Analysis of the Methods of Teaching English

3.1 Overview

In language teaching, it is ‘how’ rather than ‘what’ should be taught in the language class that is more important. That is, what is traditionally conceived as methodology is more important than what is traditionally conceived as syllabus. It is the teachers who carry out the juggling acts in the class to implement the intention of the planners. For the successful implementation of any language programme, it needs to be done in the way it is intended to be done. That is, an appropriate methodology is to be adopted. There have been various methods of teaching English: the direct method, grammar translation method, the reading method, the audio lingual method, the audio visual method and the communicative approach. The above methods came into existence following certain principles and have continually evolved as a result of better principles.

In this chapter, the researcher has surveyed different methods of language teaching and then, theories and the characteristics of a methodology appropriate in West Bengal English language teaching situation. Finally, the researcher has looked in the teaching methods adopted in secondary schools of West Bengal and seen how these could be appropriate for carrying out teaching and learning in English language classrooms and discussed the merits and demerits of different methods and has attempted to devise an appropriate methodology.

3.2 Different Methods of teaching English

Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, etc) are familiar enough, yet the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a
single strategy or a particular technique. As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness. Therefore, to some degree, they represent a combination of language teaching beliefs, but it is evident that they are characterized by the over-emphasis on single aspects as the central issue of language teaching and learning. The researcher in this study thinks that the criteria necessary for effective method in learning were:

1. It must be simple for both teacher and learner, and must be within the capabilities of all teachers.
2. Also, the teacher must feel that pupils are progressing satisfactorily.
3. It must bring about a balance between the spoken and written or printed word (and must be flexible enough for the teacher to concentrate on the area.
4. It must overcome the conflict between fluency and accuracy.
5. It must increase the rate and amount of learning, which takes place in the classroom.
6. Testing must be part of the method, and not a separate entity.
7. Constant revision must be part of the method.
8. It must enable the teacher to set defined limits and have control over oral responses.
9. It must reflect the linguistic habits the child has already acquired by learning his/her mother tongue and their ability to assimilate a new language.
10. It must offer a new approach to the application of translation work.
11. It must give the pupils a stimulus to say something in the first instance - and it must find ways of supplying the pupils constantly with ideas, which they can use for their expression in the foreign language.
12. It must enable work done with modern teaching aids (e.g. audio-visual aids, computer) to be an extension of the method used in class.
**Grammar-Translation Method**

This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge.

**The Natural Method**

This method emphasized oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next they would give written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. This method demanded heavy requirements for linguistic expertise on the part of the teachers.

**The Phonetic Method**

Phonetics, the study of the sounds of human speech, and in particular English spelling is often contradictory, devoid of relation to the pronunciation of a word, and lacking in clear patterns. Patterns that do exist are numerous, with a large number of exceptions, and all of this makes it very difficult for the learner of English as a second language to master pronunciation. The International Phonetic Alphabet puts all of the individual sounds of all of the languages across the world into one alphabet. Although complex to learn, once mastered, learners of English would have the ability to teach themselves pronunciation from a dictionary, and should notice improved pronunciation of individual words. Like learning any other alphabet, it would be best to do it over a period of time, like learners of English as their native language currently do. So it would take dedication and a clear plan, as well as a teacher with a firm understanding of phonetics to be able to teach phonetics and the International Phonetic Alphabet successfully. However if the students put extra effort in their study of English it would be extremely beneficial and worth the effort for them in the long run.
**The Direct Method**

The Direct Method aims at establishing the direct bond between thought and expressions and between experience and language. It is based on the assumption that the learner should experience the new language in the same way as he experienced his mother tongue. In the Grammar Translation Method, the foreign concept or idea is first translated into the mother tongue and then understood. But in the Direct Method the intervention of the mother tongue is done away with the learner understands what he reads or hears in the second or foreign language without thinking of the mother tongue equivalence. Likewise, he speaks or writes the foreign language without the need of translating his thought or idea from the mother tongue into the second/foreign language. He acquires, what Champion calls that instinctive, unerring language sense which we all possess in variant degree in the mother tongue, and which superseding all rules, grammar and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of language.

The direct method emphasizes the value of oral training in learning a foreign language. The pupil is given sufficient practice in listening to the language and then speaking it. It also lays emphasis on the knowledge of phonetics so that the learner may be able to acquire intelligible pronunciation. Oral training helps in establishing direct association between the words of the foreign language and the ideas for which they stand. Another way of securing bond between experience and expression is to inhibit the use of the mother tongue. Pupils are taught new words by actually showing them the objects for which they stand or performing actions or by suitable illustration in context. This enables them to think in English and respond directly in English. Therefore, the teaching of a language starts with the teaching of sentence patterns rather than individual words. This enables the learner to internalize the structure of the target language. New vocabulary items are introduced gradually based on the principle of selection and gradation. They are taught through material association, explanation or use in suitable context.

**The Audio lingual Method**

The audio-lingual method has students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The audio-lingual method was used by
the United States Army for "crash" instruction in foreign languages during World War II. Due to weaknesses in performance, audio-lingual methods are rarely the primary method of instruction today.

**Communicative Language Teaching**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. This approach argues, —Merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.

**Total Physical Response Approach**

During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts. Students are instructed in most of their courses and school activities in the second language. Instruction is usually begun in the second language and eventually incorporates the native language.

**The Community Language learning method**

In this method, students are to be considered as "learner-clients" and the teacher as a "teacher-counselor." A relationship of mutual trust and support is considered essential to the learning process. Students are permitted to use their native language, and are provided with translations from the teacher, which they then attempt to apply. Grammar and vocabulary are taught inductively. "Chunks" of target language produced by the students are recorded and later listened to - they are also transcribed with native language equivalents to become texts the students work with. Students apply the target language independently and without translation when they feel inclined /confident enough to do so. Students are encouraged to
express not only how they feel about the language, but also how they feel about the learning process, to which the teacher expresses empathy and understanding. A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings/transcripts).

**The Silent Method**

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key-learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them - Brown (1994:63) expresses this as being a process whereby "students construct conceptual hierarchies of their own which are a product of the time they have invested."

In addition to the idea that students become more autonomous learners and "develop their own inner criteria for correctness" (Larsen Freeman, 1986:62), another key objective was to encourage students to work as a group - to try and solve problems in the target language together. Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feelings and perceptions.

**Suggestopedia**

Suggestopedia is one of the teaching methods developed by Bulgarian psychotherapist Georgi Lozanov based on the study of Suggestology. The method has been used in different fields of studies but mostly in the field of foreign language learning. Lozanov claimed that by using this method one can teach languages approximately three to five times as quickly as conventional methods. However, it is not limited to the learning of languages, but that was found to be a easy marker of how much was learned and how fast.

The approach was based on the power of suggestion in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia
makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

It is observed that different approaches have come into existence in reaction to the inadequacies of the earlier approaches. Some approaches have focused on using the language to speak and to understand it while others have focused on analyzing it with grammatical rules. Following the evolution of different approaches, different methods have come into existence during the long history of teaching English in India. The researcher only analyses and discusses the principles and practices of the four popular methods of teaching English.

These methods are practiced in India with approximate historical sequence:

• Structural Approach

• Grammar Translation Method

• Direct Method

• West’s New Method and

• Functional Communicative Approach

Each of these four methods was shaped in relation to the social, political needs and trends in Psychology, Linguistics and Sociology.

3.3 The Structural Approach

The traditional methods of teaching English failed to achieve the objectives of teaching English as a foreign language. Extensive researches made in the field of teaching English resulted in the evolution of a new approach. This new approach came to be known as the Structural Approach.

The International Seminar held in Ceylon in 1953 on the Contribution of “The Teaching of Modern Languages towards Education for living in a World Community” under the auspices of UNESCO felt that properly graded structures and vocabularies are indispensable for any efficient and effective means of teaching a foreign language. The Seminar arrived at certain important principles in connection with foreign language teaching
such as (i) Emphasis should be laid primarily on the oral approach; (ii) Students should be taught through actions as far as possible; (iii) Maximum possible use of the foreign language should be made in the class-room; (iv) Difficulties related to pronunciation, vocabulary and grammar should be carefully graded for presentation and (v) Teaching should aim at the development of specific skills and not at furnishing information about the words and forms of the language.

Structural approach is linked with the oral approach, the drill method and the situational approach. Oral approach is emphasized because language is primarily observed as speech. Speech is the fundamental thing in language learning: reading and writing are secondary.

The drill method is repetition which ensures retention and helps the learners to cultivation a fresh set of habits. The natural way to teach a language is to teach in it situations. Items of vocabulary and structures should be taught in appropriate situations. Structural approach, therefore, is linked with the situational approach.

The advocates of the Structural Approach opine that at the Secondary School stage the entire emphasis should have to be put on what is known as Essential English. There are about 275 language patterns which constitute the core of this Essential English consists of 3000 root words as its vocabulary. The basic language patterns are called Structures. Each structure contains an important grammar point. The structures are carefully graded and if they are mastered, the learners are expected to learn working command of spoken and written English at the end of the Secondary School Course.

The Structural Approach is a great improvement over the old methods. The approach has made the teaching of English definite, and the teachers more active. The Structural Approach keeps the learner keen, attentive and active all the time.

It is a way of learning a language through study of its selected and graded structures. The learner then applies the ‘structures’ in forming sentences and parts of texts from the mother tongue into the target language and vice versa.

The selected structures and vocabulary is maintained as the reference system in the acquisition of the second language.
If the L2 learners are pick up the selected structures and vocabulary at an age of say 7+ / 10+ (when they have already acquired a functional mastery of L1) then this method of teaching English as L2 seems to be more effective at the initial stages.

A regular practice and gradual changeover to the structural method of language teaching will be able to empower the students with a good command over English.

In India, a large number of bodies and institutes have prepared graded structural syllabi. In Madras State, and syllabi prepared by a Committee appointed by the All India Council for Secondary Education, the English Language Teaching Institute, Allahabad and the Central Institute of English and Foreign Languages, Hyderabad.8

Syntax

Step – 1

a) The learners read the passage.
b) The students are asked to comprehend the sentence structure and graded vocabulary.
c) The teacher helps with difficult words, giving the synonymous words in mother tongue.

Step – 2

a) The students are allowed to clear whatever doubts they have with the passage.
b) The teacher gives explanations and illustrations from the.
c) The teacher helps the meanings of figures of speech in the mother tongue. He / she gives a corresponding phase in the mother tongue.

Step – 3

a) The teacher asks contextual questions. The questions are of very short answer type.
b) The students verbally answer the questions. The answers are then written down by the students.
c) The answers are then checked by the teacher for correctness.
Step – 4

a) The newly introduced vocabulary items are selected.

b) A list of the vocabulary is presented on the board.

c) The students also asked to give / supply the equivalents from the selected and graded structures.

d) The learners give the foreign tongue equivalents and the teacher helps as and when necessary.

Step – 5

The next part of the lesson deals with the teaching of the sentence structure and selected vocabulary and formal grammar inductively.

a) The parts of speech taught, the sentence structure (s), all other structural items included in the given text are selected.

b) Each item is formally defined and its use in the given sentence or context clearly explained.

c) Each of the structural items is given ample formal practice.

Step – 6

The next part of the lesson is an exercise.

a) The students are asked to identify the various structural items taught from the given text.

b) The students are asked to correlate the teaching of grammar and composition with the reading lessons.

c) The students do it and the teacher helps whenever necessary for correctness.

A brief retrospect

- The method correlates the teaching of grammar and composition with the reading lessons. Grammar is taught respectively – through the presentation of the sentence structure and selected vocabulary.

- Practice is provided through the repeated drills and exercises to enable the students to acquire automatic language habits.
• A distinctive feature of this method is its focus on the mastery over language structures of English and to mastery over an essential vocabulary of about 3000 root words for active use. The method lays the foundation of English by establishing through repetition and drills about 275 graded structures which form the nucleus of the language.

• Attention is paid to both meaning and form while selecting and grading structures. Only one meaning of a word has to be taught at a time. Meanings of words which can be established through visual demonstration should be taught before the meaning of less demonstratable things.

• The Structural Approach prescribes that the teaching of Tense should be in the following order: (a) Present Continuous, (b) Simple Past, (c) Simple Future, (d) Simple Present, (e) Past Continuous, (f) Present Perfect, (g) Past Perfect. The selection of structures to be taught also depends on the ability of the average student, his age, the time devoted to the teaching of English, the capacity of the teachers and the availability of the equipment. There are some structures which have more than one meaning—these meanings should also be selected and graded. For example, the verb ‘have’ has more than one meaning:-

*Have1:* I have two hands. (Permanent possession).

*Have2:* I have a daughter. (Relation).

*Have3:* I have done my work. (Auxiliary).

*Have4:* I have a walk in the morning. (Habitual).

• Time is another important feature of this method. The UNESCO Seminar felt that the optimum period to teach the essential structures of the English language would be six years. Six hours a week would have to be devoted to language teaching.

• Accuracy of sentence structure is given great importance. The learner is required to attain high standards in oral-aural skill.

• Vocabulary is taught through the selected word lists, reference to dictionaries and memorization of words and their meanings.
• The method focuses primarily on the skills of understanding and speaking with little emphasis on reading and writing and lay proper emphasis on the aural-oral approach. In this method language learning is a process of habit formation through intensive drills and the students cultivate the habit of speaking the target language.

• The mother tongue of the learner is used to explain new items and make comparisons with their equivalents in the target language.

**Social System / Interaction**

The teacher retains control of intellectual structure. He / she continuously related the learning materials with the language structure through English to help the students acquire language mastery over the target language. The teacher is the controller of the interaction and prescribes the procedure for the students. The teacher use clear and unmistakable situations to fix the language items. The teacher uses only one action to teach one thing and the situations should in no case be changed haphazardly. Students are very active participants in the teaching-learning process. They have opportunities to speak and practice structures. The social system is moderately structured.

**Support System**

The materials are well organized in the Structural Approach. In this approach the entire emphasis is put on Essential English at the Secondary School stage. There are about 275 language patterns which constitute the core of this Essential English consists of 3000 root words as its vocabulary. The basic language patterns are called Structures. Each structure contains an important grammar point. The structures are carefully graded and mastered so the learners are expected to learn working command of spoken and written English at the end of their course. The teachers and the learners have the scope to reach out the solution of the problems or to achieve the concepts through the learning materials. Teachers have to deliver his lesson with the help of the selected structures which conveys meaning only when it is used in some appropriate situation. The learners have the scope to share their knowledge in preparing supporting materials with the teachers in the class room situations. In Structural Approach mainly study materials are used are support however in some cases audio-visual aids are used.
Principles of Reaction

During the flow of the lesson the teacher wants to be supportive to the students’ conception about learning language. The teacher may use the following situation patterns to facilitate the process of teaching, i.e. i) class-room situations as may obtain, ii) known situation from outside the class, iii) situations created with the help of pictures and sketches, and iv) situations created by linking up the words and structures with the images already fixed in the minds of the learners, of course, without the use of any audio-visual aid. When necessary the teacher provides guidance to acquire the language comprehension and conceptualization. The teacher will help the learners to draw the relationship between literary concepts and conceptual ideas interlinked in the contents. The teacher is the controller in the classroom situation. The learner is expected to use the structures repeatedly. Drilling increases the power of retention and decreases forgetting. The teacher provides enough exercise materials to make sure that the children have learnt the structures. In the process the wide use of vocabulary is not at all needed. The teacher aims at forming language habits in the learners by both intensive and extensive drilling repeatedly. The proficiency in foreign language may be achieved by the students by exercising their lessons through Structural Method.

Components of Structural Approach

1. Determination of instructional objectives.
2. Identification of learning concepts.
3. Creating scope of students’ active participation in classroom instruction.
4. Developing lesson plans according to learning contents by selecting and grading structures.
5. Providing scope to students to learn according to the working knowledge of English in given time.
6. Allowing students to practice their knowledge of essential vocabulary.
7. Allowing students to speak and practice structures.
8. Providing scope of classroom interaction with the teacher.
9. Autocratic atmosphere in the classroom.
10. Corrective process through reference to second language.

11. Based on students’ motivation.

*Instructional and Nurturant Effect*

The approach is designed for acquiring foreign language through second language efficiently, which considered as instructional effect.

The students will be conscious about the nature of contents, the process of acquiring concepts and the method of solution interlinked with the concepts.

The strategy has significant nurturant effect. It is designed for the development of language skill, comprehension, attitude towards language, interest towards language and language appreciation. A critical view of knowledge and sensitivity to logic of communication is expected to develop in them. The instructional effects will coincide with the nurturant effect.
The Structural Approach

INSTRUCTION EFFECT

- Development of language concept
- Development of comprehension
- Development of the skills viz. understanding and speaking
- Development of awareness between first language and second language

NURTURANT EFFECT

- Development of knowledge in language
- Development of awareness in language
- Development of language appreciation
- Development of interest towards language

Fig. 2: Showing the Model of Structural Approach

3.4 Grammar translation method

Any new method evolves as a counterpoint to an existing method. The grammar-translation method too was reformist in spirit. The traditional scholastic approach of the eighteenth century expected learners to acquire a reading knowledge of foreign languages (especially Greek and Latin), by its grammar. Then they applied this knowledge to interpret texts. The grammar translation method has no obvious theoreticians. It is the perfect reflection of the methods adopted for centuries to teach Greek and Latin in Europe and Sanskrit in India. However, the basic tenets of this method are found in grammar books and courses developed for teaching purposes. The name of Karl Plotz (1819 –1881) is mentioned in this connection, as he was very much influential through his courses in French in the nineteenth century.
In grammar translation method the only thing used as teaching materials in a language class is a book of grammar, which has been called traditional grammar by modern linguists. A bilingual dictionary and a book of literature in some cases accompany this book. The bilingual dictionary is used to see word meanings only.

The Grammar translation method cannot probably be traced back to the tenets of any particular master teacher or methodologist but it seems to be rooted in formal teaching of Greek and Latin which prevailed in Europe for many centuries. Though Latin and Greek were not learnt for communication they were considered to be useful for intellectual discipline and were seen as a prestige symbol. The method was a product of German scholarship.

This method was very popular with European and foreign language teaching from the 1840s to the 1940s and in a slightly modified from it is being used in some parts of the world even today.

It is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa.

The first language is maintained as the reference system in the acquisition of the second language.

If the L2 learners are pick up the language at an age of say 7+ / 10+ (when they have already acquired a functional mastery of L1) then this method of teaching English as L2 seems to be more effective at the initial stages.

A regular practice and gradual changeover to the direct method of language teaching will be able to empower the students with a good command over English.

**Merits and Limitations of using translation in Teaching of English**

**Merits**

According to Howatt\(^\text{10}\) (1984, Macau) translation is not as terrible as it appears to be and Duff (1992, Macau) gives reasons for considering translation very advantageous.
1. The influence of the mother tongue is at a higher level. L1 shapes the thinking, and translation helps in better understanding.

2. Translation is a natural and necessary activity that is going on all the time, and that will always be needed.

3. Language competence is a two-way system.

4. The reality of language is another important aspect.

5. Usefulness:
   a. Invites speculation and discussion.
   b. Develops qualities that are essential to all language: accuracy, clarity and flexibility.
   c. The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
   d. Lets students practice a variety of styles and registers.

Limitations

It pays little or no attention to the spoken aspects of the language. Literary language is always considered superior to spoken language while the opposite is the fact. Learners look for mother-tongue equivalents of all words of the language they are learning.

Grammatical rules and tables of conjugation and declension are taught with much importance. The actual use of language i.e., the practice of the four skills is not done. No need for participatory group or pair work is felt. There is little scope for teacher

It does not pay attention in student–student interactions in the class. As a result, students learn about the language but they cannot use it in real communication.

Translation encourages use of mother tongue, which in turn slows down speed in the target language while using it for actual communication.

Teacher is the ultimate controller and authority of all learning and teaching activities. He does most of the talking and controls content, materials and pace of the learning process. In other words, he is the dictator. On the other hand, students have very little free will most of
the time they listen. They speak a little. They have little active participation, despite the fact that using a language means using it as an active participant.

The following techniques closely associated with the Grammar Translation Method.

1. Translation of a Literary Passage (Translating target language to native language)
2. Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience)
3. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words)
4. Cognates (Learning spelling/sound patterns that correspond between L1 and the target language)
5. Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples)
6. Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type)
7. Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms)
8. Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words)
9. Composition (Students write about a topic using the target language)

**Syntax**

**Step – 1**

a) The learners read the passage.

b) The students are asked to translate the sentences into mother tongue.

c) The teacher helps with difficult words, giving the synonymous words in mother tongue.
Step – 2

a) The students are allowed to clear whatever doubts they have with the passage.

b) The teacher gives explanations and illustrations in the mother tongue.

c) The teacher helps the meanings of figures of speech in the mother tongue. He / she gives a corresponding phase in the mother tongue.

Step – 3

a) The teacher asks contextual questions. The questions are of very short answer type.

b) The students verbally answer the questions. The answers are then written down by the students.

c) The answers are then checked by the teacher for correctness.

Step – 4

a) The newly introduced vocabulary items are selected.

b) A list of the vocabulary is presented on the board.

c) The students also asked to give / supply the equivalents in their mother tongue.

d) The learners give the mother tongue equivalents and the teacher helps as and when necessary.

Step – 5

The next part of the lesson deals with the teaching of the grammar inductively.

a) The parts of speech taught, the sentence syntax(s), all other grammatical items included in the given text are selected.

b) Each item is formally defined and its use in the given sentence or context clearly explained.

c) Each of the grammatical items is given ample formal practice.

Step – 6

The next part of the lesson is an exercise.

a) The students are asked to identify the various grammatical items taught from the given text.
b) The students do it and the teacher helps whenever necessary for correctness.

**A brief retrospect**

- Grammar is taught respectively – through the presentation of and study of rules.
- Practice is provided through the translation exercises from the mother tongue to the target language and vice versa.
- A distinctive feature of this method is its focus on translating the sentence.
- Accuracy is given great importance. The learner is required to attain high standards in translation. A. P. R. Howatt\(^{11}\) (1984) says: ‘High priority is attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the nineteenth century’.
- Vocabulary is taught through bilingual word lists, reference to dictionaries and memorization of words and their meanings.
- The method focuses primarily on the skills of reading and writing with little emphasis on listening or speaking.
- The mother tongue of the learner is used to explain new items and make comparisons with their equivalents in the target language.

**Social System / Interaction**

The teacher retains control of intellectual structure. He/she continuously related the learning materials with the grammatical structure through mother tongue to help the students acquire efficiency in the language. The teacher is the controller of the interaction and prescribes the procedure for the students. The social system is moderately structured.

**Support System**

The materials are well organized in the Grammar Translation Method. Mostly two different sets of materials are used in this approach:

1. Learning materials.
2. Materials to substantiate instructional system.

The teachers and the learners have the scope to reach out the solution of the problems or to achieve the concepts through the learning materials. Teachers have to deliver his lesson
with the help of the substantive materials. In most of the classroom situations learners have the scope to share their knowledge in preparing supporting materials with the teachers. The library is a source of information related to the process and the knowledge relevant to support systems. In Grammar Translation Method mainly study materials are used are support however in some cases audio-visual aids are used.

*Principles of Reaction*

During the flow of the lesson the teacher wants to be supportive to the students’ conception about learning language. When necessary the teacher provides guidance through mother tongue to acquire the language comprehension and conceptualization. The teacher will help the learners to draw the relationship between literary concepts and conceptual ideas interlinked in the contents. The teacher is the controller in the classroom situation. He will supply correctives through translation to mother tongue and the related grammar in first language. The proficiency in foreign language may be achieved by the students by exercising their lessons through Grammar Translation Method.

*Components of Grammar Translation Method*

1. Determination of instructional objectives.
2. Identification of learning concepts.
3. Creating scope of students’ active participation in classroom instruction.
4. Developing lesson plans according to learning contents.
5. Providing scope to students to learn according to their own style, pace and time.
6. Allowing students to practice their knowledge.
7. Providing scope of classroom interaction with the teacher.
8. Autocratic atmosphere in the classroom.
9. Corrective process through reference to first language.
10. Based on students’ motivation.

*Instructional and Nurturant Effect*

The approach is designed for acquiring foreign language through second language efficiently, which considered as instructional effect.
The students will be conscious about the nature of contents, the process of acquiring concepts and the method of solution interlinked with the concepts.

The strategy has significant nurturant effect. It is designed for the development of language skill, comprehension, attitude towards language, interest towards language and language appreciation. A critical view of knowledge and sensitivity to logic of communication is expected to develop in them. The instructional effects will coincide with the nurturant effect.

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<thead>
<tr>
<th>INSTRUCTION EFFECT</th>
<th>NURTURANT EFFECT</th>
</tr>
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<tbody>
<tr>
<td>Development of language concept</td>
<td>Development of knowledge in language</td>
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<tr>
<td>Development of comprehension</td>
<td>Development of awareness in language</td>
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<tr>
<td>Development of the skills viz. reading and writing</td>
<td>Development of interest towards language</td>
</tr>
<tr>
<td>Development of awareness between first language and second language</td>
<td>Development of language appreciation</td>
</tr>
</tbody>
</table>

Fig. 3: Showing the Model of Translation Method
3.5 Direct Method

The Direct Method came as a reaction to the Grammar-Translation Method. It was evolved and often described as the ‘Natural Method’ or the ‘Mother’s Method’. This method is called the natural method because it enables the students to learn English in a natural way.

This method was originated in France in 1901; however, the principles were in Germany. It was approved and spread by ‘International Phonetic Association’ (IPA) of France. It is based on the philosophy—“Fluency in reading and facility in writing follow fluency in speech”. By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic language learning orientated around reading and grammar skills. But the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known "Audio-lingual Method" expanded from starting half way through the 20th century.

The Direct Method is a method of teaching English directly and to establish a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning. In this method the learner understands when he hears or reads in the foreign language without thinking of the mother-tongue equivalents. Likewise, he speaks or written the foreign language without the translating his idea or thought from the mother-tongue into the foreign language. He begins to think in the new language as efficiently and fluently as he done in the case of his mother-tongue.

The first language is maintained as the reference system in the acquisition of the second language.

The teacher began attempting to teach the target language in a way that was similar to first language acquisition. It incorporated techniques designed to address all the areas of Grammar Translation namely, oral communication, spontaneous use of language, and developing the ability to thing in the target language. There was to be a direct connection between concepts and the language to be learned.

A regular practice and gradual changeover to the direct method of language teaching will be able to empower the students with a good command over English.

The learner will acquire the rules of grammar inductively. The best method is not to make the learner learn the rules themselves, but provide practice in speaking and reading through imitation and repetition.
Syntax

Step – 1

a) The learners read the passage, plays or dialogues loudly.

b) The students are asked to comprehend the sentences in the target language.

c) The teacher helps with difficult words, giving the synonymous words in the target language.

Step – 2

a) The students are allowed to clear whatever doubts they have with the passage.

b) The teacher gives explanations and illustrations in the target language.

 c) The teacher helps the meanings of idioms, figures of speech in the target language. He/she give a corresponding phase in the target language.

Step – 3

a) The teacher asks questions in the target language. The questions are of descriptive or short answer type.

b) The students ask students questions using the target language. It helps the students to have fluency in speech / conversational practice.

c) The student verbally answers the questions in full sentences. The answers are then written down by the students.

d) Teacher facilitates opportunities for students to self correct using follow-up questions, tone, etc.

Step – 4

a) The newly introduced vocabulary items are selected.

b) The teacher supplies the meanings of the vocabulary by target language only.

c) The students also asked to give / supply the equivalents in the target language.

d) The learners give the target language equivalents and the teacher helps as and when necessary.
Step – 5

The next part of the lesson deals with the teaching of the grammar inductively.

a) The teacher gives explanation of the newly introduced items of the given passage by avoiding the explicit grammar rules.

b) Each item is formally defined and its use in the given sentence or context clearly explained by target language.

Step – 6

The next part of the lesson is an exercise.

a) The students are asked to describe the various items taught by the direct association between thought and expression from the given text.

b) The teacher reads passage aloud number of times at various tempos, students writing down what they hear.

c) Students write paragraphs in their own words using the target language and various models.

d) The students do it and the teacher helps whenever necessary for correctness.

A brief retrospect

- Grammar is taught inductively without overt explanations given to the pupil.
- Practice is provided through conversation, fill-in-the-blank Exercise, dictation writing and paragraph writing in own words in the foreign language.
- A distinctive feature of this method is its focus on correct pronunciation.
- The learner expresses his thoughts and feelings directly by means of English without any intervention of mother-tongue and of the bilingual dictionary. In this method the learner get the ability to grasp the sense of what he learns or reads in English as he grasps his mother-tongue. Prof. Gurrey\textsuperscript{12} says: The direct method is “a way of handling the new language and of presenting to the class. It demands direct bond, that is, a direct association, between word and thing and between sentence and idea instead of an indirect one through the mother tongue.”
- Classroom instruction is given importance and the learner is very much conscious in the target language.
• Concrete vocabulary is taught through demonstration, objects, natural context and pictures; abstract vocabulary is taught by association of ideas.

• The method focuses primarily on the oral communication skills through modeling and practice with little emphasis on reading and writing.

**Social System / Interaction**

The teacher retains control of intellectual structure. He/she continuously related the learning materials directly with the target language to help the students acquire efficiency in that language by direct or immediate association between experience and expression, between the English words, phrases or idioms and their meanings with the same habit of direct expressions of experience as exists in the use of mother-tongue. The teacher is the controller of the interaction and prescribes the procedure for the students. The social system is moderately structured.

**Support System**

The materials are well organized in the Direct Method. Mostly two different sets of materials are used in this approach:

1. Learning materials.

2. Materials to substantiate instructional system.

The teachers and the learners have the scope to reach out the solution of the problems or to achieve the concepts through the learning materials. Teachers have to deliver his lesson with the help of the substantive materials. In most of the class room situations learners have the scope to share their knowledge in preparing supporting materials with the teachers. The library is a source of information related to the process and the knowledge relevant to support systems. In Direct Method mainly study materials are used are support however in some cases audio-visual aids are used.

**Principles of Reaction**

During the flow of the lesson the teacher wants to be supportive to the students’ conception about learning language. When necessary the teacher provides guidance through the foreign language by associating it with their mother tongue to acquire the language comprehension and conceptualization. The teacher will help the learners to draw the relationship between literary concepts and conceptual ideas interlinked in the foreign language and their mother tongue. The teacher is the controller in the classroom situation. He
will supply correctives through translation to foreign language and the related ideas in first language. The proficiency in foreign language may be achieved by the students by exercising their lessons through Direct Method.

Components of Direct Method

1. Determination of instructional objectives.
2. Identification of learning concepts.
3. Creating scope of students’ active participation in classroom instruction.
4. Developing lesson plans according to learning contents.
5. Providing scope to students to learn according to their own style, pace and time.
6. Allowing students to practice their knowledge.
7. Providing scope of classroom interaction with the teacher.
8. Democratic atmosphere in the classroom.
9. Corrective process through reference to foreign language.
10. Based on students’ active participation and motivation.

Instructional and Nurturant Effect

The approach is designed for acquiring foreign language through second language efficiently, which considered as instructional effect.

The students will be conscious about the nature of contents, the process of acquiring concepts and the method of solution interlinked with the concepts.

The strategy has significant nurturant effect. It is designed for the development of language skill, comprehension, attitude towards language, interest towards language and language appreciation. A critical view of knowledge and sensitivity to logic of communication is expected to develop in them. The instructional effects will coincide with the nurturant effect.
3.6 Functional Communicative Method/Approach

The origins of the Functional Communicative Method/Approach are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then situational language teaching represented British approach to teaching English as a foreign language. In situational language teaching language was taught by practicing basic structures in meaningful situation based activities. But this very approach was called into question. In America the prevailing theory of audio-lingualism was rejected in the mid 1960s. Linguists and pedagogists saw the need to focus in language teaching on communicative proficiency rather on mastery of structures. Scholars who advocated these view of language where Christopher Candlin and Henry Widdanson. The need to articulate and develop alternative methods of language teaching was considered high priority. The works of linguists like Wilkins, Candlin, Brumfit, Keith Jhonson, Allen Jupp, Riley and several others form the theoretical bases for the functional communicative approach to language teaching.\textsuperscript{13}
The Functional Communicative Method/Approach is something more than a methodology; it is an approach in so far as it can accommodate in itself the principles of other methods to achieve the goal of ‘communicative competence’. It is a fact that being able to communicate requires more than mastering linguistic competence. Students may know the rules of linguistic usages and yet be unable to use the language. It becomes imperative that in the way of mastering communicative skill, learners have to perform certain language functions. By means of performing language functions arranged from simple to complex such as following and giving simple directions, describing objects, weather, environment, narrating, making comparisons, requesting, target language. The goal of communicative language teaching is communication arrived at through communicative activities in and outside the classroom.

The approach is ensuring learning in two ways: i) acquisition of systematic competence through use of structures ii) enabling learning to use function-based structures. The teaching –learning method veers round an eclectic approach of various methods of learning L2 following in the main the semantico-grammatico method, (propounded by D. A. Wilkins) the rationale being the fact that the said method has a direct bearing on the Functional Communicative Approach of studying English at the secondary level. The fact remains the functional communicative approach is to be followed as before, the difference is that at the entry level at Class II learners have to be trained for both communicative competencies as well as language competencies.

The first language is maintained as the reference system in the acquisition of the second language.

A regular practice and gradual changeover to the Functional Communicative Approach of language teaching will be able to empower the students with a good command over English.

**Syntax**

**Step – 1**

a) The teacher first introduces the topic / learning material and tries to arouse students’ interest in the topic.

b) The teacher motivates the learners by giving a reason for reading.

c) The teacher provides some language preparation for the text.
Analysis of the methods of teaching English

Step – 2

a) The learners read the passage silently and quickly noting the main points.

b) The teacher helps the learners to understand the writer’s purpose.

c) The teacher helps to understand of the text structure and to clarify the text content.

Step – 3

a) The students are allowed to consolidate or reflect upon what has been read and to clear whatever doubts they have with the passage.

b) The teacher gives explanations and illustrations in the target language.

c) The teacher helps the meanings of idioms, figures of speech in the target language. He / she give a corresponding phase in the target language.

Step – 4

a) The teacher asks questions in the target language. The questions are of short answer type.

b) The teacher and the students communicate with each other using the target language. It helps the students to have fluency in speech / communicative competence.

c) The students are then write down the answers in own words.

d) Teacher facilitates opportunities for students to self correct using follow-up questions, tone, etc.

Step – 5

a) The newly introduced vocabulary items are selected.

b) The teacher supplies the meanings of the vocabulary by target language only.

c) The students also asked to give / supply the equivalents in the target language.

d) The learners give the target language equivalents and the teacher helps as and when necessary.
Step – 6

The next part of the lesson deals with the teaching of the grammar deductively.

a) The teacher gives explanation of the newly introduced items of the given passage by avoiding the explicit grammar rules.

b) Each item is formally defined and its use in the given sentence or context clearly explained by target language.

Step – 7

The next part of the lesson is an exercise.

a) The students are asked to describe the various items taught by the direct association between thought and expression from the given text.

b) The teacher reads passage aloud number of times at various tempos, students writing down what they hear.

c) Students write dictation writing, listening, writing, comprehension task, close test types (a procedure in which a subject is asked to supply words that have been removed from a passage as a test of ability to comprehend) and dicto-comp (combination of dictation and guided composition).

d) Writing activity should pass through some stages viz. setting goals → generating ideas → organizing the composition → writing first draft → editing → final draft.

e) The students do it and the teacher helps whenever necessary for correctness.

A brief retrospect

Grammar is taught inductively — it is to be acquired unconsciously in the process of performing language functions e.g. to use passive structures in describing a process; ‘wh’ question forms in asking for information, imperative structures in giving directions and so on.

- Practice is provided through conversation, exercises of the substitution table type, true-false type, multiple-choice, simple question type, fill-in-the-blanks exercise, dictation writing and paragraph writing in own words in the foreign language.
• A distinctive feature of this method is its focus on communicative skill, intensive reading for pleasure and knowledge of essential vocabulary.

• The learner expresses his thoughts and feelings directly by means of English without any intervention of mother-tongue and of the bilingual dictionary. In this method the learner get the ability to grasp the communicative competence and language proficiency. Classroom instruction is given importance and the learner is very much conscious in the target language.

• A distinction is made between essential and working vocabulary on one hand and recognition vocabulary on the other. Vocabulary is taught through demonstration, objects, natural context and pictures; abstract vocabulary is taught by association of ideas.

• The method focuses primarily on the oral communication skills through modeling and practice with little emphasis on reading and writing.

**Social System / Interaction**

The teacher retains control of intellectual structure. He / she continuously encourage learners to search for their own meanings rather than one who explains and gives meaning. The teacher acts as an adviser, answering students’ questions and monitoring their performances during the educational activities. She/he may be a co-communicator engaging in the communicative activity along with the students. The approach is learner-centered; there prevails learners’ independence or autonomy. With increasing role of learners in the learning situation there should be less teacher mediation and interference, but more self directed learning. The teacher is the controller of the interaction and prescribes the procedure and gives enough scope for student interaction in the classroom in order to ensure communication. The social system is moderately structured.

**Support System**

The materials are well organized in the Functional Communicative Approach. Mostly two different sets of materials are used in this approach:

1. Learning materials.
2. Materials to substantiate instructional system.

The instructional material in the functional communicative approach is not restricted to the text books alone. The text books are replete with functions or well chosen purposeful situations common to our everyday experiences. Lessons in the text book are task-based such that by doing the tasks learners might have access to the language and language learning takes place through development of four basic skills viz listening, speaking, reading, writing (L.S.R.W.). This might include language-based reading such as science, magazines, advertisement and newspapers or visual sources around which communicative activities such as map drawing, picture making symbols, working out lightly sequence of events, giving instructions, following directions, solving problems from shared clues etc. can be build. The teachers and the learners have the scope to reach out the solution of the problems or to achieve the concepts through the learning materials. Teachers have to deliver his lesson with the help of the substantive materials In the class room situation learners share their knowledge in preparing supporting materials with the teachers and perform social interactional activities i.e., conversation, discussion, role play, skills improvisation and debates. The text based and tasks based authentic real life materials related to the process and the knowledge relevant to support systems. In this method mainly task-based text books are used are support however in some cases audio-visual aids are used.

**Principles of Reaction**

During the flow of the lesson the teacher wants to be supportive to the students’ conception about learning language. When necessary the teacher provides guidance through the foreign language to acquire the four language skills listening, speaking, reading, writing (LSRW) at the same time by associating it with their mother tongue. The teacher will help the learners to comprehend, scan, predict, infer and transfer information interlinked in the foreign language and their mother tongue. The teacher is the controller in the classroom situation. He will supply correctives through situational teaching by individual group and pair taking, talking on situations, dialogues, role playing, asking for information, giving directions, instructions etc. reading and writing new vocabulary items, grammatical structure in the foreign language and the related ideas in first language. The proficiency in foreign language may be achieved by the students by exercising their lessons through Functional Communicative Method/Approach.
Components of Functional Communicative Method/Approach

1. Determination of instructional objectives.
2. Identification of learning concepts.
3. Creating scope of students’ active participation in classroom instruction.
4. Developing lesson plans according to learning contents.
5. Providing scope to students to learn according to their own style, pace and time.
6. Allowing students to practice their knowledge.
7. Providing scope of classroom interaction with the teacher.
8. Democratic atmosphere in the classroom.
9. Corrective process through reference to foreign language.
10. Based on students’ active participation and motivation.

Instructional and Nurturant Effect

The approach is designed for acquiring foreign language efficiently, which considered as instructional effect.

The students will be conscious about the nature of contents, the process of acquiring concepts and the method of solution interlinked with the concepts.

The strategy has significant nurturant effect. It is designed for the development of language skill, comprehension, attitude towards language, interest towards language and language appreciation. A critical view of knowledge and sensitivity to logic of communication is expected to develop in them. The instructional effects will coincide with the nurturant effect.
### Functional Communicative Method

**INSTRUCTION EFFECT**
- Development of language concept
- Development of comprehension
- Development of awareness between first language and second language
- Development of the communication skill

**NURTURANT EFFECT**
- Development of knowledge in language
- Development of awareness in language
- Development of interest towards language
- Development of language appreciation

*Fig. 5: Showing the Model of Functional Communicative Method*

### 3.7 Dr. West Method

The method is named after its inventor- Dr. Michael Philip West (1888–1973). This is also called ‘New Method’ or ‘Dr. West’s Method’. Being a reaction against the ‘Direct Method’, Dr. West laid emphasis on establishing a direct link between the word and its meaning without the interference of student’s mother tongue. As a colonial educator in Bengal for a period of twenty years, Dr. West developed insights into problems of teaching English in India and formulated this method. Dr. West’s Method was based on two important considerations. First, that English should be studied from utilitarian point of view and secondly, it should be studied as a means of international understanding.
This ‘New Method’ or ‘Reading Method’ emerged in the thirties of the 19th century. It appealed at that time, the teachers of English and thus stood as a reaction against the Direct Method. In this method, Dr. West seeks to give to each phase of the teaching of English its legitimate place in a complete system of teaching the language, and his “rethinking of the subject has tended to write the under emphasis on the teaching of speech which has been a future of foreign languages teaching for some time” (Thompson and Wyatt). So far he has only dealt with the teaching of reading and speech, and the problem of written work (including grammar) remains to be investigated.

Reading ability was laid emphasis by Dr. West as he believed that basing on the psychological principle; a child first listen and understands, then only he speaks. He opined that reading ability can be developed by reading books in solitude with ease, interest and pleasure. West provides a new type of reading book, a book providing interesting reading matter and employing a specially selected or ‘controlled’ vocabulary. So that ‘thought getting’ may proceed at as rapid and even a pace as possible the size of the vocabulary is kept as small as possible and new words and phrases are equally distributed over the pages. In the choice of vocabulary as large a proportion as possible of words occurring most frequently in normal reading matter of a non-technical nature is included, and thus the book serves as an introduction to the later reading of adult life. The matter is explained with the help of pictures.

According to Dr. West, knowledge of 1158 ‘form’ and ‘content’ words can suffice for the purpose of speaking. This is called ‘controlled vocabulary’. Form words are structural words in speech vocabulary and reading vocabulary. All types of learners need to know these words. This reading vocabulary is presented to pupils through ‘readers’ and ‘rapid readers’. A distinction is made between essential and working vocabulary on one hand and recognition vocabulary on the other.

In this method West advocates that when a word is introduced for the first time, it is repeated a certain number of times, so that the reader may be the better familiarized with it; and for testing the efficiency of the reading, tests in comprehension upon non-linguistic lines, i.e. not necessitating the use of language beyond the reader capacity to use, are set. Extensive use is made of pictures in explanation, but resort to mother-tongue is permitted to whatever extent deemed necessary. The linguistic material is not presented according to any clearly grammatical plan.
The first language is maintained as the reference system in the acquisition of the second language.

A regular practice and gradual changeover to the Dr. West’s Method of language teaching will be able to empower the students with a good command over English.

**Syntax**

**Step – 1**

a) The teacher first introduces the ‘Reading’ material and selected vocabulary list and tries to arouse students’ interest in the topic.

b) The teacher motivates the learners by giving a reason for reading.

c) The teacher provides Supplementary Readers for language preparation for the text.

**Step – 2**

a) The learners read the passage silently and quickly.

b) The teacher supplies new words and phrases which are equally distributed.

b) The teacher helps the learners to understand the writer’s purpose.

c) The teacher helps to understand of the text structure and to clarify the text content.

**Step – 3**

a) The students are allowed to response what has been read and to clear whatever doubts they have with the passage.

b) The teacher gives explanations and illustrations in the target language.

b) The teacher helps the meanings of selected phraseology in the target language. He/she give a corresponding phase in the target language.

**Step – 4**

a) The teacher provides some speech training on sentence in the target language. The size of the speech vocabulary is kept as small as possible.

b) The teacher and the students communicate with each other using the controlled vocabulary. It helps the students to have fluency in oral skill.

c) The students also asked to give / supply the equivalents in the target language.
d) The learners give the target language equivalents and the teacher helps as and when necessary.

e) Teacher facilitates opportunities for students to self correct using follow-up questions and intensive reading tone, etc.

f) The students write down the answers using the controlled vocabulary and this written work is correlated with oral work.

**Step – 5**

The next part of the lesson deals with the teaching of the grammar deductively.

a) The teacher gives explanation of the newly introduced items of the given passage by avoiding the explicit grammar rules.

b) Each item is formally defined and its use in the given sentence or context clearly explained by ‘controlled vocabulary’ in the target language.

**Step – 6**

The next part of the lesson is an exercise.

The students are asked to describe the various words, idiom or phrase taught by comprehension exercises.

**A brief retrospect**

- Grammar is taught functionally — it is to be acquired unconsciously in the process of performing language study, especially its active aspect, does require a certain amount of grammatical practice.

- Practice is provided through conversation, comprehension exercises and selected reading materials in the foreign language.

- A distinctive feature of this method is its focus on reading ability which is developed by reading books called ‘readers’ and ‘rapid readers’ in which new words and phrases are equally distributed over the pages and the vocabulary in non-technical.

- The learner expresses his thoughts and feelings directly by means of English without any intervention of mother-tongue and of the bilingual dictionary. The learner gets the ability to grasp the language proficiency by acquiring speech
vocabulary and reading vocabulary. Classroom instruction is given importance and the learner is very much conscious in the target language.

- The method emphasizes primarily on the skill of reading and written work should be correlated with the oral work. Oral work gives reality to the subsequent reading (as a preparatory to silent reading) of the language if the learner is done a little speaking in it, even the smallest amount.

- Tests in comprehension are set in the Readers to test students’ efficiency of reading and the best use of pictures is made to explain the reading points.

**Social System / Interaction**

The teacher retains control of intellectual structure. He / she continuously encourage learners to acquire selected and graded vocabulary rather than explanation or meaning of the word or phrases. The teacher is monitoring their performances during the educational activities. She/He may be a co-communicator engaging in the communicative activity along with the students. The teacher works out questions, or orders or other forms of exercise which call upon the learner to make an active response- putting ideas into foreign words; and it is necessary to ensure that the responses are not involve any new item being exercised. The teacher is not just purveying linguistic knowledge, but is providing opportunities for the exercise and development of skill in speech. He / She make his/her lesson more of the ‘learning’ type than of the ‘teaching’ type. The teacher is building up a reading vocabulary which the learner is most likely to meet in reading whereas in the case of a speech vocabulary his/her chief concern is the ideas which the learner is likely to want to express. The teacher is the controller of the interaction and prescribes the procedure and gives enough scope for student interaction in the classroom in order to ensure speech skill. The social system is moderately structured.

**Support System**

The materials are well organized in the Dr. West’s Method. Mostly two different sets of materials are used in this approach:

1. Rapid Readers.
2. Supplementary Readers like ‘New Method Composition Books’ and ‘Teacher’s Handbook’ to substantiate instructional system.
The instructional material in the Dr. West’s Method is restricted to the text books i.e. ‘Readers’ or ‘Rapid Readers’ alone. He prepared some Readers (stage-wise) known as New Method Readers containing interesting piece of prose and other reading matter illustrated with explanatory pictures and sketches to the aptitude and ability of the learners. The Readers comprised 2280 selected words according to the principles, frequency, range and teach ability. Companion Books are helping learners with vernacular meanings, pronunciation of words in the Reader; giving questions to guide reading and skimming, and Supplementary Readers are helping the learners to acquire the habit of silent reading. West’s New Method Composition Books present varied forms of exercises through drills. The teacher provides ‘Short Primer to art of Teaching English’ with some speech training on Sentence Method that will make the learners active and take lesson lively. The teacher also use vocabulary in ordinary speech smaller than that needed for reading text books in English. He/She supply the controlled vocabulary consist of 1158 words to the learners for the purpose of communicating through speech. The learners learn the language through development of four basic skills reading and speaking followed by listening and writing. Teachers have to deliver his lesson with the help of the substantive materials. In the class room situation learners share their knowledge with the teachers and perform social interactional activities i.e., conversation, discussion, and comprehension exercises.

**Principles of Reaction**

During the flow of the lesson the teacher wants to be supportive to the students’ conception about learning language. When necessary the teacher provides guidance through the foreign language to acquire the language skills reading, speaking and then writing at the same time by associating it with their mother tongue. The teacher will help the learners to comprehend, infer and transfer information interlinked in the foreign language and their mother tongue. The teacher will supply correctives through situational teaching by talking on situations, giving directions, instructions etc. reading and writing selected vocabulary items and certain amount of grammatical practice in the foreign language. The proficiency in foreign language may be achieved by the students by exercising their lessons through Dr. West’s Method.
**Components of Dr. West’s Method**

1. Determination of instructional objectives.
2. Identification of learning concepts.
3. Creating scope of students’ active participation in classroom instruction.
4. Developing lesson plans according to the ‘Readers’ or ‘Rapid Readers’.
5. Providing scope to students to learn according to the selected reading materials and vocabulary.
6. Allowing students to practice their knowledge of reading and speech vocabulary.
7. Providing scope of classroom interaction with the teacher.
8. Autocratic atmosphere in the classroom.
9. Corrective process through reference to foreign language and mother tongue.
10. Based on students’ active participation and motivation.

**Instructional and Nurturant Effect**

The approach is designed for acquiring foreign language efficiently, which considered as instructional effect.

The students will be conscious about the nature of reading materials, the process of acquiring vocabulary control and the method of solution interlinked with the reading materials.

The strategy has significant nurturant effect. It is designed for the development of reading skill, comprehension, attitude towards language, interest towards language and language appreciation. A critical view of knowledge and sensitivity to logic of communication is expected to develop in them. The instructional effects will coincide with the nurturant effect.
3.8 Discussion

Having discussed the various methods of teaching English in India, we come to the conclusion that there is something good, something bad in each method. None of the methods is perfect in every respect. This does not mean that we shall give up the use of all these methods. We must use one method or the other but the point to be taken care of is that a teacher should use the method as long as it (method) is a slave to him and he is able to do well with it. But when the teacher becomes a slave to the method, the whole teaching work becomes a hotchpotch. So it is rather advisable that the teacher should adopt ‘eclectic’ and ‘pragmatic’\(^{15}\) approach because no single approach is useful in all the situations.
The technique of teaching is important but at the same time we must say that the material is not of less importance. The success of teaching-learning depends upon the technique as well as the choice of material. The material required and the methods to be used for it always depend upon a number of factors which are: the learner — his age, level of learning, capacity, interest etc; the teacher — his efficiency, insight, training etc; the objectives of teaching English; class in which its study is introduced; availability of different types of aids; size of the class; location of the institution and the social background etc.

From the above discussed method of teaching English, the researcher selected three comprehensive method of instruction i) The Direct Method, ii) The Grammar Translation Method and iii) The Functional Communicative Approach — that permits of harmonious development in all the different skills included under English.
Reference


