

Applied Linguistics.
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Lecture -22.
Language Teaching Methods-1.

Today, we are going to look at language teaching methods. So far we have discussed about language, we have discussed how language is a structured phenomena. We have looked at interface of several domains of language use and aspects of society to deal with language and to understand the relationship of these social aspects with language. We have a look that some of the issues that are going to be relevant in discussing applied linguistics difficulties and the issues where which become part of applied linguistics and where we see direct applications of the findings of the language study.

One such domain is language teaching. As you know language teaching is one of the most old, one of the most oldest professions that we see when we look at the history of human race. Also language contact happens to be the direct outcome of anything that humans do with the speakers of other language. It is reality that people living in different parts of the world speak different languages. We are not going in the details of the origins of language and why people speak different languages, for that we invite you to look at the details in some other courses. However, we take it as given that people speak different languages in society. People get in touch with each other and create contact situations.

Languages merge into one another and for variety of reasons, people want to learn language of the others. We have gone into the details of how 1st language learning works and how second language learning works. Then we have looked at the details of language teaching, the theories that are relevant in dealing with language teaching enterprise. Having discussed all these things in details and at length, we are going to look at language teaching methods that have been in practice since ages.

And we are going to evaluate those processes and see how they work and how they do not, where they need modifications and what led to those modifications in order for us to understand what goes in language teaching. And on the basis of our, that is the study of the structure of sounds, words and sentences and also the acquisition, structure and their interface several domains of society. How these things are going to be relevant in teaching of language. Let us go and evaluate one after the other.

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Two methods

- Grammar Translation Method
- Direct Method



Today, we will be looking at 2 methods of language teaching, namely grammar translation method and direct method. We will go into the details of both of them one by one. So, 1st we look at grammar translation method.

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Grammar Translation Method

- Grammar Translation method is also known as the classical method of teaching.
- This was used for the purpose of learning and teaching classical languages including Greek, Latin and Sanskrit.
- The initial purpose of this method was leaning how to read classical texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign influences classical languages have had on the development of other European and Indian languages. Latin involved little or no spoken communication and very little listening comprehension.



As the name suggests, there is a significant role of translation and emphasis on grammar in the method. This method is also known as the classical method of language teaching. This has been criticised, this has been worked upon, however, it is important to mention upfront that this has been one of the successful methods of language teaching. Also each development in terms of the methodological improvements in teaching of language and the entire enterprise, we still see shades of in one form or the other. Therefore it has been called classical method of teaching.

This was used for the purpose of learning and teaching of classical languages including Greek, Latin and Sanskrit. The initial goal of this method was to teach or using this method the goal was to learn how to read classical texts, understanding the fundamentals of grammars and translation and gaining insights into some important foreign influences classical languages have had on the development of other European and Indian languages.

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Latin involves very little or no spoken communication and very little listening comprehension in it. So, what we see as a part of the introduction of this method is the primary purpose was to look at classical languages like Greek, Latin and Sanskrit. It is also important to emphasise upfront that when the goal was to look at these classical languages, it is not difficult to guess that the goal was not to emphasise unspoken part of learning language.

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Introduction

- To understand the objective, features and techniques of this method.
- Though several methods have been tried after the Grammar Translation Method, this is certainly one of the oldest methods of language teaching and keeps resurfacing in a variety of ways from time to time.
- There have been strong reactions to it suggesting that the use of the mother tongue will only hinder the acquisition of the target language, yet most teachers resort to it in some way or another.
- It should be noted that methods of teaching language do not obtain in a socio-historical and epistemological vacuum.
- They are generally a response to certain social needs and often get located in contemporary linguistic and psychological theories.



The beginnings of the Grammar Translation Method are located in the teaching and translation of classical Greek, Latin and Sanskrit texts.

Whatever we are going to discuss today, the goal of that is to understand the objectives and features and techniques used in this method. Several methods have been tried after grammar translation method as well and as I just mentioned it is one of the oldest methods of teaching. And they keep refreshing in a variety of ways from time to time. However, this is still available in different shades. It has been reacted to suggesting that the use of mother tongue will only hinder the acquisition of the target language, yet most teachers resort to it in one way or the other.

It should be noted that the method of teaching language do not obtain in social historical and epistemological vacuum. Rather, they develop in social contexts, it has historical grounding. They are generally irresponsible certain social needs which you often get located in contemporary linguistic and psychological theories. So, an understanding of contemporary linguistic theories and what led to a particular method of teaching is significant for us to look at. The beginning of the grammar translation method are located in teaching in translation of classical texts.

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Objectives

- In the Grammar Translation Method for teaching the most fundamental reason for learning the language is to give learners access to literature in the target language, develop them for an understanding of foreign language, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to read, and pass some kind of written tests.
- Building capacity to translate is one of the foremost objectives of this approach. This is probably one of the effective ways to prepare for global communication by beginning with the key skills of reading and grammar. Some believe this method being the least stressful for almost all the teaching occurs in first language and students are rarely called upon to speak the language in any communicative fashion. A lot of emphasis is laid on accuracy of the content in this method.



Therefore when we look at the fundamental reasons for learning the language, the point is to give learners access to literature in the target language. Develop an understanding of foreign-language and build some kind of grammar reading and vocabulary in through the method of translations which are necessary to read and write some of these texts. So, reading and writing are the primary goals of this method. Building capacity to translate is one of the other objectives in this approach. This is probably one of the effective ways to prepare global communication beginning with the keys kills reading and grammar. The skill of reading and practice of grammatical nuances cannot be ignored in developing language capacity. And these are the fundamentals of this method.

It has been considered as a stressful method as well, the idea has been, the students were very rarely asked to speak and communicate in this method. And a lot of emphasis was laid upon accuracy of the content in this method as well. Therefore every time and it is not difficult for us to see if the goal is to be able to read and write, then the emphasis has to be on the accuracy of the content in written language. And the stress has to be laid on grammatical aspects of learning language in order to get accuracy at the level of grammatical structure.

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Key features of the Grammar Translation Method

- Classes are taught in the mother tongue, with little active use of the target language. For examples, for a Hindi speaker wanting to learn English, classes will be conducted in Hindi. This class will have very little use of English except examples wherever needed. The goal of this type of teaching has not been achieving proficiency in the spoken skills of the target language. However, meaning does get negotiated in such classes.
- Much vocabulary is taught in the form of lists of isolated words. For building a data base of words, this methods works with the list of words divided or organized with categories such as names of fruits, vegetables, color terms, body parts etc. Depending upon the focus and requirements, teachers build a list with the help of their understanding of the language or the dictionary and work with students with patterns and drills.
- Reading of difficult classical texts is begun early. Once some level of understanding of the formal grammar is achieved with support of considerable list of vocabulary items, this method goes to the selection of text without much deliberation. Most of the time examples for building comprehension come from classical texts.



There are certain key features of grammar translation method and those features are important for us to look at one by one. So, classes are taught in mother tongue with little active use of target language in this method. For example, for a Hindi speaker wanting to learn English classes, English, classes will be conducted in Hindi. Very rarely English as the target language will be used in the class. This class will have very little use of English except for example wherever needed and the goal of this type of teaching has not been to achieve proficiency in the spoken skill as we just mentioned in the target language, however it has, it has to negotiate meaning in such classes.


So, it is not going to be using target language a lot in the classroom is the message here. Much of the vocabulary is taught in the form of a list of words, for building a database of words this method works with a list of words derived from categories such as names of fruits, vegetables, colour terms, parts of speech. Depending upon the focus and the requirements, teachers build a list with the help of their understanding of the language or the dictionary in place.

It is used in pattern drills as well. A leading of difficult classic text begins early. Once some level of understanding of formal grammar is achieved with the support of considerable list of vocabulary items, this method goes on to the selection of text without much delay. Most of the time and most of the examples for building comprehension comes from classical text, which is all right.

And the idea is to get onto the goal is fast and the prerequisite for that is building a vocabulary and achieving some level of grammatical accuracy and similarity with grammatical patterns.

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- Long elaborate explanations of the intricacies of grammar are given. Understanding the patterns in grammar of the target language is also a major goal of this approach. Lessons are prepared with lists such as parts of speech, types of nouns, pronouns, adjectives, tense etc. For example with Hindi as a target language this approach will teach students makers of present (*hai* 'is'), past (*thaa* 'was'), and future tense (*-gaa* 'will/shall') and some of the aspects such as indefinite (*-taa*) and perfective (*-yaa*) with a lot of examples. Even with a lot of emphasis on grammar and the structure of the target language, this approach largely depends on descriptions of common patterns and list of exceptions to the pattern. An analysis of why something does not fall within the pattern does not become a goal in this approach. Many scholars believe this approach of teaching is one of the effective ways for the application of grammar and sentence structure.



The details of the grammatical patterns are given in this method. To understand the grammatical pattern of the target language, it uses these details as tools in this approach. So, lessons are prepared with a, with huge elaboration of grammatical aspects. So, again, once again to take an example of Hindi teaching, the present tense, past tense and future tense markers will be presented in form of a list. Similarly the aspect markers like indefinite aspect markers, profective markers and continuous aspect markers will also be given in the form of a list with the help of sentences. And it depends on the discretion of common pattern and the list of exceptions as well.

So, whenever there comes an exception, there is a list of exceptions as well. And what has also been seen in this approach, this way of teaching is one of the most effective ways for application of grammar and sentence structure, for clearer appreciation of grammar and sentence structure. So it begins with list 1st and then goes to the details of a structure of grammatical patterns right away to develop grammatical accuracy.

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- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. As discussed above, this approach works with inflectional morphology and its patterns. Let's take an example of agreement between nouns and adjectives in Hindi. This approach will talk about *haraa tauliyaa* 'green towel' and *harii kamiiz* 'green shirt' in terms of the marker *-aa* at the end of *haraa* 'green' being a marker of masculine gender and the marker *-ii* at the end of the word *harii* 'green' as a marker of feminine gender. This will make learners understand that the two variant forms of adjectives are used in Hindi indicating the agreement with masculine noun *tauliyaa* 'towel' and feminine noun *kamiiz* 'shirt'. There is of course another category of adjectives in Hindi. For example, *laal tauliyaa* 'red towel' and *laal kamiiz* 'red shirt'. Thus there is a category of consonant ending adjectives that don't change and a vowel ending category that does change depending on the gender of the following noun. In the Grammar Translation Method, all such rules may be consciously drilled followed by a long list of lexical sets.



It teaches several aspects of grammar also in the form of a list by putting words together and then finding out rules in that. And it focuses on the form and inflection of the words. So, let us look at how it takes care of morphology. So, the examples that are given as you can see here listed are *haraa tauliya* and *harii kameez* for green towel and green shirt. And then *aa* as the marker of Masculine and *ii* is indicated as a marker of feminine in *Harii*. And the idea is that this will make learners understand the 2 variant forms of adjectives are used in Hindi indicating agreement between the adjectives and the nouns that they modify. And therefore they get to understand and learn the gender of *Kameez* as feminine and gender of *Tauliya* as masculine.

There is of course another category of adjectives and in Hindi which are invariant, namely, *lal Kameez* and *lal tauliya*, in these cases the adjectives do not vary in terms of agreement and we do not see any agreement taking place here. So, this list is also going to serve as a list of adjectives which are invariant and we do not see obvious morphological manifestations of certain terms to indicate agreement. And for, in this method, this is done by pattern drill and the idea is these distinctions in terms of lists and repetition of several times will help readers, will help learners understand existing patterns.

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- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. The idea of the selection of text is primarily to look at the grammar involved in the text or to test already achieved competence in identifying grammatical patterns of the target language. Soon after the text is also used for developing comprehension skills as well.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. The dominant method of pattern drills of this approach does not account for social context of the examples as a significant factor for learning of language. Therefore, the examples selected are mostly disconnected sentences which do not form any kind of discourse.
- Little or no attention is given to pronunciation. The goal of this approach is definitely not achieving native or near native like pronunciation. This does not seem to follow from the maturation of vocal tract or lack of movement of articulators responsible for non-native like pronunciation.



Little attention is paid to the content of text, which are treated as exercise in grammar and grammatical analysis. So, the content of the text is not really significant at all, the idea of the section of the text is primary, to look at the glamour involved in the text or to test already achieved competence in identifying grammatical patterns in the target language and soon after the text is also used for developing comprehension skills as well.

Still, there may be some role of content in developing comprehension skills but primarily the content is not looked at because the focus is at attaining grammatical accuracy. The drills, exercises are based on drills and in translating disconnected sentences from the target language into the mother tongue.

The dominant method of pattern drill in this approach does not account for social contexts of the examples as a significant factor for learning of language. Therefore, the examples selected are mostly disconnected sentences and which do not form any kind of discourse. So, the use of sentences can be disconnected and not form a particular discourse because the idea is to look at the grammatical patterns within a sentence and not to develop communicative ability to form discourse.

Since the spoken part of the language is not primary in this method, not much attention is given to pronunciation. Proficiency, native-like pronunciation also is not the goal of this method and this does not seem to follow from maturation of vocal track or lack of movement of articulators responsible for non-native-like pronunciation. This is not significant in this

method and therefore this method has been effective in learning at any stage in the process of learning of language or any stage where one decides to learn a new language.

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Techniques of Grammar Translation Method


- Translation of a Literary Passage: Translating sentences from target language into native language begins early and proficiency of this is considered as learning of language.
- Reading Comprehension Questions: The capability of finding simple information in a given passage in the target language and making inferences is another marker of proficiency in the target language.
- Antonyms/Synonyms: This exercise is an important technique of vocabulary building along with the list of words in categories.



Want to discuss some of the techniques that have been used in grammar translation method and then we will go to look at how those techniques work and what else they need to do those techniques work in a better way. So, it also starts with a translation of a literary passage and translating sentences from target language into native language begins early and proficiency of this is considered language of learning.

The better translation, the better learning is the question. The capability of finding simple information in a given passage in the target language and making inferences is another marker of proficiency in the target language and this is what is achieved by reading comprehensions in the target language. The exercise is, the finding an antonyms or synonyms for a given vocabulary item is also used as an important technique of vocabulary building a long list of words in categories.

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- Cognates: Learning spellings not the sound patterns of the target language is the focus as part of technique. A correspondence of sounds between native language and the target language is achieved through spellings of words and writing exercises.
 - Deductive Application of Rule: Making a list of exceptions on the basis of an understanding of the rules of grammar for the purpose of applying them to new examples without much explanation is also one of the common techniques in this approach of teaching.
 - Fill-in-the-blanks: Filling out words or inflection markers in gaps in sentences with new words or items of a particular grammar type is one of the favorable tricks in teaching the target language.
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Learning spelling, not the sound patterns of the target language is the focus as part of the technique. So, learners are put to pay attention on the spelling of the words, not what sounds are involved in the formation of that word. A correspondence of sound between native language and the target language is achieved through spelling of words and writing exercises.

So, learning to spell a word, building vocabulary, learning to write in the target language are the goals and the techniques are also designed in a particular way that these goals are achieved. So, making a list of exceptions on basis of understanding of rules of grammar for the purpose of applying them to new examples without much explanation is also one of the common techniques in this approach of teaching.

So, the exceptions are not given explanations, rather they are learnt as the rules of exceptions. Fill in the blanks is yet another technique in this method of teaching the inflection markers and the sentence formation and also to pay attention to grammatical practices in the teaching of target language. In this method, a lot depends on the capacity of memorising vocabulary list as well.

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- Memorization: A lot depends on the capacity to memorize vocabulary lists, grammatical rules and paradigms. Higher retention of memorized elements is rewarded in this method.
 - Use Words in Sentences: Creation of a sentence out of context or discourse with help of memorized words and grammatical patterns is an appreciated skill in this approach. Students create sentences to illustrate they know the meaning and use of new words.
 - Composition: One of the higher levels of proficiency in the target language is tested through the ability to write a passage on a given topic.
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Not only memorising of the vocabulary list but also at times memorisation grammatical rules and paradigms are also significant. Higher the retention of memorised elements is considered the higher level of learning language and is rewarded in this method. Creation of sentence out of context or discourse with the help of memorised list of vocabulary and grammatical patterns is much appreciated skill in this approach.

Did not create sentences to illustrate they know the meaning and the use of the words without worrying about the contexts. One of the higher levels of proficiency in the target language is tested through the ability to write a passage on a given topic. This also depends largely on the list of vocabulary memorised and the level of grammatical accuracy achieved in the process until now.

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Limitations

- The texts used in this method were not related to the environment of the child in any significant way. Though the learners became familiar with some of the greatest pieces of literary excellence, they could hardly negotiate a normal communicative encounter in the language learnt.
- This method also left very little to the imagination of the teacher since she was constrained by the classical texts being used and by the objective of making the learner memorize grammatical rules, nominal and verbal paradigms and extracts from the classical texts.
- We should also note that the learner was largely passive in the process of learning and was most likely bored in the classroom.
- There was very little space for organizing constructive and creative learning around challenging activities.



There are certain the limitations of this as we have seen the techniques and objectives of grammar translation method which is pretty much clear, no focus on spoken language, only focus on achieving competence in ability to read and write the target language, in particular the classical languages. So, certain obvious limitations that that we see when we practice this method or when we look at the practitioners are the following.

The texts using this method are not related to the context of the learners, though learners slowly become familiar with some of the target pieces, some of the pieces of literary excellence. From the as the goal is the the target language is one of the classical language. So take for example someone wants to learn to read and write Sanskrit, the examples are definitely not from the immediate society where the spoken language is used and in the process of learning Sanskrit and the use of certain passages from classical texts, learners become familiar with some of the well-known texts available in the literature of the target language.

The method also does not at all focus on teacher, there is very little for teachers to do in this approach, they are constrained by classical texts. Because of the main objective is to make learners memorise grammatical rules and nominal and verbal paradigms and which they extract from classical texts and then they reproduce, it gives very little room for teachers to use innovative style, innovative ideas. It is important to note that the learners are largely passive in the process of learning, there is very little space for organising, constructing and creating learning around challenging activities.

So, the major limitation of this method is everything is kind of prescribed and set and very room for manoeuvring. So, with these we understand what goes in grammar translation method with its objectives and techniques and limitations.

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Direct Method

- Direct Method of teaching focused on speech and the use of the target language alone in teaching.
- It is also known as the Natural Method. This was based on some of the principles of mother tongue acquisition.



We now turn to direct methods as we promised in the beginning; we will be looking at 2 prominent and dominant methods of language teaching today. So, we look at direct method of language teaching. Though there is a lot of comparison between direct method and grammar translation methods available in the literature, we are not going to go into the comparison but I do want you to keep the comparative approach in mind in dealing with both in order to understand why direct method came into existence largely depends on the limitations of grammar translation method.

And then keep yourself open for evaluating direct method as well. So, the focus of teaching in direct method is speech, the use of the target language in teaching. So, there is a direct shift from learning to read and write to speech in direct method. It is known as natural method and that is because it was based on some of the principles of mother tongue acquisition, that is 1st language acquisition. Now, these 2 things itself is going to set the tone different in defining the objectives of direct method.

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Objectives of Direct Method

- Direct Method focuses on the development of oral skills.
- Real-life objects and other visual materials are focus of teaching vocabulary. Grammar is taught using inductive approach.
- Learners find out rules through the adequate linguistic forms in the target language.
- This method focuses on the centrality of spoken language with the goal of native-like pronunciation.
- Question-answer pattern is central to this method.



So, direct method focuses on development of oral skills, real-life objects and other visual materials are in focus of teaching vocabulary, grammar is taught using inductive approach. So, vocabulary is still in focus but the spotlight is reduced from grammatical accuracy and teaching of grammatical patterns. Learners find out roles through adequate linguistic forms in target language and this is fairly comparable with grammar translation method as well.

This method focuses on centrality of a spoken language with the goal of native-like pronunciation as well. Question answer pattern is central to this method as the focus got shifted on spoken part and did not remain written where the comprehension of the understanding of meaning was also mediated through writing component in teaching.

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Principles of Direct Method

- Totally unlike the principles of Grammar Translation Method, the classroom instruction was conducted exclusively in the target language as a matter of principle in the Direct Method of teaching language. This was particularly keeping the learning of spoken part of language in mind. The Direct Method did not focus on minimal acquaintance with the target language for the purpose of skills for reading texts alone. The idea was to replicate as far as possible the processes of L 1 acquisition.




Certain principles of direct method of teaching is totally unlike the principles of grammar translation method and classroom instruction was conducted in the sense that classroom instruction in this method, that is direct method was conducted exclusively in target language. So, yet another shift from very little use of target language in the classroom to focus on target language as a matter of principle in direct method of language teaching.

This was particularly keeping in keeping the learning of spoken part of the language in mind. The direct method did not focus on minimal acquaintance with the target language for the purpose of skills of reading the text alone. The idea was to replicate as far as possible the process of L1 acquisition. Please keep in mind the focus has definitely shifted from understanding classical texts which were written classical languages and therefore this focus on spoken language.

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- The context of teaching was the focus in this method. The idea was not to teach lexical items in terms of sets but expose the learners to day today spoken language. Teaching of words in the target language was not arranged in categories such as color terms, body parts, or vegetables, rather everyday vocabulary and sentences were taught in a fashion that will build speaking capability of the learners.



The context of teaching was the focus in this method. The idea was not to teach the lexical items in terms of sets but expose the learners to day-to-day spoken language. Teaching of words in the target language was not arranged in categories such as colour terms, body parts or vegetables, rather everyday vocabulary and sentences were taught in a fashion that will build speaking capability in learners.

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- Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. The class size, for the first time, in language teaching was taken into account as a matter of considerations for learning of language. This followed from the focus on building speaking skills in the Direct Method.



Oral communication skill were built up in a carefully graded progression organised around question-and-answer exchanges between teachers and students in small Intensive classroom discussions. The class size for the 1st time in the language teaching was taken into account as a matter of consideration for learning of language and this followed from the focus on building spoken skills in direct method. The moment you shift your focus to building spoken skills in large class size is not an effective way and therefore the, for the 1st time the focus was given to building spoken capability.

The rules of grammar, sentence construction agreement in particular where these things were taught inductively and this was not part of the focus of the method of teaching in the target language. Yes, the emphasis was on the pattern practice and drill for making the rules of the agreement in the language obvious to the learner but the focus was not there. New point of teaching were introduced orally and not in the form of written prescriptions.

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- Rules of grammar, sentence construction and agreement in particular, were taught inductively. This was not part of the focus of the method in teaching the target language. Yes, the emphasis was on pattern practice and drills for making the rules of agreement in language obvious to the learners. New points in teaching were introduced orally and not in form of written prescriptions.
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- The teaching of vocabulary was definitely not introduced in the form of a list organized in categories; however, the division was made in terms of concrete and abstract vocabulary. The concrete items were taught through demonstration of objects through pictures; whereas the abstract vocabulary was taught by association of ideas.



The teaching of vocabulary was definitely not introduced in the form of less organised in categories; however the division was made in form of concrete and abstract vocabulary. The concrete items were taught through demonstration of objects through pictures, whereas the abstract vocabulary word taught in association of ideas.

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- Comprehension was still a significant part of this approach. However, it departed from the specifics of teaching comprehension in Grammar Translation Method. Spoken and listening comprehensions were introduced in teaching for the purpose of understanding of the target language.
- Accuracy in pronunciation and the use of well-formed grammatical sentences were emphasized as part of the learning of language in Direct Method.



Comprehension was still a significant part of this approach, however it departed from the specifics of teaching comprehension and grammar translation method. Spoken and listening comprehension were introduced in teaching for the purpose of understanding the target

language and accuracy in pronunciation and the use of well formed grammatical sentences were emphasised as part of the learning of language in this method.

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Limitations

- Direct Method of teaching language overemphasized and distorted the similarities between naturalistic first language acquisition and classroom foreign language learning and while doing so failed to consider the practical realities of the classroom.



However, this method was not yet free from limitations. The direct method of teaching language overemphasised and distorted the similarities between naturalistic 1st language acquisition and classroom foreign language learning and while doing so, failed to consider the practical realities of classroom and also the natural part of language learning.

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- It required teachers who were native speakers or who had native-like fluency in the foreign language. It was largely dependent on the teaching skills of teachers, rather than on text-books. Not all teachers were proficient enough in this methodology. It was pointed out that strict dependence on the principles of Direct Method was counterproductive. It was proposed that a simple brief explanation in the native tongue of the student would have been a more efficient route to learning of the target language.



It required teachers who were native speakers, who had native-like fluency in foreign language, which was not a requirement and grammar translation method as well. It was

largely dependent on teacher, skill of teachers rather than on textbook. Not all teachers were proficient enough in this methodology, it was pointed out that strict dependence on principles of direct method was counter-productive. It was proposed that a simple, brief explanation in the native language of the student would have been more efficient road of learning that target language which were the part of grammar translation method.

The idea was a direct shift, the 2 big shifts between the 2 methods were not appreciated much. So, with this we have seen 2 different methods of language teaching today. Please take a look at the principles, objectives and limitations of the 2 methods and then we come back with few more methods of teaching in order to understand how language teaching enterprise works. Thank you.