

METHODS OF TEACHING ENGLISH

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❖ **Translation Method:**

Thompson and Wyatt explain the principles of the Translation Method in the following manner:

- i. Translation interprets foreign phraseology the best
- ii. In the process of interpretation the foreign phraseology is assimilated
- iii. The structure of foreign language is best learnt when compared and contrasted with that of the mother tongue.

From the above mentioned principles it is evident that translation to the first language is an effective mode of teaching new words, phrases and sentences along with grammatical items. It is also effective for teaching comprehension skills by associating these words with their equivalents in the mother tongue. Literal translations and thematic translations are both used for teaching through this method. It is thus mostly dependent on books or printed material and puts great emphasis upon accuracy, especially in knowledge of grammar. Grammar is taught as a separate subject and the rules are mostly explained through translation I to the mother tongue.

Advantages:

- i. Words and concepts that are otherwise difficult or abstract and would take much time in presenting to the second language learners may be presented with facility through this method.
- ii. The efficacy of the mother tongue for instruction has long been acknowledged and thus translation apparently clarifies new concepts and words with comparative ease
- iii. The continuous reference to the mother tongue associates the new semantic and syntactic feature so the second language with those of the mother tongue that the learner already knows well and thus grasping such new structures through comparison with the existing knowledge of the mother tongue becomes easy.
- iv. It has been considered an effective means of testing the learner's comprehension. Thompson and Wyatt cite German scholar Storm who asserts that "it is not until one can translate the word one has complete mastery over it."
- v. It has also been emphasized by early linguists that a sound grammatical knowledge aided by translation will enable the students to use English correctly in speech and writing.

Disadvantages:

- i. As a method it does not entail the sociological, psychological and linguistic aspects deemed crucial for second language teaching-learning.
- ii. Translation method steers clear of conscious selection and grading of teaching-learning materials for the second language class
- iii. It is not child-centric and is not sound psychologically.
- iv. Calls for intensive and highly controlled practice for learning the linguistic skills, but allows no scope for situational or contextual exercise
- v. The text book enjoys a position of central significance
- vi. Teaches grammar as a separate subject and thus ignores the functional aspect of grammar. As Dr. Ballard asserts, "It is quite impossible to learn a language entirely by rule."
- vii. This method gives practically no opportunity to use the target language in real-life situations
- viii. Reading is not taught systematically and no attempt is made to enhance the reading skill
- ix. There may be words and phrases in English that do not have equivalents in the mother tongue due to cultural and climactic differences. Translation in such cases leads to conceptual errors
- x. Emphasizes accuracy but discounts fluency and appropriacy

❖ Direct Method:

The Direct method aims at teaching English directly with minimal, preferably no aid of the vernacular. Speech is given greater priority over the skill of writing and teaching-learning materials are prepared accordingly, with emphasis on dialogues and speech-oriented exercises. This method dates back to 1884 when the German scholar and psychologist F. Frankle provided a theoretical justification for the method by writing about the direct association between forms and meaning in the target language. It is also based on the work of Gouin, who in the 1880s observed children learning language in natural settings through direct exposure to the target language. In the words of Thompson and Wyatt, "Its [the Direct Method] main aim is to enable the learner to think in and use foreign language as soon as possible and with the same facility as the natives display." In their book *Teaching of English*,

they elaborated that, "...the teaching of theoretical grammar is not precluded by the Direct Method, only provided it subserves the main purpose of the method of giving the learner a better and a fuller knowledge of the language he is learning so as to enable him to use it more effectively. The Direct Method does not prescribe any special method for the teaching of the science of grammar, which, in common with the other science subjects of the curriculum, is usually taught by the inductive method. Louis deGlehn considers that the following three principles mark the Direct Method as a separate method: (1) the direct association between experience and expression, (2) the inhibition, as far as possible, of the mother-tongue, and (3) the making of the sentence as the unit of expression.

The main principles of the Direct method may be summarized as follows:

- i. Exposing the learners to the target language directly
- ii. Emphasis on oral teaching: Experience, perceptions and expressions are tried to be linked through direct use of the target language to narrate experiences and perceptions. The practice apparently stems from a belief that planned training in speech in the target language naturally leads to the proficiency in the other skills like reading and writing.
- iii. Inhibition of the mother tongue: The learners must think in English instead of thinking in the mother tongue and then painstakingly and mechanically translating the same into the target language. This practice would enhance fluency and appropriacy in the use of the target language. With this objective in view, the use of mother tongue is minimized except in situations where it cannot be avoided. In the words of Champion, "The teachers should aim at the complete exclusion of the mother tongue from the stage of interpretation as well as from the stage of use. But where he is satisfied that he is unable to explain the meaning of a new language-form by the method of direct illustration or by verbal explanation in English, he should not hesitate to use the mother tongue."
- iv. The sentence as unit of speech: Since human beings convey meaningful messages through the medium of complete and coherent meaningful sentences and not through isolated words in most cases, the sentence is taken as the unit of speech.
- v. Inductive teaching of grammar: due to the method's insistence on direct exposure to and use of the target language as a means of learning it, deductive teaching of grammar is discounted in favour of inductive teaching of grammar. The rules are reached through practice and examples instead of grammar being taught formally as a separate set of rules. A well planned scheme is prepared for the purpose.

Carefully planned and designed Readers are prepared and the oral exercises are systematically graded. The Direct Method aims at establishing a direct relation between the English words or expressions and the objects or events they signify with minimal interference of the mother tongue. Contextualization , creation of appropriate situations and material associations with the objects signified are some of the modes of teaching the target language. Emphasis is laid upon the acquisition of the speech sounds through oral exercises. Listening and speaking for assimilation of the linguistic aspects of the target language is given more importance than reading and writing which are taught after speech and listening skills.

Advantages:

- i. This method identifies the primary communicative function of language and thus emphasizes speech.
- ii. Creation of situations familiar to the real life of the learners facilitate learning as they can relate the language lessons to their life and thus find them relevant
- iii. Linguists like Thompson and Wyatt endorse that the oral-aural appeal is stronger than the visual in learning foreign languages, and so teaching speech and listening before reading and writing is effective for target language learning.
- iv. Fluency is ensured due to the method's emphasis on speech. Appropriacy, to some extent may be said to have been emphasized as well due to the planned exercises in different situations.
- v. Ensures active participation of the learners in the language class.
- vi. The power of self-expression in the target language is boosted that helps in writing skills later.

Disadvantages:

- i. Selection and grading of teaching learning materials are not properly done on all occasions.
- ii. Clarity of socio-linguistic and psychological dimensions is not evident in the method
- iii. The second language learners do not get adequate exposure to the target language outside the formal classroom setting in most cases and so practically the insistence on using English directly with near total banishment of the mother tongue is always not very effective for learning the target language.

- iv. The method assumes that reading and writing skills would naturally develop from the learners' proficiency in speaking and listening, but this is not so certain in most cases.
- v. The Direct method sets premium over fluency at the cost of accuracy which is needed to learn the target language well.
- vi. In most cases the second language learners are diffident and shy and thus the speaking is mostly done by the teacher instead of the learners as aimed by the method.
- vii. Functional grammar is not emphasized
- viii. Teachers are not competent enough in many cases for effective implementation of the method.

❖ **Structural Approach:**

A systematic approach to English language teaching was attempted soon after the Second World War and linguists like Noonan, Mackey and Pattison designed courses in the University of London Institute, with express emphasis upon graded words and structures as teaching units. Mackey in 'English Language Teaching' laid great emphasis upon selection and grading and a planned presentation of structures to the second language learners. Significant contributions were made by researches conducted by Robert Lado and Charles Fries at the Ann Arbor University, Michigan as well. Language is perceived as a structure of words and sentences. Learning a second language calls for a mechanical acquisition of skills through systematic, planned and continual practice and habit formation, as well as cognitive functions where the human beings use the acquired structure creatively and rationally. The structures taught to the learners must be controlled. The patterns of mother tongue tend to interfere while learning the target language, and so the structures taught must be accurate. The learners must be made to emphasize accuracy in acquiring the structures of the target language through structural drills. Contrastive analysis may be allowed for the purpose.

Features of Structural Approach:

- i. Selection of linguistic structures or sentence-patterns and different features of the target language is important. The learners need not be exposed to the unlimited variety of linguistic structures for developing communicative skills.

- ii. Gradation of the structures must be appropriate. A sequential arrangement of the items to be learnt in the order of importance and simplicity has been emphasized by the linguists.
- iii. Gradation of the words and sentence structures are done on the basis of (i)the frequency of their use, (ii)probability of application or range, (iii) productivity ,(iv) teachability and (iv) complexity. The words and structures must be graded according to their difficulty level..
- iv. There is difference between content words and structure words or grammatical items., the former carrying meanings even when used in isolation and the latter are not fit to be used meaningfully unless put in relation to other words. Sentences would have no meaning or proper structure without these words like conjunctions, auxiliaries, prepositions etc. the number of the structure words being more limited than that of the content words, the selection an gradation of both types must be done carefully and in an stage specific manner.
- v. Active vocabulary refers to the words that the learner can use independently and appropriately in actual speech and passive vocabulary refers to those words that the learner may understand but cannot use independently. A second language learner usually has greater amount of passive vocabulary. The gradation of words must be done in such a way that gradually the active vocabulary is enriched by the passive vocabulary.
- vi. Emphasis is laid upon the oral approach since use of language for communicative purposes is centered around speech and there is certain degree of internal vocalization even in the acts of reading and writing.
- vii. The second language learner's age, abilities, difficulties are also considered for selection and gradation of the structures.
- viii. The structural approach emphasizes a situational approach and the graded structures are presented through carefully designed situations to allow maximum practice.
- ix. Intensive and varied practice is ensured through a Spaced Controlled Practice or planned repetition. Such practice must be designed and the structures presented in such a way that the learner finds them relevant.
- x. Substitution tables are used extensively for a systematic drill of the patterns. Individual or group drills or chorus drills are used. This structural device is based upon the specific sentence situations, namely, (a)Two-part sentences where the sentence has two essential parts- the nominal and verbal, (b)Three-part sentences

where there are two parts of a predicate – the first part being verbal and requiring the second part to complete the meaning and (c) Four-part sentences where the predicator is linked by two completers. The word-order is fixed in each type and this gives rise to the practice of “fill the slots” where the learner constructs sentences by mechanically substituting appropriate terms in definite slots.

- xi. Previous structures are revised before proceeding to a new structure.
- xii. The structural approach including the oral and situational approaches facilitates student activity.
- xiii. The learner tries to develop an intelligible pattern on his own in the light of his past experiences through a planned and graded exposure to the words and sentence patterns introduced in the class.
- xiv. It may be said that the second language is taught through the play way method.
- xv. The teacher follows the Principle of Specific Practice which asserts that the most effective way of developing a skill is to practice it by oneself.
- xvi. Sentence is considered to be the unit of instruction.
- xvii. Certain words and phrases used in very high frequency in English speech like “please”, “Hello” etc are called Formulas and are introduced from the beginning.
- xviii. Certain structures arise spontaneously in the course of classroom teaching and are presented judiciously for teaching the structures for relevant use. This is called incidental teaching, practised to some extent in the Structural approach.
- xix. Presentation of the structure is immediately followed by the practice in speaking.
- xx. Consolidation, testing and remedial are important.
- xxi. Usually there is no separate grammar lesson and functional grammar is taught in higher stages.
- xxii. Mother tongue may be used occasionally for contrasting features of linguistic structures in the mother tongue and the target language.

Advantages:

- i. The structural approach has sound sociological, linguistic and psychological bases. The appropriate use of structure constitutes the first, emphasis on the accuracy of the structures constitutes the second and the gradation and selection of structures to be presented to the learners depends on the third parameter.

- ii. The insistence on speaking skill facilitates the establishment of a direct bond between experience and expression.
- iii. The situational aspect facilitates appropriate use of the target language for communicative functions
- iv. The structural approach facilitates accuracy due to intensive focus on specific structures and acquiring them before actual communication
- v. Graded structures facilitate systematic acquisition of the target language.
- vi. Promotes functional grammar
- vii. Selection and gradation of words present standardized vocabulary that helps in easy reading later.

Disadvantages:

- i. Continuous teaching of structures and their repetition make the atmosphere dull.
- ii. Reading and writing skills are neglected.
- iii. It is very difficult to get skilled teachers for this purpose.
- iv. It is not suitable for the higher classes.
- v. A limited vocabulary cannot be considered sufficient to cater to all the communicative needs of the learner in real life.
- vi. The nuances of signification in two distinct sentences with apparently the same structures are often overlooked and thus the language learning remains somewhat mechanical suitable upto a certain stage
- vii. Over emphasis on accuracy in structures tend to put lesser importance on fluency
- viii. Core vocabulary and core structures are taught systematically but grammar taught through such structures tends to leave much unattended, as a result of which the teachers find it difficult to establish a correlation between these later.

❖ Humanistic Approach:

An emergence of radical approaches to learning a language characterized the 1970s. These approaches are often grouped under the title of Humanistic Approaches due to their emphasis on concentration, touching the realms of the innate human potency and abilities. The humanistic approach presumed that all learners possess some inherent capacity that must be touched and enhanced through language teaching. A humanistic approach to language

teaching is typically associated with certain methodologies developed in the 1970s which were called 'Designer' methods.

Perhaps the most well-known application of humanism in English Language Teaching were made by Curran (1976), Gattegno (1972) and Lozanov (1979). Curran developed the Community Language Learning (CLL), also commonly known as 'Counseling-Learning'. Gattegno developed the Silent Way and Lozanov developed the Suggestopedia. Another common Designer method was Total Physical Response (TPR). Maley (1983) claims that the development of the humanistic approach is a significant turn in the history of English language teaching because this approach may be said to have contributed to our appreciation of the important role played in learning by diverse factors like creativity, play, emotions, the teacher student relationship and an absolute freedom from the fear of making mistakes.

- **Silent Way:**

The Silent Way is a method created by Caleb Gattegno that makes optimal use of silence as a teaching technique. Gattegno first introduced it in his book *Teaching Foreign Languages in Schools: The Silent Way* (1963). The method emphasizes the autonomy of the learner and the teacher's role is conceived of as that of a facilitator who monitors the students. The students therefore are encouraged to take active participation in learning English. Larsen-Freeman quotes Gattegno in *Teaching Techniques in English as a Second Language* (2000) as asserting that "the teacher works with the student; the student works on the language" (p.65). Teachers allow the students sufficient time to correct their mistakes before providing the right answer but usually avoid too much appreciation or criticism as they can discourage a student from developing self-reliance and confidence. The primary objective of the Silent Way is to develop a basic fluency in the target language with the ultimate objective of gaining a mastery over pronunciation and a level of language proficiency that matches the student's proficiency in his/her native tongue. The students must be able to use the target language correctly and fluently for self-expression, that is, they should be able to express their thoughts, emotions and needs in the target language. Pronunciation is very important and the choice of vocabulary is based upon the functional and versatile use of words. Translation and mechanical repetitions are avoided. Language is always practiced by creation of meaningful context. It is uncommon in the Silent Way to frame formal tests for evaluation and evaluation is mainly carried out by observation. Silence is employed in various ways and for multiple purposes. The teacher may employ silence to enhance the attention of the students, to elicit student's responses as well as to encourage the students to correct their own mistakes.

Teachers often employ various techniques like use of gestures and movement of hands along with appropriate lip movements to help the students with their pronunciation. It is thus evident that the teacher is silently active most of the time. Students are also encouraged to work in groups and help their peers. Specialized teaching materials, like sound-colour chart to teach the phonetic sounds, coloured word-charts to teach sentences and coloured Fidel charts used to teach spelling, are used. The Silent Way conceives of learning as a creative and problem-solving activity and thus may be said to follow the principles of Discovery Learning. Gattegno outlined some basic principles of the Silent Way. These are:

- i. Teachers should concentrate on how students learn and not on specific methodologies.
- ii. Students do not learn a language completely through imitation and mechanical drill.
- iii. Effective learning is achieved through trial and error, experimentation, revision of conclusions etc.
- iv. In learning a foreign language learners take the help of their previous knowledge, especially their native language or mother tongue.
- v. The teacher should play the role of a facilitator and must refrain from interference with the learning process.

A teacher following the Silent Way usually starts by presenting the sounds already present in the student's native language and gradually progresses to sounds which are new to them. The teacher usually introduces new language structures one at a time with simultaneous review of the old structures. Thus it is believed that the Silent Way follows a structural syllabus. The teacher sets up learning situations that draw the student's attention to each new structure introduced by the teacher. Once the language structures have been presented in this manner, the students use them and learn the grammatical rules through an inductive process.

Advantages:

- i. Allows great learner autonomy
- ii. Mechanical drill and imitation are not how learners are made to learn the target language and thus the acquisition occurs spontaneously.
- iii. The native language of the learners does not create any obstacle as the knowledge of the native language is utilized to introduce the learners to the target language.
- iv. Students learn the grammatical rules through an inductive process and hence get liberated from mechanical memorization
- v. The teacher evaluates principally through observation and prompt feedback that helps in ready identification and remedy of the learner's individual problems

- vi. Extensive use of peer correction is made and this makes acquisition of the target language stress-free
- vii. The teacher encourages steady progress and not speed or perfection in learning the target language and thus the learners can learn at their own pace with confidence
- viii. The teacher being active, but silent most of the time, the focus shifts from the teacher to the students in the class leading to a psychologically sound student-centric practice.
- ix. The target language is practiced in meaningful contexts and not through translation or mechanical drills. Learning is thus meaningful and effective
- x. All the four basic skills of language-listening, speaking, reading and writing are emphasized from the very beginning

Disadvantages:

- i. Second language or Foreign language teachers often work in situations where accuracy and speed are important. The Silent Way does not grant scope for this.
- ii. Working conditions may always not be favourable for allowing peer-correction, especially in very big classes where the proficiency level of the learners is very poor
- iii. The specified time limit for completion of the syllabus or a course may not allow the teacher to grant full learner autonomy and minimum interference from the teacher's part.
- iv. Most educational institutes have the system of formal tests and evaluation through silent observation often cannot be practised effectively
- v. Students only learn to read after they have learnt to speak.

- **Suggestopedia:**

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used in different fields, but mostly in the field of foreign language learning. Lozanov has claimed that by using this method the students can learn a language approximately three to five times as quickly as through conventional teaching methods. Suggestopedia enhances learning by tapping into the power of suggestion. Learning by Suggestopedia is free, without pressure and liberated from traditional mechanical programmes that tend to restrict a continuous acquisition of linguistic skills and habits. The immediate physical surroundings and classroom environments are important factors and various techniques including music and different art forms are used by teachers to introduce

the students to the target language. A typical Suggestopedia lesson consists of the following stages:

Deciphering

[The teacher introduces the grammar and lexis of the content.]



Concert session (active and passive)

[In the active session, the teacher reads the text at a normal speed, intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music (“Pre-Classical) is played in the background.]



Elaboration:

[The students finish off what they have learned with dramas, songs and games.]

Then it has developed into four phases with many new dimensions added as a result of many new experiments:

Introduction:

[The teacher teaches the material in “a playful manner” instead of analyzing lexis and grammar of the text in a directive manner.]



Concert Session Again (Active and Passive):

[In the active session, the teacher reads with proper intonation as carefully selected music is played. The students may read the text together with the teacher and can only listen to the music when a teacher pauses deliberately at particular moments.]



Elaboration:

[The students sing classical songs and play games with the teacher acting as a coordinator and consultant.]



Production:

[The students spontaneously speak and interact in the target language without interruption or correction.]

Suggestopedia is primarily controlled by the teacher but the teachers never act in an authoritative manner. They act as partners, participating in group activities like games and songs. In the concert session they use and enact classical art and all their activities embodying

their spirit of love and respect for human beings. Thus all the strategies employed in Suggestopedia are essentially humanitarian and it is not sufficient for the teachers to know only the techniques or practical methodologies, but also to comprehend the essence of practice and implement them in a humanitarian way.

Some important factors that a teacher must acquire for effective implementation of Suggestopedia have been listed by Lozanov in *Suggestology and Suggestopedya*. They are:

- i. Covering a huge bulk of learning material.
- ii. Structuring the material in the suggestopaedic way: global-partial – partial-global, and global in the part – part in the global, related to a balanced proportion.
- iii. As a professional, on one hand, and a personality, on the other hand, the teacher should be a highly-regarded professional- both reliable and credible.
- iv. The teacher should have expectation of positive results
- v. The teacher should have feelings for his/her students and treat them as human beings. He/She must teach them by personally participating in joyful activities like games, songs, classical arts etc.

Unesco's final report on Suggestopedia, made by the experts from the Working Group on Suggestology as a Learning Methodology meeting in Sofia, December 11-17, 1978 asserts-

- i. There is consensus that Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods. We have arrived at this consensus following a study of the research material, listening to the testimony of international experts, observing films portraying Suggestopedia instruction and visiting classes in which Suggestopedia is practiced. The films and the classroom visitations were impressive.
- ii. Standards should be set up for the training and certification. Maintenance of standards of suggestopedic training is important.
- iii. Different categories of competency of teachers should be used and evaluated to reflect increasing levels of teaching performance for certification
- iv. Suggestopedic teacher training should be started as soon as possible.
- v. An international association for Suggestology and Suggestopedia affiliated to UNESCO with a guidance of Dr. Lozanov for training and research and all possible support from UNESCO.

Advantages:

- i. Effective human bond between the teacher and the students is developed
- ii. Learning the target language is free from stress. It is a joyful experience

- iii. The learners' self-esteem is developed
- iv. Lack of criticism leads to enhancement of self-confidence
- v. Opportunities of self-correction through peer-interaction and friendly intervention of the teacher leads to a better understanding.
- vi. The system operates upon a basic belief in its effectiveness and so the learners are motivated and not stressed
- vii. Use of classical art forms creates a favourable ambiance for learning the target language amidst harmony and pleasure
- viii. The method liberates the learners from the mechanical drills and fear of failure that accompanied earlier traditional methods, thereby leading to spontaneous acquisition of the target language.

Disadvantages:

- i. Suggestopedia highly depends on the individual competency as a teacher which is entirely subjective.
- ii. It does not provide positive or negative reinforcement in form of appreciation or criticism.
- iii. The size of the class may sometimes act as an obstacle for the humanitarian student-centric practices.
- iv. The method relies too much on the personality of the teacher, but a truly professional, reliable and effective personality is not always found easily.
- v. Proficiency in and appreciation of classical arts is not uniformly present in all teachers.
- vi. Tends to cover a huge bulk of learning material at one go, which may be difficult for many learners
- vii. It largely depends on the trust developed by the students by simply believing in its efficacy. This is again purely subjective.

- **Communicative Language Learning (CLL)**

Communicative Language Learning, developed by Charles A. Curran, is an approach in which the students operate as collaborators working together to learn aspects of language according to their own preference. The teacher's function is that of a counselor and paraphraser. The teacher's role is thus a supportive role which requires greater energy than that in traditional methods. This method conceives of language as a social process. Language

is thus not restricted to transmission of messages, but becomes a process of active human interaction which makes the language learning both cognitive and affective in essence. The primary function of communication and the classic sender-message-receiver model of communication is rejected. La Forge (1983) argues that the social-process model is different from the traditional information-transmitting model because “communication is more than just a message being transmitted from a speaker...communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to the other...communication is an exchange which is incomplete without a feedback reaction from the receiver of the message” (p.3).

Language as a social process has been explained in terms of six characteristic features. These are –

- i. The whole-person process
- ii. The educational process
- iii. The interpersonal process
- iv. The developmental process
- v. The communicative process
- vi. The cultural process

The essential interactional view of language that underlies CLL has been emphasized by the scholars. Language has been considered to be an integral part of human relationship and contact. La Forge (1983) asserted that “language is people; language is persons in contact” (p.9). CLL interactions are basically of two types, namely, interaction between learners and interaction between learners and those who know the target language well. Even though the learners possess lesser degree of proficiency, exchanges in the target language foster a deep bond and intimacy among the learners and the class becomes a community of learners of the target language. In fact this growing intimacy motivates the learners and urges them to keep pace with the learning of their peers. On the other hand the interaction between the learners and the ones who know the target language well starts with a certain degree of dependency. The learner seeks help from the advanced user by expressing what he/she wished to say in the target language and the advanced user tells him how to do so. The successive stages of interactions, however, get more complicated with the learner becoming more self-assertive, resentful and indignant, then tolerant and finally independent. These successive stages of interactive relationship occur simultaneously with development of five stages of language learning.

Students’ Role:

The foreign language learner's tasks, according to Communicative Language Learning (CLL) are as follows:

- i. To apprehend the sound system of the target language
- ii. Assign fundamental meanings to individual lexical units
- iii. Construct a basic grammar from his/her perception of the target language

This method may be said to resemble the Natural Approach to language learning and the learner acquires some basic level of linguistic comprehension before he/she speaks. There are certain distinct stages of development in CLL. These are –

- i. “Birth” stage: A primary feeling of security, confidence and belonging is established.
- ii. The learners achieve a measure of independence and autonomy with gradual improvement of their linguistic proficiency.
- iii. Learners can speak independently.
- iv. The learners become confident enough to realize their errors and rectify them

In Community Language Learning learners become members of a community comprising of their fellow learners and teachers and learn the target language through active interaction within the community. In each stage of development the learner gets involved in accomplishment of cognitive tasks and in solution of affective conflicts. They interact freely, repeating target utterances without hesitation, learning from the advanced members, supporting fellow members, reporting inner feelings and frustrations and counseling the other learners. CLL compares language learning to the stages of human growth. In the first stage the learner is like an infant, wholly dependent on the more advanced ones for linguistic content. In the second stage they begin to establish a certain degree of independence and self-affirmation by using simple expressions and phrases that they have heard. The third stage, which is also called the “the separate existent stage”, they begin to comprehend and use the target language directly. In this stage the learners tend to resist uninvited assistance. The fourth stage has been compared to adolescence when the learner functions independently even as the knowledge of the target language is basic. The last stage or “the independent stage” enables the learner to refine their understanding and use grammatically correct language. They may also operate as counselors of less advanced students and simultaneously benefit from systematic contact with the more advanced users or the teachers.

Some of the learning tasks and activities practiced in CLL are as follows:

- i. Translation – Learners form a small circle. A learner whispers a message or meaning he/she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

- ii. Group Work – Learners may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
- iii. Recording – Students record conversations in the target language.
- iv. Transcription – Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.
- v. Analysis – Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.
- vi. Reflection and observation – Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings – sense of one another, reactions to silence, concern for something to say, etc.
- vii. Listening – Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.
- viii. Free conversation – Students engage in ‘free conversation with’ the teacher or with the other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

With the tremendous growth and popularity of the Internet and the social networking sites, Communicative Language Learning (CLL) has undergone a major paradigm shift. Various online language communities have evolved that function with various collaboration tools. Information sharing through such online communities, enable the student to learn the target language by direct communication and mutual correction. Such communications take the help of social network services like LiveMocha, Papora supported by Web 2.0.

- **Total Physical Response (TPR):**

James J. Asher defines the Total Physical Response method as a method that combines information and skill through the use of the kinaesthetic sensory system. Such a combination of skills allows the students to assimilate information and linguistic skills at a fast pace and as a result this method generates a high degree of motivation.

The fundamental features of this method are as follows:

- i. Understanding the spoken language before developing the skills of speaking
- ii. The main linguistic structures communicate or transfer the information

- iii. The learner is under no compulsion to speak
- iv. The learner is allowed an individual period of mental readiness
- v. The learner is allowed to speak spontaneously in the target language
- vi. The learner may begin to communicate verbally only when he/she feels comfortable and confident enough to comprehend and express himself/herself in the target language

Certain successive steps followed in the Total Physical Response (TPR) method are as follows:

- The teacher utters a command in the target language, simultaneously performing the action himself/herself
- The teacher utters a command simultaneously performing or acting out the command himself/herself along with the students who also act out or perform the command in the target language
- The teacher utters the command but only the students act out the command
- The teacher urges the students to perform the commands one at a time
- The roles of the teacher and the students are reversed. The students now try to give verbal commands in the target language and the teacher performs them accurately.
- The students now give commands in the target language to the peers and they perform accordingly
- The teacher and the learners collaboratively allow for command expansion and produces new sentences.

❖ **Linguistic Competence:**

Linguistic competence, a concept introduced by Noam Chomsky in 1965, refers to an individual's instinctive and implicit knowledge of language. This means that people do not have conscious access to the principles and rules that govern the combination of sounds, words, and sentences, though they are able to recognize any violation of those rules and principles. Chomsky argued that humans have a "linguistic competence", with the help of which they internalize a variety of linguistic rules and this competence translates into behavioral performance. In other words, he argued that human beings are born with an innate Language Acquisition Device (LAD) that allows them to create syntactic structures with new linguistic elements they learn. They thus may be said to internalize a knowledge of language and can use it creatively. Linguistic competence is one of the principal factors that influence the observed linguistic behaviour of a person. Chomsky perceived a relation between

linguistic competence and linguistic performance or production of language, the latter generated by the former. Individuals can use language spontaneously as a result of this.

Grammatical rules and a simplistic Behavioral relation between environmental stimuli and response cannot explain an individual's linguistic behaviour completely. Linguistic behaviour is as creative, flexible and complex as any other behavior and it cannot be adequately explained as an ability. Drawing upon Freud's theories, later scientists have explained complex and stimulus-independent actions in terms of mental states even when the agent does not recognize that it is in that state. In other words, individuals often act even in absence of stimulus. When in an unconscious state, an individual fails to recall grammatical rules but apparently does not lose linguistic competence. Language use is thus stimulus-independent and one can lose all linguistic abilities without losing linguistic competence. So knowledge of language cannot just be a cluster of abilities or skills. Chomsky advocated a science of what he calls "the language faculty", that is a kind of intuitive reasoning power requiring no accumulation of facts or acquisition of specific skills in order to develop. A sense of grammatical knowledge too seems to be present and fully functional in speakers fluent in any language. Chomsky regards the underlying competence as "a system of generative processes". This may explain the occasions when an individual practises linguistic innovation in unpredictable situations and exhibits appropriate expression and understanding in particular contexts. This faculty seems to be absent in animals and is precisely what distinguishes human beings from machines that can be programmed to use signs in imitative or predetermined ways. A key source for Chomsky's conception is Rene Descartes, whose concern with the creative powers of the mind leads him to regard human language as an instrument of thought. Chomsky also cites Wilhelm von Humboldt as a source for the conception of the generative nature of competence. Humboldt argues that use of language is based upon the demands imposed on language by thoughts that generate the general laws governing language. The generative rules remain unaltered and common for every individual.

❖ **Communicative Competence:**

Dell Hymes suggested a relation between language and social context. He pioneered the concept of Communicative Competence, frequently referred to as pragmatic or socio-linguistic competence, which placed linguistic abilities in a social context. This was proposed as a reaction to Noam Chomsky's theory of Linguistic Competence discussed above. Hymes argued that an innate linguistic competence was not adequate as language is principally used

for communication, and thus the ability to use language appropriately in social contexts was deemed important. He observes in 'Models of the Interaction of Language and Social Life' (1972) –

A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech-acts, to take part in speech events, and to evaluate their accomplishment by others. (p.277)

Hymes proposed four major components of communicative competence, namely, (a) Linguistic (b) Discourse (c) Socio-linguistic and (d) Strategic competences. The first, earlier pointed out by Chomsky, referred to a knowledge of grammar and vocabulary in tandem with the norms of the written form. Grammatical components include phonetics, phonology, morphology, syntax and semantics. Discourse, on the other hand, referred to the modality, that is how to speak or write and how to listen/comprehend or read effectively. This calls for a knowledge of how to organize linguistic structures into coherent and meaningful wholes, in either written or oral forms. Speeches, conversations, written articles, reports etc. are created through such organization. Socio-linguistic competence is related to appropriate application of the verbal modules, that is it refers to the knowledge of socio-culturally acceptable norms of using language at the appropriate time and in the appropriate manner. This may be said to depend upon many factors, some of which are – (a) setting of communication, (b) the topic, (c) the relationship between the communicating individuals, (d) an awareness of socio-culturally and politically unacceptable uses, (e) an awareness of the polite forms and (f) appropriate modes of expressing feelings of friendliness, irony, authority, affection etc. With strategic competence, one may be able to identify and address issues related to disruption in communication. Clarifications, rephrasing, looking for alternative expressions etc. are some of the common components of Strategic Competence.

Hymes developed a model, popularly known as the SPEAKING model on the basis of his theory that stressed the contextual application of language. The model consists of sixteen components applicable to a wide variety of discourses. All these sixteen components were grouped under eight sections, as shown below:

S – Setting and scene

P - Participants

E - Ends

A – Act Sequence

K - Key

I - Instrumentalities

N - Norms

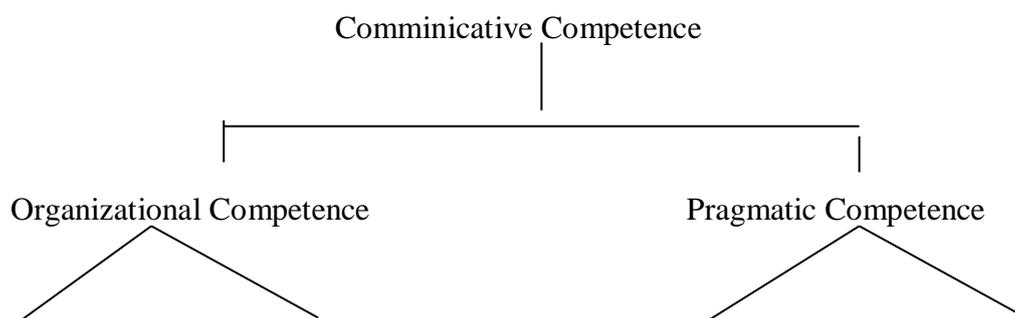
G – Genres

Setting and Scene referred to the immediate physical circumstances and the cultural and psychological set up in which the verbal module would be used for communication. The purpose and outcomes of a communicative exercise was signified by 'Ends', while the 'Sequence' referred to the form and order of the use of the verbal modules. The style of speech constitutes 'Instrumentality' and clues establishing the tone and manner of the speech act formed the 'Key'. The essential nature of a particular speech act signifies the 'Genre' while 'Norms', as the name signifies, refers to the socio-cultural rules governing the speech acts.

Almost ten years later Canale and Swain endorsed the concept of Communicative Competence. In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" (*Applied Linguistics*, 1980), Michael Canale and Merrill Swain identified four components of communicative competence:

- i. Grammatical Competence: the knowledge of the language code, like grammatical rules, vocabulary, pronunciation, spelling etc.
- ii. Socio-linguistic Competence: the mastery of the socio-cultural code of language use, like appropriate use of vocabulary, register, politeness and style in a given situation
- iii. Discourse Competence: the ability to combine language structures into different types of cohesive texts like political speech, poetry etc.
- iv. Strategic Competence: the knowledge of verbal and non-verbal communication strategies, which enhance the efficiency of communication, and where necessary, enable the learner to overcome difficulties when communication is disrupted.

A few years later, Lyle Bachman, the Chair of the Department of Applied Linguistics and TESL at the University of California and Los Angeles, further developed the concept with his model of Language Competence, that was revised by Bachman and Palmer in 1996. The revised model is given below:



Grammatical Competence Textual Competence Illocutionary Competence Socio-linguistic

Competence

In Bachman and Palmer's model, organizational competence calls for organizational knowledge that is composed of abilities engaged in a control over formal language structures, i.e. of grammatical and textual knowledge.

- a. Grammatical knowledge: This includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct sentences as well as comprehension of their propositional content. This constitutes Grammatical competence.
- b. Textual knowledge: This enables comprehension and production of both spoken or written texts. It covers the knowledge of conventions for combining sentences or utterances into texts, i.e. knowledge of cohesion, or ways of marking semantic relationships among two or more sentences in a written text or utterances in a conversation. It also refers to knowledge of rhetorical organization which signifies a knowledge of the ways of developing narrative texts, descriptions, comparisons, classifications etc. It also includes conversational organization, that is, conventions for initiating, maintaining and closing conversations. These collectively constitute the Textual competence.

Pragmatic Competence calls for pragmatic knowledge that refers to abilities for creating and interpreting discourse. It includes two areas of knowledge –

- a. A functional knowledge of conventions for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse.
- b. A knowledge of the sociolinguistic conventions needed for creating and interpreting language utterances which are appropriate in a particular context of language use. Strategic knowledge is conceived in the model as a set of metacognitive components which enable language user involvement in goal setting, assessment of communicative sources, and planning. Goal setting includes identifying a set of possible tasks, choosing one or more of them and deciding whether or not to attempt to complete them. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and affective

schemata. Planning involves deciding how to make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully.

Saville-Troike(1989) also contributed to the concept of Communicative Competence by dividing the bases of communicative competence into three types of knowledge: linguistic, interactional, and cultural knowledge (Saville-Troike, 1989, 1996). The first comes close to Chomsky's notion of linguistic competence, but also includes linguistic features that are capable of transmitting both direct social messages and referential meanings. In other words, an awareness of the complete range of linguistic codes of a language, especially ones that convey social information, is pointed out as crucial to the communicative competence of an individual. The example of a Japanese learner who continually substituted "etc" with "all that clap" is discussed to show the related problem of intelligibility. The learner failed to communicate properly due to individual linguistic variations and a lack of knowledge of the expression "etc" or "and so on". Interactional skills are also important components of communicative competence. Knowledge of social norms and conventions and what is expected of one in a particular social communicative setting constitute the interactional skill that a second language learner finds difficult to acquire in the formal classroom settings. Thus care must be taken to expose learners to such typical interaction patterns to develop their communicative competence. Cultural knowledge, especially the social structure of the speech community and the values and attitudes attached to language use, is the third component for Saville-Troike's communicative competence. Cultural knowledge refers to particular ways of speech in different social situations in a particular culture. Ignorance of specific ways of addressing women in a culture, for instance, may lead to undesirable situations and thus is a major component of communicative competence. Goffman (1981), on similar lines, proposes an "Interactional Order" that signifies an organization of discourse to bridge the linguistic and social elements. Gumperz (2001) argues that "Talk is not just a matter of individuals' encoding and decoding messages" but a medium of attaining communicative goals in real-life situations. Participants in a communicative exchange practically share some common and mutually intelligible signals and conventions, interacting with the help of what which Gumperz calls "contextualization cues". Gumperz defines 'Contextualization Cues' as linguistic, paralinguistic, or interactive features habitually used and perceived by interlocutors in order to realize this signaling effect. These may take many different forms such as the selection of a certain style or code, the use of certain syntactic or lexical forms, and strategies involving conversation openings and closings.

Communicative competence implied that speakers of a language must be able to use the structural elements of a particular language appropriately in different social situations and that the linguistic theory needed to be seen as incorporating both communication and culture. His theory of communicative competence asserted that a speaker must acquire both knowledge and ability for use of a particular language with respect to the following parameters:

- i. whether (and to what degree) something is formally possible
 - ii. whether (and to what degree) something is feasible in virtue of the means of implementation available
 - iii. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used
 - iv. whether (and to what degree) something is in fact done, actually performed and what its doing entails
- (p.281)

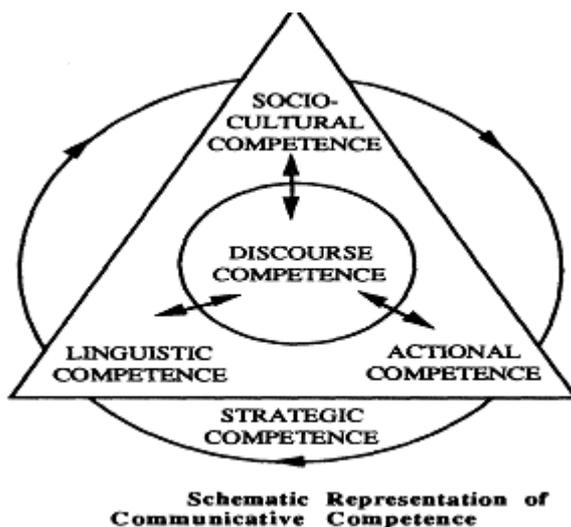
Canale and Swain (1980) advocated four dimensions of communicative competence, namely,

- (i) Grammatical Competence: refers to the speaker's grammatical and lexical capacity. It is what Chomsky called linguistic competence and Hymes considers to be formally possible.
- (ii) Socio-Linguistic Competence: refers to an understanding of the social context in which communication takes place. For example, sharing information between participants in a communication and the communicative purpose for their interaction, shared beliefs etc.
- (iii) Discourse Competence: refers to the interpretation of parts of an individual message in terms of their interconnectedness. It signifies how a meaning is represented in relationship to the entire discourse or text.
- (iv) Strategic Competence: refers to the coping strategies used by the participants in a communication to initiate, maintain, repair, terminate or redirect communication.

Developing on the models proposed by Canale & Swain and Bachman & Palmer, Marianne Celce-Murcia, Zoltan Dornyei & Sarah Thurrell proposed a model of Communicative Competence in 1995. In 'Communicative Competence: A Pedagogically Motivated Model with Content Specifications' they explained:

We represent our model of communicative competence as a pyramid enclosing a circle and surrounded by another circle (see Figure 1). The circle within the pyramid is *discourse competence*, and the three points of the triangle are *sociocultural competence*, *linguistic competence*, and *actional competence*. This latter competence, an addition to the Canale and Swain model, is conceptualized as competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets (see later for a more detailed discussion). Thus our construct places the discourse component in a position where the lexico-grammatical building blocks, the actional organizing skills of communicative intent, and the sociocultural context come together and shape the discourse, which, in turn, *also* shapes each of the other three components. The circle surrounding the pyramid represents *strategic competence*, an ever-present, potentially usable inventory of skills that allows a strategically competent speaker to negotiate messages and resolve problems or to compensate for deficiencies in any of the other underlying competencies. (p.2)

The diagrammatic representation of their model of communicative competence is as follows:



Discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. This is where the bottom-up lexico-grammatical micro-level intersects with the top-down signals of the macro-level of communicative intent and socio-cultural context to express attitudes and messages, and to create texts. There are many sub-areas that contribute to discourse competence, namely, cohesion, deixis, coherence, generic structure, and the conversational structure inherent to the turn-taking system in conversation as given below:

- Cohesion :- Reference (Anaphora, Cataphora) ,Substitution/ellipsis, Conjunction, Lexical chains related to content schemata, parallel structure

- Deixis : Personal (pronouns), Spatial (here, there; this, that), Temporal (now, then; before, after), Textual (the following chart; the example above),
- Coherence : Organized expression and interpretation of content and purpose, Thematization and staging, Management of old and new information, Propositional structures and their organizational sequences, temporal, spatial, cause-effect, condition-result, etc., Temporal continuity/shift (sequence of tenses)
- Genre/Generic Structure: narrative, interview, service encounter, research report, sermon, etc.
- Conversational Structure: How to perform openings & reopening, Topic establishment & change, How to hold & relinquish the floor, How to interrupt, How to collaborate & backchannel, How to do preclosings and closings, Adjacency pairs (related to actions' competence), first and second pair parts (knowing preferred and not preferred responses)

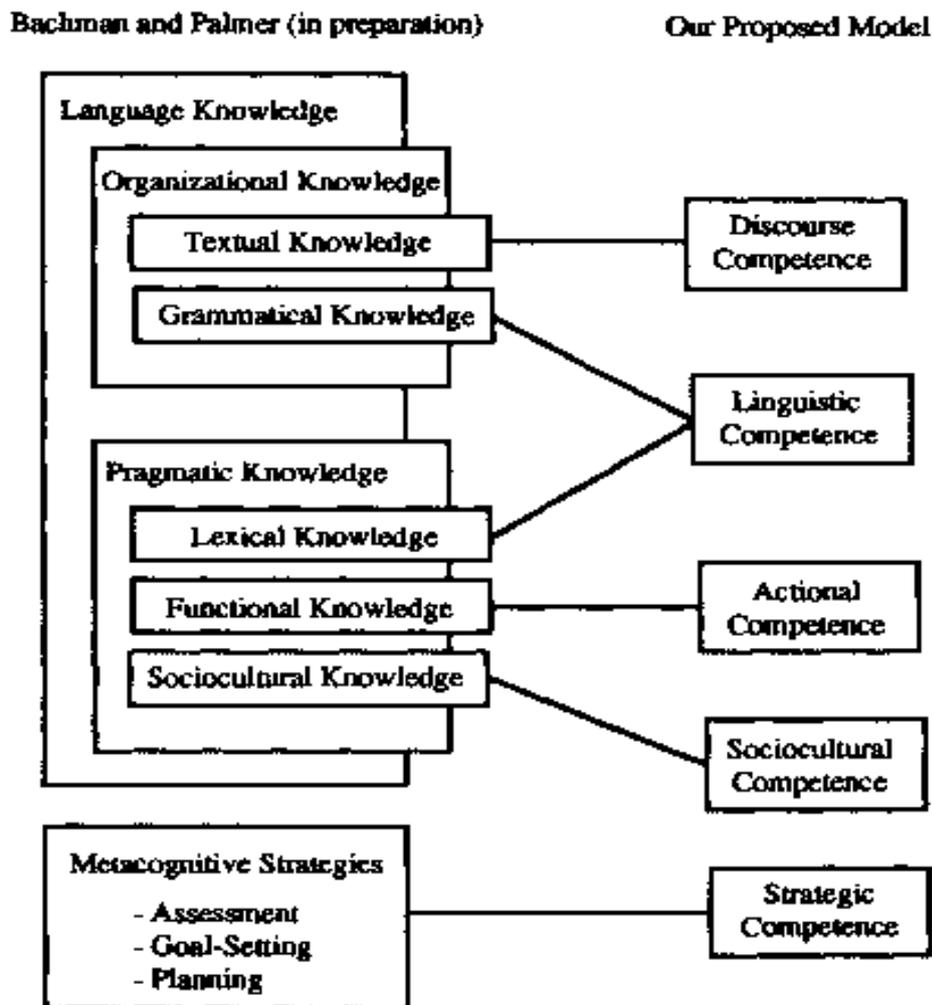
To explain Linguistic Competence, they quote Widdowson (1989), who claims that communicative competence is “not a matter of knowing rules for the composition of sentences and being able to employ such rules to assemble expressions from scratch as and when occasion requires. It is much more a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual standards.” (p.135). Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal conventions that carry illocutionary force (speech acts and speech act sets). Suggested Components of Actional Competence were -

- Knowledge Of Language Functions : Interpersonal Exchange : Greeting and leavetaking, Making introductions, identifying oneself ,extending, accepting and declining invitations and offers , Making and breaking engagements, Expressing and acknowledging gratitude, Complimenting and congratulating ,Reacting to the interlocutor's speech, showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment
- Information : Asking for and giving information , Reporting (describing and narrating) , Remembering, Explaining and discussing
- Opinions : Expressing and finding out about opinions and attitudes, Agreeing and disagreeing, Approving and disapproving, Showing satisfaction and dissatisfaction
- Feelings : Expressing and finding out about feelings, love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain, relief, fear, and annoyance, surprise, etc.
- Suasion : Suggesting, requesting and instructing Giving orders, advising and warning Persuading, encouraging and discouraging ; Asking for, granting and withholding permission

- Problems : Complaining and criticizing Blaming and accusing Admitting and denying Regretting, Apologizing and forgiving
- Future Scenarios : Expressing and finding out about wishes, hopes, and desires Expressing and eliciting plans, goals, and intentions Promising; Predicting and speculating, Discussing possibilities and capabilities of doing something
- Knowledge Of Speech Act Sets

Sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. These factors are complex and interrelated, which stems from the fact that language is not simply a communication coding system but also an integral part of the individual's identity and the most important channel of social organization, embedded in the culture of the communities where it is used.

Celce-Murcia, Dornyei&Thurrell projected a schematic overview of the nature of the development of their model from the earlier ones:



**Comparison of the Proposed Model with
Bachman and Palmer's (in Preparation)
Model of Communicative Language Abilities**

Another model evolved out of the concern about the identification of core competencies and core areas for teaching-learning any foreign language and how these core competencies can be graded in terms of difficulty and assessed in examinations. This model constituted the Common European Guidelines for language teaching and testing and is commonly known as CEF 2001. It gave importance to both educational and functional-pragmatic dimension of learning languages.

❖ **Comprehensible Input:**

Comprehensible input is language input that can be understood by listeners even if they do not understand all the words and structures in it. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously. Trying to understand language slightly above their level encourages learners to use natural learning strategies such as guessing words from context and inferring meaning. A teacher needs to know the level of the learners very well in order to select comprehensible input, and in a large class of mixed ability, different learners will need different texts.

When students are learning a second language, they should be able to understand the essence of what is being said or presented to them and that may be called comprehensible input. Students learn more through comprehensible input than through the more common teaching methods of memorization and language immersion programs, which have students only hearing the second language without any meaningful or helpful information. It is important for educators to understand that learning a new language is not as simple as immersing a student completely in the new language, there must be actual comprehension before anything of meaning can be retained.

Dr. Stephen Krashen developed a theory back in the 1980s that brought about a new wave of possibilities and ideas for second language acquisition education. He argued that current teaching methods and models were not allowing for optimal learning environments and stated that a change in teaching instruction needed to be implemented. The theory he suggested was based on comprehensible input in second language acquisition, which he described in his book titled *Second Language Acquisition and Second Language Learning*. He argued that "Language acquisition is very similar to the process children use in acquiring

first and second languages. It requires meaningful interaction in the target language, natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” To put it simply, this teaching method revolves around providing something comprehensible and meaningful for the students to relate to, such as real objects in the classroom or demonstrations that involve using tangible information. Comprehensible input can involve reading texts or watching familiar television as well.

However linguists like Rod Ellis believe that comprehension does not necessarily lead to acquisition. Loschky too contended that positing a simple linear relationship between comprehension and intake is not justified. They tend to argue that comprehensible input does not have as large an impact in learning a second language as it is believed to hold. Some researches and educators prescribe addition of other components in the form of ‘comprehensible output’ with the addition of commonly practiced sheltered language education programs. These educators emphasize that comprehensible input cannot stand alone and could be more harmful than beneficial if used as the only component in a classroom. It is stated that comprehensible input needs to go hand-in-hand with comprehensible output if there is to be any effective second language acquisition.

Dr. Krashen provided a response to these negative views on this theory in his article titled ‘The Scarcity Argument’ where he argues that, “A problem all output hypotheses have is that output is surprisingly rare. In the case of comprehensible output, the problem is especially severe.” Dr. Krashen asserts that, “...studies show that subjects typically acquire small but significant amounts of new vocabulary knowledge from a single exposure to an unfamiliar word in a comprehensible text, enough to account for expected vocabulary growth, and similar results have been reported for second language development.” There is little second language output from students, since during the beginning phase students usually go through a “silent period” where they try to absorb what they can understand from the language instruction. Actual utterances in the second language can take months to begin and it is therefore difficult to back up the claim that comprehensible output is a necessary condition for second language acquisition. Dr. Krashen argues that, “...there are numerous studies that confirm that we can develop extremely high levels of language and literacy competence without any language production at all.” However Krashen insists that the nature of the comprehensible input should be such that the learners can relate with it and understand before that can show any progress in their second language acquisition. Krashen gave an example in a lecture delivered on the positive effects of his theory. It delineates two situations

of German language teaching - one in which only advanced level German is spoken without any other input. The listeners fail to relate the auditory input to the experiences and thus learn practically nothing. Dr. Krashen states that this method of instruction is very difficult for students to pick up on and takes a long time to provide any actual results. His second lesson involves him using simple German as well as gestures and facial expressions. He motions to his face, eyes, and hands and uses the German words for them, providing something that the listeners can relate to. It is established by a unanimous vote that the second lesson provided a better learning environment. This alone provides a very sturdy base for the theory of comprehensible input.

❖ **Differences between Structural and Humanistic Approaches :**

Structural Approach	Humanistic Approach
i. Structures are taught before full use of the language for communicative purposes.	i. Emphasis is on communication and self-expression from the beginning.
ii. Emphasizes Accuracy in acquiring the carefully selected and graded structures	ii. Accuracy is not emphasized
iii. Appropriacy is not granted central significance. It is taken into consideration at a comparatively later stage.	iii. Appropriacy is given great importance. Appropriate social use often target language is emphasized.
iv. Words and structures are selected and graded carefully before introduction to the learners	iv. No such selection or gradation is done
v. Fluency is not emphasized	v. Fluency is emphasized. Fluent self-expression of the learners is the primary objective
vi. Relies on mechanical drill or consistent practice of the acquired structures.	vi. Mechanical repetition is avoided
vii. Vocabulary is controlled	vii. Vocabulary is not controlled and the learners learn from their immediate environment
viii. Linguistic Structures are controlled	viii. Structures are not controlled rigidly
ix. Reading and writing not give much importance	ix. Reading and writing not considered secondary in importance
x. Emphasizes grammatical accuracy . extensive use of structural devices like Substitution Tables that are centered around grammatical and structural accuracy	x. Grammatical accuracy is not emphasized.
xi. Elements of creativity, human emotions or teacher-student relationship are not taken into consideration	xi. Creativity, human emotions or teacher-student relationship are held to influence second language learning

xii. Formal evaluation process followed	xii. Evaluation mostly done through careful observation
xiii. No place for trial and error in learning the second language	xiii. Learners may learn through trial and error in use of the target language
xiv. Teacher enjoys a crucial position in selecting, grading and presenting the words and structures to the learners	xiv. Teacher plays the role of facilitator and collaborator.
xv. Less learner autonomy	xv. Greater learner autonomy