CHAPTER 1

English Language Teaching in India;

A Chronological Overview

Among the various challenges India faces every day in education, English Language Teaching must be one of the crucial ones for it has an impact on every learner right from primary level to the tertiary level and even beyond in research arena.

India cannot be considered just like any other country in the world because it is secular with a multi-lingual background. Even in its geography, it is a land of striking contrasts. The northern part is crowned with the snow-capped Himalayas, the western part with the golden sands of the arid deserts, the eastern part with the luxuriant vegetation and the southern part with the warm evergreen forests.

Historically seen also, India has been under the rule of different kinds of rulers culminating with the British colonies till the nation achieved its Independence in 1947.

The Indian population enjoys the liberty of following any religion. Cultures vary accordingly. Languages are innumerable. The people of India have multi-dimensional interests, customs, conventions, habits and outlooks. 'Unity in diversity' is therefore the motto of national integration. This unity has to be reflected even in imparting knowledge to the learners in the same medium of instruction. But in India, there is a complexity in choosing a common language for educational purposes.
Among the population in India, majority in the north could follow Hindi though their mother tongue varies. But in down South there is no such common language but English which has been left as a legacy by the British colonies.

The constitution of India also has stated that English could be the associate official language of India for some time till Hindi is promoted all over the country. But Hindi could not reach the South as was expected.

For centuries, throughout India there has been a great demand for English language learning. It is very interesting to trace the chronological development of ELT in India.

In the late 17th century, the Christian Missionaries who came to India for missionary service brought English along with them. Informally first and formally later through their institutions they imparted training in English language to Indians.

During the 18th century and in the early 19th century, the firm rooting of the East India Company supplemented the missionary service with commerce and trade.

In 1823, Raja Ram Mohan Roy placed the demand of Indians for English language studies along with his famous request to Lord Amherst for Western scientific education in part replacement of traditional Sanskrit and Arabic studies.

In 1835, Macaulay recommended English as the main language of study and the medium of Instruction after the primary stage. As quoted by Braj B. Kachru in his Indianization of English: The English
Language in India, Macaulay came out with an outright demand for a “Class of Persons, Indian in blood and colour, but English in taste, in opinion, in morals and intellect” (68). In the same year, Lord Bentinck implemented the educational instructions in English, which was shaped by Lord Macaulay’s Minutes of Indian Education.

In 1844, Lord Hardinge declared that the knowledge of English was essential for entry to Government service. Thus, an air of Englishness spread the entire field of education in India. In Kachru’s Indianization, Raja Rao has been quoted as,

as long as we are Indians - that is not nationalists, but truly Indians of the Indian psyche - we shall have the English language with us and amongst us, and not as guests or friends, but as one of our own, of our caste, our creed, our sect and of our tradition. (2)

In 1854, the Education dispatch absorbed both the utilization and liberal educational aspects of the British Policy in a concrete programme for higher education.

In 1854 again Sir Charles Wood charted a Policy that English could be medium of Instructions at higher levels of education, as admission to the university depended on a sound knowledge of English. Consequently the secondary schools also started offering English education benefitting only the towns and cities. The rural people were neglected.
In 1882, the Hunter Commission realized this and recommended that priority be given to primary education through Indian languages and that English be one of the subjects in schools at all levels and in colleges.

Lord Curzon’s resolution of 1904 recognized the extension of primary education as the duty of the States (Report of the Education Commission, 1966, 14-15). His words are worth mentioning here:

The cold breath of Macaulay's logic passes over the field of Indian languages and textbooks. English became the language of the rulers and thus of those who wished to emulate their masters socially and professionally. It became almost exclusively the language of Higher Education. It was the language of the missionaries who ran a number of outstanding educational institutions in different parts of the sub-continent. Thus it began to assume the position of lingua franca of the multilingual Indian communities. (14)

Despite all the noble efforts taken by the reformers of education, majority of the Indians remained ignorant of the values of education before, during, and after Independence in 1947.

In the Independent India, there was a general aversion towards the learning of English language as it was considered unpatriotic to learn the
language of our oppressors. But still English language was given the status of the main second language in many States.

After 1947, the first President of India, Rajendra Prasad appointed the official language Committee on 7th June, 1955, under the chairmanship of B.G. Kher. This Committee recommended the continuance of English as the official language till Hindi took over. Article 343 (1) of the Indian constitution specified that Hindi would ultimately take over the position of the official language. But owing to the language controversy in various parts of the country, particularly in Tamilnadu, the parliament passed the Official Languages Act in May 1963. In order to reassure the non-Hindi speaking people this Act was made into a law in 1967. The Act, according to Kachru, specified that,

Not withstanding the expiration of the period of fifteen years from the commencement of the constitution the English Language may as from the appointed day, continue to be used, in addition to Hindi, for all the official purposes of the union for which it was being used... (90).

In 1951, in the publication of the Report of the University Education Commission, relating to the position of English in India, there was a glowing tribute to the English language that it had been one of the potent factors in the development of unity in the nation. The concept of nationality and sentiment of nationalism were largely the gift of the English language and literature to India. The report, concerning
the future role of English, recommends that English should be studied in
high schools and universities in order that we may keep in touch with the
living stream of ever-growing knowledge (Indianization 92).

In 1955, the UGC appointed a committee under the chairmanship
of H.N. Kunzru. As pointed out by Quasir Zoha Alam in Issues:
Linguistic and Pedagogie this committee recommended that the change
from English to an Indian language need not be hastened and if at all
such a change is effected, English should continue to be studied by all
university students. It further stressed the need for special attention to
English at the pre-university level. The most valuable suggestion this
report made was that the teaching of English language should be related
to the study of Indian literatures and it was in India’s own interest that
English should be retained as a properly studied second language in our
universities (3).

English language gradually occupied the status of the library
language and instructional language in higher education in India. While
observing the quality of English Teaching in India in 1963, Randolph
Quirk pointed out the deplorable standards of English language teaching.

The Education commission, generally known as the Kothari
Commission set up in 1964 to revamp the entire educational system of
India, in its report said, “English should be the most useful library
language in higher education and our significant window on the
world”(12).

The only longstanding trustworthy investment in one's life is
undoubtedly on education. A nation's development lies in the hands of
educated people for devising and implementing constructive plans in any
field related to the growth of the nation.
Communication is inevitable wherever man is. Language is required for communication. The language used for communication varies from place to place. In India, after Independence, the nation has been divided politically into linguistic states; the population in Tamilnadu has Tamil as its vernacular, Andhra Pradesh, Telugu; Karnataka, Canarese and so on. But for official purposes a common language is needed and no Indian language (even Hindi) has attained that status. Only the people of North India are fluent in Hindi whereas in down South Hindi has not reached many.

At this juncture, a foreign language like English occupies the status of the common official language, or educational language, or business language or computer language. Anyhow, such a user-friendly language like English in India has to be promoted for the well-being of the people of India. This could be possible only through the field of education where English is taught as the second language (the vernacular being the first language) right from the primary education. Such a healthy suggestion is arrived at only based on the needs of the people across the country.

Luckily in Indian educational scenario, the English language has its right place, thanks to the awareness of the parents who expect their children to be better educated in English, in order to compete with others in life.

The scope of this research is confined to the English language teaching at the UG level in colleges and universities where, under Part II Language study, English is uniformly taught all over the country. Out of the six semesters in the UG course, the first four semesters are allocated
tor Part I and Part II language studies in most of the colleges. If viewed with regard to the allotment of hours, English as a second language is taught for 360 hours comprising the first four semesters of 90 days each, with an hour each day. Invariably in all colleges and universities, prose lessons on various topics with various cultural & geographical backgrounds are prescribed for the UG students.

The researcher feels that the prose lessons could serve as the springboard for the learners to acquire comprehension and expression. Innumerable opportunities are there in prose lessons to acquire knowledge in the use of vocabulary, pronunciation, construction of phrases, clauses, sentences, grammatical nuances, factual details, paragraph writing, precis writing, essay writing, letter writing, reporting, note-making and so on. The fundamental skills of language learning, viz., listening, speaking, reading and writing could be easily imparted through prose lessons.

On the whole, teaching of prose in Part II classes for the teachers of English should be a more pleasurable experience and for the learners, learning of prose a rewarding experience through which the different aspects of the English language could be learnt naturally and confidently.

Learning English language through other literary forms like poetry or drama might be cumbersome for the learners as the ‘content’ dominates the ‘form’ in them. Hence, prose becomes the prime resort for developing language skills.

A survey of the different Methods or Approaches followed in English Language Teaching in India is done chronologically in order to study the role of teachers, learners, and instructional materials in ELT, the teaching procedure of each method, the advantages as well as
disadvantages observed by language practitioners and the evolution of various methods or approaches one after the other upto the Communicative Language Teaching.

Defining ‘Methods’:

The word ‘method’ is defined in Oxford dictionary as "a way of doing things". In whatever we do, we follow a method to achieve our desired result. If the expected result disappoints us, we change the ‘method’ and realize that the earlier ‘method’ was not effective.

Jack C.Richards and Theodore S.Rodgers in their book, Approaches and Methods in Language Teaching, help us understand the components of a method, which are as follows:

The Components of a Method:

A method comprises three components namely,

a) Approach
b) Design
c) Procedure

Approach:

The practices in language teaching are based on the theories concerning the nature of language and language learning. These theories together form the first component of a method, viz., APPROACH.

There are three different Approaches of language, namely,

a. The structuralist
b. The functionalist and
c. The interactionalist
The Structuralist view is that each language has a unique structure, which is formed by combining different elements at various levels, phonemes at the phonological level, morphemes at the morphological level and clauses and phrases at the grammatical level. There are grammatical operations like adding, shifting, substituting, etc., which make a meaningful combination of these units.

According to the Functionalists, language is a tool for the expression of meaning. Unlike the structuralists, they emphasize the meaning and communicative dimension rather than just grammatical form.

According to the Interactionalist’s view, language is used as a tool for communication. It is used to establish or effect interpersonal relations and social transactions between individuals.

Where these three views represent three approaches of language, each one of them along with a theory of learning provides the theoretical support for a particular teaching method such as Audio-lingualism or Structural and Communicative Language Teaching.

Theories of language learning:

There are two major theories of language learning, namely,

a. Behaviourist Theory and

b. Cognitivist Theory

Behaviourist Theory:

Behaviourists believe that learning, both verbal and non-verbal, takes place through the process of habit formation. Learners are exposed
to the language in their school or college, family and neighbourhood. They try to imitate the people around them. If the presentation is proper, they are rewarded, which motivates them further for imitation leading to reinforcement and habit formation. The behaviourists think that learners should be corrected as soon as they make mistakes in order to avoid fossilization.

Cognitivist Theory:

Cognitive theorists agree with the behaviourists that learners need exposure to the language. But they hold the view that learning does not take place solely by imitation and repetition. Human beings are born with an in-built device in their brains, which helps them in discovering the underlying rules of the language.

According to the cognitivists, learners find for themselves underlying rules of the language they hear, form their own hypotheses about the language and come out with new sentences. For them, language learning is exposure to the language, hypotheses formation, confirmation of the hypotheses or reformulation of the hypotheses. They look at errors as part of the learning process.

Both the above theories try to answer the following questions:

a. What is learning?

b. What are the factors which promote successful language learning?
Design:

The second aspect of ‘method’ is DESIGN in which the following components are clearly expressed:

a. Objectives of the course
b. The syllabus model, which the method incorporates
c. Teaching and learning activities and
d. The roles of teachers and learners

It is implied that the theories of language and language learning influence the ‘design’ of a method.

Procedure:

The third and last component of a method is PROCEDURE which focuses on what really happens in the actual classroom situation. It includes techniques, practices and behaviours that operate in the production, practice and feedback phases of teaching.

In short, after selecting a particular approach, the curriculum of a programme is designed and finally at the procedure level, we focus on how best we can translate the design based on approach into actual classroom practice.

It is clear that there is nothing like the best method of teaching English. Every method is unique in itself. The method should emerge from the interaction of teachers, learners and the objectives of the learning material. And if it succeeds in helping the learners achieving the objectives of the unit or course, we can say that it is the best method of teaching that particular unit or course to that particular group of students.
Different methods have been practised by the teachers of English while imparting the knowledge of the language component to the learners.

With a strong assumption that the learners have acquired a familiarity in English language, as it has been taught all through one's schooling, the teachers of English in colleges adopt a suitable method, and majority of teachers resort to lecture mode.

The following page presents a model as prescribed by Richards and Rodgers.
<table>
<thead>
<tr>
<th>APPROACH</th>
<th>DESIGN</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A theory of the nature of language</td>
<td>a. The general and specific objectives of the method</td>
<td>a. Classroom techniques, practices, behaviours observed when the method is used</td>
</tr>
<tr>
<td>- an account of the nature of language</td>
<td>b. A syllabus model</td>
<td>resources in terms of time, space, and equipment used by the teacher</td>
</tr>
<tr>
<td>- an account of the basic units of the language structure</td>
<td>c. Types of learning and teaching activities</td>
<td>- interactional patterns observed in lessons</td>
</tr>
<tr>
<td>b. A theory of the nature of language learning</td>
<td>- kinds of tasks and practice activities to be employed in the classroom and in materials</td>
<td>- tactics and strategies used by teachers and learners when the method is being used</td>
</tr>
<tr>
<td>- an account of the psycholinguistic and cognitive processes involved in language learning</td>
<td>d. Learner roles</td>
<td></td>
</tr>
<tr>
<td>- an account of the conditions that allow for successful use of these processes</td>
<td>- types of learning tasks set for learners</td>
<td></td>
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<td></td>
<td>- degree of control learners have over the content of learning</td>
<td></td>
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<td></td>
<td>- patterns of learner groupings that are recommended or implied</td>
<td></td>
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<tr>
<td>e. Teacher roles</td>
<td>- degree to which learners influence the learning of others</td>
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<tr>
<td>- types of functions teachers fulfil</td>
<td>- the view of the learner as a processor, performer, initiator, problem solver, etc.,</td>
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<tr>
<td>- degree of teacher influence over learning</td>
<td>f. the role of instructional materials</td>
<td></td>
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<tr>
<td>- types of interaction between teachers and learners</td>
<td>- primary function of materials</td>
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<td></td>
<td>- the form materials take (e.g., textbook, audio visual)</td>
<td></td>
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<tr>
<td></td>
<td>- relation of materials to other input</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- assumptions made about teachers and learners</td>
<td></td>
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</tbody>
</table>

Adapted from *Approaches and Methods in Language Teaching* (Second Edition) by Jack C. Richards and Theodore S. Rodgers, P.33
Aims of Teaching English as a Second Language:

The foremost aims of teaching English as a language are:

1. Understanding spoken and written language, and
2. Expressing one's ideas in speech and writing

Different skills are involved in the process of language learning, namely,

1. Ability to listen to the spoken language,
2. Ability to express ideas in speech,
3. Ability to read the written language,
4. Ability to express ideas in writing,
5. Ability to cultivate creativity through the knowledge of language,
6. Ability to empower oneself based on the changing needs of the society,
7. Ability to communicate with anybody across the world in English,
8. Ability to use English for any business transaction across the world, and

A learner enters the UG course with a prior knowledge of English however inadequate that knowledge may be. There is a heterogeneous
group of learners in the UG course, drawn from different educational and socio-economic backgrounds. Every learner is therefore a type in the college. The teachers of English try out different methods in the classes for the desired outcome from the learners.

Methods are never an end in themselves. No method is good or bad in itself. We should evaluate the method critically in view of the aims, it helps to realise in teaching a foreign language. (Methods 64)

Jack C. Richards and Theodore S. Rodgers in their book, Approaches and Methods in Language Teaching (Second edition 2002) have rightly named the twentieth century, “the methods era”. In their words,

The history of Language Teaching throughout much of the twentieth century saw the rise and fall of a variety of language teaching approaches and methods... Common to most of them are the following assumptions:

- An approach or method refers to a theoretically consistent set of teaching procedures that defines best practice in language teaching.

- Particular approach and method if followed precisely will lead to more effective levels of language learning than alternative ways of teaching.
The quality of language teaching will improve if teachers use the best available approaches and methods. (14-15)

ELT in India has undergone an evolution in the past until it reached CLT. Even in CLT some new Methods and Approaches have been evolved. Those Methods and Approaches of ELT till CLT are grouped under TLT.

A chronological overview of the different Methods and Approaches that have been in vogue has to be analysed to comprehend the evolution of CLT.

Trends in Traditional Language Teaching (TLT):

<table>
<thead>
<tr>
<th>Method/Approach</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar - Translation Method</td>
<td>(End of 17th c., 18th c., and early 19th c.,)</td>
</tr>
<tr>
<td>The Direct Method</td>
<td>1940s</td>
</tr>
<tr>
<td>Audio – lingual Method</td>
<td>1950s</td>
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<tr>
<td>Dr., Michael West’s New Method</td>
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<tr>
<td>The Structural Approach</td>
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<tr>
<td>The Substitution Table Method</td>
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<tr>
<td>The Situational Approach</td>
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<tr>
<td>The Functional – Notional Approach</td>
<td>1960s</td>
</tr>
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</table>

It took nearly 10 -15 years for Communicative Approach to take roots in India. Meanwhile, Structural Approach was the most popular one for nearly twenty years since early 60s.
Trends in Communicative Language Teaching (CLT):

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<table>
<thead>
<tr>
<th>Method</th>
<th>Decade</th>
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</thead>
<tbody>
<tr>
<td>Communicative Language Teaching</td>
<td>1980s</td>
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<td>The Natural Approach</td>
<td>1990s</td>
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<tr>
<td>Co-operative Language Learning</td>
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<td>Content – Based Instructions</td>
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<tr>
<td>Task Based Language Teaching</td>
<td>2000s</td>
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</tbody>
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The Grammar Translation Method:

Grammar- Translation method was the offspring of German scholarship, the object of which was “to know everything about something rather than the thing itself” (W.H.D. Rouse, quoted in Approaches and Method in Language Teaching, second edition, by Jack. C. Richards and Theodore S.Rodgers, 2002:5).

In the United States this method was known as the Prussian Method. From the 1840s to the 1940s, the Grammar Translation method dominated European and foreign language teaching.

This method was first practised in England in the second part of the nineteenth century to teach Latin language to English speaking students. The same method was adopted in India to teach English language through the students’ mother tongue.
Of all the methods practised so far in English language Teaching, the classical method of teaching English is the Translation Method or as it is better known, The Grammar-Translation Method.

In India, the English people in their colonial expansion wanted to create an English-knowing set of people to carry out their administration effectively. This method helped those English masters to know and understand the equivalent forms of English words in Indian languages. They were still clever enough to absorb the difficult Indian words as they are in their language when they could not translate such words into English. Meanwhile some English words also became current in the native languages, like ‘bus’, ‘school’, ‘cinema’ and so on.

In the past, the Grammar - Translation method was found to be effective as it could fulfil the following objectives:

i) It enabled the pupils to read and understand English and develop an effective vocabulary.

ii) It helped them to acquire a standard of pronunciation acceptable to others.

iii) It enabled them to use English language in speech and writing with economy and precision.

iv) It helped them to acquire a taste for reading western literature, and

v) It helped them to compare the grammar of English with the grammar of their mother tongue.
Teaching Procedures

The text-book with a graded vocabulary and an outline of grammar occupies the most important place in teaching by this translation method. In each lesson some rules of grammar are illustrated and some new words are introduced. The teacher through mother tongue teaches everything. The teacher explains each and every sentence of the lesson by translating it into the mother tongue. The teacher for example, reads a sentence, translates it and explains the form and the content. The learners underline the unfamiliar words and write the meaning and the pronunciation of those words in the mother tongue.

Advantages:

i) The teacher finds it convenient to teach a foreign language like English through the learner’s mother tongue.

ii) The method helps the teacher to teach the English language by laying emphasis on the grammar of both the languages.

iii) The writing skill of the learner is very much developed.

iv) The method helps the learners to develop their ability to comprehend what they read.

v) Through this method the learners could acquire the actual meanings of words, phrases and idioms, vocabulary, usage, pronunciation and expression.

vi) The learners could imbibe the art of translation.
Disadvantages:

i) As learners could be trained only to write their examination well other skills such as reading, listening and speaking are given less importance.

ii) The learners’ acquisition of the English language is not complete.

iii) The learners are not able to think and react directly in English as this method makes them translate everything into their mother tongue.

iv) This method makes them translate everything into their mother tongue.

v) In communication, good speaking is more impressive than good writing but this method does not motivate the learners to develop their oral skills.

vi) Translation interferes with the process of thinking.

vii) This method is basically misleading because there is no exact word-to-word correspondence in any two languages. Words are given emphasis but then usage differs from nation to nation and from culture to culture. By translation equivalent symbols could be found but not the exact meanings.

viii) The languages differ in their structures and grammatical components. Subsequently, there will be a delay in the process of learning the structure of a foreign language like English.
ix) The learners feel uncomfortable while this method is as too much of attention is given to grammatical correctness.

Dr K.L. Sharma in his book entitled, Methods of Teaching English in India states his opinion about this Grammar Translation Method as,

Those who insist on a narrow iron rule of grammar miss the nicety of language... The rules do not help the student much. The nice distinctions between gerund and present participle, the drill in active voice and passive voice, the long lists of suffixes and prefixes have little practical value in the present-day situation. There is no doubt that the Grammar-Translation method is a valuable aid in teaching English. But when its value is overrated, the pupils learn only a tame and stilted way of conversation and this habit continues with them throughout life and their speech never moves anybody. A good deal of grammar, taught in traditional manner, is waste of time and energy. Its value lasts with examination. The rules of grammar and translation acquired with the agony of cramming, are never used in life... study of grammar
should not begin until the students have acquired a working knowledge of the language and grammar should never form the sole subject for the whole period. (64)

The Direct Method:

The Frenchman F. Gouin (1831-1896), the best known of the mid-nineteenth Century language reformer developed an approach to teaching a foreign language based on observations of children’s use of language.

Like Gouin, one of those who tried to apply natural principles to language class in the 19th Century was L. Sauveur (1826-1907). He opened the language school in Boston in the late 1860s and he used intensive oral interaction in the target language.

The language reformers like Gouin, Sauveur and F.Franke, a German Scholar argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action.

This method otherwise called the Natural Method expects the learner to learn the new language like English in a natural manner like one’s mother tongue. But learners assumed too much of similarity in learning conditions for learning the mother tongue and the foreign language. So the language reformers gave up the term ‘Natural Method’ for this new method which came as a reaction against the Grammar-Translation method. They termed it as the Direct Method.
Teaching Procedure:

The Direct method is opposed to the Translation Method, both in theory and practice. The underlying principle is that words (symbols of language) should be directly associated with the reality or experience. The underlying pretence is that at the beginning, teacher and students have no language in common. It forces the student to find the meaning of the new linguistic forms directly in reality and experience, rather than through the medium of its first language.

According to Champion, the Direct Method aims to develop in our pupils that initiative, unerring language sense which we all possess in varying degrees in the mother tongue and which superseding all rules of grammar and dictionaries, resting at bottom on the direct association between experience and expression is the only sure guide in the use of a language (Lectures on the Teaching of English in India 106).

As mother tongue has no place in this method, the learners have to express their ideas in spoken English. The expression is associated with the experience of the learners. Association is the key to understand this method. The language learners have to form the appropriate associations between the symbol and the referent. The symbol stands for a word, phrase, collocation, pattern, tense and tone of speech.

The word ‘referent’ stands for what is symbolized as an object (e.g., a bus or an elephant), a relation in space (indicated by the use of a preposition or adverb), a relation in time (usage of tense or an adverb of time), an activity or state (as indicated by the use of a verb or a noun). These associations are formed directly so that the symbol calls to the mind the appropriate referent and the referent calls to the mind the
appropriate symbol.

The sentence is the unit of teaching in this method. While the teacher utters each sentence with the help of appropriate action, situation or picture-aid in the class, the learners are carried through experience simultaneously. Audio-Visual Aids are used extensively to illustrate the life and culture represented by the foreign language.

Oral expression receives much attention in the class. Learners learn by imitation and practice. ‘Spontaneous memorizing’ takes place in the learners.

The teacher as well as the learners remain active in the classroom. As there is no place for cramming of words and their meanings, the learners learn the new language naturally and with interest.

The learners regard speech as the basis of language as the teacher in this method lays emphasis on phonetics. Grammar is taught inductively and indirectly. The complex rules of grammar never help the learners in learning a foreign language like English, rather they suppress their interest and initiative in learning. H.Champion says, “The learning of grammar is not a pre-condition of learning the language. In the Direct Method, learning precedes grammar”. (Methods of Teaching of English in India 69).

This method gives an active command over the language by filling in the gap between active and passive vocabulary of the learners. The pupils realize self-expression. The approach is direct, i.e., pupils learn to speak where opportunity is also given for reading (Methods 70).
Advantages:

i) The learners are made to think in English.

ii) This method helps the learners to speak, read and write in correct English.

iii) The learners' communicative ability gets strengthened.

iv) The learners' short comings while learning a foreign language like overgeneralization and fossilization could be prevented through this method.

v) The specific problems for Indian learners in learning English, like the errors in prepositions, subject-verb agreement and pronunciation could be avoided, through this Direct Method.

Disadvantages:

i) There is no scope for reading and written work.

ii) Systematic teaching of written work does never take place.

iii) As this method aims at creating a direct bond between words and ideas, associating words with their corresponding ideas the learners could not learn more words. Teaching becomes a lengthy process.

iv) Most of the learners profit more from the visual appeal but this method is more effective in aural-oral appeal.

v) This method requires a conducive atmosphere but in Indian situation this is not possible. So this method is impractical.
vi) According to Thompson and Wyatt,

The Direct Method in all its vigour mistakes the end for the means, the goal for the path that leads to it—the direct association of words and phrases with their meanings is the eventual objective of language study and not a means. We cannot expect the pupils to make the association at the outset.

-Methods 75-

The Audio - Lingual Method:

Towards the end of the 1950s in the United States, foreign language teaching was given attention. There was a need for a radical change and re-thinking of the methodology in ELT. The Coleman Report in 1929 recommended a reading based approach in language teaching for use in American Schools and Colleges. The entry of the United States into World War II had a significant effect on language teaching in America.

As Special language-training programme was established in 1942 to develop the language skills in the military personnel who could work as interpreters, code room assistants and translators in German, French, Italian, Chinese, Japanese, Malay and other languages. Thus came the Army specialized training programme in 1942. Nearly 55 American Universities were involved in the programme by the beginning of 1943, to train the army personnel to attain conversational proficiency in the target language. Bloomfield and his colleagues adapted a technique
called the ‘informant method’. A native speaker of the target language is used as the informant who served as a source of phrases and vocabulary who provided sentences for imitation, and a linguist, who supervised the learning experience.

The students and the linguists were able to participate in the guided conversation with the informant. They gradually learned how to speak language and simultaneously they could understand its basic grammar. Vigorous training was given to the army personnel six days a week for at least ten hours a day. The result was more than what was expected.

When the United States emerged as major international powers linguists and applied linguists were deeply involved in the teaching of English as a foreign language. In the mid 1950s the American Approach to ESL emerged and it was called Audiolingualism.

The University of Michigan developed the first English Language Institute in the U.S. in 1939. It specialised in the training of teachers of English as a foreign language and in teaching English as a Second language. The Director of the Institute was Charles Fries. As he was trained in structural linguistics, he applied the principles of structural linguistics to language teaching. For him, the starting point in learning a foreign language is its grammar or ‘structure’, which means its basic sentence patterns and grammatical structures. Pattern practice in the classroom was given by giving systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns.

This Audio-lingual approach became known all over as the Oral Approach, the Aural - Oral Approach, and the Structural Approach.
It insisted on the aural training first, then pronunciation training sustained by speaking, reading and writing.

Jack C. Richards and Theodore S. Rodgers comment about this approach as follows:

Language was identified with speech and speech was approached through structure ... If there was any learning theory underlying the aural-oral materials it was a commonsense application of the idea that ‘practice makes perfect’ (Approaches 53).

TSie Structural Approach:

Normally an approach tells one ‘what to teach’ and a method tells one ‘how to teach’. Structural approach therefore is not a method of teaching. It concentrates on the teaching of structural words and sentence patterns. The modern trend of having a systematic and scientific attitude towards language teaching has evolved the structural approach to language teaching.

The structural syllabus was originally prepared under the guidance of the University of London Institute of Education. In 1952 this approach was first practised in Madras Schools. Experts like Edward L. Thorndike in the U.S.A., Michael West in India, and Palmer in Japan have done a remarkable work in the selection of vocabulary and the gradation of structures on the basis of their frequency.
Teaching Procedure:

i) This Structural Approach has two forms.
   a) The Vocabulary Approach, and
   b) The Oral Approach

ii) The teacher starts with the alphabet and goes on to the words and the sentences in that order.

iii) Words with their meanings are taught. In addition, the classification of words-parts of speech - is introduced in which the distinction between noun, pronoun, verb, etc., is taught.

iv) Even the sub-divisions (common noun, proper noun, collective noun, abstract noun, material noun, etc., in the case of noun, and primary auxiliary, secondary auxiliary, finite verb, non-finite verb, in repetitive exercises are practised.

v) Next, the teacher introduces the sentence by describing its parts (subject, predicate, object, complement, adjunct, etc.,), the types (declarative, interrogative, imperative and exclamatory), the kinds (simple, compound and complex) and subsequently transformation and synthesis of sentences (from simple to compound, from affirmative to negative, etc.,) are taught.

vi) A repeated practice is given on tenses and their different patterns, active voice and passive voice, degrees of comparison, direct and indirect speech, phrases and clauses and structural patterns.
vii) The structural words in English like the prepositions, pronouns, relatives, auxiliary verbs, some adjectives and some adverbs are taught to the learners to enable them to make phrases, clauses and sentences.

viii) The structures are taught in meaningful situations and so this approach can also be called Situational Approach.

ix) The teacher lays emphasis on habit formation by giving drill through speech.

Advantages:

i) Structures and vocabulary items are carefully selected and graded according to their usefulness, simplicity and teachability.

ii) It lays emphasis on speech and habit formation.

iii) It follows the Situational Approach.

iv) This approach is learner - centred.

v) It can be used with any method.

Disadvantages:

i) The materials used in this approach are not very interesting to the learners.

ii) It gives less importance to reading, writing and vocabulary expansion.

iii) The learners do the drill work mechanically without
comprehending the meaning of what they say.

iv) Only the senior learners are benefitted through this approach.

v) There is no provision for the teaching of English pronunciation.

vi) There is no uniformity in the structural syllabi prescribed in various states in India. In Maharashtra and Gujarat, the structural syllabus exists side by side with the traditional Grammar - Translation Method.

DR. Michael West’s New Method:

Before the partition in India Dr. West was the Director of Education in Bengal. He made a thorough study of the prevailing methods of teaching English then. He brought out an improved version of the Direct Method. He first examined and analysed the utility and aims of teaching in English to Indian learners.

According to Dr. West, English, being an International language promotes Internationalism and a feeling of brotherhood among different peoples of the world. It provides an easy channel for communication with the people all over the world and thus broadens the outlook.

He still feels that in the field of Science no Indian language is as rich as English. The latter enriches the minds of the Indian People who can get good reading material through English from all over the world.
Teaching Procedure:

i) This method lays emphasis on ‘Reading aloud’ and ‘Silent Reading’.

ii) Inside the classroom the teacher gives conversational practice.

iii) It focuses on grammar - teaching.

iv) The learners develop the ability to read than to write.

Advantages:

i) This method aims at developing reading ability, which is very necessary for learning a foreign language.

ii) It lays emphasis on silent reading and so it proves to be more effective in developing comprehension.

iii) Both oral reading and silent reading help the learners to self-activity.

iv) Reading becomes easy and free from phonetic difficulties.

v) Controlled vocabulary is developed by this method.

Disadvantages:

i) There is an over emphasis on the value of passive work.

ii) Reading alone cannot help the learners learn words and structures.

iii) Of the four skills, only the reading skill is emphasized.

iv) Grammar, composition and idioms are neglected.
The Substitution Table Method:

H.E. Palmer was the founder of this substitution table method. He defines ‘Substitution’ as ‘A process by which any model sentence may be multiplied indefinitely by substituting for any of its words or word groups, others of the same grammatical family and within certain semantic limits’. (Structural Grammar, 91) Palmer himself prepared hundred substitution tables, which can be classified in categories according to their grammatical and other types of contents.

Advantages:

i) This method ensures the formation of correct speech-habits and mistakes are minimized.

ii) Here the unit of learning is sentence and not word. Therefore correctness of intonation and expression is ensured.

iii) As enough practice is given in speaking, the learners easily acquire command over idioms and phrases.

iv) It gives an opportunity to the teachers to present selected material in a logical and systematic order.

v) Reading and Writing skills are properly developed.

Disadvantages:

i) It is a time-consuming process wherein all grammar cannot be taught in this method.

ii) This method is not suitable for the teaching of prose, poetry and rapid reading. Only isolated sentences taken from the text can be taught through this method.
iii) Though it is an interesting method a long time is required to formulate adequate linguistic habits.

The Bilingual Method:

Dr. C.J. Dodson was the originator of the Bilingual Method. He strongly felt that the learners can develop fluency and accuracy in the spoken word, written word and they can achieve true bilingualism. In a restricted manner the teacher uses the mother tongue to give equivalents for the English words. The advocates of the bilingual method say that while learning a second or a foreign language there is no need to recreate the situation. Without duplicating the situation the teacher gives the English equivalents to the mother tongue words. There is an integration of speaking and writing skills.

Advantages:

i) The teacher need not strain to bring in new situations. Instead, the meaning is given in the mother tongue of the students.

ii) Time is very much saved through providing pattern practice to the students.

iii) This method promotes both fluency and accuracy.

Disadvantages:

i) If the teacher is not imaginative, this method may degenerate into the translation method.

ii) It is useful only at the secondary stage whereas the Direct Method is more useful than Bilingual Method to explain meanings of words at the senior secondary stage. (Towards Bilingualism, 1968)
The American applied linguist Edward Anthony in 1963 tried to clarify the difference between a philosophy of language teaching at the level of theory and principles and a set of derived proceedings for teaching a language, which is content. He identified their levels of conceptualization and organization, namely,

a) Approach  
b) Method, and  
c) Technique.

According to Anthony, “the arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach”. (Anthony, E.M. English Language Teaching 63)

To Anthony, an approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic which describes the nature of subject matter to be taught. A ‘method’ is an overall plan for the orderly presentation of the entire language material based upon the selected approach. Where the ‘approach’ is axiomatic a ‘method’ is procedural. Within an approach there can be many methods. A ‘technique’ is implementational and it actually takes place in a classroom. Anthony calls it “a particular trick, stratagem, or contrivance used to accomplish an immediate object”. (English 67)

In short, techniques must be consistent with the method, and therefore in harmony with an approach as well.

The Situational Approach or Oral Approach originated with the work of British Applied Linguists in the 1920s and 1930s. Two of the
most prominent figures in British twentieth-century language teaching were Harold Palmer and A.S. Hornby. As they were familiar with the linguists such as Otto Jespersen and Daniel Jones as well as with the Direct Method, they tried to develop a more scientific study of the principles and procedures that could be applied to the selection and organization of the content of a language course.

From the 1930s to the 1960s the Situational Approach was developed by the British linguists. Many EFL/ESL textbooks and courses were designed based on this oral approach.

The Situational Approach:

Normally, in communication, situation plays the vital role in stimulating the language user to express his / her thoughts, feelings and emotions. Even an infant, if observed well, learns every word or phrase in a situation. A learner of a foreign language, like an infant, in the beginning associates the new words with the situations around. F.F. Billows, in his book, The Techniques of Language Teaching rightly says that the four driving forces in real life, namely usefulness, purpose, need and emotion make expression through language necessary.

Teaching Procedure:

i) The teacher uses two kinds of situations - real and artificial to help the students learn to link between the expression and the experience.

ii) The teacher remembers four concentric spheres evolved by Billows

iii) From the familiar to the unfamiliar or from the known to the
unknown, the learners are taught to communicate with society as Billows says rightly that “Language depends on Society” (15).


v) Different situations on the same topic are well imagined by the learners and spontaneous expressions are uttered by them.

The researcher has interpreted the concept of Billows as follows in the rectangular frame:

<table>
<thead>
<tr>
<th>Imaginary Situation - Unfamiliar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginary Situation - Familiar</td>
</tr>
<tr>
<td>Outside Classroom</td>
</tr>
<tr>
<td>Inside Classroom</td>
</tr>
</tbody>
</table>

**LEARNERS**

**See, hear, touch directly**
Daily life, family circle

Pictures, Charts, Dramatisation, Mime, Aids

Without Audio-Visual aids, spoken/written/printed word alone
Advantages:

i) The energized Structural Approach is an SOS Approach with a pun on SOSe
   a. SOS stands for Structural, Oral and Situational Approach.
   b. SOS can be considered a handy approach for the teachers. Just she/he can initiate a situation. The learners could imagine different angles of the same situation.

ii) As the principle of contextualization is followed, successful language learning takes place.

iii) It is a play-way Approach.

Disadvantages:

i) It is a time-consuming process.

ii) In the words of Hornby, it makes great demands upon the teacher. He must have ready invention, be quick to see where there is comprehension and where there is the need for revision.... And he must himself be fluent in the language he is teaching.(31)

iii) It is effective only for the lower classes as senior classes will have to prepare for the public examinations,
iv) Trained, innovative teachers are not plenty in India. Textbooks prescribed in Indian schools and colleges cannot be taught by this method.

v) While teaching prose, poetry and composition, this approach will be futile.

Functional - Notional Approach

The disadvantages of the Structural Approach and Situational Approach were rectified in a new approach called the Functional - Notional Approach. In contrast to the other two approaches, this approach takes communicative capacity as the starting point. Here ‘content’ is more important than the ‘form’.

The Functional - Notional Approach mainly concentrates on deciding what to teach based on the learner’s ‘needs’. Even the labelling for the learning units is semantic. This approach emphasizes the point that the linguistic content is to be planned according to the semantic needs of the learner. Unlike the other two approaches, the Functional - Notional Approach aims at developing communication competence in the learners by sustaining their interest and motivation.

The best advantage of this approach is that it lays emphasis on the fact that the students and their communicative purpose are at the very core of the teaching programme.

The linguistic and cultural content of the programme is but the learner’s actual and foreseeable academic, social and vocational needs. It constantly keeps the communicative facts of language in sight, without losing sight of the situational and grammatical factors.
Brumfit and Finnochiaro have summarized the objectives of the Functional - Notional Approach in their book, English as a Second Language as shown under:

The Functional - Notional approach springs from an attempt to classify exactly what aspects of a language a particular student has mastered. Thus the early work in this area was concerned with suitable bases for such a classification. It was suggested, particularly, that language was much more appropriately classified in terms of what people wanted to do with the language (functions) or in terms of what meaning people wanted to convey (notions) than in terms of the grammatical items as in traditional language teaching models. It was argued, particularly, that we all understand that we use language to apologize, greet, persuade recommend, or praise, and we all understand that we use language to express certain meanings, time or spatial relations for example, but we do not all agree that we use language
to exemplify grammatical categories invented by linguists. Thus, a Functional-Notional organization of language teaching will incorporate a classification of language which closely matches ordinary people’s perception of what language is for.

(12)

Advantages:

i. English language learning is “learner - centred

ii. This method lays emphasis on the learner’s communicative purpose as the core of ELT.

iii. It sustains the interest and motivation of the learners.

iv. It incorporates the grammatical factors and structures.

v. All kinds of language functions are included.

vi. Serves as a bridge between the habit-formation theory and the cognitive - code theory.

Disadvantages:

i. This method is effective only for the beginners of ELL.

ii. It can be practised only in special programmes on spoken English.

iii. In a large - sized Part II classroom, all the learners cannot be taken care of.
The Communicative Approach:

Today, the life of an individual solely depends on effective communication. Language is primarily concerned with communication. Apart from one’s mother tongue, one has to have a mastery over a second language that is commonly used all over the world. Such a second language is undoubtedly English in a country like India where it has established itself for more than three centuries.

English is being taught in India at all levels. So English language teaching also undergoes changes according to the changing trends. Many methods of teaching of English have been in vogue but the most appropriate method today is the fast growing communicative language teaching method. In the field of higher education, the CLT method is recommended in colleges and universities. A student who passes out from college or university is expected to have a sound knowledge of English with regard to his or her fluency and accuracy. Such mastery in English gives a moral courage and confidence when She/he ventures in any field for livelihood.

The teachers of English at UG level in colleges and universities have a great responsibility in preparing the young boys and girls with suitable skills in the use of English language.

Three years with six semesters are spent by a student in the UG degree course in a college out of which English language is taught in the first four semesters. English language is not only used for part II English but it is the medium of Instruction for many major subjects except a few like History, Economics or Commerce in some of the colleges.
English language is taught generally through its literature. Books are prescribed for each semester and for part II English which is compulsory to all undergraduate students, syllabus is designed in such a way that exemplary pieces from prose, poetry, drama and fiction are chosen from among British literature, American literature, Afro-American literature, Commonwealth literature or Indian writing in English. If communicative language teaching method is adopted at the UG level, the outcome will be tremendous. Normally, only two skills are stressed upon: listening and writing. The students in a part II English class "listen" passively and directly go to the examination hall at the end of a semester. They do not get a good exposure in developing reading and speaking skills. But Communicative Language Teaching enables the student to develop all the four language skills.

The present research aims at studying the effectiveness of teaching prose through CLT in part II English at UG level in various colleges located in the Dindigul District including the researcher’s practising college.

Before going further, let us have a detailed analysis of communicative language teaching.

The Communicative Approach is a recent development in the teaching of English. It is based on shift from ‘communicative competency’ to ‘communicative fluency’. The term CLT was originally introduced by Dell Hymes (1971). It includes knowledge, skills and abilities in the concept of communication.
William Littlewood (1981), an authority on CLT writes that the communicative Approach makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating their structures to their communicative functions in real situations and real time (Communicative Language Teaching: An introduction 87).

Roger Scott (1981) explains that in Communicative Teaching the focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usages (Speaking, Johnson and Morrow, 71-72).

CLT is defined by many more practising teachers. K. Johnson and K. Morrow (1981) define CLT as one which recognizes the teaching of communicative competence as its aim. It is on this level of aim that such a language teaching is
distinguished from other traditional approaches where the emphasis is on teaching structural competence. (Communication in Classroom 10)

In CLT,

almost everything that is done, is done with a communicative intent, students use the language a great deal through communicative activities such as games, role plays and problem solving tasks (Freeman D.L., Techniques and Principles in Language teaching (1986) 132).

The CLT stresses the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers.

According to William Littlewood (1981),

the CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. The CLT encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual
communicative uses that the learners
will have to make use of the foreign
language (Communicative 87).

Noam Chomsky shifted the centre of linguistic analysis from the
surface structure to deep structure and hence revolutionized the concept
of language teaching. Language has now come to be accepted more as a
process of communication than as a process of structural mastery as it is
felt by all that just a thorough grammatical knowledge alone is not
enough to participate effectively in communicative situation. Language
is a vehicle of communication. Language learning is to be understood in
the right perspective that it is an organic process.

As language learning is a cognitive process, the language teaching
has to be communication - oriented. The product of our thinking process
is expression through a language. Communication pre-supposes the
existence of ideas prior to the use of language. Communication involves
the exchange of ideas between the speaker and the listener and vice
versa.

Language learning focuses on developing communicative skills.
Part II English in the UG course in Arts and Science colleges is a skill-
based subject unlike the other knowledge-based subjects like History,
Economics, Commerce, Mathematics, Physics, Chemistry, Biology,
Home Science and others.

Of all the approaches and methods practised earlier in the teaching
of English, CLT proves to be better than others. The primary goal of
CLT is the learner’s fluency and acceptable language. Interaction
between learners is encouraged through pair work or group work. Errors
made in such exercises are not pin-pointed. Gradually the learners are made to rectify their errors through practice.

Teaching Procedure:

In Communicative Approach, anything can be a lesson. Any piece of literature, an advertisement or a newspaper clipping may be used. The teacher innovatively creates variety of activities through which the learners unconsciously get started to express themselves freely unmindful of the errors they make. Once they are motivated, they can be dragged into the text unit wise. In course of time, the learners achieve grammatical conformity in their use of language, in addition, the other aspects of language, namely, discourse, socio-linguistic and strategic competence are also promoted in the students.

The CLT approach ensures the language communication outside the classroom. The students could easily shed their inhibition while they happen to converse with the strangers. This approach is an integrative approach in which the main aim is to encourage the learners to participate in actual communication situations with great enthusiasm.

The present study proposes to evaluate the effectiveness of teaching prose lessons through CLT Method as there are empirical evidences that only when language learning is a pleasant experience, whatever learnt will be lasting and the researcher believes that CLT Method will enable the learners to have this memorable experience.

So far an overview of the different methods and approaches of ELT practised in India and abroad could be seen. Those traditionally followed methods and approaches can be grouped under Traditional
Depending upon the needs of the learners and the demands of the world around, English Language Teaching has been undergoing a gradual metamorphosis. After all those practices in TLT, the current trends of the Communicative Language Teaching (CLT) are being tried all over the world.

Jack C. Richards and Theodore S. Rodgers in their book, Approaches and Methods in Language Teaching (2001) have deeply analysed the alternative approaches and methods of language teaching namely,

- Total Physical Response
- The Silent way
- Communicative Language Learning
- Suggestopaedia
- Whole Language
- Multiple Intelligence
- Neurolinguistic Programming
- The Lexical Approach, and
- The Competency- Based Language Teaching

In the same book, under part III the following current communicative approaches have also been discussed.
Communicative Language Teaching
The Natural Approach
Co-operative Language Learning
Content-Based Instruction, and
Task-Based Language Teaching

It is therefore to be understood that the history of the language teaching has been characterized by a series of experiment in the names of methods and approaches all aiming at the effective ways of teaching second or foreign languages.

In a developing country like India, where English as a second language is taught in all the states from the primary to tertiary levels, lots of innovative researches on the ELT methods and approaches have been going on.

The present study focuses its attention on CLT in teaching prose to UG students of Arts and Science Colleges located in Dindigul District of Tamilnadu.

The researcher has identified a major problem in her students in the college where she has been serving for more than a decade. Her fellow teachers have identified the same problem too. The problem is this.

Even after undergoing a formal course in English Language Learning throughout the school period, an average student entering an arts and science college as in the words of H.G. Widdowson, “remains deficient in the ability to, actually use the language and to understand its use, in normal communication, whether in the spoken or the written mode” (The Teaching of English as Communication 117).
Moreover, the number of failed candidates in Part-II English in a semester is always in the increase in many colleges. ELL is almost a nightmarish experience to many rural students.

The researcher while discussing this problem with a few students in the study area could infer a few factors affecting the standards of ELL in them. Some of them worth mentioning are listed here?

1. Curriculum Design that treats English as a language subject.

2. Weightage in marks not given to English in the terminal examinations in schools and colleges.

3. Irrelevant or outdated or alien materials prescribed in the syllabus.

4. Inconsistent teaching methodologies

5. Large-sized class for Part - II

6. Indifference shown by subject teachers and parents towards ELL.

7. Nonchalant attitude of majority of the learners towards ELL.

As it is not humanly possible to bring in a remedy for the above problems all of a sudden as a teacher of English the researcher desired to give a try to the relevant teaching method or approach suitable for the present day learners. With the available resources, the researcher has tried CLT in teaching of prose in the study area. Therefore, the present study is an empirical study on CLT in selected colleges in Dindigul District.

This chapter so far analysed the importance of English, the chronological overview of ELT in India from TLT to CLT, the procedure, advantages and disadvantages of ELT Methods.