



REVIEW ARTICLE

Vol. 3. Issue 1.,2016 (Jan-Mar.)

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

APPLICATION OF LANGUAGE TEACHING METHODS: BENEFITS AND LIMITATIONS

Dr. P. PRASANTHAM

Associate Professor of English

Aditya Institute of Technology and Management, Tekkali



Dr. P. PRASANTHAM

ABSTRACT

Language is one of the subjects that is taught in every academic institution across the world. People hardly worry much about learning their mother tongue. As they are constantly exposed to mother tongue, there cannot be any necessity to learn it separately. Learning of mother tongue occurs naturally as everybody is exposed to it from the very childhood itself. Same is not the case with learning second or third language. It is because of the lack of exposure to the second language like English, we find it difficult to master it. There are people who learn some language other than their mother tongue when they find it necessary to use it. When a person from the state of Andhra Pradesh where Telugu is spoken happens to live in Kolkata, he / she will have to communicate in Bengali to get the things done as majority of the local people speak in it. In such a context Real Necessity of learning a new language occurs hence takes place the experimentation of new language. How can a learning of new language be possible when there is neither Exposure nor Necessity to speak in it? It is mandatory these days to learn such a second language like English at least for the sake of becoming an employee of some organisation. It is because of this reason, students globally are trying to learn it following some method or the other. This paper presents various methods of teaching second language like English that have been in existence.

Keywords: language learning, exposure, necessity, second language, methods

©KY PUBLICATIONS

1. The Grammar-Translation Method

This method has been very popular in the countries in which target language is learnt as either second or third language. As it was first used in the teaching of the classical languages Latin and Greek, it acquired the name the Classical Method (Chastain 1988). This method was primarily used for reading and appreciating foreign language literature. To achieve it, it is mandatory to master vocabulary and grammar rules of the target language. Learners have to find out native-language equivalents for target-language vocabulary words. Grammar of target language is taught deductively. Grammar rules of the target language have to be memorized by students. Content of the target language is made clear by translating it into the students' native language. Literary language is considered superior to spoken language. For the most part, students' native

language is used in the classroom. With regard to evaluation, students are asked to translate from target language to native language or vice versa. At times, students have to answer questions in the target language based on their understanding of the reading passage. Students are expected to respond correctly. In case of students' failing to reply accurately, teacher takes initiative to help them come up with correct answer or she herself may reveal it.

The virtue of this method is studying a foreign language can help learners grow mentally. It will have positive impact on the minds of the learners. One can obviously find that this method has more limitations than advantages. As it could be understood, we are striving to have learner-centred classroom these days, but this method invites teacher-centred classroom. Teacher seems to be the only source for acquiring knowledge. Students play no role in decision-making. There can be hardly any scope for interaction among learners. Although reading and writing skills are developed, listening and speaking skills are completely neglected.

2. The Direct Method

If the objective of the Grammar-Translation Method is to read and appreciate foreign language literature, Direct Method aims at learning how to use a foreign language for communication. No translation is permitted in the Direct Method. This method has acquired such a name as 'meaning is to be conveyed *directly* in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller 1978).' Teacher demonstrates meaning of a new target language word or phrase through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Prerequisite to be successful with this method is to see that students are learning to think in the target language. This method encourages neither teacher-centred nor learner-centred classroom entirely. Both the teacher and the students should act like partners in the teaching/learning process. Interaction takes place in the classroom either way: from teacher to students and from students to teacher. Syllabus prescribed in the Direct Method is very practical. People use language differently at different situations. For example, expressions used at a bank are different from expressions that are used at a market. At times, they may choose topics such as climate, currency, technology, etc. for a discussion. Whenever they pick up any such a topic, they will be in need of using different expressions. These expressions of the target language are spoken out a great deal by students as if they are in real situations. When mistakes are committed in speech, teacher tries to get students to self-correct whenever possible. All the grammar rules of the target language are learnt inductively while students are presented with examples. Students are evaluated in a way that they will have to use the language either in speech or in writing. For example, students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have read.

Vocabulary is acquired naturally while students use words in complete sentences. They do not have to resort to rote learning of meanings of words of the target language. Since students have to communicate in the target language, habit of thinking in the target language will be developed. As students converse with one another, they will be in a better position to understand the mindset of peers. Since learners practise everyday speech patterns of the target language first, their speech and writing will have a natural flow. As they regularly communicate in the target language, pronunciation of the words of the target language will be refined gradually. There are no significant drawbacks to this method. The thing that can be guaranteed in this method is that students will evolve into potential users of the target language steadily.

The Audio-Lingual Method

Like the Direct Method, the Audio-Lingual Method is also an oral-based approach. The only difference between the two methods is while the Direct Method emphasizes vocabulary acquisition through exposure to its use in different contexts, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. Principles of behavioural psychology are traced in this method. Learners are expected to respond correctly. Whenever teacher says something, it should be repeated exactly by the students. For example, if the teacher says 'I will return after sometime', students will have to repeat it exactly. This method assumes that each language has its own linguistic patterns. So, in the effort of using the target language communicatively, students should hardly rely upon their native language. Old habits of native language are taken over by new

habits of the target language. Teacher leads the classroom; students have to imitate her or tapes supplied by her. Vocabulary and knowledge of grammar rules of the target language are improved through dialogues provided by the teacher. No single grammar rule is taught explicitly. Oral work done by students will be used as source for reading and written work. Although interaction is initiated and directed by the teacher, there will be a very good amount of scope for students to interact with one another in chain drills or while playing different roles in dialogues. Learning of language patterns starts from simple to complex ones. Natural order of language learning skills is followed: listening, speaking, reading and writing. As students work in language laboratories, pronunciation is paid attention from the very beginning of language learning. Greater care is taken to minimise committing errors in this method.

Chief purpose of learning a language is to learn how to use that language for oral communication. Lot of priority is given for everyday speech in this method. It fulfills the purpose of learning the target language for speech before one thinks of using the target language either for reading or writing. If one is good at spoken version of the language, rest of the things can take care of themselves. Although everything seems fine with this method, students cannot help memorising dialogues. As students are introduced to more and more dialogues, level of difficulty for students to recall all those dialogues will also increase. Strength of the classroom should not be much; the more the strength the more the problems for teacher to control the classroom while conducting various drills.

The Silent Way

Students' incapability to readily transfer the habits they had acquired in the classroom to communicative use in situations outside the classroom led to the invention of the Silent Way. Mastering a language through habit formation was seriously challenged in the early 1960s because people create and understand utterances they have never heard before. Linguist Noam Chomsky considers language as a product of rule formation than of habit formation. Chomsky argues that people use their cognitive powers to discover the rules of the language and deliver new utterances. Caleb Gattegno's Silent Way is not entirely dependent on Cognitive Approach; it shares certain principles with it. Besides cognition, Caleb believes, people rely upon their inner resources such as imagination, perception, intuition, awareness, creativity, etc. to meet the challenges at hand in their daily routine. Gattegno strongly argues that to learn is one's *personal* responsibility. Students have to be independent and they should not depend on teacher much because they will have to express their own thoughts and feelings, but not the teacher's. As Gattegno says, 'The teacher works with the student; the student works on the language' (Larsen-Freeman 65). Although teacher is found to be silent for the most part of student-teacher interaction, he is still busy providing what all tools are necessary for students to communicate in the target language. Teacher has to minimise his own talk so that students can interact more. Teacher considers whatever students say and helps them overcome negative feelings that might otherwise interfere with their learning. Prescription of syllabus is based on what learner needs. No prescribed syllabus is forced upon teacher to follow. Teacher proceeds from what students know already. Pronunciation, vocabulary, language structures and all the four language skills are paid attention from the beginning. Unless there is something similar to the target language, native language of the students cannot be allowed in the learning process. No formal test is conducted to assess students' skills. Nevertheless, teacher assesses students' learning regularly. Students need not be very ideal while trying to communicate in the target language. Committing errors is seen to be a natural phenomenon. Students are motivated to self-correct or to take help from peers. They can depend on their teacher for correct language input only as a last resort.

This method helps students to communicate among themselves at a very high degree. Students try to be creative and try to discover the facts of language on their own, which increases intellectual energy and long-term memory. Learners learn to be co-operative with one another. This method makes learners take up responsibility for their own success or failure. As it represents a learner-centred classroom, students can engage themselves actively in the process of improving their language skills. As the materials (the rods and the charts) used in this method are insufficient to introduce all the aspects of the language, additional materials will have to be brought in. This method can be successful only when there is more number of students in the

classroom. If the strength of weak students is more than the good students in the classroom, this method of teaching will be a sure failure.

Desuggestopedia

This method of teaching suggests that one has to overcome psychological barriers for successful language learning. Most of the people do not realise their full potential hence fail to perform well. Originator of this method Georgi Lozanov feels that we may be using only five to ten percent of our mental capacity. To get the reserved capacity used to a maximum extent, constraints we think we have should be desuggested. Suggestopedia is now called Desuggestopedia to reflect the importance placed on desuggesting limitations on learning. Psychological barriers that learners bring to the classroom are to be recognised and desuggested by the teacher so that learning can be successful. In this method of teaching, students respect the authority of the teacher in the classroom. The more they trust the teacher, the more secure they can feel. To conduct desuggestopedic course, a bright classroom with posters displaying grammatical information about the target language is required. Posters have to be replaced with new ones after every few weeks so that it can create novel atmosphere in the classroom and will have encouraging impact on the minds of students. Students learn the target language through games, songs, role-plays, dramatizations and question-and-answer exercises. Even though teacher initiates interaction at the beginning of the language course, students are found to be doing it soon after gaining control over the target language. Lot of importance is placed on the feelings of the students in this method than any other method that we have seen so far. Students are expected to be learning the target language in unperturbed conditions. Self-confidence levels of students can be developed only when psychological barriers that they bring with them to the classroom can be desuggested. Besides acquiring as much vocabulary as possible, students learn grammar of the target language explicitly but minimally. Students are encouraged to speak, read (for example, dialogues) and write (for example, imaginative compositions) in the target language. Although native-language is used at the beginning of the course, its usage is minimised gradually as the course proceeds. As we have seen already, learning should take place in relaxed atmosphere according to this method of teaching. To protect such environment, formal tests are avoided and the students are evaluated on the basis of their normal in-class performance. When students commit errors, teacher corrects them smoothly using soft voice.

Students can learn better since learning is facilitated in a pleasant ambience. Use of posters in the classroom can arouse students' interest. This method can be successful only when students are receptive to the teacher and learning process as well. It may not be possible for teacher to desuggest the psychological barriers of students always.

Community Language Learning

In this method, students are considered to be 'Whole Persons' which means that their thoughts and feelings are also respected by the teacher. Before imparting anything of the target language, teacher, first, tries to understand students as a counselor does because a new learning situation can be threatening for adult learners at times. Students need to be free from every kind of anxiety so that they can stay open to learning process. This method of teaching insists on using the target language communicatively because language is meant for communication. Teacher helps students in the initial stages but they become independent as they continue to learn from the teacher and peers. According to Charles A. Curran, nondefensive learning constitutes six essential elements: Security, aggression (students must assert themselves, involve actively and invest themselves in the learning experience), attention (students should attend to many factors simultaneously although teacher helps to narrow the scope of attention in the initial stages) reflection, retention and discrimination (sorting out the differences among target language forms). As Rardin and Tranel (1998) have observed, the Community Language Learning Method is neither student-centred, nor teacher-centred, but rather teacher-student-centred, with both being decision-makers in the classroom. Grammar, pronunciation and vocabulary are worked throughout. Native language is allowed when students express their feelings and are understood; otherwise students are encouraged to use target language in rest of the contexts. There is no particular mode of evaluation prescribed in this method; students have to self-evaluate and

continue with their own learning. When an error committed by student, teacher just corrects it paying no attention to the error at all.

Students are allowed to choose the kind of dialogue they want to have and examine the second language inductively. Although teacher helps students with regard to explaining and translating most of the times, there are times students helping the teacher when difficulty for the teacher arises. It means that teacher and learner help one another. The learner-centred outlook of the method can offer extrinsic motivation taking advantage of intrinsic motivation. Learners' sharing their learning experiences can unquestionably help them to understand one another. Presence of the teacher, who is claimed to have superior knowledge of the subject, in front of the classroom, is rather threatening. Learners may be afraid of committing mistakes in the second language in the presence of their peers. In an effort to master the second language, learners need to be guided appropriately by the teacher, especially in the initial stages. Teacher has to extend his support always to the learners. Dependence on inductive approach of learning can also be a problem. CLL can be a successful method only when the teacher has expertise with regard to translation, which seems to be easy but difficult.

Total Physical Response (TPR)

Methods we have seen so far have students speaking the target language from the first day followed by reading and writing. No worthy attempt is made to elevate listening in those methods. In the 1960s and 1970s research gave rise to the hypothesis that language learning should start first with understanding and later proceed to production (Winitz 1981). Practically speaking, learning a language usually starts with listening, to be followed by speaking. This is what can be understood when we observe children learning their mother tongue. James Asher believed that foreign language can be learnt just as the mother tongue of someone is learnt. After listening to the people around speaking the language for some months, child starts speaking in his native language when he is ready to do so. In TPR, students are completely free from experiencing any kind of anxiety while learning the target language. Students can wait until they can start speaking in the target language. James Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor without native language translation (Larsen-Freeman 108). Initially, students have to imitate the actions performed with utterances, which may be often humorous, in the target language by the teacher. When students reach the stage where they can speak on their own, role reversal will take place. Teacher also participates in the activities, which may include skits and games, along with students when one of them directs all the other students. Meaning of each utterance in the target language is made clear through body movements. Teacher can easily discover whether students have correctly understood commands issued in the target language or not by observing their actions. Students are evaluated based on their performance of series of actions. According to Asher, observers must demonstrate their understanding of commands in the target language through actions, which is necessary to retain them. Spoken language is emphasized over written language. Vocabulary and grammatical structures are stressed over other areas of the target language. Teacher corrects any error made by students unobtrusively.

Irrespective of age, this method can keep any learner active in the classroom. Young learners will surely enjoy being out of their chairs and running around inside the classroom. TPR can be the best method to improve vocabulary because every action performed by the learner is directly linked to the meaning of word itself. Focusing more on listening skill will help learners be good at comprehension. Students who feel shy may hate to involve a great deal in the activities carried out by the teacher. Although commands, instructions, descriptions of actions and stories are made an integral part of this method, speeches, lectures and conversations are neglected. This method cannot be very helpful to express abstract ideas with actions. Teacher will have to invent some new activity or the other every time to make learning as effective and enjoyable as possible, or else it may cause boredom to the learner.

Communicative Language Teaching (CLT)

Many students are capable of producing sentences accurately in the classroom but they are unable to use them aptly when really communicating outside the classroom. Students may know the rules of linguistic usage, but be unable to use the language (Widdowson 1978). It is obvious that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins 1976). Being able to communicate required more than linguistic competence; it required communicative competence (Hymes 1971)—knowing when and how to say what to whom. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative Approach (Widdowson 1990). The goal of CLT is to help students communicate in the target language successfully in real life situations choosing appropriate linguistic form out of many. To achieve it students must have knowledge of the linguistic forms, meanings and functions. If many different forms can be used to perform a function, a single form can often serve a variety of functions at times. What all teacher does in the classroom is to provide situations that can promote communication among learners, to involve in activities along with students and to monitor the performance of them. Students use the target language pretty much through participating in communicative activities such as language games, role plays and problem-solving tasks. According to Morrow, true communicative activities should have three features in common: information gap, choice, and feedback (Johnson and Morrow 1981). Information gap refers to a situation where one person knows something and the other person does not. Speaker must have a choice of conveying something in as many ways as possible. Communication can be treated as really successful only when speaker has achieved his purpose by providing an opportunity for listener to give feedback. CLT prefers to have each group with limited number of students while activities are carried out so that every student in each group will get maximum amount of time for communicating. For the most part, teacher serves as a facilitator who establishes situations that prompt communication between and among the students. Students work on all the four language skills from the beginning. Simpler forms are introduced before the complex ones for each function. They learn about cohesion and coherence too. Authentic materials like newspapers, live radio or television broadcast, weather forecast, etc. are used. Unless it is really necessary, native language cannot be permitted in CLT. Besides accuracy, fluency is also taken care of. If any errors are committed while trying to achieve fluency, these errors will be brought to the notice of the students for correction during accuracy-based activities.

Content-based, Whole Language, Task-based, and Participatory Approaches

We have seen so far in all the preceding methods that learning of the target language beginning with linguistic forms to be followed by content, but in Content-based, Whole Language, Task-based, and Participatory Approaches learning of the target language begins with linguistic content to be followed by forms. In these approaches rather than 'learning to use English,' students 'use English to learn it' (Howatt 1984: 279).

Content-based Approach

In content-based instruction, academic subjects are used for language teaching purpose as they can provide natural content for learning the language. This method of teaching has been in existence for years at various regions across the world. Students can see genuine reason behind learning the target language. Learners can understand words and their meanings more effectively, quickly and easily as they are helped by contextual clues. 'In content-based language teaching, the claim in a sense is that students get "two for one"—both content knowledge and increased language proficiency' (Wesche 1993).

Whole Language Approach

This method suggests that language should be learnt holistically but *not* as pieces, i.e. grammar structures or forms, pronunciation rules, vocabulary, etc. Although it has its origins in the country where children speak English as their mother tongue, it has often been experimented with students who learn English as the second language. In this approach, students try to understand the meaning of the overall text first, and then they will try to work on the linguistic aspects of the language individually. If this method is defined as

'top-down' approach, all the other methods that begin to teach language piece by piece and then construct whole meaningful texts out of the pieces can be treated as 'bottom-up' approaches.

Many studies revealed that better results may be expected of Whole Language Approach than of 'bottom-up' approaches because students involve in purposeful use of language, i.e. not learning linguistic forms for their own sake. 'Therefore Whole Language educators provide content-rich curriculum where language and thinking can be about interesting and significant (Edelsky, Altwerger, and Flores 1991:11). Errors are seen to be integral in the effort of learning a language.

Task-based Approach

As the name suggests, students learn the language by interacting with one another while completing a task in task-based approach. As students work collectively, they have to express themselves well and understand properly what others say to them. This way they can find plenty of opportunity to get their comprehension and speaking skills developed. As Candlin and Murphy (1987:1) note, 'The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge.' Objectives and outcomes are evident in this method.

Prabhu identifies three kinds of tasks that can represent task-based approach: An information-gap activity which involves the exchange of information among participants in order to complete a task, an opinion-gap activity which requires that students give their personal preferences, feelings, or attitudes in order to complete a task, and a reasoning-gap activity that requires students to derive some new information by inferring it from information they have been given (Prabhu 1987).

Participatory Approach

Participatory approach resembles content-based approach but with a little difference in connection with the nature of content. While content of a subject matter is used in content-based approach, content that is based on issues of concern to students is used in participatory approach. Freire believed that 'education is meaningful to the extent that it engages learners in reflecting on their relationship to the world they live in and provides them with a means to shape their world' (Auerbach 1992). The goal of the participatory approach is to help students to understand the social, historical, or cultural forces that effects their lives, and then to help empower students to take action and make decisions in order to gain control over their lives (Wallerstein 1983). Focus on linguistic forms occurs within a focus on content. Learning that takes place in the classroom must have relevance to the lives of students outside the classroom. Learning can be more effective when students can experience personally what they learn in the classroom. Students evaluate their own learning regularly and direct themselves.

Learning Strategy Training, Cooperative Learning, and Multiple Intelligences

Language learner is the center in the approaches Learning Strategy Training, Cooperative Learning, and Multiple Intelligences.

Learning Strategy Training

During early 1970s, language learners were seen to be more accountable for their own learning. In keeping with this perception, in 1975 Rubin investigated what 'good language learners' did to facilitate their learning. From this investigation, she identified some of their learning strategies, 'the techniques or devices which a learner may use to acquire knowledge' (p. 43). 'Good language learners, according to Rubin, are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message. They also practise and monitor their own speech as well as the speech of others.'

Good language learners rely upon certain strategies while learning a language but then the question of what about learners who are *not* among the group of so-called 'good' learners arose. Indeed, Wenden (1985) observed that language teachers' time might be profitably spent in learner training. Such suggestions led to the idea of learning strategy training where students are trained in the use of learning strategies in order to develop autonomy in learning a language. Learning Strategy Training can be facilitated by techniques such

as skimming, scanning, predicting, outlining and summarising, think-aloud technique, etc. To get these strategies work more effectively, they 'should not be taught in isolation, but rather as part of the content-area or language curriculum (Grabe and Stoller 1997). An added advantage of learning strategy training is that students can make use of those strategies even after completion of formal instruction of the target language.

Cooperative Learning

In cooperative or collaborative learning students learn from each other in groups, but the thing that makes cooperative learning so unique is that students, besides language skills, acquire *social skills* by which they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs 1998). Although students learn things cooperatively, each student is responsible for his own learning besides being accountable as a member of a group. Social skills such as encouraging other members of group to express their own views, sharing one's ideas with others, acknowledging another's contribution, playing the role of the team leader for a while, etc. that students acquire through this method will help them to be successful not only academically but also professionally.

Multiple Intelligences

As we are aware, each student's abilities are different from the abilities that another student has. Cognitive levels of students also vary from one learner to another. It is because of this reason, some methodology may not serve all the students in the classroom. It has been estimated that for up to 25 percent of the population the mode of instruction does make a difference in their success as learners (Levin et al. 1974 cited in Larsen-Freeman and Long 1991).

Each and every student possesses unique strengths, which are unfortunately overlooked by teachers. Psychologist Howard Gardner (1983) theorized that individuals have at least seven distinct intelligences that can be developed over a lifetime. The seven are:

1. Logical/mathematical—the ability to use numbers effectively, to see abstract patterns, and to reason well
2. Visual/spatial—the ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color
3. Body/kinaesthetic—the ability to use one's body to express oneself and to solve problems
4. Musical/rhythmic—an ability to recognise tonal patterns and a sensitivity to rhythm, pitch, melody
5. Interpersonal—the ability to understand another person's moods, feelings, motivations, and intentions
6. Intrapersonal—the ability to understand oneself and to practise self-discipline
7. Verbal/linguistic—the ability to use language effectively and creatively Gardner (1999) added an eighth intelligence recently.
8. The naturalist—someone knowledgeable about and comfortable in the natural world

Although everybody possesses all the above intelligences, they are not equally developed. Christison (1996) and Armstrong (1994) suggested some activities which can be tried by teachers to get the students' intelligences developed.

1. Logical/mathematical—games and puzzles, logical, sequential presentations, classifications and categorizations
2. Visual/spatial—charts and grids, videos, drawing
3. Body/kinaesthetic—hands-on activities, field trips, pantomime
4. Musical/rhythmic—singing, playing music, jazz chants
5. Interpersonal—pair work, project work, group problem-solving
6. Intrapersonal—self-evaluation, journal keeping, options for homework
7. Verbal/linguistic—note-taking, storytelling, debates

Many teachers may have already been using Multiple Intelligences theory without actually realizing it. An awareness of MI theory helps the language teacher in the classroom to incorporate instructional models such as project-based and collaborative learning into lessons. Teacher can use the MI theory as an abstract

framework for the preparation of curriculum. Awareness of MI theory helps teachers to become familiar with their own dominant intelligences and their students' as well. Each student has his own strengths and weaknesses. Teacher can make use of MI theory to discover dominant strengths of each pupil and areas for improvement. Understanding of MI theory can help teachers to assist their students to identify their strengths and weaknesses, to learn things in as many ways as possible, to be responsible for their own learning. It helps teachers to make use of this awareness to direct their students in their education, to strengthen their abilities, to make their learners think of something critically, and to experiment with new things and be original.

MI theory can help teachers to decide how they should introduce new topic or material to their learners. Learners can have better exposure to the subject if teacher approaches some topic in a new light. It will also have an everlasting impression on the minds of learners. It will help teachers to choose activities judiciously that teach subject matter. Awareness of MI theory helps the teacher plan lessons in a way which take into account most of the intelligences. It is necessary for teachers to work different intelligences together to develop the intelligences of learners in which they are not strong. MI theory provides teachers with possibilities to amplify modern teaching techniques by using a variety of projects and activities. Language teachers should realise that they need to teach learners who have different learning potentials effectively in multiple ways. Teacher can rely either on teacher-centred approach or on learner-centred approach to implement MI theory in the classroom. In teacher-centred approach tutor may include activities, materials and resources that address the various intelligences of the learners whereas in a learner-centred approach students themselves may come up with their own materials that reveal their knowledge of the subject.

MI theory can help in bridging the gap between the 'good' and 'weak' learners a great deal. MI theory provides learners scope to promote their own talents, skills and abilities. Every learner must be aware of his own strengths and know how to use them. A teacher who is aware of MI theory does not classify students based on their performance, but instead he will try to identify in which aspects of intelligences they are strong and in which aspects of intelligences they are weak. MI presents a great deal of identifiable areas of knowledge and skills beyond the conventional spoken and arithmetical to include the individual, social and innovative. By focussing on these and other intelligences, pupils can more easily discover their inherent strengths and use the resulting gains with self-assurance to develop those areas in which they are weak.

It is challenging on the part of the teacher to discover different intelligences of different learners to use right teaching methods in the classroom. Any activity that is tried in the classroom should be appealing and apt for all the students. To check which intelligences are dominant in each student, a teacher can conduct a test on Multiple Intelligences. Accordingly, teacher can think of suitable learning approach for each student. With an eye on reaction of the students to various activities, it cannot be anything difficult to make the learning process enjoyable. Once students' intelligence strengths are identified, a teacher may start viewing their students in a different perspective. Teachers have to make clear the lesson's essential points and contents and teach with realistic and motivating material to reinforce learning for both good and weak learners.

The teaching method that works best for one student may not suit another due to conflicting intelligence strengths. Therefore, teacher has to use more than one method of teaching while teaching a lesson to reach all the learners. Before proceeding with the MI teaching, a teacher should first assess his own intelligence, and then he can use his dominant intelligence in planning lessons and materials. There are many ways to assess students' intelligence strengths. Plentiful questionnaires and tests have been catered for accommodating this purpose. Teacher should be up to date with students' performances as entered in progress reports. This can help to evaluate each student's intelligence and supply support for that reason. Curriculum should match the intelligence strengths of all the learners so that they will be able to relate with what they are learning in the classroom.

What's the best method to follow for second language learning?

It *cannot* be that easy to answer this question. In my view, one can think of three things with regard to learning a foreign language: Exposure, Necessity and Receptivity. Mother tongue is usually learnt by being

exposed to it constantly. To learn second language like English, although one does not find exposure, if there is a necessity to use it, one can learn the language that way too. It usually happens when we go out of hometown where our mother tongue is not spoken. In such contexts, basically, people prefer to choose English as a medium for communication as it can be understood in most of the regions in the world. When we observe our own situation, we fail to have both Exposure and Necessity to communicate in English hence no language learning takes place. Although many people are capable of speaking in English, they use English only at the workplace; even teachers are no exception. Now the question is whether there is any other way to learn English. Here is a way, that is, to develop receptivity towards English Language. One needs to motivate oneself to learn the language. If one is very serious about acquiring all the four language skills i.e. listening, speaking, reading and writing, in no time they can be mastered. Only thing that needs to be put is some effort. This is where self-learning can come to our rescue. One should listen to English through news channels such as BBC, NDTV, CNN-IBN etc. Listening should be accompanied by speaking in English although mistakes are committed. And then one must be a voracious reader of newspapers, magazines, short stories, novels etc. published in English since they can serve as the best material for language development. Writing is the one skill which is truly neglected by all of us. Although accuracy is not expected while speaking, it is essential to be accurate with regard to usage of grammar while writing. As non-native speakers of English, we cannot help ourselves learning grammar rules of the target language. Awareness of grammar rules of the target language can help us do better job with writing and speaking as well.

Works Cited

- Armstrong, Thomas. 1994. *Multiple Intelligences in the Classroom*. Alexandria, VA: ASCD.
- Auerbach, Elsa. 1992. *Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy*. McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Chastain, Kenneth. 1988. *Developing Second Language Skills*. 3rd ed. San Diego, CA: Harcourt Brace Jovanovich.
- Candlin, Christopher and D.F. Murphy (eds.). 1987. *Language Learning Tasks*. Englewood Cliffs, NJ: Prentice-Hall.
- Christison, Mary Ann. 1996. 'Teaching and learning language through multiple intelligences.' *TESOL Journal Autumn*: 10-14.
- Diller, Karl C. 1978. *The Language Teaching Controversy*. Rowley, MA: Newbury House.
- Edelsky, Carole, Bess Altwerger, and Barbara Flores. 1991. *Whole Languages: What's the Difference?* Portsmouth, NH: Heinemann.
- Gardner, Howard. 1983. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, Howard. 1999. 'Who owns intelligence?' *The Atlantic Monthly*. February 1999: 67-76.
- Grabe, William and Fredricka Stoller. 1997. 'Content-based instruction: Research foundations' in Snow, M.A. and D. Brinton (eds.). *The Content-based classroom*, White Plains, NY: Addison-Wesley Longman.
- Howatt, A.P.R. 1984. *A History of English Language Teaching*. Oxford: Oxford UP.
- Hymes, Dell. 1971. 'Competence and performance in linguistic theory' in R. Huxley and E. Ingram (eds.). *Language Acquisition: Models and Methods*. London: Academic Press.
- Jacobs, George. 1998. 'Cooperative learning or grouping students: The difference makes a difference' in Renandya, W. and G. Jacobs (eds.). *Learners and Language Learning*. Singapore: SEAMEO Regional Language Center.
- Johnson, Keith and Keith Morrow (eds.). 1981. *Communication in the Classroom*. Essex: Longman.
- Larsen-Freeman, Diane. 2009. *Techniques and Principles in Language Teaching*. 2nd ed. New Delhi: Oxford UP.
- Levin, J., P. Divine-Hawkins, S. Kerst, and J. Guttman. 1974. 'Individual differences in learning from pictures and words: The development and application of an instrument.' *Journal of Educational Psychology* 66/3: 296-303.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford: Oxford UP.
- Rardin, Jennybelle and Daniel Tranel, with Patricia Tirone and Bernard Green. 1988. *Education in a New Dimension*. Cliffside Park, NJ: Counseling-Learning Institutes.
- Rubin, Joan. 1975. 'What the "good language learner" can teach us.' *TESOL Quarterly* 9: 41- 51.
- Wallerstein, Nina. 1983. *Language and Culture in Conflict: Problem-posing in the ESL Classroom*. Reading, MA: Addison-Wesley.

- Wenden, Anita. 1985. 'Learner Strategies.' *TESOL Newsletter* 19/1: 4-5, 7.
- Wesche, Marjorie. 1993. 'Discipline-based approaches to language study: Research issues and outcomes' in Krueger, M. and F. Ryan (eds.). *Language and Content: Discipline-and Content-based Approaches to Language Study*. Lexington, MA: D.C. Heath.
- Widdowson, H.G. 1978. *Teaching Language as Communication*. Oxford: Oxford UP.
- Widdowson, H.G. 1990. *Aspects of Language Teaching*. Oxford: Oxford UP.
- Wilkins, David A. 1976. *Notional Syllabuses*. Oxford: Oxford UP.
- Winitz, Harris. (ed.). 1981. *The Comprehension Approach to Foreign Languages Instruction*. Rowley, MA: Newbury House.
-