3.0 Introduction

Tang says, “we need careful investigation and experimentation before adopting a particular method or approach as language teaching learning is situation-cum environment oriented”. (p.151). In English language teaching, there are many methods, approaches and techniques. When talking about the teaching of English as a second language in our country, three words, approach method and technique are frequently used. If a teacher follows a certain “approach or method in teaching, we understand that he is applying a certain idea, or theory and that he bears in mind certain theoretical principles. For instance if a teacher follows the situational approach, he creates situations in the classroom to teach words and sentences. The main underlying principle or theory is that all of us have learned our first Language (Mother tongue) by listening to it in real life situations and also speake in actual situations. Language does not work in a vacuum.

An English teacher has to adopt different methods and approaches to teach English as a second language. The designs and techniques are of his own. He/she can design a syllabus which would be beneficial to the class he is teaching and follow a technique that would pave the way for that syllabus to be taught. The status and form of analysis changes according to the signs of the time. The shortcomings of one method or one approach give birth to another one. In order to achieve the objectives of ELT, the teacher must adopt the appropriate and suitable method. The teacher has to plan and the instructional process so as to bring about desirable changes in the disposition and behaviors of the learners. Let as examine the meaning and significance of the above mentioned words.
3.1 Concept and meaning of method, approach, technique and design

1. **Method**: A method generally includes what to teach and how to teach it and also includes selection and grading of material to be taught. W.R. Mackey says, “A method determines what and how much is taught (selection) the order in which it is taught (graduation) and how the meaning and form are conveyed (Presentation) and what is done to make the use of the language consciousness (repetition)”.(p.67). Chamber’s Dictionary describes method as, “mode of or role of accomplishing an end; orderly procedure…. Manner of performance”. A method should serve the aim of teaching a language and it should also relate to the conditions available in the school (teacher, students, equipments) the nature of the content to be presented, the age and ability level of rural students’ and the classroom climate. A method can be confined to include three components such as approach, technique and design.

2. **Approach**: An approach describes the nature of the subject matter to be taught. It is only a notion or an idea which may or may not be effective. The terms, method and approach are often used interchangeably. But there is a lot of difference between these two. An approach is wider in scope than a method. In general, within an approach there can be many methods. In the words of Anthony,” An approach states a point of view or philosophy or an assumption which one believes but can not necessarily prove”.(p.153). It states a point of view, a philosophy something which one believes but can’t prove. An approach is concerned not only with “how” to but also what to teach. In ELT, we come across various approaches, each trying in its own way to facilitate teaching of English.

3. **Technique**: When we talk about a technique we mean a procedure used in the classroom. Using a flash card in the classroom is a technique. Dictation is another
technique used by teaches. For example, a right handed batsman using left-hand as soon the bowled the ball in the cricket match is also a kind of technique or strategy.

Technique is the unique way of doing something. In other words, it is the special skill of a person to do something practically. The teacher can make use of different techniques to make the students more active. In order to comprehend the student’s language skill, the teacher can make use of co-curricular activities like language games, role play, classroom dialogues, debates etc which can be performed to make classroom lively and interactive. It is also important for the teacher to use an appropriate technique according to the situation and the subject matter.

Anthony calls a ‘technique’ a particular trick used by the teacher in the classroom to accomplish an immediate objective. It must be consistent with a method and therefore in harmony with an approach as well”. Techniques, thus depend on the teacher, individual and the composition of the class.

4. **Design:** Design is the order and arrangement of materials for the students of different stages. It is the planning of syllabus according to the mental ability and use of the students. The design and curriculum are designed by the well qualified personnel. It is imperative to develop a design for any instructional system. Design is the basis on which a teacher builds the teaching methodology. Design must foresee the objectives of method; consider the selection and gradation of the language content, the types of teaching activities, the learning tasks, the roles of learners, the teachers and the instructional materials.

3.2 **Development of language teaching**

There is a gradual growth in the field of development of language teaching from ancient to the present. It is renewed under five sub-divisions spread over antiquity and the middle age, the renaissance, the seventeenth and eighteenth centuries, nineteenth century
and the twentieth century. The focus of the attention is not on the analysis of approaches and methods that may turn up during the survey but on the specific conditions that contribute to their origin. Approaches, methods, and techniques, will be examined in the subsequent sections which are thought of as evolving from these historical milieus.

3.2.1 Antiquity and middle ages

Before the foundation of Roman Empire, the Romans studied Greek as a second language, the education of Roman began almost in his childhood and the languages, “Latin” and “Greek” were least almost simultaneously the Roman engaged Greek tutors, Nurses Greek-speaking slaves and servants in their household. The process was similar to the acquisition of the first language, that is, by direct living contact with the speakers of foreign language, by imitation and reproduction of sounds, words and sentences of the target language.

During the middle ages, as the Roman Empire expanded, Latin became the international language of the western world, the language of church and state. Latin was then taught as any living language was taught at first orally, through an imitation of the language of native speakers and later through exclusive as well as intensive reading and writing. Mackey underlines this historical importance of Latin in the development of language teaching method.

The first concern with the language teaching method in Europe therefore had to do with teaching of Latin. During the middle age Latin was the language of teaching. Methods were mostly limited to Latin grammars designed to enable clerics to speak read and write in their second language, the language in which nearly all academic learning was done.
3.2.2 The Renaissance

The Renaissance gave a new direction to the teaching of foreign language. To begin with, there were a number of attempts to improve the teaching of Latin which by that time had degenerated into the teaching of Latin grammar, by doing away with the learning of grammar for grammar sake. Luther Melanchthon and Montaigne were opposed to much formal grammar to the teaching of rules. Meanwhile the famous Czech educator Jan Comenius devised new methods of language teaching based on the principles of imitation, repetition and plenty of practice in both reading and speaking. He stressed the importance of sensory perception and intuitive learning. In his own book Comenius introduced pictures and illustrations, so that the child’s sensory perception would lead him to thinks and then to “express”. In this manner, grammar was acquired indirectly by induction. These schools maintained that the objective of teaching a foreign language was to get the learner to have normal conversational practice, and to achieve accuracy of expression to meet the demands of trade and commerce and social relations. But the observation of Comenius and Montaigne were overlooked and teaching of Latin continued to be the teaching of Latin grammar based on classics which were written several centuries ago. Thus the Latin languages followed in the classrooms were quite different from the Latin spoken in academic Europe.

3.2.3 Seventeenth and eighteenth century

During this period, John Lock and Basedow largely followed the ideas of Comenius and favored the removed of grammar from any language learning programme. They advocated the natural method of learning a language which meant by and large conversation practice in the target language and comparison of the first and second languages Locks held that… languages were not made by rules and art but by accident, and the common use of the people.
Since languages were not created by rules of grammar, but by the common usage of common people, Lock maintained, language should be learned in the same natural way. Grammar should be taught only after acquisition of the language, and to consolidate the gains of the language learnt. The contributions of Basedow, who followed the ideas of Comenius, and Meidinger, who in 1783 published his Praktische Französische Grammatik “which advocated Versa, are also worth considering during this period.

By the end of nineteenth century, the teaching of Latin Grammar had become an end in itself and had begun to influence even the teaching of modern languages, which as a result, came to be taught with the same methods as Latin and justified by the same arguments of mental discipline through intellectual exercise.

### 3.2.4 Nineteenth century

In this century, we find how opposing trends were still contending for supremacy. One was the teaching of languages by direct contact with them either on their oral or written form, most of often with the forms. The second trend was the dependence on a systematic teaching of grammar based on paradigms, declensions, conjugations and perspective of rules of various kinds.

At the beginning of the century, following the lead of James Hamilton (1764-1829) Jacotot and Toussaint- Langenscheidt encouraged a return to inductive grammar through the study of literary and biblical contexts in the target language. But it was Ollendorff’s language courses which combined brief presentations of grammar points with massive translations practice that came into popular use around 1840. The sequential arrangement used by Ollendorff in his lessons… became a standard statement of rule, followed by a vocabulary list and traditional exercise. At the end of course translation of connected prose passage was attempted. In the middle of nineteenth century Karl Plotz (1819-1881) a German educationist adapting seidenstucker’s principles popularized the
Grammar translation method as the principal method of teaching modern languages in schools. Plotz’s method was divided into two parts.

i) Rules and paradigms

ii) Sentences for translation out of second language

Throughout the nineteenth century language teaching in schools followed Plotz’s methodology. In the later half of the nineteenth century, there arose a number of reactions against Grammar translation method which finally developed into direct method movement. In his fundamental concepts of language teaching Stern records the gravity of this reaction and its historical relevance.

In the later decades of the nineteenth century, Grammar translation was attacked as a cold and lifeless approach to language teaching and it was blamed for the failure of foreign language teaching. The majority of language teaching reforms in the nineteenth century and throughout the first half of twentieth century faced gradual opposition to Grammar translations.

The reform movement in the last two decades of nineteenth century was preceded by the work of a few individual reformers. We already saw that Jean Joseph Jacotot (1770-1840) was the first to employ and recommend monolingual methods for the language classroom in 1853 Claude Marcel (1793-1876) made a proposal to make the teaching of reading a priority in foreign language teaching through his language as a means of mental culture and international communication.

In 1866 Heness started a private school for the teaching language by a natural method as an extremely reaction against the Grammar translation method of Plotz Abn and Ollendorff. In 1874 Sauveur advocated the abolition of translation and Grammar rules and emphasized the development of the four language skills. In 1880 Francois Gouin (1831-1896) published his art of Teaching and studying languages and held the
view that the structure of language text reflected the structure of the experience it
described. He assumed that the sequentiality was the primary features of experience and
that language could be best learnt in terms of sequential structures.

Coming now to the reform movement, itself, its major landmarks were; the
publication in 1882 by W. Vietor, of a pamphlet in German the title of which may be
translated as Language Teaching Must Start A Fresh; the setting up by P. Possy in 1886 of
the phonetic teaching association, the publication, by H. Klinghardt in 1888 and 1892 of
studies of the new methods following actual trait, the publication of W.H. Widgery’s
“Teaching of Languages” (1888) Henry Sweet’s the Practical Study of Language (1889)
and Otto Jespersons’ How to Teach a Foreign Language (1904). Historically the
development of the direct method is thus closely linked with such practical teaching
reforms like Gouin and Vietor on the one hand, and with the development in the linguistic
theory, philology and phonetics.

3.2.5 Twentieth century

By the time of twentieth century, the direct method textbooks began to follow a
definite pattern. The typical text totally avoided the learner’s first language, started with
the spoken language with the study of sounds through phonetic notation and then
proceeded to reading and later to writing. The material for reading was scrupulously
written in the contemporary style. The international congress of Moglem Language
Teachers in Viena 1898, and Leipzig Congress of 1990 furthered the direct method
principles. By 1902 the direct method was officially approved both in France and
Germany, and was introduced in England by Walter Ripman without however making it
official method there.
3.3 Approaches to language teaching

There are many approaches of which three of them are most important. The three important approaches are the traditional approach, the communicative approach and the humanistic approach or psychological approach. In the present day TESOL programmers, and indeed in language teaching in general, three different basic approaches to the method of teaching are discernible.

3.3.1 The traditional approach

The term ‘traditional approach’ figuring in the title of this approach is intended to contrast with ‘recent’. However, the term is not meant to refer to the Grammar translation method alone, but to the whole range of methods including Grammar translation, the direct method. Audiolingualism, cognitive code learning theory and so on, including eclectic compromises between them evolved up until about three decades ago. It is an approach which is structure dominated, that is, it comprises methods which share the assumption that the major problem in learning a second language is to master the structure of that language to the exclusion of other elements of the language. The essential problem for the learner is “to master linguistic form and secondarily the social meaning and use of such forms. Out of the necessity for keeping the class under control, this traditional approach maintains teacher centredness. It is an approach most frequently met with in school and in commercial institutions for adult learners. Teacher training institutions often follow this approach which offers them the least theoretical and most down to earth introduction to the art of teaching a language. J.T. Roberts reports that within TESL programmes the traditional approach is found principally in “non-English speaking countries among non-native teachers”. (p.96). Roberts points out that “where teachers are not native speakers of the language they teach, it will be more convenient for
them to use a long established method for which materials are readily available with more open-ended techniques which would challenge their linguistic competence”.

Though the traditional approach is now theoretically defunct, it is not to be rejected out of hand for there are some situations, particularly where general purpose school language courses are concerned, in which the traditional method may provide the most useful foundation for further, more communicatively oriented learning at later stage.

### 3.3.2 The communicative approach

Halliday, Hymes, Austin and Searle have made major contributions to it. In contrast with the traditional approach, the communicative approach takes semantic knowledge as primary and attempts to answer the questions: ‘what do users of the language need to express?’. This implies a belief in language as a system but ‘a system of meanings’ rather than of forms. It assumes that learning a language consists of learning “how to mean”. Such an approach would seek correlations between form and function but would define the link as being between the forms of the language available to the user and the meanings he wishes to express. Unlike the traditional approach in which the correlation is between form and form, the communicative approach attempts to define communication needs of the learner and then proceeds from these needs to the linguistic forms which have to be learnt if the needs are to be filled. Thus we can distinguish between the traditional and the communicative approaches in terms of the relationships between form meanings and use. Whereas the Grammatical approach moves from form, to meaning to use, the communicative approach moves from meaning to form to use.

**Traditional and communicative approaches compared:**

There are no precisely established teaching procedures, yet to be associated with the communicative approach which constitutes a method in the conventional sense. It is essentially eclectic where it comes to methods. This cannot be otherwise since the
communicative needs of the learners as well as their learning needs will vary greatly from
group to group and from student to student. The teacher has to borrow his appropriate
techniques from a whole range of classroom activities such as drilling pronunciation with
audio lingual materials, explanations, role-plays, editing classroom newspapers, and
conducting interviews. To this extent, “communicative methodology does not convey any
precise meaning. Brumfit emphasized the same point when she said, “the last ten years
have seen a great deal of discussion of communicative language teaching, but almost all
discussion has concentrated on how to organize syllabuses and materials. There has been
much less consideration of direct classroom activity by the teacher. The stress was on
developing in the student the competence to perform in real life and to supply the student
accordingly not only with grammatical knowledge but with fluency, effective
communicative strategies and more generally with a theory of speech acts related to a
given culture”.

Attempting to teach people to communicate requires insight into the structure of
communication, and this has led to a greater interest in discourse analysis. Of particular
interest in the early stages was the work of Sinclair and Candin Widdowson “has
particularly stressed that the ability to understand and engage in discourse requires
knowledge going beyond the mastery of grammatical structure and that consequently the
grammatically based syllabus is inadequate for communicative teaching”. He
distinguished between signification and value, between text and discourse and between
usage and use, pointing out that while traditional approach has concentrated upon the first
of each of these pairs, communicative approach must focus upon the latter each pair. It
should go beyond the sentence to the text and view the text as communication.

The communicative approach also draws on sociolinguistic and to some extent on
stylistic. The influence of theoretical linguistic on it has been nominal but that of
pedagogical grammarians such as Quirk, Greenbaum speech and Thomson and Marinet have been significant. Of late there has evolved an American school in opposition to the prevailing British tradition within the communicative approach. The British tradition, in spite of moving away from the structure dominance of the traditional approach, is full linguistically oriented in that it sees teaching as leading students to forms of linguistic expression prescribed more or less specifically in advance by the syllabus. The communicative teaching of the British type is thus largely syllabus-centred. She American school, in contrast, rejects the specifically prescribed linguistic objectives and allows the learners to diagnose their own needs and gain such assistance with their learning as they may desire. The American school is thus considered more learner-centred than the British.

The communicative approach as a whole has developed primarily around the adult learner largely because it is usually adults who have closely specifiable communication need in foreign or second languages. Of course, where communicative needs identifiable, teaching can be highly specific and efficient in the sense that it can concentrate only on those needs which are actually identified instead of aiming for some general competence. But while this is the strength of the communicative approach in relation to learners with clear requirements, the extent of its applicability is not so obvious where young learners taking general school courses are concerned.

3.3.3 The Humanistic or Psychological Approach

This approach summarizes itself, as a general movement in language teaching and especially in second language teaching, a range of methods and techniques which on the surface may seem unconnected, but which in fact share at least two important assumptions:
i) The effective aspects of language teaching are as important as the cognitive aspects and hence the learner should be treated as a ‘whole person’ rather than as a characterless Language Acquisition Device LAD.

ii) The answers to language-learning problems are more likely to come from psychology than from linguistics.

In general, they enable the students to talk about what it is valuable to them as individual and to talk about rather than carrying them on towards a target communicative competence specified in a syllabus.

Jakobo its and Gordon were the first to attempt a lengthy justification of the humanistic viewpoint in their book The Context of Foreign Language Teaching. The book presents an argument comprehensively against the authoritarian teacher-centred classroom with the teacher as purveyor of narrowly linguistic information and for the creation of learning environments which minimize anxiety, enhance personal security and promote genuine interest through a deeper engagement of the learner’s whole self. This is pertinent to the humanistic approach as a whole. The works of Savingnon and Allwright also identified more with this third approach than with the second one. The experimental works of both Asher and Postovsky deserve mention. They are, however, not centrally located in it since they are more interested in empirical kind of psychology than in the often subjective and speculative psychology of the ‘humanistic’ language teachers. The connecting factor is that they draw their ideas about the language teaching from psychology rather than linguistics. Both are concerned with the initial stage of language learning, and have in common the view that this should be ‘silent but active’ on the part of the learner. Both reject the more traditional, and particularly audiolingual view that oral practice and repetition are in themselves learning devices. Their studies are formally
unrelated but they both draw upon a considerable body of psychological research to support their positions.

In the mainstream of the humanistic approach, thus, we find a combination of tendency to look to psychology and of the trend towards treating the whole person rather than just the specific element-deficiency in his target – language mastery. And on the periphery we find figures such as Asher, and Postovsky interested more in the psychological rather than the linguistic aspects of language learning. These two approaches can be seen as different areas of immediate interests which may yet merge.

3.4 Major methods of teaching English

A method comprises a set of procedures, used in a systematic way, which will result in effective teaching. In the old days, teachers of English taught in their own way that students’ involvement to participate was negligible. The children remained passive listeners, when the teacher spoke or read. Their activity was limited to listening and writing. They did not have any kind of opportunity to interfere anything that would help them acquire all the language skills. The method of teachers’ teaching did not elicit any activity to form the students and they were not at all active. This method is called teacher-centered teaching. But nowadays, with more inputs provided by Ragiv Vidaya Mission (SSA) Sarva Siksha Abiyan, teachers are following child or student – centered or Activity-based teaching or learning (ABC) methods.

3.4.1 Grammar translation method

This method enjoyed the widest popularity in ELT, where it is being taught as a second language, along with mother tongue, or regional language as in our country. It is equally important as it is popular in teaching of other languages like Sanskrit, Italian, French, Dutch, Greek, Latin and German. It is widely used and criticized method. Even
today in most of the rural schools and colleges of our country especially in Tamil Nadu. This method still has effectiveness and strong hold.

The grammar translation method was very popular and powerful in European with regard to foreign languages teaching from 1840’s to the 1940’s. In a slightly modified form it is being used in some parts of the world even today particularly in Tamil Nadu. The earliest grammar presentation course was written in 1793 by J.C. Fick and published in south Germany. It was modeled on a book relating to the teaching of French by the originator of the method J.V. Meidinger. It was called “A Practical Course in English for Grammar”. It contained exercise in translating sentences into foreign languages. More importance was given to completeness of sentence and accuracy and spoken language was totally ignored.

GTM is the oldest method of teaching English. Each and every word, phrase and sentence is translated into mother tongue literally. The students’ vocabulary power expanded in a rapid way because exact meanings are given in the mother tongue. Sentence structures are taught by using oral drill and explained in vernacular. Grammar rules and regulations are taught and explaining by comparison of grammar in the mother tongue. The grammar rules sometimes mislead and makes us difficult to comprehend clearly. Translation does not help to explain always everything. Idiomatic expressions and phrases are too difficult to translate. There is no active participation and involvement of students in the class. This method proved to be ineffective and dull because it brought down the standard of English.

**Principles**

The principles of the grammar translation method advocates to believe the followings.

- Translation interprets English words, idiomatic expressions, and difficult sentences.
Translation is easy, quick, economical and understandable.

Figurative sentences are hard to make out. As the teacher translates into mother tongue, the students are able to understand better.

Translations of grammar rules help the learner to avoid grammatical mistakes.

**Salient features**

Essential and salient features of grammar translation method are good in number. Accuracy and proficiency are given more impotence. A.P.R. Howatt says, “Highg priority is attached to meticulous standards of accuracy which was a prerequisite for passing the formal written examinations. Stern, 1983. “The first language is maintained as the reference system in the acquisition of the second language. The following are the salient features:

- It focuses upon translating the words and sentences into mother tongue.
- Self-practice is given through translation exercise from mother tongue to target language.
- It gives stress to reading and writing and less stress on listening and speaking.
- It gives opportunity to learn more vocabulary by referring to bilingual dictionaries.
- It is a teacher-centered but not a student-centered class and students are passive listeners.
- The resources of the first language (C1) are fully exploited.
- Grammatical rules and regulations are clearly defined and taught with suitable examples in mother tongue.
- The learner was first introduced to the parts of speech, conjugation and syntax. Enables to learn the rules of grammar by heart.
Merits of the method

The grammar translation method has several merits and therefore a large number of rural school and college teachers make use of this method of teaching English. Thomson and Wyatt said, “Translation is a powerful aid in the interpretation of a foreign language, provided it is not used in excess”.

- The teachers feel it was easy to teach English.
- Learners also feel it was easy to learn English.
- No audiovisuals are used.
- Grammar and vocabulary are learnt easily.
- It is easy for the teachers as they need not think and plan any technique.
- This method does not require hard labor on the part of teachers.
- Students’ understanding capacity could be tested easily as they are asked to give answers in mother tongue.
- It is very successful in all rural schools and colleges in the present day classrooms where there are a large number of students in each section.
- Even a teacher of average abilities could teach English.
- It provides clarity of new and difficult words.

Drawbacks of this method

* Though there are many merits of grammar translation method, it has certain drawbacks which make it an ineffective and dull method of teaching English. Learners could not use English to communicate. The students could learn the theory of language but could not use English as a tool of communication to satisfy their everyday needs. Speech was totally neglected. Even college students could not speak in English without mistakes. They listened to more and more of the mother tongue. They did not have any chance to practice in spoken English.
Translation is based on sentence not on test-based or discourse based.

Learners become good translators.

The learners’ mother tongue did not have equivalent words so the learners faced difficulties in translation also.

It attempts to teach English rules and not by its use. Language is a skill subject. It has to be learned through typical practice not by memorizing the rules.

No free expression for it makes the students think in mother tongue and then translate into English.

They find it dull and boring.

Little or no attention is paid to pronunciation.

The teacher is the authority in the class: it is teacher centered.

Procedure

The teacher translates sentence by sentence, word by word into mother tongue. The teacher writes down the meanings of difficult and unfamiliar word on blackboards. The students are expected to take them down in their note books. At last the teacher explains the grammatical rules and points and the students will have to learn them.

Techniques used in the grammar translation method

- Generally learners translate a reading passage from the target language into mother tongue. The passage is usually from the target language.

- Learners answer comprehension questions to test their understanding of the given passage.

- Learners are given one set of words and asked to find synonyms and antonyms in the reading passage.
Grammar rules are presented with examples and exceptions to the rules are noted. Exercises like filling the blanks with prepositions, articles, suitable verbs with different tenses are given.

Learners are asked to memorize the grammatical rules and words. They are asked to use words in sentences of their own.

Learners are asked to write a piece of composition on a topic based on the reading passage. It is generally a précis of the reading passage.

The grammar translation method aims at teaching learners more about the target language, but not how to use it.

3.4.2 Direct method

The direct method is the second method in which we will see the followings namely, what is reformation movement, the meaning of this method, aim and the principles, techniques and merits, drawbacks and the comparison between grammar translation method and direct method.

Reform movement

The reform movement was popular reaction to the rigidity of grammar translation method. It was a reformist reaction by the end of 19th century. A collective and co-operative enterprise of many scholars emerged against the jungle of rigid rules and exceptions, endless list of word classes and literary terms. The reform movement was founded on three basic principles. Henry Sweet (the model for G.B Shaw’s Henry Higgins in ‘Pygmalion’) can be thought as the founder of modern methodology.

Meaning of direct method is also called as natural method. English is directly taught through English medium. In this method there is no place for mother tongue. The main philosophy behind this method is that the learner learns a foreign language in the same way as he learns the mother tongue. According to Websters’ New international
Dictionary”, Direct method is a method of teaching a foreign language especially a modern language through conversations, discussions and reading the language itself without use of the pupil’s language, without the study of formal grammar.

**Aim of the direct method**

This method aims at establishing a bond between thought and expression. The learner should experience the new language in the same way in which he experienced the mother tongue. The learner should be never given scope to think in the mother tongue. Hence the student begins to think in English and actively learns the order and command of the language.

Prof. P. Gurray says, “Essentially Direct method is a principle, not a teaching method, a system that operates through many methods, a way of handling the new language and of presenting to the class. It demands a direct bond that is a direct association between word and thing and between sentence and idea, between experience and expression instead of an indirect one through the mother tongue”. This method is also called as natural method, or mother’ milk method through which we learnt our mother tongue. (p.203).

**Principles of direct method**: This method originated in France in 1801 but found a ready audience in Germany. In 19th century and the early 20th century Henry Sweet (1845-1912) an English philologist set about modifying and improving direct method. The teaching methodology was based on the following principles.

i) **The direct Bond**: This method tries to establish a direct bond (without the use of mother tongue) through the teachers’ speaking that goes with

- Situations created by the teacher
- Blackboard drawings
- Pictures
- Students actions, gestures, miming
- Synonyms and antonyms

**ii) The unit of teaching:** The main aim of the unit of teaching is a sentence. The teacher speaks sentences containing the structural words and content words. Even the learners are helped to say sentences only.

**iii) Inhibition of mother tongue:** The use of mother tongue is totally prohibited. The teacher should make sure that bond is created through means other than mother tongue. When a Tamilian lives in Karnataka, he learns to speak Canadam by making a bond between the Canadam expressions, ideas and use the right expression in the right situation.

**iv) Inductive teaching of Grammar:** It insists that grammar must follow the teaching, learning process but not precede it. It also accepts teaching of functional grammar but not the formal grammar. Grammar is taught inductively with examples. A lot of oral practice is given more importance.

**v) Teaching of vocabulary:** Vocabulary items (do not call them hard words) also called lexical items, are content words (noun, verbs, adverbs and adjectives). They are taught through situations. The pedagogy depends on the kind of words that are divided into two categories. First, words for active use by students in their conversation and writing. Second, words for passive recognition.

**Salient features of this method:** H.E. Palmer describes the principal features of directed method.

- Translation has to be banned from classroom. The mother tongue should never be used, not even a bilingual dictionary be referred to.
- Oral learning proceeds reading and writing
- Pronunciation should be systematic based on more or less on the phonetic basis.
Vocabulary and structures are learnt by questions asked by the teacher and answered by the students.

Grammar is taught indirectly through examples: the rules are derived.

Correct pronunciation is to be emphasized.

The major guidelines in this method are

Never explain : act.
Never make a speech : ask questions.
Never imitate mistakes? : Correct.
Never speak with single words : use sentences.
Never speak too much : make students speak much.
Never use the books : use your lessen plan.
Never go too fast : keep to the pace of the students
Never speak slowly : speak normally
Never speak too quickly : speak naturally
Never be impatient : take it easy

Techniques used in the direct method:

The following techniques are used in this method.

- Learners read out sections of passage, play, or dialogue loudly. The teacher uses pictures, gestures or other means to make the meanings of the text clear. The teacher never uses the mother tongue of the students. No translation is used under any circumstances.

- Learners are encouraged to think and communicate only in English. Learners should ask questions and give answers only in English, the target language.

- Fill in the blank exercises are given without giving grammar rules. No mother tongue is used.
No explicit teaching of grammar is allowed.

The teacher reads passages and students are to write down what they have heard, dictation is given after listening practice.

Vocabulary is emphasized over grammar.

It is based on situations (for instance, doing shopping) or topics (such as, successful marriage, pros and cons of business etc).

Oral communication is basic and pronunciation receives a lot of attention.

Testing of students is done both orally and in writing. Interviews may be conducted.

Merits of this method

- It saves time and energy for the teacher in not having to translate
- It gives good training practice in listening and speaking.
- It encourages the learners to read more about English language.
- The learners get a lot of exposure to the English language.
- The use of pictures, objects, models, illustrations, actions and demonstrations make the lesson interesting and lively.

Limitations of this method

- The direct method has certain limitation which makes it impracticable in our schools and colleges.
- As emphasis is more on listening, reading and speaking, writing is neglected.
- This method will not be successful without an efficient language teacher.
- Individual care and attention cannot be given because many classes are overcrowded.
- It would be too difficult for average and below average students.
- It is difficult to explain the abstract words meaning because mother tongue is ignored.
- Scarcity of competent teachers and as it is time consuming.

**Comparison of grammar translation and direct methods**

<table>
<thead>
<tr>
<th></th>
<th><strong>G.T.M</strong></th>
<th><strong>D.M.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Not a method in the modern sense since it has no systematic principle philosophy or approach.</td>
<td>Not a method in the latter sense since it is not based on principles, philosophy or approach.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>The native language of the learner and target language are used: the teacher must know both language.</td>
<td>It is monolingual method. The teacher is not required to know the native language of the learner.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>The focus is on the literary materials elected for reading purpose: so, the culture of the people who use the target language is also emphasized.</td>
<td>Not all the teachers are fully equipped to teach using only the target language: teachers must be highly competent in English if this method is to be used for teaching English.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>The spoken aspect is neglected: reading aloud is encouraged.</td>
<td>Speech and oral communications are emphasized.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>The resources of the native language (c1) are fully exploited.</td>
<td>The resources of c1 are not utilized.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Grammar rules are given importance: they are to be learnt by heart. Grammar</td>
<td>Grammar is not taught explicitly: no grammar rules are to be given.</td>
</tr>
</tbody>
</table>
teaching is deductive (eg from rules to examples)  Grammar teaching is inductive (ie only examples) if at all necessary.

7 Easy to explain the meanings of words and phrases in both the languages: so meaning is made clearly by using native language of the learner. 7 Explaining meanings is complicated: it has to be done through pictures, situation, body language etc.

8 Expansion of vocabulary takes place and a better understanding of the two linguistic systems is expected. 8 It often becomes time consuming and difficult in large classes.

9 Difficult to use in classes where learners have several languages as the mother tongue. 9 There is more interaction in the class; the learners are encouraged to use the target language.

10 Exact translation becomes too difficult in areas like, culture, religion, food, clothing etc… 10 Thinking and communication in the target language take place.

11 Not much interaction in the class it is academic and dull. 11 More interesting and lively since it is situational.

12 The teacher is the authority in the class. 12 The teacher directs and guides the class.

13 Mostly writing and comprehension are tested 13 Spoken skills and writing are tested.
3.4.3 The Bilingual Method

Dr. C.J. Dodson (1962) of the University College of Wales was the originator of the Bilingual Method. This method was first adopted by Dr. C.J. Dodson who also experimented it on students and achieved good results. As he suggests, the method makes use of two languages, the mother tongue and the target language. This can be considered a combination of the Direct method and Grammar translation method. It aims to make the learner’s bilingual - the ability to use two languages equally well.

A few scholars in Andre Pradesh led by Prof. H.N.L. Sastry conducted experiments in local schools using Bilingual method. The class was divided into two groups - one, the experimental group using the Bilingual Method and the other the centric group using the direct method.

The followings are the results after conducting experiments in the local school. They were able to achieve good results by using Bilingual method.

- It was unnecessary and time consuming to reach all items through direct method.
- The teacher was not sure whether the students really understood the meanings by this method.
- On the contrary, using the mother tongue by the teacher saved time and made the meanings of English words and sentences clear.
- The experimental group had a lot of time for practice in English, once the meanings were clear by the use of the mother tongue by the teacher.
- The teacher was able to establish good rapport with the students in the experimental group.
- The results at the end of a month’s teaching showed that the experimental group scored better than the centric group.
Main aim of this Method

There are three main aims of the Bilingual Method.

- To help the students to speak the target language clearly and accurately
- To make them write English fluently and accurately
- To enable the students to use his mother tongue concepts for bilingual proficiency.

Principles of Bilingual Method

- This method utilizes the student’s language habits.
- Words and sentences in target language are presented with equivalents in the mother tongue.
- Pattern practice in the target language is immediately taken up rigorously.
- Sentence is not the word, is the unit of teaching.
- Time saving can be utilized for practice.
- Grammar of the target language is well explained through c1
- The use of c1 is restricted to the teacher only
- Students never say anything in their c1
- Use of mother tongue is gradually reduced.

Merits of the method

- It ensures that fluency and accuracy is learnt through out pattern practice.
- Use of mother tongue minimally helps in full understanding of the concept and grammar.
- It promotes accuracy as it places emphasis on speech and writing.
- As instructions are given in mother tongue the chances of going wrong is less.
- No need for audiovisual aids.
Even an average teacher can work out this method successfully with a little preparation.

**Drawbacks of the method:**

- There may be some confusion which contrasts the features of the tongue with those of the target language.
- It may degenerate into a pure translation method if the teacher fails to handle it properly.
- Pronunciation of English by the learners may become defective and ineffective because of the use of both target language and the mother tongue by the teacher.
- It can be useful only in the lower classes.
- Not a healthy practice for the English teacher and the taught.
- The teachers’ teaching will not improve.
- No chance for developing skills of reading and speaking
- Except a few, all the other students may wait for mother tongue translation.

**Comparison between Direct method and Bilingual Method**

<table>
<thead>
<tr>
<th>The Direct Method</th>
<th>The Bilingual Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mother tongue is not used</td>
<td>1. The mother tongue is used but in a restricted manner.</td>
</tr>
<tr>
<td></td>
<td>The mother tongue of the student is used by the teacher</td>
</tr>
<tr>
<td></td>
<td>only.</td>
</tr>
<tr>
<td>2. The teacher spends more time in creating situations.</td>
<td>2. The teacher does not create any situations and so saves a lot of time</td>
</tr>
</tbody>
</table>
It needs specially trained competent and efficient teachers. Even an ordinary and average teacher can handle the class and teach.

The teacher is not sure whether the students have understood the language introduced through situations. By using the mother tongue, the teacher ensures that students understand what he says to introduce the language.

There is less time for reading and writing and practice. There is adequate time for practice, reading and writing.

### 3.4.4 Text book method

This method, also known as the Text book method or Reading method, or new method or Dr. West’s New method, came into vogue as a reaction to the Direct method of teaching English in India. Training College in Dacca, and Director of Education in Pre-partition Bengal formulated this method. Dr. West argued that for Indians, the ability to read fluently in English was more important than reading in English. He developed the reading method at the end. To make the learners fluent readers is the objective of this method.

This method did not become popular because of the exclusive emphasis on reading and it failed to teach the other skills side by side. Reading alone silently tends to make the classroom dull and boring. We can say easily, it is an individual entered method and did require a teacher. He targeted the school dropouts. His firm belief is that “learning to read a language is by far the shortest road to learning to speak and write it”. (p.203).
Main principles

- The ability to write for Indian students is more important as it would help them in self-education.
- Vocabulary should be simple and has to be selected according to the mental development of the students.
- It permits the frequent use of the mother tongue.
- It is the reading which promotes the skills of speaking and writing.

Merits of this method

- It helps the reading ability which is an essential aspect of the language learning.
- Importance to silent reading encourages comprehension.
- Students can easily develop speech and writing through reading.
- It cultivates a habit of reading.
- It is self-activity because they go for silent and oral readings.

Drawbacks of this method

- As this method gives importance to reading, it ignores the other three language skills
- Silent and fast reading is very difficult to monitor the students by the teacher.
- It ignores grammar and composition
- More reading becomes dull and monotonous.

3.4.5 The Audio-Lingual Method

The audio-lingual method was developed in America in the nineteen sixties. A language teaching method can be based on rigorous scientific disciplines like linguistics and psychology. The originator of this method was William Moulton. It focuses upon the learner’s ability to gain. The communicative skills especially listening and speaking are in the target language.
**Principles:** The most important version of the structural approach was called the audio-lingual method and it was at the light of its popularity during the period 1958-1964. The principles of this approach are the followings.

- Language is speech not writing
- A language is what its native speakers speak, not what someone thinks they ought to speak.
- Languages are different: they have similarities and differences which can be systematically studied.
- Language is a set of habits.

**Salient features of this method**

- Language teaching with the spoken language: the material is taught orally before it is presented in the written form.
- The target language is the only language of classroom: the mother tongue of the learners should be ignored.
- New language items are introduced and practiced situationally through contextualized service vocabulary.
- Items of grammar are called structures and graded following the principle that simple forms are taught before complete ones. Grammar is induced from examples given and no explicit grammar rules are provided.
- Reading and writing are introduced once a sufficient basic and grammatical basis is established.
- The teacher is the role model for imitation: student to student interaction takes place in chain drills or when students take different roles in dialogues.

**Techniques used in this method:** Some basic Techniques used in the audio-lingual method are similar to the ones used in the direct method. The important techniques are:
i) **Dialogue memorization**: Short periods of conversation between two people are used; students’ memorized sentence patterns and grammar points are included in the dialogue.

ii) **Chain drill**: The teacher begins the chain of asking questions and the students begin answering one by one; after receiving response from one student the teacher turns to the next student, greets and asks questions; the chain continues.

iii) **Repetition drill**: Students are asked to repeat the teacher’s model as accurately as possible.

iv) **Substitution Drill**: The teacher says a line, usually from the dialogue leaving out something that requires a word or a phrase. The students fill up the place with appropriate word or phrase. The number of slots may be increased progressively.

v) **Questions and answer drill, transformation drill**: Students are asked to give sentences, questions. Grammar games, designed to practice a grammar point within a context, are played.

**Merits of this method**

- Speaking was finally recognized as being primary to language learning’
- Graded structural practice was given through the use of dialogues.
- It paves the way to reading and writing of English.

**Drawbacks of this method**

- It is more suited to lower classes’
- Only certain well selected sentence patterns can be taught.
- It is difficult to apply this approach to every sphere of teaching and testing.
- It demands too much of material aid, in order to create a real life situation.

Hence, we have discussed five major methods of English language teaching with different perspectives and spheres. Its observation is that each method has its own
strength and weakness, merits and demerits. The teacher of English language cannot be very stern and strict with a specific method of teaching. The teacher cannot be right in choosing only specific method of teaching according to one’s own whims and fancy. Thus a real committed teacher must choose an appropriate method according to the mental ability and needs of the students.

3.5 Major approaches of teaching English

“An approach is a set of assumptions dealing with the nature of language and the nature of language teachings and learning”. An approach is the same as the method. It tells us what to teach, while a method tells as how to teach; in language teaching only that method which is suitable for what is to be taught can be used. An approach gives importance to utility and habits and leads to further building of that language.

The first researcher in this field was Palmer who emphasizes on pattern practice with controlled vocabulary. Later A.S. Hornby and L. Bloomfield also joined in Hornby’s “A Guide to Patterns and Usage in English. It deals with pattern and usage. The writings of Palmer and Trence in England and those of Tries and Henry Lee Smith in America have contributed a great deal to the development of structural approach. The important approaches to the teaching of English are as follows.

3.5.1 The structural approach

Brewinten says,” The structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement”. It is based on the assumption that language can be best leant through a scientific selection and gradation of structures or patterns of sentences or vocabulary. The emphasis is on the teaching and learning of essential structures in English.
Aim

Menon and Patel enumerate the following aims of structural approach.

- To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
- To enable the students to attain mastery over an essential vocabulary of 3000 root words for active use.
- To correlate the teaching of grammar and composition with the reading lesson.
- To teach the four fundamental skills namely listening, speaking, reading and writing.

Principles: F.G. Trench has enlisted the following principles of structural approach:

i) **Importance of speech:** In learning a second language, speech is given more importance than reading and writing. Structures are presented orally and students present them through a number of drills.

ii) **Formation of language Habits:** This approach takes care that learning of a language is a habit formation process. Use of linguistic drills and exercises enable the students to learn the structure of English consciously and automatically with easy speech and accuracy.

iii) **Learners activity:** It places more emphasis on learners activity than the teacher activity. It is the child who is the learner; so he must be actively involved in the teaching learning process.

iv) **Mastery of structures:** In this approach, the stress is on the acquisition of vocabulary. This gives good result in learning of English effectively.

v) **Meaningful situation:** The teacher is expected to create meaningful situation to master the structures.
Merits

- Speech is emphasized.
- Language learning becomes a habit with the student.
- It helps the students to acquire fluency.
- Language is taught in meaningful situation.

Drawbacks

- It emphasizes on oral work and neglects reading and writing.
- Learner’s mother tongue is exploited. They find it difficult to understand meanings of English.
- It needs competent teachers but now teachers trained on these lines are not available.
- It is not suitable for higher classes. For higher classes need more creative use of the language.

Types of structures

According to Prof. Hornby, “Structures are the devices that we use to make signals, to convey meanings and to indicate relationship”. In English the arrangement of words in the sentence is more important than the grammatical form of the word. Using the same words in two separate sentences in a different order, yields different meaning. The different meaning is because of the different arrangement of words. The different patterns of words are called structures. The types are: 1. Sentence patterns. 2. Conversional format. 3. Phrase. 4. Idioms.

1. Sentence patterns: An ordinary sentence in English mainly consists of two parts, a subject and predicator (verb).

Eg) He is studying. Birds chirp.
These above two sentences do not occur always. There are three parts and more than three parts sentences are there.

Eg) i) The boy ate an apple. (Direct object)

The blood is red (complement).

Here the predicate consists of two parts. The first is verbal which needs a complete. It may be called a direct or complement.

Eg) ii) She gave me (d1) a pen (o2) (object1, and object 2)

They elected Sachin captain. (Object and complement)

Here the predicator has two parts. They may be two objects or one object and one complement.

There are 8 basic sentence structures in English. From these various other forms of sentences can be formed. Let us see the different structures of sentences one by one.

1. Subject + verb = Birds chirp.
2. Subject + verb + adjunct (place) = The pen is on the table.
3. Subject + verb + complement = He is happy.

He is a writer.

4. Subject + verb + object(D) = I killed a snake.
5. Subject +verb +object(D) + Adjective(p) = He kept the duster on the table.
6. Subject +verb +object(D)+ complement(o) = They made him happy.

They made him a captain.

7. Subject + verb +object(I) +complement(D) = I gave him money.
8. Subject +verb +object(I)+complement(s) = She prepared him a delicious food.

When the students understand and get familiar with these basic sentence structures, they will create more and more derivative structures from these above ones.
2. **Conversational formulae:** There are a few conversational formulae in the language that are often used during our daily conversations. Some of them are the following.

1. Greetings like ‘Good morning’ How do you do? Fine morning, Have a nice day
2. Greetings on occasions like ‘Happy Birth day and many more happy returns of the day.
3. Accepting an invitation sayings ‘Thank you, happy to be a part of celebration.
4. Permission like ‘May I come in?’
5. Obligations like ‘we must exercise our vote’.
6. Determinations like ‘I will work hard’.
7. Possibilities like ‘It may rain today’.
8. Abilities like ‘I can speak English’.

3. **Phrases:** In English, phrases are a group of words without a subject or a verb and are used as single word within a sentence; it is called a style of expression or phrase.

Eg,

- Call on’ is a phrase which means ‘make a visit’
- Call up’ is a phrase which means ‘make a phone call’

These are prepositional phrase where a preposition is followed by a nominal group. It plays a role of an adjective or with an adverbial function.

Eg,

- A man with knife
- A man behind the screen

There are also phrasal verbs. Adverbs that join with verbs are called adverbial particles. The verbs together with the particles are phrasal verbs.

Eg,

- The bus broke down on the way
- The fire broke out suddenly

4. **Idioms:** Idioms are again a group of words but they always be taught as a whole and can not be separated. Each language has got its own idiomatic expressions.
Eg, To nip in the bud, means stop at the beginning itself

To smell a rat means suspect something

3.5.2 Situational approach

Language is mainly for communication. Therefore, it has reference to life situations. C.C.Fries, “the only true and correct meanings of words are the situations in which they are used”. (p.173). Situations are varied in that some are real or contrived situations, some are visualized and few are verbal. Each and every word can not be verbally explained. So some words should be presented through situations; what the students can see, hear or touch is real situations.

Kinds of situations: The learner’s situations consist of the following. What can be directly experienced in the classroom, what he has already experienced outside the classroom and recalls with slight effort, what he has not yet experienced directly but can visualize with some effort of imagination.

1. I am cleaning the window 2. The teacher is rubbing the blackboard with duster.

Another real situation is what the students can recall to mind. It may be an everyday happening with which they are familiar. For instance, simple present tense refers to certain habitual actions. Eg, 1. The class starts at 9.30 a.m 2. I come to school by bus.

Some universal truths or event also are easy to explain because they experience them. Eg. 1. The sun rises in the east, 2. The sun sets in the west.

There are situations which can be artificially created. A resourceful teacher can create a meaningful situation by helping students to understand through visual aids. They are called contrived situations. For example, pictures, flash cards or blackboards; even dramatization are contrived situations that can bring alive the word meaning. For example, abstract words like truth, honesty, sincerity can be explained by narrating a story. A real and visualized situation is very effective and hence should be resorted to by
any English language teacher, before a verbal explanation is given. At times combinations of all these situations are also possible and desirable.

**Merits**

- It makes learning of language easy, effective and logical and the language is made really lively and interesting.
- As it is taught through situations, they will be learnt more effortlessly by the students.
- Use of mother tongue is discouraged.
- Provides a lot of drills and pattern practice.

**Drawbacks**

- Only selected words and structures can be taught by this approach.
- It suits only classes.
- While drilling class becomes dull and boring.
- It needs competent teachers.
- It cannot teach prose, poetry and composition.

**3.5.3 Oral approach**

Learning mother tongue begins with speech. The child is able to utter the words by sheer imitation of the sounds even before knowing the actual meaning of the words. Some basic principle of listening and speaking can be used in learning the second language too. Acquiring a language is an art like every other art; it must be acquired by constant practice in speaking. Repeating the sentence structures often will lead to learning the language without much effort.

**Merits**

- The oral approach is also called the aural-oral approach for listening and speaking are inseparable.
Prompt corrections are possible.

It helps the slow learners to have sufficient self-confidence and use the language without any inhibition.

It is easy for the teacher to handle the students for practice.

It is the only way by which we can ensure economical use of class time.

**Drawbacks**

- Correction of pronunciation is not totally possible if it is a large class.
- Adult learners are often shy to speak English.
- It is time consuming and laborious process of oral practice
- Those teachers who lack resourcefulness cannot talk fluently

### 3.5.4 The communicative approach

The communicative approach was born during the early years of the 1970s, simultaneously in Europe and North America. It is more in the direction of meaning as well as in that of a language classroom which allowed the learner to have initiative and choice. The term 'communicative approach' refers to the development of language learning or teaching from rule-based to a meaning-based approach and the shift from teacher-centred to learner-centred classes. The purpose of communication is five-fold. It helps in a function of revealing oneself. It tries to control the listener. It establishes relationships. Any information is conveyed to the listener. It provides a means to creative use of language as poetry. In the opinion of Strvens (1985) there are six types of communicative function, namely, judgment and evaluation, persuasion, personal emotion and emotional relations with the persons spoken to.

**Communicative competence**

According to Hymes (1972) according to him communicative competence is defined as, “the knowledge both of rules of grammar, vocabulary and semantics and rules
of speaking”. But for Widdowson (1985) “the ability to cope with the interactive
structuring discourse” in short, communicative competence means, the ability to use the
rules of grammar of the language to form grammatically correct sentence and the use of
language appropriately.

Methods followed in the approach

- The method is function based and task-centered
- The teacher is given some activities
- Making a request for something
- Making a phone call
- Drawing somebody’s attention
- Reserving the ticket in the railway station
- Greeting the people
- Introducing oneself or others etc and the student is trained to perform these
  activities, with the teacher as the co-participant in performing the activity.
- Use of mother tongue or translation is allowed to help the students to perform the
  task
- Students are motivated to speak freely and confidently without any inhibition
- The teacher prepares questions on the dialogue/task practiced and elicits answers

Techniques used in communicative approach

In the communicative language teaching the following techniques can be used in
the classroom. Language games such as word hunt, word building, word puzzles, tongue
twisters etc can be used.

i) **Mind engaging tasks:** communicative activities are based on the implicit
   recognition that a learner learns best when his/her mind is on language itself.
   Hence, problem-solving activities are a part of the communicative approach.
ii) **Retrieving text order:** it is done through scrambled sentences and scrambled picture techniques.

iii) **Role play:** since the ability to manipulate language in a social context is an important aspect of communicative competence, most communicative materials include role-play as part of activities.

iv) **Other techniques:** it may include storytelling, question and answer session, interview, debate, group discussion, expressing opinions, giving comments, narrating a sequence of events, preparing a gist of text, letter writing, writing of dialogues, reports and notices

**Merits**

- Students feel confident and better learning becomes a self-generating exercise
- They get more time for language practices
- Students acquire fluency, accuracy and appropriateness of language usage
- It helps each individual to remove one’s shyness and show individuality in using English

**Drawbacks**

- The use of authentic language may take it difficult for a teacher who is not proficient in English
- Overcrowded classrooms and unwieldy benches make group work and face to face discussion very difficult to organize
- This approach leaves a gap between what is taught and what is learned and leaves something for the student to find out for himself

**3.5.5 Eclectic approach**

Eclectic approach is mixing up of various approaches. The word “eclectic is an adjective which denotes various systems, doctrines or schools or thought considered fit.
Educationists and scholars try to pick out the best from various methods and approaches which would be applied to peculiar situations. This is all comprehensive, all pervading method or approach known as eclectic approach.

Every method has got pros and cons. The grammar –translation method concentrated on reading, vocabulary expansion grammar comprehension and understanding of literary texts but it ignored speech and oral interaction. The reaction to this was direct method that gives importance to speech and oral –aural activities but ignores writing, grammar, literary texts and the resources of the mother tongue of the learner. Similarly the structural method is oriented with its emphasis on phased, controlled, meaningful repetition and drills and substitution tables but ignores the communication and functional aspects. CLT on the other hand emphasizes communication in authentic situations but ignores accuracy, grammar and the resources of the mother tongue of the learner. There is no perfect method or a standard prescription for all situations.

Most language teachers, even the serous and dedicated one’s know that no methodology or methodologist has all the answers to all the problems in all possible situations; each approach, method or techniques has something interesting to offer; we can only regard them as resources and not as solutions. What is new is not necessarily better or what is imported is not necessarily more effective than what is locally experimented and evolved.

Mackey (1965) in Language Teaching Analysis pointed out; such terms as the direct method, the simplification method; the situation method, the natural method, the film method, the conversational method, the oral method, the linguistic method, can only be vague and inadequate because they limit themselves to a single complex subject, implying that aspect alone is all that matters.
The same is true of later methods too. Twenty years later Michael Swan in ‘A critical look at the Communicative Approach (ELT Journal, 1985) says; “During the last few years, under the influence of the communicative approach language teaching seems to have made great progress. Syllabus design has become a good deal more sophisticated and we are able to give our students a better and more complete pictures than before of how language is used. In methodology, the change has been dramatic. The boring and mechanical exercise types which were so common ten of fifteen years ago have virtually disappeared, to be replaced by a splendid variety of existing and engaging practice activities.”(p.64).

3.6 Conclusion

In teaching English, various methods and approaches have been popular. Each method and approach has its own merits and a few demerits. Teachers did not teach the first language but they teach the second language namely English with much problems. Several humanistic approaches like Caleb Cattegno’s Silent Way (1972) which helps learners develop their own inner criteria’ Georgi Lozanov’s Suggestopedia (1978) which advocates a childlike role of learners to make them feel secure and less inhibited so that they can be more spontaneous, Asher’s total physical response approach (1982) and the national approach (1983) of Krashen are some of the competing approaches that claim to be innovative and effective. All these various ‘approacher’ ‘methods’ and ‘techniques’ have put the learner and the teacher in a buyer’s market; they can pick and choose from the variety of ideas available in the supermarket of language teaching. Language teaching is no longer visualized in terms of a single undifferentiated methodology. Language teaching can break away from the ‘method concept; teachers can become aware of the possibilities, build up their resources and get educated and not just trained. That can pave the way for eclectic style of teaching.