

A Comparative Study of Direct, Communicative and Eclectic Approaches in Teaching ESL

Prof. Siddiqui Mohd. Mahmood

Maulana Azad National Urdu University
College of Teacher Education, MHK ITC Campus,
Rafiqia School Road, Bhopal - 462 001(M. P.)

Introduction:

English has occupied most important position in this period of globalization. Accordingly it is being used as a medium of Education in many countries. The number of English medium schools is increasing in our country also. Apart from this, the expectations of the society in regard to the quality of teaching and learning of English, even in non English schools has also become very high. How to teach English effectively as a second or third language has become a matter of concern for us. Experts are doing a lot of work in regard to methods and approaches of teaching English. Many modern approaches have been introduced. But problem lies with the attitude of many teachers teaching English. A considerable number is reluctant to go for modern approaches. The researcher therefore decided to study the effectiveness of

Direct, communicative and eclectic approaches for teaching English.

Discussion:

Direct Approach

Direct Approach was introduced as a reaction against Grammar - Translation Approach. In this approach due importance is attached to oral skills. The teacher and the students are not allowed to use their mother tongue. The foreign language is thought through itself by using audio visual aids, realia, pictures, facial expressions, actions and creation of situations etc. for teaching grammar, the teacher uses 'Inductive Method'. The focus is on communicative purpose of the language. The main object of this approach is teaching language directly. (Satish, 2005)

Communicative Approach:

Learning the language means learning the skills of listening, speaking, reading, writing and talking in that

language. This is the main theme of Communicative Approach. Here, the language is used for real Communication purpose. (Satish, 2005) Here learning by doing is emphasized and mistakes are often ignored or not taken as mistakes (Prabhkar, 1999)

Eclectic Approach:

A main proponent of the Eclectic Approach is Rivers (1981). According to him an eclectic approach allows language to absorb the best techniques of all the well known language – teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate. This is necessary and significant because teacher faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue.

An eclectic class starts with an inductive activity with learners identifying the different uses of synonyms of movement using TPR. (Total Physical Response) In another class the input is recycled through a task based lesson, with learners producing the instructions of it. A typical lesson might combine elements from various sources such as TPR and TBC (Task Based Learning) while teaching English the teacher is at liberty to choose any approach.

Teacher may also opt for combining any two or more approaches for discovering his own. But this can be done only when somebody first studies various established approaches, put them into his / her teaching and, study their effectiveness.

In the tight of the discussion, the present study was done to gauge the utility and effectiveness of the three popular approaches for presenting the same content of English subject to the same class. An attempt was made to evaluate the effect of the approaches on student's achievement.

Objectives of the study:

- i) To study comparatively the effect of Direct and Communicative approaches on the scholastic achievement of the students.
- ii) To study comparatively the effect of Direct and Eclectic approaches on the scholastic achievement of the students.
- iii) To study comparatively the effect of Communicative and Eclectic approaches on the scholastic achievement of the students.
- iv) To compare the effect of Direct, Communicative and Eclectic approaches on scholastic achievement of the students.

Hypothesis:

- 1) There is no significant difference in the effectiveness of Direct and Communicative approaches on the scholastic achievement of the students.
- 2) There is no significant difference in the effectiveness of Direct and Eclectic Approaches on the scholastic achievement of the students.
- 3) There is no significant difference in the effectiveness of Communicative and Eclectic Approaches on the scholastic achievement of the students.
- 4) There is no significant difference in the effectiveness of Direct, Communicative and Eclectic approaches on the scholastic achievements of the students

Method of study:

The researcher used 'Experimental method' for this study. Two achievement tests were conducted and their data were recorded.

The researcher selected the sample by using stratified random sample technique, giving representation to factors like socio-economic background gender and age etc.

In all 75 students of class VIII were selected. They were from a 'Non-English medium school of Aurangabad. In this

school English is thought as the third language.

Before conducting the experiment all 75 students of class VIII were given Pre-test based on part III of My Book of English for standard VIII which was then already completed in the class. The students were distributed into three groups of 25 each.

The researcher taught them for 30 days by conducting extra classes alternatively; He taught group I by using direct approach group II by communicative approach and group III by Eclectic approach.

After completion of Part IV of the book, during this period the researcher administered a post-test based on part IV. The marks obtained by the students were noted. The researcher used following statistical techniques for testing the hypotheses.

a) t – test (Bhandarkar, 2006) 4

b) f – ratio (Garrette, 2005) 5

Analysis of the Data:

Marks obtained by the students in the second achievement test (Post test) were analyzed and same were presented in table I

Table- I

Comparison of the three approaches of teaching English

Approach	N	Mean	SD	tvalue	Significance
Direct	25	15.62	0.50	16.99	S
Communicative	25	18.36	2.00		
Direct	25	15.62	0.50	10.53	S
Eclectic	25	20.15	2.16		
Communicative	25	18.36	2.00	3.08	S
Eclectic	25	20.15	2.16		

S indicates Significant

t- value 16.99 is more than the table value for 0.05 and 0.01 level of significance.

Therefore it can be concluded that there is significant difference between Direct and communicative approaches on the achievement of students and therefore hypothesis I is rejected.

Similarly there is significant difference between 1) Direct and Eclectic and 2) Communicative and Eclectic approaches for teaching English on the achievement of students. Hence the hypothesis 2 and 3 are rejected.

Table – 2

Source of Variance	Degree of Freedom	Sum of Square(SS)	Means of Square (MS)	F. ratio
Between group	2	201.34	100.67	4.62
Within group	72	1568	21.77	

It is very clear from table 2 that F-ratio 4.62 is found more than the table value for 0.05 level of significance and therefore it is significant at 0.05 level.

The result clearly points out that there is significant difference between the Direct communicative and Eclectic approaches on the achievement of the students.

Therefore hypo thesis 4 is also rejected.

Conclusion:

In the light of the above results and the discussions with the English teachers the following conclusions were drawn.

1. Direct approach enables the teacher to create desirable situation in the class.
2. Communicative approach is an effective approach as it provides the opportunity to the students to practise the language in real life situation.
3. Eclectic approach is the most effective approach as the teacher enjoys the freedom to absorb the best techniques of all the well known methods and approaches.

Suggestions:

1. Every approach introduced to teach a foreign language like English in Indian context has got its merits and

- demerits. Therefore, the teacher should be tactful enough to develop his own approach that best suits the students for their effective learning. For this purpose the teacher should try to include in his approach, the merits of various approaches, applied in such a manner that as far as possible no demerit of any particular approach disturbs the effectiveness.
2. For making the teaching effective, the teacher should try to have mastery, over the content as well as command over the methods and approaches.
 3. The teacher should provide more and more opportunities to the students for their active participation.
 4. All possible efforts should be taken to make teaching learning process to be students centred.
 5. Effective use of appropriate teaching aids makes the learning of a foreign language a joyful activity. The teacher therefore should leave no stone unturned for the same.

6. The ultimate target should be to make the students become self learners ready for lifelong continuous learning.

References

1. Bhankarkar, K.M. (2006), Statistics in Education, Neelkamal Publications Pvt. Ltd., Hyderabad.
2. Chaudhari, P. (1999), Teaching in English content cum Methodology, Vynkatesh Prakshan, Jalgaon.
3. Garrettee, H.E. (2005) Statistics in Psychology and Education Paragon International Publishers, New Delhi.
4. Rivers (1981), Teaching of Foreign Language Skills retrieved on 10-8-9 from <http://www.auburn.edu/~nummath/engl6240/othernet.html>.
5. Satish, C. (2005), Arts and Science of Teaching English, Surya publication, Meerut.