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LATEST DEVELOPMENT IN THE APPROACH AND METHODS OF TEACHING ENGLISH

Teaching of English has been carried out in schools with different methods and approaches adopted by teachers since long. The direct method, translation-cum-grammar method, the structural approach, the bilingual method and some other methods and approaches have been tried out. We have found that the translation-cum-grammar method neglected speech. In direct method, speech was overemphasized and other skills were not given due emphasis. The structural approach did not succeed in Indian schools and schools of other countries. The bilingual method did not appeal to teachers and was perceived by teachers as a new name for translation method. Educationists and teachers were not concerned much with teaching English as the first language. Problems have been noticed in teaching English as a second, third or additional language. Educationists were therefore on the lookout for improved methods and approaches to the teaching of English as a second, third or additional language. The interactive approach, the eclectic approach and the communicative approach are some of the latest developments in the teaching of English.

INTERACTIVE APPROACH

The interactive approach developed as a result of extensive research and experimentation by the Central Board of Secondary Education (CBSE), New Delhi. This approach is also recommended by the Indian Council of school Examinations (ICSE), New Delhi. The chief objective of this approach is accomplishment of language skills in an interactive situation. The chief features of this approach are as follows:

1. This approach concerns itself with the actual usage of the language in speech and writing.
2. It emphasizes eliciting response from students rather than feeding information to them.

3. It is an activity-based approach. Interaction between the student and the teacher and among students is the basis of teaching. In this approach, students are involved in different activities such as:

- Giving the central idea,
- Understanding the text,
- Identifying the main points of the text,
- Selecting and extracting an information from the text for specific purposes,
- Doing practical activities such as writing letters, notices and applications.

4. Learning by the interactive approach occurs in a contrived situation and in directly related to the immediate needs and surrounding environments of learners.

5. The chief principle of this approach is to learn English by actually using it.

The interactive approach is effective in life-like situations in which the students learn in active groups and draw out the meanings of words and sentence patterns from various exercises they are faced with. This approach is not concerned with only speech aspect of the language. It is also concerned with writing aspect. Students are enabled to express themselves in clear and concise way using grammatically correct English. Interactive approach gives the student a command over the language without the difficulty of teaching him grammar. The grammatical aspect of the language is looked after by the extensive usage. In this approach, the teacher plays a managerial or supervisory role. The teacher intervenes in the process only to correct the students whenever they commit mistakes.

ECLECTIC APPROACH

The eclectic approach is based on the fact that no particular method is applicable to all kinds of situations and thus the teacher has to pick up a method out of a range of methods which is most appropriate for a particular situation. The primary concern of this approach is the development of language skills-listening, speaking, reading and writing. Thus, instead of rigidly following a particular method for all purposes, the teacher is free to select a particular method for all purposes; the teacher is free to



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select a particular method for a specific purpose. He needs to be eclectic in his approach to teach language skills. No aspect of language skills is ignored or neglected by the teacher.

SUM UP

The foregoing discussion reveals various aspect of language and language Teaching in general and English and English language teaching in particular, besides detailing various methods and approaches of English language Teaching and identifying the research gap by reviewing the relevant literature.