CHAPTER IV

TEACHING OF ENGLISH IN INDIA

With the continuing globalization of markets and internationalization of trade, professionals from a wide range of organizations and large multinational corporations from small to medium size enterprises, which are increasingly coming together to do business in the international workplace, a common language becomes essential. Such international events usually bring together people from different linguistic and socio-cultural backgrounds with the result that a common language of communication is frequently adopted. More often than not this lingua franca is English. Day to day advancements in scientific and technological world can be met only with proficiency in English. So it is essential to teach English right from lower levels to attain the required proficiency in it. Having determined the aims and objectives of teaching English, the teacher selects a proper method or combination of methods to teach the language to his students. All his efforts are concentrated on the objectives, which he desires to attain safely well on time.

Edward Anthony, an American applied linguist, identifies three levels of organization and conceptualization, which he terms as approach, method and technique. An approach is the level at which
assumptions and beliefs about language learning are specified. Method is the level at which theory is put to practice and choices are made about using a particular skill, selection of content and order of presenting the content is made. Technique is the level at which classroom procedures are described.

An approach in the field of teaching a language is a broader term than a method. The literal meaning of this word is “coming near”. An approach is a matter of principles, and they are derived from a critical study of the nature of language. “It states a point of view or philosophy or an assumption which one believes but cannot necessarily prove” (Anthony 1917:63) Method is a complete plan for systematic presentation of teaching material. A method is based on some approach.

“Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach” (Anthony 1917:64). Thus a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.
Present Methods of Teaching and Learning English

There are a few methods in use while teaching English as a second language in different stages of our curriculum.

The Grammar Translation Method

The Grammar Translation Method is a very old method used in the field of English teaching in India. The method became popular since the time the British came to the country. This method has been followed everywhere in India particularly where the necessity of learning a second language other than the regional language has been felt. This method has been followed by teachers when teaching even the classical languages like Sanskrit, Persian, German etc., While following this method, the teacher of English makes use of the mother tongue of the learners. A word-to-word translation of English words, phrases and idioms into mother tongue of the learners is taught.

The method is based on three sound principles. The first principle is translation, which interprets foreign phraseology. Secondly foreign phraseology is simulated in the process of interpretation, and finally the structure of a foreign language is best learnt when compared and contrasted with that of the mother tongue.
The procedure of this method is economical because it saves time. But the intention of language learning is not saving time. The students learn the words, phrases and idioms of the language easily and quickly because they have to search their equivalents in his mother tongue. This method is based on a sound maxim of teaching that is proceeding from known to unknown. Having acquired a sufficient background in the mother tongue they start learning the foreign language. The students’ comprehension can be tested by this method. Grammatical rules are easily understood in the mother tongue. The structures of English are easily learnt when they are compared with the structures of the mother tongue.

Linguist has pointed out several limitations of this method. Every language on earth has come out of a specific culture which is shaped by its geographical situations, climatic nature, human beings, their habits, their ways of living and behavior etc., there is hardly a prefect language on the earth which can interpret all cultures and environments. “The vocabulary idioms and phrases, which is evolved in the culture and environment of a particular nation seldom find matching equivalents in any other language”. (Jain 1923:27)
Without a sound knowledge of the grammatical basis of the language, it can be argued that the learner is in possession of nothing more than a selection of communicative phrases which are perfectly adequate for basic communication but which will be found wanting when the learner is required to perform any kind of sophisticated linguistic task.

Another advantage of this method which the teachers observe is that it is easy to apply and does not require a teacher who is a fluent speaker of the language. Moreover, it can be taught to classes of any size even by a teacher with an imperfect knowledge of the language and no special teaching techniques.

In spite of the above advantages, the grammar translation method has its own disadvantages. For example, there is no attention paid to accurate pronunciation. Furthermore, there is no attention paid to the use of language in communication and the activities of listening and speaking. This means that the teacher through the classroom discussion of grammar rules and the exceptions of their rules presents structures of the language. Then, these rules are followed by written exercises to see if the students have grasped the details or not. But the problem emerges in ignoring the active oral use of the language by the students. Consequently, students do not feel that they have
mastered the rules of the target language. Their role in the classroom is for the greater part of the time a passive one. They only absorb and then re-constitute what they have absorbed to satisfy their teacher.

**Direct method**

Direct method is a reaction towards Grammar Translation Method (GTM). GTM is a classical approach of teaching English while Direct Method (Dm) is based upon the natural approach. A language is learned normally in the way we learn our mother tongue. But while using this method stress is laid more on spoken skill rather than other skills. In this method Grammar is not taught deductively but inductively. It is a parallel to the Romantic Movement in English literature due to its revolt against GTM as most of its qualities are contradictory to GTM.

The teacher while using Direct Method is to *identify* students who are fluent in speaking. There is no translation unlike GTM. The teacher would use audio-visual aid or any other tool to create a direct bond between the meaning and the language. The language taught in this methodology is natural and fresh. The syllabus used to be situational for example, in the situation of a Bank—the language of a Bank is used.
In the class-room, where English language is taught, there is no list of vocabulary given. All vocabulary is used in the context. The students are given an ample chance to speak what they like to speak according to the given situation. In this methodology teacher has to demonstrate. He should be imaginative and quick. Pronunciation is also very important in Direct Method. Teacher should expect that the pronunciation should be corrected by the student through the instructions of the teacher. Students are never asked to translate passages into their native language instead their apprehension of the meaning is tested by questioning and discussion in the target language. So the classroom is continually filled with the sound of the target language and all activity is closely linked with its use in speech and writing.

The Direct Method provides an exciting and interesting way of learning the foreign language through activity. It proves to be successful in releasing students from the inhibition which is too often associated with speaking a foreign tongue particularly at early stages. The goal of the teacher in this methodology is to enable the students to talk and think in foreign language. So, there is no use of native language in this methodology. The student speaks the target language freely according to the situation given to him.
In fact, the teacher, in this methodology is the initiator of the activities. He provides chances and creates atmosphere and situations for the students. The learners are more active here. The teacher and the learner, both are partner in the class-room but most of the time the students speak and the teacher only tries to correct him.

Here in this methodology, the interaction comes from the both the sides. Teacher interact with students and students interact with the teacher. Students also converse with each other. So the main role is played by the students because unlike GTM, they do a lot to make themselves competent in speaking foreign languages.

There are some disadvantages in Direct Method. First of all, it develops oral skills but the writing and reading is neglected. Second, there is no translation. Communication Approach says that translation should not be totally banned. The advocates of this method say that the mother tongue is a resource which should not be exploited. Third, this methodology causes a lot of problems for the teacher. He may perform some tricks to make the concepts clear. Fourth is about testing because testing a spoken language is not an easy task.

The main objectives of direct method are first it aims at bringing thought, experience, language, closer expression and it establishes a
contact between the idea or thought and its expression, in other language L2. The other language does not remain far from the learner and he starts thinking and speaking in it. The concept is gathered as soon as it is read, heard or felt. This happens without the help of mother tongue. In expression also, the idea is directly passed through speech or writing without translation. Thus mother tongue barrier is crossed. English takes a place of priority. So learner follows what he reads or listens in English. He speaks or writes whatever he thinks in English. In due course of time the learner develops a sense of correct usage in English through direct association with objects.

The Situational Approach

The Situational approach was the accepted British approach to English language teaching in the 1950s. The characteristics of the approach are to begin language teaching with the spoken language. Material is taught orally before it is presented in written form. The target language is to be followed in the classroom also. New language points and vocabulary are introduced and practiced situationally. Simple forms of grammar are graded and taught first and complex ones are introduced later. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.
This approach like the Direct Method follows an inductive approach to the teaching of grammar. The meaning of words or structures is not given through explanation but induced from the way it is used in a situation. Explanation is therefore discouraged, and the learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. The learner is expected to use the language learnt in the classroom to situations outside the classroom. Accuracy in both pronunciation and grammar is regarded as crucial and errors are to be avoided at all costs.

Situational language teaching employs a situational approach to present new sentence patterns. The practice techniques used to practice language are oral practice, pair practice, guided repetition, substitution activities and group work. In the initial stage the learner is required to listen to the teacher and to respond. In the later stage the learner is encouraged to participate actively. The learner asks questions and answers and practices the language.

The teacher serves as a model and a skillful manipulator using questions. He uses commands and other cues to elicit correct sentences from the learners. Lessons are hence teacher directed and teacher sets the pace. The classroom activities are based on teacher’s
choice and totally controlled by the teacher. Students are given chances to use the language in less controlled situations during the practice sessions. The teacher becomes very essential for the success of the method. The teaching is dependent on the textbooks and visual aids used. The lessons are planned around different grammatical structures.

There are sequence of activities like listening, choral imitation, individual imitation, building up a new model elicitation, substitution drilling, question and answer drilling and correction of mistakes. But all these activities do not allow student autonomy. The situation is teacher controlled. The text materials, selections of situations are done by the teacher according to learner level. This approach focussed on grammatical structure and oral skills. It was successful in countries were emphasis was given to grammar and sentence structure along with oral skills.

**Dr.West’s Method or the Reading Method**

The Reading Method came as a reaction against the Direct Method. The Direct Method stresses on the training of the pupil’s speech whereas Dr.West’s Method lays emphasis on their reading habits. The intention of advocating this method is to broaden the
pupil's mental horizon so that they may not be self-centred and narrow minded. Development of reading skill is considered to be an important aspect of learning the language. Dr. West recommends two types of reading in this method: oral reading and silent reading. Much stress is given to silent reading.

The grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

This method lays more emphasis on reading. A bilingual child does not need much to speak in the second language. He requires only reading ability. When the pupil read fluently he would have a sense to enjoy reading before paying attention to speech. This will make the child's progress faster and easier according to Dr. West.
In India English is taught for the following purpose. It is taught as a language of science and technology. No Indian languages have taken the place of English in the field of science. It is a means of communication among people of the different countries of the world. It is a language of trade and commerce. It is an international language.

It aims at developing the skill of reading, which is considered to be an important aspect of learning the language. The oral reading and silent reading lead to comprehension of the language. The skill of reading, when developed as habit keeps the child active. The learners' expressive ability—writing and speaking—is based on their passive activity, i.e., reading. It is an easy method because it does not stress on phonetics. It develops pupils' taste for English literature. According to Dr. West it develops a feeling of independency in the pupils. The learner learns the language by themselves. It helps the pupils to learn only correct forms of the language. The books deal with the correct form of the language. The use of the pupils' mother tongue makes the learning of the language easy. Through frequent repetitions of words pupil acquire a practical command over the language. It enriches the productive vocabulary of the students. The treasure of knowledge in various fields is unfolded to the pupils by
developing a habit of reading. It saves time and money. The pupils get rid of the extra load of grammatical rules.

It stresses on only one skill of learning the language, i.e., the skill of reading. The other skills are ignored. It is impossible to separate reading from speaking and writing. A good reader acquires proficiency in speaking and writing as well. So the skill of reading can be developed only after acquiring the skill of speaking the language. Reading alone is not an interesting work for the pupils. Dr. West is not true to his remarks “Speaking is more difficult than reading. So, students should start learning English by reading”. It has been seen that the ability of speaking is acquired more easily and promptly than that of reading. The learner cannot learn pronunciation through reading books. It can be learnt only by hearing and speaking the language. Dr. West’s over estimates the value of passive work. The pupil is debarred from the language feel only by practicing silent reading. The teaching of English becomes dull and monotonous. Grammar is not taught systematically. Mother tongue of the learner is unnecessarily used. The reading materials are bulky at earlier stages and lighter in the advanced stages.
Audiolingual Method

The next method that is used popularly is the Audiolingual method developed during the mid 1950s. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

Modern audio-lingual theory stresses listening, speaking, reading and writing in second language instruction. The importance of ear training in developing speaking proficiency receives particular emphasis. There are strong arguments, both physiological and psychological, for preceding speaking practice with training in listening comprehension.

When the students are required to speak from the outset the likelihood of errors is increased, apprehensiveness on the part of the student impedes learning and confidence develops slowly. When listening comprehension precedes speaking, the student’s initial experience includes more correct responses and more frequent positive reinforcement less apprehension and more rapid development of confidence in his language learning ability. Premature listening to his own unauthentic pronunciation and to that
of other students, may interfere with the students' discrimination and retention of correct sounds

Audio Lingual method focuses on listening comprehension, which is neglected in other methods. It is generally treated as incidental to speaking, rather than as a foundation for developing speaking skills. Classroom exercises are mainly speaking exercises in which the student hears an audio stimulus and then immediately imitates it or makes some other oral response. When students listen to and participate in exercises with partial sentences, backward buildup, pattern practice and pronunciation drills they are hearing unnatural speech.

The main idea is not to teach the exact meaning of every new linguistic element in dialogue or comprehension but rather to convey the general idea of the content. To provide additional listening comprehension can be embellished by making up facts about the characters, which are not in the dialogue using only previously known vocabulary. After the listening activity, a programmed true-false activity based on the dialogue in order to ensure comprehension is given to the student. The teacher checks the students' answers and if a number of students have difficulty with the item, the teacher is expected to play the passage again. If the language lab is used the
learner can have a control and listen to the passage until he grasps the context. This can be followed by a test of multiple choice questions. The need for the systematic development of listening comprehension becomes a prerequisite to develop speaking skills.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and overlearning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.
The Organized Method

The organized method is an improvement over the bilingual method, direct method and Dr. Wests’ method of teaching English. This method gives more freedom to the teacher, to lay down his own priorities according to the needs. He is not under the restrict requirements of the syllabus. He should have tests and examinations and also has to complete the prescribed course. Project is also an organized method. The organized method provides all the help of books, magazines, audio visual aids, libraries, tape recorder etc to the pupil. The T.V and Radio lessons are also used. The main features of organized method are that the teacher organizes the class into three groups-averages, below average and above average pupils. He meets the three groups in three separate sittings as an organizer. The text books, references, material aids are collected by the students under the guidance of the English teacher. They publish a magazine also. The creative aspect of the learner is encouraged. Students organize their dialogues, discussions etc and the teacher acts as a supervisor. The learners organize even big gatherings of teachers and students and this develops a confidence and stimulates them for further learning through organized method. This method does not play a
major role in Indian educational system at higher education in particular.

**Total Physical Response (TPR)**

This method of language teaching was developed on the principle of Asher that "A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, and creates a positive mood in the learner, which facilitates learning" (Asher 1977:4) total Physical Response is built around the coordination of speech and action. Asher draws three influential hypotheses for language learning theory. According to him, a specific innate bio-program for language learning which defines an optimal path for first and second language development exists. Secondly, brain lateralization defines different learning functions in the left and right brain hemisphere. Thirdly, stress intervenes between the act of learning and what is to be learned; lower the stress higher the learning.

An important aspect according to this approach for successful language learning is the absence of stress. First language acquisition takes place in a stress free environment while adult learning or second language learning creates stress and anxiety. The key to
successful learning is to “tap into the natural bio-program for language development and thus recapture the relaxed and pleasurable experiences that accompany first language learning” (Richards 2001:75)

The objective of TPR is to teach oral proficiency at the starting level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. This course aims at producing learning to learners who are capable of an uninhibited communication that is intelligible to a native speaker. Total Physical Response concentrates on meaning rather than the form of items.

Learners have a primary role of listener and performer. They listen attentively and respond physically to commands given by the teacher. Classroom activities include role play and slide presentation. Learners monitor and evaluate their progress. They are encouraged to speak when a sufficient basis in the language has been internalized. The teacher’s role is not much to teach as to provide opportunities for learning and is entrusted with the responsibility of providing the best kind of exposure to language so that the learner can internalize the rules of the second language. Krashen regards the comprehensible input and reduction of stress as keys to successful language
acquisition. This approach enjoyed its popularity because of the atmosphere it created for language learning.

**The Silent Way**

The Silent Way is a method based on the principle that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to speak the language as much as possible. This method views learning as problem solving, creative, discovering activity. Silence is considered the best vehicle for learning, because students concentrate on the task to be accomplished in silence and the potential means of accomplishment. Repetition according to Caleb Gattegno “consumes time and encourages the scattered mind to remain scattered” (Gattegno 1976:80). Silent way produces “inner criteria” (27) which plays a central role “in one’s education throughout all of one’s life” (29). This inner criteria allows learners to monitor and self correct their language. It is in the activity of self-correction through self-awareness that the Silent Way differs from other approaches.

The primary objective is to develop oral- aural skills in the target language. An immediate objective is to provide the learner with a basic practical knowledge of the grammar. Basically the Silent Way follows a structural syllabus with lessons planned around
grammatical items and related vocabulary. Language items are introduced according to their complexity and their relationship to what has been taught previously.

Learners are expected to develop independence, autonomy, and responsibility. Learning tasks and activities in the Silent Way have the function of encouraging and shaping student's oral response without direct oral instruction from or unnecessary modeling by the teacher. Learners feel comfortable both correcting one another and being corrected by one another. Teacher silence is the unique, and, for traditionally trained language teachers this becomes the most demanding aspect of the Silent Way. The teacher's role is to teach, to test and to get out of the way. The teacher silently observes the students interactions. The materials used in the classroom are designed for manipulation by the students as well as by the teacher, independently and cooperatively, in promoting language learning by direct association.

In the Silent Way the first part of the lesson focuses on pronunciation. After sound practice sentence patterns, structures and vocabulary are learnt. After the structure is understood the teacher creates a situation for the student to practice the structure. The method was not much in practice because the teacher's role was
primarily to introduce and watch rather to correct. Slow and dull learners were not able to take up the responsibility to figure out and test the hypothesis.

Suggestopedia

Suggestion is at the heart of the theory of learning underlying suggestopedia. The most important characteristics of suggestopedia are the decoration, furniture and arrangement of the classroom. The method was developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Learners learn not only from instructions but also from the environment in which learning takes place. The infrastructure of the classroom, design, interiors, personality of the teacher is also considered as vital.

The method aims at developing the advanced conversational proficiency quickly. Learning activities used in the method include imitation, question and answer and role play. The first phase is called the oral review session. The students look at a new text and discuss it with the teacher. In the second phase the students relax comfortably and listen to the teacher. After the introduction of new material the students discuss. The third phase is the important phase of this method. According to the words of Lozanov "At the beginning of the
session all conversation stops and the teacher listens to the
music...the teacher then begins to the read the new text...the students
follow the text"(Lozanov 1978:272) Learners are expected to involve
themselves free from distractions in the procedures of the method. At
the end of the session no homework is given to the students who are
requested to read before going to bed and in the morning. The
primary role of the teacher is to encourage positive response and
increase the retention of the learner.

Teacher is expected to show absolute confidence, maintain a
solemn attitude, respond tactfully, maintain enthusiasm, and display
fastidious conduct in dress and manners. The teacher is expected to
create situations in which the learner is most suggestible and then to
introduce new linguistic material. The method insists in the mind of
the student that suggestology is a science to learn a language. It is
with the student to believe and involve themselves. The student is
not forced or given any assignment to work on the material. This
method cannot be followed in the initial level of language teaching in
India. But the effective part of the method can be harmonized with
other techniques of language teaching.
The Substitution Method

The Substitution Method is an improvement upon the Direct method of teaching. This method removes some of the limitations of the direct method. As a method it means a system or a way of teaching English by substituting some words of one sentence for other words. It is a process where any model may multiply sentence indefinitely by substituting for any of its words or words groups, others of the same grammatical family and within certain semantic limits. The model sentence is used as a framework or mould.

Substitution method ensures the formation of correct speech habit. The students learn pronunciation, articulation, intonation and fluency by drill. This develops the power of thinking in the learner. They frame their own sentences. Word for word translation is avoided. This method greatly helps in developing the oral fluency of the learner.

Community Language Learning

Approach Community Language Learning represents the use of Counseling-Learning theory to teach a language, which was developed by Charles A. Curran. This methodology is not based on the usual methods by which languages are taught. Rather the
approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is further enhanced by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" (Slavin 1995:9) for the client.

Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to report target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure and to become counselors of other learners. "When faced with a new
cognitive task, the learner must solve an affective crisis. With the solution of the five affective crises, one for each CLL stage, the student progresses from lower to a higher stage of development” (La Forge 1983:44). The teacher is initially like that of nurturing parent. Later, the teacher monitors learner utterances, providing assistance when requested. Since CLL course evolves out of the interactions of the community, a textbook is not considered a necessary component. Materials are to be developed by the teacher.

The main drawback of CLL is lack of syllabus. This leads to “unclear objectives, evaluation difficulty and inadequate control of grammatical system of the target language” (Richards 2001:98). The teachers are required to be familiar and sensitive to nuance in both L1 and L2. The teacher must be creative to operate without conventional materials, depending on student topics to shape and motivate the class. The supporters of this method emphasize the positive aspects of this method. The materials are developed according to the need and requirement of the student. This creates an interest in the part of the learner. The test part becomes nonjudgmental because the teacher is not worried about the coverage of portions and results.
Communicative Language Teaching (CLT)

Communicative Language Teaching marks the beginning of the major paradigm shift in language teaching in the twentieth century. This is now viewed as an approach to make communicative competence as the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language forms, which leads to different roles for learners from those found in more traditional second language classrooms. The main intention of the student to master the target language is classified into five-point scale in CLT. First is to think that the learning of the target language will someday be useful in getting a good job. Secondly, it will help him to understand English-speaking people and their way of life. Thirdly, Knowledge of English is necessary to gain other people's respect. Next is for employment. Lastly the learner is to be enabled to think and behave like the native people.

CLT materials are divided into three kinds namely text-based, task-based and realia. The text-books typically consists of a theme, a
task analysis for thematic development, understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information. A variety of games, role-plays, simulations and task based communicative activities are prepared for task-based learning. Realia is based on signs, magazines, advertisements, newspapers for learning.

In CLT learner learns a language through using it to communicate. Authentic and meaningful communication should be the goal of classroom activities. Fluency is an important dimension of communication, which involves the integration of different language skills. Learning is a process of creative construction and involves trial and error. This approach appealed to teachers and learners who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. Communicative Language Teaching thus continues with its principle ‘Learner first, Learning second’ (Richards 2001:74)

The Natural Approach

Krashen and Terell introduced this approach in 1977 and identified the Natural Approach with what they call traditional approaches to language teaching. Krashen and Terell see
communication as the primary function of the language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. Language is viewed as a vehicle communicating meanings and messages. “Acquisition can take place only when people understand messages in the target language” (Krashen 1983:19).

The goals of this approach are development of oral and written skills which are considered as basic skills for communication and academic learning. In Natural approach, the emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures. The teacher talk slowly and distinctly asking questions and eliciting one word answers.

The learner is challenged by input that is slightly beyond his or her competence and is able to assign meaning to this input through active use of context and extra linguistic information. Learner’s roles are seen to change according to their stage of linguistic development. They are expected to participate in communication activities with other learners. The Natural Approach belongs to a tradition of language teaching methods based on observation and interpretation of
how learners acquire second language in nonformal settings. Natural Approach’s greatest claim to originality lies not in the techniques it employs but in their use in a method that emphasizes comprehensible and meaningful practice activities rather than production of grammatically perfect utterances and sentences.

**Task Based Language Teaching**

This is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. This approach is based on the principles that involve real communication which are essential for language learning, language is used for carrying out meaningful tasks to promote learning and language that is meaningful to the learner enhances the learning process.

The focus is on process rather than the product. Basic elements are purposeful activities and tasks that emphasize communication and meaning. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Learner performs the role of participant in groups, monitors class activities, takes risk in involving in new tasks and innovate activity for his group. Teacher assumes additional roles like selector and sequencer of tasks and preparing tasks for learners. This approach provides for
more effective basis of teaching than other language teaching approaches.

All these various approaches, methods and techniques have put the learner and the teacher in a buyer’s market. Language teaching can break away from the method concept and can build up resources to get educated and not just to be trained. The changing perceptions in the teacher’s role in language instructions moved the teacher from getting merely trained to education, development and to build up professional competence. This requires alternative ideas and approaches.

All these methods, approaches and techniques can be used by the English teacher in accordance with the situation, the psychology and the number of pupils at hand. Effective utilization of a selective method will bring about the required learning outcome.