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Conceptualisation of psycholinguistics strategies: Approaches and difreent methods of English language teaching to the second language learners

Dr. G. Sankar

Assistant Professor, Department of English, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore, Tamil Nadu
Email: sankar.g@vit.ac.in

Dr. T. Karunakaran

Senior Lecturer in ELT, DELT, University of Jaffna, Sri Lanka
Email: Lankakaruenglish@yahoo.com

Dr. M. Suresh Babu

Assistant Professor of English, Department of Basic Sciences & Humanities, B.V.Raju Institute of Technology, Narsapur, Medak District, Telangana, India
Email: sureshbabu.m@bvrit.ac.in

Dr. M. Richard Robert Raa

Associate Professor, Sri Krishna Arts and Science College Coimbatore Tamil Nadu India
Email: robertraa@gmail.com

Abstract--English is taught as a second language at every stage of education in all states of India and has been accepted as the main medium of instruction in higher education. With the changing indispensable role of English, the teaching of English in India is in a deplorable state. The history of English language teaching unfolds authoritative precedents for the ideas mentioned. The different teaching methods of foreign languages are actually aimed to teach certain language skills. Each method depends on a theory of language teaching and learning and various psycholinguistics strategies applied to the acquisition of second and third language has become a prominent phenomenon in the last few decades. Yet there is paucity in the third language acquisition. The psycholinguistics strategies are used by few experts to teach second or third language. In this realm the cognitive method is used to acquire the language. The psycholinguistics principles bring out how one perceives the language and produces that particular language is important. While acquiring a

third language from the medium of second language there is transference of second language rather than the first language to third language.

Keywords--Hierarchical concepts, phonological, morphological, syntactic, task-based language learning.

Introduction

The 'learning style' indicates of different habitual methods. Some believe that visual learning is more effective because they have developed the skill of absorbing pictures and videos. Short films, pictures and some visual aids are helpful to enhance their learning. Still some believe that 'aural learning is effective because these learners acquire their learning by hearing things from the childhood onwards. Kinesthetic learners are believed to be also effective because they are acquainted with more physical activities like role play and miming. It is very important to find out the learning style of the students in order to teach them effectively. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move towards oral proficiency rather than reading comprehension as the goal of language study. It has been estimated that some sixty percent of today's world population is multilingual. From both a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception.

Language teaching is discussed in terms of a few related aspects – namely, methods, approaches, strategies and techniques. The terms "approach", "method" and "technique" are hierarchical concepts. An approach is a set of correlative assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers. A technique is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Such are derived from the controlling method, and less-directly, with the approach.

Dhand (1990) observes: "There is a tremendous semantic confusion in the use of such words as methods, strategies and techniques because they are used interchangeably in the educational literature. Basically, there are three methods of teaching: transmission, inquiry and a combination of the two (or eclectic method). A method is an overall procedure or process to achieve certain goals". It is important to recognize that methods link thoughts and actions, because teaching is not entirely about one or other. Of course this is as true about our own teaching as it is about any method we will read. A teacher of language have thoughts about the subject matter-what language is, what culture is-and about the students. There is another way in which links are made in methods, and that

is the connection between one thought-in-action link and another. A method is a coherent set of such links. Methods are coherent in the sense that there should be some theoretical or philosophical compatibility among the links. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on the selected approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic, while a method is procedural. To say there is coherence among the links does not mean, however, that the techniques of one method cannot be used with another. In this present chapter the various approaches and methods which are used in English Language Teaching has been included.

They are as follows: – The Grammar Translation Method – The Direct Method – The Audio Lingual Method – The Silent Way – Suggestopedia – Community Language Learning – Total Physical Response – Communicative Language Teaching – Content-based Instruction – Task- based Language Teaching – The Situational Approach – The Structural Approach – The Natural Approach

THE GRAMMAR-TRANSLATION METHOD “Translation is the first step to the process of assimilation”(Thompson and Wyatt) Translation method is the oldest method of teaching English. Grammar is taught formally giving importance to rules and definitions. Hence this method is also known as grammar-translation method. Grammar Translation was in fact first known in the United States as the Prussian Method. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in the 20th century, this method was used for the purpose of helping students to read and appreciate foreign language. It was hoped that through the study of the grammar of the target language students would become more familiar with the grammar of their native language and that this familiarity would help them to speak and write their native language better. It was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning would be beneficial.

As with the Grammar-Translation Method, the Direct Method is not new. The direct method of teaching English came as a reaction to the translation method. Its main aim is to make pupils think directly in the target language and to learn the language through use. “The Direct Method is characterized, above all by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique”(Stern 456). The Direct Method is one of the most widely known methods. It enjoyed immense popularity because it overcame the two major defects of the Grammar-Translation method. It substituted ‘language contact’ for ‘grammar recitation’ and ‘language use’ for translation. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language. The syllabus used in the Direct Method is based upon situations or topics. Grammar is taught inductively. Students practice vocabulary by using new words in complete sentences. The students’ native language should not be used in the classroom.

The emergence of the audio lingual method resulted from the increased attention given to the foreign language teaching in the United States towards the end of the 1950s. The term "audio lingual" was coined by Nelson Brooks. The audio lingual theory was probably the first language teaching theory that openly claimed to be derived from linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method'. It was thought that the way to acquire the sentence patterns of the target language was through helping learners to respond correctly to stimuli through shaping and reinforcement. New vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition. Students successful responses are positively reinforced. Grammar is induced from the examples given. In this method most of the interaction is between teacher and students and is initiated by the teacher. The view of language in the Audio-Lingual Method has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system comprises several different levels such as : phonological, morphological and syntactic. Everyday speech is emphasized in the Audio-Lingual Method.

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It represents Gattegno's venture into the field of foreign language teaching. The Silent Way is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. The Silent Way shares a great deal with other learning theories and educational philosophies. The basic principle of the silent way is that 'Teaching should be subordinate to learning'. In other words Gattegno believed that to teach means to serve the learning process rather than to dominate it. The Bilingual Method C. J. Dodson's Bilingual Method is a product of experiments done in a bilingual teaching learning environment in Wales and the UK. According to Dodson, a method should be simple and balanced between the spoken and the written forms and at the same time the method should be within the capability of all teachers. He also opined that a method must overcome the conflict between accuracy and fluency and gear up the interpersonal communication between the teacher and the taught. In the Bilingual Method, the teacher can use the mother tongue in the class. In the initial stage, the teacher uses the mother tongue more liberally even in asking questions and in giving explanations and instructions.

Gradually, the use of mother tongue is reduced, and the teacher and learners communicate only in the target language (Dodson 1967). It follows the traditional three-phase model of presentation, practice and production. However, it charts the path with great care and moves on step by step from controlled imitation to free 'communicative' use of the language (Tickoo 2007). Tickoo (2007) observes, "The Bilingual Method has not been a part of the discussions on ELT methodology of the last three decades of the twentieth century. But given the fact that it demonstrates the value of the learner's L1 as an updated resource, there may be reason to consider its use as an alternative methodology for non-English medium classrooms".

The CLL method was developed by Charles A. Curran, a Jesuit Priest and a professor of psychology at Loyola University in Chicago. This method refers to two roles: that of the know-er (teacher) and student (learner). Also the method draws on the counseling metaphor and refers to these respective roles as a counselor and a client. According to Curran, a counselor helps a client understand his or her own problems better by 'capturing the essence of the clients concern ...and relating the client's affect to cognition... in effect, understanding the client and responding in a detached yet considerate manner. Paul La Forge inspired by the humanistic psychology of Carl Rogers. It aims to remove the anxiety from learning by changing the relationship between the teacher and student. The Counseling-Learning educational model is applied to language learning, and in this form it became known as Community Language Learning seeks to encourage teachers to see their learners as whole persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced.

The Total Physical Response language teaching method developed by James Asher, Professor of, Psychology at San Jose State University, California, attempts to teach language through physical activity. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action. In a developmental sense, Asher sees successful adult second language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language.

William Littlewood (1981) views that Communicative Language Teaching "pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view" (Bright 87). It is the development of language learning or teaching from a form based to a meaning based approach. The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British Language tradition dating from the later 1960s. The communicative approach in language teaching starts from a theory of language as communication and its goal therefore is to develop what Dell Hymes (1972) referred to as "communicative competence" rather than a mere what Chomsky calls linguistic competence. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In his view a person who acquires communicative competence acquires both knowledge and ability for language use. CLT is learner centered and experience based view of second language teaching and also has antecedents outside the language teaching tradition. This theory of what knowing a language entails.

Motivation is a fuel to learning. Where there is less motivation there is ineffective learning. Motivation can either come from the instructors, or parents, or colleagues or role models or some other sources. It can be enhanced mostly by the instructors in classroom setups by introducing warming up sessions, curiosity arousing stories and notes. It brings out a great value in communication and proficiency of a language. The teachers instil and inculcate a good attitude in the behaviour of the students. It is because of their motivation.

Social factors play a role in the acquisition of a language. It is observed that culture and status influence in their learning. In the Indian context English is taught as a second language and German is taught as a third language. The attainment of students from the rural background is less than the attainment of the students from urban background in the language learning. It is because of their culture and status. Rural background students are slow in learning. It can be concluded that there is a close relationship between the language learning and social setup. It can be probably due to the low esteem in their culture. It can be also because of prejudice that students from certain culture are considered to have been born with less IQ. This kind of prejudice curtails their advancement in the language learning. They are considered to be psychologically not potential for knowledge.

Second Language acquisition is mainly influenced by the age factor. Children learn better than the adult. It can be because of Chomsky's view of Language Acquisition Device (LAD). If children have solid literary skills in the first language acquisition, they are able to acquire the second and third language. An adult learning a language is relatively less when they are compared with children. Acquisition of second language has a great impact while acquiring third language. This is what the survey undertaken at VIT, Vellore reveals. English (L2) has influenced German (L3) in the acquisition. Pertaining to the age the adolescents have picked up faster than the adult. Children are more effective to distinguish and memorize the second language in terms of phonology, morphology and syntax.

The speaker or the instructor is an important person in the listening skill. If the instructor does not have adequate voice or fast in his speech, the listener will fail to listen to the words properly or misunderstand the context and the words. The message should be clear and understandable so that the learners can absorb correctly and reproduce it. If the message is vague and confused, the learners cannot comprehend properly. It may cause problems in the listening part. The listener is the one who is going to listen to the message and reproduce it. He should be keen to the message and show an interest to it. If he is mentally passive or disturbed or agitated or distracted, there won't be any learning that can take place.

It is an important factor for the listening skill. The classroom setting should be a well-equipped closed and undisturbed room. The audio and visual aids are to be well monitored and repaired can enhance the listening skill. According to Flowerdew & Miller the speed of delivery, new terminology and the concepts can cause problems in the physical environment. Learners find difficulties in listening because they lack of understanding each and every word. While learning second language they tend to transfer the grammatical structure of first language. Their attire and posture can also affect their learning. If they bend their body and sit, the central nervous system cannot supply blood to the brain properly and then they become dizzy and bored up. Instead of learning the target language they assume and correlate with the acquired language. For instance, in German the word 'kommen' that means in English 'to come', if they hear the sound of kommen, they associate with the word 'come'. They produce the sound 'commen'.

It is wrong in German. They are influenced by English word. They use 'C' instead of 'K'. They have transferred the L2 into L3 due to their physical settings.

Conclusion

The above mentioned approaches and methods are widely used in English Language Teaching. The foreign description clearly indicates that all methods and approach are good. Each method has its own merits and demerits. It can be concluded that for achieving the teaching objectives, the teacher should not be rigid in the use of methods and approaches. He should be apt in choosing an appropriate method and approach according to the subject matter and objectives. Usually the structure of the second language is transferred to the third language. The learners commit errors when they acquire third language from the medium of second language. Normally the four skills of language acquisition are applied in the strategies of language acquisition. This article explains how psycholinguistic strategies affect the learning while acquiring a third language from the second language and how to rectify the committed errors.

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