CHAPTER III

I have chosen the problems of teaching English in vernacular medium schools of slum area of Mumbai for my study, to build up the knowledge of skills of teaching English I have reviewed and presented some topics given below.

Role of Age and Environment in Second Language Acquisition

Language learning is a complex process involving linguistic, paralinguistic and situational factors. It involves hearing, sight and the body as a whole, it is a Biological phenomenon.

According to Bialystok [1997] *The most important factor affecting the acquisition of a language is correspondence between language structures in the first and the second language.* It is obvious that, once students have learned their mother tongue, the act of learning any language becomes easier by the intellectual maturity they gain, partly as a result of their acquisition of the first language, and partly by their acquired hearing ability and experience with first language. Structures, although the extent of this influence varies and it may fail to touch some age groups entirely, on the whole, it is an important factor in determining a student’s progress in the new language. Thus the age has influence on the ability to learn a second language. According to Bialystok, *young learners easily and more successfully acquire second language than adult learners,* but he gives the credit of this success to other factors such as the time one dedicates to language learning and motivation.

Penfield and Roberts (1959), argued that the ideal age for language acquisition is the first ten years of life. Because during this period the brain retains elasticity but this elasticity disappears with the onset of adolescence. Young children are less culture-bound than adults as they are socio-culturally resilient. Primary levels include a reasonably large functional vocabulary and younger learners do better as far as success in pronunciation is concerned.

The audio-visual and structure-global (AVSG) method:
The AVSG method, perceiving language as an overall entity, makes use of all elements of total language environment:

   a) Situations,
   b) intonation, rhythm, sentence tempo, pauses,
   c) gestures and mimicry, body language,
   d) Feelings and emotions.

By placing particular emphasis on the spoken language, AVSG encourages students to absorb these elements by using audio-visual equipment in simulated communication situations. Particularly in the first lessons, repetition is used as means of teaching proper pronunciation and the meaning of a certain number of words and grammatical structures found in situations in which these words, grammatical forms and, later on, syntactical structures are used.

Rather than learning vocabulary by rote, the student learns through the repeated use of words and grammatical structures in a variety of contexts. As the student improves, this variety is increased. Some repetition is, however, used, especially in the early stages, because it helps to establish good pronunciation, broad vocabulary and an awareness of grammatical and syntactical structures. Repetition plays a major role in the verbal system.

**A Golden Age:**

According to David Singleton: *In natural situations those who are exposed to a second language in childhood in general eventually outshine those who are exposed in adulthood, even though the latter usually show some initial advantage over the former.*

The best age of children for learning a foreign language is under 5 or 6 years. Social conditions permitting, at this age, the brain of the average child is able to handle the mother tongue spontaneously and almost completely. Once the child is 6 or 7 years old, age becomes a limiting factor in the quick and spontaneous acquisition of a second language. This conclusion is based on an examination of the positive and negative aspects of a child’s use of phonemes. Children over 6 years of age begin to perceive the phonemes of the second language in terms of their mother tongue and they therefore make corresponding language transfers. In human terms, this is
a positive as well as a negative element, because the child demonstrates high level of intelligence and skill in mother tongue by making these language transfer mistakes.

Children under 6 are best able to learn a second language because, at this stage of their development, the phonetic and phonological system is not yet completely dependent on the psycholinguistic structures of their mother tongue.

**Pronunciation Difficulties:**

Davis and Kelly, made research on the vocabulary component of language and they did not find sensitive period effects. According to them, *vocabulary acquisition is much more undecided because one may come across new words throughout his life but one’s ability to learn the phonology and syntax of a new language later in life would be compromised.*

Once beyond the golden age for second language learning, the child begins to stumble over the pronunciation and grammar of the second language; the mother tongue begins to interfere to some extent in the phonetic, phonological and grammatical area particularly syntactical structures of that language. However, such mistakes are quickly corrected and, in most cases, will disappear after the child has listened to the model, a second or third time. Since the mother tongue does not cause any systematic language transfer, such mistakes are not deeply rooted and the psycholinguistic influence of the mother tongue may be counteracted by simple exposure to the correct sound.

**Intellectual Learning:**

Around the ages of 9 or 10, the child begins to perceive the phonetic and phonological system of the second language in terms of the linguistic system of his mother tongue. Because of the role the mother tongue plays in the child’s internal language, in the development and expression of his or her intelligence, emotions and behaviour. It may be said that, from the age of 9, psycholinguistic as well as linguistic and phonological forces have a permanent impact on the brains selective processes where by it reacts to sound stimuli produced by the phonemes of the second language and transmitted to the brain in the form of nerve impulses.

Children within the upper and lower limits of this age group are capable of correctly imitating a second language model after listening to it for, or else they are able to correct themselves very
quickly. They almost and always imitate the rhythm and intonation of this second language as soon as they hear the correct mode. In this age group, however, the child is controlled by the psycholinguistic forces of his or her mother tongue and reacts according to a system of substitution that is based on that language. This happens when the brain is no longer able to make the right perceptive selection and the child is unable to repeat a group of second language phonemes correctly.

This characteristic is the hallmark of the adult period when the ability to hear the second language is totally conditioned by the linguistic system of the mother tongue. It is, therefore, at this stage that the acquisition of a second language demands relentless application and first class teaching methods.

Bilingual Environments:

Marcotte and Morere showed that *environmental deprivation leads to a typical brain organization as regards language functions*. The need to communicate is of great importance for language acquisition as it is a big incentive to the learner. This need is the pressure that Hurford refers to when he argues that the capacity to acquire language was helped to happen by *discriminating force resulting from the enormous helpfulness of language*.

Essentially, there are two types of bilingual environments in which children may learn a second language:

The first is found in children whose parents each speak different mother tongues and second, in children who are born in a foreign country and remain in permanent contact with the children of that country.

When the parents speak different language, their children become bilingual more easily if both adults always speak to their child in their respective mother tongue. Since language is a biological phenomenon, the child will learn to speak to each of his parents in the appropriate language. Such children will not even realize they are jumping from one language to the other because they do so unconsciously. Since young children use language mainly for practical purposes, they quickly pick up practical expressions in the appropriate language. Such children
become perfectly bilingual because both languages are being acquired while the brain is in a period of intense growth and developing a broad variety of neurological connections. The languages are absorbed by the growing brain which categorizes the different linguistic structures so that the child learns to speak both languages in a spontaneous and natural manner. The same phenomenon occurs in children born in foreign countries, although the sources of stimulation are different. In the first case, those sources where there are two parents and in the second, the child’s environment in the foreign country provides the source for one language and the parents, the source for the other.

According to Karshen, a mental block, caused by affective factors when students have stress, lack of confidence and motivation, the filter rise and that prevents efforts from reaching language acquisition device. If students have good motivation and feel themselves relaxed, the filter decrease. For example, though all students’ level and conditions are the same, some students get high grades, some get low.

Thus, the ideal age for second language learning and the need for especially favourable teaching conditions to achieve it, if not perfect bilingualism, then, at least, is linguistic excellence in a second language. It is, therefore the duty of interested and concerned people, and especially the duty of teachers, to allow children to exploit the unique opportunity their age gives them to become if bilingual in the appropriate way. It would be unforgivable if we neglected or ignored the exceptional linguistic potential of our children.

**LITERATURE AIDS IN TEACHING LANGUAGE SKILLS**

Literature mirrors life and is easy if we use it to learn the different facets of life. It is not restricted to learning just one language but can be used across a spectrum of languages. Diverse factors like cultures, traditions, socio-economic factors, political upheavals etc. can be studied through literature. A renowned critic says, "By reading a piece of literature learners can understand the diverse use of words, phrases, phrasal verbs, multiple meanings, idioms, etc."

Literature can be a very good tool to improve the linguistic skills of the students. Literature is a more
significant part of language teaching program and it is useful for gaining mastery in basic skills of language like listening, speaking, reading and writing. Russian linguist Jacobson says, "A linguist deaf to poetic function of language and a literary scholar indifferent to linguist methods, unconverscent with linguistic tools are equally fragrant anachronism."

Listening skill is very important skill in language learning. All genres of literature, novels, poems and short stories are very useful in enhancing listening skill of language learners. Children are very interested in stories. Many authors have enriched children literature which can be used very effectively to improve listening skill of children. For e.g. the teacher can read interesting stories in language classroom from Lewis Carol's, 'Alice In wonderland' and also from Kipling's, 'Jungle Book'. Surely children will listen stories attentively and enjoy them. Teaching English through the entertaining stories of the Panchatantra or, through fairy tales from all over the world, it gets oriented towards better learning than by teaching it through prescribed tedious pedagogical texts.

A lasting impression on its readers can be achieved through literature as it possesses the ability to evoke relevant feelings and deep emotions. Be it poetry or prose or fiction, the vibrant imagery in literature develops familiarity with day-to-day situations through events and characters. Students then relate closely with characters and associate the language with the characters' actions in a much more practical manner.

While teaching poetry, if the teacher reads poem with proper rhythm, tone and stress it will encourage students to listen carefully. The teacher can also use cassette where the native speaker has read the poem with sweet voice and proper rhythm and intonation. When teacher teach a novel, he can select some passage, read them into the class and ask questions on the passage to check whether they have listened carefully or not. The teacher can also give pre-reading questions. All these activities really help a lot in improving listening skill, which is very important in acquiring any language.

Literature is very authentic material to develop speaking skill. Literature is open for multiple interpretations. There is a lot of scope for creativity, so it should be used to develop speaking
skill by arranging group discussion and role play. Teacher can conduct debates on particular novel or play. e.g. do you agree with the end of the novel, *Train to Pakistan*?

The source for stimulating strong emotional responses from our students can be provided by literature. Use of literature in the language classroom connects the learner as a whole person and provides superb occasions for the learners to express their personal opinions, reaction and feelings. Literature should be used in the classroom to give opportunity to the students to express their opinions.

Through literature one can be benefited by enriching one's language. Extensive reading helps the learner to increase his vocabulary and enables the learner to use it a more active form of knowledge. Even a renowned poet like John Milton has devised 600 words in English like terrific, fragrance, sensuous, moonstruck etc. which found their place in *Oxford Dictionary*. Literature is a valuable compliment to other teaching material. By reading literature student get additional acquaintance with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration and so on. The teacher as a supplement to the other teaching material should make right choice of the text to be read in the class.

The extensive reading of novel and play develop students’ ability to make interpretations from linguistic ideas, and to understand the meaning from context. The teacher should motivate students to buy story books and read them. The teacher can conduct play reading and poetry reading competitions into the language classroom. For reading of a poem in effective manner they need to understand it first and so they will read it again and again. It will really help them a lot. The teacher should praise or reward the best reader, this principle also works a lot. The right steps to read literature should be taught by the teacher.

While reading a literature students may come across with different new words. They should be encouraged to discover meaning, guess meaning or substitute the other word of same meaning. Here teacher can also improve students study skills by asking them to use dictionaries or thesaurus. In literature there are many archaic words, they will help students to become master in vocabulary. This leads us to believe what Mckay [1982] has rightly stated: *Literature can*
increase students' motivation to interact with a particular text and thus ultimately increase reading proficiency.

Due to reading a substantial and contextual text, students come across many features of the written language which help to enrich their own writing skills such as the formations and function of the sentences, the variety of possible structures, and the different ways of connecting ideas. Literature in the foreign language classroom contributes in language learning. If students enjoy reading literature and like to speak, write about, then use of literature in the language classroom will be worthwhile.

Duff and Maley [1990] have justification in mind when they wrote introduction to Literature, The primary aim of using literary text in a class as resource to stimulate language activities, soto connect the students with the text, fellow students and with the teacher while performing literary activities.

If emphasis is placed solely on practical situations such as buying a ticket, ordering a meal or asking information, students will not be sufficiently motivated to learn language. They need interesting topics to read or write; literature offers such topics. It offers a variety of tasks which also include creative writing in various forms. "Literature to a great extent", according to Snell-Horn by (1988:47), "is an act of communication crossing cultural barriers."

In general 'cultural literacy' is vital to a language learner of the English language, a fair degree of familiarity with culture associated with English as we understand it will help the student comprehend the language effectively. Collie and Slater (1987: 3-6) support the inclusion of Literature in the language classroom "Literature provides valuable and authentic material, develops personal involvement and helps to contribute to readers' cultural as well as language enrichment."

According to linguist, grammar should be taught in context not in isolation and literature provides that context. Robert Lado comments, "Literature can be one of the best sources to internalize grammar. Students can see grammar working in context and this certainly leads to
enrichment of grammatical competence." With help of literature teacher can expose different verities of English language as Indian English, American English and British English to the students. From the novels we can easily get all these verities of English language, the language teacher can mark out the possible differences in their spelling, pronunciations, vocabulary and grammar.

Elain Showalter in the book, 'Teaching Literature' comments, "There are many ways to be a good teacher, but I do think that active and interactive, student centred teaching makes the most sense for teaching literature."

Thus the literature provides the background for the creative use of language. A good teacher of English would understand the close relationship between language and literature and make use of this understanding in actual teaching. They both are complimentary to each other. Literature should be used as source for teaching language skills.

Integrating literature into the syllabus is beneficial to the learners' linguistic development if the approach towards learning is best served. Carter and Long [1991] describe the use of three approaches to the teaching of literature, viz. The Cultural Model- representing a traditional approach in the teaching of literature. The Language Model - enabling learners to access texts in a methodical manner. The Personal Growth Model- attempting to bridge the cultural model and the language model. Making students imbibe these three models in the classroom is thus a way of converting the otherwise dull classrooms into livelier places.

W. R. Lee, (1970) in his editorial in the ELT journal says, "... literature is rooted, so far as the foreign-language learner is concerned in the oral basis of language learning; rooted in lively and meaningful oral drills, in spoken and acted dialogues, in simple dramatization of stories; indeed in those very procedures which make for successful and enlightening learning of the language." Developing curiosity in the learner is what a competent facilitator can do with the help of Reading and Writing skills. Literature has an abundant variety of written materials which can be integrated into the syllabi for reading. Activities can be developed for writing new literature. Literary studies provide good training grounds for creative learning.
Today, English has so many words, which have their origins from other languages around the world, be it Indian languages, African languages, European languages and so on. Literature and language are both dynamic in their own way and 'enhance each other. Let us summarise how one can learn language through literature.

1) **Learning new words/expressions**

   Literature is the cradle in which new words get coined. Thanks to literature, we have wide range of words or expressions at our disposal. British writers like Milton and Shakespeare have really helped by contributing to English vocabulary. We owe a lot to Shakespeare for some of his unforgettable quotes:

   "Frailty, thy name is woman!"
   "To be or not to be, that is the question?"
   "Age cannot wither her ... "
   "All the world's a stage; we are merely its players"

   Literature beautifies language, gives it an aura that nothing else can. Language can be easily related if it is in the context of a particular work.

2) **Learning about new Cultures:**

   Language and culture are linked and literature is built on this link. Literature takes us on a journey into a realm of different languages and cultures; we get to explore new worlds. For instance, a writer like Marquez would have been unknown if it had not been for literature.

3) **Learning about new Ideas:**

   Literature makes it possible for us to have an acquaintance with new ideas. Sometimes there are certain issues, which get addressed in literature more than in any other field and help in recollecting ideas.

4) **Explores Imagination**

   Literature takes the reader on a journey or an exploration spree across different cultures. It
provides food for thought as well as material for creative thinking; it gives the readers a platform to creatively think about new ideas.

5) Literature makes Learning Grammar Easy:
Grammar is generally considered to be boring or monotonous but with the help of literature, we learn the nuances of grammar without realizing how we do it. When a student reads a particular work, she/he starts understanding grammar unconsciously and their ability to think or use language improves.
There are no difficult rules or systematic conventions, the students are taken into a world of fantasy or sometimes real world but it makes it easy for them to recollect subtleties of grammar without actually studying it.

6) Involved Process:
Literature involves the reader deeply. The reader starts thinking without realizing that he is actually indulging in the process that connects language and literature. Sometimes readers pickup catchy phrases or idioms and start using them. For instance: 'tryst with destiny' - Jawaharlal Nehru.

7) Fertile Imagination:
Literature gives wings to the thinking process of students. They start evolving new ideas and sometimes think in the language they read thus opening up new avenues for thought.

8) Literature- A bridge for other emotions:
When we read, literature becomes a bridge on which we can move along and encounter a smorgasbord of emotions ranging from joy to sorrow, pain to helplessness, unsaid words or silences.

9) Literature- a Fun way to Learn:
Reading paves way for enjoyment and involvement, coupled with language process, readers try to grapple with language and syntax and start experimenting with words or expressions. The different works, variety in genres, characters, and situations make language a bridge for
experimentation and experience. It becomes rather easy to treat language as a tool and a facilitator for communication.

Literature is not just about books, but it is like a journey one undertakes to explore and learn things creatively. It teaches us the very truths of life and prepares us to face new challenges, albeit differently. It exposes minds to various schools of thought, language processes, syntax, and vocabulary in a non-invasive manner, which removes monotony and boredom of mundane exercises thus making the readers feel involved and refreshed making them get to know various aspects of language easily. Literature and language can be combined to get optimum results in an easy way. All that is needed is some creativity, will to face challenges and the drive to try out something different for both language and literature are journeys not ultimate destinations.

Methods of Effective Teaching of English

English language is developing in a fast speed, not only in content, but also in methodology. A number of research workers have made some experiments in the field of teaching methodology and evolved some methods to teach English in the Indian class. All the methods have different characteristics, merits and demerits in using in the class. It is a fact that each method is evolved as a reaction against the previous method. Each method is based on certain principles. Hence, it helps to make teaching and learning process more effective. Bertrand Russell was right when he stated as, the questions, ‘what should be taught? And
how should it be taught?’ are closely connected because if better methods of teaching are devised and used, it is helps to learn more. This indicates that methods are quite useful to achieve the desired ends.

**Methods of teaching English:**

Following are the methods of teaching English:

1. The Grammar-Translation Method

2. The Direct method

3. Dr. West’s New Method

4. The Structural Approach

5. Audio-Visual Method

6. Communicative Language Learning

7. Silent Way

8. The Eclectic Method

**1. The Grammar-Translation Method**

This is the oldest or traditional method of teaching English. This method is very much liked by the Indian teachers as it is very easy for the class to follow. In this method teachers teach English with the help of mother tongue. The teacher translates the words, sentences in child’s mother language. Word by word translation is the main characteristic of this method.

The follower of this method believes that the unit of teaching is ‘word’ and not a ‘sentence’ and set of rules in teaching grammar is important which pupils are expected to learn by heart. Grammar is taught by deductive method.

**Merits**

i. This is an easier method to be followed in teaching English.

ii. It helps for quick understanding of words, phrases and sentences.
iii. It saves the time.

iv. It is useful to test the comprehension of the pupils.

v. It is supposed that translation interprets foreign phraseology in the best manner.

vi. It develops the reading aspects of language learning because without reading a word for word translation is not possible.

vii. It is supposed as the shortest road to learn a foreign language.

viii. This method can be used even in the absence of teaching aid.

ix. It helps to establish a strong memory bond as it associated with mother tongue.

### Demerits

i. Language is no doubt the product of a particular culture which is influenced by Geographical situation, climate and nature of human being. As H. H. Champion stated, ‘The thought, feelings, surroundings, customs, etc. of one nation differ from those of others and these differences are reflected in the language’. Hence the vocabulary, idioms and phrases in one language seldom find matching equivalent to any other language. Thus, grammar-translation method cannot be used to interpret correctly the foreign phraseology.

ii. Literal translation ruins the sense and beauty of the language.

iii. This method fails to catch the delicacy of expression, local colour and secondary meaning of the idea.

iv. This method neglects the speech practice.

vii. It makes the whole teaching activity dull and dry and makes students passive in learning.

viii. With this method, students can know about the language but they can’t use it in practice.

Considering both merits and demerits of the grammar translation method, it is advisable to use it very rarely and every teacher should give it up as soon as possible.

### 2. The Direct Method
The direct method is developed as a reaction against the grammar-translation method. According to Webster’s New International Dictionary, ‘Direct method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without use of pupils’ language, without translation and without the study of formal grammar. The first word is taught by pointing to the objects or pictures or by performing action.

This method is also called as Natural method of teaching English. Expression of idea is supposed as one of the important objective of language teaching which can be achieved by the direct method.

**Merits:-**

i. This method helps to develop the listening skill and speaking skill.

ii. It develops fluency in speech.

iii. In this method, the teacher has to use various devices and teaching aids which contribute to create interest in the minds of the pupils. Thus, English teaching period becomes interesting and effective.

iv. This method is psychologically sound as it follows the principles like – ‘from example to rule, particular to general, from known to unknown and from concrete to abstract.

**Demerits:-**

i. This method, as experts says, avoids the practice of reading and writing.

ii. This method is difficult to be employed by the ordinary teacher. There is a dearth of good English teachers in India. Therefore, only an expert English teacher can make use of it.

iii. As with this method, any word phrase or sentence is explained through English only. Ordinary students cannot grasp it. Some of the ideas will not be clarified to some students.

iv. The Direct Method fails to interpret the meaning of some abstract words and ideas.

Whatever demerits may exist, it is quite advisable to use it as it is the only method useful to achieve fourfold skills of language learning as listening, writing, reading, speaking.

3. **Dr. West’s New Method**
Dr. West’s New method is emerged as an option for direct method. Dr. West, the principal of training college in Dacca, made some experiments in the field of methodology in teaching English and came to the conclusion that reading aspect, which is given less importance in Direct method, is such a skill which will help the students to acquire other skills easily. Dr. West believed that reading is by far the shortest road to learn to speak and write language. He also suggested that up to the age of twelfth, the Indian pupils should be engaged in learning to read English only for the following reasons:

i. Learning to read a foreign language is easy; so the child can begin it earlier.

ii. Teaching to read a foreign language is so easy that even a lower grade teacher can teach it easily.

iii. To acquire knowledge of reading is easier than to acquire knowledge of learning to speak.

According to Dr. West, Indian pupils must be able to read English, then to write and lastly to speak English. In this method, Dr. West has given importance to the silent reading. He believed that to comprehend English is the main objective of learning English. Silent reading helps to achieve this objective. Hence pupils should be initiated to read with ease and derive pleasure from reading. Thus, Dr. West highlighted the importance of reading by evolving a new method.

**Merits:**

i. It helps to develop the reading skill which is an essential aspect of language learning.

ii. This method is useful for the lower grade teacher to follow in the class.

iii. It develops the silent reading which helps to develop the comprehension of the pupils.

iv. It is supposed by R. K. Jain that this method serves as a basis for active work in writing and speaking.

v. It may also develop the interest in reading short stories.
**Demerits:-**

i. Dr. West draws a hard and fast line of distinction between speaking and reading skill which, according to R. K. Jain, is not practically and psychologically sound.

ii. Dr. West has given over-emphasis on reading and thus other aspects have been neglected.

iii. The over-emphasis on reading makes the teaching of English dull and monotonous.

iv. This method neglected the oral work which is quite useful at the earlier stage in learning English language.

**4. The Structural Approach**

A Structural Approach is one of the modern techniques of teaching English. There is a difference between ‘method’ and ‘approach’. Method deals with ‘how to teach’ whereas approach deals with ‘what to teach’. Approach means coming nearer to the perfection of learning.

What is structure?

A structure is a pattern of words. According to F. G. French,  *the word ‘pattern’ means a model from which many things of the same kind and shape can be made. A sentence pattern is, therefore, a model for a sentence which will be of same shape and construction although made up of different words.*

For example- $S + V + O$

He played a game.

Seeta wrote a letter.

Thus a number of sentences can be built with the same structure.
What is the Structural Approach?

The Structural Approach is a linguistic approach which means learning a language by getting mastery over various structures. It is supposed that one who gets mastery over various structures, can achieve the fourfold skills of language learning. Thus, the acquisition of various structures contributes to learn to speak and write within a short period.

According to Menon and Patel, in learning a foreign language, mastery over structure is more important than the acquisition of vocabulary this is base on which the structural approach believe.

The main characteristics of the Structural Approach.

i) Structures are taught by creating adequate situations. It is supposed that a structure can best be learnt when it is put in a situation.

ii) The practice of a structure either in written or in oral form is given a more important place. It is the practice which ensures retention and helps the learner to cultivate a fresh set of habit. It also helps to establish firmly the structures on the minds of pupils.

iii) Oral way of teaching is given an important place.

iv) Speech practice is given importance as it is the shortest way to learn other aspects of language learning.

v) It is expected that the structures are taught by creating the situation through various actions.

Objectives of the Structural Approach:

i) To lay the foundation of English by establishing through drill and repetition 275 graded structures.

ii) To enable the students to attain the mastery over an essential vocabulary for an active use.

iii) To help the students to acquire the fourfold skills of language learning.

iv) To lay proper emphasis on the oral approach of language learning.
Principles of the Structural Approach

According to Menon and Patel, the Structural Approach is based on following points:

i) Oral way of teaching English enables the pupils to get mastery over the language skills.

ii) Foreign language can best be learnt in the same medium.

iii) Mastery over a structure is more important than mastery over vocabulary.

M. S. Suchdev placed the following principles of the structural approach:

i) English through play-way method:

In the structural approach, English is taught through play-way method which promotes the use of natural and pure language and stimulates the pupil’s interest in learning a language.

ii) Action is important and effective:

The structural approach promotes various actions and gestures to achieve the proper meaning of the Structure.

iii) Selection and Gradation:

Selection and Gradation should be followed by the teacher in teaching the structures.

Thus, the structural approach is based on the sound principles which make the young learner keen, attentive and active in learning English language.

Steps of the Structural Approach:

Following are the steps useful in teaching grammar or teaching items with structural aspects.

i) Revision of the pre-stage teaching item.

ii) Presentation of the new structure by creating various examples. And using them in various sentences.

iii) Practice of the structure already taught in order to establish it properly and effectively.

iv) Reading of the structure to enforce it.
v) Writing of the structure in order to establish it.

vi) Evaluation to verify or to test the comprehension of the students.

5. The Audio-lingual Method

Under this method students are made to listen to recorded audio tapes or watch the video tapes of language models acting in situations. Students practice the language with a variety of drills and teacher emphasizes on the use of the target language at all times.

6. Communicative Language Teaching (CLT)

This approach emphasizes on interaction as both the means and the ultimate goal of learning a language. Communication means sharing of ideas among people and also transmission of ideas from one place to another from one end to another and from one source to another. Language teacher has to make his students inhale all the communication skills for preparing the best background for learning language. By following this approach the students can express themselves in a better manner and perform their duties effectively. It consists of the following ten skills:

i. Narration

ii. Description

iii. Information

iv. Definition

v. Classification

vi. Comparing and contrasting

vii. Making requests

viii. Conveying notions of Possibility, Necessity and Obligation

ix. Conveying notions of Quantity, Size, Distance, Weights and Measures.

x. Skimming and reading for specific information.

7. Silent Way
Caleb Gattegno introduced this learning approach. It is often considered to be one of the humanistic approaches. In this method teacher usually remains silent, allow the students to talk and discuss so to explore the language. In this method words are colour coded and each phoneme is a different colour and therefore often associated with Cuisenaire rods and wall charts.

8. The Eclectic Method

It is a fact that every method has its merits and demerits in teaching English in the Indian classes. It is also a fact that not a single method is rich enough to achieve all aspects of language learning. Various aspects of Language learning can be taught by applying different methods. As the English teacher wants to achieve the fourfold skills of language, he has to give equal weightage on all aspects of language learning. Therefore, in order to achieve the objectives of teaching English, the teacher has to use various methods accordingly. He must select the methods and use it according to the age, the ability and capacity of the pupils; the size of the class and the location of the school-rural, slum or urban. Thus the teacher has to make use of many methods. In this way Eclectic method means the use of the merits of many methods to achieve the fourfold skills of language learning. It is the skill of the teacher to use it properly at the proper place.

Thus many experts evolved various methods and enriched the teaching and learning process. It is the skill of the teacher to use an adequate method at the proper place in teaching various aspects of the English language. Hence the teacher should be fully convergent with the different methods of teaching English to make his teaching effective, interesting and living. Besides this teacher can use innovative tools like Mind maps and Humour which are considered by both experts and researchers as very effective tools for both the teachers and the students.

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