Chapter - 2
ELT Over The Years and ILT

The different stages through which English language teaching passed before it assumed the status of a recognized systematic discipline, is unrecorded. This is because ELT was handled by the teachers who were functioning as mere individuals than as members of a discipline. It is quite likely that this was done in a naturalistic manner by means of contact with the speakers of another language with the goals of interpersonal communication. Since the time, the history of language teaching has been recorded; efforts and attempts have been made to help learners by means of structured approaches for the presentation of the target language. These attempts and efforts have been termed as methodologies and approaches. In addition, it is useful to bear in mind that language teaching is a social phenomenon and is therefore influenced by the socio-cultural context in which it is taken up. The various approaches and methodologies are the reflections of theories of language and language learning through the ages. Furthermore, factors like objectives, choice of content and its organization (syllabus), teaching and learning activities, roles of teachers and learners, and the use of instructional materials have an important bearing on various methods and approaches of language teaching.

2.1 English Language Teaching Over the Years

English language teaching has traversed a long path to emerge as a distinct discipline. It has seen the emergence and disappearance of many methods, which were reactionary in nature. Some of the reactions were strong enough to subvert the existing method while others were instrumental in suggesting changes in it. In addition, it is not that the methods dwindled into oblivion without leaving any mark in ELT. Rather, the traces of every method deposited some sediment into the history of ELT and left an indelible impression. These impressions are realized in various language classrooms by the language teacher either in combination of methods or eclectically. Every method approaches the process of language teaching with a different perspective towards language and language learner. There are concrete differences in terms of objectives, syllabi, procedural aspects, and focus of teaching. Some methods focus on the teaching of
one or all the four skills of language i.e. listening, speaking, reading and writing while others focus on the knowledge components including vocabulary, pronunciation and grammar. Furthermore, some methods focused even on the sub-skills of language. In order to understand the evolution of ELT over the ages, it is imperative to analyze and study the detailed components of every method.

The history of ELT has been recorded from the middle of the nineteenth century. During the 1840s, Grammar-Translation method was practiced and it aimed at the deductive teaching of reading and writing in the foreign language. No attention was paid to the teaching of speaking or listening. Grammar-Translation method attracted a strong reaction from the proponents of the Direct method, which prevailed in ELT from the 1840s to the 1920s. The Direct method strongly advocated the building up of oral communication skills of the students inductively. By the arrival of the Direct method in the ELT scenario, the focus shifted from translation to the use of target language in the classroom. The students were given adequate practice in the use of concrete and abstract vocabulary.

The Oral Approach and Situational Language Teaching followed the Direct method. This method was quite popular around the 1920s. It aimed at the teaching of the four basic skills of the language. In addition, the focus shifted from the teaching of language in isolation to language in structured situations. From The Oral Approach, the emphasis changed to the teaching of the reading by means of intensive exposure of reading comprehension passages to the learners. This was by means of The Reading Method practiced around 1921. Both The Oral Approach and Situational Language Teaching and The Reading Method were being practiced simultaneously. Around 1942, there arose, a situational need of a methodology which could train the learners for conversational proficiency in a variety of foreign languages. In order to satisfy this need, Army Specialized Training Programme came into being in the year 1942.

In the fifties, grammar, listening comprehension, and pronunciation again gained focus. This was done through The Audiolingual Method wherein the students were expected to attain the mastery over the language through extensive drilling. Audiolingual method was followed by Total Physical Response introduced in the year 1960 where the thrust shifted from the teaching of linguistic elements to the teaching of the four skills of
language. The training of the learner started with the oral proficiency with the ultimate goal to improve all the four skills of the learner. In the seventies, The Silent Way gained popularity, wherein the focus of the teaching was on prosodic features of the language and practical knowledge of the rules of grammar. During the same time, two more methods were being practiced. These were Neurolinguistic Programming and Cooperative or Collaborative language learning. Whereas in the former, the focus was to develop the communicative competence among the learners through mental programming, in the latter, it was to do so through conversation in socially or pedagogically structured situations.

In the year 1972, Community Language Learning was introduced where the roles of the teacher and the learners underwent a noticeable change and teaching was practiced through conversations, scripts for dialogues and mini-dramas. In 1977, Tracy Terrell and Stephen Krashen introduced The Natural Approach that aimed at improving the reading and writing skills of the learners by making the input comprehensible in nature. The Natural Approach was followed by Competency Based Approach, which was introduced in 1978. It aimed at enhancing the essential knowledge of skills. During the same time, Suggestopedia was also being practiced with the aim of improving the lexical command through translation in a musical atmosphere.

In the eighties, Whole Language Teaching appeared with the aim of integrating various skills of language by the use of literature. During the same period, there came a revolution in the field of ELT with the arrival of Communicative Language Teaching. Its basic premise was “using language to learn” rather than “learning language to use” (Howatt, History of English language teaching, 279). The aim of the method was to enhance the communicative ability of the students by using text-based materials, task-based materials, and realia. Communicative Language Teaching was actually a name assigned to many approaches with uniformity in opinion. It had such massive impact on the field of ELT that till date it is being practiced in one form or another in various language classrooms. In the year 1983, Lexical Approach came into practice with the focus on the teaching of lexical units of language. The year 1989 saw the emergence of Content-based instruction, which focused on the teaching of language through content and discourse.
While Communicative Language Teaching was being practiced in various classroom situations, other methods were emerging in the field of ELT. These included Multiple Intelligences (1993) and Task-based Language Teaching (1996). The former believed in the multisensory view of the language by focusing on the integration of language with music, bodily activity, and interpersonal relationships. The latter emphasized the nature of language related to meaning making and consisting of lexical units.

All these methods catered to the emerging needs of the learners across the globe and each method endeavored to provide maximum help to the learner to achieve proficiency in the second or the foreign language. Furthermore, no two methods were identical with each other in terms of various components like theory of language, theory of learning, objectives, syllabus content, types of learning and teaching activities, role of learner and teacher, instructional materials and testing. The details regarding how all these methods differed from one another in terms of focus and classroom activities can be presented as follows:

2.2 Stages of ELT

The table reflecting various parameters, according to which the methods in the history of English language teaching can be compared, is given in the following pages.
The above table reflects the comparative representation of the various methods that have been practiced in the history of English language teaching. The picture that emerges from this representation is that every method is quite different from its counterpart. No two methods are identical in terms of the parameters in which they have been compared. In addition, even if two methods have had the similar objectives, then there were noticeable differences in either the syllabus design or theory of language or theory of learning or role of learner or role of teacher or teaching-learning activities or instructional material or classroom procedure.

### 2.2.1 Theory of language

There are three popular views in relation to the theory of language and these are Structural, Communicative, and Interactional. The Structural view is the most traditional of the three and it views language as a system of structurally related elements for the coding of meaning. The target of language learning is to be the mastery of elements of this system, which are generally defined in terms of phonological units, grammatical units, grammatical operations, and lexical items. Methods like, Grammar-Translation, The Direct method, The Oral Approach, and Situational Language Teaching, The Reading Method, Army Specialized Training Programme, The Audiolingual Method, Total Physical Response and The Silent Way, supported this theory of language. The second view of language i.e. the Communicative View states that language is the vehicle for the expression of functional meaning. This view emphasizes the semantic and communicative dimension rather than the grammatical characteristics of the language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. It was subscribed by the proponents of methods like Neurolinguistic Programming, The Natural Approach, and Communicative Language Teaching. The third view of language i.e. the Interactional View sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry in the development of interactional approaches to language teaching include interaction analysis, and conversation analysis. Interactional theories focus on the patterns of moves,
acts, negotiation, and interaction found in conversational exchanges. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors. These views of language were true of the theories like, Cooperative or Collaborative Language Learning, Community Language Teaching, Competency Based Language Teaching and Whole Language.

2.2.2 Theory of Language Learning

As far as the theory of language learning is concerned, most of these methods conformed either to the Behavioral theory of language learning or to the Cognitive theory of language learning. The essential feature of the Behavioral Approach to learning is that events in the environment are understood to predict a person’s behaviour, not thoughts, feelings, or other events that take place inside the person. Strict behaviorists believe that it is dangerous and unscientific to treat thoughts and feelings as the causes of a person’s behavior, because no one can see another person’s thoughts and feelings. This theory of language learning was adopted as a base by several methods including the Grammar-Translation, the Direct Method, The Oral Approach and Situational Language Teaching, The Reading Method, Army Specialized Training Programme, The Audiolingual Method, Total Physical Response, and Competency Based Language. The other popular theory of language learning, which the proponents of various teaching methods had adopted was Cognitive theory of language learning. Unlike Behavioral theory of language learning, Cognitivists believe that it is essential to study an individual’s thoughts and expectations in order to understand the learning process. Modern cognitive psychologists believe that learning involves complex mental processes, including memory, attention, language, concept formation, and problem solving. They study how people process information and form mental representations of people, objects, and events. The practitioners of various methods including The Natural Approach, Suggestopedia, the Communicative Language Teaching, Content-Based Instruction, Multiple Intelligences, and Task-Based Language Teaching followed cognitive theory of language learning. Whole Language conformed to neither of the above-mentioned theory of language and was rather based on another view of language, which is popularly known as “constructivist theory of language”. According
to this theory, “Language use is always in a social context, and this applies to both oral and written language, to both first and second language use”. Also, Constructivist Learning Theory holds that knowledge is socially constructed rather than received or discovered. Thus, Constructivist learners “create meaning”, “learn by doing”, and work collaboratively “in mixed groups on common projects.” Rather than transmitting knowledge to students, teachers collaborate with them to create knowledge and understanding in their mutual social context.

2.2.3 Objectives of Learning

All the methods were propounded with distinct and definite aims with regard to the training of the learners. Some methods focused on the development of the specific skills while others focused either on the knowledge component or on the sub-skills of language. The knowledge components of the language include vocabulary, pronunciation and grammar while the skills refer to four skills of the language namely, listening, speaking, reading and writing. Some methods focused on more than one component of the language. For example, the methods like, Grammar-Translation method, The Oral Approach and Situational Language Teaching, the Audio-lingual Method, Total Physical Response, The Silent Way and Collaborative or Cooperative Language Learning aimed to enhance the grammatical skills of the learners. On the other hand, Suggestopedia and Task-based language teaching aimed to enhance the conversational proficiency of the learners. The development of the vocabulary of the learners was the aim of the proponents of the methods like Grammar-Translation method, the Direct method, The Silent Way, Suggestopedia, Content-based language teaching and Collaborative or Cooperative language learning while, the promotion of the lexis was taken care of by methods like, Total Physical Response, Suggestopedia, the Lexical Approach and Task-based language learning. The Audiolingual Method took care of pronunciation, phonology, and morphology. As far as the teaching of the linguistic skills are concerned, teaching of reading skills was the aim of The Reading Method, Whole Language, Multiple Intelligences, Cooperative language learning and Total Physical Response whereas the listening and speaking skills were the focus of Whole Language, Cooperative language learning, Task-based language learning and Total Physical Response.
Furthermore, writing was the focus of methods like Whole Language, Multiple Intelligences, Cooperative language learning, and Total Physical Response. Methods like the Grammar-Translation, Cooperative language learning and Total-physical Response developed the translational skills of the learners and on the other hand, methods like Neurolinguistic Programming, Community language Learning, The Natural Approach, Competency-based language teaching, Communicative Language Teaching, and Content-based language teaching aimed at developing the communicative competence of the learners.

2.2.4 Syllabus

Depending upon the objectives of the various teaching methods, the proponents of these methods gave in serious thought to the syllabus design. The syllabi for any teaching programme can be classified into two categories and these are Emergent syllabi and Predetermined syllabi. The predetermined syllabus is a syllabus where the content or unit of categorization is planned, graded, selected, and categorized in the syllabus document by the syllabus marker before classroom interaction occurs. The predetermined syllabus tells the teacher what to do for the whole year, in terms of what has to be taught, and what will be examined. The content is decided for the teacher before the start of the academic year. The syllabus is predesigned. Such pattern of syllabus has been used for teaching methods like, The Grammar-Translation, The Direct method, The Oral Approach and Situational Language Teaching, The Reading Method, Army Specialized Training Programme, The Audiolingual Method, Suggestopedia, The Lexical Approach, and Content-based Language Teaching. On the other hand, the Emergent syllabus is the one in which the material and content to be taught depend on the decisions of the moment made by the teacher alone, or by the teacher and students together. An emergent syllabus, which considers the learners decisions, is both an emergent as well as a negotiated syllabus. Thus, predetermined syllabus involves decisions made before learning, while the emergent syllabus is concerned with issues that involve decisions made while teaching or even after teaching. Such type of syllabus was practiced by methods like Total Physical Response, The Silent Way, Neurolinguistic Programming, Co-operative Language Learning and Teaching, Community Language Teaching, The Natural
Approach, Competency Based Language, Whole Language, Communicative Language Teaching, Multiple Intelligences and Task based Language Teaching.

2.2.5 Classroom Teaching and Learning Activities

Depending upon the nature of the syllabi, the classroom teaching and learning activities are planned. From the perspective of the nature of teaching-learning activities, there are two main categories i.e. Inductive and Deductive. In classroom activities based on deductive reasoning, people draw conclusions about specific cases from general principles that are assumed true while in the activities that involve inductive reasoning people infer a general rule from a specific case. In such type of activities, the teacher introduces the rules of the language through the examples i.e. first the concrete is established before the learners and after that the abstract rules are derived out. Of the existing methods of language teaching, Grammar-Translation, The Oral Approach and Situational Language Teaching, Army Specialized Training Programme, The Audiolingual Method, Total Physical Response, The Silent Way, and the Lexical Approach conformed to deductive method of teaching. The method like, The Direct method, The Reading Method, Neurolinguistic Programming, Cooperative or Collaborative Language Teaching, The Community Language Teaching, The Natural Approach, Competency Based Language, Suggestopedia, Whole Language, Communicative Language Teaching, Content Based Instruction, Multiple intelligences and Task based Language Teaching followed inductive method of reasoning for planning classroom teaching and learning activities.

2.2.6. Role of the learner

Types of learning and teaching activities specify and assign the role, which the teacher and the students have to assume during the teaching-learning situation. The various roles, which the learner can assume, are that of a participant, a performer, a passive recipient and a self-evaluator or a monitor. In the methods like Army Specialized Training Programme, Cooperative/Collaborative Language Teaching, The Natural Approach, and Suggestopedia, the learner was an active participant who participated in the classroom activities and executed them according to his role. However, he was
expected to perform the roles assigned to him in the methods like Grammar translation, The Reading Method, Total Physical Response and Competency based language. He was to be a self-evaluator and monitor his performance in methods like The Silent Way, Whole Language Teaching and Task based Teaching. In certain methods, the role of the learner was unique e.g., he was to be a negotiator between the self and the activities in Communicative Language Teaching and a passive recipient in the Direct method. The Whole Language Teaching expected him to be a collaborator in the activities while the Lexical approach demanded him to be a data analyst who constructed his own language. In Content Based Instruction, he was to be an active interpreter of input willing to explore various learning strategies, while in Community Language Teaching, he had to perform five roles, which include, an infant, a child, independence from parents, adolescent and an independent knower.

2.2.7 Role of the teacher

Corresponding to the roles of the learners, the teacher also has to fulfill several kinds of roles. Some of these are, task giver, role model, facilitator of learning and counselor. The methods like Grammar translation, the Direct method, The Reading Method, Army Specialized Training Programme, The Audiolingual Method and the Competency Based Language Teaching method wanted the teacher to provide tasks and adequate practice to the learner in the classroom activities. The Oral Approach and Situational Language Teaching, Total Physical Response and Neurolinguistic Programming projected the teacher as a role model for the learners in various classroom activities. The teacher was a facilitator of learning in the methods including Content Based Instruction, Cooperative/Collaborative Language Teaching, Suggestopedia, Whole Language Teaching and Communicative Language Teaching. In certain methods the teacher had to perform multifarious roles e.g. in Communicative Language Teaching s/he also had to be a needs analyst, a counselor and a group process manager while in The Silent Way he was a silent worker, a neutral observer, a dramatist, a script writer and a critic of performance. He had to select and sequence the tasks and sometimes prepare them according to the needs of the learner in the methods like Task Based Language Learning and The Natural Approach.
2.2.8 Instructional material

The materials that are put into action for various activities, are also dependent upon the roles played by the learners and the teachers in the classroom activities. Some of the commonly used instructional materials are textbooks, graded exercises, audio-visual aids, translational exercises, and realia. Grammar translation Method, Direct method, The Reading Method, The Silent Way and Competency Based Language Teaching made extensive use of graded exercises for fulfillment of tasks. On the other hand realia and authentic material served as important teaching aids in methods like Task based Language Teaching, Multiple intelligences, Content Based Language Teaching, Total Physical Response, Neurolinguistic Programming, The Natural Approach, the Whole Language and Communicative Language Teaching. The Oral Approach and Situational Language Teaching and The Audiolingual Method had prescribed textbooks while the lexical approach relied upon the corpus of vocabulary or lexis. Furthermore The Silent Way made use of set of coloured rods, colour coded pronunciation and vocabulary wall charts, a pointer and reading & writing exercises. Cooperative/collaborative language learning included classroom activities based on language games e.g. jigsaw puzzles and information gap activities.

2.2.9 Classroom Procedure

Every method is quite distinct from the other in terms of classroom procedure. For example, in Grammar-Translation method Grammar was taught deductively that is through the presentation & study of grammar rules, which were practiced through translation exercises. The syllabus was followed for the sequencing of grammar points throughout the text. In the Direct Method, Classroom instruction was conducted in target language with teaching of everyday vocabulary & sentences. The thrust was on the building of oral communication skills & inductive teaching of grammar. Both speech & listening comprehension were taught with focus on correct pronunciation & grammar. The Oral Approach & Situational Language Teaching hailed a move from controlled to freer practice of structures & from oral use of sentence patterns to their automatic use in speech, reading, & writing. The Reading Method focused on exposing the students to a series of reading passages containing interesting reading material with graded
vocabulary. While in Army Specialized Training Programme, students studied 10 hrs. a
day, 6 days a week. There were generally 15 hrs. of drill with native speakers and 20 to
30 hrs. of private study spread over two to three 6-week sessions. In The Audiolingual
Method, students first heard a dialogue containing key features that were the focus of the
lesson. Then they repeated the dialogue individually or in chorus. The dialogue was then
adapted to the students' interest or situation. Certain key features were selected & used as
the basis for pattern drills of different kinds. The Total Physical Response involved the
practice of verb items through commands involving action on the part of the students. In
The Silent Way, at the beginning stage, the teacher modeled appropriate sound after
pointing to a symbol on the chart. Later, the teacher silently pointed to individual
symbols & monitored students' utterances. The pointer was used to indicate stress,
phrasing, & intonation. After practice with the sounds of the language, sentence patterns,
structure, & vocabulary were practiced. Neurolinguistic Programming had primary focus
on awareness. The lesson was guided with a fantastical activity followed by reflecting on
the experience. Cooperative Language Learning / Collaborative Language teaching
involved interactive sessions between the learners with the teacher monitoring the pairs &
intervening at appropriate time to help students master the needed writing & cooperating
skills. In Community Language Teaching, the classroom session started with
introductions and formal greetings. Goals and guidelines for the course were stated.
Students and teacher were seated in circular manner so that everyone could participate in
conversational teaching. This was followed by reflection period in which students shared
their experiences. The teacher derived elements of language from the conversation &
gave the students practice in it as homework. In The Natural Approach, the instructor
maintained a constant flow of comprehensible input using key vocabulary items,
appropriate gestures, context, repetition, and paraphrase to ensure the comprehensibility
of input. In Competency-Based Language, after an initial assessment, students were
placed within the framework based on their current English proficiency level, learning
pace, needs, & social goals. Then their competencies were developed in terms of
knowledge, oral skills, reading, & writing. According to the classroom procedure of
Suggestopedia, the participants sat in a circle & the discussions proceeded like a seminar.
Specific attention was given to grammar, vocabulary & precise questions & answers.
Then new material consisting of new dialogue, its native language translation, issues of grammar, vocabulary were presented & discussed. The 3rd part was concert session. Whole Language Teaching made use of literature, use of process writing and encouraged cooperative learning among students. There was concern for students’ attitude. Communicative Language Teaching involved the practice of pre-communicative activities involving: structural activities, quasi-communicative activities, and communicative activities involving functional communication activities, and social interaction activities. The Lexical Approach made use of activities that involved and attracted students’ attention to lexical collocations & seek to enhance their retention & use of collocations. In Content-based Instruction, there were no specific techniques or activities. However, teaching material & activities were to match the chosen content. Multiple Intelligences worked on following steps: awaken the intelligence, amplify the intelligence, and teach with/for intelligence and transfer of the intelligence. In Task-based language teaching, there was a set of role-play activities that focus on situations that students might encounter in community & transactions to be carried out in English.

2.2.10 Testing

The various objectives of the course also determine the language components that have to be tested. For example, Grammar-translation focused on the testing of translational skills of the learners while, the Direct method focused on the testing of vocabulary and grammar. The Oral Approach and Situational Language Teaching involved testing of reading, writing and speaking skills and The Reading Method involved the testing of reading skills. In addition, the methods like, Army Specialized Training Programme and Community Language Teaching tested the conversational proficiency of the learners. The Total Physical Response and The Silent Way involved the teaching and testing of oral proficiency of the learners. Neurolinguistic Programming, Content-based instruction and the Communicative Language Teaching involved the testing of communicative competence of the learners. Furthermore, Collaborative/Cooperative language learning and Competency-based language learning tested all the four skills of language namely, listening, speaking, reading and writing while The Natural Approach tested speaking and writing skills and the Whole Language
and multiple Intelligences tested reading and writing skills of the learners. Suggestopedia and the Lexical approach tested the vocabulary of the learners while Task-based teaching tested the oral proficiency of the learner along with the vocabulary. The above description indicates that all the methods emerged in response to the changing objectives in the components of language. This can be summed up as:

**Proficiency in English Language**

- **Knowledge**
  - Grammar
    - Phonology
    - Morphology
    - Syntax
  - Vocabulary
  - Pronunciation
  - Oral Approach
  - Situational Language Teaching
  - Audio-lingual Method
  - Total Physical Response
  - Cooperative/Collaborative Language Learning
- **Skills**
  - Listening
    - Conversational Proficiency
  - Speaking
    - Communicative Competence
  - Reading
    - Reading Method
    - Whole Language
    - Multiple Intelligences
  - Writing
    - Translation Method
    - Grammar Translation Method
    - Total Physical Response
    - Cooperative/Collaborative Language Learning

Fig. 2.1 Proficiency in English language
2.3 Interactive Language Teaching (ILT)

2.3.1 Beginnings of ILT

The above description and analysis reveal that many methods have been developed around the notion that language is structure or communication or interaction. However, the fact remains that communication is just the form of interaction. As pointed out in the section 2.2.1. of this chapter, some methods like Collaborative or cooperative language learning, Community Language Teaching and Whole Language supported the interactional view of language. Thus, interactional view of language first made its vibrations felt in the field of ELT in the year 1970 with the practice of these methods. Nevertheless, these methods differed from the other methods in terms of other parameters. The communicative view language also came to the ELT scenario in the year 1970 and was promoted by the teaching methods including Neurolinguistic Programming, Community Language Teaching, and The Natural Approach. However, it made its pronounced entry in ELT with the arrival of Communicative Language Teaching (CLT) in the year 1980. With the arrival of CLT in the picture, the status of interactional view of language suffered a serious setback and it was just recognized to be a constituent of CLT. Communicative Language Teaching thus brought a revolution in the field of language teaching by shifting the focus of providing the learner with ‘communicative competence’ rather than ‘linguistic competence’. In addition, it cannot be denied that linguists, applied linguists, and psycholinguists from the world over had put their minds into this approach and contributed for its development in their own ways. However, with all its details, it remains just an approach to language teaching. This means that it cannot be taken as a foolproof methodology with the details of other parameters.

Though Richards and Rodgers have pointed out the roles assumed by the teacher, the propounders of Communicative Language Teaching have not specified the other parameters. It is precisely here that Wilga M. Rivers’ Interactive Language Teaching (propounded in 1987), plays its role in English language teaching. It is not just an approach to language teaching at theoretical level. In fact, it is a comprehensive
methodology, which looks into various aspects of language classroom with special focus on learner – the raison d’être of teaching.

2.3.2 Details of ILT

Interactive Language Teaching, which is in line with the humanistic approaches, places more emphasis on the learner than the teacher. Its frequently cited dimension can be summarized by the cliche “experience is the best of all schools” and its theorists and practitioners are in agreement with the fact that individual learners possess unique interests, styles, and needs. Also, the activities that involve all learners are the best way of acquiring the target language. Classroom activities where students carry out tasks are mediated through the target language and this enhances collaborative language teaching. Some of the key words of I.L.T. are: sharing, participating, initiating, reasoning, innovating, and trying, which are encapsulated and abbreviated as SPIRIT. As a methodology, I.L.T. involves several steps, the most important being interaction amongst the learners. The entire focus of an I.L.T. classroom is thus on the learner and the classroom activities seek his maximum participation. So much so that it is the learners’ needs and purposes, his socio-cultural and academic background and individual variations among the various learners that shape the language teaching activities in the classroom. It is quite unlike the traditional teacher fronted classroom situations where one set of teaching methodology, classroom activities, was assumed suitable for all the learners. Before one looks upon ILT as an improvement upon CLT, one can look upon various aspects of ILT. Rivers has given a list of principles, which govern Interactive Language Teaching. These principles can be detailed as under.

2.3.3 Principles of Interactive Language Teaching:

Principle I: The student is the language learner.

Wilga M. Rivers (2002) quotes many historical precedents while discussing this principle. In the process of language learning, she focuses on the skill-based nature of the process and emphasizes on the role of the student in language learning. She cites Wilhelm von Humboldt (1836) “...no one can really teach a language, one can only present conditions under which it will develop spontaneously in its own way”, Chomsky (1965), Bronson Alcott (1970) “...we should teach nothing that the pupils cannot teach
themselves” and Gattegno (1972) "... only self-education will lead any learner to the mastery of the skill", in the discussion of this principle. Rivers asserts that in learning a language, one needs to develop a mental representation that guides the learner for effective performance. Such a representation is very personal and it evolves as the learner becomes more fully competent in the language. While teaching a language, the function of the teacher is to help individual learners consolidate their language control to increase their fluency for expressing their personal meanings. Thus focusing on the individual learning process, Rivers mentions, “students must realize that they are responsible for their own learning; they will take this responsibility more seriously if they themselves discover and work at their own weaknesses and insufficiencies”. She also discusses the notion of any student being “…unmotivated to learn a language “as a misconception and believes that “…every living being is motivated”. What might vary is the degree of motivation and it is the task of the teacher to discover the springs of motivation in individual students and channel it in the direction of further language acquisition through course content, activities in and out of the classrooms, and learner generated or atleast learner maintained projects. The attraction of the subject matter and the interest aroused by classroom interaction will spark motivation to persist with language learning. The teacher also has to find out the ways of restimulation of the motivation of the language learners.

Principle 2: Language learning and teaching are shaped by student needs and objectives in particular circumstances.

According to Wilga M. Rivers “One size fits all” is not applicable to the context of language teaching. Before making discussions on orientation and content of courses there should be a needs analysis to design language courses and language teaching materials that meets the needs of specific groups. To make such an analysis, a language teacher must study carefully the language learners in his/her class with special attention on factors like their ages, their backgrounds, aspirations, interests and goals in language learning, aptitude for language acquisition in formal setting and opportunities for language use outside the classroom. Thus in all language courses relating teaching discussions the order of priority of needs analysis-based questions should be:

- WHO? (Who are my students)
• WHAT? (What kind of course or learning materials do they need?)
• HOW? (What approach and which techniques are most appropriate in this situation?)

Principle 3: Language learning and teaching are based on normal uses of language, with communications of meanings (in oral and written form) basic to all strategies and techniques.

In the process of language learning, one needs much practice in using the language for normal purposes language serves in daily lives. Language practice thus should be as close to real life communication as possible and practicable. Rivers asserts, “manipulation of structural patterns in some presumed logical order in a sequence that is semantically incoherent does not prepare the learner for normal uses of a language”. Thus, it is very important and useful to reflect on the ways, the language is used in normal interaction. Sometimes the use of language is phatic or ritualistic, as in conventional greetings and rejoinders and in ceremonial discourse. Sometimes language is used to give and get new information, to explain, discuss and describe, to persuade, dissuade, promise or refuse, to entertain or to calm the troubled waters of social contact; to reveal or hide feelings and attitudes; to direct others in their undertakings; problem-solving or creating with words. The true end of language learning is facility in conveying meanings in purposeful acts appropriately tailored to the cultural context.

Thus, language in natural interaction requires not the correctly manipulated structures and lexicon uttered with comprehensible sounds and intonation but also conformity to the accepted forms of natural discourse within associated culture. The students need to know how to open and close conversational control, fill pauses, interrupt or not to interrupt and navigate within the exchange so that the conversation is channeled in the direction of interest to the interlocutor. The students should also know appropriate use of language for particular situations and relationships. For these considerations, the teacher has to promote natural/normal conversational interaction in large classes, particularly among students whose cultural upbringing discourages them from expressing their opinions freely in the presence of respected authority figures or persons of the opposite sex. Some students in any culture are open and outgoing while others are taciturn and shy. In some
cultures, students have learned not to waste words on comments that do not add substantially to the discussion and find it hard to talk about trivialities.

**Principle 4: Classroom relations reflect liking and respect, allowing for both teacher personality and student personality in a non-threatening atmosphere of cooperative learning.**

While speaking and writing a language, the language learner exposes his inner self that is his feelings, prejudices, values, and aspirations. Indirectly, this is also the exposing of his approximately acquired system of language, which might have been incoherently or incompletely formulated. Students going through this experience might find it challenging, ego threatening and inhibiting so the role and attitude of the teacher has to be that of tolerance and understanding. This is exactly the case in Interactive Language Teaching where the teacher is aware of many emotional factors in communicative encounters that can neither depress nor exhilarate the students. The teacher also understands and realizes that for the students the reaction of the peers and the reaction of the teacher both are equally emotionally threatening. Thus, with time, the teaching-learning classroom environment becomes enriched with atmosphere of peer bonding, development of mutual trust and confidence. The teacher and the learner reach a stage of being comfortable with each other, interested in each other and respectful of each other’s personal temperament – imposed limits. To reach this stage, the teachers need to develop a realistic understanding of their own strengths and weaknesses as instructors and as individuals, selecting approaches and techniques that play to their strengths. They must also know how to know, judge, and react to their students’ individual way of learning. Both teachers and students have to be willing to take risks and laugh together when things go wrong. Together they must exorcise the fear of failure.

A language classroom is actually an ad-mixture of various personalities so not all the students may wish to interact with each other at a very deep level and this must be respected. Where this is the case, the teacher involves the students in surface activities including games, simulations, dramatizations and informative activities through which they communicate. For interaction at a deep level, personal level, they will find their own partners and arrange their own activities. Respect for the privacy of the individual to interact as he or she feels the need or desire is another aspect of cooperative learning. “In
cooperative learning, all can succeed because each has something to contribute to the enterprise, and because success is not an external standard constructed to exclude, but the individual perception of the attainment of a self-selected goal.

**Principle 5: Basic to use of language are language knowledge and language control.**

In order to use any language efficiently and effectively, every learner needs to have a mental representation (which means the systematic knowledge) of the writing of that language. The language user is successful in his endeavor because of the interaction of various subsystems (phonological, syntactic, semantic, and pragmatic) within the mental representations. As Halliday expresses it “Reality consists of ‘goings-on’ of doing, happening, feeling, being. These goings-on are sorted out in the semantic system of the language and expressed through the grammar of the clause”. And once the language learner internalizes the fundamentals of the organization of a new language, he is liberated to express a multiplicity of meanings. Therefore, a language learner needs a functional model of the linguistic structure of a particular language that helps him in producing a basic level speech that communicates their meanings. This is what the ‘knowledge of language’ is and to acquire this, a learner passes through a succession of interim grammars at various stages in the learning process. The role of the teacher during these stages is to help the students acquire this basic mechanism sufficient to enable them to use at their particular stage of development, and to further refine this understanding as they progress. Learner acquire knowledge of the systematic interrelationship that constitute the structure of the language is acquired actively through use in communicative contexts. And gradually, it becomes part of the learners’ mental equipment and he calls upon it readily without conscious efforts. It can however be re-examined consciously if there is any need to re-interpret its potential.

Sharwood Smith expresses the necessity of performing rules as she says, “Whatever the view of the underlying process in second language learning…it is quite clear and uncontroversial to say that most spontaneous performance is attained by dint of practice. In the course of actually performing in the target language, the learner gains the necessary control over its structures such that he or she can use them quickly without reflection”.

Thus by acquiring performing rules (through language use), the learner also acquires the control of language, which implies the ability to understand messages and their full implications in the context, social and cultural, interpreting tone of voice, stress, intonation as well as actual words and structures. In expression, it implies more than syntactic accuracy as it requires syntactic appropriateness in contexts of use and in culturally determined relationship.

**Principle 6: Development of language control proceeds through creativity, which is nurtured by interactive, participatory activities.**

The ultimate goal of any language teaching is to enable the language learner to use language for their own purposes as expressing their own meanings and creating their own formulations to express their intentions. While the learner is in learning process, he has only a partial control over the new language and while he is using the language, a lot of cognitive activity is involved because of which he suffers from cognitive overload. This is clearly evident from his pauses, hesitations, elements of misuse of language. The learner is sometimes aware and sometimes unaware of the same and when he is aware he might feel embarrassed or humiliated. Yet, these kinds of situations are essential for the learning process, as the learner cannot acquire the facility of expressing his meanings without much experience in doing that. In order to continue and strengthen his motivation level, the teacher has to structure the interactive activities wherein the potential for ego-threat and frustration is low. Rather the activities should be such that they stimulate learners’ desire to communicate. This is possible by encouraging participatory activities that engage students’ attention. The activities should be student initiated and not teacher initiated and should be purposeful and task-oriented, such activities are frequently conducted through pen-with-peer or small group discussion and elaboration.

It might be challenging for the teacher because they find it very testing for them not to point out when learners make mistakes. They are also afraid that if not pointed out the errors might become engrained or fossilized. The teachers actually need to develop a tolerant and positive attitude towards learner errors because they should feel that errors engender confidence among the learners, which are vital for their future.

The activities should be both amusing and serious. They can be of the kinds of games, competitions, skits, simulations, dramatizations, problem solving, information-
gap, and information getting. Such activities encourage students’ imagination and spontaneous communication and invite persistence and probing as the students become intellectually involved in finding solutions. Interactive activities may be related to the content being studied in the language like literary, sociological, philosophical, scientific, commercial etc. and most important of all, they should be purposeful and not just time-fillers, involving a task that is clearly defined to channel students’ language use and lead to the satisfaction of achievement. In these ways, students learn by doing.

**Principle 7: Every possible medium and modality is used to aid learning.**

In Communicative interaction, language learners need to draw on all kinds of unpredictable items to express their meanings – the items they have learned the previous day, and the ones they had learned during the initial stages of language learning programme. What they have learned of the language must be firmly established in their memory networks with many associative triggers, so that it becomes readily available for use whenever they require it.

Since context is an important factor in recall, the Interactive learning needs to draw on every type of experience to reinforce what is being learned: physical response, aural response, spoken output, reading materials, written expression, word puzzles, the act of drawing what is meant, the manipulation of objects, interpretation of pictures, acting out of scenes, music, song, dance, purposeful tasks, gestures, facial expressions, communicative interludes etc.

Now, it is much more possible than in the past for the learner to have a well-rounded experience of the language: to see, hear and live in it in all kinds of ways. Teachers are no longer limited to the book, the chalkboard, their own vocal apparatus, an occasional picture or chart and a few objects to be handed to bring a sense of reality and a broader context to the elements of the language and how they combine to create meanings. The choice of the material however is very crucial and the language teacher needs to reflect very carefully on how to use the variety of materials so as to ensure maximum learning opportunities. Six areas need careful consideration if one is to draw the most benefit for language learners from the present rapid development of resources. They are:
7.1 In what ways do the programs available for use with the new technologies fit in with the aims, content and approaches of the courses we feel our students need in light of the goals they have set for themselves.

7.2 What can technology-based courses accomplish as an aid to learning that cannot be achieved at lower cost, monetarily and in time and in time, through other means?

7.3 How can we ensure that teachers wholeheartedly and advisedly cooperate in incorporating the latest technological resources into the language program, facilitating individual student access to them?

7.4 Do we have research evidence that incorporation of the latest technological adjuncts leads to more efficient and effective language learning and use, and are we making the adjustments indicated by what has been learned to date?

7.5 How do we adjust our course design, materials and teaching so as to incorporate and supplement most usefully what the student has access to outside of the classroom.

7.6 What steps must we take to ensure that the teachers who devote much time, energy, and expertise to developing effective materials using new media are suitably recognized and compensated for these efforts?

**Principle 8: Testing is an aid to learning.**

According to Wilga M. Rivers, there has to be a change in the attitude towards testing. Tests should not be the source of nervousness among the students; they should rather provide them with an opportunity to demonstrate to the examiners what they can do with the language. Tests should not aim at looking for little slips or familiarity with lesser-known grammatical usages, rather they should concentrate on broader aspects of comprehensible and acceptable language use following are the important considerations for administering a language test:

8.1 Test should be an aid to learning and not “intentionally tricky hurdle”. This is possible only if test focuses on determining students’ ability regarding what they can do with whatever language they possess.

Computer-adaptive testing (CAT) (wherein computer is programmed to seek out, through the choice of the items presented the presented the students’ performance level and to verify this level through further testing terminating the test when this has been determined) is quite useful in this regard.
8.2 The test should be a stimulant to further learning. The student should go on to relearn and consolidate what has been found to be lacking or misunderstood in the process of testing.

8.3 Test should reflect the objectives of the course and should concentrate on what the students have learned. The examiners should not rely on the test that is easy to prepare and correct or choose a particular form of test because that form of test is already well known to the teacher and students. Much thought should be put in to design a test, which is appropriate for a particular course, which will encourage learning behavior and enable the students to demonstrate their control of what they have learned.

8.4 The test should be interesting and enjoyable for the students. A thought should be given in creating a test that involves students in working out problems, comprehending, and reacting to stimulating ideas, expressing their own ideas, and demonstrating how well they interact in the language.

8.5 Tests should be administered with special consideration towards individual differences among the learners. They should not be rigidly timed as some students think and write more deliberately than others and some need time afterwards to edit and rethink parts of their work while some finish early and need a little longer to proof-read their final effort.

8.6 Tests should aim at testing progressive learning. A test that reveals only what one knows about the students is a superfluous test. So tests should be administered sparingly at intervals throughout the course when they can yield information on progress that is useful to both student and teacher.

8.7 The instructors and examiners should not aim at administering a test that can be conducted for big groups. They should rather question the genuine educational value in wide-scale impersonal testing and understand that fill-in-the-blanks and multiple-choice tests may be useful for quizzes of small segment of class work but they do not tap performance levels in real language use. Therefore, teachers should be trained well in testing theory and techniques so that testing can be conducted at the interpersonal rather than impersonal level.
Principle 9: Language learning is penetrating into another culture; students learn to operate harmoniously within it or in contact with it.

Language is very subtly and closely related with the cultural values, reactions, and expectations of the speakers. Gattegno brings this out as he says, “Only when one is really imbued with literature or soaked in the environment of the people using the language can one express oneself in speech or writing as a native would. It is the spirit of a language that has to get hold of one’s mind.” Thus, while learning a language, learners are actually passed over the culture, values, expectations, and presuppositions. When the learners have to use the language, they might suffer from depressing shock, stress and confidence destroying frustrations which affect their ability to interact harmoniously (especially in terms of socio-contextual appropriacy and accuracy) with those with whom they come in contact. In learning a language, the students need to develop their ability to interact initially with those who are linguistically and culturally different by teaching social amenities that advance their level of understanding. In order to be fluent in speaking a language, the learners need to learn different pragmatic routines – ways of opening and closing conversations, taking turns and so on. The linguistic and pragmatic reactions, even in form of verbal formulae, cannot be learned piecemeal; they need to be acquired in culturally probable situations. The students work out possible, culturally appropriate solutions as they are simulating interactions. Seeking to understand “case of interaction” in new social and cultural situations, Robinson draws four conclusions. She found that emphasis on cultural differences divides, whereas commonalities bring people together; that understanding in the sense of getting over barriers to communication, is not just derived from the ability to anticipate culturally different events, but comes through all modes of perception – physiological, emotional, kinesthetic, tactile as well as cognitive – that is, the experience of the culture in all its richness must be integrated with attempts to describe and explain, something that is more possible in this age of interactive multimedia and ease of travel by people of both cultures. She also emphasizes the fact that new cultural experiences are not ‘add-ons’, rather they are interpreted through and integrated with the learners’ previous experience and finally, genuine intercultural understanding takes time.
Principle 10: The real world extends beyond the classroom walls; language learning takes place in and out of the classroom.

According to Dewey, “Language is a natural function of human association”. The learners function should therefore be provided with maximum opportunities for interacting in the language the learner is learning. In second language and bilingual situations, teachers with interactive aims to explore on the possibilities available for strengthening language learning outside the language classroom by facilitating contacts between second language learners and the native-speaker community surrounding them. This is possible through their maximum interaction with the native speakers of the language.

Where there is the dearth of resources for direct contact with native speakers of language being learnt, the community can be contacted from a distance that is through pen pals or e-mails. It is for the teacher to seize every existing or imaginable opportunity for taking the language and its learners out of the classroom, in actuality through vicarious experience.

2.3.4 Interactive Language Teaching Vs Communicative Language Teaching

Wilga M. Rivers has not discussed ILT in terms of the parameters in which the other methods have been discussed in the earlier part of this chapter. In order to see the status of ILT with respect to CLT and analyze whether it is the improvement of CLT in any respect, it is important to have a look at the both in terms of the other parameters.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Parameter</th>
<th>Communicative Language Teaching</th>
<th>Interactive Language Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Theory of language</td>
<td>Communicative</td>
<td>Interactional</td>
</tr>
<tr>
<td>2.</td>
<td>Theory of learning</td>
<td>Cognitive</td>
<td>Cognitive</td>
</tr>
<tr>
<td>3.</td>
<td>Objectives</td>
<td>To enable learner to use language in the social &amp; academic context.</td>
<td>-To consolidate learners’ language control.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-To increase the fluency of the learners in using language for personal meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-To enable learner use language for normal purposes.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-To make learning need-based i.e. depending upon the requirement of learners it would be ascertained whether it would be skill-focused or knowledge-focused or both.</td>
</tr>
<tr>
<td>4.</td>
<td>Syllabus content</td>
<td>Various types including: Structural plus functional</td>
<td>Need-based i.e. depending upon the requirement of learners</td>
</tr>
</tbody>
</table>
### 5. Types of learning & teaching activities

| Exercises that enable learners to attain the communicative objectives as: |
| - comparing sets of pictures & noting differences & similarities. |
| - working out a sequence of events in a set of pictures. |
| - discovering missing features in a map or picture. |
| - Following problems from sharing clues. |

Purposeful and task-based participatory exercises that engage the students' attention so that they become involved and exhilarated as they use the language. Activities may be amusing or serious e.g. games, competitions, skits, simulations, problem-solving, information-gap, and information-getting.

### 6. Learner’s Role

- Negotiator between the self, the learning process, & the object of learning.
- Participant and collaborator in the teaching-learning activities.

### 7. Teacher’s Role

- To facilitate the communication process between all the participants in the classroom, & between these participants & various activities & texts.
- To act as an independent participant within teaching-learning group.
- Needs analyst, counselor, & group process manager.
- Motivator
- Facilitator of learning.
- Individual participant.
- Aroused interest in the subject and teaching-learning activities to trigger of students' interest and enthusiasm.

### 8. Instructional Material

- Text-based materials.
- Task-based materials.
- Realia.

Radio, film, television, magnetic tape, videocassettes, computers with videodiscs, CD-ROM, the internet, foreign-language newspaper, magazines, audio and visual aid material beamed by satellite.

### 9. Classroom Procedure

- Pre-communicative activities involve structural activities & quasi-communicative activities.
- Communicative activities involve functional, communicational, & social interaction activities.

Consist of interactive activities involving:
- Preparing learner set.
- Content teaching.
- Students' interactive activity.
- Feedback session.

### 10. Testing

- Communicative ability of the students.
- Testing should be an aid to learning.
- It should enable all students demonstrate what they can do with whatever level of language they possess.
- It should be a learning experience that is part of ongoing learning process.
- Should be interesting and not rigidly timed.

Table 2.2 Comparison between CLT & ILT
Table 2.2 indicates that both CLT and ILT share similarities with each other as far as the theory of language and theory of language learning are concerned. However, in case of the objectives, ILT is more comprehensive. In case of CLT the teaching objectives includes enabling the learner to use language in the social and academic context whereas in ILT, in addition to the objectives of CLT, the endeavor is to make language learning need based i.e. skill focused or knowledge focused depending upon the requirements of the learner. Thus, ILT can be looked upon as an extension of CLT at the micro level.

CLT includes learning and teaching activities that enable the learners to attain communicative ability while ILT demands that activities should be purposeful and participatory so that they not only engage the attention of the students but also keep them involved and exhilarated. Thus, ILT gives a lot of importance to the sustained-increased motivation level of the students. There is not much difference in the role of learner between CLT and ILT. However, as regards the role of teacher is concerned, a lot of dynamism is expected out of him. He has to be a teacher, a motivator, a facilitator of learning, and a judge of student’s interest and mood to ensure purposeful interaction in the classroom. ILT focuses on interaction as a chief component of classroom procedure. It demands the interaction among all the students and the teacher while in case of CLT, the activities only include communication but not necessarily interaction among all the students. As far as testing is concerned, CLT aims to test communicative ability of the students while ILT views testing as an aid to learning. According to ILT, tests should be flexibly timed so that all the students can demonstrate their linguistic ability. Going by the above analysis, it is evident that the objectives of CLT are more general and individually oriented. ILT aims at promoting not only the language ability but also the ability to interact in a manner, which is situationally appropriate and linguistically accurate. So remaining within the parameters of CLT, ILT sounds quite promising. So it was decided to go in for experimental verification of the same with a specific learning group with specific language needs detailed in the following chapter.