools, Delhi, and various combinations of these terms. The literature was then analyzed, and relevant information was synthesized and summarized in this review.

In this era of globalization, it is necessary to learn the English language. English is the most popular language used all over the world to interact and communicate with people from different origins and linguistic backgrounds. As mentioned by Crystal(1997) and Kaplan(2001)English is a global language because it has become the mother tongue, second language or foreign language of the world (Pasassung,2003).

Developing speaking skill requires practice and exposure to the language in real-life situations. Language learners need to be provided with ample opportunities to engage in speaking activities, such as role-playing, conversation practice, and presentations. It is also important to provide learners with feedback and support to help them improve their pronunciation, fluency, and accuracy. “Speech is the groundwork, all the rest are built up from it”. says French. This same view is supported by Champion who said, “The first duty of the teacher of English is to teach students to speak English.” Thomson and Wyatt suggested the method to teach correct pronunciation to the students. They said “to acquire correct pronunciation, prolonged practice in listening to speech sound is needed.”(p.123).

Teaching Grammar is very important as it is structural science and should be taught easily in a structured manner. Thornbury (2002) defined that “Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language’s sentences are formed. Grammar attempts to explain why a sentence is acceptable.”

William (2005) added teaching grammar is not an easy task because some populations thought learning grammar is a waste of time. He pointed out one of the main reasons is that we have to survive in this world by using English and it necessitates the need of grammar teaching learning as an important element as it forms the foundation of writing and communicating.

An Overview of ELT Methods

As for the ELT methods used globally, it is desirable to present here an outline of 19 ELT methods as stated in Jha (2016) in terms of their theoretical base, skills focused, and main activities involved in them. were explored as shown in table 2.

Table 2. Methods of ELT used globally

ELT Methods	Theoretical Base	Skill(s)	Main Activities
Grammar Translation Method (GTM), 1850s	GTM is based on deductive learning. It gives grammar rules explicitly to learners and the rules are reinforced with examples (Larsen, 2000).	writing reading	translation, sentence completion, vocabulary and writing drills, and reading comprehension,
Montessori Method (MM), 1870s	MM is based on careful observation of what children reveal about their developmental needs. In MM, L2 is presented like L1.	speaking writing	repetition, rhyme, stories, songs, finger-plays, phonics, opposites, memory card, life experience, etc.

Direct Method (DM), 1890s	DM is based on inductive learning. Learners are directly exposed to L2.	speaking listening	conversation, vocabulary drills, dictation for listening
Audio Lingual Method (ALM) 1960s	ALM is based on behaviorism that advocates learning a language through habit formation with immediate result.	listening speaking	memorizing, grammar games, repetition, chain and substitution drills
Community Language Learning (CLL) 1970s	CLL is based on a holistic approach. It views learners as a 'whole person' and makes them sit in a circle and share their feelings, intellect, and reactions.	speaking listening	L1-L2 lexical translation, experience sharing, reflective listening, repetition drill, and group task to know each other
Silent Way (SW) 1970s	Learning in SW is not habit-formation rather inductive rule-formation.	speaking listening	cognitive coding with colour rods and fidel charts
Suggestopedia 1970s	It activates mind's potential of learning by relaxation and positive suggestion.	listening speaking	peripheral learning, concert, visualization, etc.
Total Physical Response (TPR) 1970s	TPR is based on Innate Bio-Program, Brain Lateralisation, and Stress-affective Filter to up effective learning.	listening speaking	commands for action, role reversal, and action sequence
Communicative Approach (CA) 1970s	CA is based on real communication. It prioritizes function rather than form.	speaking listening	authentic discourse, role play, language games, picture strip story, scrambled sentences
Audio Visual Method (AVM) 1970s	AVM uses technology to teach less and learn more. It accelerates mastering of English grammar (Shelby, 2012).	speaking listening reading	pronunciation and fluency drills using audio, video, and computerized lessons
Cooperative Learning (CL) 1970s	CL is based on mutual cooperation of the learners to maximize everyone's learning to reach a common goal.	speaking reading writing	social and conflict-resolution based interaction, think-pair-share, and circle the sage
Semiotic Approach (SA) 1980s	SA theorizes that language learning is sign learning using different signs, symbols, icons, body language, and visual communications.	speaking reading writing	visual illustration, dialogues, and role-play
Presentation-Practice-Production (PPP) 1980s	PPP is based on three principles: Presentation, Practice, and Production. Teachers present a phenomenon which learners practice and produce finally.	speaking listening reading writing	It follows almost all the activities of TPR method.
Task-Based Approach (TBA) 1980s	TBA theorizes that we learn a language when we use it. So task is greater than the language (Harmer, 2006).	speaking listening writing	completing a task in groups and making it public, problem solving activities
Multiple Intelligences (MI) 1980s	It has 8 intelligences: linguistic, logical, intrapersonal, kinesthetic, interpersonal, naturalist, musical, and spatial-visual.	speaking listening reading	MI activities conform to those of CLT, TPR, ALM, AVM, and Suggestoedia.
Natural Approach (NA) 1980s	NA follows input hypothesis. Learners are exposed to comprehensible input.	speaking listening	situational dialogues using chart, pictures, and other realia
Learner Autonomy (LA) 1990s	LA is based on the "ability to take charge of one's own learning" (Holec, 1981).	speaking listening writing	Computerized learning, pair work, crosswords, audio-video recordings, grammar games,
Lexical Approach (LA) 1990s	LA is based on learning language through vocabulary in the form of collocations, idioms, phrasal verbs, etc.	speaking writing	word-clouds, vocabulary drills, corpus study to know and use frequent words
Principled Eclecticism (PE) 2000s	PE is a combined process of a variety of structural and communicative activities of language teaching as there are strengths as well as weaknesses of single theory based methods.	speaking listening writing reading	reading comprehension, fill-in the blanks, writing story, etc.

In addition to the above-mentioned 19 ELT methods, the literature on ELT also reports the following methods used by ELT practitioners in their EFL/ESL classrooms.

1. **Reading Method:** Reading method is an English language teaching method that emphasizes the importance of reading for language learning. This method is based on the belief that reading is an

effective way to improve vocabulary, grammar, and comprehension skills.

2. **Mind Mapping:** Uses visual mapping to help learners organize and remember language concepts.
3. **Comparative Method:** Compares and contrasts the target language with the learner's native language.
4. **Whole Language Method:** Emphasizes learning language through communication and meaning, rather than isolated skills.
5. **Context-Based Language Learning:** Emphasizes learning language in real-life situations and contexts.
6. **Crazy English Method:** Uses extreme methods such as shouting and singing to make learning English more engaging.
7. **Text Memorization Method:** Involves memorizing texts as a way of building language skills.
8. **Situational Language Teaching (SLT)** is a method of teaching English as a second language that emphasizes the use of situational contexts to teach language skills. Students are presented with language in context and are taught to use the language in specific situations.
9. **Content-Based Language Teaching:** Focuses on learning language through content, such as history or science.
10. **Tandem Language Learning:** Pairs learners with native speakers for mutual language practice.
11. **Flipped Classroom:** Provides language instruction through online videos and resources, with classroom time used for practice and application.
12. **Project-Based Learning:** Focuses on real-life projects as a means of language learning.
13. **Online Language Learning:** Provides language instruction through online platforms and resources.
14. **Language Exchange Programs:** Allows learners to practice language skills through interaction with native speakers.
15. **Immersion Method:** Involves learning a language by living and interacting in an environment where the language is spoken.
16. **CLIL (Content and Language Integrated Learning):** Combines language learning with learning content from other subjects.

Conclusion

The study addresses its prime objective of giving an overview of 19 major ELT methods. In addition, the paper also discusses 16 minor ELT methods for use in EFL/ESL classrooms. Considering the lack of awareness of the stated ELT methods, there is an immediate need of making EFL/ESL

teachers aware of how to use right methods and how to use them rightly for the right level of learners.

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