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A REVIEW OF VARIOUS ELT METHODS

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ABSTRACT

Learning English is a complex process involving many factors pertaining to the teachers and their pedagogical approaches on the one hand and the learners and their learning situations on the other. It is crucial to recognise the complexity and diversity which are the direct consequences of the inter-play of these two sets of factors. It is essential to take into consideration how ELT pedagogy has been evolving over many years before we address the pertinent question of which ELT method is the best.

Keywords: *Second language acquisition, Language acquisition device, L1 & L2, ELT pedagogy, communicative approach, learner-centred orientation.*

INTRODUCTION

Second language acquisition (SLA) is a complex process involving many inter-related factors. Noam Chomsky rightly points out that the language acquisition device (the innate psychological capacity for learning one's mother tongue) which plays a vital role while learning one's L1 is no more available for individuals to acquire their L2. Therefore, Learning English as L2 is the outcome of a process involving many factors pertaining to the teachers and their pedagogical approaches on the one hand and the learners and their learning situations on the other. It is crucial to recognise the complexity and diversity which are the direct consequences of the inter-play of these two sets of factors. We need to take into consideration how ELT pedagogy has been evolving over many years before we address the pertinent question of which ELT method is the best. In this paper, a review of various ELT methods that have been evolving in L2 classrooms is presented here.

1. THE GRAMMAR-TRANSLATION METHOD(GTM)

This age-old method was used in teaching Latin and Greek and was later generalised to teaching modern languages. Classes were taught in the learners' L1with little active use of the target language (TL). Vocabulary

was taught in the form of isolated wordlists. Elaborate explanations of grammar points were always provided. Instruction in grammar provided the rules for putting words together and these instructions often focussed on the form and inflection of words. Reading of difficult texts was begun early in the course of study. Little attention was paid to the content of texts, which were treated as exercises in grammatical analysis. Often the only drills practised were exercises in translating disconnected sentences from TL into L1 and vice versa. Little or no attention was given to pronunciation. This method emphasised the study of grammar through deduction i.e. through the study of the rules of grammar. A contrastive study of the TL with L1 gave an insight into the structure not only of the FL but also of the L1. According to W. H. D. Rouse, the objective of this method was "to know everything about something rather than the thing itself"(Kelly 53).

Advantages and disadvantages of GTM:

Translation was the easiest way of explaining meanings of words and phrases from one language into another. Teachers' labour was saved. Since the textbooks were taught through the medium of L1, they could ask comprehension questions in L1. Learners did not have much difficulty in responding to such questions in their L1.The teacher could easily assess whether learners had learnt what was taught to them. Communication between the teacher and learnersdid not cause linguistic problems. Even teachers who were not fluent in English could teach English through this method. On the other hand, it is an unnatural method. The natural order of learning a language was listening, speaking, reading, and writing. GTM emphasised reading and writing to the detriment of listening and speaking. The learners who were taught English through this method failed to express themselves adequately in spoken English. Learnerswere exposed to listening to their L1 more than they were to their L2. Translation was, indeed, a difficult task and exact translation from one language to another was not always possible. Accuracy was over-emphasised to the detriment of fluency.

2. THE DIRECT METHOD

This method was developed initially as a reaction to the GTM in an attempt to integrate more use of the TL in instruction. Lessons began with a dialogue using a conversational style in the TL. Materials were first presented orally with actions or pictures. The L1 was never used. There was no translation. The preferred type of exercise was a series of questions in the TL based on the dialogue or an anecdote. Questions were answered in the TL. Grammar was taught inductively and rules were generalised from the practice with the TL. Verbs were used first and systematically conjugated only much later after some oral mastery of the TL. Advanced learners read literature for comprehension and pleasure. Literary texts were not analysed grammatically. Learning the culture of the TL was considered as an important aspect of learning the language.

Advantages and disadvantages of DM

It made the learning of English interesting and lively by establishing direct bond between a word and its meaning.It was an activity-oriented method facilitating alertness and participation of the learners.It was the quickest way of getting started. In a few months, over 500 of the commonest English words could be learnt and used in sentences. This served as a strong foundation for further learning. Learners were able to understand what they were learning, think about it, and then express their ideas.It was a sound method as it proceeded from the concrete tothe abstract.This method could be usefully employed from the lowest to the highest class.Through this method, fluency of speech, good pronunciation, and power of expression were properly developed. On the other hand, there were many abstract words which could not be interpreted directly in English and much time and energy were wasted in making attempts for the purpose.This method was based on the principles that auditory appeal was stronger that visual. Still, there were children who learnt more with visual than with their oral-aural sense.The method ignored systematic written work and reading

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activities and sufficient attention was not paid to reading and writing.There was a dearth of teachers trained and interested in teaching English in this method.This method was not good for higher classes of learners where the GTM was found more suitable.In larger classes, this method did not suit or satisfy the needs of individual learners in large classes.

3. THE READING METHOD

By the 1920s, the use of DM in Europe declined considerably. It was gradually modified into versions that combined some DM techniques with more controlled grammar-based activities. The idea of teaching conversational skills in a FL course was considered to be impractical because of the paucity of time, the limited expertise of the teachers, and the perceived irrelevance of conversational skills in a FL for the average Americans. In 1929, the Coleman Report advocated a reading-based approach which promoted the knowledge of a FL, achieved through a gradual initiation into the vocabulary and syntaxin simple reading texts. Consequently, reading became the goal of most FL courses everywhere. This stress on reading continued to characterise FL teaching until World War II. It was mostlyadopted for people who did not travel abroad and for whom reading was the one usable skill in a FL. Their priorities in studying the TL werea reading ability and an historical knowledge of the country where the TL was spoken. Only the grammar necessary for reading comprehension and fluency was taught. Minimal attention was paid to pronunciation or gaining conversational skills in the TL. From the beginning, a great amount of reading was done in L2, both in and out of the classroom. The vocabulary of the early reading passages and texts were strictly controlled for difficulty levels. RMhad strategic weaknesses and it attracted only poorer learners and led to the rash abandonment of traditional values in FL teaching.

4.THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING

Palmer, Hornby, and other British applied linguists from the 1920s onwards developed an approach to methodology which involved a systematic procedure of selecting the lexical and grammatical contents, a method of determining the organisation and sequencing of the content and techniques used for presenting and practising of items in a course.Vocabulary selection procedures were followed to ensure that an essential general service vocabulary was covered.Items of grammar were graded following the principle that simple forms should be taught before complex ones.Reading and writing were introduced once a sufficient lexical and grammatical basis was established. In principle, textbooks were used only as a guide in the learning process. The teacher was expected to be the master over the textbook.The essential features of SLT had three phases: Presentation, Practice, and Production. This approach was very much in vogue until the1980s. However, objections and doubts popped up against SLT as early as the mid-1960s. No doubt that this approach recognised the importance of oral practice, grammar, and sentence patterns in SLA and, therefore, it offered a very practical methodology, well-suited to EFL/ESL classrooms.

5.AUDIO-LINGUAL METHOD

Since America had emerged as a major global power after the World War II, there was a growing demand for English. There were several factors which led to the emergence of the American approach to ESL, which by the mid-1950s, had come to be known as 'Audio-lingual method (ALM). Based on the principle that language was a verbal behaviour and learning a FL was habit formation, the method fostered dependence on mimicry, memorisation of set phrases, and over-learning. Structures were sequenced and taught one at a time using repetitive drills. Little or no grammatical explanations were provided and grammar was taught inductively. Skills were sequenced: Listening, speaking, reading, and writing were developed in the order. When reading

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and writing were introduced, the learners were taught to read and write what they had already learnt orally.Dialogues and drills formed the basis of ALM classroom practices. Vocabulary was strictly limited and learnt in context. In the mid-1960s, three new technological aids, language laboratory, portable tape-recorder, and film-strip projector came into general use in the classroom. All these were greeted with euphoria in all modern language departments. Extensive use of tapes and equipment was revolutionary for language teachers.Correct pronunciation, stress, rhythm, and intonation were emphasised.Use of the L1 by the teacher was permitted but discouraged by the learners.Successful responses were reinforced and great care was taken to prevent learner errors.

Advantages and disadvantages of ALM

ALM approach marked the onsetof the technological age in LT.It emphasised the need for visual presentation and the possibility of eliciting language from visual cues. Oral communication in FL was given its due importance. In this approach, fluency and spontaneity were preferred to accuracy.It placed far more weight on the use of FL in classroom by both the teacher and the learners.Teachers designed their own supplementary materials, exercises, and worksheets.Both the teacher and the learners were involved in greater application of efforts towards accomplishing their goal of LL. On the other hand, the learners turned into parrots that could reproduce many things but never created anything new or spontaneous on their own. They improved their performances at pattern practice but were unable to use the patterns fluently in natural speech situations.Mechanical drills were not only boring and mindless but also counter-productive, if used beyond initial introduction to new structures.New materials necessitated extensive use of equipments with all associated problems such asthe blacking-out of the classroom for video watching, setting up of power connections with extension leads, carrying tape-recorders from classroom to classroom, and training of supportive staff to handle such gadgets. Equipmentslike projectors, tape recorders, etc., could break down. Use of such hardware involved extra time, worry, and preparation and, for these reasons alone, its use gradually faded away. ALM was essentially a teacher-dominated method. It was the teacher who modelled the TL, controlled the direction and pace of learning, and monitored and corrected learners' performance. Noam Chomsky found the structuralist and the behaviourist approaches totally unacceptable. "Language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences, and patterns in accordance with rules of great abstractness and intricacy"(Chomsky 153).Sentences were not learnt by imitation and repetition, but 'generated' from the learner's underlying 'competence'.

There was a major paradigm shift from the 1970s to the 1980s in the field of LT. The quest for alternative approaches to the traditional ones let to many different directions. Communicative approaches (CA) to LT were becoming more and more acceptable. There was a gradual shift in focus from grammar as the core component of language to the process of communication, thus making the classroom an ideal environment for authentic communication. This revolutionised the traditional view held about language, LL, the teacher, and the learners. ALM and SLT were mainstream teaching methods developed by linguists and applied linguists, whereas CA was developed outside the mainstream. There were many innovative methods like Total Physical Response, Silent Way,and Suggestopaediawhich were known for their 'humanistic approach' with a stress on the emotional or the affectiveaspects of learning.

6.   TOTAL PHYSICAL RESPONSE (TPR)

James J. Asher defined TPR as one that combined information and skills through the judicious use of the kinaesthetic sensory system. This allowed the learners to assimilate information and skills at a rapid rate. This method was built around the co-ordination of speech and action and attempts to teach language through physical (motor) activity.

Advantages and disadvantages of TPR

TPR could be used to practise and teach various things. It was well-suited to teaching classroom language and other vocabulary connected with actions. It could be used to teach imperatives and various tenses. It was also useful for story-telling. Because of its participatory approach, TPR might also be a useful alternative teaching strategy for learners with dyslexia or related learning disabilities, who typically experienced difficulties in learning a FL with traditional classroom instruction. TPR was popular in the 1970s and the 1980s because of those who emphasised the role of comprehension in SLA. Learners enjoyed getting up out of their chairs and moving around. Simple TPR activities did not require a great deal of preparation on the part of the teacher. TPR was aptitude-free, working well with a mixed ability class, and with learners having various disabilities. It was especially good for kinaesthetic learners who needed to be active in the class. Class size was not a problem and it worked effectively for children as well as adults. On the other hand,while TPR was most useful for beginners, it couldnot be used much at higher levels where preparation became an issue for the teacher. It did not give the learners an opportunity to express their own thoughts in a creative way. Further, it wasalways prone to overuse and monotony. Any novelty including TPR, if carried on too long, would trigger adaptation.This method could be a challenge for shy students. Additionally, the nature of TPR placed an unnaturally heavy emphasis on the use of the imperative mood.This feature was of limited utility to learnersin practical contexts and could lead to the learners appearing as rude, while attempting to use their new language in their natural conversation with others.

7. THE SILENT WAY

The Silent Way (SW) was a LT method devised in 1963 by Caleb Gattegno that made extensive use of silence as a teaching technique. Gattegno was sceptical of the mainstream language education of his time and conceived of the method as a special case of his general theories of education.It was based on the premise that the teacher should be silent as much as possible in the classroom but the learners should be encouraged to produce as much language as possible. The method emphasised the autonomy of the learner and the teacher's role was to monitor the learners' efforts.They were encouraged to have an active role in learning the language. Pronunciation was seen as fundamental and the beginners started their study with pronunciation and much time was spent practising each lesson. The SW used a structural syllabus and structures were constantly reviewed and recycled. The choice of vocabulary was important with functional and versatile words seen as the best. Translation and rote repetition were avoided and the language was usually practised in meaningful contexts. Evaluation was carried out by observation and the teacher never conducted a formal test.

Advantages and disadvantages of SW

The general objective of the SW was to offer beginners in SLA oral and aural facility in the basic elements of the TL. The general goal set was near-native fluency in the TL, correct pronunciation, and mastery of the prosodic elements of the TL. The immediate objective was to provide the learners a practical knowledge of grammar of the TL. The SW adopted a structural syllabus with lessons planned around grammatical items and related vocabulary. However, the actual practices were much less revolutionary than might have been expected. This method exemplified many of the features of the traditional FL learning methods such as SLT and ALM, with a strong focus on accurate repetition of sentences modelled initially by the teacher and a movement through guided elicitation exercises to freer communication.   The only innovations in this method derived primarily from the way in which classroom activities were organised, the indirect role of the

teacher in monitoring the learner performance, the responsibility placed on the learners to figure out and test their hypotheses about LL, and how the materials were used to elicit and practise language. The most praise-worthy aspects of this method were the teacher silence and the learner autonomy. Learners were expected to develop independence and responsibility. The system of 'no correction' and 'no examination'facilitated greater comfort level for learners. Since they had only themselves and their group to rely on, they developed co-operative rather than competitive learning in the classroom.

8. COMMUNITY LANGUAGE LEARNING (CLL)

Jesuit teacher, Charles A. Currandeveloped CLLwhich he derived from 'Counselling Learning', a humanistic concept introduced byCarl Rogers in the 1950s. These humanistic techniques engaged the whole person, including the emotions and feelings as well as linguistic knowledge and behavioural skills of the person. This methodology was not based on the usual methods by which languages were taught. Rather, the approach was patterned upon counselling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a learner encountered in the learning of FL. Consequently, the learner was not thought of as a student but as a 'client'. The instructors were not considered as teachers but as 'language counsellors'. The language-counselling relationship would begin with the client's linguistic confusion and conflict. The aim of the language counsellor was first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then gradually, the 'teacher-counsellor' strove to enable learners to arrive at their own increasingly independent language adequacy. This process was furthered by the language counsellor's ability to establish a warm and understanding relationship, thus becoming an 'other-language self' for the client.

Advantages and disadvantages of CLL Methodology

This method encompassed all the four skills (LSRW) of language while simultaneously revealing learners' styles. CLL also blended innovative learning tasks and activities with conventional ones like translation, group work, recording, transcription, analysis, observation and reflection, listening, and free conversation. Learners appreciated the autonomy CLL offered to them and thrived on analysing their own conversations.CLL worked especially well with lower-level learners who were struggling to produce spoken English.The CLL class often became a real community and members learnt through interacting with their community. Learners became fully aware of their peers, their strengths and weaknesses and wanted to work as a team.Learning was not viewed as individual accomplishment but collective achievement. Learners took exceptionally well to peer-correction and by working together, they overcame their fear of speaking. CLL courses evolved out of the interactions of the community – the fellow learners and their teacher – and so textbooks were not considered a necessary component. Textbooks would impose a particular body of language content on the learners, thereby impeding their interactions and growth. Learners often worked in groups to produce their own materials such as scripts for dialogues and mini-dramas. Perhaps the enduring value of CLL was its emphasis on the whole-person learning, the role of a supportive, non-judgmental teacher, the passing of responsibility for learning to the learners themselves, and the abolition of any pre-planned syllabus.

On the other hand, CLL imposed its own rigidly prescriptive method. It could only be done with small number of learners, usually from six to twelve and they had to share a common mother tongue. The teacher had to be highly proficient in the TL as well as the L1 of the learners. The teacher also had to possess enormous reserves of energy – both physical and psychic. It ved also unwise to undertake CLL as a teacher without some professional counselling training, as it happened often. It was pointed out that this methodology suited adult learners exclusively and not for children. Besides, most descriptions of it in action focussedonly on the early

stages of learning TL and teachers might wonder what to do at the later stage. Occasionally, some learners might find it difficult to speak on tape while others might find that their conversation lacked spontaneity. Teachers could find it strange to give the learnerstoo much freedom and might regress into the traditional teacher-controlled system of classroom management.Teachers were relatively non-directive and were ready to accept and even promote the 'adolescent aggression' of the learners as they strove for independence.

9. SUGGESTOPAEDIA (SP)

This method was developed by Georgi Lozanov in the 1970s. Also known as 'Superlearning', this method was considered to be the strangest of the humanistic approaches in FL learning. SP derived its insights from Suggestology that Lozanov described as a science, which was "concerned with the systematic study of the non-rational and non-conscious influences"(E. W. Stevick 42) that human beings were constantly responding to. SP endeavoured to harness such influences and re-direct them to optimise learning. The most conspicuous features of SP were the decoration, furniture, classroom arrangement, use of music, and the authoritative behaviour of the teacher. Lozanov claimed thatthere is no sector of public life where suggestology would not be useful.He also claimed that memorisation in learning through this method was accelerated 25 times over that in learning through conventional method. Through this method, equal success in performance was assured of all learners, irrespective of one's level of competence and efforts.

Advantages of disadvantages of SP

The use of music both in the background and as an accompaniment to certain activities could be motivating and relaxing. Attention to factors such as décor, lighting, and furniture was surely well-received by the stakeholders. Dialogues and conversations, if properly monitored, would definitely enhance fluency in FL. Perhaps most importantly of all the ideas, creating conditions in which learners were alert and receptive would have a positive effect on their motivation. Whether these conditions were best created by the use of classical music and the reading of dialogues was open to questionsbut there was no doubt that SP had raised some interesting questions in the areas of both learning and memorising. However, there was little evidence to support the extravagant claims of the success magic. The more obvious criticism was about the fact that many people found classical music irritating rather than stimulating. To some cultures, Western music mighteven sound discordant. The length of the dialogues and the lack of a coherent theory of language might serve to confuse rather than to motivate learners. For purely logistic reasons, the provision of comfortable armchairs and a relaxing environment would probably be beyond the means of most educational establishments.In addition, the idea of the teacher reading out a long dialogue aloud, with exaggerated rhythm and intonation, to the accompaniment of Beethoven or Mozart might well seem ridiculous to many learners. Certain elements of this approach could not be taken and incorporated into the more eclectic approach to LT widely in evidence at present.

10. COMMUNICATIVE LANGUAGE TEACHING (CLT)

This marked the beginning of a major paradigm shift within LT in the twentieth century, whose ramifications continued to be felt even today. It was an approach to the teaching of L2 and FL that emphasised interaction as both the means and the ultimate goal of LL. It was also referred to as the 'Communicative Approach' (CA). CLT began in Britain in the 1970s as a replacement to the SLT. There was the need to focus on communicative proficiency rather than on mere mastery of structures. Historically, CLT was a response to the ALM and as an extension or development of the notional-functional syllabus. Task-based LL, a more recent refinement of CLT,

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gained considerably in popularity. CLT set as its goal the teaching of communicative competence in L2. CLT was usually characterised as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. CLT showed an interest in the needs and desires of the learners as well as the connection between the language as it was taught in the class and as it was used outside the classroom. Under this broad approach, any teaching practice that helped the learners develop their communicative competence in an authentic context was deemed to be an acceptable and beneficial form of instruction. Thus, in the classroom, CLT often took the form of pair and group work requiring negotiation and co-operation among learners, fluency-based activities that encouraged learners to develop their confidence, role-plays in which learners practised and developed language functions as well as judicious use of grammar and pronunciation-focused activities.

11. THE DOGME LANGUAGE TEACHING MOVEMENT

Dogme Language Teaching was considered to be both a methodology and a movement. It emerged from Dogme 95 which was an avant-garde film-making movement which started in 1995 by the Danish directors Lars von Trier and Thomas Vinterberg, who created the 'Dogme 95 Manifesto' and the 'Vow of Chastity'. These were rules to create film-making based on the traditional values of story, acting, and theme, and excluding the use of elaborate special effects or technology. Dogme 95 manifesto influenced LT through the Dogme Language Teaching Movement which proposed that published materials could stifle the CA. This communicative approach to LT encouraged teaching without published textbooks and focussed instead on conversational communication among learners and the teacher. It had its roots in an article by the language education author, Scott Thornbury. The Dogme Approach (DA) was also referred to as 'Dogme ELT'. The aim of the DA to LT was to focus on real conversations about real subjects so that communication was the engine of learning. The spirit of the movement could be felt by the vigour of the founder's argument. "The point is to restore teaching to its pre-method 'state of grace' – when all there was, was a room with a few chairs, a blackboard, a teacher and some students, and where learning was jointly constructed out of the talk that evolved in that simplest and most prototypical of situations. Who, then, will join me and sign a Vow of EFL Chastity?"(Thornbury).

Advantages and disadvantages of DA

Conversation was seen as central to LL within the DA because it was the 'fundamental and universal form of language' and so was considered to be 'language at work'. Since real life conversation was more interactional than it was transactional, DA placed more value on communication that promoted social interaction. It also placed more emphasis on a discourse-level rather than sentence-level approach to language, as it was considered to better-prepare learners for real-life communication, where the entire conversation would be more relevant than the analysis of specific utterances.The DA considered that learner-produced material was preferable to published materials and textbooks to the extent of inviting teachers to take a 'Vow of ELT Chastity' and not to use textbooks. Dogme teaching had, therefore, been criticised as not offering teachers the opportunity to use a complete range of resources.Indeed, DA could be seen as a pedagogy that was able to address the lack of availability or affordability of materials in many parts of the world. On the other hand, DA also came under criticism from a wide range of teachers for its perceived rejection of both published textbooks and modern technology in language lessons. Furthermore, the initial call for a 'Vow of ELT Chastity' was seen as unnecessarily 'purist' and that a weaker adoption of DA would allow teachers the freedom to choose resources according to the needs of a particular lesson.

12. THE NATURAL APPROACH

In 1977, Tracy Terrell proposed a new philosophy of LT called the Natural Approach.This was an attempt to develop an LT methodology that incorporated the 'naturalistic' principles of SLA. Terrell joined hands with Stephen Krashenin elaborating a theoretical rationale for the NA, drawing inspiration from Krashen's influential theory of SLA.The Natural Approach(NA) should not be confused with Natural Method which was another name for the traditional DM. Unlike the DM, the NA placed less stress on teacher monologues, direct repetition, and formal questions and answers along with less focus on accurate production of TL sentences. There was also an emphasis on exposure, or input rather than practice, optimising emotional preparedness for learning, a prolonged period of attention to what the learners listened before they produced language, and a willingness to use written materials as a source of 'comprehensible input'. Comprehension also occupied a vital role in the NA. The NA and the CA shared a common theoretical and philosophical base. NA evolved into a method as a fruit of observation and interpretation of how learners learnt their L1 and L2 in non-formal settings. In this approach, a focus on comprehension and meaningful communication as well as the provision of right type of comprehensible input would ensure successful SLA in a classroom context. The main contribution of this method was its unique emphasis on comprehensible and meaningful practice activities in LL process in the classroom.

13. CO-OPERATIVE LANGUAGE LEARNING (COLL)

Collaborative Leaning was an approach to L2 teaching which made maximum use of co-operative activities involving pairs and small groups of learners in the classroom. COLL was defined as group learning activity organised so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. There had been antecedents like peer-tutoring, peer-monitoring, etc. in the past. John Dewey was usually credited with promoting the idea of co-operative learning in the classroom on a regular and systematic basis. Educators were concerned that the traditional models of classrooms learning were teacher-centred, fostered competition than collaboration, and favoured majority learners. Minority learners were left behind in this kind of learning environment. COLL attempted to achieve raising the achievement of all learners, including the gifted and trailing ones, enabling the teacher to foster healthy relationships among the learners, creating an ambience for healthy social, psychological, and cognitive growth, and replacing the competitive classroom structure with team-based friendly structure.

CONCLUSION

From the age-old GTM to the current eclectic method of LT with a particular emphasis on learner-centred communicative approach, various L2 teaching methods have been presented along with their merits and demerits. It may be difficult to classify any single method as 'the best' because of the uniqueness of each classroom. Choosing the right method is crucial but "the best method in teaching can become ungraspable and invisible, if it is not chosen properly"(Kumaravadivelu 37). Tickoo observes that "years of research for the best method have produced no evidence to show that by itself any method consistently guarantees better learning. Also, once inside the classroom, teachers find it neither possible nor helpful to use a particular method fully or consistently. Successful teachers rely on what works for them. A single method in its pure form is rarely seen at work in a real classroom"(348-349).

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