

# A Summary of Methods and Approaches in English Language Teaching

	Grammar-Translation Method (GTM)	Direct Method (DM)	Audio-Lingual (ALM)	Communicative Language Teaching (CLT)	Task-Based Language Teaching (TBLT)
<b>Background</b>	<p>The Grammar-Translation Method (GTM) was prevalent in foreign language classrooms from the mid-19th century to the mid-20th century.</p> <p>It was first introduced in Latin and ancient Greek classrooms in the early 15<sup>th</sup> century, replacing more communicatively-oriented methods as Latin ceased to be a spoken language.</p>	<p>The Direct Method started in France and Germany around 1900 and is known as The Natural Method, The Anti-Grammatical Method, or The Reform Method.</p> <p>It is an answer to shortcomings of The Grammar-Translation Method.</p> <p>It is a method for teaching foreign languages by using the target language.</p> <p>Its main objective is teaching communication skills in a foreign language through minimizing the</p>	<p>In the 1940s, the United States was drawn into World War II and needed personnel who were fluent in foreign languages.</p> <p>Upon finding a lack of Americans with sufficient language skills, in 1942, the U.S. government developed the Army Specialized Training Program, an oral-based program based on intensive drilling and study.</p> <p>The success of this program convinced a number of prominent</p>	<p>Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States.</p> <p>First, there was an increased demand for language learning, particularly in Europe. The advent of the European Common Market led to widespread European migration, and consequently there was a large population of people who needed to learn a foreign language for work or for personal reasons.</p>	<p>The idea that a language is better acquired by using it meaningfully rather than by learning isolated elements and putting them together in practice may seem like an obvious one to many of us in the present day. There was a time, however, when this was fairly radical a concept.</p> <p>Task-Based Language Teaching (TBLT), as we know it today, was first developed in the 1980s by N Prabhu, a teacher and researcher in Bangalore, South India. He suggested that language acquisition is "an unconscious process</p>

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<p>As there was no longer a strong justification for teaching oral skills in the classical languages, the GTM espoused the goal of developing the ability to read and translate classical texts.</p> <p>By the mid-19th century the method had been adopted for teaching modern languages by German scholars such as Karl Pöitz and Johann Seidenstücker, and it quickly spread to classrooms throughout Europe and the United States.</p> <p>Throughout its history, the GTM was criticized by advocates of more "direct" methods, who claimed that</p>	<p>use of the native language during the lesson.</p>	<p>linguists of the value of an intensive oral approach to language learning.</p> <p>Most American schools and universities, however, continued to employ the GTM or the Reading Method well into the 1950s.</p> <p>In 1957 Russia launched Sputnik, the first artificial satellite, causing the U.S. government to become concerned about Americans' isolation from scientific advances in foreign countries due to their lack of proficiency in foreign languages.</p> <p>The National Defense Education Act of 1958 provided funds for developing foreign language teaching materials and training teachers, and language</p>	<p>At the same time, children were increasingly able to learn foreign languages in school. The number of secondary schools offering languages rose worldwide in the 1960s and 1970s as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies.</p> <p>In Britain, the introduction of comprehensive schools meant that almost all children had the opportunity to study foreign languages.</p> <p>The development of communicative language teaching was also helped by new academic ideas.</p> <p>In Britain, applied linguists began to doubt the efficacy of situational language teaching, the dominant method in that</p>	<p>which is best facilitated by bringing about in the learner a preoccupation with meaning, saying and doing". He believed that using tasks would help tap into learners' natural mechanisms for second language acquisition.</p> <p>Although TBLT emerged from the previously elaborated Communicative Language Teaching, it goes beyond just communication by incorporating real-life language needs into the learning process.</p> <p>The Communicative Teaching Project, started by Prabhu, thus had no linguistic syllabus. Instead, it specified a number of problem-solving and meaning-focused activities or tasks.</p> <p>The definition of what exactly constitutes a task has since been modified</p>
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# Approaches And Methods Of English Language Teaching By Dr

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Kottacheruvu Nagendra,Dr. Govindaiah Godavarthi, We owe a deep sense of gratitude to all the contributors for their scholarly articles We are indebted to Prof Syed Mohammed Haseebuddin Quadri Head Department of English and Prof Shugufta Shaheen for being the inspiration and guiding force to complete the work We are also thankful to my fellow colleagues for their constant support and encouragement We would be failing in duties if we do not acknowledge the valuable suggestions given by all the reviewers my teachers and friends towards the improvement of the book Last but not least I am grateful to Rudra Publications and Ms Suhani Soni for inviting me to write the book and printing it nicely

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