CHAPTER II

English Language Teaching Methodologies

Until and unless we have dedicated and committed teachers who take teaching as a mission in their lives, we cannot have a good education system.

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2.0.0 Role of Latin and Ancient Languages in Teaching

William Hazlitt observed that teaching is such a complex psychological and social enterprise that it is a problematic and contingent activity since its operations involves judgements based on systematic knowledge that it could foster inquiry and the discovery of new knowledge.

After the induction of English into India through various acts and government orders besides the contribution of various great people to the development of English in India, the necessary teaching methodologies have been evolved. This chapter critically examines the strengths and weaknesses of different teaching methods that have been in vogue from time to time. This is an attempt to analyze major and minor methods of language teaching particularly foreign language like English.
For a long time the bilingual or multi-lingual has been the norm rather than an exception. At present English is widely studied as a foreign language because of its popularity. It is the dominant language of education, commerce, religion and government in the western world. In the sixteen century French, Italian and English gained importance. As a result of political changes in Europe, Latin gradually was displaced as a language of spoken and written communication. As a status of Latin came down from official language to that of occasional subject, the study of Latin took on different function. Between the seventeenth and nineteenth centuries the study of Latin took a new turn. The study of classical works of Virgil, Ovid and Cicero and the analysis of Latin grammar and rhetoric were practiced in schools. The children, who studied grammar in schools in England, were exposed to rigorous Latin grammar, which was taught through rote learning of rules, declensions, conjunction and translation besides practice of writing of sample sentences. When the basic proficiency was established, then the students were introduced to the advanced study of grammar and rhetoric. So the learning at school was a deadening experience as a lapse of any kind was punished brutally. This kind of rigorous and unfruitful grinding experience compelled many to promote alternative approaches of teaching languages. Roger Ascham and Montaigne in the sixteenth century and Comenius in the seventeenth century contributed much in this aspect. Latin was considered a classical language and one which
develops intellectual abilities. So the study of Latin grammar became an end in itself.

Once the Latin has ceased to be a normal vehicle for communication and was replaced as such by the vernacular languages it became a mental gymnastic and supremely dead language, a disciplined and systematic study of which was held to be indispensable as a basic for all forms of higher education. ²

As modern language began to enter the curriculum of the European schools, the same basic procedure was used. Textbooks consisting of statements of abstract grammar rules, lists of vocabulary and sentences for translation were used. At that time they knew nothing about the four communicative skills. Speaking was not the goal of foreign language. Only oral practice was limited to the students reading aloud the sentences they had translated. The translated sentence had no relation to the language of real communication and so students laboured over translating sentences.

This approach based on Latin became the standard way of studying foreign languages. The grammar points were listed, rules were explained and they were illustrated with examples. Nineteenth century textbook compilers turned foreign language into frozen rules of morphology and syntax to be explained and memorized. Oral
learning was reduced to an absolute minimum while a handful of written exercises constructed at random came as a sort of appendix to the rules. The historical background being as such, many methods of teaching grammar grew because of evident importance of foreign language.

2.1.0 Teaching Methods

The Major Methods

1. The Grammar Translation Method.
2. The Direct Method
3. The Reading Method
4. The Army Method
5. The Audio Lingual Method
6. The Bilingual Method.

The Minor Methods

1. The Structural Oral Situation Approach
2. The Notional Functional Syllabus Approach

Humanistic Approaches

1. The Silent Way Approach
2. Community Language Learning Approach
3. Suggestopedia

   In fact as Stern observes, No full and careful documented history of grammar translation exists.\textsuperscript{10}

\subsection{The Grammar Translation Method}

   This method consisting of a combination of activities of grammar and translation is based on three principles, namely:

   1. Words and phrases of foreign language interpreted nicely through translation,
   2. Assimilation of foreign phraseology,
   3. Comparing and contrasting structures through one’s mother tongue.

   In this context, Stern observes that, the first language is maintained as the reference system in acquiring of the Second Language.\textsuperscript{11}

   The student is trained to write the foreign language accurately by regular and systematic practice in translating words and sentences from the mother tongue but the translation does not have any connection to the regular communication. The students learn grammar of the language without understanding the basics of the language. So the students lack the fluency of expression and they are unable to master the language. The method is convenient for large
gatherings who listen to copy rules written on the blackboard. The teacher need not master the target language. All he needs to do is stick to the text books and explain it using the mother tongue wherever necessary.

This method has its drawbacks. It does not consider the four communicative skills, namely Listening, Speaking, Reading and Writing to be necessary. It does not give importance for the development of oral skills. The spoken aspect is obviously neglected. There is a great deal of stress on part of the learner. It gives the needed vocabulary and grammar skills to the learners of Oriental Colleges to comprehend what they read. Moreover, reading becomes an imperative need to the learners as they have to read, understand and translate the given sentences and passages. This method is still used in the teaching of classical languages.

2.1.2. Direct Method

The Direct Method attempts to teach a foreign language directly. The learner experiences the new language in the same way in which he experienced his mother tongue. The Direct Method belongs to the closing period of the nineteenth century. It came into existence because of the drawbacks of Grammar Translation Method. In Grammar Translation Method, importance was given to translation without considering the propriety of its usage. It became popular
because of the efforts of Henry Sweet\textsuperscript{12}, an English philologist. He modified and improved the previous pattern given by Francois Gouin\textsuperscript{13} in his book \textit{The Art of Teaching and Learning of Languages}. According to J.C. Mukalel\textsuperscript{14}, the common features of the various forms of the Direct Method are:

1. Emphasis on oral language.
2. Intensive speech practice.
3. Exclusive use of target language.
4. Usage of mother tongue was exempted altogether.

The main aim of the Direct Method is to make the learner think in the target language. The learning is co-ordinated with proper action and concepts. The teacher is supposed to inculcate interest and try to motivate the learner. The teaching material mainly consists of texts and dictionaries. Grammar should be inter-related and co-ordinated for effective learning. Grammar should be taught after the learner is acclimatised with texts. The grammar starts from sentence level rather than at word level. The Direct Method has some advantages. It provides ample opportunity to the learner to listen to the target lesson. Though he might be at sea at first he gets accustomed to the learning process. He tries to concentrate on teaching which contributes to his quick learning. As Direct Method lays stress on oral method, the learner improves the speech habits and this helps him in the target language without the aid of the mother tongue. The practice
in spoken English strengthens his ability to express himself and gives him confidence. This method is now in almost all English medium schools. So we hear fluent English from the products of these schools compared to other schools.

Though successful in the beginning it has its pitfalls or drawbacks. The Direct Method is forcible practice where the learner is forced to learn the second language. The method ignores the fact that there is no need to give such importance to the second language. It is known that it is very beneficial for the beginners but it does not work at higher classes.

Another drawback is that the method stresses on the speech while reading and writing do not receive the same attention. The main defect is that the student is bewildered by the onslaught of foreign language. There is always a need for an efficient teacher with impressive speaking skills. In spite of these defects, the Direct Method enjoyed learning popularity in many countries including India. It is even practiced in many training colleges and is still popular at various places of teaching. In fact, this method is only principle and it is one of the main principles of psychology of language that can be directly translated in classroom procedure. This principle can be applied to teaching a foreign language, grammar and new words, new constructions and new sentences patterns. This method, however,
does not suit to teach English in Oriental Colleges as almost all the students hail from rural areas and are not exposed to English language in their schools. Hence the Direct Method is impractical to implement in Oriental Colleges. There is a great deal of stress on the part of the learner.

2.1.3 The Reading Method

The Reading Method was developed by Michael West. He argued that the Direct Method is not suitable for Indians. He believed that the ability to read fluently is more important than speaking in English. He realized the importance of reading in Second Language Learning. He gave legitimate importance to each skill. Michael West believed that the initial stage of learning is to read the text. He compiled ‘New Method Readers’ and paved the way for a method primarily on reading. He prepared a series of reading materials with graded vocabulary and introduced new words. He did this to inculcate the desire to read more and more. Michael West believed that the reading habit and exercises in reading comprehensions would lead to better speech and writing skills. But some viewed learning through speech. The appeal of Reading Method did not last long because of lack of trained and efficient teachers and also the lack of practicality.

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exposed to English language in their schooling. Hence, the Reading Method is impractical to implement in Oriental Colleges.

However, Reading Method can be implemented through instructing to read poems aloud. So that, they try to improve their vocabulary, comprehensive skills and articulation is stressed. Sometimes, the students are also allowed to read silently. When they read the English textbook silently, they develop speed reading. It leads to inculcate the habit of extensive reading which is the pre-requisite to them.

2.1.4 The Army Method

In between the Reading Method and Audio Lingual method, the Army method came into existence. It was a very short lived method. It came into existence during the Second World War, when the American authorities realized the need to produce interpreters for communication purposes. So Army Specialized Training Programmes (ASTP) was setup with the main aim of training fluent speakers in as many languages as possible. This method came to be known as Army Method. It was a great success because of its features.

1. Small groups of the trainers.
2. Highly motivated learners.
3. Long hours of drilling.
But the Army Method also lost its effect once the necessity was over. This kind of result cannot be attained in an average class and an average teaching situation.

Though the Army Method was successful for a time, it was not favoured by many linguists. In 1939, the University of Michigan developed the first English language Institute in the United States. It specialized in training of teachers of English as a foreign language of second language. Fries and his colleague rejected this method like Direct Method where the learners are exposed to language immediately. Fries Language Learning starts with grammar or structural sentences. The language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence pattern.

It is these basic patterns that constitute the learner’s task. They require drill and more drill and only enough vocabulary to make such drills possible. Many other universities also involved themselves in developing courses and materials for teaching English. In 1950, the American Council of learned societies, under contract to the U. S. State Department, was commissioned to develop text books for teaching English to speakers of a wide number of foreign languages. The format that the linguists gave was known as the General Form.
This has a lesson with pronunciation, morphology and grammar followed by drilling and exercises.

The guidelines were published as *Structural Notes and Corpuses* as a basis for preparation of materials to teach English as a foreign language. This was very popular and together with the General Form was used as a guide to develop English courses for speakers of ten different languages. The methodology practised in the United States was similar to that of the British Oral Approach, but both the traditions were developed independently.

### 2.1.5 Audio Lingual Method

William Moulton\textsuperscript{16}, a linguistic scientist and a foreign language teacher mentioned five features which influenced the American Structural linguists. They are:

1. Language is speech, not writing.
2. A language is a set of habits.
3. Teach the language not about the language.
4. A language is what its native speakers say, not what someone thinks they ought to say.
5. Languages are different.

The approach developed by linguists at Michigan and other universities came to be known as Oral Approach, the Aural-Oral
approach and the Structural Approach. All these methods gave importance to aural training followed by pronunciation and then by reading and writing. This went on until nineteen fifties. Though Fries influence was found, later linguists thought of incorporating more advanced scientific approach into language teaching. In the mid fifties the linguistic principles and psychological learning theory were incorporated which resulted in Audio lingual method. The term was coined by professor Nelson Brooks in 1964. According to Jack C. Richards and Rodgers, Audio Lingualism claimed to have transformed language teaching from an art to a science, which would enable learners to achieve matters of a foreign language effectively and efficiently. This method was widely followed in North American colleges and universities.

Precisely the Audio Lingual method emphasised the importance of speech. Earlier also it was reiterated that listening and speech were primary because children learn to speak before they read or write. It is pedagogic implication that oral presentation should precede written form. This shift led to a radical change in the teaching methodology. A language is a set of habits. The linguists were influenced by the prominent Harvard behaviourist B. F. Skinner who said, We have no reason to assume........ that verbal behaviour differs in any fundamental respect from non-verbal behaviour, or that any new principles must be involved to account for it. Psychologists say that
language is a set of habits and as such good habits are to be inculcated. Memorizing, dialogue practice and mimicry was primarily practised. Even drilling was given importance. Correct pronunciation, stress, rhythm and intonation were emphasised. Teach the language and not about the language. The Audio Lingual Method does not believe in teaching about the language, so it opposed the Grammar Translation Method. In this method the teacher's goal is to teach the language. According to Moulton, the real goal of instruction was ability to talk the language and not to talk about it\textsuperscript{19}. The Audio lingual text books had the material which was used commonly. Audio-lingual method provided satisfactory learning in the classroom. The audio-lingual method provided scope for the development of reading and writing skills. The material provided is graded according to the needs of the learner. In the early phase he is provided with reading material which is basically used in speech. At a later stage, more advanced and independent reading material is provided in the form of supplementary readers. The same pattern is practised in writing also. At the elementary level, a controlled and guided composition was practised. Later on he moves towards more independent writing until the student can freely express himself. So the linguists of this method criticised the books of the earlier period. Those books used artificial construction, which was not of practical use.
Leonard Bloomfield stresses the point that the learner must start with a clear state because the sounds, constructions and meanings of different languages are not the same.

The positive points of this method are:

a. Audio language teaching materials are scientifically and systematically designed. Structural patterns are systematically introduced and practiced.

b. Students are motivated and enjoy the class. They find it practically useful.

The visual, audio-lingual and audio-visual aids were recommended and developed by the pioneers of the audio-lingual method of teaching. These have not only helped in the classroom but also in language laboratories. The method has brought the latest technology into the area of foreign language teaching. The students of the Oriental Colleges are profited through this method because of its scientific and systematic approach.

But it has its drawbacks. Over emphasis on drilling is criticised. Unless variety of novelty was shown to the learners, the learner turns mechanical, mouthing meaningless senseless sentences. As result the learner cannot use the memorised material, in contexts learnt by them. So the students must be trained to apply what they have
memorized. The other objection is that continuous drilling and memorizing are tedious and boring. So a successful application of the method is required for inventive and resourceful teacher who varies the presentation of material. He should also encourage the learners to come out and express themselves.

2.1.6 The Bilingual Method

According to Williams Machey\textsuperscript{21} ‘Selection’, ‘Gradation’, ‘presentation’ and ‘repetition’ are the four important principles of all languages teaching methodology. The Bilingual method has all these principles. C. J. Dodson\textsuperscript{22} proposed this method, which is a derivation of Direct Method and Grammar Translation Method. Some of the features of this method are:

1. Language must be simple.
2. It must strike a balance between spoken and written word, accuracy and fluency.
3. Constant revision of what is learnt.
4. A new method should bring a new approach to the application of translation work.
5. The method should give opportunity for mutual communication rather than one-sided Direct Method.
6. The method must ensure to have large contact with target language.
The Bilingual method was structured with this objective. Its principles are:

1. Controlled and systematic use of the mother tongue.
2. The introduction of writing and reading early in the course of language learning.
3. Integration of writing and speaking skills.

Dodson believes that:

In some emergent countries where a major world language is being taught as a second language to young children by the Direct Method, - if this type of teaching were successful - the vernacular would disappear within a few generations. It is only possible to teach a second language by Direct Method techniques at the expense of the first language and it is sheer hypocrisy to claim that the final aim of such teaching philosophies is bilingualism.\textsuperscript{23}

The experiment carried out by Dodson proves that mother tongue can be used as a meaning conveyor and a facilitator rather than a hindrance. The mother tongue facilitates active contact and practice with the foreign language. Thus Bilingual Method is necessary for beginners to acquire correct language habits. As already mentioned Bi-lingual method is an advanced stage of Direct Method and Grammar Translation Method. The latter is based on grammatical
translations where reality is not taken into consideration. On the other hand Direct Method expects the learners to associate themselves with a foreign tongue. The meaning or content does not vary much in Bilingual Method though the two cultures may vary. The method used printed word right from the early stage. The Direct Method postpones the printed word to a later stage saying that the second language learning is similar to that of the first language. Grammar Translation aims at accuracy rather than fluency. Direct Method aims at fluency rather than accuracy. Bilingual Method combines both accuracy and fluency in the spoken and written form. Dodson’s experiments at primary and secondary levels proved that the systematic use of mother tongue by the teacher was not detrimental to the progress of acquiring language skills. Many experiments have been conducted at EFLU and Central Institute of English and Foreign Languages, Bangalore. These experiments proved that Bilingual Method is eminently suitable to the conditions of classroom teaching and learning in Oriental Colleges in this country.

2.1.7 The Communicational Language Teaching

By the end of the sixties it was clear that the situational approach had run its course. There was no use in continuing to pursue the prediction of language on the basis of situational events. What was required was a closer study of the language itself and return to the traditional concept that utterances carried meaning in
themselves and expressed the meanings and intentions of the speakers and writers who created them. These findings had the origin from the criticisms of American linguists, Noam Chomsky\textsuperscript{24}, Christopher Candlin\textsuperscript{25}, Henry Widdowson\textsuperscript{26}, John Firth\textsuperscript{27}, M.A.K. Halliday\textsuperscript{28}, Dell Hymes and John Gumpers\textsuperscript{29}. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. In addition to this, the need for a different approach came into being because of the changing educational needs in Europe. In view of the changing scenario, a greater need for teaching the adults the major language of European common market and the Council of Europe, a regional organisation for cultural and educational co-operation came into existence. The need to articulate and develop methods of language teaching was considered a high priority.

D. A. Wilkins (1972)\textsuperscript{30} proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabus for language teaching. Wilkins showed the communicative meanings that the learner needs to understand and express. He did not use the traditional grammar and vocabulary but he attempted to demonstrate the system of meanings that lay in the communicative uses of language. He formed two types of meanings: Notional Categories and Categories of Communicative functions like requests, denials, offers and complaints. Wilkins later on revised and
expanded his 1972 document into a book called Notional Syllabus (Wilkins 1976)\textsuperscript{31} which had a significant impact on the development of communicative language. The Council of Europe incorporated its semantic communicative analysis into a set of specifications for a first level communicative language syllabus.

The work of Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit\textsuperscript{32}, Johnson\textsuperscript{33} and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centres and even governments gave prominence nationally and internationally to what came to be referred to as Communicative Approach or simply Communicative Language Teaching.\textsuperscript{34}

Since 1970 the scope of Communicative Language Teaching (C.L.T.) has expanded. Both American and British proponents saw the approach which aims at:

2. Development of the four skills.

For some it is a little more than an integration of grammatical and functional teaching.
Little Wood states:

One of the most important characteristics features of Communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language. The introduction of the same document comments that communicative purpose may be of many kinds. What is essential in all of them is that at least two parties are involved in an interaction\textsuperscript{35}.

The communicative syllabus is learner based. Here the aim is to make the learner as independent as possible. The learners acquire the language effortlessly rather than a strenuous learning.

The characteristics of Communicative Approach are as follows:

1. The goal of language is teaching to develop what Hymes (1972)\textsuperscript{36} referred to as communicative competence. The approach aims at making the learner competent in communicative skills. This is to use language accurately and appropriately. Here language is learnt to communicate. Meaning is paramount. Drilling occurs but infrequently. Good pronunciation is stressed. Native language is judiciously used. Translating is used but occasionally.

2. The prime focus is the learner. The teacher is just a facilitator. The teacher only manages the environment and helps the learners to become competent.
3. The tasks are purposeful and meaningful yielding results immediately.

4. These tasks aim in making the learners fluent and accurate in the target language.

They tell us nothing about the procedures people employ in the application of these rules when they are actually engaged in communicative activity. If we are to adopt a communicative approach to teaching which takes as its primary purpose the development of ability to do things with language, then it is discourse which must be at the centre of our attention\textsuperscript{37}.

English teachers from Oriental Colleges try to adopt this approach to their students but the students’ level comprehension in English is not up to mark. In spite of the hurdles, English teachers are more accountable to make the student to develop the proficiency in communication in English.

\textbf{2.1.8 The Structural Situational Approach}

The Structural-Situational approach is popularly known as S.O.S approach. It was practiced as an alternative to the direct method of teaching English as Second Language. This method came into being because of the experiments carried out in language teaching in the army camps during World War II.
There was a significant change in language teaching when America plunged into war. The American government needed personnel who were fluent in German, French, Italian, Chinese, Japanese and other languages. The government wanted them to work as interpreters, code room assistants and translators. The government wanted the universities to develop foreign language programs. Thus Army Specialized Training Program (ASTP) was established in 1942. Fifty five American universities were involved in this program. Though ASTP lasted only about two years it made considerable impact on the academic community, linguists and language teachers. During this time linguists and applied linguists involved themselves in the teaching of English as a foreign language. Thousands of students from foreign countries were required to undergo training in English before they could begin their studies. All these things led to the emergence of the S.O.S approach.

The first English language institute in the U.S.A was established in the University of Michigan in 1939. The primary aim of the institute was to train teachers of English to teach as a foreign language or a second language. Charles Fries, the director of the institute, trained in structural linguistics, applied the principle of structural linguistics to language teaching. Fries and his colleagues were dissatisfied by the direct method of teaching English. He identified the structure of language as the starting point in teaching language. According to him
the structures are more important than the acquisition of vocabulary. These structures were carefully graded in terms of both meaning and form. Only one meaning of a word is taught at a time and is established before another meaning is taught. Structures are graded so that each structure follows naturally from one immediately preceding it or can be built upon structures already learnt. The students were thoroughly drilled in the graded structures by means of substitution table techniques or oral work.

Language is viewed as structurally related element for the encoding of meaning, the elements being phonemes, morphemes, words structures and sentence types. Every language has sentence types, structures, words, morphemes and phonemes. The most important contribution of this approach is as follows:
a. Selecting the most essential ingredients of English language for teaching practices.
b. Arranging the teaching items in order, and
c. Emphasising the pupils’ activity rather than the activity of the teacher.

Thus the structural approach combines within it the strength of Oral Method, Drill Method and Situation Approach. Language is primarily speech. Speech-selected structures and vocabulary are presented and practiced orally. Spoken form is first picked up by
learners before reading and writing. The four skills of listening, speaking, reading and writing are gradually practiced. As language is a set of habits, practice of language items is considered necessary. The exponents of S.O.S. approach were very much influenced by the theories of B. F Skinner who expounded the theories of reward and reinforcement. Reinforcement is a vital element in the learning process. It changes the continuous behaviour to habit. Even the behaviour psychology of Skinner known as the Stimulus Response Theory of learning was found relevant in S.O.S approach. This theory says that language functions in a stimulus, re-inforcement and response context.

To apply this theory to language learning is to identify the human being as the foreign language learner; the behaviour is the verbal behaviour. The stimulus is the language taught or presented. The
response is the learner’s reaction to the stimulus. The re-inforcement is a vital element in the learning process. It is achieved through external elements like approval or praise and many other factors. This encourages the learning process and results in habit. So language mastery is acquired through set of appropriate language stimulus-response chains.

Palmer points out that there are three processes in learning a language. They are receiving the knowledge or materials fixing it in the memory by repetition and using it in actual practice until it becomes a personal skill.

If the language is used in meaningful and contextual ways mother tongue can be avoided. In the situational approach explanations are discouraged and the learners are expected to apply the language learnt in the classroom to situations outside the classroom.

If we give the meaning of a new word either by translations into the mother tongue or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind.

Pittman (1963) suggests that almost all the vocabulary and structures taught in the first four or five years of learning
English can be placed in situations in which the meaning is quite clear\footnote{43}.

The characteristics of S.O.S. approaches are:

1. Speech is the basis of language teaching. First, new language items and vocabulary are orally taught followed by the written form.

2. Suitability comes next. The learner learns through surroundings. He learns their day to day language.

3. The items are graded according to their usefulness, frequency and teachability.

4. The three skills namely listening, reading and writing are learnt gradually.

In Oriental Colleges the emphasis of Structural and Situational Approach on meaningful practice has made the approach acceptable to the students and in tune with the present day trends. The patterns provided on the chart board in the classroom enable the learner to obtain aural-oral practice. Learning and use of structures of English is continued until the learner is able to construct sentences in actual living situations. The structural situational approach is more complimentary to teach English to the students of Oriental Colleges. It is because the English teacher can have accessibility to introduce basic grammar structure such as SVO to complex structures. When
the teacher introduces new structures she can also assign role play and create a real time situation to articulate such structures.

### 2.1.9 The Notional Functional Syllabus Approach

There are also certain modern approaches worthy of consideration. The Notional Functional Syllabus like Structural Approach is the product of non-school environment. In the sixties and seventies many European countries were economically well off. A large number of people migrated to other countries for better opportunities. But the work force could not communicate with the local people. With the aim of solving this problem and also with other wider views the Council of Europe and Council of Cultural Co-operation were persuaded to design courses to fulfil the needs of the language learners. This was expected to improve language learning in order to facilitate understanding, co-operation and mobility. The concepts of threshold level, needs analysis, language functions and notions are now applied in designing courses, many which are multi-media courses. ‘Threshold level’ refers to the minimal level of language proficiency, which is needed to achieve functional abilities in a foreign language. The courses which were first meant for adult learning of second language were later on adopted at the school level. The courses which were revised and refined as the Notional Functional Syllabus, was accepted as part of English syllabus in schools.
The Notional Functional Syllabus is based on meanings rather than grammar or structure. Because of the effort of the council for improving language, two kinds of syllabi developed almost simultaneously – The Functional Syllabus and The Notional Syllabus. They overlapped to such an extent in the ideas and outcome that the terms Notional and Functional were being used as one entity instead of two separate terms. The Functional Syllabus gives out details of the functions and the language items needed for them since the language is the means of communication.

Language items are LSRW which play pivotal role in learning S.L. Therefore Notional Functional syllabus is more suitable to Oriental Colleges.

2.1.10 Humanistic Approach

The Humanistic Approach is the latest and most thought provoking methodology because this is not based on the linguistic theories or the pedagogic facts. The approach is based on human beings rather than on language. The most important aspect of this methodology is that it was not only developed by people who were linguists but also by people of other professions. For instance Charles A.Curran44, a Roman Catholic priest and professor of clinical psychology studied the working of the minds of individuals. He thought that the dominating attitude of the teacher would discourage or ruin the initiative of the learners especially the adult who are more
prone to be very sensitive. So he was of the opinion that the teaching should be very encouraging and supportive. Similarly, Caleb Gattegno, Dr. George Lozanov and James Asher also worked for the individual development of the learners. They stressed on the qualities of independence, autonomy and responsibility. As the humanistic approach tends to see language learning as a process which engages the whole person and not first the intellect, it takes into account the emotional and spiritual needs of an individual too. The humanistic approaches are very interesting and exciting because of its dislike towards linguistics, pedagogy and intimacy towards humanistic values. This approach is due to the intense investigation into the nature of individuals. In fact, it is a student centred programme.

Four approaches were evolved on the above said themes. They are:

1. The Silent Way.
2. Community Language Learning.
3. Suggestopaedia.
4. Total Physical Response.

2.1.11 Silent Way Approach

The Silent Way was the effort of a teacher of mathematics called Caleb Gattegno. He based his method on the theory that teaching must be subordinate to learning. So the teacher is silent and the
learner is encouraged to produce as much language as possible. The silent way has hypothetical mode of teaching that is the teacher and the student are in a more co-operative relationship. The student is not a bench bound listener, but is taking the part in the formulation and at times plays the principle role in it. The silent way, based on this method, views learning, as problem solving, creative and discovering activity. Here the student is the prime figure who derives the benefits. Bruner lists the benefits:

1. The silent way develops intellectual potency of the learner.
2. The learning is intrinsic.
3. The learning is humanistic and retentive.

The Rods Fidel charts used in this method are the best devices to retain because they create memorable images to facilitate students to recall. In psychological terms the visual devices have more impact on one’s mind. That is why the government is encouraging education through the electronic media. The silent way is also related to the set of premises that problem solving to approaches and learning. Benjamin Franklin clarifies:

Tell me and I forget
Teach me and I remember
Involve me and I learn .

The subject involvement helps in learning and recalling.
Language is based on sound. The Rods and Fidel charts mainly contribute to sound. The system is composed of phonological and supra segmental elements that give language unique sound and melody. In the silent way the language is seen as a group of sounds associated with specific meanings and organised into sentences. The sentences are the basic unit of teaching and the teacher focuses on functional meaning. The words used in the target language are expressions common in day to day life. They refer to food, clothing, travel, family life and so on. The sounds are divided into vowels and consonants. As already said the teacher and the student co-operated with one another. Gattengno recommends ‘return the mind’ that characterizes a baby’s learning-surrender\textsuperscript{51}.

The teachers start from the known to the unknown. The students play an active part as it is learner based. Self learning is stressed where the learning system is activated by intelligent awareness. Repetition is another factor which helps in retaining the sound. The retaining system helps to remember and recall the linguistic elements and organize them for communication. The Silent Way gives the learner oral facility in target language. This helps them to attain the native fluency. So correct pronunciation and mastery of the target language is stressed. The learner is expected to develop independence, autonomy and responsibility. Inspite of the high aims of the silent method, it is less revolutionary than expected. It is just
an extension of traditional methods like Situational Language Teaching and Audio Lingual, which stress on the accurate repetition and progress through exercise for freer communication. As Silent Way is innovative in its activity in the classrooms and teacher plays an indirect role in directing and monitoring progress of the student. The students of the colleges actively participate in the process. This helps them in attaining native fluency, correct pronunciation and mastery over the target language.

### 2.1.12 Community Language Learning Approach

Community Language Learning (CLL) was developed by Charles Curran\(^5\). As a clinical psychologist, he worked with adults. He developed a counselling learning approach where the teacher is a counsellor rather than an authority. Charles Curran observed that the adults are very sensitive and so to counter this drawback he designated the teacher as a counsellor, who not only knows the language but also understands the doubts of the learner. Counselling as Rogerian sees consists of one individual, the counsellor. In Community Language Learning (CLL) method, a group of learners sit in a circle, as the teacher stands outside the circle. In this method, bilingual educational programmes take place. In language alternation the learner speaks first in his native language (L1) and the teacher translates it into the target language (L2). The student repeats the message into the cassette. Thus the learning goes on.
LaForge (1983), Curran’s student elaborated the theory. He accepted traditional methods of grammar, phonetics and structures as important features. He says the foreign language learner’s tasks are to apprehend the sound system, assign fundamental meanings and to construct a basic grammar of the foreign language. He also considered language as a social process as different from language as communication. He suggested that the social process model is different from earlier information transmitting models.

Communication is more than just a message being transmitted from a speaker to a listener. The speaker is at the same time subject and object of his own message. Communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other. Communication is an exchange which is incomplete, without a feedback reaction from the destiny of the message.

In the effort to learn the language, interaction takes place in five stages of language learning and five stages of affective conflicts. The different stages are characterized as self assertive, resentful, indignant, tolerant and independent. Curran categorized the requirement for successful learning under acronyms SARD, where S stands for security, A for attention and aggression, R for Retention and reflection and D for Discrimination. The syllabus for the Community Language Learning is often used for teaching oral
proficiency. Community Language Learning (CLL) does not use the traditional form. Community Language Learning (CLL) syllabus has its formation in the interaction, between the learners’s expressed communicative intentions and the teacher’s reformulation of these into suitable target language utterance. So each Community Language Learning (CLL) course evolves its own syllabus according to the needs of the learners. As already observed the Community Language Learning is a humanistic method which centres round the learner and is sensitive to the communicative intention of the learner. However, this method has its drawbacks. A lot of stress is laid on the teacher because there is no syllabus. There is a need for proficient teachers in First Language (L1) and Second Language (L2). He must be sympathetic towards the problems of the learners. He should have all the qualities of a counsellor such as patience, tolerance, understanding and devotion.

Communicative Language teaching helps the oriental students in initiating communicative activities. They are group work, pair work, role play, dramatization, mining, reporting observation, reporting video scenes, making a guess, work on models, work in pictures etc.

2.1.13 Suggestopedia Approach

Suggestopedia is a method of teaching that helps the students overcome barriers. A Bulgarian Psychiatrist educator, George Lazanov
developed this method. It is based on the psychological theory. Lazanov recommended games, songs and gymnastic exercises. He also laid stress on pleasant surroundings, musical background proper shape of chairs and the personality of the teacher\textsuperscript{56}. On the other hand, Bancroft recommended grammar, vocabulary, questions and answers. He also recommended role plays, dialogues and translation. He insisted that learning must be free and relaxed\textsuperscript{57}.

### 2.1.14 Total Physical Response

James Asher, an experimental psychologist was an exponent of Total Physical Response. He recommended development of comprehension skills before the child learns to speak. He laid stress on structures and grammar. Asher believed that first and second language learning must be developed side by side. Children develop the listening competence before they develop ability to speak. At the early stages children understand complex utterances but are unable to reproduce or imitate. But the language would be accumulated and at a later stage reproduced. Here Asher said that the learner makes a mental blueprint of the language and once the foundation is made and the language evolves naturally and effortlessly. In Total Physical Response as conceived by Asher, the teacher plays an active and direct role, whereas the learner is only a listener. The instructor is the director of the stage play, in which the students are actors\textsuperscript{58}. It is the teacher who dominates the show and one who decides that is best for
the class. The teacher must be well prepared and well organized so that the lesson flows smoothly. Asher said it is wise to write out the exact utterances you will be using and especially the novel commands. The teacher’s role is that of a conductor to provide opportunities for the learners to develop their skills at their own pace. He must be tolerant and sympathetic. In the beginning the teachers do not use any teaching material since their voice, actions and gestures are sufficient. Later on the teachers used common classroom objects such as cups, furniture and books.

Afterwards it was updated through psychological theories. It gained popularity because of the role of comprehension. Asher stressed on free situation and comprehensive input for the second language acquisition. It is useful for the beginners. Communicative Language Teaching (CLT) experts question the relevance of such learning for real world learners. Asher’s opinion is that Total Physical Response (TPR) should be used in association with other methods and techniques. In the Oriental Colleges this methods is useful to the beginners, where the teacher takes an active part and the students learn the basics in a slow manner.

So far four types of humanistic methods of teaching have been mentioned. Teaching is considered as an art. Humanistic methods are mainly concerned with the psychological aspects or approaches of
human beings towards a language. Teaching has two aspects, namely teaching and training. Teaching is mainly moral and psychological whereas as training is series of instructions. The comparison ends there. Learning to teach can be successful to some extent. But a motivated teacher can do much more. He can make the learner feel as they gain experience.

2.2.0 Suggested Methods for the Students of Oriental Colleges in Andhra Pradesh

E.L.T Experts suggested modern methods of teaching, which provide opportunities for active participation of students in the learning process within and outside the classroom of the Oriental Colleges. Some of the methods suggested are:

1. Seminar Method.
2. Group Teaching Method.
3. Field Placement Method.
4. Project Method.
5. Panel Discussion and Symposia Method.

1. Seminar Method: Under the Seminar Method the teachers instead of covering all the units in the syllabus through their own efforts, ask their students to prepare assignments on some units in the syllabus and present the same in the class before other students. The class, as a whole, gets an opportunity to discuss the assignment paper
presented by a particular student on a specific topic. The students, who prepare the assignment, get an opportunity to refer various textbooks, collect information and organize them cogently before presenting it to the class. The seminars also develop in the students the capacity to answer questions shot by the audience.

2. **Group Teaching Method:**
Under the group teaching method of teaching, a unit is covered not just by one teacher but by different teachers who are specialists in the subject concerned, thus enabling the students to derive maximum benefits of academic instructions.

3. **The Field Placement Method:**
The Field Placement Method of teaching enables the students to learn directly from societal sources outside the classroom. The Field Placement allows students to see and observe for themselves the patterns of human behaviour in all their simplicity and complexity.

4. **Project Method:**
In the Project Method, students get the opportunity to gather primary data on varied topics, which are theoretically distributed in the classroom.
5. **Panel Discussion**: Under Panel Discussion and Symposia Method the teachers elect brilliant students in the class and organize a discussion on the syllabus among them. This method provides for involvement of chosen students in a good academic discussion.

Symposia Method: In the Symposia Method, an expert in the subject is invited to deliver a lecture on a chosen topic with Symposia experts. While the Panel discussion and the Symposia methods improve the ability of the students, it also motivates the slow learners to improve the level of participation in the learning process.

### 2.3.0 Audio-Visual Aids

In addition to the methods mentioned above, the teacher can also use various audio visual aids in helping the students to understand the lesson more clearly and elaborately. With reference to the lack of teaching aids in schools and colleges B.F. Skinner says our kitchens are more mechanized than our educational institutions⁶⁰. Thomas Green has said about the effectiveness of teaching aids in introducing new words, A word which is seen as a set of symbols can only be remembered, if a picture is attached, there is a possibility that the word is understood. If experience can be added there is scope that it may become part of student’s functional vocabulary ⁶¹.

The primary aim of Audio-visual aids in teaching of English is to convey the concepts more effectively and successfully to students. The
word ‘Audio’ refers to hearing and the word ‘visual’ refers to seeing. The audio visual aids are objects, pictures, models or any other modern devices. Prof. C.S. Bhandari observes, our aim of teaching English is to impart certain skills without making the process of teaching and learning monotonous.

English is taught in India as second language. The students cannot understand it as well as they understands their mother tongue. The main aim of teaching any subject is to make the lesson effective and interesting. Teaching skills and methodology are reinforced with the use of audio-visual aids. These aids make a permanent impression on the minds of the students.

The advantages of teaching with audio-visual aids are:

1. They reduce the strain of the teacher.
2. They lend clarity to the subject taught.
3. Prevents confusion.
4. They create interest in the student.
5. They save time and energy.

Thus the audio-visual aids help the students in understanding the subject more conveniently.
There are four types of Audio-Visual aids:

2. Aural aids.
4. Dimensional Material.

### 2.3.1 Visual Aids

The blackboard or whiteboard or green board is a commonly used teaching aid for writing important points, drawing illustrations and solving problems. The teacher must have a legible handwriting and avoid overcrowding of information on the board. The size of the words written on the board should be such that it is visible even to the back benches.

The advantages of writing boards are:

1. It is the most convenient teaching aid for group teaching.
2. It is very economical.
3. It contains the distraction of the students as the teacher teaches and explains. The teacher can teach with the help of the aid without any distraction.
4. It is used for drawing enlarged illustration from textbooks.

However, using the board as a teaching aid has its limitations.

1. It is to some extent health hazard.
2. It is teacher based.
3. It pays no attention to the individual needs of the students.

The Bulletin Board is a display board on which learning materials on some topic are displayed. It is generally of the size of a black board or bigger according to convenience.

Different items of interest can be displayed on this board. They are:

2. Announcement.
3. Photographs.
5. Sketches.

The Flannel Board can stick different types like cut-outs, pictures, drawings and other objects.

The advantages of a Flannel board are:

1. It is economical.
2. It is easy to handle.
3. Colourful visuals attract students.
4. The pictures can be fixed or removed easily.
Magnetic Chalk Board can be used for writing or sticking the required material. It is both a display board and a writing board. It is flexible. Three dimensional things can also be displayed.

Its advantages are:
1. It is a versatile teaching aid.
2. It can be used as a flannel board and a chalk board.
3. It is economical and prepared by the students.

Charts, pictures and models can help the teacher. There are different kinds of charts like maps and science charts which depict the interiors of human body, life cycles of different insects, water cycles and many other things.

2.3.2 Aural Aids

Broadcast talks, gramophone and tape recordings come under this category.

The Regional Institute of English, Bangalore and the University of English and Foreign Languages, Hyderabad, prepare programmes for teachers and students to improve the teaching and learning of English in schools and colleges. The topics, date and time of the broadcast of such talks are announced in advance so that everybody would be benefited.
The teacher can record a lesson or make the students speak and make them hear. This helps them in losing fear and expressing themselves clearly. The Language Laboratory is another method of teaching. Here the system makes use of tape recorders to provide individualised language learning facilities. A typical language laboratory has booths with tape recorders. These recorders generally have the on, stop, fast forward, rewind and record mechanism. The ‘master’ recording enables a learner to listen on one track and record on the other in each booth. These booths are connected to monitor control panel. The teacher supervising the laboratory can plug into any of the booths to listen and provide help where and if required. The learners listen in their individual booths and work similarly.

The Audio-Visual Aids are classified as optical aids and video aids. Psychologists confirmed that a child grasps slowly and forgets quickly. But if the objects are seen he remembers them for a long time. The optical aid is a Magic Lantern or a Glass Slide Projector. It is a simple device used to project pictures from glass slides to show small figures or illustrations. Epidiascope has costly and sophisticated instruments. It can project opaque objects as well as transparent objects. The pictures projected by this instrument are bright and depict the original colour. The epidiascope works at two levels. It is an episcope to know the image of an opaque object. It can also be used to project slides by moving a lever provided for the purpose when it is
used to project a slide, then it serves as a diascope. Thus the instruments are a combination of episcope and diascope.

The advantages of the Episcope are that both teaching and visual display can be done simultaneously.

### 2.3.3 Projected Material

Film projector, Micro-projector and Film Strip Projector are the improvements over the earlier teaching aids. They are more useful in the teaching of sciences and other subjects. They are, in fact a supplement to classroom teaching.

The Film Strip Projector is an improvement over Magic Lantern which can only project slides, whereas the Film Strip projects forty to hundred separate pictures on film strips. The machines are operated by hand and so can be stopped at the discretion of the teacher.

The Film Projector is used for showing films on sixteen millimetre screens.

The advantages of a Motion Picture are:
1. It captures the attention of the students.
2. The size of the objects can be reduced as well as enlarged.
3. They can record and exhibit any event.
4. This is useful in a large class.

Television is a very powerful and influential medium. It has wide reach to put across ideas and concepts clearly, attractively and effectively. It has the advantages of a radio and a film. It can be used for mass education. The University Grants Commission (U.G.C.) programmes are a regular feature on the T.V. The topics for discussion are announced in advance. The teacher has to plan his work accordingly and make use of it.

The latest means in the power point presentation which is a universal means of presenting any topic across with clear vision and understanding.

As explained above the Audio Visual aids create interest in the learners and increase their learning. They reduce the burden of the teacher and save time. Any subject especially science, is made easy through practical means.

Thus the above teaching methods and aids have been successful at varied stages. The students of Oriental Colleges are mainly taught through Bi-lingual and Grammar Translation Method/Direct method and in accordance to their needs.


Virgil (70 B.C-19 B.C.) was a Roman poet of renown. He was known for epic, didactic and pastoral poetry.

Ovid (43 B.C - 17 or 18 B.C.) was a Roman poet who was considered a master of elegiac couplet.

Cicero (106 B.C-43 B.C.) was Rome’s greatest Orator and prose stylist.

Roger Ascham was an English scholar of the fifteenth century. He is famous for his prose style and theories of education.

Michael Eyquem de Montaigne (1533-1592) was an influential writer of French Renaissance. He is known for popularizing essays.

John Amos Comenius was the Father of modern education. Czech teacher and champion of universal education.


17. Richards and Rodgers 45.

18. Richards and Rodgers 51.


51. Richards and Rodgers 102.


54. La Forge 4.


59. Asher 47

61. Venugopal 125.