

i ex`bv_ DTMweZ BstiWR wkQlv c×wZ
mjeZ Kzvi `vm

hw`l bxiZMZ c0kæieX`bv_ evtiv eQti AvfM BstiWR wkQlvi cQcvZx wQtb bv, Zeyl Zui c0Zw0Z kwišwbtkZtb c0g tkYx A_ŕ Qq eqm t_†KB BstiWR eva`Zvgj K c0Zŕb wZwb eva` ntqiwQtb|¹ Rxeŕbi wevfbaemgtq BstiWR wkQlv†K mgvtj vPbv K†i wZwb gše`-Av†j vPbv K†i _vK†j l BstiWR cov†bvi c×wZ wbtq Awfŕbe tKŠk†j i l DTMveb NwUtqtQb| thgbfv†e evsj v ev ms`Z fvlv wkQlv wbtq wZwb MŠ` i Pbv K†i†Qb, BstiWR wkQlv wbtq l Zui i Pbv cwi gvY G†Kev†i bMY` bq|

Avgiv Rwb, Ab`vb` mKj cwi P†qi mv†_ i ex`bv_ VvK†i i ŐnkQlvPŠwe`ŕ cwi Pqwl l h†_ŕ i†Zj | wZwb wQtb GKvav†i wkQlK, wkQlv-msMVK Ges wkQlv `vk0K| c0Zŕv K†i†Qb `g l wek†e`vj q| mvgwM†Kfv†e ŐnkQlvŕ wbtq Zui i Pbv cwi gvY l Kg bq| GgbwK t††e†Qb Qv†Qv†x† i Dchŕfv†e tkLv†bvi c×wZ wbtq l BstiWR tkLv†bvi c0w†j Z Avb`nxb c×wZ†K A`Kvi K†i DTMveb K†i†Qb Ggb Dcvq hv wkQlv_ŕK mnR l dj c0ny Dcv†q BstiWR tkLv†Z mrvnh` K†i | w†R wkQlK w†m†e thgb tmme c×wZ wZwb tkYxK†Q c0qvM Ki†Zb etj Zui Qv†-Qv†x Ges mgmvgwqK Ab`vb`† i fvl` t_†K Rvbv hvq †Zgwb BstiWR wbtq cv`cy`K i Pbv K†i l wZwb G w††q Zui Mfxi gb`Zvi cwi Pq w††q†Qb|

wkQlv w†qK gj MŠ` wkQlv Qvovl kwišwbtkZb epPh†k†g, wek†fvi Zx, i w†kqvi wPwMn Ab`vb` Avi l MŠ` l c†w†Z i ex`bv_ wkQlv w†qK A_ŕ wkQlv k0 Gi D†i k`, mgm`v BZ`w` m×wKZ me w††q Av†j vKcvZ K†i†Qb| wZwb thgb BstiWR c0wZZ wkQlv`e`vi e`Zv†K wPw†yZ Ki†Z w0av K†i b wb, †Zgwb wkQlvM0†y gvZ.fvlv†K tk0 gva`g w†m†e c0Zw0Z Ki†Z l wQtb D`PKÉ| 1882 wL0v†ā c0Kw†kZ ŐnkQlvi tni†diŕ c0†U wZwb BstiWR gva`†g wkQlvM0†y m×w†K†e†j b, ŐBstiWR fvlvUv AwZgv†vq weRvZxq fvlv| kãweb`vm c`web`vm m×†U Avgv† i fvlvi m†wZ Zrvni tKv†bv c0Kvi w†j bvB| Zrvni c†i Avevi fveleb`vm l w†q c0†/2 w†† kx| AvMv†Mvov wKQB cwi wPZ b†n, m†Zivs avi Yv Rwb†evi c†eB Avi †cKwi†Z nq| Zrv†Z bv ZvKvBqv wMw†j qv LvBevi dj nq0²| 1882 wL0v†ā c0Kw†kZ G fvebv cwi ewZZ l kw†bZ ntq mvi vRxb a†iB i ex`a gw`†† w†qvkxj wQj | Avi ZvB 1936-G ŐnkQlvi `0†xKiYŕ fvl†y wZwb BstiWRi Kvi†y wkQlv_ŕ `M0†Z gg0w0Z K†É etj b Ő†Mvovi w†K fv†j v wkQl†Ki K†Q fv†j v w†q†g BstiWR tkLvi m†hvM A† tQ†j iB nq, Mwi†ei tQ†j i tZv nqB bv| ZvB A†bK `†j B wek†`KiYxi cwi Pq N†U bv etj B tMwUv BstiWR eB g†_–Kiv Qvov Dcvq _v†K bv|0³ A_ŕ 1901 wL0v†ā kwišwbtkZtb epPh0we`vj q yv Av†k†g we`vj q c0Zŕvi A†bK Av†M t_†KB BstiWR tkLv l tkLv†bvi c×wZi e`Zv l A_ŕxbZv Zui `w0†MvPi ntqiwQj | Zvici w†R wkQlK ntq Ges Av†iv c†i 1918 wL0v†ā wek†fvi Zxq Kv††††gi t†Zi w††q Zui G AwfÁZv µgvMZB `p l kw†bZ ntq†Q| Avi G me Kvi†yB nq†Zv BstiWR tkLv†bv wbtq Zui bZb bZb

wntmte wZwb tm cxiZi Ici AwakZi „i“Zyfiyc KitzZb| BstiwR tkLvtbvi iex`bv`i G
 cxwZi mvt_ wef`wk fvlv tkLvtbvi AtbK_ tjt v cxwZi gta` Direct CxiZi wjg tewk j ¶ Kiv
 hvq| Direct CxiZiZ `The teacher communicates with the students in as direct a way as
 possible, using mimes, gestures, and other clues. The method avoids the conscious
 learning of grammar, and leaves work on reading and writing until after speaking and
 listening skills are well established.⁶ i ex`bv_ i wPZ BstiwR cW`cy`¶KI Ggb cxwZ `uó|
 wZwb wbtqgi KwWb wMto Qv`f`K bv teta Af`vtmi gva`tg weWfbwbtqgi evK`f`K Qv`f`i AvqfE
 Avbvi K_v wPŠv Kti wQjt b| tm AvqE cŃtg gL Ges cti tj LvZ Avbvi mdj DcvqWU wZwb
 wbt`R Ktib| GwU mZ` Grammar-Translation-Gi nvrvi eQti i cjtvtv iwZiK wctQ tdtj
 Dwbk kZiKi BDti vtc ZtZw` b wef`wk fvlv tkLvtbvi Rb` cix¶v-wbix¶v i i` n tq tMfQ| fvlv
 w¶v i `vfwek Dcvtq w¶v_¶K wef`wk fvlv tkLvtbvi G cŃPóWU cŃtg Natural Method
 wntmte cw i wPwZ cvq thwU cieZ¶Z Direct Method bvg MhY Kti | Dbwesk kZvãxZ Natural
 Method-G huiv tewk KvR Kti fQb Zw` i gta` L. Sauveur (1826-1907) Ab`gZ| Sauveur
 ‘used intensive oral interaction in the target language, employing questions as a way of
 presenting and eliciting language. He opened a language school in Boston in the late
 1860s, and his method soon became referred to as the Natural Method.’⁷ Zte fvi Zxq
 Dcgnv`tk i ex`bv_B cŃg G cxwZi cŃqvM NUvb Dcgnv`tki GKwU fvlv evsjvZ|
 tmRtB`B cŃZfv `B h_v`B etj fQb Ńi ex`bv_ `qs BstiwR w¶v i cKŃ c_ I Dcvq m`f`U eü
 wPŠv Kw qv`Qb| BstiwR-w¶v CxiZiZ “Direct Method” hvntK etj Zvrv wZwbB f`kxq
 we`vj tq cŃtg cŃwJ Z Ktib ewj qv AtbtKi wekym| wZwb BstiwR fvlv w¶v i wei`tx`wQjt b bv,
 ei`h hvntZ evj fKiv tek fvtj v Kw qv fvlv AvqE Kitz cvti Zvrv Rb` BstiwR-¶mivb i Pbv
 Kw qv wQjt b Ges wki f` i BstiwR cwœvi Kw_ tjt v wbtRB j BtZb| Ń⁸

m`uYZ Qv`f`Kw`K G cW`cy`¶K cŃtg w¶v_¶K Avt`k-wbt`RmPK evK` w`tq Af`--
 KivZ ej v nqtQ| w¶v fKi Avt`k-wbt`R w¶v_¶i bte Ges cvj b Ki te| ‘Come here’ w`tq
 i i` n tq tmLvtb mnm`cŃq evK` i tqQ| GKB structure-G e`eüZ GKwaK evK` mvgvb` mvgvb`
 cwieZ MhY Kti fQ Avt`-Avt`+ Verb thgb e`tj fQ, e`tj fQ preposition ev object ev
 complement| Come here t`fK come to me; come to me, t`fK come to this window|
 thgb tm-m` a`ti go to the wall ev walk into the room| thgb stand before me evK`wU stand
 on my left side ev lie on your left side ifcl MhY Kti mnfR| BstiwR-¶mivb-Gi
 DcµgWYKvi 1 AskwU wbgiefc:

Come here Kgy | (GBifc cŃZ`K Qv`f`K)

Sit down Kgy |

(cŃZ`KfK) You sit here. You sit there BZ`w` |

Ń Stand up. You stand here. You stand there & c.

Ń Go. You go there.

- Ó Run. Stop. Come back. Sit down. Lie down.
- Ó Get up. (GBifc cÖZ`KtK)⁹

w` tbi ci w` b Ggb Avt` k-wb` t` k Af` -ntq QvÎ wb`R interaction-G Ask wb`Z` i` i` Kti | Come here Kumud i` t`b Kgy` Avmtj` c`k`Kiv nq Have you come here? hvi DËi Yes, I have come | µgvš` t`q Gi t`fZi X` t`K c` t`O wh-question I | thgb wk` ¶`K QvÎ t`K Stop wb` t` R w` t`q c`k`Kti b:

- CÖ What have you done?
- D. We have stopped.
- CÖ What were you doing?
- D. We were walking.
- CÖ What was Kumud doing?
- D. Kumud was walking.

(GBifc cÖZ`K QvÎ t`K Ab` QvÎ m` t`Ü c`k`Kwi t`e)¹⁰

GB ÓDcµµgWYKvõi 13WJ c`p`v Avt`iv we` z` ntq Bst`i`R-k`Ö`Z`w`k` ¶` t`Z` 29 c`p`vi Ktj` ei wb` t`q t`Q | GwJ t`Zi i` ex` b`v`_ GKB i` Kg w` w` t`j` i` civgk` w` t`q t`Qb | Zt`e Gi w`ÖZ`xq fv` t`M w` w` t`j` i` e` v` cv` t`i i` ex` b`v`_ Avt`iv Lwb`KUV AMñi ntq t`Qb | c` t`e` thLv` t`b c`ÖZ`K wk` ¶` v` ¶`K ev me wk` ¶` v` ¶`K GK t` t` Avt` k-wb` t` R t` l` qv ntq w` Qj , eZ` g` v` t`b c`ÖZ`K t`K ev ` j` wef`³ Kti c`ÖZ`K ` j` t`K c`k`Kivi e` e` v` Kiv ntq t`Q | ` úó Kti D` t`j` E-Kiv bv` _v` Ktj` I Abgv` b` Kiv hvq m` v` c`ÖZ`K mg` t`q 'Group-work'-Gi gva` t`g fv` lv` tkLv` t`bvi th c` x` w` Z` i` t`q t`Q i` ex` b`v`_ Z` v` b` c`Öq` v` M Ki t`Z` t`P` t`q t`Qb | structure-Gi e` v` cv` t`i I Bst`i`R-k`Ö`Z`w`k` ¶` t`Z` bZ` b`Z`j` Avt`Q | Gt`Z` 'Yes'-'No' question-t`K w` Z` w` b` m` w` R` t`q t`Qb me Tense-Gi ev` K` w` t`q | Wh-question-I G eB` w` J` Z` m` s` t` h` v` R` b` Kiv ntq w` Qj bZ` b` gv` t` v` q | thgb-

- QvÎ t` i` t` k` Y` x` f` v` t`e ` w`o Kiv Bqv-
- Who is the tallest. Find the shortest.
- Who is shorter than four feet?
- Who is taller than Jadu?
- Who are shorter than Ram?
- How tall is he, is Jadu? BZ` w`
- How stout, thin, fair, dark? BZ` w` |¹¹

Gf` v` t`e i` agv` t` k` v` b`v` I e` j` v` i` ` ¶` ¶` Z` v` e` w` x` t` Z` B i` ex` b`v`_ m` x` g` v` e` x` w` Q` t`j` b` b`v` | wk` ¶` v` ¶` cov` I t`j` Lvi ` ¶` ¶` Z` v` e` w` x` i` D` cv` q` D` m` t` e` t` b` l` w` Z` w` b` w` Q` t`j` b` h` t`_ ó` g` t` b` v` t` h` v` M` x` | Bst`i`R- t` m` v` c` v` b` c`Ö` g` , w`ÖZ`xq I Z` Z` x` q` fv` M ev` Bst`i`R m` n` R` w` k` ¶` v` i` c`Ö` g` I w`ÖZ`xq fv` t`Mi w` t`K j` ¶` Ki t`j` w` e` l` q` w` ` úó nq |

G M` S` , t`j` v` t`Z` Ab` y` v` -PP` i` i` nq ¶` t`i` a` ¶` t`i` a` k` a` w` t`q | ch` ¶` q` µ` t`g ` x` N` Z` g` ev` t`K` w` Z` w` b` t`M` t`Qb, t`M` t`Qb ev` t`K` i` e` u` w` e` a` i` f` c` l` | Bst`i`R- t` m` v` c` v` b` c`Ö` g` f` v` M 'The man-gv` b` l` , big e` t` o` v` o` w` t`q` i` i` "

WZwb 'The big man' Kti tQb | Gfvte wkv_#K kZ kZ ktai mvt_ cwipq Kwitq wZwb
 μgvštq tcttQ tQb qiz' wks' cY evtk" hv ntqtQ 'The man is big' | Zte G chqql wZwb
 conversation Ztj t' b wb | gvtS gvtSB wkv_Ktk wbt` R w tqtQb wkv_#K ckaKivi Rb" |
 tmfvteB ckaGtm tQ,

Is the dog mad?
 Yes, the dog is mad.

(Ab" Qv tK) Who is mad?
 The dog is mad.

(Ab" tK) What is the dog?
 The dog is mad.

(Ab" tK) Is not the dog mad?
 Yes, the dog is mad.

Is the boy bad?
 Yes, the boy is bad.

(Ab" tK) Who is bad?
 The boy is bad.

(Ab" tK) What is the boy?
 The boy is bad.

(Ab" tK) Is not the boy bad?
 Yes, the boy is bad.¹²

BwZevPK G mKj cka bWZevPK j vf Kti tQ LwbK cti B | thgb-

Is the boy bad?
 No, the boy is not bad, the boy is good.

Is the pen old?
 No, the pen is not old, the pen is new.

Is the bed hard?
 No, the bed is not hard, the bed is soft.¹³

Ges cpō D t j E" th i ex` bv_ G me D`vni YI PP Kti tQb Abjev` -D t i t k" | Active-
 Passive ev Direct-Indirect evK" cwieZ#bi e`vcvi wUl Zui `wō Govq wb | cōqvR t b evsj v t_ t K
 Bst i wR ev Bst i wR t_ t K evsj v Kivi l wbt` R i tqtQ Mōš | Bst i wR mnR wkv_#i t k t l G t m evsj v
 cY Abj" Q t i Bst i wR Kivi wbt` R t` l qv ntqtQ |

Gevi Avm i Q Bst i wR cvl- G | Bst i wR evK" t` t L t` t L Abjfc evsj v evtk" i Bst i wR Kiv t bvi
 Rb" G eBw l | eBw l i tgvU 18w Lesson-Gi cō_gw chqj vPbv K i t j B i ex` bv_ i D t i k" l
 c x w Z Avgv t` i K v t Q ` u o n t q D V t e | cō_t g G K w Bst i wR Abj" Q ` t` l qv ntqtQ | K t q K w
 m i j evtk" i mgštq G Abj" Q t i wbt P G K w evsj v Abjev` t` l qv ntqtQ thw wkv_# Bst i wR

evK`_tj v t` Ltj Abjev` Ki tZ m`lg nte| thgb- It is Sunday, Bsti`R Abf`Q` t` tL evsj v Abjev` ŪAvR kmbevi Ū, ŪAvR tmvgevi Ū BZ`w` i Bsti`R Abjev` Kiv hvq| Bsti`R Abf`Q` t` i cŪZw evtK`i weci xZB evsj v Abf`Q` GKwaK evK` _vb tctqtQ|

Zte m`n tbB Abjev`-PP`Abjev` Kvh`tgi A tBk DPz` _fi i MŠ`| G tZ tgvU 224w evsj v Abf`Q` i tqtQ th`_tj vtZ mij | R wJ evK` wbe`k tI e`eüZ ntqtQ| G tZ tKv tbi Kg m`f i D tJ E`-tbB| i agv` Kg cwi wPZ wKQz bvgvPK kã Bsti`R ni t d tJ Lv|

D tJ E` th i ex`bv`_ hLb Qv`-Qv`x tK Kiv tbi Rb` drii-Gi Zwj Kv K t b ZLb Zv K t b Bsti`R tZ, wKŠ` tmw Abjmi tYi e`vcvti wK` tKi Rb` i wPZ ci v gk` evsj vq tJ tLb wZwb| Kx fvt e drii-tK tkYxK t` g t b MŃx Ges ev` f e wPZ (real-life situation) Kiv hvq Zvi weei YI eB tZ i tqtQ|

fvi Ze tI P` wK`vi BwZnv t m i ex`bv`_ VvKi GKw Aek` D`Pvh` bvg| weP` _w t Kiv t` tK wK`vi ZwE`K | e`enw i K Dfq w el q tKB wZwb wePvi K t i tQb| wK`v` v tbi c`wZi e`vcvi wJ Zwi fvebvq wQj | Avi tmRb`B wK`v`_ tK cŪZKi cwi t e t k ti tL Zj bvgj K tewk mdj Bsti`R-fvl v tkLv tbi c`wZ tK Abj m Ū vbi wQj Zwi A t Bk j t` i Ab`Zg| Avi tm Abj m Ū v tbi dmj B ntj v Bsti`R tkv b | ej vi gva`tg GKRb evO wj Qv` Qv`x tK cov | tJ Lvi t fZ t i wbeo Kivi i v ex`K c`wZ| we t` wK fvl v tkLvi cŪ` w g K ch`q wZwb K t`_vcK`_ tbi t fZi w` t q fvl v tkLv tbi c t` _vK t j | D`PZi ch`q Abjev` tK h t`_o` _i` tZi mvt`_ t` tL tQb| Bsti`R D`Pvi Y w t q l Zwi h t`_o` D t M wQj | cVfetbi Kvh`g m s p v š`-w t` R w` t q wZwb c`j i`_x`bv`_ tK GK c t` tJ tLb Ū g v tL g v tL Bsti`R bvUK Awfbq fvl v wK`vi c t` Dc t h v Mx G K`_v thb g t b _v t K- Aek` GB m`h v t M D`Pvi Y Ges GK t m t U i | ci`_w` i vLv D w PZ |¹⁴

Avgt` i f t j h v l qv D w PZ b q 1920 m v t j i w` t K c w i w` w Z i c Ū q v R t b B D t i v t c Direct Method`_i`Zi nvi v t Z`_v t K Ges cieZ`Z Av t g w i K v q Audiolingual Ges we t U t b Oral Approach or Situational Language Teaching-Gi weKivK N t U |¹⁵ Humanistic Method-Gi Community Language Learning |¹⁶ we t` wK fvl v wK`vi c Ū q v R t b i dmj hvi Av t i K i f c Communicative Language Teaching ev eZ g v t b m v i v c w`_ex R t o` _t K Z | R b i c Ū GKw c`wZ| M Ū g v i Ū Y t k m b c`wZi K w t L v E v Kg d j c h y c`wZ t` t K tewi t q G t m Avay b K c`wZi c Ū q v M evsj v fvl x t` i w b K U c Ū g Dc`_vcb K t i b th wK`vne` wZwb i ex`bv`_ VvKi |

Z`_m`f

1. Ab`evksKi ivq, wK`vi fwe l`r, cŪ`g m`PZbv ms`_i Y, 2000, Kj KvZv, c., 30
2. i ex`bv`_ VvKi, Ū wK`vi tni t di Ū, wK`vi, wek t fvi Zx MŠ`bvnefvM, Kj KvZv, Avmkp 1397, c., 08
3. i ex`bv`_ VvKi, wK`vi`_v`xKi Y, wK`vi, cŪ`_3, c., 238
4. G ch` t`_2`_be` Bsti`R- t m v c i b M Ū š`i Ū ne t k l`_be` Ū Askw | i ex`_a i P b v e j x (cA`k LÊ), Rq eK B Ū v i b`v k b v j, XvKv 1406, c., 191

