

CHAPTER 4

METHODS, MATERIALS AND TECHNIQUES OF TEACHING ENGLISH

4.1. Introduction

In this chapter, the researcher tries to state the theoretical background of various English language teaching methods in general. There are many methods in teaching English which have had their heyday and have fallen into relative obscurity while others are widely used now. Among them, some important methods which have been discussed in this chapter are a) grammar translation method, b) direct method, c) the audio-lingual method, d) the silent way, e) desuggestopedia, f) community language learning, g) total physical response, g) the structural approach or situational language teaching, h) the bilingual method and i) communicative language teaching.

4.2. Different Methods of Teaching English

Method means system by which problem can be solved in a specific field where teaching methods are the application of theoretical findings and positions and English language teaching methods are related with English language teaching meaningfully. Anthony (1963) says, 'Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach. On the other hand, how a thing is done in the classroom is a technique. A *technique* is 'implementational'-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective' (Anthony 1972).

There is no 'best' way to learn a language, because everyone learns slightly in a different way. However some methods appear to be more effective than others, and

placing heavier weight on those methods in an educational program may help a student to be a successful learner. A method comprises a set of procedures, used in a systematic way, which will result in effective teaching. The desire to learn is most important in learning a language and fortunately many support systems to teach languages to new learners exist around the world.

The best way to learn a language is by being thrust into an environment in which it is spoken. By being forced to use the language to communicate needs, people can pick up the basics surprisingly quickly. Some students are able to learn a language through self teaching. Books, tapes, and guidance materials are readily available through books and internet. These environments with exposure to the target language can help them as it offers practice and well structured criticism to help students to improve.

Method is necessary for language learning as it guides the teacher and learner about the proper way how language learning can be effective. Language learning needs to follow certain techniques as well as proper use of audio-visual aids. Method helps us to know to proceed in language learning process and use them for effective learning.

A method can be either ‘teacher-centric’ or ‘students-centric’. In early days teachers taught in their own way without proper participation from the students.

Students remained as a passive learner while the teacher played an active role. The method was completely ‘teacher-centric’ where teacher student interaction tacked. But now days, the scientists, psychologists and experts have given stress on the active participation of the students in language learning process and that is the reason that modern methods with learner-centric approach have come up.

The English language learning tradition has been subjected to a tremendous change and therefore learning methods also went through constant development. Some of the methods have had their heyday and have fallen into relative obscurity while others are widely used now. There are many methods in English language teaching. Among them, some important methods can be sum up in the following ways:

4.2.1. Grammar-Translation Method

The grammar translation method of teaching dates back to the 1500s when it was widely used for teaching Latin. The classical languages, after many years of their disuse, were considered to be worthy of teaching because of their rich literature as well as scholarship. The language like Greek, Latin, and Sanskrit etc. occupy such a position. These are known as 'dead' languages, based on the fact that people no longer speak them for the purpose of interactive communication and there is no practical need to use the language. Yet they are still acknowledged as important languages to learn that they were taught purely as an academic exercise. Since the language were long since dead, there was no question of training students to understand and produce them for conversational purpose, emphasis were given on the grammatical system and to the reading and translation of literary texts in the target language. Therefore, learning these languages was considered to be an excellent training for the mind.

Important foreign influences Latin has had on the development of other European languages and also how Sanskrit has formed and influenced other Indian language. The method bore only those objectives in mind, and came to be known as the Classical Method. It is now more commonly known in Foreign Language Teaching circles as the Grammar Translation Method.

During the 18th and 19th centuries in Europe, it was believed that the body and mind were separate and that teaching modern languages was not useful to the development of mental discipline and therefore was not taught in schools. When modern languages did start to be taught in schools they used the same grammar translation method as what was used for teaching Latin. This method was also widely used in the United States as this time too. It is such a surprising fact that this method has survived until today, and that the method what was essentially developed for the study of "dead" languages involving little or no spoken communication or listening comprehension is still used for the study of languages (like English) that are very much alive and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. It is really disturbing that such an archaic method, "remembered with distaste by thousands of schools learners" (Richards and Rodgers, 1986) is still persevered. Nowadays, the grammar-translation method can be found in some place. According to Jack Richards and Theodore Rogers in their 2001 book, *Approaches and Methods in Language*

Teaching, this method is still used in some countries but has been rejected by a number of educational scholars.

The goals of the grammar-translation method are two-fold. Firstly, it set out to give the student a reading ability to a level where they can read literature in the target language and secondly it was used to develop student's general mental discipline.

It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjective, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.

Grammar-translation classes are commonly conducted in the native language of the students. Students learn the vocabulary and grammar rules from the teacher or a book and practice by doing drills and translation exercises both to and from the target language. The content is not so important and most attention is paid to the form of the sentences. Translation is the key to this methodology as is reading and writing. There is not normally any listening or speaking practice carried out. Moreover there is virtually no pronunciation practice for the students.

It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an acceptable language teaching philosophy in many countries and institution around the world though most instructors acknowledge this method to be ineffective by itself.

4.2.1.1. Key Features of the Grammar-Translation Method

According to Prator and Celce-Murcia (1979), the key features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.

4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

4.2.1.2. Typical Techniques Grammar-Translation Method

Freeman provides some common/typical 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 inference 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 sentence 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)

4.2.1.3. Aims Objectives of Grammar-Translation Method

Most teachers who employ the Grammar Translation Method to teach English would probably think that the most fundamental reason for learning the language is to give learners access to English literature, develop their minds “mentally” through foreign language learning, and to build in them the kinds of grammar, reading,

vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or upper level.

Some teachers who use the method might also think that it is the most effective way to prepare students for “global communication” by beginning with the key skills of reading and grammar. Others may even say it is the “least stressful” for students because almost all the teaching occurs in L₁ and students are rarely called upon to speak the language in any communicative fashion.

The aims and objectives of this method are:

- (a) The main objective of this method is to teach the foreign language in order to read its literature.
- b) It looks at the language as a set of grammatical rules, and applies these rules to learn the target language translating sentences and texts into and out of the target language.
- c) Language learning is viewed as memorizing rules and facts in order to understand and manipulate the two systems (morphology and syntax) of the foreign language.
- d) Reading and writing is given more importance than speaking and listening.
- e) Grammar is taught following prescribed rules, Emphasis is given on specific prescribed rules and students are made to follow the structure.
- f) To explain new items, structure, sentence, text etc; help of mother tongue is taken as it is believed that mother tongue can make the child learn best, having an equivalent meaning of the same in the learner’s respective mother tongue.

4.2.2. Direct Method

Direct Method is a stark reaction against the grammar translation method. The method became very popular as it could find out the major defects of grammar translation method and replaced them. It substitutes the ‘language contact’ for ‘grammar recitation’ and ‘language use’ for translation. This method advocates the idea that learning becomes more effective only if the teachers encourage direct and spontaneous use of the target language.

The direct method, sometimes also called natural method, refrains from using the learner’s native language and just uses the target language. It was established in

Germany and France around 1900. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language- a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language.

All above items must be avoided because they hinder the acquisition of a good oral proficiency.

The Direct Method was introduced in India in the early Twentieth Century.

4.2.2.1. Key Features of Direct Method

The salient features of this method are:

1. The use of everyday vocabulary and structures is the object of language teaching.
2. The learner is expected to use the language to the outside situations.
3. Oral skills are developed (like question-answer session, Interaction exercises and intensive drills). Speech habits are developed by initiation drill.
4. Grammar is taught inductively.
5. It focuses on the second language learning in a natural way.
6. Concrete meanings are taught through situational approach. The meaning of the word is not given L1 and L2.
7. Abstract meanings are taught through association of ideas.
8. Both oral and listening skills are taught.
9. Translation method is avoided.
10. Good pronunciation is aimed at.
11. Writing skill is secondary.
12. Emphasis on the oral language.
13. Intensive speech practice especially with special emphasis on phonetics.
14. The exclusive use of new language.
15. Students should learn to think in the target language.
16. Vocabulary should be acquired naturally any kind of memorization.

The method attempts to teach the target language directly, the learner is exposed the new language in the same manner as he/she is to the mother tongue.

4.2.2.2. Typical Techniques of Direct Method

The following techniques are used in this method.

- a) Audio-visual approach
- b) Use of target language.
- c) Use of mime/visuals to convey the meaning.
- d) Speech before reading.

4.2.2.3. Aims and Objectives Direct Method

- a) It aims at teaching English in its natural setting and does not tolerate any interference of the mother-tongue.
- b) It seeks to establish direct relationship between the real experience and the corresponding expression.
- c) It aims to teach students how to communicate in the target language
- d) It tries to teach the students to think in target language.

4.2.3. The Audio-Lingual Method

The next revolution in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This is combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM).

This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching linguistic patterns in combination with something generally referred to as “habit forming”. Just as with the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to “over learn” the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguists) into the minds of the learners in a way that made responses automatic and “habitual”. To this end it was held that the language “habits”

of the first language would constantly interfere, and the only way to overcome this problem was to facilitate the learning of a new set of “habits” appropriate linguistically to the language being studied.

4.2.3.1. Key Features of Audio Lingual Method

The key features of the Audio-lingual Method are:

1. New material is presented in dialog form.
2. There is dependence on mimicry, memorization of set phrases, and over learning.
3. Structural are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

4.2.3.2. Typical Techniques Audio Lingual Method

Some common/typical techniques closely associated with the Audio-lingual Method are:

1. Dialog Memorization (Students memorize an opening dialog using mimicry and applied role-playing)
2. Backward Build-up (Expansion Drill) (Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence)
3. Repetition Drill (Students repeat teacher’s model as quickly and accurately as possible)
4. Chain Drill (Students ask and answer each other one-by-one in a circular chain around the classroom)

5. Single Slot Substitution Drill (Teacher states a line from the dialog, then uses a word or a phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place)
6. Multiple-slot Substitution Drill (Same as the single Slot drill, except that there are multiple cues to be substituted into the line)
7. Transformation Drill (Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.)
8. Question and-answer Drill (Students should answer or ask questions very quickly)
9. Use of Minimal Pairs (Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words)
10. Complete the Dialog (Selected words are erased from a line in the dialog students must find and insert)
11. Grammar Games (Various games designed to practice a grammar point in context, using lost of repetition)

4.2.3.3. Aims and Objectives of Audio Lingual Method

The basic aims and objectives of this method are

1. To develop communicative competence in the target language.
2. To make students able to think in the target language
3. To form new habits in the target language.

4.2.4. The Silent Way Method

The Silent Way is a language-teaching method created by Caleb Gattegno that is striking for its extensive use of silence on the part of the teacher as a technique. It is not considered a mainstream method in language education. It was first introduced in Gattegno’s book *Teaching Foreign Languages in School: The Silent Way in 1963*.

4.2.4.1. Key Features of the Silent Way Method

The key features of this method are:

Teachers should concentrate on how students learn, and their teaching should grow out of this.

Imitation and drill are not the primary by which students learn.

Learning consists of trial and error, deliberate experimentation, suspending judgment, and revising conclusions.

In learning, learners draw on everything that they already know, especially their native language.

The teacher should take care not interfere with the learning process.

4.2.4.2. Typical Technique of Silent Way Method

Just as the name implies, silence is a key tool of the teacher in the Silent Way. From the beginning levels, students do 90% or more of the talking. Being silent moves the focus of the classroom from the teacher to the students, and can encourage cooperation among them. It also frees the teacher to observe the class. Silence can be used to help students correct their own errors. Teachers can remain silent when a student makes a mistake to give them time to self-correct; they can also help students with their pronunciation by mouthing words without vocalizing, and by using certain hand gestures. When teachers do speak, they tend to say things only once so that students learn to focus their attention on them.

A Silent Way classroom also makes extensive use of peer correction. Students are encouraged to help their classmates when they have trouble with any particular feature of the language. This help should be made in a cooperative fashion, not a competitive one. One of the teacher's tasks is to monitor these interactions, so that they are helpful and do not interfere with student's learning.

4.2.4.3 Aims and Objectives of the Silent Way Method

The general goal of the Silent Way is to help beginning level students gain basic fluency in the target language, with the ultimate aim being near-native language proficiency and good pronunciation. An important part of this ability is being able to use the language for self-expression; students should be able to express their thoughts, feelings, and needs in the target language. In order to help them achieve this, teachers

emphasize self-reliance. Students are encouraged to actively explore the language, and to develop their own 'inner criteria' as to what is linguistically acceptable.

4.2.5. Desuggestopedia Method

Desuggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. Earlier this theory was called suggestopedia and it applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on "desuggestive learning" and now is often called "desuggestopedia. "Suggestopedia is a portmanteau of the words "suggestion" and "pedagogy". A common misconception is to link "Suggestion" to "hypnosis". However, Lozanov intended it in the sense of offering or proposing, emphasizing student choice.

4.2.5.1 Key Features of the Desuggestopedia Method

- 1. Comfortable environment:** In suggestopedia method, the classroom is arranged specially. The chairs are arranged in a semicircle way facing the black or white board while the light in the classroom is dimmed in order to draw students' attention and make their mind more relaxed.
- 2. The use of music:** Music played with specific rhythm is used in this method to help the students reach a certain state of relaxation increasing the learning potential. The use of music also depends on the expected skill of the students; listening, grammar, pronunciation, discussion, etc.
- 3. Peripheral Learning:** The students learn English not only direct instruction but also from indirect instruction. For example, students can produce simple sentence by using the posters or grammatical information on the wall.
- 4. Free Errors:** In the teaching learning process, students who make mistakes are tolerated; the emphasis is on the content not the structure. Grammar and vocabularies are presented and given treatment from the teachers, but not dwelt on.
- 5. Homework is limited:** Students reread materials given in the classroom once before they go to sleep at night and once in the morning before they get up.

6. Music, drama and art are integrated in the learning process; they are integrated as often as possible.

4.2.5.2. Typical Technique of the Desuggestopedia Method

In Desuggestopedia, there are some techniques that we can use in the classroom:

Classroom set-up: In this method the classroom environment is made bright and cheerful. The walls were decorated with scenes from a country where the target language is spoken. The teacher tries to provide as positive an environment as possible.

Peripheral learning: The students learn English not only from direct instruction but also from indirect instruction. It is encouraged through the presence in the learning environment of posters and decoration featuring the target language and various grammatical informations.

Positive suggestion: Teachers give positive suggestion in a learning situation, by helping students break down the barriers to learning that they bring with them.

Choose a new identity: The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves.

Role Play: Students are asked to present temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.

First concert (active concert): The two concerts are components of the receptive phase of the lesson. In the first concert, the teacher reads the dialog in the target language. Music is played. After a few minutes, the teacher begins a slow, dramatic reading and synchronized in intonation with the music.

Second concert (Passive concert): In the second phase, the students are asked to put their script aside. They simply listen as the teacher reads the dialog at the normal rate of speed. The teacher is seated and reads with musical accompaniment. The content governs the way the teacher reads the script, not the music.

Primary activation: This technique follows component of the active phase of the lesson. Students playfully reread the target language dialogue out loud, as individuals or in group. In the lesson we observed, three groups of students read parts of the dialogue in a particular manner: the first group, sadly, the next, angrily; the last, cheerfully.

Creative adaptation: The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatization and games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.

4.2.5.3. Aims and Objectives of the Desuggestopedia Method

Suggestopedia aims to deliver advance conversational proficiency quickly. It apparently bases its learning claims on student mastery of prodigious lists of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lozanov states categorically, “the main aims of teaching in not memorizations, but the understanding and creative solution of problem”. As learners goals he cited increased access an understanding and creative solution of problem. However, because students and teachers place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal to the suggestopedia method.

4.2.6. Community Language Learning Method

Community language learning (CLL) is Language-teaching method developed by Charles Arthur Curran in which students work together to develop what aspects of a language they would like to learn. It is based on the *Counseling-approach* in which the teacher acts as a counselor and a paraphrase, while the learner is seen as a client and collaborator.

The CLL emphasizes the sense of community in the learning group, it encourages interaction as a vehicle of learning, and it considers as a priority the students’ feelings and the recognition of struggles in language acquisition. There is no syllabus or textbook to follow and it is the students themselves who determine the

content of the lesson by means of meaningful conversations in which they discuss real message. Notably, it incorporates translation, transcription, and recording techniques.

4.2.6.1. Key Features of the Community Language Learning Method

The Community Language Learning method involves some of the following features:

- (1) Students are to be considered as “learner-clients” and the teacher as a “teacher-counselor”.
- (2) A relationship of mutual trust and support is considered essential to the learning process.
- (3) Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply.
- (4) Grammar and vocabulary are taught inductively.
- (5) “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.
- (6) Students apply the target language independently and without translation when they feel inclined/ confident enough to do so.
- (7) Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding.
- (8) 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).

4.2.6.2. Technique of the Community Language Learning Method

Larsen-Freeman, in her book *Technique and Principles in Language Teaching* (1986) provides expanded descriptions of some typical techniques closely associated with Community Language Learning which are summarized below.

- 1) Tape Recording Student Conversation (*Students choose what they want to say and their target language production is recorded for later listening/dissemination*)
- (2) Transcription (*Teacher produces a transcription of the tape-recorded conversation with translations in the mother language – this is then used for follow up activities or analysis*)
- (3) Reflection on Experience (*Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding*)
- (4) Reflective Listening (*Students listen to their own voices on the tape in a relaxed and reflective environment*)
- (5) Human Computer (*Teacher is a “human computer” for the students to control the teacher stating anything in the target language the student wants to practice, giving them the opportunity to self correct*)
- (6) Small Group Tasks (*Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class*)

4.2.6.3. Aims and Objectives of the Community Language Learning Method

The primary objective of community language learning, or CLL, is to help students, usually adults to learn a second language. This method asserts that students learn best when playing an active role in a process that addresses their needs and wants. An objective of the CLL approach is to reduce anxiety by using small conversation circles, ideally including less than 10 students. In a successful circle, students feel a sense of community and equality in a noncompetitive atmosphere. The Community Language Learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to “learn about their learning”, so to speak. Learning in a non defensive manner is considered to be very important, with teacher and student regarding each other as a “Whole person” where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both “learner-clients” and the “teacher-counselor”.

4.2.7. Total Physical Response Method

Total physical response (TPR) is a language teaching method developed by James Asher, which is based on the coordination of language and physical movement. It bases its principles on the way a child learns the first language. It listens to a lot of languages before it attempts to speak. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.

4.2.7.1 Key Features of the Total Physical Response Method

The key features of the Total Physical Response method are mentioned below:

- (1) The teacher directs and students “act” in response – The instructor is the director of a stage play in which the students are the actors.
- (2) Listening and physical response skills are emphasized over oral production.(3) The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.
- (4) Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.
- (5) Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

In a nutshell, here are the most salient features of the TPR:

- The coordination of speech and action facilitates language learning.
- Grammar is taught inductively.
- Meaning is more important than form.
- Speaking is delayed until comprehension skills are established.
- Effective language learning takes place in low stress environment.

- The role of the teacher is central. S/he chooses the appropriate commands to introduce vocabulary and structure.
- The learner is a listener and a performer responding to commands individually or collectively.
- Learning is maximized in a stress free environment.

4.2.7.2. Typical Technique of the Total Physical Response Method

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986) provides expended descriptions of some common/typical techniques closely associated with TPR which is summarized below.

(1) Using Commands to Direct Behavior.

(The use of commands requiring physical actions from the students in response is the major teaching technique)

(2) Role Reversal

(Students direct the teacher and fellow learners)

(3) Action Sequence

(Teacher gives interconnected directions which create a sequence of actions [also called an “operation”] – as students’ progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions)

4.2.7.3. Aims and Objectives of the Total Physical Response Method

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A Total Physical Response course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form. One of the primary objectives underlying Asher’s TPR methodology was that

learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate “listening” and “comprehension” period, and encourage learners to respond using right-brain motor skills rather than left-brain language “processing”.

4.2.8. The Structural Approach or Situational Language Teaching Method

The structural approach to the teaching of English is technique by which students are taught to master the pattern of sentences. It is not a method in the strict sense of the term but it is an approach, a technique, a device which can be used to put into practice any method successfully. The structural approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary. This approach employs techniques of the direct method of teaching. Speech is mainly stressed but reading and writing is not neglected. Oral work is given more importance which is considered the sheet anchor of the structural approach. Oral work is the basis of this approach and all the rest are built up from it. The structural approach lays stress on the importance of forming language habit, particularly the habit of forming words in English. It is based on the principle of the pupils’ activity. The importance of pupil’s activity is given more stress rather than the activity of the teacher which is thought to be the sure way to learn English. Instead of teaching grammar of the target language importance is given on its structures which are to be taught to the students.

4.2.8.1. Main Features of Structural Approach

The structural approach has the following features:

1. It makes use of certain features of language for teaching the language: Word order, the presence of function words and the use of inflections.
2. The structural approach lays stress on the importance of forming language habit, particularly the habit of forming words in English.
3. The structural approach is based on the principle of effective use of speech.
4. It gives lot of importance of pupil’s activity.

5. Oral work is the sheet anchor of the structural approach.
6. Instead of teaching grammar of the target language it lays stress on teaching the structures.

4.2.8.2. Technique of the Structural Approach Method

The following techniques are used in this method.

- (A) Audio-visual approach
- (B) Use of target language.
- (C) Speech before reading and writing.

4.2.8.3. Aims and Objective of the Structural Approach

The objectives of the new structural approach are:

1. To lay the foundation of English by established through drill and repetition about 275 graded structural.
2. To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.
3. To correlate the teaching of grammar and composition with the reading lesson.
4. To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order names.
5. To lay proper emphasis on the aural- oral approach, activity methods and the condemnation of formal grammar for its own sake.

4.2.9 The Bi-Lingual Method

The bilingual method was developed by Dr. C.J. Dadson where the use of both L1 and L2 is found. The approach begins from Bilingual and becomes monolingual at the end. The teacher uses both mother tongue (L1) and the target language (L2) in the classroom. This may be considered as a combination the Direct Method and Grammar Translation Method.

4.2.9.1. Key Features of the Bi-Lingual Method

The key features of this method are:

1. Any foreign language or second language can be learned with the help of L1.
2. Mother tongue is not used as translation.
3. Teacher only uses L1 in the classroom.
4. Students are not allowed to use their mother tongue.
5. Sentence is the unit of teaching.
6. L1 is used by the teacher to achieve his communication or explanation.
7. Teacher gives meanings in L1 for meaningful parts or sentences.
8. When the students achieve sufficient communicative proficiency, L1 is withdrawn by the teacher.

4.2.9.2. Technique of the Bi-Lingual Method

The typical techniques of this method are:

1. First the teacher reads out a dialogue to the class. The students listen to the teacher with their books closed.
2. The students repeat the lines with the teacher with their books opened in the second reading
3. The teacher given sentence wise or meaningful parts wise L1 equivalents (meanings)
4. The teacher says each sentence of the dialogue twice with L1 version (meanings).

4.2.9.3. Aims and Objectives of the Bi-Lingual Method

The Aims and Objectives of this method are:

1. Teaching students to develop interpersonal communication in target language.
2. To enable students move from controlled imitation to free communicative use of the language.

4.2.10. Communicative Language Teaching Method

The “communicative approach to the teaching of foreign languages” also known as Communicative Language Teaching (CLT) or the “communicative approach” emphasizes learning a language through genuine communicative. Learning a new language is easier and more enjoyable when it is truly meaningful. Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic need to communicate information and idea.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

4.2.10.1. Key Features of the Communicative Language Teaching Method

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In *Communicative Language Teaching* (1991), expert David Nunan lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

4.2.10.2. Technique of the Communicative Language Teaching Method

1. Interaction between the learner and users of the language.

2. Collaborative creation of meaning.

3. Creating meaningful and purposeful interaction through language.

4. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding.

5. Learning through attending to the feedback learners get when they use of language.

6. Paying attention of the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.

7. Trying out and experimenting with different ways of saying things.

4.2.10.3 Aims and Objectives of the Communicative Language Teaching Method

The aims and objectives of this method are:

1. To enable the students to attain enough communicative competence so that they are able to use the target language appropriately in a given context.

2. To make the students know how to use language for a range of different purposes and functions.

3. To make the students know how to vary the use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

4. To make the students know how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)

5. To make the students know how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies)

CHAPTER 5

DIFFICULT AREAS OF LEARNING ENGLISH BY THE 12TH STANDARD ASSAMSE MEDIUM STUDENTS OF BARPETA DISTRICT, ASSAM

Introduction

In this chapter, the researcher analyzes and interprets the data which were collected for the study. The data were collected on personal observation, discussion, and through recording and questionnaires. Total six sets of questionnaires were prepared for the collection of data. One set was for teacher and the remaining five sets were for the students. Amongst the five sets of the students' questionnaires, one set was prepared for the students' over all information and the remaining four sets of the students questionnaires were prepared skill wise, one questionnaire for each skill (i.e. Listening, Speaking, Reading and Writing) for diagnostic test to find out their difficult areas of English language learning. For the present task, skill wise four questionnaires (each one for each skill) were prepared. The data collected for each skill viz. speaking, writing, reading and listening and the data of overall information of the students and the teachers were processed and analyzed separately. The speaking performance of the students were recorded during the field works and were transcribed; and then the transcribed items were analyzed keeping in view with the finding communication strategies followed by the students while they encountered