1. Impracticability of DM

Whereas the point made in this thesis is that in the usual Indian context the use of the MT should be made for carrying out a more effective teaching of English at least until the take-off stage, a much more urgent question is also to check the counterproductive neglect of the use of the MT. DM is being enforced in India in a big way without the proper conditions for its implementation being available. In fact conditions congenial for DM cannot be created here for the average learner in view of the following:

i. English is not to be used by him as the medium of instruction for other subjects of study.

ii. It is not going to be used as a medium of conversation by the learners in the immediate future or the immediate environment.

iii. It cannot be devoted more than 40 to 60 minutes a day in the school/college hours.

iv. It is also not likely to be used as an officialese by most of the average learners in most of the cases/most of the employment situations.
These are the hard realities of our situation, and in view of these realities, to expect the government or the teaching system to allot longer time or greater importance to the study of this language would be unrealistic. However, we do not imply by all this that more time can and should be given to English.

2. Counterproductiveness of DM

The counterproductiveness of the use of DM is being reflected in the present day student's knowledge of English. A survey of the students of today and their comparison with those who are the products of GTM of just 15 years ago, say, in average Haryana schools reveals that the standard has considerably gone down. Many attribute it to the general fall in the standard of education; others attribute it to the continued decrease of the importance of English in India; and still others to the fall in the quality of teachers of English. Whereas each of these reasons has contributed to the decline, none of them matches with the DM in the damaging role it has played specially in view of the near-elimination of GTM.

In fact the DM has not been properly introduced (to whatever little extent it was possible to implement it in the usual Indian context) but the GTM has been removed. This has created a vacuum. This vacuum in the teaching is responsible for the neglect of teaching and learning, and general fall in
the standard. The following facts speak for themselves in relation to the implementation of the DM. The following facts will also bring out the validity of this statement.

i. As pointed out earlier, the learner is not able to understand the exact meaning of a sentence in English unless he refers it back to his MT. In the process of teaching, it is not the simple meaning which is required to be given to the student. A lot of explanation of the sense of a sentence will be required to be explained. And giving an explanation in English will (or is, at least, likely to) create confusion, probably fail to communicate anything. In view of this the student will not be able to acquire the basic elements of learning with surety of the connotations involved. Besides, he will run the risk of learning things the wrong way.

ii. The student who learns English in the usual Indian context through DM remains psychologically unsatisfied until he is able to put into English each and every idea that arises in his mind. This psychological requirement in our circumstances can be catered to only through GTM as the ideas are bound to arise in the mind in the native language. The learner through DM will struggle for the words and grope for corresponding expressions but will not be able to get any easily without taking recourse to translation method (TM). Hence he remains diffident and incapacitated for a comprehensive use of the TL; at least he feels unequipped for expressing all his ideas in
iii. Since the use of the MT is completely prohibited in DM, one of the fronts on which a greater damage is being done is of pronunciation. If the pronunciation of English words were available in Devanagari script right in the first instance, many of the words now being pronounced wrongly could be pronounced correctly (at least approximately). Many words are being pronounced wrongly largely because their pronunciation is not available in the script of the MT (here Devanagari). When we talk here of the right or wrong pronunciation, we are not talking of the subtleties of pronunciation such as accent and stress but only of the basic sounds. In fact, accent too will be clearly understood and acquired if it were marked as in Hindi and Sanskrit on the vowel which is the nucleus of the syllable.

An important fact/need of the Indian situation is the extension of the school work and even substitution of the teacher (by tutors, parents or books for self-study). Tutors are expensive, parents are not competent for the job, and books of the right kind are not available. If efforts for substitution were to be made, they would have to be made only in the form of books. DM books for self study will mean trying to answer the question with the question or at the best with a counterquestion. Only those books will guide the students which directly communicate with the student in the language of his experience and thus known to him. These books will have to give
iv. As has been brought out in an earlier chapter grammar is the soul of the structure of a language for an L2 learner. Hence the knowledge of grammar and the awareness of the grammatical aspects of an L2 is very important for making an accurate expression of ideas. However, the student learning English through DM is not so appreciative of the grammatical features of the TL as one learning it through GTM. In the usual Indian context the acquisition of language remains lopsided in the case of those who don't consciously acquire the language, keeping the grammar also in view. The neglect of grammar has led to counterproductiveness as one can see from the students (the products of DM) coming out of average schools these days. They do not know, in most of the cases, even the elementary facts of the language -- such as discriminative use of tenses, accurate use of conditionals, use of the right form of narration, forming interrogative sentences on the correct pattern, etc.

3. Continued Patronization of DM

Without noticing the apparent counterproductiveness of DM the policy makers are favouring it. The teachers of even average schools are being re-oriented in the DM and are being encouraged, and to some extent even directed to adopt it in their classrooms. A lot of money and energy is being expended for arranging the re-orientation courses for bringing in use the DM. Some teachers are resisting these attempts, though only

feeble and imperceptibly, because they do not have much say in the matter. They have been questioning the very wisdom of introducing the DM in the context of average schools and colleges. But the patrons of DM are convinced of its effectiveness and continue to plead for its adoption even in these schools.

The text books prepared in pursuance of DM cater to the requirements of a first language situation and therefore, do not suit the L1 oriented L2 learner of an average school so well. In this connection a comparison of the grammar books used a few years ago\(^2\) for VIII to X classes and the ones used currently\(^3\) for the students of Haryana can be enlightening. From this study we arrive at the following glaring results which are revealing in as much as they sound a warning of serious consequences.

1. In the earlier books, particularly the one meant for IX and X classes there is a long section on translation of Hindi sentences into English sentences and even vice versa. Rules have been explained in Hindi and there has been no inhibition or hesitation on the part of the authors in making a liberal use of Hindi to drive home a point to the learner. Well ordered and properly graded exercises on every possible expression have been incorporated in these books.

2. i. English Grammar, Composition and Translation for VIII Class (Chandigarh: Director of Public Instruction, Haryana, 1976).
   
   ii. English Grammar, Composition and Translation (IX & X Classes (Bhiwani: Board of School Education, Haryana, 1974).

   
But in the new books written to follow the DM the use of Hindi has been religiously avoided. The student cannot understand these books because he does not know English well enough. In fact he is trying to learn it. In these books an easy approach has been avoided and only a circuitous approach has been adopted. A student cannot have a fair idea of even such basic things as tenses with the help of these books.

ii. It is the section on translation in the older books which satisfies the requirements of a learner. From the new books he does not know wherefrom to start his study of the language because the new books try to take him straight into the middle of the learning of a language, and do not begin at the beginning. In DM it is the sentences which are the first unit to be taught. In GTM it is the words which come prior to the sentence.

4. BM—a Way-out

This trend in favour of DM will have to be checked and teaching of L2 put in a proper perspective if a really effective approach to teaching is to be made. For effective results a balance will have to be struck between the GTM and the DM. A structure or a pattern of sentence should first be taught through TM, and then the learner should be given practice in that pattern by making him form sentences carrying the already learnt elements of the TL. This method called Bilingual
Method which is a mix of DM and TM has been found very effective by Dodson:

Broadly speaking the method includes almost all the activities of the direct method, some of the activities of the indirect method, though drastically altered to satisfy totally different aims, together with new activities not to be found in any other method.\(^4\)

Dodson also condemns in the severest words those who consider MT as a taboo.

Language teaching taboos, such as the mother tongue, grammar, the printed and the written word, which have afflicted our teachers with oversized guilt complexes, are nothing but superstition handed down from one innocent victim to the next. Yet theories satisfy only those who wish to be satisfied; they do not convince those who do not wish to look at.\(^5\)

5. Preparation of New Books

Another measure to be taken in this direction is that books on translation should be prepared on the model of grammatical patterns in such a manner that each and every pattern of scientific and logical thought that comes to the mind is translated into the TL. There should be a provision in these books to encourage the learner to construct more and more, and extended sentences not only on that pattern, but also those carrying elements of the language learnt earlier. This will

\(^4\) Dodson, p66.

\(^5\) Ibid, p.65.
provide him with an opportunity to create for himself the L1 atmosphere imaginatively.

All this is not to say that the books already available on translation from Hindi into English and vice versa are substandard. In fact most of these books are so well written and carry material in such an orderly manner that a systematic knowledge of English can be acquired through these books. Better and more satisfactory books can be prepared in accordance with the needs of our situation.

However, of late, the academic world has perceived an important aspect of learning an L2, viz., the interference of the MT in the learning of L2. This interference, as we have said, is a linguistic reality and none can afford to contest this fact of the process of learning an L2. But to ward off this interference it is not the DM nor the books written for catering to it, which are the need of the hour. (The DM, in fact, evades the problem). Instead, the answer to this problem lies in facing it by producing such books as are based on GTM, as can exploit this fact of nature for positive pedagogical purposes, and at the same time aim at minimizing and, in due course, eliminating the interference of the MT at the take-off point. This can be done by, first taking the pupil along the parallel structures in the two languages to the stage of the assimilation of L2 structures. All along this way, he may be cautioned at every step against the use of a particular
word-expression/pattern of sentence in a situation in which a new learner is apt to use it. For doing this much observation and consequent exploration in the likely field of common errors is required. These efforts will lead the researchers to establish the field where mistakes are likely to be made. Subsequently books can be prepared taking these points into view. Through the parallel structure to the point of take-off, the pupil can be enabled to move into the L2 atmosphere of his own to self study and extension of his L2 competence for independent purposes in independent ways.

Those who are connected with the teaching of English through translation know where a student is likely to go wrong due to the interference of his MT or of his culture and its idiom. So they should also be associated with the preparation of grammar, translation and language text books, to point out the areas where MT is usually seen influencing a learner negatively. If such remedial steps are taken in advance, MT will not only not interfere with the learning process but will also become effectively relevant and positively helpful. The remedial courses need not be exclusive either in time or in structure. Exclusive in time are courses given at different times. Exclusive in structure means that courses in MT and those in L2 are separate with nothing in common. They can be --in fact, should be --mutually inclusive, simultaneous and regular. Each exercise in the correction of common errors touching upon the MT-L2 double structure and leading to assimilation of L2 by comparison and/or contrast ought to be a
mini-L2 course.

6. Preparation of a Bilingual Dictionary

At the moment no standard dictionary on English language giving the meaning and pronunciation in Hindi/Devanagari script and usage of English words with grammatical notes in Hindi is available. Such a dictionary is urgently required particularly for the learners in the early stages. Whereas we have such dictionaries of some sort for the advanced learners, we do not have any for the beginners. So we need one for the learner too, one which he not only can use, but, earlier than using, can learn to use. Such dictionaries will become much more widely used and also much more popular than the Oxford Advanced Learners's Dictionary, for example. They will become popular not only among students but also among teachers both at the school and college levels. Such dictionaries will carry authentic meaning in Hindi alongside those in English, pronunciation of words in Devanagari script (alongwith that of the weak forms of the words having such a form), grammatical notes in Hindi, and the use of the word in representative sentences. These points are required to be incorporated in the dictionary for the reason that MT is inevitably related and relevant to the learning of L2.

One may say that Father C.Bulke's English-Hindi Dictionary is a standard work and may well serve the purpose. It is true that this dictionary gives authentic meanings and pronunciation of words in Hindi. But it still remains
inadequate in as much as it does not go beyond. It contains neither the usage nor the grammatical notes etc. So a far enlarged and improved form of this dictionary alone will serve the full purpose. In fact, we need two dictionaries of the kind being discussed: one for the beginners, something like the *Student's Home Dictionary* which once used to be the prize possession of almost every beginner, and another for the advanced learner. Both of these should make liberal use of the learner's L1.

7. The Core Question

The core question is that once the MT is accepted as an essential part of the teaching process, a free use of it can be made without any pricks of conscience. There has been only a concealed use of the MT even in prestigious institutions professing the DM and swearing by a complete elimination of the MT. As brought out in an earlier chapter, the teachers in such institutions, whenever they make use of the MT, do so either covertly and privately or under the pretext of some particular point or purpose, though in the core of their heart they know that they can explain things in a better way by taking recourse to the MT. In such a situation of academic and pedagogical inhibition what is required is that the relevance of the MT, in whatever measure, should be openly and freely discussed, debated and recognised. This will remove the weight from the mind of the conscientious teachers who have been smothered with the theory
that the use of the MT is sacrilegious and so has to be prohibited. All such teachers have been fed upon theory but starved in practice except in prohibited ways of self survival.

8. Two Varying Attitudes

Finally in this connection it is to be pointed out that there are two attitudes towards the teaching of English. One is that of the purists and the other is that of the functionalists.

a) The Purists' Attitude

The purists (elitists) are committed to the theoretical norm. Without going into the depth of the practical issues and without seeing the results on the ground they would cling to theories propounded by great linguists and theoreticians who, to begin with, were basically challenging the hold of classical languages and pedagogy in favour of the modern, popular and spoken languages. The disciples of these linguists ignore the fact that these great linguists were not concerned with modern European languages in an L2 situation, a situation such as obtains in India. Here, though English is a modern and spoken language, it is not the L1 of the speakers except in the case of a skeleton minority. Hence, armed with excellent theories of teaching but for a qualitatively different situation, they insist on DM and chafe at the voice of argument raised by those who point out that in the usual Indian context MT has a definite role to play and that it deserves to be accorded its rightful place in the teaching process.
b) The Functionalists' Attitude

The other attitude is that of the functionalists who are attitudinally pragmatic. They are concerned about the hard realities of the situation and worried about checking the increasing trend in favour of the DM. They lack pedagogical support by the elite in their bilingual approach to the task of L2 teaching.

But, keeping in view the deteriorating standards of English teaching and learning, we should continue our attempts to understand the situation and remedy it by using the method and techniques that really can work in the particular Indian situation. The use of the MT can be highly efficacious in this situation.

II

9. Practical Implications of the Suggested Approach

However, the acceptance in theory and principle of MT relevance to L2 teaching is not the end of the matter. It has serious practical implications:

a) As made out above, text books have to be prepared keeping in view the MT of the learner. In this connection equally important is the fact that the grading of exercises should be made with reference to the competence of the learner in L1. A student of VI class cannot be as adept in his L1 as a student of X class. Similarly a student of VI class, who does not know the
formally taught part of his MT as thoroughly as a student of his level is expected to know, will not be benefited by such a course designed for the students of his level.

Therefore, the teaching of L1 will have to be strengthened not only for its own sake but also for the sake of L2 (here English). A student who is not at a firm footing in his MT will not be able to learn L2 very well. He will face difficulties with regard to those areas where he is weak in his MT. For example, a student with Hindi as his L1, who has no sense of distinction between long and short vowels in Hindi, cannot acquire such a sense in respect of English either. Similarly a student who does not know what संज्ञा is in Hindi cannot easily understand noun and its various kinds in English. Again one who does not know the sense of the Hindi word गणतन्त्र cannot understand the sense of 'Republic' even after having been told that it has the same connotation as गणतन्त्र in Hindi. So the teaching of L1 will have to be strengthened phonologically, lexically, grammatically and idiomatically. Besides, the grading of the courses in L1 from class I to the graduation stage, (or upto the stage one studies one's L1 formally) will have to be strengthened specially with reference to:

1. Confirmation and correction of the basic sounds vis-a-vis the learner should be carried out -- specially the
sense of short and long vowels, and the idea about the place and effort involved in the production of the consonant sounds should be developed in him.

ii. A conscious understanding of the facts and processes of communication through the MT through its grammar (structural matters and stylistic techniques) should be inculcated in the learner.

iii. A progressive grading of expression and communication strategies and an understanding of the qualities peculiar to the L1 should be carried out. At the present moment L1 teaching from the beginning to the end of graduation is more a quantitative repetition than a qualitative progression. For example, a prospective examinee for B.A. class (Hindi) is expected to prepare himself for writing a letter to his father asking for extra money in an emergency while the same sort of letter-writing is expected of an examinee appearing at Matriculation or even lower examination.

b) A bilingual programme of language learning in accordance with the purpose of L2 learning has to be chalked out. The bilingual programme may move along parallel lines (for those who wish to use English for practical, active and advanced purposes) or with relative distance between the advanced L1 and limited requisite competence in L2.
c) The bilingual programme involves a new effort, specially new understanding and assessment of our situation, an open mind with preparedness for experimentation in the interest of practical achievement.

d) With the acceptance of MT relevance, every teacher can be, and would be expected to be, his own planner and strategist in the light of the aims and objectives of L1 studies. The teacher would be an active participant rather than a passive worker with no creative satisfaction, grudgingly or indifferently executing the task assigned by his superiors.

Finally to close this argument, we assert in all humility for serious consideration:

i. Nature will not be denied. It brooks no violation because each act of violation is fraught with retribution.

ii. We feel flattered with challenges forgetting that what we call challenge to nature is nothing but the human paradigm of evolution.

iii. In terms of the mind, awareness and language, our growth in L1 and training in L2 are part of the same process of evolution, the evolution of consciousness in which nothing is exclusive. In evolution every thing is inclusive, simultaneous,
and continuous. We can and should follow nature in our human
endeavour to evolve in language and culture too. We shall do
well to evolve on the basis of what we have (L1) into the field
we have yet to cover (L2) in our interlingual and
inter-cultural situation.

And finally, the relevance of MT to the teaching of L2
is not absolute. It is relative to the stage of the learner's
competence. During the basic and preparatory period prior to
the take-off stage it is very relevant and almost indispensable.
After the take-off point, however, it can be dispensed with. So
MT relevance is not exclusive of DM. But it is of indispensable
relevance until the learner learns enough of L2 to dispense with
it.