Over the years there have been various methods used for the teaching of English as a second language in India. This has happened due to altering practice and position of English. The drawbacks of one method gave birth to another method. In order to achieve the aims of English teaching, the teacher must employ proportionate method. For this a proper cognition of different methods, their advantages and limitations is necessary.

With the development of scientific vision in every field of life, more attention has started to be paid to 'method to be taken up to achieve an aim systematically'. Only achievement is not enough in the present time. We should know how achievement is possible. Therefore, in order to know how to achieve, logically speaking, we should know first what to achieve. Hence, method should yield
this type of entire knowledge, for "method is an overall plan for the orderly presentation of language material, no part of which contradicts." The queries regarding what should be taught and how should it be taught are related in an intimate manner, for if better methods of teaching are implemented, it is possible to learn more. If we wish to gain better results, we must devise and embrace better methods. This will be following the sagacious proverb 'the ways justify the end'. We may safely simulate that we must at once be ready to furnish ourselves with the best possible material and to begin our journey by the safest means as to reach our goal in time. Speaking simply, when we have got our aims defined (in Chapter I) and established our attention to acquire those objectives, we must reckon those methods that may assist us in achieving the desired aims. However, methods are never ends in themselves. No method is good or bad in itself. We should examine and evaluate the method in view of the objectives in a critical way.

The Translation Method:

The translation method is also called the grammar-translation method or the classical method of teaching

English. It is the most ancient method which came to India with the Englishmen who wished to originate an English-knowing class of people to manage administration. It also assisted the British masters to know and understand the equivalent forms of English words of Indian languages. Words of Indian languages which could not be translated into English were readily absorbed and became common in English usage. On the other hand, some English words became common in the Indian languages. The translation method has enjoyed the broadest popularity in the teaching of English as a second language. In fact, this method has been used everywhere, particularly where the need of learning a second language other than the mother-tongue or regional language has been realized. Even the learned teachers of the classical languages like Persian, Sanskrit, Latin, German, French, English, etc. have also been taught by this method. It is of late that the limitations of this method forced educationists and skilful teachers to bid good-bye to it and discover some other methods suited to the altering times and atmosphere.

In the translation method, the purpose is to teach the pupils grammar and translation of English language. In this method, it is assumed that if a pupil gets familiar with the meaning of new words, phrases and sentences, then he can have a mastery of the language. This cognition is provided by putting word to word translation into
mother-tongue. In this method, it is considered that if the teaching of the alien language is lower in comparison to the native language, the knowledge may be comfortably achieved. In this method, the text-book holds a significant position. The text-book giving an outline of grammar and a specifically graded vocabulary is prescribed. The teacher explains the meaning of each new word by translating them into mother-tongue. At the same time, he indicates the grammatical rules and forms. So it lays emphasis upon reading. A word for word translation is impossible without reading. The students remain in the class as passive listeners and the teacher remains active throughout the period and continues reading the sentences of English and translating them into the mother-tongue. And for this reason often there is more of the mother-tongue than English in a lesson presented through the translation method.

The translation method has not so much of a psychological foundation as it has a philosophical one. Mother-tongue pre-dominates over the teaching. The unit of teaching is word not sentence. The linguistic material provided for study is graded on a grammatical basis. So, it is taken foregranted that the pattern of foreign language is best learnt when compared with the mother-tongue. Moreover, in this method it is also believed that in
the course of interpretation the foreign phraseology is absorbed.

This method is followed since long because it has certain advantages. The main benefit of the method is in the field of increasing vocabulary. When English words, phrases and sentences are translated into the student's mother-tongue, his comprehension becomes better and quicker. There is no room for vagueness of meaning in this method. Further, it brings correctness and certainty, since when a pupil translates a word or a phrase or a sentence into his mother-tongue, he has to discover its correct and precise equivalent. The system is frugal. It saves time and it is fruitful. It undertakes to give exact knowledge of English by paying full attention to grammar. By comparing with the grammar of the mother-tongue, English grammar can be precisely and fruitfully taught.

This method follows one significant axiom that is 'proceed from known to unknown'. Students generally begin to learn a foreign language when a reasonable background in their mother-tongue is prepared and they have obtained a fully sufficient vocabulary in their mother-tongue. They also start apprehending sentences and structures in their first language. Therefore, in translating
an alien word into their mother-tongue they have merely to find out an equivalent word in their mother-tongue. The working knowledge of mother-tongue assists them in learning the grammar of a foreign language. In the translation method the learner unites the alien word with the word spoken by him. Thus, a firm memory bond is settled on a permanent basis. Besides, written exercises make the students' learning fixed and constant. It helps the students acquire exact meanings of words, phrases and idioms of English language which is essential to ornament their vocabulary and expression, specially in senior classes. Teachers find this method useful and convenient, for they do not need any material aid. It helps in evaluating comprehension. The teacher can ask pupils to answer in mother-tongue. It can be conveniently employed even in over-crowded classes. Students studying in Hindi medium schools find it easier to learn English through the translation method.

This method became extremely popular during the time of British supremacy. English, being the language of the masters, was readily imitated and emulated. The entire school environment was saturated with English. The common man took pride in employing English equivalents instead of the words of mother-tongue. The attraction
of English language was so massive that the grammar-grinding drills and exercises of translation were considered as delightful tasks. But situations are much different now-a-days. The translation method is not considered as effective and workable as it is used to be. Various shortcomings and demerits of the method have been indicated by different educationists.

Problems and Probable Solutions:

Language is a product of a particular culture that is formed by its geographical situation, nature, climate and human beings, their manners of living, their habits and conduct etc. In return, language explains all these. This is applicable to every language and that is why no two nations, no two cultures, no two races are the same. There is no complete word-to-word agreement in any two languages. Thus, this idea is basically faulty. There is no perfect language in the world which can explain all cultures and every environment. The idioms, phrases and vocabulary, which are evolved in the culture and surroundings of a particular country, hardly get matching equivalents in any other language. There are a number of words, idioms and phrases in English which represent the culture, manners and conventions of English people and they can not be translated in any other language without weakening the authentic impression. In an English
text there are hundreds of words for which there are no equivalents in several Indian languages, e.g., field, ice, winter, drawing room, etc. Besides, the form of the English language is different from that of any Indian language. Therefore, word-for-word translation is really impossible. For instance, 'a' and 'the' in 'a book' and 'the book' can not be translated into Hindi. Prepositions in English make a wealth of phrases for which equivalents can not be searched in Hindi or any other Indian language, for example 'on' in 'The tumbler is there on the table, Mr. Joshi is on the committee', 'on Saturday', 'on condition that', 'on duty', 'on the contrary', 'keep on', 'on the move' etc. Certain English tenses can not be translated into the simple tenses of the Indian languages, for instance present perfect and indefinite present.

In this method grammar approach is most deceptive and misleading. How can one teach the parts of speech without teaching the speech itself? The plan of a course of lessons set on grammatical principle may seem to be logical to a matured mind but its grammatical inclination is harmful for the interest of the young pupils. The lessons presented become boring and cumbrous and the students soon get weary of paying attention to the learning of a foreign language. The grammar of a language is the
description of the language - something about the language. It should never be prescribed. Grammar should always follow language. Before learning a second language, a child learns mother-tongue from his surroundings directly and naturally. His parents also teach him the mother-tongue. But they do not teach the rules of language. They merely present a real context and teach him language by using it properly in that context. Likewise, his friends enlarge his vocabulary and sentence-structures in real context. But the translation method does not give a proper chance to students to learn by imitation that assists them in learning a language. Merely a narrow number of sentences can be taught by this method. We will have to remove the strict and fixed regulations of a grammar method.

The translation method neglects phonetics, pronunciation and fluency in speech. It ignores the fact that in learning a language it should be spoken first and practised through oral speech. It emphasizes the use of the eye and completely disregards the use of the ear. Virtually, reading and writing should come after the speech practice. In this way it adversely affects the language learning system by opposing the instinctive process of language learning. It was proper to pay attention
to this method and grammar for the purpose of correct writing of English at a period when writing was the only medium of international communication. The necessity of today is correct pronunciation, as the spoken word has been taking the place of the written word as significant medium of international communication by means of radio and television. Besides, a good speaker influences more than a good writer.

This method enhances a habit of translation at the thinking level. Students first think in the mother-tongue, then translate the conceptions into English. It impedes the learner from thinking in English and from a direct self expression in English. In the opinion of 69.83 percent of the respondents (Table No. 18), this is the principal cause which is directly responsible for the failure of the translation method. A student constantly shaping his ideas in the mother-tongue and then converting his thoughts into English will never be capable of expressing himself in English without first expressing himself in the mother-tongue. He can never make direct agreement between idea and its expression.

Often the word-for-word translation becomes funny. It destroys the real meaning and grace of a sentence. If extreme attention is not paid, the hazard of vernacularism
is always there. We hear sentences like this: "My head is eating circles." for "mera sar chakkar kha raha hai". If it is not checked in the beginning it may come out in forming a constant habit and thus vernacularism will grow. Counting the shortcomings of this method H.E. Palmer and Dorothee Palmer write, "It is one which treats all languages as if they were dead, as if each consisted essentially of a collection of ancient documents to be deciphered and analysed .... It is the one which categorically ignores all considerations of phonetics, pronunciation and acoustic image, and boldly places language on a foundation of alphabets, spellings and writing systems .... It is the one which assumes of translation to be the main or only procedure for the learning of vocabulary .... It is the one which assumes that word and sentence structure is to be attained mainly or solely through the memorising of the so-called rules of grammar." Probably that is why 69.41 percent respondents in the sample, of whom a vast majority (79.17 percent) are Degree College teachers (Table 17), opine that the translation method has failed to work now.

Despite its numerous drawbacks, the translation method is mostly employed by teachers in India even today.

which is clear from Table 12. Of the 425 respondents, 130 (30.59%), comprising 22 (15.28%) Degree College teachers, 75 (49.02%) Inter College teachers, 18 (26.87%) Jr. High School teachers and 15 (24.59) Primary School teachers adopt this method. Possibly this may be the result of low standards of English in India. Indian conditions as they are, may uphold this method. There is a scarcity of well-trained teachers in innovative methods. Our schools and colleges do not provide proper atmosphere in which a teacher may accomplish his task effectually. His competence is judged by the percentage of his results. Teachers are inadequately paid. A half-starved teacher, with poorly-equipped classrooms and no teaching classroom material aid, with a weighty burden of additional tasks upon his head, unmethodically written text-books, old system of examinations, can not turn out to be an able teacher in the sense of generating an honourable percentage of qualitative result. More often than not teachers have to suffer the whims of their employers and teach in terrible conditions. Therefore, grammar and translation method may seem to be the only convenient method for them till conditions support new methods of teaching. Nevertheless, if it is employed, it should be employed with certain reforms.
First of all, big classes should be divided into small groups. Feelings of competition should be aroused among students and an environment of healthy rivalry among them should be encouraged. The teacher may carry on the black-board organised programmes in vocabulary and sense of idiomatic expression, etc. However, these programmes should be carried on only when the teacher has a great control of the class.

We must escape word-for-word translation. It is never serviceable because the structural composition of mother-tongue of the students and English will never be identical. Thus, word-for-word translation produces psychological ailment in the understanding of the patterns, grammatical compositions and word-order. The teacher should read aloud a part of the given paragraph. He should present the meaning of perplexing words both in English and in students' mother-tongue. Students should be asked to read this part quietly. The teacher should ask a question to secure that they have apprehended it. Here they may be allowed to give answers in their mother-tongue. An extensive summary should be presented at the end of the lesson both in English and in the mother-tongue. This exercise may also be shifted to another period of either translation or composition.
Every question, as far as possible, should be addressed to the entire class. The teachers should settle which student should be asked to answer it after he has had an opportunity to see the actions of the entire class. Questions must not be asked round the class. If it is done, the students will let their concentration roam when they feel they are safe for a time from questioning.

The teacher should ask students to do much written work. Here the problem of checking will arise. Students may be asked to check each other's work. It is possible that they may be magnanimous and neglect the faults of their bosom-friends. The teacher may investigate from time to time and punish the marker and the markee for such neglected mistakes. There is another time-saving scheme for marking errors of the students. While checking the exercises of his students, the teacher should point out those errors. He should keep a note, say, thirty typical mistakes which he regards to be of more significance than the others. When he returns the work he should call individuals to pick out of their own work certain mistakes of which they think they know the correct version. It is, undoubtedly, psychologically healthy to offer a chance of correcting the mistakes.
Teachers should speak with proper pronunciation, intonation and accent. They should emphasize those points on which Indian environment differs from English. Those who stick to a constricted rule of grammar fail to obtain the beauty of language. For instance, the difference between 'may' and 'can' has often passed beyond the rules of grammar. It is more concerned with the manner of expression than a definite rule. The rules do not assist the pupils much. The tremendous distinctions between gerund and present-participle, the long catalogues of suffixes and prefixes, exercises in active and passive voices have no practical importance in the present day situation. Undoubtedly, the translation method is not absolutely useless. If the method is sagaciously employed and the learner's mother-tongue is not over-stressed, it may turn out to be useful. Nevertheless, when its importance is over-rated, the students become aware of merely a spiritless mode of speaking English and this habit persists with them throughout and their speech never impresses anybody. A great deal of grammar taught in this way is a waste of energy and time. Its worth remains until examination. The rigid rules of grammar and translation achieved with the hard labour of cramming are never used in life. A lot of grammar may be taught while teaching the text-book.
The Direct Method:

When different limitations of the translation method were realized, the direct method came into practice as a reaction. The term 'direct method' obviously was brought into existence in France in a notice of the French Minister of Public Instruction in 1901. The method was given official sanction in 1908, but was re-examined in 1909 and once again in 1925-26. The motives of the method came from Germany and were made popular by the International Phonetic Association, an association of French teachers founded in 1886.

The direct method was also known as the natural method in the very beginning because the pupil was expected to learn the target language in a natural way similar to his mother-tongue. The exponents of the natural method presumed too much of likeness in learning the mother-tongue and the foreign language. This was formed by the idea that the best one could do to teach a foreign language was 'to follow nature'. That is to say, the maximum exposure of the learner to the target language without interpositions from the mother-tongue in the smallest degree would empower the learner to learn the language. The natural method, in course of time, was improved, and this gave rise to what is generally called the direct method. The atmosphere
and chances for learning a foreign language are much more restricted in the school atmosphere than they are for learning the mother-tongue in the home atmosphere. The direct method opposes the translation method, both in theory and practice. The basic principle is that an alien word or word-group should be united with its meaning directly — in other words without the habitual interference of the mother-tongue.

H.E. Palmer, the exponent of this method, has pointed out the following features:

1. Translation in every shape or form is banished from the classroom, including the use of mother-tongue and of the bilingual dictionary.

2. Grammar, when it is taught, is taught inductively.

3. Oral teaching precedes any form of reading and writing.

4. The use of disconnected sentences is replaced by the use of connected texts.

5. Pronunciation is to be taught systematically on more or less phonetic lines.

6. The meanings of words and forms are taught by means of objects, or by natural contexts.
7. The vocabulary and structure of the language are inculcated to a large extent by questions asked by the teacher and answered by the pupils. ³

The aim of the direct method is to teach the second language directly. It aims to make the learner think in English; to enable the students to attain the capacity of understanding the sense of what he listens or reads in English as he understands it in his own native language; to empower the learner to utter his ideas directly in English without the interference of mother-tongue; "to develop in the pupil that instinctive unerring language sense which we all possess in varying degree in the mother-tongue, and which superseding all rules, grammars and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of a language." ⁴

Association is the key to interpret this method. The expression is associated with the experience of the students. The student has to create suitable associations between the symbol and the referent. The symbol represents

a word, phrase, structure, arrangement, tense and tone of speech. The word referent represents what is symbolized—an object (for example, an animal, a chair or a table etc.), a relation in time (treatment of tense or an adverbial in time), a relation in space (shown by the usage of an adverb or a preposition), an activity or state (as shown by the use of a noun or verb). These associations are framed immediately, therefore, the symbol communicates to the mind the suitable referent and the referent communicates to the mind the suitable symbol.

The direct method lays stress on the verbal aspects of teaching. It believes that the language-sense, the immediate association that is our objective has its origin in the spoken tongue. The spoken word, thus, is considered as the foundation and, as far as possible, the medium of instruction. Oral work is essential for learning and teaching pronunciation. Simultaneously it lays the foundation of writing, and helps acquire flow in reading questions and answers, orders and their executions, situational role play, discussions, dialogues, and object lessons are some of the exercises in verbal work.

The sentence is the unit of teaching. The teacher introduces every sentence with the help of proper picture-
audio-visual aids are employed to a great extent to demonstrate the customs and life depicted by the alien language. Thus, the pupil recognizes the new symbol and comes to understand what the symbol represents. It advances from simple living situations to complex ones. Words, idioms, phrases and sentence structures suiting to that living situation and the situation in direct relationship with that select phraseology assist in its being grasped mentally. It adheres to the principle of 'proceed from the concrete to the abstract'.

In this method students are not permitted to use mother-tongue. They are given the knowledge of unknown words by virtually showing them the objects which they represent or performing actions or by appropriate explanation in context. This develops in them ability to think in English. They gain skill of corresponding immediately in English. At the starting stage it may not be free from embarrassment for the student to shun the habit of thinking in his native-tongue, but as his practice of the second language progresses, this tendency disappears. Besides, grammar is taught inductively, i.e. indirectly in this method. Rules and regulations are neither taught nor emphasized unlike the translation
method. It is supposed that pupils will themselves deduce grammatical rules.

The direct method emphasizes the essentiality of restricted vocabulary and phraseology presented in fixed stages. New words associated with real objects are introduced at systematic intervals. They are orderly and prudently chosen for forming sentences. The teacher is expected to lay enough emphasis on phonetics in this method. As the entire approach is vocal, pronunciation of learners is essentially reformed and much stressed by the teacher. They regard speech as the common ground.

The teacher employs typical tools in the classroom which are known as his techniques. The teacher uses these techniques to govern and guide the students' works so that maximum learning may occur in the co-operative atmosphere of the class. The teacher presents new sentences, then he directs and helps the students to speak English in discussion. He presents all essential help where they make errors or hesitate. Frequent use of 'see-and-speak' technique is employed for assisting them to read. The students observe the activities and see the black-board while taking part in the discussions. The teacher repeatedly stresses the natural expression in the target language without giving a chance to his students to think of their
native language. The teacher makes use of the technique of presenting word and sentence in action so that the language symbol is amalgamated with the object symbolized. The technique of presenting the sentence with the assistance of audio-visual aids is also used. These materials are pleasing and interesting to the children. The direct method succeeded in replacing the translation method, because it has certain advantages. It is an instinctive method of teaching, for in it English is taught as mother-tongue is taught. The pupil escapes the difficulty of learning another language in order to learn English. As the direct method emphasizes spoken English, students get fluency of speech. They frame their thoughts directly in English without the improper interference of the mother-tongue. They become sharp in apprehending spoken English. They also possess nice pronunciation. Students taught through this method express themselves in English with tremendous dexterity.

This method is extremely fruitful for teaching the use of correct English pronunciations, the use of which is regarded as one of the great problems with the Indian pupils. Here again, the remedy is association between the nouns, adjective or verb, and the preposition. Moreover, there is no gap between active and passive
vocabularies, for whatever is needed for comprehending English is also needed for speaking it. If English is taught through the mother-tongue, the gap between the active and passive vocabulary grows wider. A pupil masters a bigger passive vocabulary since his attention is concentrated merely on understanding English.

The direct method gives an active control over English. By expressing the views in English all the time, whether right or wrong, their primary mistakes die away in a short time and after some time they possess the identical command over it that they have over their native language. In this atmosphere, naturally students exhibit a taste for English literature and soon they reduce their primary obstacles of speech and writing, and soon are full of enthusiasm for higher studies.

This method is in congruity with the educational principles – concrete before abstract, particular before general and practice before theory. Thus, the method is psychologically perfect.

Problems and Probable Solutions:

Though, several educationists consider the direct method as a perfect method for teaching English as a
second language in India, we cannot ignore the difficulties related to it. For one thing, the method is not all that direct. This signifies that the meaning of the new phraseology of an alien language tends to make the student think and express in his own mother-tongue. For instance, the teacher wants to tell the meaning of the word 'read'. According to the direct method operation, the teacher will speak, "I read the book" and show it by reading the book. The act of reading the book will, undoubtedly, establish in their minds the spoken sound. But the act of reading the book that is to impregnate in their minds the meaning of 'I read the book', gets its expression in their minds in their vernacular, i.e., "main kitab padhta hun." As D.H. Scott observes, "The clever youngster thrives on the Direct Method by defeating it." 5

The direct method lays emphasis on aural-oral appeal. The exponents of this method believe that this appeal is stronger and more sound. This may be sound for few pupils but not for all. There are many pupils who benefit more by visual appeal. Visual presentation is more fruitful for them than merely vocal. This method is not productive for such students. It ignores reading

and written work. There is no methodical system for teaching written work. The students may suffer from defects in reading and writing if this problem is not cured by employing other methods.

Grammar that is extremely essential is not taught in a systematic manner. According to the principles of the direct method grammar should be taught indirectly. But such text-books in which grammar and reading material are closely related are not available. So it is not put into practice.

This method demands an environment of English and that environment is almost impossible to create in Indian schools. It is essential for providing practice in oral work that classes should be of little strength as well as of the same kind. Only then we can expect the oral lessons being conducted reliably. The overcrowding in Indian schools makes this thing impossible. Classrooms are overcrowded, having no room for classroom activities needed under this method. The conditions become more insurmountable in the schools where enough materials and devices are not furnished. Therefore, the method is troublesome and costly for India. That is why, 62.59 per-cent of the respondents gave the general impression that the direct method is not a perfect method (Table 19, Appendix II).
A variety of reasons have been given by the respondents for considering the method imperfect and, thus, unsuitable for Indian conditions. The most frequently mentioned reason is that there is a shortage of teachers in India who are trained on these lines. This method requires not only sharp teachers but sharp students also. But the worst situation is that most of the English teachers in India themselves possess an exceedingly faulty pronunciation of English. Their knowledge of English is not so rich that they can manage classes through this method. Besides, generally a teacher is not only 'English Teacher' in Indian schools, although he may be appointed as such. He is, normally, an assistant teacher and has to handle two or three subjects besides English. The condition of Junior teachers is more lamentable because they are supposed to teach almost all the subjects. In addition to teaching, teachers are expected to do clerical job of maintaining attendance registers, collecting fees and keeping accounts etc. Therefore, concentration and energy of the teacher is divided. It is not easy for him to adopt such time-consuming methods.

This method has been practised in India for a few years but it has not succeeded in producing the expected results as far as pupils' progress is concerned.
Two chief causes can be ascribed to this. First, textbooks are not arranged as regards grammar and composition and the principle that grammar and composition should be taught in association with the reading lesson has not been followed. Second, a large number of teachers do not have enough mastery of English.

Whatever may be the problems of the direct method, its value, specially at the beginning stage, can not be ignored. However, it should be used with some far-reaching improvements. This method should not be thought of only as the close associating of words with the objects named by them, even if that definitely is the theory in its simplest terms. There is more in it than that, the principle may be interpreted as the associating of word with object, of object with context and of context with expression. In the new language context may be a thought, incident or entire situation, nevertheless the complete application of the method should be the associating of a whole idea expressed in words with the genuine experience that would provide the ground and incitement for the thought.

The aim of composition exercise should be to follow up and establish in the mind of students the work that
Only those phrases or sentence-structures should be given in the exercise which have been made known to the class through oral work and reading. The words and contents of the exercise should be closely related to the vocabulary and subject-matter of oral work. The principle of usefulness should be followed, i.e., merely those sentence-structures and words should be presented which are worth wishing for the pupil to use. In the beginning the exercise should be confined to the conversation kind and completion kind of works. The teacher should not give the exercises in which the student is instructed to compose his own material in the beginning.

The shortcomings of the direct method are numerous, nevertheless the method is effective for the training of linguistic acquisitions of the students. The immediate association between the word and the object produces better consequences than translation. Moreover, it attracts the attention of younger pupils because of the interest it creates. The method should be used at least at the lower and middle stages, where less explanatory material is needed in teaching. This should be used to get better outcome, to provide a solid background of the oral work at the beginning stage and to reduce pupils' future prob-
lems. If used in the proper way, it works and its results are extremely encouraging. It provides better atmosphere for speaking English which is not only important but necessary for establishing a solid foundation for acquiring linguistic skills. It, however, does not accomplish the objective of students in higher classes. Therefore, there some other method of teaching should be practised.

The Bilingual Method:

The bilingual method is a comparatively new method originated by Prof. C.J. Dodson of Wales. He considers that this method is extremely useful in teaching a second language as his experiments on second language learners show encouraging results. According to him the objectives of this method are:

"a. To make the pupil fluent and accurate in the spoken word.

b. To make the pupil fluent and accurate in the written word.

c. To prepare the pupil in such a manner that he can achieve true bilingualism." 6

When a child begins to learn mother-tongue, he associates the intention of words with his own experience, since he learns the mother-tongue in a genuine situation. Thus, he tries to seize the situation in mind. For example, a father tells his child, 'Is Gudia se khelo'. Seeing the doll itself, the child comes to know that this particular object is called 'Gudia'. In this way, he learns that the doll is a 'Gudia' and frames the image of doll in his mind. Now it will be a waste of time and energy to originate the situation again before the child when we are teaching him a second language, for the child has been familiar with the situation by this time while learning his L1. Therefore, merely mother-tongue equivalents are presented without re-arranging the situations.

This method is a special method, as it is an intermediate path between two commonly rejected methods, namely the translation method and the direct method. An overwhelming majority of the respondents (74.40%, to be precise) expressed that it had the positive qualities of both the translation method and the direct method (Table No. 15). It lays stress on conditioning situations but not completely like the direct method. Situations are created simply by providing the mother-tongue equivalents of English words in this method. Sentence is the unit of teaching
and a lot of practice is done in sentence structures. It allows the use of mother-tongue, but not like the translation method. It utilizes the mother-tongue by using it in a confined way. It is used to make the sense of new words, phrases, idioms, sentences and grammatical rules clear. Word-for-word translation is always avoided. The teacher is the only person who can use the mother-tongue and not the students and it is merely used during beginning stages. It is dropped as pupils proceed in learning English.

In this method, students are exposed to writing and reading from the beginning. Moreover, there is integration of writing and reading skills.

The bilingual method has definite benefits which ensure its superiority over the translation method and the direct method. The teacher escapes from the trouble of creating situations for the sake of giving the meanings in English only. He conveys the meanings in the mother-tongue of the students. In this way the time and energy of the teacher is conserved which he would have wasted in manoeuvring genuine life situations. The time saved in this way may be used to give the students pattern practice. This method does not require specially trained
teachers. Just an ordinary teacher of English can teach the lesson through this method in a successful manner even without any massive previous organisation on the part of the teacher. Much audio-visual materials are not required for this method. It demands little outfit in teaching and is appropriate to all kinds of schools and colleges established in the urban and rural regions.

Unlike the direct method which pays no attention to the linguistic habits already acquired by the students during the process of learning their native language, the bilingual method utilizes them. It increases both fluency and efficiency in English.

Problems and Probable Solutions:

The bilingual method has brought in something of great significance in the sphere of teaching English as a second language in India. A foreseeable problem of the method is that in the hands of an insensible teacher it may degenerate into the old translation method with all its accompanying shortcomings. However, it is not perhaps a limitation of the method itself. As this method is an intermediate path of the direct method and the translation method, it contains some of the limitations which these methods contain.
Virutally, the bilingual method is seeking support in India. It will be improper for any one to stick to one method or the other and be dogmatic. The impact of the mother-tongue can not be overlooked at any case. The teacher should not be a blind follower of any method, whatever be its merits. Methods that may be useful in Japan which is a greatly prosperous nation may be worthless in India. The social background and atmosphere also plays its share in language teaching and learning. Students in rural areas, who have no chance to listen to English are surely in an unfavourable plight as compared to the urban students. Thus, we can have trust in the bilingual method which has a social as well as economical background adapted to our conditions. It is pleasing to note that as many as 39.53 per cent respondents including 54.86 per cent Degree College teachers have shown their faith in the bilingual method (Table No. 12). Truly, several experiments have been made to evaluate its utility and all of them have supported the fact that this method is most effective in Indian conditions.

Dr. West's New Method:

Dr. M.I’. West was the Director of Education in Bengal before partition. As professor in the Dacca University, he made a complete investigation of the methods
of teaching English at that time and accomplished comprehensive experiments in this sphere. In those days the direct method was in practice but its various demerits were entirely clear. As the direct method was a revolt against the conventional translation method and proposed improvement upon it; similarly Dr. West's new method was a revolt against the direct method and proposed several improvements upon it.

Dr. West contemplates that English is treated as a dead language in India and advocates that the purpose of learning English is thoroughly utilitarian for Indian Pupils. Thus, he indicates an innovative goal of learning and teaching English in India. He thinks that English being an international language develops internationalism and a sense of fraternity among various communities of the world and in this way makes the thinking broad. English ornaments the minds of Indian people who can have good reading material from all over the world through English. No Indian language is as wealthy in the field of science as English. His utilitarian purpose, nevertheless, underestimates the value of linguistic objectives. Dr. West opines that the cultural and literary objectives of English are of no significance for Indian learners. English is to be learnt as a medium of international understanding.
and reciprocal co-operation, so that Indian students may not remain self-conscious and narrow-minded.

Keeping these factors in mind, West stresses practice of the reading skill. Reading and speaking are, in his opinion, two mutually dependent skills. But they should be taught separately because the methods and techniques involved in their teaching are unlike. West concentrates upon reading in his new method.

Dr. West considers that Indian students need sufficient ability to read English. Cartledge also holds similar views: "Of the four skills involved in language learning—listening, speaking, reading and writing—the one which is likely to be the most useful for students of a foreign language is reading. Many of them, unless they are able to visit the country where it is spoken will have little opportunity of speaking or hearing the language themselves, nor will most of them have occasion to write it. All of them, however, once they are able to read it without difficulty, can go on improving their knowledge of it indefinitely." 7

The pupil who is given the knowledge of the right kind of reading in school, however, early he may leave,

will definitely gain advantage from durable importance of this purposeful reading. West believes that this reading should be silent and not oral. He holds the belief that a number of Indian students leave their schools even before finishing the prescribed course for a particular stage. So, they should learn something of English which may be of lasting significance to them in their future life. According to his view, the 'surrender value' of reading is extremely significant. The surrender value implies a symmetrical amount of advantage obtained from attending an unfinished course of instruction. If a student does not go to school after passing, his IX class, this means that he is a drop-out. He must, for that reason, become aware of such vocabulary of English that is valuable to him in practical life. He can acquire the knowledge of this vocabulary not by training in speech but by silent reading. As he has surrendered the remaining years of his education, the portion of time he has laid out at school must be able to give him the knowledge of important vocabulary after his school life.

Dr. West was of the opinion that much 'passive work' precedes the 'active work'. By the term 'active' he implies 'the productive command' of a language and expertise gained in expressing oneself in this language. By 'passive' he denotes merely a receptive command, that
is capability of understanding written English. The passive command lays the basis for the active command, that is ability to speak and write. The pupil gets a sense of the language and obtains efficiency in reading at the beginning stages. It yields a knowledge of the structural elements of English language. It helps achieve success and exactness. Students learn limited range of vocabulary and what they read is designed to provide them with practice in those elements.

West opposes the teaching of formal grammar. He believes that there is hardly any other subject in school time-tables abroad on which more time is spent uselessly than on English grammar. Grammar teaching is a safe recourse of teachers who do not actually understand the language they are teaching. It is pleasing to the examiner as grammar questions are comparatively convenient to set and convenient to correct. The educational scholars try to prove that grammar imparts a training in reasoning. This argument is established upon old worn-out faulty Psychology. Formal grammar requires the teaching of Nouns, Pronouns, Adjectives, Subjects, Predicate, and so on. This kind of grammar needs the least possible genuine knowledge of the language. West thinks that grammar is not a systematic collection of rules. It is like the conventional rules of a society, and like these rules, it is in a state of continuous alteration.
According to Dr. West oral reading is introductory to silent reading. This reading skill can be gained without preparatory work in speech or writing. Since reading includes some internal speech, so the student will do some reading aloud from the beginning. It is valuable for drilling accurate pronunciation.

Dr. West places words in two principal groups: (i) Words that we talk with and (ii) words that we talk about. The former group makes up the form or pattern of language. The latter is comprised chiefly of nouns. He chooses only those words which have the highest frequent occurrence. He reaches the conclusion that the minimum vocabulary of 1158 words is sufficient for all general subjects of conversation.

Dr. West argues that reading ability can be developed by reading books in a lonely place with undisturbed state, interests, and profit. The assistance of teachers is not required for it. Therefore, he planned new kinds of books known as 'readers' and 'rapid readers'. They are also known as 'New method readers' and 'New method rapid readers'. In these books new words and phrases are adequately distributed over the pages. After presenting a new word, it is repeated frequently for the sake of making the new word familiar. The vocabulary is non-tech-
nical and such subjects are given a place in the readers that make reading easier during adult life and are explained with the help of pictures. Grammatical rules are avoided, since the aim is not the assimilation of language. Mother-tongue is repeatedly used. In the first stage of learning to read, a reader of nearly 325 pages is required. But during later stages a reader of nearly 40 pages will be enough. Long narratives are included for developing reading habits. West also provides a long description to indicate the significance of speech vocabulary - how it can be drilled, how it can be introduced to the students to guarantee an active response, how reading helps in conforming the diction and how written work can be correlated with oral work.

Dr. West's new method has some merits. This method makes an attempt to improve reading skill (skill to read with understanding and proper pronunciation) that is really essential for mastering an alien language. It induces students for self-activity as oral and silent reading both result in self-activity. Reading is exempt from phonetic perplexities and in this way becomes handy. It develops an interest for the study of short stories. Reading makes students develop a feel for the language and thus cultivates a taste for reading literature. Students
do not suffer from the extra burden of grammatical rules. Reading is free from improper forms of teachers' speech particularly in lower classes. Restrained vocabulary is aimed at in this method and unknown words and their meanings are readily comprehended by the students. It follows the principles of practice and economy. Teachers get through precise instructions. It is frugal in both time and money matters. The boring barter of questions and answers are neglected in this method and audio-visual aids are not needed. It promotes the ability of independent reading with comprehension. The material given is appropriately grasped and preserved by the students.

Problems and Probable Solutions:

Dr. West's method has some insurmountable demerits also. This method bluntly neglects other three skills of language learning, viz. listening, speaking and writing. Thus, it ignores the principle of appropriate order and ratio. His distinction between reading and speaking is not supported by many critics. Normally it is not possible to keep up this distinction. His conclusive distinction, between the eyes on the one hand and ears, lips and hands on the other is not practically and psychologically proper.

West's contention that the ability to read should be developed before the ability to speak is not acceptable.
Experience denotes that pupils should start reading only after getting a command over speech and a reasonably large vocabulary. He over-estimates the importance of passive work because that is an aid to active work. It may be accepted for a while that much linguistic acquisition is possible with less endeavour if much reading is done. Yet, the best assimilation of the language can be effectively done by giving distinct oral drills in the use of the language. Reading alone is not sufficient for establishing strong phraseology.

Only reading is not interesting for a child—rather it is tedious. Reading becomes boring and dull in the absence of other activities. Besides, West's argument that the ability to speak is hard to gain is not confirmed by facts. We learn speaking more rapidly and easily than reading or writing.

If we lay excessive stress on reading, the pronunciation can not be learnt, nor improved. Pronunciation is learnt by listening and speaking, not by reading. Reading does not assist in learning idioms, phrases, composition, and poetry also. Merely reading short and long stories is of no use.

The 'readers' designed by Dr. West are too bulky for the beginners and trivial for advanced learners.
This is against the educational principle of proceeding from simple to complex. Grammar and composition are ignored in the method. Use of restricted vocabulary with too much of repetition in long stories and over-strained use of mother-tongue are the other shortcomings of this method.

We can conclude from the above discussion that Dr. West's new method is not a complete method. The method that came as a reaction against the direct method has several limitations in itself. It pays no attention to oral work, fluency, pronunciation and other active aspects of language, that should not be overlooked at any cost. So, this method has not come into practice and is not popular with English teachers. Probably that is why not even a single respondent adopts this method as shown in Table 12 (Appendix II).

The Substitution Method:

The substitution method was invented by H.E. Palmer to substitute the direct method. In spite of all its advantages the direct method is not a complete method as it over-emphasizes oral work, neglects the importance of child's first language and supports the inductive method of teaching grammar. The substitution method claims to remove these limitations by substituting the direct method.
This method is also called 'substitution table method'. Substitution table is one of the various visual aids used as new teaching techniques. H.E. Palmer took up this technique and gave it the shape of a pedagogic method, though some critics still call it just a technique.

The substitution method was meant, no doubt, to substitute the direct method but because of this substitution it was not called substitution method. It was so called due to the very process of this method. Substitution implies to replace something with another thing. In this method words of one sentence are replaced by other words. Palmer explains substitution as a course by which some model sentence can be multiplied indefinitely by replacing any of its words or word-groups, others of the identical grammatical family, and within definite semantic restrictions. Palmer himself designed more than a hundred substitution tables that can be arranged in classes according to their grammatical and other contents. These tables can be adopted in all countries by English teachers in moderate or improved forms, at the suitable place and at the suitable time in a language course.

This method can be best interpreted by its procedure. In accordance with Palmer's explanation the first thing which we do in practising this method is to choose a
model sentence. We do it, for it has been realized that the knowledge of a word separately from its sentence does not assist us in having a healthy and accurate linguistic foundation. Therefore, the unit of teaching should be sentence and not the word. A sound beginning, repetition and practice help us develop real linguistic habits. We understand how the child learns his first language through repetition and practice. The sentence unit teaching takes part in forming a practical method. As far as the model sentence is concerned, some particular idiom or construction is selected and a sentence is formed using it. The model sentence is considered as a framework matrix and into this matrix we put other words or word-groups. This sentence should be grammatically correct. The words of the model sentence are supplemented by other words baring the word we intend to teach; i.e. which is the foundation of construction, the base word. These supplemented words are of the same grammatical family, of which the model sentence is. These words are those which can be perceived by pupils. For instance, if we want to teach the use of the adjective 'intelligent', we may construct many sentences based on the model sentence:

Model Sentence :  John is an intelligent guy.
Other Sentences : David is an intelligent guy.
He is an intelligent guy.
Leda is an intelligent lady.
Aliya is an intelligent girl.
Pussy is an intelligent cat.

etc.

Interrogative and negative sentences can also be framed with these sentences like:

Negative : John is not an intelligent guy.
Pussy is not an intelligent cat.

etc.

Interrogative : Is Leda an intelligent lady?
Is David an intelligent guy?

etc.

The word 'intelligent' has been constant because the teacher wants to teach it. However, other items or words have been replaced by other possible words. These replacements can be fitted in a substitution table in the following way:
Substitution Table 'A'

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John</td>
<td>guy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>David</td>
<td>lady</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He is an intelligent</td>
<td>girl</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leda</td>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Aliya</td>
<td>Pussy</td>
<td></td>
</tr>
</tbody>
</table>

With the help of this table the teacher can indicate to students that 'is an' will always be used, then we call John, David, Pussy etc. as an intelligent guy, lady, cat, etc.

There are three types of substitutions: (i) Simple substitution tables, (ii) compound substitution tables, and (iii) grammatical substitution tables. In simple substitution tables variables cannot be exchanged with each other. For instance:

The man has a beard.
The monkey has a tail.
The bird has wings.
In the above sentences the words, beard, tail and wings are variables and can not be exchanged with each other. For example, if we say, "The man has a tail", our statement becomes incorrect.

On the other hand, in compound substitution tables, variables can be interchanged. For instance:

Rahul goes to London.
Manisha goes to Mumbai.
Warne goes to Dhaka.
He goes to Kanpur.
She goes to Tikamgarh.

In the above sentences, 'goes to' is constant and the other words are variables. They can be interchanged without making the statement incorrect. For example, we can say, "Warne goes to London." or "Rahul goes to Tikamgarh."

With the support of grammatical substitution tables, certain features of grammar can be taught, namely use of prepositions, agreement of the subject and the verb, comparative degree, interrogative sentences, adjectives, adverbs, etc. For instance, the use of helping verbs can be taught in the following way:
Javed is eating.
We are eating.
I am eating.
He is eating.
You are eating.
She will be eating.
I shall be eating. etc.

One of the most remarkable benefits of this method is that it secures the formation of correct speech habits and reduces the opportunities of forming faulty habits. The pupils acquire the knowledge of a multitude of sentences without cramming the rules of grammar as the method emboldens pupils to think and form their own sentences with the help of the model sentence. It is an instinctive manner of learning a language, for students unconsciously frame several sentences similar to the model sentences.

The substitution tables serve as an effective design for the diagrammatic presentation of linguistic materials. These tables are of excessive practical value for setting out of syntactical and grammatical aspects of the language at the same time. Moreover, the substitution table presents an original linguistic form of language in extremely condensed form. These model sentences are fed into the linguistic memory of the language student.
Such tables can provide a large number of articulation and fluency exercises. The exercises should be adapted to the definite requirements of the learner. The teacher should encourage his students to articulate sequences of sounds. Thus, the usual disagreement between practice and theory will die away. Knowledge of sounds is extremely necessary for learning a language and equally necessary is a recognition of the possible grouping of the sound units in real speech. The substitution tables have shown good results in this respect.

In the substitution method students find opportunities for writing the tables and in this way writing and reading are correlated. The use of the mother-tongue is properly done and it assists the students in perceiving what is happening in the class. Pupils find this method interesting. Indian learners often have problems with English vowel sounds, specially when a sound comes in a cluster of different sounds in the adjoining place of the vowel. Substitution tables can be prepared to remove this problem. Table 'B' presents such sounds in various alterations:
Substitution Table 'B'

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lendal</td>
<td>met</td>
<td></td>
<td>David</td>
</tr>
<tr>
<td>Becker</td>
<td>takes</td>
<td></td>
<td>aid</td>
</tr>
<tr>
<td>Gaits</td>
<td>set</td>
<td></td>
<td>brain</td>
</tr>
<tr>
<td>Pet</td>
<td>gave</td>
<td></td>
<td>pen</td>
</tr>
<tr>
<td>Jeba</td>
<td>ate</td>
<td></td>
<td>bread</td>
</tr>
</tbody>
</table>

In this table, the two sounds (/eI/) and (/ei/) are scattered at various points in every sentence. The pupils are asked to articulate these sentences. They are asked to repeat those sounds frequently which they can not pronounce exactly in their first effort. The sentence that the student finds difficult to read is recognized and is constantly repeated in future study.

Substitution tables may also be employed in order to provide ordered vocabulary. Such tables furnish the material in a closely adopted form to satisfy the needs of the students. The teacher can make use of it by taking ready-made tables or by applying his own material into it.

Problems and Probable Solutions:

Despite the above mentioned advantages the substitution method has not been found to be really effective because
of certain drawbacks from which it suffers. Though all grammar can be taught by this method, we can not explain grammatical rules which is a necessary part of teaching and learning. There is no proper order in this method and, thus, students learn merely separate sentences.

This method is unfit for teaching of poetry, prose and rapid reading. It only emphasizes writing work. It is asserted that the method takes a long time to form proper linguistic habits. Only well-trained teachers can teach skilfully through this method, for preparing substitution tables is not very easy task. Therefore it is not surprising that only 2.35 per cent respondents use this method (Table No. 12, Appendix II) while teaching English as a second language in India.

Nevertheless, if this method is adopted, it should be adopted with a cautious approach to minimise its problems. Model sentences should be taken from an appropriate text-book. After selecting the model sentence, the teacher should read it three or four times. He should pronounce each word clearly in a normal voice that is audible to every student. The pupils should be instructed to speak it individually as well as collectively. The teacher should note their intonation and pronunciation. Repetition should go on until the sentence is articulated
in the way the teacher wants them to articulate and it is spoken at a speed similar to natural speaking speed. This is the test by which the teacher can know whether the sentence is actually known to them. The model sentence should be written on the black-board and the teacher should clarify its meaning. The students should be asked to give sentences having a similar structure. If they are not correct, the teacher should remove their faults. All the sentences should be written on the black-board constructing a substitution table round the model sentence. The teacher should remember that he should not give too many unknown words in making tables. These sentences, as far as possible, should be related to the subject-matter of the lesson from which the model sentence is chosen. It will help the teacher advance progressively and a series of thoughts will be framed in the pupil's mind.

Substitution work should not be done rapidly but in a slow manner, giving the pupils sufficient time and practice for understanding a new structure. The teacher should present the equivalents of sentences in the mother-tongue. Although, he should escape word-for-word translation. In the beginning simpler sentences should be used so that sentences in English and in mother-tongue are understood by the students and they may be competent enough to extend their co-operation. After giving mother-
tongue equivalents of sentences, the teacher should come back immediately to English. Such sentences should be used in conversation as soon as there is opportunity for it. The tables may be copied by the students—English on the one side and their equivalents in their native language on the other side of their note-books.

Although this method is time consuming and needs carefully worked out preparation by the teacher, it is serviceable because it lays a powerful foundation for the future. It is an interesting method and can be employed partly in combination with the other methods. This method imparts a chance to the teacher to introduce well-selected material in a methodical and logical order. Nevertheless, it has not been found to be useful for the students of higher classes. Therefore, it will be more sagacious if the substitution method is employed with beginners, not with students of middle and higher classes.

In the preceding pages, we have discussed the significant characteristics, advantages, and problems of the principal methods commonly used in India. We have also discussed what could be the possible solutions to the problems. We have seen that the old translation method had definite limitations and then it was realized that it would not meet our needs. As a consequence, the direct
method was devised. This method, too, brought some problems. Dr. Michael West's new method advocated the development of reading skill only, and so had to face severe criticism. The bilingual method has the merits as well as demerits of both the translation method and the direct method. The substitution method is serviceable merely for beginners and is excessively time-consuming. This leads us to believe that neither method is perfect in itself. Hence, it will be unjust for anyone to swear by one method or the other and be dictatorial. Our outlook in this respect should be flexible and forward looking. The sagacious teacher can not sell his liberty and be a slave of any method whatever be its advantages. He may take features of any method, that he finds useful in given situations.

The first aspect is to keep in mind the aims of teaching English. We have already discussed that in India teaching English should have fourfold objectives - viz. to enable students to understand English when spoken and to speak, read and write English. Our complete method, therefore, should be one that assists our students in acquiring these skills. It is the goal that decides the method. We require an extensive method of instruction that ensures a harmonious progress in these skills. Language learning means all aspects of memory, visual, auditory
and motor and only through fruitful and habitual application of all types of images can permanent success be obtained. Therefore, we require an integrated method. Integration implies the act of bringing the different aspects of language together in a combined whole by the distinct and successive teaching of every aspect. The courses in the various phases of teaching should be well coordinated.

Our comprehensive method must be a practice method. Linguistic habits can be formed by practising them. We understand how an infant has quite enough opportunities in his native language. This applies to English also. English is taught in India with a prospect in view that it can be used as a medium of communication in normal life. In learning an alien language students need strong speech habits, the ability to perceive the matter read and also to express themselves, both in writing and in speaking.

We must ensure the best utilization of the students' knowledge of mother-tongue. Our method of teaching should be different accordingly as we are teaching to 8-year old or 13-year old or 22-year old students. An unimaginative teacher or one with ordinary competence may not be able to make a success of the methods that suit highly capable
teachers. Methods which may serve with small groups of students may not suit bigger classes.

The methods we have been examining up to this point have their excellent features also and thus, if their flaws prevent us from practising them, their beneficial features allure us to use them. Any method may be adopted if it leads us to achieve the aims we have set for ourselves. Methods are designed for us and not we for methods. Methods are never an end in themselves. Teachers should devise and follow those methods which assure success. For, afterall, a teacher is the principal method. Much depends on his personality, expression, initiatives etc. Hence, teachers are free to practise any method that ensures success. The best method is that which yields the best results.

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