



## English Language Teaching Models – A Critical Analysis

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**Abstract:** English language teaching models are simple steps to reach broad outcomes of a course or a program. Teachers should be familiar with the models that constitute the core of teaching process. Learner centered classroom is the one where teacher takes the role of a facilitator and optimizes learning. Learners become more independent and the role of a teacher becomes more dynamic in a learner centered classroom. English language teaching models play a crucial role to create a learner centered classroom. In this connection, Language teachers should have a deep pedagogical knowledge to yield better results. The paper aims to critically analyze the following language teaching models: ESA (Engage, Study, Activate) ,OHE (Observe, Hypothesize, Experiment) , III (Illustration, Interaction, Induction) and PPP (Presentation, Practice, Production). Language models are best tools to convert an ordinary classroom into a create learner centered classroom.

Key words: Language, Models, Learner, Classrooms and Pedagogy.

### Introduction

A model, by definition, is extremely good of something which can be often used as an example to follow or imitate. A language teaching model acts as a guide to teachers and learners by providing definite steps that contribute towards optimization of learning process. A model also gives a specific design or pattern to conduct lessons (activities or tasks) as per the needs of learners. Many studies argue that the more teachers have pedagogical competence, the greater the achievement of the students is (Marzano 2007).Therefore, the study provides

insights related to pedagogical models of English language teaching as language teaching models act as tools for making a learner centered classroom. The following models attempted to provide specific ways to enhance linguistic or communication competence.

**1. ESA Model** (Engage, Study, and Activate) – Jeremy Hammer pioneers the trilogy of teaching sequence: engage, study and activate.

**Engage-** Hammer claims “unless students are engaged emotionally, their learning will be less effective”. He claims that teacher needs to understand



emotional dimension of the learners to get optimum results. When learners are connected emotionally they behave well and perform well.

Stories, activities, games and music connect and engage learners. Learners listen and connect with mind and heart which helps them to retain language.

**Study** – The phase focuses on language patterns (conscious attention on linguistic patterns). In this phase, teacher uses number of styles to present the ideas or grammar or vocabulary or pronunciation.

**Activate-** The phase activates the learner by continuous practice. Learners involve in real time activities include role plays, debates, story narration and discussions.

### **ESA Model Analysis**

1. Teacher may choose combinations of ESA phases for enhancing (oral) communication.
2. Makes learners curious towards learning lessons and they involve in day to day communication.
3. Learners learn lessons by doing which is very effective to retain components of language.
4. Model (Activities and procedures) leads into language content targeted in a specific

Lesson.

### **2. OHE Model** (Observe, Hypothesize, Experiment)

The model is based on three levels namely observe, hypothesize and experiments. In the first step learners are allowed to observe input process (reading or listening) of language. The second step is to hypothesize on how language works on learners. Here the teacher observes various aspects of learners 'language production. And the third step is to experiment to check the correctness of the (second step) previous hypothesis.

### **OHE Model Analysis**

1. The model aims to enhance curiosity levels of learners
  2. It develops knowledge about language.
  3. Hypothesize and Experiment stages involve activities such as identifying, sorting and matching.
  4. Lewis (1997) points out that the learners' attention should be directed to lexical Chunks (words, collocations, institutionalized expressions, sentence frames or heads, etc). Aslan (2016).
- ### **3. III Model** (Illustration, Interaction, Induction)

McCarthy and Carter (1995) proposed the model and claim that III model is a step away from PPP model. Accessing real data and teaching aspects of spoken grammar are incorporated into the lessons. They tried to show distinction between written and spoken grammatical patterns of language through the model. McCarthy points out the paradox that use of spoken language is often encouraged through texts that mostly based on written patterns of communication.

**Illustration stage-** learners examine chunks of language at real data similar to data collected in various corpora of spoken language.

**Interaction stage-** Teacher and learner interact and analyse the material together. At this phase learners are asked to comprehend and formulate the rules governing linguistic phenomenon. Teacher conducts and examines activities based on learners discourse patterns in the language.

**Induction stage-** learners are fostered to draw conclusions about the features of the analysed.



### III Model Analysis

1. Learners are allowed to focus on materials reflect on real features of spoken language.
2. Emphasis is laid on spoken language and need to put at the center of the syllabus.
3. Role of language awareness and consciousness raising activities are promoted.
4. Examining the pedagogical dimensions of the activities is key feature of the model.
5. The model leads to language acquisition rather than language learning. According to Tomlison, acquisition of linguistic functions structures and functions takes much longer than this approach suggests and that far more experience of the item in communication is needed for any lasting learning to take place (Tomlison,1998)

#### 4. PPP (Present, Practice and Produce) Model

Don Bryne (1976) invented a model for oral English in three stages: Present, practice and produce. The three Ps model has been offered to teacher trainers as a significant procedure. The first stage is a lecture mode where teacher gives inputs and students listen to instructions. At second stage they practice speaking and involve in meaningful conversations. Learners practice structures using accurate reproduction techniques such as choral, individual repetition and cue response drills. Finally, the production stage makes learners produce more meaningful communication.

#### PPP Model Analysis

1. It is like a traditional model of Grammar translation method starts with lecture, practice and drilling and

therefore it encourages accuracy over fluency.

2. In the words of Evans (1999) “PPP has evolved over the years, cherry picking the more attractive elements of other approaches, and incorporating them into its basic format”.
3. Hedge states “PPP is compatible with a structural syllabus, whereas a skill-based syllabus can be exploited in the units with the basic *pre-, while-, post-*sequence” (Hedge, 2000).
4. It suits only to an elementary level of language learning as learners should use compare, contrast and make spontaneous conversations at higher levels of communication.

#### Conclusion

It has been observed that most of the models suggest teachers to follow a sequence of procedures that are highly useful and relevant for better learning outcomes. In the words of Scrivener (1994) “language teaching models are paradigms”. Dell Hymes’ communicative competence has changed linguistic science and prominence is given to spoken and written interactions. Models focus on two key dimensions of learner centeredness: firstly- teacher places more responsibility in the hands of students to improve their own learning, secondly - teacher takes the role of facilitators. Teachers encourage learner autonomy by creating learning centered environment and helping the learners engage, involve and progress in the target language. It is possible to blend all language models to enhance learning provided the teacher should have strong pedagogical and psychological dimensions of language. With this principle in mind, the paper has analyzed four significant models that help teachers to fulfill learners’ needs and expectations. Language models can be blended into lessons as per the



requirements and bring a holistic learner centered environment.

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