

## **COMMUNICATIVE METHOD, DIRECT METHOD, BILINGUAL APPROACH AND ECLECTIC APPROACH**

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### **❖ COMMUNICATIVE METHOD**

In communicative teaching, the learner is provided simulated learning situations in and outside the classroom. It is envisaged that the situations and tasks for which the native speaker employs English can function as a focal point around which the learning can take place.

#### **Principles of the Communicative Method.**

1. The teaching situation should involve exposition in a linguistic way, integrative way, an interpersonal and effective way.
2. There should be scope for education in a general way which initiates remedial and creative aspects of language learning.
3. The syllabus designed for this method should be the most fertile, most diverse and most flexible.
4. The teaching-learning activities should have ample range of exercise, and tasks compatible with the communicative approach.
5. Social setting is very important for developing effectively the language skills. Social interaction activities should include discussions, conversations, exchange of greetings and pleasantries, using commands, requests etc.
6. The role of learner in this method is that of a negotiator between the self, the learning process and the object of learning.
7. The role of the teacher is to facilitate the communication process between all participants in the classroom and between the participants and the various activities and texts.

### **Techniques for Communicative Teaching.**

Communicative approach to classroom equips the teacher of English with a set of techniques to implement its principles. The techniques are:

1. **Groups Work.** In this technique the teacher divides the whole class into different groups. In this technique, the teacher reads the content, say a paragraph and later makes each group read in turn. It is not that only one person from each group always gets a chance to read but the next day other children from the same group get in his turn a chance. There is no end to the variety of techniques that can form part of group work.
2. **Pair Work.** The class is divided into pairs. Inter discussion, inter questioning and interaction among the pairs leads to communicative usage of the language. They talk, ask questions and reply as if being involved in some game and learning takes place quite naturally and pleurably. The greatest advantage of pair work is that it is a very simple method and the whole class can be kept busy and active at the same time.
3. **Role Play.** In communicative language teaching natural roles in society are simulated in the classroom and the learner uses language to give expression to the same features of experience. Thus real life situations are brought into the classroom and a role-play is performed.
4. **Mimicry.** Mimicry is again somewhat synonymous technique to role-play. The teacher selects a character. One or more students are engaged in a process of imitating them. For example, imitating say a blacksmith, a doctor, a clerk, a manager etc.
5. **Dramatization.** This is vast technique that can be applied in many types of situations and in various ways. Sometimes the whole lesson of the text can be dramatized in the form of a skit in which the whole theme can be handled.
6. **Questioning.** Questioning is a technique of teaching English effectively. A good language teacher is capable of building up his lesson on question-answer method, as most of the doubts are cleared by queries and solutions. The questioning actually keeps the class active and encourages live interaction. Questions can be of different kinds:
  - a. Introductory question or probing questions.
  - b. While teaching or developing questions.
  - c. Recapitulation questions.Questions should be such that they encourage the students to contemplate, reason and motivate them to guess about the coming or following events.
7. **Illustrations.** This technique aims at making use of models pictures, flashcards, charts etc. In order to explain difficult ideas and vocabulary by appealing to their senses.
8. **Narration.** It is very important device for oral communication and makes language teaching-learning interesting and easy to grasp. It aims at presenting the content to the pupils through the medium of speech. While restoring to this technique in class, the teacher should bear certain points in mind.

- a. If teacher selects a story for narration, it should be in accordance with the age and level of students.
  - b. While narrating there should be proper interaction and gestures taking place in the class.
  - c. The teacher should narrate the content with proper sequencing instead of jumping and retreating from one event to another.
  - d. The narration should be made interesting by making use of illustrations. For example metaphors and similes.
  - e. The teacher should narrate naturally and orally without reading from the text.
  - f. The narration should not be very long and devoid of action and the narrator can act as one of the characters,
- 9. *Assignment and Self-Study.*** The technique gives students a chance to work outside the class in an open atmosphere. The students discover their talents in self-study and feel responsible, confident and independent. The assignments can be assigned to group or individuals.
- 10. *Use of Audio Visual Aids like Television, Tape Recorder, Overhead Projector etc.*** If television is available to the pupils at the school or in the classroom, the silent visual stream can become excellent material for communicative language activity. Through the use of tape recorder, recorded dialogues, one character conversation, short stories with background voices, music etc can be played to the pupil. We can also introduce in a communicative manner structural changes of tenses, voices, reported speech, interrogative patters and so on. Language teaching can be made all more effective if the teacher has the facility to make use of an overhead projector.

### **Merits of Communicative Approach.**

1. The principal contribution of the communicative approach is its stress on task – oriented teaching of English.
2. Communicative language teaching satisfies zeal to seek more humanistic approach to teaching one in which the interactive process of communicative receives priority.
3. Communicative approach keeps the activities at the very centre and thus help the learners to do things rather than merely learn verbal language from textbooks.
4. The teacher as well as the learner proceeds through communicative approach become confident encouraged and independent.
5. The learner through this method can learn the language well with it learns functional and other aspects that enables him to communicate well.
6. It is based on scientific principles of learning by experience by doing.
7. The learning by this method is situational, more communicative in nature hence self-rewarding and motivating.

## ❖ DIRECT METHOD

The Direct Method is mostly used and is the most controversial. According to Webster's New International Dictionary, "Direct Method is a method of teaching a foreign language especially a modern language, through conversation, discussion and in the language itself, without use of the pupil's language, without translation and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions."

The main philosophy behind this method is that the learner learns a foreign language in the same way as he learns his mother tongue. Although this method involves the classroom presentation around a text, every attempt is to make the language learning situation center around language use.

### **Main Characteristics/Basic Principles of Direct Method.**

The main characteristics of direct method are:

1. In this method, there exists a direct bond between word and the idea. The learners think and speak by using the same medium.
2. This method stresses the use of day-to-day vocabulary and structures.
3. In this method, the unit of teaching is 'sentence' and not 'word' as the method follows the principle that the sentence being the unit of speech helps the child learn to talk.
4. Much stress is laid on speech as direct bond can be built by oral teaching only.
5. In this method functional grammar is taught and that too indirectly.
6. This method favors the presentation of limited vocabulary, based on needs and experiences of learners. Some new items are used while teaching a particular item and this is the natural order of learning a language.
7. Extensive practice is given in listening and speaking till it becomes a habit – till the point of automatism is reached.
8. This method demands extensive use of Audio – Visual material to explain and classify the concepts and meanings.
9. This method follows the scientific principles of proceeding from simple to complex and from concrete to abstract.
10. This method strictly prohibits the use of mother tongue. In order to form the direct bond between thought and expression.

### **How Teacher Proceeds in Direct Method.**

1. The teacher usually presents 'text' – a short specially constructed narrative in foreign language.
2. The teacher reads loudly and the students are then made to comprehend it individually.
3. It is followed by Question – Answer session.
4. The teacher gives full opportunity to the students to speak the language – the sounds, sentence, patterns, rhythm, intonation and correct pronunciation is emphasized.
5. The main objective of this method is to develop the spoken form.

6. The student shakes hand with the target language directly.

**It Enables the Children as:**

1. The language used is of immediate environment starting from classroom, home, street, garden etc.
2. This method is a step ahead of its predecessors. A student gets chance to grow linguistically.
3. Here, a student and a teacher are in rigorous practice and the student feels satisfied owing to purposeful exercise.

**Techniques Involved in Direct Method.**

The various techniques involved in this method are:

1. Dictation.
2. Imitation.
3. Mimicry,
4. Spoken form narratives etc,
5. Dramatics.

**Merits of Direct Method.**

1. This method establishes a direct relation between language and features of human experience rather than bringing in the mother tongue of the learner as the medium to obtain comprehension.
2. This method stresses the spoken aspect of language thus developing good pronunciation and other speech skills.
3. This method follows the scientific principles of proceeding from simple to complex and concrete to abstract thus emphasizing the natural order of learning.
4. The teaching learning process becomes quite natural, easy and interesting.
5. The students get used to the language most of the time as a result more and more is learnt and due syllabus can be completed within specified time.

**Drawbacks of Direct Methods.**

1. It is challenging method for teachers. Hence incompetent teacher means ineffective teaching-learning.
2. It sometimes becomes time consuming because at times it becomes very difficult to explain words in target language only.
3. The training beyond elementary level in this method is not available so it becomes confusing in the long run both for the teachers and the learners.
4. The teaching aids are to be used liberally which is not possible in all situations.
5. The classroom size should become as per the demands of this method but this is usually not possible in our situation.

6. The meaning of abstract things cannot be taught easily to the learners by using this method.
7. In this method, there is more stress on the oral aspects whereas reading and writing skills get very less attention.
8. It becomes an expensive method as the teacher has to make use of various teaching aids.

### ❖ BILINGUAL APPROACH

Bilingual method means using one language (mother tongue) which the students have mastered in learning English. The mother tongue is learnt by the child in real life situations and thus has various ideas and concepts in his mind because of the direct experience. The experiences can be employed successfully in learning English.

#### **Main Characteristics.**

The main characteristics of the method are:

1. In this method, emphasis is not laid on creating situations but the real life situations already created in the learner by the mother tongue are made use of. Situations are created just by giving the mother tongue equivalent of English words.
2. Rigorous practice is under taken in sentence formation and sentence patterns.
3. The mother tongue is used as an aid to learn 2<sup>nd</sup> language. The 1<sup>st</sup> language is the child's basic asset. The mother tongue is used in the classroom not as the medium of teaching aid. The bilingual method permits the judicious freedom in the use of 1<sup>st</sup> language. It is used to explain the meaning of new words, phrases, sentences, idioms, grammatical items and so on. 1<sup>st</sup> language is not used for word to word translation.

#### **Merits of Bilingual Method.**

1. This method makes teaching English easier in Indian situation by making use of mother tongue and the skills already learnt with it.
2. The teacher can save a lot of time and is able to teach English to the entire satisfaction of the learners who get convinced fully while comparing things to their mother tongue situations already learnt.
3. The method does not require specially trained teachers.
4. The method permits judicious use of 1<sup>st</sup> language and this helps in learning of 2<sup>nd</sup> language quite easily.
5. There is no such use of Audio-Visual aids in this method. Whenever a teacher is stuck, he can switch on to mother tongue.
6. This method lays emphasis on all skills of teaching-learning a language – listening, speaking, reading and writing.
7. This method makes use of linguistic habits formed during learning mother tongue.
8. The method suits both mother tongue.

**Drawbacks of Bilingual Method.**

1. In the Bilingual method, the teacher while teaching English in English sometimes switches on to the mother tongue. This creates a lot of confusion and infact a mixture of the two languages. As a result, there is no proper and distinct outcome.
2. No two languages are alike. They differ in one or the other aspect. A contrast between the features of two languages is likely to lead to confusion and errors and blunders in the long run.
3. Teacher may be good in English but not in mother tongue or vice versa. It may thus give rise to wrong interpretations and notions at times.
4. This method is useful at lower stages and is not useful at higher stages of education.

**❖ ECLECTIC APPROACH**

Eclectic approach means the collection of good points of various methods and employing them for teaching English effectively as per the difficult situations.

In Eclectic approach the technique of teaching is important but at the same time, we must say that material is not of less importance. The success of effective teaching – learning depends upon the techniques as well as the choice of material. The material required and the method to be used for it always depends upon a number of factors which should always be kept in mind. They are:

1. The teacher, his efficiency, insight, training etc.
2. The class from which English teaching is started.
3. The objectives to be achieved by teaching of English.
4. Size of the class.
5. Availability of teaching aids.
6. Location of school, i.e., urban, semi – urban or rural.
7. Social background.
8. Needs of the society at large.

Thus one method may work wonders in a particular type of situation and the same may face an utter failure at some other places.

It should, therefore be the duty and privilege of the teachers that they should be free to choose any method at any time depending upon the situation and the environment they are placed in. Good teachers never curse the situation, the staff or the material facilities. Instead they come out with an eclectic approach and succeed with flying colors whenever they are put to any test of this sort.