CHAPTER II

TEACHING STRATEGIES
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*** Methods, Approaches and techniques of Teaching English

*** The Grammar Translation Method

*** The Direct Method

*** Dr. Micheal West's New Method

*** The Substitution Method

*** The Structural Approach

*** The Bilingual Method

*** The Eclectic Method
TEACHING STRATEGIES

Methods, Approaches and Techniques of Teaching English

Over the Years teachers of language have adopted, invented and developed a bewildering variety of terms which describe the activities in which they were engaged and the belief which they held. There are aural approach, audio-lingual method, the translation approach, the direct method, the mimic and memorize method, pattern practice techniques, grammar method and even the natural or "nature" method; of language pedagogy.

It seems worthwhile to endeavour to attempt to limit the use of some of the more common terms when we talk professionally about the concept of language teaching. Disagreeing about ways to teach a language, we can refer to a framework about which we do agree, and focus clearly on the distinctions between views, we may be able to determine in what areas advocates of various language teaching system employ the same terms differently, and where we use differing terminology in what are essentially the same situation. We might well find out that language teachers do not differ among themselves as much as has been supposed to be.

The trio of terms are approach, method and technique. The arrangement is hierarchical. The organizational key is that techniques carry out a method

(71)
which is consistent with an approach. The definitions are offered with some diffidence.

**APPROACH:**

Approach is a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. The approach describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith something which one believes in but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it.

The linguistic assumptions are:-(1)

1. Language is human, aural - oral and symbolically meaningful.
2. Any given language is structured uniquely. This can also be stated negatively, no two languages are structured alike.
3. The structure of a language can be discovered, and usefully and systematically described such discriptions may differ at various levels and for various purposes.

If language is accepted as aural-oral an obvious corollary to these assumption is that writing is a secondary manifestation and ultimately speech based. This is not necessarily a statement of the relative

(72)
importance of speech and writing. One can of course argue, that writing, often more deliberate and thoughtful and always more permanent, than speech is, therefore, more important.

METHOD

"Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural". (2).

Within one approach there can be many methods. Several factors influence the orderly presentation of the language of students. The order will be influenced by the nature of the students' language as compared to English. Teaching English to Hindi speakers and teaching English to speakers of Chinese differ methodologically. The age of the student, his cultural background and his previous experience with English, the experience of the teacher and his mastery over English are significant. The goal, of course, must be considered whether it is aimed at reaching fluency in speech, inculcating translation skill all these shape methodology. (2) The place in curriculum and the time available during a given course are not important. It may be of value to compare briefly two methods which

(73)
share an approach for example in the aural-oral, the methods are frequently called mim-mem and pattern practice. Both share the factor of goal. They aim at automatic oral production coupled with skill in understanding the stream of speech. They function best under intensive course conditions. Each is primarily for adults and neither assumes previous language learning experience. The order of presentation differs. (4)

TECHNIQUE:

A Technique is complementational that which actually takes place in a class room. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and in harmony with an approach as well. (5)

Technique depends on the teacher, his individual artistry and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques.

It is the teacher’s objective which determines the way he approaches the organization of his language lesson. His teaching techniques as a result are diverse and imitative. Frequently such teachers teach as they were taught by their teachers and techniques appropriate in another areas are perpetuated from time to time. Such teachers add a few techniques which they have seen
demonstrated or of which they have read, but their approach to their lesson remains fundamentally unchanged. Their students may not find the lesson particularly interesting or exciting. But if they pass examinations of a traditional type their teachers are satisfied. Such teachers continue to conduct their classes as they have always conducted them, unaware of the fact that objectives in foreign language teaching may be changing around them and that their teaching may have become anachronistic and irrelevant to the young people who pass through their classes.

Languages have been taught to students down the centuries by a variety of methods and from a competent teacher. The student learns what the teacher feels it is important for him to learn. No matter what method is in vogue or is officially advocated. The individual teacher who is professionally alert will adopt techniques to his purposes, to his own personality and to what he feels to be appropriate for a particular class he is teaching, having regard to their age, level, the situation and their educational needs. Any method ceases to be efficient when it is applied inflexibly according to set procedures in every situation. As we study, the evolution of language teaching methods we see what is most effective in each method and which can be taken up again at a later date, elaborated and refashioned so that the best of the past is not lost but serves the purpose of the present. As a prelude to the
study of techniques for teaching of various language skills we shall examine the tenets of the major methods which have held sway in the past century. The Grammar translation method, The Direct method, the Reading method, Audio Lingual method and so on.

Methods techniques and procedures are concerned with 'how' of language teaching. Methods are based on certain assumptions regarding the nature of language and language learning e.g. The Grammar Translation method is based on the assumption that knowledge of rules of grammar and translation of foreign language words, phraseology are more important. The Direct method presumes that there should be direct bond between the experience and the expression in language learning. (6).

GRAMMAR - TRANSLATION METHOD

Such classes where Grammar - Translation method is practiced in schools are found all over the world. This method cannot be traced back to the tenets of any particular master teacher but it is clearly rooted in the formal teaching of Latin and Greeks which prevailed in Europe for many centuries. The learning of Latin and Greek was justified as an intellectual discipline. The mind being trained, it was asserted by logical analysis of the language, by memorization of complicated rules and paradigms, and by application of these in translation exercises. Teaching Latin and Greek was

(76)
further justified as the key to the thought and literature of a great and ancient civilization. The reading and translation of text was, therefore, of great importance as were writing exercise in imitation of these texts. Modern languages were accepted as reputed areas of study only after much controversy and opposition from the supporters of classical studies. These had to prove themselves of equal value for the training of the mind and as the key to a great literature and civilization. (7) "---this was sometime a paradox, but now the time gives it proof". (Hamlet III 142-143) These words of Hamlet are recollected by Otto Jespersen (1904) when he thought of translation as an answer to the question "How to teach foreign language. (8)

Palmer has advocated:

"When the foreign word to be demonstrated is known to be for all practical purposes the equivalent of a native word, translation is a better mode" (9)

It is true that the idea of using mother tongue to teach and learn English was thought of as a paradox for long in the past but it has been realized as the resourceful and helpful strategy in the teaching and learning of English. The English language teaching situation in India is quite discouraging. From time to time, various methods like the Direct method or the Mimicry memorization method have been tried and they
were given up as unsuccessful in due course. Considering the present condition of English language teaching senerio, it is necessary to think of a more realistic method to teach English. Such thoughts lead to the possibility of capitalizing on the learners' first language knowledge to make them learn their second language. Their another tongue gives them confidence, free them from anxiety and repression and make the process of learning pleasant. \(10\)

The History of English language teaching unfolds authoritative precedents for the idea. Individual reformers like Jacotot (1170 - 1890) and Marcel (1793 - 1876) recommended only the Direct method whereas Pedregast (1806 - 1886) used mother tongue to teach English. The Grammar Translation method which was in vogue from 1840 to 1940 suggested that "the first language is maintained as the reference system in the acquisition of the second language and can play a certain part in language learning". The oral method (post war years) also supported the use of L₁ in L₂ learning. Later the communicative language teaching method also used the mother tongue of the learner to teach the second language. \(11\)

In the preIndependence days teaching of English in India was carried on with a different aim. Its main objective was to enable pupils to understand simple, spoken and written English and to carry on simple conversation in English. After the attainment of (78)
independence the aims and objectives which guided the framers of syllabi in the past have undergone radical alterations. English is being taught and should be taught as a foreign language. Its main purpose should be to enable the students to have a practical command over the spoken and written sources of the language.

The method which was originally followed in the teaching of English in our country is known as the Translation method. It might more appropriately be called 'Translation - Grammar method' for it is a method in which translation and grammar equally dominate. In the Grammar Translation method the aim is to teach the students translation and grammar of English language.

This method aims at inculcating an understanding of the grammar of the language, expressed in traditional terms and at training the student write the language accurately by regular practice in translating from his native language. It aims at providing the student with a wide literary vocabulary often of an unnecessarily detailed nature. It aims at training the students to extract the meaning from foreign text by translation into the native language at advanced stages to appreciate the literary significance and value of what he has been reading. (12)
In this method it is also presumed that if a student gets acquainted with the meaning of the new words, phrases and sentences, then he can have a command over the language.

The first step in learning a language is to get the meaning of new words phrases and sentences to be learnt. According to the Translation method, the meaning of English words, phrases and sentences are taught by means of word by word translation into the mother tongue. "Texts in the foreign language are translated into the native language orally and in writing and ideally their literary and cultural significance is discussed". (13)

A Text book following an outline of grammar and specific graded vocabulary is prescribed. This book provides all the reading matter. Each lesson illustrates some rule or rules of grammar and introduces a number of new words. Each sentence in the book is translated by the teacher into the mother tongue of the child.

In this method the unit of speech or reading is not a sentence. A sentence comes last of all. First come letters, then words and at the end a sentence.

Students are expected to know the rules for the correct association of sound with the graphic symbols in the foreign writing system but are
given little opportunity to practice these associations except in occasional reading practice in class and in the writing from dictation of passages which are usually of a literary character." (14)

It sets itself limited objectives and that its techniques do achieve its objectives where the group of students being taught is highly intellectual and interested in abstract reasoning. Such students try to understand the logic of the grammar as presented. They learn the rules and exceptions and memorize the paradigms and vocabulary lists.

The Grammar Translation method stresses the teaching of formal Grammar along with translation. The rules of Grammar are learned along with groups of words. The words are then put together according to the rule. Thereby, giving practice in application of rules. The linguistic material is selected and graded on a grammatical plan.

The main features of this method are:

1. It stresses the use of formal Grammar.
2. The vocabulary depends on the text used.
3. The teaching includes rules of Grammar, isolated vocabulary items, paradigms and translation.
4. It stresses reading. It does not give much importance to teaching oral - aural skills like listening or speaking.

(81)
5. It involves practice in translating text of increasing difficulty, first from mother tongue into English.

The Translation cum Grammar method is based on the following principles:
1. Mother tongue dominates the teaching of English. It is so because this method requires the translation of each and every word into the mother tongue.

Storm is of opinion;

"It is not till one can translate the word that, one has complete mastry over it so that one not only understands it but can use it". (16)

2. The unit of teaching is word and not a sentence.
3. The linguistic material presented for study is graded on a grammatical plan. Thus, it is assumed that the structure of foreign language is best learnt when compared and contrasted with the mother tongue.
4. Further, it is also assumed "In the process of interpretation the foreign phraseology is better assimilated. By a comparative study of grammar of the mother tongue and that of foreign language, structure of the foreign language is best learnt." (17)

According to Thompson and Wyatt the translation method is based on the following principles. (18)
1. Translation interpretes foreign phraseology best.

2. In the process of interpretation. The foreign phraseology in assimilated.

3. The structure of the foreign language is best learnt when compared and contrasted with that of the mother tongue.

The Chief advantage of the method is in the sphere of vocabulary getting. When English words and phrases are translated into the child’s mother tongue his understanding of new words becomes better and quicker. There is no place for vagueness of meaning. Thus it leads to clarity.

Moreover, it makes for exactness and definiteness because when a student translates a phrase or a sentence into his mother tongue he has to find out its exact equivalent.

In the Translation method the pupil associates the foreign word with the word spoken by him. As a result a strong memory bond is established. Not only this the child proceeds from the known to unknown. This gives him a better comprehension of English. This method has been found useful even in bringing out differences of structures and sentences in English and that in vernacular. The translation method helps the children in acquiring vocabulary, its process is economical and effective. But in spite of these merits it is not
possible to overlook the following demerits of this method.

"The method has a number of limitations. It tells one about the language. It does not teach how to use the language without the interference of mother tongue. It forgets that a language is a living thing and changes as per needs. Translation assumes that there is one to one correspondence between the two languages. This is simply not true. No two languages are same in respect of vocabulary, sentence patterns or meanings. It is difficult to translate idioms. As the method does not stress speaking, the product of this method lacks that fluency and ease which one expects in any language learning." (19)

The other drawbacks of this method are:

1. The translation method stresses reading and makes little provision for training in speech.
2. It is also realised that translation as a means of teaching meanings is not much useful. "The thoughts, feelings, surroundings and customs of one nation differ from those of others. These differences are reflected in the languages and colour the connotations of the simple words. Consequently, it is very difficult to find
matching equivalent in any two languages.

3. The translation method fails to create direct contact between thought and expression. Children think in their mother tongue and then convert their ideas into English. Thus, there is always gravitational pull of the mother tongue.

4. In the translation method the grammatical scheme of a course or of a lesson is detrimental to the interests of young learners. Lessons become dry and burdensome.

5. The translation method ignores all considerations of phonetics, pronunciation, and fluency in speech. Several defects and limitations of the translation method have pointed out by methodist like Champion and others. These are:

1. Other aspects of English teaching such as reading, speaking and listening are ignored under this method.

2. Correct English pronunciations are not acquired by the pupils.

3. They develop habit of translating. They first think in their mother-tongue and then translate the ideas into English. This process results into speaking or writing wrong English.

4. It reduces all chances to develop oral expression. A good speaker impresses more than a good writer.
5. The knowledge of English acquired by this method is only one sided.

6. There is no exact word to word correspondence in any two languages. Therefore, this approach is basically wrong. The emphasis is on word symbols. Words are symbols of thoughts which differ from nation to nation and from culture to culture. By translation we can find equivalent symbols but not equivalent meanings.

7. The language also differ in their structures and grammatical components. Therefore, the Translation Method only delays the process of learning the structure of a foreign language.

8. Much emphasis upon Grammar and Translation is responsible for bookish English, both in written and spoken words.

"The Grammar Translation Method is not successful, however, with the less intellectual who meddles through making many mistakes over and over again and thus building up commulative habits of inaccuracy which are difficult to eradicate at a more advance stage. Such students find foreign language study very tedious and they drop out of the class as soon as this is permitted." (21)
The upshot of the above discussion brings to light several drawbacks of the method. Little stress is laid on accurate pronunciation and intonation. Communication skills are neglected. There is a great deal of stress on knowing rules and exceptions but little training is provided in using the language actively to express oneself in writing.

The average student has to work hard at what he considers laborious and monotonous chores—vocabulary learning, translation and endless written exercise without much feeling of progress in the mastery of the language and with very little opportunity to express himself through it. His role in the classroom for the greater part of the time is passive one. He absorbs and then reconstitutes what he has absorbed to satisfy his teacher.

"Grammar - Translation method is still popular amongst teachers. It is easy to follow. It can be used by any teacher who is not good in spoken English and can be used in large classes". (22)

There is no doubt that the Grammar Translation Method is a valuable aid in Teaching English. But when its value is overrated, the pupils learn only a tame and stilted way of conversation and this habit continues with them throughout life and their speech never moves anybody. A good deal of grammar taught in traditional
manner, is waste of time and energy. Its value lasts with examinations. The rules of grammar and translation acquired with the agony of cramming, are never used in life. Therefore, the long and detailed course of grammar should be replaced by a simplified syllabus in which emphasis is laid on points at which the English structures differ from the structure of Indian languages. The study of grammar should not begin until the students have acquired a working knowledge of the language and grammar should never form the sole subject for the whole period. (23)

We can say that translation is not completely useless. If this method is wisely used and the child's mother tongue is not over emphasised, it can prove very useful for translation, intelligent reading and knowledge of grammar. Palmer rightly says:

"Translation is however a powerful aid in the interpretation of a foreign language provided it is not used to excess and in all explanation. The mother tongue is to be used until such time a pupil is in a position to follow, profit by an explanation in English. The exclusion of the mother tongue being generally, if not always, a vicious procedure productive of most harmful results." (24)
DIRECT METHOD

During the nineteenth century the reformers like Sweet, Jesperson, Parry, Viotar, and others protested against translation and traditional methods and as a result of this, Direct Method came into being. (25)

The Direct Method of teaching English came as a reaction against the traditional Translation Method. Sometimes the Direct Method is also called Reformed Method or Natural Method. The term "Direct Method" apparently originated in France in a circular of the French Minister of public instruction in 1901. The Method received official sanction in 1908, but was revised in 1909 and again in 1925-26. The principles of the method originated from Germany and were popularised by the International Phonetic Association, an association of French teachers formed in 1986. (26)

In its earlier phase it was known as natural method. The suggestion was that the pupil should learn the new speech in the same manner in which he learns his mother tongue, without plan and as occasion demanded. (27)

Direct Method aims at introducing the language directly to the learner in the same way as a child learns his mother tongue. It assumes that the same mental process takes place in learning the mother tongue. The usual procedure it advocates is that of
presentation of the model of the language pattern by the teacher and the subsequent absorption and production of these by the pupil. This would ensure the reproduction of speech sounds and structurally correct language patterns. There is no interference in the form of translation or the use of the rules to explain a particular pattern of the language. Language learning here rests on the imitations of good models. It is taking in and giving out, impression followed by impression. (28)

Explaining the meaning of the Direct Method, Champion writes:

"The direct Method is a method of teaching English directly. To teach English directly is to establish a direct or immediate association between experience and expression, between the English words phrases or idioms and its meaning, in other words of English. The same habit of direct expression experience, as exists in the use of mother tongue." (29)

Direct Method is interpreted as:

1 One in which Translation in any shape or form is discarded from the classroom, including the use of the mother tongue and of the bilingual dictionary.

(90)
2 One in which grammar, when taught at all, is taught inductively.

3 One in which oral teaching preceds any form of reading and writing.

4 One in which the use of disconnected sentences are replaced by the use of connected texts.

5 One in which pronunciation is to be taught systematically on a more or less phonetic basis.

6 One in which the meanings of words and forms are taught by means of object lessons or by their natural context.

7 One in which the vocabulary and structure of the language are incubated to a large extent by questions asked by the teacher and answered by the pupils. (30)

But the above description of the Direct Method is not of universal application. Each reformer or group of reformers had their special procedures. Berlitz Bass translation, the use of the mother tongue and formal grammar, but is unfavourable to phonetics and (at the outset atleast) does not use connected texts. Gouin insists primarily on sequential context but ignores phonetics. Sweet is the apostle of the progressive

(91)
study of graded text on a phonetic basis but advocates full translation. Cummings not averse to translation and the use of the mother tongue, favourably inclined towards phonetics, has given a new life to the prendergast "Mastery" method of fifty years ago, insisting on the thorough mechanizing of the type sentences. Coleman preaches the gospel of the intensive study and memorizing of purely colloquial texts on a purely phonetic and semantic basis. Jones, who puts phonetics first, is not averse to the use of the mother tongue. He is an advocate of connected texts but does not insist on the modern colloquial. Passay on the other hand although putting phonetics first, abhor translation but insist on connected text in modern colloquial French. Ripman and those by whom he is largely inspired, advocates phonetics more or less, connected texts and inductive grammar, but are hostile towards the colloquial and the mechanizing of isolated sentences. (31)

Aims of Direct method:-

Champion has pointed out the following four aims of Direct Method: (32)

1- To make the pupil think in English.
2- To enable the pupil to express his thoughts and feelings directly by means of English without the intervention of mother-tongue.
3- To enable the pupil to acquire the ability to grasp the sense of what he hears or reads in English as he grasps it in his mother tongue.

4- To develop in the pupil the instinctive unerring language sense, which we all possess in varying degrees in the mother tongue.

**Essential features or principles of Direct Method.**

The Direct method is based on the following principles:

1- There should be direct link between the experience and its corresponding expressions. Direct method implies direct association of the foreign speech with learners thought i.e. thinking in a foreign language. This means that the foreign language should be constantly used without using vernacular. O, Grady writes : The Direct Method expresses neither more nor less than the theory that language should be taught by direct connection with objects and living ideas. In order to form the direct bond between thought and expression.

2- There should be no interfering agency between the concept and its word. The use of mother tongue should be reduced to a minimum because its introduction means so much time taken from the hearing and speaking of English.

(93)
Thompson and Wyatt write,

"The more English that can be got into a lesson without sacrificing intelligibility, the better". (33)

Jesperson opines,

"Translation ought to be used sparingly, and at all events, it is not necessary to translate whole connected piece, but merely a word or at the very most a sentence now and then." (34)

To ensure that the pupil shall think in English to ensure the direct association between experience and expression, word and meaning, in English, The Direct Method asserts that no rival speech sounds must intervene. The moment the experience or meaning is clearly apprehended by the pupil, the mother tongue must be avoided.

3. The aural/oral way is the most effective way to learn a language.

The Direct Method lays stress on the oral aspect of English. Champion writes, "It recognizes that the language sense, the direct association that we aim at has roots in the spoken tongue. Hence the best means of establishing this direct association is to make the pupils constantly bear and speak English. Spoken word, therefore, should be made the basis and as far as possible the medium of instruction." (35)

(94)
Oral work is necessary for teaching and learning pronunciation. At the same time, it lays the foundation of writing, and acquiring fluency and naturalness in reading, commands and their executions, questions and answers, dialogues and conversations, and object lessons are some of the exercises in oral work.

4. Language is essentially speech:—

Champion writes,

"The Direct Method follows the principles that the unit of speech should be the sentence, not the word. It is in sentences that the child learns to talk, or any rate in groups of words that imply a sentence. It follows, therefore, that the unit of speech should be the sentence and not the word." (36)

This is the reason that in this method, there is provision for giving practice in all kinds of sentences—affirmative, negative, interrogative etc.

5. Language is effectively learnt in the inductive ways. In the Direct method the practice of teaching Grammar is discarded. In Translation Grammar Method, Grammar is taught deductively. In Direct Method Grammar is taught Inductively. First examples are given and then by the
Co-operation of students a grammatical rule or definition is elicited. After that the rule or definition is verified and practice is given in its use. Champion writes.

"In the Direct Method, Grammar is not regarded as an end in itself, but as a language. Again Grammar follows and does not precede the learning process." (37)

6. A language should be taught according to the principle of situational learning.
7. Practice is the surest way to learn the language.
8. Systematic use of vocabulary.
9. So far as the basic principles underlying the direct method are concerned, it is clear that they stand on firm grounds and these have been tested by the experience of thoughtful teachers. Consequently, the application of the method at the hands of teachers, with a good command on the language and a clear awareness of the methodology of teaching has helped in building up sound language habits among the learners.

Advantages of Direct Method :-

It is calculated to give the pupil a real command of English - both of the spoken and written idiom differing not in kind but only in degree. From his
command of his mother tongue. the application of the principles of the Direct Method means a complete reconstruction of the traditional concept of language study. It means that in English as well as in the mother tongue the power house language is not the outcome but the condition of all fruitful observation and classification of its phenomena. It exemplifies are of the main principles of all modern educational reform. The particular must precede the general, the concrete the abstract, practice must precede theory. (38)

The following are the merits of the Direct Method.

1. Fluency of Speech:-

Pupils acquire good speech skills including the use of proper pronunciation, stress and intonation. As the intervention of mother tongue is discouraged in this method, it helps the learner to acquire fluency of speech and ease of writing. He expresses his thoughts in speech and writing.

2. Command over language:-

Pupils acquire a reasonable mastery over correct spoken language. Good command over spoken language prepares a ground to lay the foundation for the development of the skills of reading and writing.

This method enables students to acquire command over English language by speaking English all the time whether right or wrong, their primary errors soon disappear and in a few years, they acquire the same command over it which they have over their mother tongue.

(97)
3. Easy understanding of English:

This method facilitates the easy understanding of English. The mind of the pupil goes straight to the object, idea or situation and so no time is lost in understanding it.

4. Taste for English literature:

Under this method, students spend almost all their time in speaking and hearing English. A foreign atmosphere is created. There are talks on English authors and their works. Naturally pupils develop a taste for English literature and no sooner they overcome their initial difficulties of speech and writing, than they are imbied with a zeal for higher studies.

5. The elimination of the incessant interference of the mother tongue results in a quick and economical learning process which is free from the duality of languages.

6. The grammar of the language is imperceptibly learnt without the help of the rules. It is practiced through repetition.

7. The frequent give and take of the language affords opportunity for the location and the correction of errors on the spot forestalling thereby, the confirmation of a wrong concept.

8. The greatest intellectual training derived through the method lies in the fact that the pupils who try to learn the language with accuracy and order, learn at the same time to think with accuracy and order.
9. The most important moral virtue that the pupils develop in this way is the development of the attitude of struggling with the language in order to learn it well and master it through a direct plunge into its current.

In short this method provides for sense perception, interest and enjoyment. The experience that the pupils get is real and language that is learnt with it is an essential part of it, not just looked on artificially. The meaning of the new word or pattern is printed on mind and memory. The new language is learnt through a complex of action feeling and language. The new language woven into the children’s mental life and linguistic habits by the shuttle of interest, curiosity and imaginative understanding.

LIMITATIONS OF DIRECT METHOD:

However the method is not without limitations which prevented it from being universally adopted. Though many critics represent it as a complete method for the teaching of a foreign language, there are writers who do not consider that it encompasses all the aspects of language teaching. The reasons for the diminution of its popularity are convincing in several ways.

1. The assumption that a foreign language is learnt in the same way as the mother tongue is not true.
The problems of learning a second language whose patterns are altogether different from those of the first language are too formidable to be dovetailed in the scheme of teaching it in an identical way. The differences between the two languages can neither be wished away nor can be neglected. Any teaching programme that does not take cognizance of this fact is convincing at patent realities only to handicap its own scheme. The collapse of the Direct method has been due to this factor to a great extent.

2. Dr. West considers that the only principle that the foreign word and its idea should be linked together is characteristic of this method. Hence instead of calling it 'Direct Method' he prefers to call it as 'Direct Principle'. (39)

3. "The weakness of this method becomes apparent more in practice than in theory. It gives insufficient attention to reading and written work. There is not enough writing, nor enough progress in the type of writing there is not enough reading". (40)

The Direct Method is lopsided in respect of the weight it gives to teaching skills. Reading and writing skills do not get much conscious attention thereby listening and speaking are by far the only language skills that have a dominant role. Hence
the method falls short of imparting integrated training in all the basic skills of the language.

4. This method insist on avoiding the use of mother tongue of the pupils and so it tends to be a long tailed process involving unnecessary expenditure of time. It is impossible in several cases to carry on language teaching work without the use of the mother tongue or without making a reference to some rule governing a phenomenon of the language. These alternatives are not only time saving but also dead lock dissolving in difficult situations.

5. This method makes only aural-oral appeal. Hence only those students who have a sensitive ear and facile tongue are profited by it. It does no good to those children who learn more with the help of their eyes because for them visual appeal is stronger than the aural-oral appeal. By making active command of English, the method makes the learning of it more difficult than it should be. Hence it does not suit an average child. This is why Dr. Bruton says, "only the clever child can be profited by this method". (41)

Thompson and Wyatt write, "The fundamental principle of the Direct Method is that the aural-oral appeal is stronger than visual in fixing foreign phraseology is generally accepted as being sound psychologically, but the fact that all

(101)
children are not linguistic minded is ignored by the method". (42)

6. Only a limited number of words can be directly associated with their meaning and objects they represent. The other words have to be explained with the help of Synonyms, definitions, explanations and even contextual reference. For giving practice in oral work it is necessary that classes should not only be small, but of homogeneous type. Only then oral lessons can be conducted successfully. The over crowding in Indian Schools makes this thing impossible. Menon and Patel write: "The Direct Method was tried in India for a number of years, but it failed to yield the expected dividends in terms of the children's progress." (43)

For this, they have assigned two main reasons. First, text books were not graded as regards grammar and composition and the ideal that Grammar and Composition should be taught in co-ordination in one reading lessons was not realised. Secondly, a vast majority of English teachers did not possess sufficient command of the language and ability to practice it.

7. This method can be a useful tool only in the hands of an efficient and resourceful teacher who has a remarkable command over spoken English. If the method is applied by incompetent teachers the
pupil loses in many ways. The undergraduate teachers with inherent deficiencies in their English would do little justice to the language, with its varieties of tense, sentences, structures, voice patterns etc.

8. The Direct Method presupposes the presence of an appropriate climate. But the life, the literature, and the culture of English are too distant and too hazy to be imagined by the pupils in India, specially the pupils of rural areas of the country. Sudden transplantation of the language in an unresponsive climate will, therefore, fail to help it strike the roots. It will require the native way of cultivation in several more congenial ways. The efforts to teach directly the pattern like "Cooling one's heel" is false expectation without the help of mother tongue. It would be very difficult to bring the meaning home.

DR. MICHAEL WEST'S NEW METHOD

Dr. West is called the father of this method. He was the professor at Dacca University. Before that, he was the Director of Education of Bengal. He made a thorough study of various methods of teaching and drew his own conclusions about them. He found out that none of the methods was perfectly satisfactory. Due to this
feeling, he carried out research on a method of teaching English. In the method that he has put forwarded, he had in mind the problems of the Indian students who were anxious to study and try to learn it.

Dr. West found out that the most popular and accepted methods of teaching of the days. The Direct Method had certain serious drawbacks in it. In order to do away with these drawbacks and weaknesses he laid down his own method which is popularly known as, The New Method. In the beginning, this method was employed in Bengal only. Later on, it found its place in the whole of India.

In his New Method, Dr. West, "seeks to give to each phase of the teaching of English its legitimate place in a complete system of teaching the language, and this rethinking of the subject has tended to set right the undue emphasis on the teaching of speech that has been a feature of foreign language teaching for some time. So far he has only dealt with the teaching of reading and speech and the problem of written work remains to be investigated. (44)

In this method of teaching English, Dr. Michael West has laid a great deal of importance to reading. He was of the view that for Indian pupils silent reading is important no doubt but loud reading is equally important.

In this method, a good deal of importance has been attached to the art of speaking and reading together as
they are inter related. But so far as teaching is concerned both these things should be taught separately. He holds that it shall be easy for the teacher to give the students practice in these two skills separately. Dr. West has attached no importance to the teaching of formal grammar and the written work in his method. He is of the opinion that these things are not very important for the Indian students.

"Indian boys", says West, "need most of all to be able to read English, then to write it, and lastly to speak it and understand it when spoken. However, early a boy may leave school, he will carry away with him something of permanent value and utility from his study of the language if reading is made its objective, not oral reading but purposeful silent reading." (45)

The teaching of this type of reading is therefore the teacher's concern. "The child should, at the earliest possible stage, be enabled to read with ease and pleasure." (46)

Dr. West provides a new type of reading book. The book providing interesting reading matter and employing a specially selected or 'controlled' vocabulary so that 'thought getting' may proceed at as rapid and even at a pace as possible. The size of the vocabulary is kept as
small as possible and new words are evenly distributed over the pages. He is also against teaching English Grammar. He says,

"There is probably no subject in school time table on which more time is spent unprofitably than English Grammar". As the primary object of the readers is not the assimilation of the language so the linguistic material is not presented according to clearly defined grammatical plan". (47)

Dr. West is of the opinion,

"Grammar is learned very much as grammar is learned by a child in acquiring his mother tongue as a number of specific word habits." (48)

Dr. West is of the opinion that it is necessary for Indian students to learn the art of reading English. According to him reading a language is by far the shortest road to learn to speak and write it. After acquiring this efficiency the students shall learn the art of writing. Later on, they shall automatically learn the art of speaking. It shall be possible for them, then, to grasp the spoken words of others. In order to achieve all these objectives, Dr. West holds that silent reading is essential. It gives reality to

(106)
the subsequent reading but this silent reading should not be aimless. The silent reading can not serve as a means of acquiring knowledge. The teacher should explain the importance of silent reading and then encourage students to go for it.

Dr. West has also given importance to oral work, he observes, "Reading ability can actually be acquired at the initial stage in the study of a foreign language without preliminary work in its speech and writing."

In other words, Dr. West has taken oral work as a preliminary subsidiary to the art of reading. In fact, oral work, provides an incentive for silent reading. It is from this point of view that oral work is important.

"Reading ability can actually be acquired at the initial stage in the study of a foreign language without preliminary work in speech or writing". (49)

Dr. West considers that oral reading is preparatory to silent reading. It gives reality to the subsequent reading. But this reading ability can be acquired without preliminary work in speech or writing. As reading involves reading aloud from the very beginning, it is useful for drilling correct pronunciation. West's Readers serve this purpose for the teachers who are keen to start their English course with some speech training in a sentence method. West believes the oral reading vitalizes silent reading.

(107)
"Normally reading involves some inner speech and the pupil will do some reading aloud from the very beginning. (50)

He added:

"The aim of silent reading is that sufficient pleasure may be derived from the reading of stories in English to awaken the desire for more and more reading. Thus a child who can read an English story at a reasonable speed and take in a reasonable proportion of the substance has attained some definite and probably permanent achievement in the language.

According to Dr. West, reading leads to activity in the students on this basis that efficiency shall be created in the students by which they shall learn to write speak and understand things independently. By reading, the students shall equip themselves to be able to use the language in a proper and efficient manner.

Dr. West falls in line with Krikman when he says: "Reading a language is by far the shortest-road to learning to speak and write it".

According to his theory children should be taught speaking as well as reading at a time. Due to this they develop the capacity and equality to acquire ability and efficiency in different languages.

"Increase of efficiency in the initial stage of reading will render the later progress in speech
and writing more rapid and the students ultimate use of the language more accurate." (52)

Dr. West has classified the vocabulary in the following two categories:

1. The words through which we talk, are called structural words. It is with the help of these words that the structure of the language are formed.  
2. Under the second category, those words occur about which we speak. Most of them are nouns. These are called context words.

On the basis of his studies, Dr. West came to the conclusion that 1,158 words are sufficient for the working knowledge of speech. We can carry on our day-to-day work with the help of these words. These are used in normal conversation. Other than these words, 5000 more words are sufficient to help us to undertake literary job.

Dr. West provided the schools with reading material and readers which gave an idea of the use of the words and their gradations. He had prepared these readers for different stages and classes. This was to help the teacher to lay down certain words and use them in the class.

(109)
Critical Evaluation of Dr. West's New Method.

Many Educationists have criticised Dr. West's New Method on the following grounds:

1. This method needs a large number of trained and equipped teachers. Today such teachers are not available and this is a great obstacle in the success of working of this method.

2. Dr. West's method lays more stress on reading than on speech. This technique seems to be unpsychological. According to psychological principles, we try to speak a language first and then try to learn it. While Dr. West says that reading can lead to learning of the language.

3. This method has put a barrier between the activities of reading and speaking. It presents the things in such a way as if these two are not related at all. In practice it is not possible to treat the two opposites.

4. This method attaches too much of importance to silent reading. No doubt, in learning of a language, silent reading has an important place but to put it above every thing does not seem to be proper. Loud reading is not at all less important.

5. This method does not give due importance to the oral work. If we look at working of education in the lower classes we find that oral work proves very useful. To neglect oral work is unscientific and unpsychological.

(110)
6. The main aim of teaching English is to equip the students to be able to read, write, speak and understand it. This method lays stress on making the students efficient in reading only. Thus Dr. West's New Method of teaching English brings about only the lopsided development of learning the language.

7. Since, in this method vocabulary has been determined it is like to be repeated again and again. Too much of repetition of vocabulary shall make the students bored. Their acquisition of words would be limited.

Inspite of all these draw-backs, the Method has done a useful service in the teaching of English as, Thompson and Wyatt have rightly pointed out.

"In this New method, Dr. West seeks to give to each phase of the teaching of English its legitimate place in a complete system of teaching the language and his rethinking of the subject has tended to right the undue emphasis on the teaching of speech has been the future of foreign language teaching for some time. (53)

SUBSTITUTION METHOD

The substitution method was devised to supplant the Direct Method. Despite of all its merits Direct Method is an incomplete method because it lays stress on
oral work, ignores the use of mother-tongue and follows the defects by supplementing the Direct Method. Palmer defines substitution Method as:

"a process by which any model sentence may be multiplied indefinitely by substituting for any of its words or words groups, others of the same grammatical family and within certain semantic limits." (54)

Procedure: This method is best understood by its procedure. According to Palmer's definition the first thing that we do in following this method is to select a model sentence. Why do we do it? We do it because it has been felt that the study of a word apart from its sentence does not help us in forming correct linguistic habit.

1. Take a model sentence and repeat it two or three times. (2) Ask the students to repeat it individually and collectively. (3) Correct mistakes of pronunciation and intonation during the individual production. (4) Write the model sentence on the blackboard and explain its meaning, if necessary in the mother tongue. (5) Ask the pupils to repeat the sentence till they memorize and understand its meaning thoroughly. (6) Ask the pupils to give similar sentences, if they are wrong, correct them. The meaning of the sentence should be explained through translation,
pictures objects, gestures etc. Write all the sentences on the black board making a substitution table round the model sentences. In this way the model sentences and number of similar sentences will be learnt by the pupil easily and with interest. "Thus the model sentence is used as a frame work or mould and into this mould we fit other words or phrase." (55)

Palmer himself prepared 100 substitution Tables which can be classified in categories according to their grammatical and other types of contents. These tables can be used in all countries by English teachers in modified or similar forms, at the proper place and at the proper time in a language course. Thus,

1) The substitution tables given serve as a valuable device for the schematic presentation of linguistic material.

2) The tables are of great practical use for setting out of grammatical and syntactical features of the language simultaneously.

3) The substitution table provides in highly condensed form, an authentic linguistic form of language. These model sentences are fed into the linguistic memory of the language learner.

4) Philosophically speaking, such tables can provide abundant articulation and fluency exercise. In order to be most effective the exercise should be suited to the precise needs of the student. The
teacher should prepare his pupils to articulate sequence of sounds. In this way the familiar discrepancy between theory and practice will disappear. Knowledge of sounds is very essential for learning a language and equally essential in an appreciation of the possible grouping of the sound units in actual speech. In this respect the substitution tables produce good results. (56)

Types of substitutions :- (57)

i) Simple substitution, Table:-
Those tables in which the variables are interconnected.

ii) Compound substitution Tables:-
Those tables in which variables are interchanged.

iii) Grammatical substitution Tables:-
Through such tables the teacher makes use of the points of contrast and similarity in the vernacular and English grammar.

Precautions:-
1. Model sentences should be selected from suitable readers.
2. Word, or word groups to be substituted should be provided by the pupil as far as possible.
3. Substitution work should not be done hurriedly but slowly.

(114)
4. Substitution should not be word for word translation.
5. Only a few new words should be introduced in to substitution table. They should be introduced one by one.

**Advantage of substitution method:**

The substitution method has been found to be of great utility in the teaching of English.

1- It is a useful device for teaching new words. As they are learnt in sentences and not in isolation, they are best assimilated when used in sentences.

2- Oral drill in the tables teaches correct pronunciation and intonation.

3- The method enables the pupil to think and frame his own sentence on the pattern of model sentences. Thus he learns a large number of sentences without memorizing the rules of grammar.

4- The method suggests a natural way to learn a language because, the pupils pick up one sentence and construct unconsciously many familiar sentences.

**Limitations of the Method:**

Despite the above advantages the substitution method has not been found to be very useful because of certain limitations from which it suffers.

1. In this Method there is no sequence and therefore children learn only isolated sentences.

2. This method can not be used for teaching grammar systematically.

(115)
3. It lays greater stress on oral work than on written work which is equally important.

The substitution method can not be wholly condemned because of its limitations. The advantages it has are far in greater number. Experience tells us that the need of students studying in middle and higher classes is greatly satisfied. Consequently like the Direct Method, it has become popular in the teaching of English.

STRUCTURAL APPROACH:

The Direct Method was introduced for the teaching of foreign languages as a reaction to the Translation Method under the influence of Naturalistic Movement (Denmark) in education, based on certain principles. Viz:

1. Direct bond.
2. Inhabition of mother tongue.
3. Oral drilling.
4. Exercise in sentences.

But in the Direct Method reading fluency and writing aspects of the language and the lesson on grammatical plan are neglected. Dr. West’s Method stresses the reading aspect and the selection of vocabulary but the more fundamental aspect of the language i.e. sentence patterns are neglected in this method, hence the necessity of a comprehensive method.
of teaching English, covering all the aspects of language teaching.

The Structural Approach has been adopted in India four decades ago. Madras had, in 1952, been the first in India to introduce a modern structural syllabus at secondary school level.

"The Structural Approach is not different from the Direct Method in its efforts to teach the language by actually using it in life situation. But while in Direct Method, the new sentence pattern and phrases come thick and fast without much grading or order, in the Structural Approach we have a graded list of structures and ensure the mastery of one structure before the student goes to the next. It is called " Structural Approach" (58)

The Structural Approach fulfills such a necessity as an approach. It is more flexible and comprehensive than a rigid method strictly following certain techniques and devices. Moreover, the structural approach provides the advantages of other previous methods.

The writing aspect of the language is stressed as in the Translation Method. The reading aspect is emphasised as in Dr. West's Method. Hence Structural Approach is more comprehensive and synthetical in nature than the Direct Method.
"The Structural Approach is closely related to the oral approach, which believes that the best way of learning a new language is through its oral presentation and practice, even though our main aim may be the ability to read and write.\(^{(59)}\)

The teaching of a foreign language in a natural environment as in the mother tongue is the basic philosophy of the Direct Method, while the structural fixing of the ideas in the minds of the learners is the fundamental basis of the Structural Approach, from the psychological point of view. Thus the structural approach is more concerned with the Direct Method as its basis, though other methods of teaching can easily be applied through the approach.

The Structural Approach accepts the principles of establishing:

1. Direct bond between the words and their connotations.
2. Creation of English atmosphere in the class room.
3. Drilling.

Thus there are certain elements common to both the Direct Method and the structural Method but Structural Method is more complete and certainly an improvement on all other methods.

The Basic philosophy of the structural Approach is that the language is not only a conglomeration of words but it is the peculiar arrangement of word order. Hence reading the language into a number of structures is fundamental characteristic of the Structural Approach.
The Direct Method is also a sentence method, the units of speech here being a sentence, and not the words. Thus it is also psychological in approach. The Structural Approach analyses the sentence into different structures:

1. Sentence pattern
2. Formula sentence
3. Phrases and idioms
4. Structural words

So the Structural Approach is more logical, combined with teachability and economy without the psychological aspect being neglected.

While the complete inhibition of the mother tongue is urged in the Direct Method, the Structural Approach is more liberal in allowing the use of mother tongue where necessary. Thus it avoids the defects of Translation Method on one side and the Direct Method on the other and, therefore, ensures economy and ease in teaching. Correct pronunciation and intonation are also stressed in both the methods. In the Structural Approach the psychological aspect of the language has to be co-ordinated with the structures.

English, as a foreign language, is considered as a skill subject and not as a knowledge subject. Both the methods lay stress on the language aspect of English and not on its literary aspect. Thus both the methods have taken the practical needs of the young learners of foreign countries within the scope of application. The
four fold aims of teaching English as devised by Palmer may well be adopted in the Structural Approach without affecting its fundamental nature and thus making it more comprehensive.

But the four fold aims are applicable to one or the other previous methods. The Translation Method which emphasises on reading aspect makes little or no provision for speech. The Direct Method emphasises on speech but ignores reading and writing. The New Method stresses on reading and ignores the other two important skills. (61)

The teaching of the essentials of English - small but useful amount of spoken and written English within a minimum period of time is the key note of the Structural Approach, and for this purpose there is provision for ample practice in speaking and writing.

The Translation Method favours linguistic material to be graded on a grammatical plan where as the Direct Method does not favour this. Functional grammar can be better taught through the gradation of structures which is also based on grammatical plan. The teaching of formal grammar through inductive technique may well be integrated with the approach. Similarly teaching of translation is also discarded by the Direct Method as unnecessary for learning a foreign language, but the translation work may well be done through the structural treatment.

The Direct Method and the Structural Approach

(120)
require specially prepared readers for their proper implementation. The use of supplementary readers as propounded by Dr. West, finds support in structural approach. These Readers which were mainly prepared for developing reading skill can be nicely utilized for drilling with the structures already learnt within the known vocabulary.

So far we had a comparative view about the salient features of the different methods with reference to their application in the actual teaching situation and their usefulness.

In Translation Method and New Method speaking is neglected where as the Direct Method emphasises this aspect of language while the other two aspects i.e. reading and writing are neglected, but in the Structural Approach a comprehensive treatment of all the aspects is provided for and the written form of the language has been recognised as its cultural basis. By insufficient attention to reading the Direct Method does not satisfy the socio-economic needs of the countries where the learning of English is necessary not only for:

1. securing job,
2. Keeping pace with the advancement of western thoughts and culture,
3. deriving an aesthetic pleasure.

Proper justice has been done to these aspects in the Structural Approach.
The inhibition of the mother tongue is an accepted principle in the Direct Method, while there is no such dogma in the structural approach - mother tongue may be used at (1) the initial stage specially. (2) for explaining abstract ideas and even at later stage when such use is necessary, (3) to explain the peculiarities of some structures in contrast with the mother tongue of the learners (4) and also for correlation of studies with other branches of the curriculum.

Without learning some amount of grammar mastery over a foreign language is not really possible but this aspect has been neglected by the Direct Method. Conversely grammar teaching has found its proper place in Structural Approach. Structures have been devised and graded on a grammatical plan on one side and on the other it permits the teaching of formal grammar through the inductive and if necessary through the deductive method in some cases.

Reducing the language to a number of structures and then grading them is the scientific foundation of the Structural Approach. The Direct Method has failed to recognise this basis of the language. Selection of vocabulary ensures economy in teaching and becomes an aid to effective learning through the structural approach. It also provides for the integrated scheme of teaching of grammar and composition and thus it is in conformity with the modern methods in education but the other methods lack to provide some or the other for any
such integrated scheme of teaching and, therefore, they are lopsided from the modern pedagogical point of view.

Thus we may conclude that the structural approach is surely an improvement upon all other methods. The only major limitation of the Structural Approach lies in its inability to implement it for teaching literature specially poetry.

The Bilingual Method

C.J. Dodson's Bilingual Method is more than two decades old now. As the name suggests, it employs the mother tongue, though not freely as in the Grammar Translation Method. In teaching a foreign language the aim of the Bilingual Method as stated by Dodson are as follows: (62)

1. To make the pupil fluent and accurate in the spoken word.
2. To make the pupil fluent and accurate in the written word.
3. To prepare the pupil in such a manner that he can achieve true bilingualism.

After experimenting with different kinds of stimuli Dodson, on the basis of his research, concluded that the following combination was the most efficient. (63)

1. Foreign language spoken stimulus.
2. Mother tongue - equivalent for the acquisition of sentence meaning.

(123)
3. Picture and other visual aids for retention of sentence meaning.


Dodson vehemently attacks the Direct Method which not only ignores but also attempts to inhibit the mother tongue in teaching a foreign language. In this context he observes,

"It is one of the tragedies at present being enacted in some emergent countries, where a major world language is being taught as a second language to young children by the Direct Method. That if this type of teaching were successful, which by all account it is not, the vernacular would disappear with in a few generations. It is only possible to teach a second language by Direct Method techniques at the expense of the first language and it is sheer hypocrisy to claim that the final aim of such teaching philosophies is bilingualism." (64)

The pupil goes through eight steps during the oral aspects of class room work.

1. Imitation of basic foreign language sentences.

2. Interpretation of basic sentences into Foreign language.
4. Independent speaking of foreign language sentences.
5. Reverse interpretation.
6. Interpretation of questions.
7. Foreign language questions and answers.

The Bilingual Method ensures that both speaking and writing are developed in the learner. The difficulties in introducing the method in the present Indian context are obvious. It requires teachers who are adequately trained in the method and who have an excellent command of spoken and written English. In order to adopt this method there would also be need to prepare suitable teaching/learning material.

The Eclectic Method

The Eclectic Method is a Compromise Method. It "allows for the use of the mother tongue in explaining difficult points in grammar and recognises the use of translation to some extent though the later may not apply in the case of some followers of the Eclectic Method as witnessed by Fries" (65)

The Eclectic method is not one homogeneous method since it combines in itself that is good in other methods. Thus it makes use of the learner's mother
tongue when necessary, accommodates teaching of formal grammar, makes use of situations for presenting teaching materials and freely uses audio-visual aids. In France it is known as the 'Method active' and in England as the 'Compromise Method'. (66)

There are different methods of teaching English which are discussed above we can easily conclude that the writing aspect of language is stressed in the Translation Method. The reading aspect is emphasised in the Dr.West's Method. The Structural Approach fulfils such a necessity as an approach. It is more flexible and comprehensive than a rigid method, strictly following certain techniques and devices. The Direct Method on one hand is based on direct bond, inhibition of mother tongue oral drilling, and exercise in sentences, but on the other hand neglects reading fluency, writing aspect and the grammatical plan. Dr.Wests method stress the reading aspect and selection of vocabulary, but the more fundamental aspect of the language i.e. sentence pattern is neglected.

Hence, there is necessity of a comprehensive method of teaching English covering all the aspects of language teaching.

It is recognised by ELT experts that in teaching L3 Structural Approach is most suitable in the first three classes of a secondary school where as the Direct Method is effective and useful for the next three classes. In Maharashtra the text books are also designed

(126)
to serve this purpose, though the new text books may differ in scheme, the objective seems to be the same i.e. emphasis on learning all the four language skills and their use in certain situations.

Unfortunately, our observation shows that majority of teachers employ the Grammar Translation Method, the draw-backs of which have already been discussed. In order to ascertain objectively the state of affairs regarding method of teaching used by the teachers of English, the present study has been undertaken.
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