Chapter II

Survey of English Language Teaching Methods

Introduction

The evolution of methods of teaching English is of two phases namely, the era of conservative subjectivity of language and the modern epoch of objectification of the linguistic components. The following guidelines of teaching English in the classroom were followed with accent upon the teaching of grammar of the target language. It was supremely important. The instructional practices were conducted in the target language, English. The teachers of English were given adequate training in knowing the various developments in advancing the study of phonetics and linguistics. The students were to be selected with an eye upon their interest in learning how to use the target language in the practical situations. For this, etymology or sequence of words was to be taught to them for the sake of structuring the sentence in English with many meaningful words. Materials like books and pictographical items were simplified. No complexity of materials was allowed. The students were to be taught grammar in inductive method, leaving them to draw their own answers.

From this kind of experience, new ideas were derived as regards teaching a foreign language in the non-native setting as in India. Spoken language is to be insisted upon. It is for making language study more meaningful and useful in the practical situations of making contact and correspondence with others. For facilitating this method, the students are to think over vocabulary that is offered to them every day through the classroom. Then follows the teaching of grammar. Grammar is to be free from the tight corners of complexity of projection. The concept of grammaticality is to be secondary to the communicative ability as secured by the students with no
frustration over the hard and fast rules of rigid grammar. Therefore, it is highly advisable to teach grammar indirectly involving no sweat and tears by the students.

The present day mode of teaching is two fold. First, English is to be taught to students providing them with individual autonomy. They are to get personally involved in the teaching process in the sense that they get the input of the linguistic vibrations internalized in their mind from within. This facilitates their developing the feel of the English so as to think in English on their own. Thereupon they are not to remain as learners of English as shackled in the Macaulay system of learning English by rote which is in terms of behaviouristic compulsions. Ideally, they are to emerge as the creative users of English with self-inspired creativity of mind. The truth of this academic situation is that they get into the know of the emotional content of English while they get self motivated and self-taught. Optimum discretion is to be exercised in this context. Teacher of English has to subject them not by imposition of his/her arbitrary control. Though this kind of personalized method of teaching - learning English is too subjective, the academic situation herein is with scientific frontiers of its own. Therefore, empirical assessment is made possible in this context of dealing with the teaching method of English. Though it is characterized by elemental subjectivity of language with its infrastructure of emotional base it is feasible to bring it under the umbrella of scientific characterization.

**Evolution of English Language Teaching in India**

English is symbolic of India’s national identity. It is the de facto official language for our country. This status for English in India is a matter of evolution over the period of 200 years of learning English by the Indian learners. It was unusual for the Indians to get training in English with none of the traditional discrimination of
caste. There was equality of opportunity for all including the underprivileged. It was in conformity to the educational policies of the colonial government of the British, with its regular rule from 1800s; the government of free India followed it since Independence. A few English teaching schools were established with the permission of the East India Company’s government in order to educate the children of company’s servants and the Anglo-Indians. The company’s government used the Christian missionaries as a surrogate force to do whatever was to be done (Krishnaswamy et al 2006, 18). These schools in the urban centers like Calcutta were identical with the grammar schools of Matriculation grade in the contemporary England.

There was a controversy between the Orientalists and Anglicist. The Orientalists wanted the continuation of the Governor General, Warren Hastings’ policy of supporting the native traditions in favour of promotion of native education for the Indians. The Governor-General set up the Banaras Sanskrit College in 1791 to teach the native Sanskrit language. Earlier in 1781, Calcutta Madrasa to teach Arabic was set up at Calcutta (Krishnaswamy et al 2006, 18). The Orientalists drew from these two native colleges the necessary ideological sustenance. Nonetheless, they lost eventually their cause for retention of teaching of native languages in schools. Consequently, English secured ascendancy as the language for teaching in schools. The triumph that the Anglicists secured in this quarrel over the choice of language for teaching in India, settled the issue of language teaching when Macaulay, as the President of the Committee of Public Instruction, accorded the statutory recognition for English, as the official language of the Company’s Government in India. Along with it the Government’s decree in the form of Minute of 2nd February 1835 was promulgated. Consequently, English was to be taught to the Indian students under the
western system of education. Fittingly Macaulay’s writ of the English language formed the manifesto of English Education in India (30). Teaching of English through English literature of political liberalism came to stay. English became the symbol of economic advantage for the Indians as gentlemen clerks. There was the social prestige also for them to pride over. Their service in the foreign government was to be on a firmer ground of conversion to the spirit of Western modernism than the preference to their in-born loyalty to the value of Indian culture. Macaulay’s academic vision was too political as an agenda for creating a race of Indian classes trapped in a net of cultural alienation.

Three changes come upon the national scenario as witnessed in the post-Macaulay years of intense academic activities and cultural concerns. First, in spite of learning English through the lessons of English literary selections of classical note, the Indians showed no marked receptivity and sensitization to the finer human values that the English literature extolled and upheld. Such values were inclusive of spirit of independence and social liberty. The penetration of such liberal ideas into the Indian national psyche was not so quick. Belying the British colonist hopes for the Indian insensitivity, within a span of twenty two years, the first War of Indian independence of 1857 (the Sepoy Mutiny) took place. Sociologically speaking, this political upheaval in terms of military confrontation was due to the liberal teaching of English to the feudal members of the Indian society. Second, the teaching of English to the Bengali elite brought about a revolt against the British hegemonism. Appreciating the English literature and its values of human progress, those Bengali learners of aristocratic sensibilities made a comparative study of the Bengali and English literatures. The result was that the Indian Renaissance was born around 1900 AD. Enrichment of the Bengali literature was the substance of the Indian Renaissance with
its roots in the study of English literature. Poet Rabindranath Tagore produced his *Gitanjali* in the Bengali language and that was under the steady inspiration of his knowledge of English which he gathered at home. Thus English was popularly taught as a household pastime in the zamindari mansions of Bengal.

Another result of learning of English by the English knowing Bengali thinkers was the birth of the Swedeshi Movement of 1905. The foregoing two events namely the Sepoy Mutiny of 1875 and the Swedeshi Movement of 1905 are the dual results of the learning of English by the Indians, who learned English in its true spirit of creative thinking.

Next comes the change that took place in the pattern of teaching and learning of English in the Macaulay Model of 1835. In this context, English was taught uncreatively in terms of the method of spoon feeding by the teachers who were in masterful control of classroom and beyond. The curriculum for teaching English was soullessly uninspiring, while the students had to learn English by memorizing words. They were mere automatons in the learning – teaching setting. The learner of English had to make no effort at thinking in English. The form of the English language in all grammaticality was in preference to the literary splendour. In the wake of this misdirection, English was learned by the audio-lingual method. Memorization of English words was to pass for a rich fund of knowledge of English. It fitted into the oral tradition of the Indian system of education. The false system of awarding marks to power of memory has taken away the spark of creativity from the students.

This kind of falsity of educational values as related to learning English is not to get dislodged from its enhancement in the beneficial process of learning of English.
It will be rewarding to charter the course of reforms that followed in the post-Macaulay period.

**Reform**

Good English schools were given the status of colleges as an aftermath of making English the official language of education in 1837. There were Anglo-vernacular schools in every district.

- Woods Despatch of 1854 was released declaring the government’s language policy of the status of English. It proposed to give European knowledge to all classes of people in India through the medium of English. Formation of universities with English medium was recommended.

- The Indian Commission (also known as Hunter commission) was established by Viceroy Lord Ripon in 1882 and it recommended the formation of vocational stream in the high school to train the workforce of commercial workers. They were be in non-literary pursuits (Interestingly this arrangement of vocational education in English medium is to be seen as the precursor to the present day Technical English).

- Universities at Bombay, Calcutta and Madras were set up in 1857 with English as the medium of instruction. The faulty method of teaching English by the Macaulay system was in force disallowing the students from practising English on their own. The University commission of 1902 reported this in the following words

  It appears to be the case that many students pass through the entire University course without acquiring anything approaching a command of the language and proceed to a degree without
even learning to write a letter in English correctly and idiomatically. Even those who have acquired a considerable felicity in speaking and composition are, as we ourselves had many occasions of observing, lamentably deficient in pronunciation. (67).

The remedy for this was to be at the level of schools.

Prof. N. Krishnaswamy et al comment on this academic issue as thus.

“The Commission blamed school educations for the state of affairs in colleges and universities and suggested, as a remedy, the improvement of English at the school level” (67). Those conditions of disablement never changed even today after the lapse of 112 years. It is illustrative of the basic flaw of Macaulay model of teaching English providing no scope for involving the learner of English individually in the learning process.

- The Government of India Resolution of 1904 implemented Lord Curzon’s view on teaching the native students, forbidding children to learn English before the age of 13. The idea was that a child should be able to understand what was taught in English. The Indian University Act of 1904 enforces the regulation in regard to reviving senate and other constituent bodies into more activisation while re-offering English as the language of higher education.

- The Education Commission (Kothari Commission) 1966 made the momentous recommendation for the 10+2+3 pattern of education. The teaching of English received greater scope for academic standardization.

Languages were to get their due balance. In the curriculum, English was taught to the students as the library language by virtue of its being a link language on regional and global scales. The accelerated method of activising the teaching of Hindi
in the academic institutions was resented by the non-Hindi tracts like Tamil Nadu. The result was the outbreak of anti-Hindi riots. However, the colonial pattern of government support for English continued. The demand for confirming Hindi as the official language gained wide support. However, on 7th August 1948, the India Prime Minister Pandit Nehru gave his historic word of assurance on the floor of Parliament. This led to the assumption of English as the second language on regional and global scale.

English was to be made known to the all Indian audience in a sustained way. After the years of Independence, the central government of free India took solid measures to spread of the message of English teaching to the entire country. The state governments of the South followed suit while implementing special plans for development of English teaching. N.Krishnaswamy et al write on this the following passage.

The Central Institute of English (now called the Central Institute of English and Foreign Languages) was established in Hyderabad in 1958, in collaboration with the British Council, because of the initiative taken by Pandit Jawarharlal Nehru; its objective was to train teachers of English, produce teaching materials and help improve the standards of teaching English in India. The Institute has two Regional Centres at Shillong and Lucknow to serve the needs of the eastern and northern regions. The MELT campaign in Madras resulted in the establishment of the Regional Institute of English, South India (RIE) in Bangalore in June 1963, with financial support from Andhra Pradesh, Karnataka, Kerala and Tamil Nadu, to improve the standards of teaching English in the south (126).
**Contemporary Theories on Teaching – Learning of English**

There are many modern theories on learning English in the subjective way. Some of the major themes of language learning are mentioned next. The second mode of English teaching is concerned with the element of objectivity as adopted in the methods of teaching English. For example, English for Specific Purposes is the new genre of English holding out the prospect of objectification of language to the maximum for codified purposes of learning and using.

There are several educational approaches to the learning of English. They are as follows: Behaviouristic orientation is concerned with language teaching with specific outputs among the students. It is concerned with making memory responses to the external stimuli. According to this method of teaching, these learners of English are to have no anxiety or any other affective factors like distaste towards using mother tongue as liberally as possible. There will be no need for inhibition on learning the foreign language such as English. More importantly, behaviouristic tendency is to be in the spirit of camaraderie that the learners will develop towards their co-learners. Teachers are to give friendly counseling to those learners of common behaviour. The individual learner of English is to join hands with other learners in an effort at collective thinking so as to learn English in all independence of mind.

The theory of Silent Way insists upon the students choosing to do group work. Similarly, under the system of Suggestopedia, teaching method is concerned with letting the students free in the classroom with soft music around. Grammar and translation are taught while communicative ability and not the form of language is cared for. Much depends upon the response of the students in a free atmosphere so suggestively in conducive to language learning. The theory of Total Physical
Response is related to the physical response that the students make out towards the suggestive commands from their co-operative teachers.

Next phase of appearance of linguistic theories on teaching of English is related to the system of learning language in humanistic orientation. Accordingly individual’s status of growth and development in terms of psychological goals is scored up.

Linguist, Noam Chomsky’s theory of Transformation Generative Grammar proposes to find out learning process of language, out of making limited number of transformations. Rules are discarded. From limited numbers, the process gets extended into unlimited number of sentences. It is altogether the Chomskyan revolution to explain about cognitive methods in the psychological setting. Socio linguists focus on study of language of society and its variations like style, register, domain and code. Sentence making as an ultimate unit is a criterion of language learning. The new idea is that no language can be studied in isolation from communicative intentions of language users and context within which they use language.

According to Stephen Krashen (1988) language is acquired and not learnt as such. He proposed his Input Hypothesis which explains how learning of language is to depend on learner’s capacity to make use of comprehensive input to deduce the rules. Krashen’s thinking was responsible for several changes in language teaching in Acquisational way of learning English. Then he applied this theory to the learning of Second Language by adults also. The vital importance of the presence of children and their silent period of subconscious responses was to be associated with the adults also. To quote Kreshen,
The question of simplified input, both inside the classroom (i.e. teacher-talk) and outside the classroom (i.e. foreigner talk), asking whether such simplified input is of use to second language acquisition. The conclusion is that such input is not only highly useful, but it is possibly essential. Simple codes may provide for the second language acquirer what "caretaker speech" provides for the first language acquirer, comprehensible input with a low "affective filter". (10).

Situational Approach to learning a language is extended to literature learning and as a guide for syllabus for teaching literature. It is farfetched in the sense that study of literature is an experience of life and not of language. Literature is studied for its chief merit of refinement of human character. It is with larger vocabulary but the learner of English literary works need not become learner of English. Works of English are studied in the context of literary descriptiveness. Thus the dichotomy between literature teaching and language teaching appears to be insolvable. Language is to be learnt by acquisition process and not through enjoying the beauty of words. Communicative approach is to be supportive in learning a language like English.

Today, educational practices are mostly oriented towards science and technology. Developing countries like India are yet to make debut in the sector of scientific experimentations while using English as the medium of choice. In 1869 visual aids were used in teaching by Lambert Sauveur with his natural method. Using audio visual aids in classroom teaching, enables learners to get their motivation and interest in language learning. Picture-cards, Still pictures, Wall charts, Overhead Projectors, Epidiascopes, Slides, Filmstrips, Record and Cassette Players, T.V and
Video players are preferably used as effective audio visual aids. Nowadays computer has assumed mastery over the teaching – learning situation. Computers can evaluate the learning outcome of learner. It is by maintaining a question bank. Response of learners and finally processing of the results are to come next.

There are some phases of learning by computer or Computer Aided Language Learning (CALL). Behaviourist CALL focuses on giving drill. Next is communicative CALL. Learners of LSRW get training in the usual skills of language. Computer is a supplement to the text books in use. Teachers can afford to be ignorant of the operation of computer systems. Repackaged software is readily available in the open market price. Students are offered computer exercises as a task. They could do the task while using their linguistic skills and knowledge.

Introduction of internet with English in the global domain has revolutionised the situation of language teaching. Words of English are learnt in their situational inference. Computer expands the universal use of English for anyone, anywhere, anytime and with anybody. This provides connectivity through the English words in all scales regional, national and global.

Second Language Acquisition (SLA)

The second language learners learn English as ESL in their internal linguistic system of individual perception and acquisition. There was a rejection of behaviorist theories of language acquisition in 1970s. This period of investigation of SLA was marked by error analysis, study on transitional stages of learning of SLA and order of acquired linguistic features. The period of 1980s first witnessed the remarkable introduction of epoch making theories on learning SLA. Stephen Krashen put forward
his significant Input theory as the basis of his model of language learning by acquisition process only and not by mere process of learning. (1981-1)

In support of his theory, Krashen put forward the following hypotheses known as Monitory hypothesis, Input Hypothesis, Affective filter hypothesis and Natural Order Hypothesis. There was criticism on how Krashen’s Acquisition theory lacked full-fledgedness.

After ten years, there appeared none of the new theories except shifting the emphasis on linguistics and psychology. In comparison to the process of learning the first language, (Tamil), the SLA learning is with its realistic limitations. One such limitation is that the learners of SLA cannot achieve native-like fluency in SLA as the children usually do. If a non native learner of SLA is found with increasing fluency of speech, then this situation of linguistic learners is called Fossilization.

The errors that SLA learners make are attributable to the preponderant influence of the first language upon the SLA learner. This linguistic situation is called Language Transfer. Inter language is the creation of the learners of SLA when language transfer takes place. First, SLA learners fall back on their mother tongue while creating a language system of their own. This is not a mistake. This kind of process is common for all the language learners. Second, they do over-generalisation in the sense that no native learner would dare to do it. For example the learner of this type will be saying ‘I goed home’. This is nothing but over generalizing the English rule of adding – ‘ed’ to create past tense verb form. Third learners use simplified form of language similar to speech by children or pidgins.
Learning SLA is, most dependably, put through by the process of acquisition. As stated earlier, this theory is still subject to criticism because of the interdisciplinary nature of SLA acquisition. Stephen Krashen’s theory of Input is improved in the context of learning of SLA in its regenerative essentials. Krashen’s Input theory explains how a language is learned by subconscious thinking and not by deliberate effort at learning the language straight and direct. There should be mechanisms of subconscious vibrations leading to linguistic comprehension and eventually to communicative competence. It is to be necessarily followed by the process of interaction in the social setting. This is productive of feedback which enables learners of SLA to get at the meaning of the linguistic interaction in terms of conversational involvement or inducement.

The concept of Input has the following major components.

1. The constant time factor is there as related the learner’s period of stay in the foreign country while he/she is engaged in learning second language.

2. Learner has to intensify his/her reading habit in terms of voluntary choice of reading materials. This will bring about a positive impact on learner’s vocabulary, grammar and writing skill.

3. Learners can as well resort to learning the second language by grammar model of conventional approval. Krashen’s over-emphasis on Input hypothesis is contradicted by recent researchers; Theory of comprehensible output replaces Input theory. Accordingly output hypothesis indicates how feedback makes learners to concentrate on the form of their language in use. Further, Long’s theory is that learner’s interaction with SLA is resultant of feedback for effecting relevant modification of speech. (Krashen, 1981).
4. Communicative meaning is more important than form of language. When meaning is made pragmatically available, decoding and encoding by learners will facilitate using of SLA for speech making in optimum fluency. It is not comparable to that of the native speakers.

5. Repeated practice of structure in terms of phrases and syntactic sentences will enable the learners to acquire knowledge of advanced language structures. When SLA as L2 is developed, Silmidt’s ‘Noticing Hypothesis’ is in focus in terms of developing knowledge of inter language – L1 in linkages with L2. Grammar rules are consciously observed with no prejudice to be the meaning of the speech in its acquired language content. (Krashen, 1981).

Learners usually process language learning by using sentences so engagingly that their mental capacity is spared. This condition will help using the residuary power of learner’s mind for learning SLA. The logical corollary of this supply chain is that there are words of English on the move. As a precondition to processing movement of words, learners will have to automate their processing of static language structures.

Learners’ goal of acquiring communicative competence in English as SLA is to reach a near – native level of competence. However, there are several factors that militate against acquisition of language proficiency in speaking initially. Some of the affecting factors are as follows.

Among the Affective factors, anxiety in learning is common for some learners. This will leave them ineligible to learning the second language other than their mother tongue. It depends upon the level of personality development. The introspectively active introverts will be at a slower pace in learning SLA than the outspoken extroverts.
SLA learning depends much upon the prevailing social attitudes. Gender distinction and community views like pride for and absence of prejudice against learning English as the foreign language will go a long way in favouring appropriate learning of SLA. As regards motivation, intrinsic motivation on the part of learners will be in the direction of cultivating genuine interest in the language of English itself. Overt motivation by learners will be based on getting a reward such as academic appreciation or intellectual gratification. (Krashen, 1981).

Research on learning processes of SLA is localized in natural setting of common concerns. Acquisition of the second language - English takes place individually among the students in the class room. Different methods are employed in this context in order to keep the language education. The whole system is experimental and empirical. Data and statistics, as derived from the group activities in the classroom, are processed into investigative analysis while learner’s needs are matched to the teacher’s role.

New thinking is to be incorporated in the ongoing programme to teach learners of SLA through old fashioned ways of giving importance to grammar and structure of English language. It is disadvantageous for our students to learn English in the conventional way of learning grammar and syntax. This old method is to be given up in favour of the revised curriculum which accommodates the feedback in the learning process under responses from the students inside classroom. It will be in favour of securing formal accuracy of English, in use in its communicative approach, for meaningful content in terms of secured communicative competence.
The role of teachers in the learning process of SLA as the foreign language is to minimise intervention by the teachers, so that the learners of SAL are left free to act on their own in all awareness of autonomy of academic creativeness.

The term of acquisition, as in theorization of learning language, is originally to denote the sub-conscious nature of the learning process. It is concerned with the internal representations of language in the mind of the learner. It is not possible to investigate these representations with brain scans or by any other techniques. Therefore, the researchers of acquisition theory have to depend upon the inferential data from speech and writing of learners of SLA. It is for interpretation which is to lead to framing theories in empirical authenticity. There is nothing mystical about this acquisition process of learning English as the second language.

Breaking loose from the dominant influence of the teachers, the learners set out learning English intact in its use as SLA. There is no prospect of marginalization of the first language Tamil. The conscious knowledge of SLA is not disfavoured but it is to be an accessory to the sub conscious knowledge of English. People speak fluently the language of sub conscious making only. When the language forms are within the reach of the learners, they can speak even while taking their own time. When such language forms are exhausted, the learners have to fall back on subconscious language knowledge. There is no convincing answer to meet this standard question. (Krashen, 1981).

Krashen’s hypothesis such as Input, Monitor, Natural Order and Affective filter versions of hypotheses and they are insufficient to meet the direct criticism. There is the perspective pointing out how the nature of interface of the conscious and
sub conscious knowledge is yet to be defined. Constant practice at various aspects of conscious knowledge will lead to language knowledge becoming sub conscious. It is a scientific fact that these two types of linguistic knowledge are stored up differently in the human brain. It is supposed that conscious knowledge of language is catalytic to the growth of sub conscious knowledge. It is concluded that the learning of second language such as English is to be balanced between the conscious and unconscious types of linguistic competence. (Krashen, 1981).

Decidedly the students, including the weaker rural students, may have their conscious language knowledge counting upon their poor secondary education in learning English. The present syllabus of the engineering colleges of Tamil Nadu is to give them intensive training in practising English with the help of modern devices like Language and career laboratories. More likely their practice of language in scientific perspective, with assurance of positive results, will be a promising lead towards the attainment of linguistic competence in English as SLA. It will constitute the conscious knowledge of the adult student-learners. Practising with the conscious knowledge is the pre requisite to acquiring sub conscious knowledge of second language.

According to Krashen, there are two ways of learning a second language (a) Language Learning (b) Language Acquisition. Learning is in terms of knowing the structural rules and grammar of the concerned language in the class room. Learning by Acquisition as advocated by Krashen is concerned with the process of learning by subconscious means and sensitizing it in the social interaction in the given social environment. It takes place outside the class room. Learning the language in formal ways is not neglected. Rather it is used for self correction. Both learning and
acquisition are to be in a balanced input and not as opposed binaries. Krashen’s theory offers five main hypotheses for getting second language acquisition.

There are two systems of learning namely the learned system and acquired system. The acquired system is the product of a sub conscious process of learning as in the case of a young child. Meaningful interaction with speakers of the concerned language is also necessary to learn the second language by choice. Learning by acquisition is better than learning by conventional ways. Krashen held this view while making his acquisition theory supremely important.

Krashen offers Monitor Theory for acquisition process of learning the second language. It is related to having Acquisition method as utterance initiator while the learning system does the work of monitoring. Krashen writes on the Monitor Theory the following,

The fundamental claim of Monitor Theory is that conscious learning is available to the performer only as a Monitor. In general, utterances are initiated by the acquired system – our fluency in production is based on what we have “picked up” through active communication. Our “formal” knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. (2)

There are individual variations using the monitor system for correction work. Relevantly there are the over-users, under-users and optional-users. A reference to the psychological profile of the learners will be of help to decide their grouping. An over-
user is deemed to be lacking in self confidence. This refers to how the learner learns by acquisitive method with the grammatical structure. Such a process of self-learning will be in order. It will be natural and independent of the learner’s age. It involves the knowledge of First Language (L1) and the conditions of exposure to the speaking environment. Syllabus is not necessarily to be related to the order form in the studies.

Input hypothesis for Acquisition theory of learning SLA is with reference to the progress that a language learner makes in the Natural Order process. When she/he learns further, the learning situation is found one step forward to this current stage of linguistic competence. There will be the comprehensive Input in the order of ‘i+1’. It will find its place in the syllabus appropriately.(Krashen, 1981)

In the context of learning a language by acquisition, affective factors determine calculations of learning a language. A tolerant self esteem, high motivation, self confidence and a low level of anxiety are for successful Acquisition process. Low motivation and unnerving anxiety will continue to ‘raise’ the Affective filter and form a mental block, preventing sizable input from being used for acquisition.

More reliably, the theory of task based learning offers the most viable system of learning English in terms of result orientation. In applied linguistics, Task is what follows the response on the part of the learners who will get to learning language under the system of doing a variety of tasks. It is for knowing the communicativeness of the tasks as accessible linguistic tasks. For example visiting a medical practitioner will offer the task of using English appropriate to the demanding situation. Meaning
gets full attention while linguistic structure becomes secondary in importance. In the words of Linguist Krashen (1981)

The best language lessons may be those in which real communication takes place, in which an acquirer understands what the speaker is trying to say. Similarly, a reading passage is appropriate for a student if he or she understands the message. Finally, the teacher-talk that surrounds the exercises may be far more valuable than the exercise itself. We teach language best when we use it for what it was designed for: communication (10-11)

The common examples for the Task-Based Learning (TBL) or Task Based Instruction (TBI) are highly explanatory of this most popular method of teaching English. The engineering students learn it not as passive listeners but as active users of English. Such tasks can be related to the learning of situations such as visiting a doctor, calling a customer service for help and conducting an interview. In this context, the emphasis is on the outcome of this task in completion. The language forms that are being employed by the learner concerned are secondary and illustrative of his experience in its intensity. The components of a task will be as follows.

1. Rules and objectives

2. Input

3. Activities

4. Teacher’s role
5. Learner’s role

6. Settings

Acting upon the assigned task, a learner gets into the situation while making use of the known words of English. More likely, he/she may make use of the teacher’s briefing on using appropriate vocabulary and grammar constructs. The lecturer briefing is also included. But this is only a monitoring service by the teacher and not giving the student any comprehensive lead. A teacher remains in the background while functioning as an observer or a counsellor. On completion of assignment like visiting and talking to the doctor, a student learner-prepares an oral or written report and presents it to the class. The teacher and the classmates may provide written or oral feedback on it. The whole process of linguistic learning hinges upon the interactive method of exchanging the core idea and its responses.

The teacher’s concern is with the language part of the task as performed by the students. The teacher’s counselling in terms of suggestive indicators will follow mainly on how to improve the language forms and thought content. Accuracy of language form is not relevant. But the communicative ability on the part of learner student is brought into attention for giving instructional suggestions.

The errors, as committed during the language performance, are to be treated positively as the indicators of the level of students’ linguistic achievement. The chief advantage of the task based learning is that the learner student is left free to bring in extra linguistic skill as he/she chooses to put across. If the tasks are found familiar
such as talking his/her way into a doctor’s clinic, a student will be at his/her best in giving standard performance of speaking in English creatively.

There are some disadvantages to the task-based method of learning English. This method will not be within the reach of the beginners in learning English. It will be a more complex problem when the rural students knowing English too poorly are brought into learning English through the task based method. The obvious reason is that such beginners including the backward rural students are to pass through the transitional Silent Period. It is for getting initiated into ‘a massive comprehensible input’. It is as elementary as knowing the fundamentals of English language such as rudimentary grammar and marginal vocabulary. Additionally, the students of task based learning will be confined to knowing certain forms of language as applied to the situation of choice. It is different when the students choose to attend discussion or debate.

The task based syllabus is decisively superior to the other syllabi on account of the following reasons. (Nunan, David. 1993).

1. It is learner – oriented in conformity to the new idea of language learning particularly English. The learner acts on his/her own to improve one’s own communicative skill and not their knowledge of English. Technical English is learnt for its usability and not for its profound literary elegance.

2. The teachers have their mandatory connectivity with the entire process of learning by the students concerned. Crucially the teacher does the
linguistic briefing prior to the task being accomplished by the learner student.

3. Task-based learning is completed when others comment on it as associates. There is the scope of interactive exchange of words and phrases of situational description in English. New words are likely to be employed by the classmates while participating in such debate or group discussion. This feedback will facilitate in turn, the learners’ sequential acquisition of language competence in English. The part played by the teacher in the process of task based learning is most suitable for the rural students who will be less assertive and enterprising than the urban ones. The students from rural side are in need of continuous counselling from the concerned teacher. In the ultimate analysis the learner depends upon the task based process of learning and the student learner will earn the merit of employability because of the fact that the task based syllabus is practice-oriented. (Nunan, David. 1993).

The task based syllabus for learning English is considered to be superior to all other syllabi on three counts. They are as follows.

1. It is learner centric allowing the learner student to act on his/her own while using one’s own creative talent.

2. Prior to the task being performed the student gets duly counselled by the concerned class teacher. It focusses on how to use selectively the suitable words and phrases with which to construct the interactive connectivity in all verbal preciseness.
3. Task as a process of doing things requires collaborative partners for its fulfillment. The teacher and classmates will act as partners for the student learner. They will comment on her/his report and supplement her/his verbal study of the situation pertaining to task performance. This will add to her/his language learning. (Nunan, David, 1993).

**Conclusion**

The rural students will find the task based syllabus most suitable for them. However there are exceptions to this generalization. First, as an exception the rural students cannot assert themselves in the task-oriented situation and carry out their part of the job at hand. They will not be as assertive and enterprising as their urban counterparts. In the absence of proper training and persuasion, they cannot be assertive in performing the task in terms of sequential execution. This may be treated as one of the affective factors. Second, the rural students will always depend upon the teacher’s timely counselling as a matter of academic faith and social dogma. Therefore, the task-based syllabus is to be combined with the educational approach of humanistic orientation. According to Dubin and Olshtain (1986) a humanistic orientation concerned with each individual’s growth and development, while emphasizing affective factors is required. (35). Third, the teacher and classmates of the learner student will have to be the most agreeable partners in the classroom activities including improving the learner student’s skills at the task performance. Altogether the task-based learning of English will be a collective effort with its accent on the concerned individual or group of learners becoming the direct beneficiaries.(Dubin and olshtain, 1986)