CHAPTER – 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter the researcher has reviewed books and articles on research already carried out in the fields of language teaching and translation. Review of such related literature helps the researcher to understand the key issues, such as, first language acquisition, second language acquisition, problems faced by researchers and learners, importance of translation, course design, methodologies of language teaching, materials production, etc. It helped the researcher to be convinced about the direction of her study. The researcher also became cautious towards certain misconceptions.

The books reviewed by the researcher are categorised as under.

i. Books on Translation

ii. Books on Language Teaching

iii. Research Studies

2.1 Books on Translation

2.1.1 AFTER BABEL (1975)

George Steiner (Oxford University Press, U.K)

When it first appeared in 1975, After Babel created a sensation, quickly establishing itself as both a controversial and seminal study of literary theory. In the original edition, Steiner provided readers with the first systematic investigation since the eighteenth century of the phenomenology and processes of translation both inside and between languages. Taking issue with the principal emphasis of modern linguistics, he finds the root of the "Babel problem" in our deep instinct for privacy and territory,
noting that every people has in its language a unique body of shared secrecy. With this provocative thesis he analyses every aspect of translation from fundamental conditions of interpretation to the most intricate of linguistic constructions. For the long-awaited second edition, Steiner entirely revised the text, added new and expanded notes, and wrote a new preface setting the work in the present context of hermeneutics, poetics, and translation studies. This new edition brings the bibliography up to the present with substantially updated references, including much Russian and Eastern European material. Like the towering figures of Derrida, Lacan and Foucault, Steiner's work is central to current literary thought. After Babel, Third Edition is essential reading for anyone hoping to understand the debates raging in the academy today. The information found there can be applied to many fields of study: language, literature, linguistics, and even sociology and anthropology.

The objective of After Babel is clearly delineated in the preface/prefaces, and the six chapters that comprise it are well organised. Throughout the book, George Steiner tries to reconcile the supposed chaos stemming from the Biblical fall of Babel Tower and the Darwinian benefit of having so many languages in the world. The first three chapters basically deal with issues of language. They are sprinkled with some interesting titbits from Steiner's experiences as, what he claims to be, a native speaker of English, French, and German. The fourth chapter gives the reader a nice history of translation. However, the fifth chapter, ‘The Hermeneuic Motion’, seems to be Steiner’s shining glory because it explains his own ideas about translation which includes very interesting bit about the translation of time.

Steiner's basic premise is that translation is a part of everyday communication: ‘To understand is to decipher. To hear significance is to translate.’ Steiner sees a translation as an artistic act, and perhaps, this is the reason he cannot give actual "tools" for creating a translation. What he does do is explain the act of translation and the process that a translator goes through as he transfers a text from one language into another. Although the text does contain many examples to support Steiner's translation analysis and a section containing top picks of successful translations that meet the goals of his hermeneutic theory. George Steiner takes the reader through the history, theory and justification of translation in this challenging book.
It deals with the more general linguistic and philosophic notions such as meaning, context, historic relativity, cultural aspects of the language and literature, to bring up the nature of the art of translation and language.

This work, though does not provide us with "how-tos", is of major importance to the linguistic community and especially to translators, since it opens up the physical curtain of the language and brings us behind the words and structure.

The researcher utilised her findings from this book in the pre-beginning of the course to make the learners understand the importance of having a language and to treat translation not as an acquired skill only, but rather as a natural ability of a human being to perceive and interpret one's native language as well as a foreign tongue.

2.1.2 POST-COLONIAL TRANSLATION: Theory and Practice (1999)

Edited by Susan Bassnett and Harish Trivedi (Routledge, London)

This outstanding collection brings together eminent contributors to examine some crucial interconnections between post-colonial theory and translation studies.

In this book, the author argues that in translation studies and post-colonial writing, the same distinction between, whether to take an audience to the text, or to take the text to an audience, applies. A minority-culture or post-colonial writer is required to pick aspects of the home culture to convey and to emphasise, particularly if the intended audience includes as a significant component international or dominant-culture readers. Similarly, a literary translator chooses an emphasis or privileges an aspect of the text to be transposed in translation. Yet both translators and post-colonial writers are caught in the dilemma of producing texts with large amounts of material that is opaque or unintelligible to international readers on the one hand or having large quantities of explanation and explicit information on the other. Transposing the literary genres, forms, proverbs and metaphors of the source culture can be equally problematic to translators and post-colonial writers alike. The act of writing in
English is not ‘merely’ one of translation of an Indian text into English language, but a quest for a space which is created by translation and assimilation and hence transformation of all three; the Indian text, context and the English language.

The aim of the authors is not to reproduce the specific characteristic of the English spoken in the regions they depict but to create English that fulfils their translation-creative aims. This use of translation, which ‘inhabits the space of language itself, allows Indian writers to create a space for themselves in between Anglo-American English and Indian culture. This is not unique in any way to Indian English literature of writers. A.k. Ramanujan’s theory and practice of translation also shows that in his published work Ramanujan reflected on translation most often in the context of poetry and conceived of it as a multi-dimensional process in which the translator has to deal with his or her material, means, resources and objectives at several levels simultaneously.

As English becomes an increasingly global language, more people become multilingual and translation becomes a crucial communicative activity whereas, traditional thinking about translation is viewed as an act of invention that produces a new original in another language. The passion for English knowledge has penetrated the most obscure and extended to the most remote parts of India. The editors begin with the maxim that India, perhaps more fully than most other nations, is a ‘translation’ area. Languages and idioms are in constant interaction, whether at level of informal daily interchange, or in the more formal registers of governmental communications or creative work. The power of English as a link language grows steadily, yet continues to coexist everywhere with the national language and regional languages.

The essays in this book, by contributors from Britain, the US, Brazil, India and Canada, explore new perspectives on translation in relation to post-colonial societies. The essay topics include, links between centre and margins in the intellectual domain, shifts in translation practice from colonial to post-colonial societies translation, and power relations among Indian languages: Brazilian cannibalistic theories of literary transfer.
It even draws our attention to the fact that there is so much work which is still to be translated. Secondly, in quest of learning English translation and interpretation will become an essential and inevitable activity for the learners. Finally this book shows that the true test is the writer’s capacity to transform, to translate, to restate, to revitalize the original. And in that sense Indian literary traditions are essentially traditions of translation.

The findings of this book were used by the researcher to examine the relationships between languages and power across cultural boundaries, to understand the vital role of translation in redefining the meanings of cultural and ethnic identity. While designing the course the researcher bore in mind the fact that transposing the literary genres, forms, proverbs and metaphors of the source culture would be problematic to learners. Thus, she came up with an activity of ‘Proverbs’ as one of the tasks of the course where in each student was given a Gujarati proverb and an English proverb. Students had to read the proverbs one by one. While the Gujarati proverb was read out the other students had to look for its substitute in English. Once they got the appropriate match they tried to compare the two proverbs in terms of their cultural measures.

2.1.3 TRANSLATION STUDIES (1980)
Susan Bassnett (Methuen & Co. Ltd.)

In the late 1970s a new academic was born: translation studies. One could not read literature in translation, it was argued, without asking oneself if linguistic and cultural phenomena really were ‘translatable’ and if exploring in some depth the concept of ‘equivalence’ was possible.

When Susan Bassnett’s Translation Studies appeared in the New Accents series, it quickly became the one introduction every student and interested reader had to own. Professor Bassnett tackles the crucial problems of translation and offers a history of translation theory, beginning with ancient Romans and encompassing key twentieth-century work. She then explores specific problems of literary translation through a
close, practical analysis of texts, and completes her book with extensive suggestion for further reading.

This indispensable guide to translation studies is an ideal for those new to the field. The central criterion of the text is to acquaint the reader with the most widely discussed problems of translation. One of the great benefits to be derived from a more accessible terminology would be free and liberal translation, with the attendant value judgments. The dubious distinction between author-directed and audience-directed translation can be avoided. Much more about the history of translation studies is needed to be known. More documentation, more information about changing concepts of translation has become a priority and the establishment of an international collaborative venture on translation history. Within literary translation the work to be done is also glaringly obvious.

The book threw light upon the fact that translators continue to translate and the extended discussion that has begun with such promise that can now be joined by anyone who having encountered problems while translating, wants to move from a pragmatic, empirical position towards a more scientific, collaborative discourse. And therefore, this book helped the researcher to develop an insight into preparing materials for the study. Researcher could guide the learners in understanding the problems they face while translating and dealing with those.

2.1.4 TRANSLATION (1989)

Alan Duff (Oxford University Press, UK)

Realising the potential of translation as a teaching technique Alan Duff proceeds to show how it can be exploited maximally in Second Language classroom. In his introduction to Translation he says ‘Translation develops three qualities essential to language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)’. Translation is not a new thing. In fact, it was a major resource of learning in
the medieval ages. It was always associated with grammar. And since grammar was thrown out of the classes in 20th century translation also became unpopular.

The structural and communicative approaches do not recommend the use of L1 in the classroom mainly because it deprives the learner of second language exposure. This implies translation has no place in the English class. Translation also earned a bad name because teachers used it mechanically as a shortcut to learning.

Alan Duff points out translation-based tasks should be used in the class because translation is a natural process. Again in multilingual contexts translation is very useful. Mass media uses different languages at different levels. In India we have a news bulletin in Hindi, English and local languages. Advertisements, signboards, announcements use different languages. Moreover, translation is a useful technique in the class. Authentic materials, such as translated stories, advertisements, instructions, printed forms etc. are easily available. Teachers can put them to good use.

The researcher, inspired by Duff’s suggestions, included short stories, quotations and jokes as a part of her study. Duff continues to say that with translation one can have group work. Before translation learners can have oral discussion in small groups. There are always options in translation and justifying a particular choice can always lead to good discussion therefore, researcher included a pre-activity-discussion and a post-activity-discussion for each activity that was carried out in the course. According to Duff moreover translation is a two way process. The learner has to operate two languages and eventually he masters both the languages. While translating, learners get the feel of registers and styles. They come to know which word fit which contexts. This revelation in the process of translation helped the researcher to understand the things to be kept in mind while translating. The researcher could attempt to create awareness of both accuracy and appropriateness in the learners.
Jeremy Munday is a professor of Translation Studies at the University of Leeds, UK. His introducing translation Studies (1st edition, 2001) is used across the world in translation and translation programmes.

Introducing Translation Studies is the ultimate guide to the theories and concepts that construct the vibrant field of translation studies. This book can become an important source for translation students for university as well as professional courses. This book supplies with a reachable and an advanced impression of key movements and theories within an increasing area study.

This third edition is written in extremely clear and comprehensible style. It has a new chapter dedicated to Research and Commentary Project and also a simple description of classic topics such as faithfulness and equivalence. For reflection on the nature of links between translation theories and practice the author has included case studies in each chapter to offer practical examples of how theory can be applied in the real world. The students, teachers and readers can make optimum use of the discussion and research points mentioned at the end of each topic.

This edition includes new features described below.

- Each chapter has the latest research incorporated into it. It includes linguistic precursors, models of discourse and text analysis, cultural studies and sociology, the history of translation and new technologies.
- It consists of a new chapter with guidelines on writing reflective translation commentaries and on preparing research projects and dissertations.
- There are more useful examples throughout the text.
- There are revised exercises and updated lists for further reading.
A website with video summaries of each chapter, multiple-choice tests and broader research questions that can serve as a major companion.

Overall this textbook provides a broader look of Translation Studies and supplies many points of discussions for further reflection.

2.1.6 DECENTERING TRANSLATION STUDIES: India and Abroad (2009)
Edited by Judy Wakabayashi and Rita Kothari, (Ken State University and Mudra Institute for Communications, Ahmedabad)

This book gives importance to the practices and discourses of translation in several non-western traditions. The author points out the field of Translation Studies presently reflects upon the historiography and concerns of Anglo-American and European scholars but overlooks the full richness of traditional activities and diverse discourses. The author talks about a historical slant that helps push back the geographical and conceptual boundaries of the discipline through the essays of this book. The essays illustrate how distinctive historical, social and philosophical contexts have shaped these ways in which translational acts are defined, performed, viewed, encouraged or suppressed in different linguistic communities. The volume seems to have a particular focus on the multiple contexts of translation in India, but also encompasses translation in Korea, Japan and South Africa as well as representations of Sufism in different contexts.
Rita Kothari (St. Jerome Press, Manchester, UK)

This book is a bold attempt to view the problems of translation in India in their proper perspective. It straddles the specialised and the general spheres of English translation in India and addresses concerns of far reaching significance pertaining to Indian Literature in English translation. The author explores the question of why translating into English appears to be possible, desirable or even necessary activity. This book is an enquiry into perceptions of translation activity and the criteria and philosophy governing choice of text.

The author has adopted a multi-disciplinary approach. The book covers the wide spectrum of the production, reception and marketability of English translation. The book includes seven chapters along with a brief but fairly comprehensive and perspective introduction. It is fairly diverse, from English translation in colonial India to translation theories, the cultural economics of English translation, the publisher’s perspective, to focus finally on the Gujarati language, which, in the author’s words, is a relatively marginalised language.

It further deals with micro-issues involved in translation and the politics of language. The author has very well tried to put forth some vital issues pertaining to translation such as translator’s choice, his/her role in shaping the work according to various factors such as base text, form, the translation of details of the original style and medium which categorise translation practices.

The author seems to be happy with new openness to English translation shown by Gujarat. The book concludes on a note of optimism. In all, this book is a must-read for all those engaged in translation activity.
2.2 Books on Language Teaching

2.2.1 GROUP METHOD TECHNIQUES FOR ENGLISH LANGUAGE TEACHING (1987)

Sulabha Natraj (Sardar Patel University, Vallabh Vidya Nagar)

In this book the author illustrates innovative group method techniques that can be beneficial to teachers as well as students for English Language Teaching and learning. She explains, while dealing with a large class it becomes difficult to monitor each student and thus, in such a case if they are assigned work in groups it becomes easy to manage the class and observe the effectiveness of the activities on them also.

In chapter one the author tries to provide a proper context about experiment. It also enumerates tools and procedures employed during the course of investigation preceding the division of the old state of Bombay in 1960 a seminar was held in Nagpur in 1957 to discuss the teaching of English in the bilingual state. Following the bifurcation, the chief minister of Gujarat called on a conference on the 26th of May, 1960 to discuss the place of English in the educational set up of the state. A decision was announced that English should be taught in standards 8th, 9th, 10th and 11th as a compulsory subject and that English should be allowed to be taught as an optional subject in standard 5th through 7th outside school hours. A standard set of syllabus was prepared for standard 7th to 10th and a revision stage of language items learnt during previous years. But later on the popular government made the subject optional in 5th, 6th, 7th compulsory in 8th and 9th again optional in standard 10th. Thus the purpose of this investigation was to embark upon well considered reforms, find out strategies and accelerate the pace of their implementation. “An investigation into the efficiency of group method techniques for English language instruction at the intermediate level in Gujarat” was undertaken with a view to involve a few group method techniques on an experimental basis and verifying this validity and usefulness. The author worked on a hypothesis that “If English is taught through group method techniques students would attain more.
The assumptions were as enumerated below.

1. Language is a social affair
2. Pupils learn from other pupils more often than the teacher alone.
3. Man is gregarious by nature.

The author had the following objectives in new.

1. Testing the efficacy of the group method technique.
2. Providing few group method techniques
3. Providing a general outline of a group work session.

The author also illustrates an example of an experiment and the procedure that follows then after in chapter one. The points she talks about are a brief account of the experiment, scope of the investigation, constraints, type of the experiment, research procedures, actual teaching, control and experimental groups and a comparison. She supplements an example through a table. It indicates the size and mean scores of the group before the experiment. She further explains it in a broader term through tools, parameters, and study methods.

She supplies informative review of related literature and projects similar to the present one. Here, she focuses on some major work in the field of ELT in general and Communicative Language Teaching in particular. References to books or articles are made in terms of review of the work, followed by the researcher’s comments. An attempt is made to relate the reviewed works to the present experiment.

The author further explains in detail the Group Method Techniques, their definition, types, execution, constraints etc. In this chapter the author has tried to define the Group method techniques and enumerate advantages of group work. Various points have been discussed. Some of which are GMTs, a few sample GMTs, Jigsaw listening, torn letter, the strip story, the structured story, story completion, patch-work listening, information transfer, cloze procedures, substituting details, providing details, role of teacher, teacher-pupil, relationship in a group work etc.
The author explains the Frequency of GMTs and their usefulness in introducing new item and elaborating on a difficult item. Various sitting arrangements are also discussed with the help of diagrams. Techniques to be followed while preparing GMTs are discussed through various views such as Level of introduction, group size, physical layout, correction of errors, conclusion etc.

Chapter four develops on the experiment itself, in this part of the treatise, each sample is dealt with separately. The author has made an attempt to provide all the relevant details. The process of the experiment is explained through different stages. Such as procedure common to all samples, equalising groups, selection of the experiment group, commencement of the terms, formation of groups in experimental group, samples along with examples and procedure of the experiments are mentioned in details with diagrams, future practice activities or home assignments are also discussed.

Chapter five views the experiment with an analytical approach. It provides an analysis of the data and interpretations thereof samples have been discussed in details and their interpretations are explained. The author concludes that human behaviour is complex. In a science of communication like language teaching, mathematical precision cannot be hoped for. In experimental situations like those discussed in this book, the results of tests tend to be influenced by a variety of factors like drop outs, the tests, the physical set up, etc. The author insists such variables must be kept in view while interpreting any data.

Chapter six takes into perspective, the significance and utility value of the project. It makes recommendations; suggestions for further research are worked out. This chapter focuses on various views that includes the individuals and institutions to benefit from this investigation, the English language learners, the English language teachers, principals of schools, DEOs and ADEOs, material producers, training institutions. The author provides certain recommendations for example, to focus on language as communication, to brief in-service teachers about new developments in ELT, to provide materials to the teachers for classroom use, to prepare and present models on educational T.V for the classroom teacher to follow, to modify curriculum,
to change the mode of evaluation, to make school time table flexible, to provide freedom to the practicing teacher in the use of new patterns of classroom interaction.

Chapter seven takes a bird’s eye-view of the entire project. It attempts to conclude the findings in a nut-shell. The chapter ends with a hope for better ELT classes.

The book is a good aid for those trying to teach English to large classes. Therefore, it helped the researcher to prepare group activities for her study accurately. Whenever the group activities were carried out in the class the researcher could apply her learning from this book in terms of sitting arrangements, encouraging learners to generate questions, equal participation of all the students and finally verifying what the learners gained from that activity.

2.2.2 TEACHING AND LEARNING ENGLISH: A source for teachers and teacher trainers (2003)

M.L Tickoo (Orient Longman)

The author has relied on three main sources of support in writing this book:

(1) Teachers and students he worked with for most of the second half of last century, (2) Understanding of language classrooms and their environment in large parts of south and Southeast Asia and (3) Insights into the nature of language its learning and teaching, especially where they are known to reinforce and extend teacher knowledge.

The author has described his journey and experience as a teacher through different experiences such as initiation into ELT as a true believer, towards ELT, ‘home truths’ away from home? Here he has talked about his stay at the London’s University; ‘Mining’ the past where he has discussed his experience as a research student to foreign language teaching in Europe. He provides a brief study on ‘Foreign Language teachers and learners and the EFL or English as a Foreign Language and ESL or English as a Second language learners’.

Proceeding further he notes that the last quarter of 20th century added substantially to the still evolving understanding of the four language skills: Reading, writing, listening and speaking further he discusses vocabulary, understanding, focus on learners,
insights into languages acquisition, learner errors, language as a product and process in detail.

The author explains the role of a teacher in students’ life. He states how a teacher can work towards developing various languages skills in students. He deals with the aspects of teaching each skill of language that is reading, writing, listening, speaking and pronunciation. He defines the role of a teacher in teaching these skills and also suggests interesting and innovative techniques to teach these skills effectively. The author also takes into consideration, other important forms of a language which are grammar and vocabulary.

The author provides his valuable suggestions to the teachers for ‘planning a lesson’ he explains how important it is for the teacher to plan a lesson in a systematic way so that students can make the most of it. He explains in detail how a teacher should deal with the materials in an appropriate manner. He emphasises on making use of learners’ dictionaries and executing teaching-learning aids in the classroom. He finally explains the role of teachers as tester or evaluator, illustrating examples to do justice to this new role assigned to them.

In the chapter Theory into Practice: Arguments and Agreements the author explains for a proper way of language learning the focus should be on process and not product. According to the author participation is more important than production. He further suggests that interaction can prove helpful rather than just focusing on accuracy. He also describes in detail, different approaches and methods that are applied in teaching. He raises a few questions to the teachers who seek to become a main source of what they require for the success of their efforts in the classroom, about pupils, about the language, about the classroom. He gives a thought for teachers by the methods that work.

The author concludes with the chapter, ‘Classroom Interaction: Types, tools, techniques’ and explains forms of classroom interaction and some basic tools and techniques through four main points, questions, explanation, instructions, pair and group work.
This book helped the researcher to understand various techniques of teaching English. The authors’ experiences and suggestions helped the researcher to keep those in mind while preparing the course and executing it as well.

2.2.3 READINGS IN ENGLISH LANGUAGE TEACHING IN INDIA (2002)
Shirin Kurchedkar (Orient Blackswan)

The author talks about a common assumption that students acquire some basic knowledge of the structure of the language at the secondary and higher secondary stages and thus, one may build on that foundation to focus attention on language as communication. The author further adds that the gaps in this basic knowledge are also widely acknowledged hence, provision is made for remedial courses. She illustrates an example of Chomsky’s own cognovits or mentalist model that postulates a Language Acquisition Device (LAD), a mechanism in the brain which contains innate knowledge of grammatical universals as well as a hypothesis forming capacity. The author concludes that it is with the aid of these models that the child on exposure to a given language is able to deduce the system of rules of that language.

2.2.4 Sociolinguistic Context of English Language Teaching in India (2008)
Shirish Chaudhary (Cambridge University Press India Pvt. Ltd)

The study of teaching and learning of any language has to be made keeping in view the fact that language is a social phenomenon. Sociolinguistic studies have highlighted aspects of learning a language in an alien environment.
Talking about the ‘Sociolinguistic background’ the author presents the current situation of ELT in India today. He talks about India’s experience with different methods, Bilingual method, Grammar translation method and Direct method.

He draws our attention on the use of English or Englishes: core versus peripheral features and discusses whether Multimedialectism becomes a hindrance or help in language learning. But he further declares that no consequent answers to these questions are yet available.

The author further explains what is almost unquestionably accepted everywhere is that the faculty of languages is a species uniform gift. All human beings have the capacity to think and express themselves in a natural language the medium of expression being speech. Most commonly, however, the word ‘language’ is used in the sense of ability to comprehend and communicate thoughts and responses. To understand the dynamics of good pedagogy certain views are discussed that are language as behaviour. Proponents of this view hold that language is a form of behaviour. Language according to behaviourists is a physical object of concrete blocks which results as a behavioural response to an external stimulus. The essential principles of the behavioural views of language learning are that language behaviour is a process of stimulus. Language learning takes place through a process of habit information, good habits reinforced by repetition and reward, wrong habits are not allowed to form through punishment.

The author goes on to say human beings also have the ability to anticipate, complete and make out the meanings of complete, ill-constructed and ill-produced utterances even in unfamiliar contexts. He illustrates the monitor model proposed by Stephen S. Krashen, who claimed that a second language learner also forms his own system of rules. But this model failed as it did not come up with a satisfying explanation for why any learner would not want to lower his ‘affective filter’. Inter-language theory says that the journey of any language learner from the initial to the terminal level is made by a series of intermediary stages where each stage can be called ‘inter-language’. Acquisition and learning explains that all human beings acquire at least one language. The first language is essential for survival. A second language however if well-learnt and well-used, can always bring power and prestige to its users.
The author quotes Klein, Chomsky and Krashen to give a detailed review on acquisition and difference between acquisition and second language learning. The monitor model claims that a second language learner also forms his own system of rules going through a sequence that can be characterised by distinctions of acquisition-learning, natural order, monitor factors, input characteristics and affective filter.

To mark the difference between Foreign Language Acquisition and Second Language Acquisition he has explained certain factors, acquisition learning hypothesis, the natural order hypothesis, the monitor order hypothesis, the input order hypothesis, the affective filter hypothesis. In Inter-language the learner tries to build a new linguistic system, with or without deliberate transfer of parts and knowledge. Learners often show a tendency for merging, interfering and getting under and overlapping connections with each other. He explains this with examples. Contrastive analysis hypothesis held that where structures in the first language differed from those in the second language, errors that reflected the structure of the first language would be produced.

Some of the well known causes of the errors that result in learning of second languages are inadequate exposure to target language, exposure to the inappropriate medium, violation of the natural order of learning, questionable models for learning and dynamics of language learning

2.2.5 Approaches, Methods and Syllabus Design – 2 (1996)

Geetha Nagraj (Orient Longman)

In the beginning the author defines the terms ‘approach’ and ‘method’. An approach or method is a theoretical construct and syllabus design is the practical aspect of this construct. She further mentions the reasons behind no conscious and systematic study of teaching / learning of a second / foreign language on large scale being tempted till the 19th century.
Through ‘Syllabus and curriculum’ the author elaborates that Curriculum denotes the course of study as a whole and syllabus the content and arrangement of a subject of study. She quotes the definition of curriculum and syllabus from the Longman Dictionary. She declares some statements about ‘syllabus’ and ‘curriculum’ to evaluate which of the views integrate materials, methods and evaluation and which of them see curriculum as something different from this. She summarises these points by saying that curriculum implies statements made regarding education in general, syllabus refers to a specific sub-part of the curriculum, Views of syllabus and syllabus design tend to be influenced by perceptions of language and language learning.

Parameters in syllabus design explain that the theoretical underpinnings of a particular syllabus design are based on a set of questions, answers to which will fulfil the objectives of language teaching. In the process of learning, these are the questions that the learner needs to ask. In ‘Factors and stages-I syllabus design’ the author mentions Johnson’s four decision points in curriculum development through Curriculum planning, Ends / means specification, Program implementation, Classroom implementation.

She explains what exactly a ‘Grammar translation method’ was and mentions its characteristics. She talks about a typical syllabus of the Grammar Translation method with examples. She mentions the summary of theoretical approaches, the syllabus and the courses as approach of grammar translation, syllabus focus on application of rules of grammar, course of new rules, vocabulary, and examples of translation.

In regard to the Direct Method the author points out this method was one of the various methods of language teaching that were tried as a corrective to the short falls as a part of The Reform Movement. The characteristics of Direct Method were exposure to the spoken form of language and speaking before reading a link to be established between the spoken and written word in reading direct association between foreign words and phrases, objects and actions.

She explains some principles of the direct approach underlining the methodology. The author illustrates the five stages into which Henry Sweet divided the learning that are mechanical, grammatical, idiomatic and lexical, literary and archaic. The reading
method grew out of practical educational considerations. He mentions the four comments on the significance of reading method. 1) devising techniques to learn / teach one skills was successfully explored, 2) ‘grading of texts based on vocabulary list was done systematically, 3) the concept of ‘graded’ readers became concretised, 4) use of controlled vocabulary in extensive reading texts engendered techniques of speed reading in foreign / second language.

In regard to the Audio-Lingual method’ the author describes that it developed in the USA and was based on the work of the structural linguistic and cultural anthropologists as well as behavioural psychologist. The scientific analysis of language was taught so as to bring out three main points. 1) The system of mutually contrasting basic sounds or phonemes and the conditions under which they appear, 2) the grammar, not stated in traditional terms, but in terms of four classes, inflections, constructions, sentence types and 3) constructive analysis between the target language and the learners’ mother tongue.

The author further explains that The British School came up with the ‘Structural-Oral-Situational approach’ to teach a foreign / 2nd language and with the sponsorship of the British council tried out a large scale experiment in real conditions. She mentions the three main principles of this method. 1) The order advocated for the learning of language skill is Listening → speaking → reading → writing, 2) Language is a set of habits, practice forms an essential part of language teaching / learning content and 3) Mother tongue is not to be used, if situations are used in such a way that the learner can deduce its meaning and content.

The author describes the notional-functional syllabus that has its roots in a non-school context. To fulfil the needs of language learners the council of Europe and the council of cultural co-operation were given the responsibility of designing courses that would fulfil the needs of language learners. The aim of the project was to improve and to intensify language learning as factors making for European understanding, co-operation and mobility. The functional syllabus was arranged in terms of the functions and the language items needed for them. A table is shown to illustrate this syllabus clearly.
The author moves further to explain that syllabuses based on notions were essentially not different from the grammatical / structural syllabuses that they were replacing. While product-oriented syllabuses focus on the learning experiences themselves, Communicative approach is a natural extension of the notional-functional syllabus. She illustrates a figure from ‘the level or elements of a process syllabus from Breen to describe the Readings in English Language Teaching in India. She again illustrates a figure from Yarden that represents ‘a structural progression in a communicative framework.

She further explains that Humanistic approaches had for its base, not linguistic theories or pedagogic facts, but something more basic that is the human being. The philosophy of these approaches are 1) the silent way, the author specifies this philosophy through aids used and the method, 2) community language learning which was discovered by Charles Curran this method lays emphasis on the learner’s personal feelings while learning a foreign language. Author explains this philosophy through aids used and methods. She adds, two other methods which continuously incorporate some of the levels of humanistic approaches are- Suggestopaedia and total Physical response.

Proceeding further, the author describes that methodology is not conceptualised as a single, undifferentiated prescription but a complex formula influenced by various factors which require a more differentiated and more empirically sustained view of language teaching. A few considerations that weigh with educational administrations while adopting a method are discussed through ‘Choosing a method’.

2.2.6 EDUCATIONAL PSYCHOLOGY (1910)

Edward L Thorndike (Columbia University)

In order to explain the connection between psychology and education, the author explains that to achieve a complete development it is essential that the various capacities of the individual should be given adequate opportunity of manifesting and developing themselves and for this knowledge of psychology.
The author describes that Revolution in Education through psychology talks about child centred education, emphasis on extra-curricular activities, reform in the curriculum, new methods of discipline, education of the total personality, improvement in the process of learning, emphasis on individual differences, mental testing and guidance and reform of the problem children.

Talking about connection between the psychology and a teacher the author explains that it includes, understanding oneself, understanding the educand, reform in teaching method, evaluation and testing, reform in curriculum, betterment of human relations, adjustment and discipline, experimentation and research, diagnosis and cure of classroom problems.

While discussing educational psychology and general psychology the author specifies that, educational psychology is concerned with the practical aspect of psychology. Both education psychology and general psychology have important relations and many research experts delve into problems that are of interest to both the branches of knowledge. Yet, they maintain this distinct status due to distinction in scope, viewpoints, problems, objectives, methods, etc.

The author goes into the details of the historical background of education psychology and explains, the origin of education psychology was Aristotle the Greek philosopher, but modern educational psychology in Europe is accounted for by contributors of Pestalozzi, Herbart and Froebel. In 1947, in America, the National society of College Teachers formed a committee to determine the functions of education psychology. The latter committee published its report in 1953.

In answer to what is education psychology the author explains that educational psychology is the psychology that relates to education or to put it differently it is the science concerned with behaviour pertaining to education. He further elucidates topics such as nature of education psychology, aspects of education psychology, scope of education psychology, the educand, process of learning, conditions of learning and expanding scope of educational psychology.
To answer what is education? the author supplements certain explanations, education is the process of development, education is both process and result, formal and informal education and psychological education and educational psychology.

The author explains ‘the objectives of education psychology’ its general aims and specific aims, problems of educational psychology, development of balanced personality, provision of motivation, increase in understanding and meaning, individual importance of heredity, environment in individual.

The author provides certain insights into the characteristics of the psychological tendency through: psychological basis, child centred education, study of the child, importance of psychological opportunity, stress on individual differences, improvement in education, change in the definition of child nature, individual education and Improvement of guidance.

To the answer what is learning the author supplements certain examples related to learning and conditioning. He states that learning is a change in behaviour, an organisation of behaviour and the reinforcement of a new activity.

By describing learning and maturation the author supplements an example of Thorndike’s laws that includes law of readiness, law of exercise and law of effect. Law of readiness describes those situations in which the person who learns either intuits the object of his learning or rejects it. Law of exercise is an important law in human and animal learning. It is based on the laws of use and disuse. Law of effect means the effect of learning. The answer to the question regarding the success or failure of learning has a very significant bearing on this law. Subordinate laws include multiple responses, set an attitude, prepotency of elements, response by analogy and associative shifting.

Learning through imitation is one of the most important forms of learning. The author explains it with the help of a figure ‘Conditioned response’ i.e. a general rule. The higher species of the animal, the more easily conditioning of response is achieved. ‘Trial and error method’ is used. When the learner is completely motivated, when perception alone or learned activities are not sufficient, when the learner fails to find the solution of the problem insight is an important constituent in the solution of
problems and is found in the higher class of animals and human beings. It is the best method among the methods of learning.

With the example of Learning curve, the author explains that learning is not always a continuous process. Sometimes there is a steady progress in learning while at other times there is hardly any progress at all. It is explained with the help of a diagram. In which the plateau of learning is described. Causes of plateau of learning are also described which includes absence of the proper motive, insufficient co-ordination of the simpler habits with more complex ones, the conflict of old habits with a new one. Factors in human learning are psychological factors, physiological factors, physical factors and social factors.

Through the chapter Thinking and Reasoning the author talks in detail about what is thinking, nature of thinking and thinking is symbolic behaviour. The instruments of thinking include perception, image, concept, image, symbol, signs, and formulae whereas favourable conditions in thinking include interest and attention, strong motivation, alteration and flexibility, time limit should not be rigid, wide range of wisdom and incubation. Element which obstructs thinking are emotion, suggestion and prejudice.

The author further answers what is reasoning by talking about the evolution of reasoning power, steps of reasoning, a felt difficulty, locate, evaluate and organize, information, evaluation of hypothesis apply the solution and training rational thinking. He supplements some more points through acquaintance with problems of daily life, development of necessary qualities, solution of problems of practical utility, knowledge of special subjects, acquaintance with environment and knowledge of logic.

To explain concept formation the author defines concept as perception, analysis, comparisons, synthesis and naming. Child’s concepts takes place from gross to subtle concepts, ambiguity to concepts, indefiniteness of the concepts, simplicity of concepts, concept of the whole and wrong concepts.

The author further talks about Jean Piaget who was a Swiss educator. Piaget began his study of child development with the careful observation of his own three children. His
investigations resulted in the publication of almost twenty five papers and books. Piaget stressed two main aims of education that are creativity and critical evaluation.

Through creativity the author describes the learning process that includes a series of development stages that are meaning of learning, role of learner’s actions, role of practice, motivation, memory and interest. Implications of Piaget’s views include theory of cognitive development, intelligence, assimilation and accommodation. The author then focuses on educational implications through suggested play activities on Piaget’s model, this is explained with different points as material required, getting started (procedure) and ideas for follow-up discussion.

This book helped the researcher to understand the psychological aspects that play an important role in the process of learning a new language. Understanding these aspects with the given experiments also aided the researcher in designing the course and the activities included in it.

2.3 Research Studies

2.3.1 Strange Bedfellows: Translation and Language teaching (2006)
   Angeles Carreres (University of Cambridge, UK)

The paper is about teaching of translation into L2 in modern languages degree courses, its uses and limitations. In the introduction the presenter answers the question, ‘Is translation back?’ by simply saying, ‘Was it ever gone?’ he further elaborates his statement by explaining that the impassioned rejection of the grammar-translation method that accompanied the advent of the audio-lingual and communicative approaches to language learning has given way in recent years to a more balanced examination of the potential and the limitations of the use of translation in language teaching and learning. In this paper the presenter has aimed to explore some of the controversies surrounding the use of translation and translation into L2 in particular in the language classroom with a view to advancing towards their resolution. The paper shows that much valuable work has been done in the past
decade in the field of translation pedagogy, but still a strong empirical foundation on which to base the practice is lacking. The purpose of this study was to offer a number of points for reflection which might serve as a basis for much needed empirical research on the topic.

To presenter sums up, proponents of the audio-lingual and communicative methods firmly believed that the use of the mother tongue was counter-productive in the process of acquiring a new language and therefore, the use of translation in the classroom could do more damage than good, holding back learners from taking the leap into expressing themselves freely in the second language. The presenter explains the scepticism, if not downright animosity, that has surrounded the use of translation in language teaching is often more acute in the case of translation into L2. It is argued that, while translation into the mother tongue is an activity that graduates might encounter in their professional life, translation into the foreign language is an unrealistic exercise and therefore thoroughly useless.

He has quoted two negative reasons why some universities have held on to the use of translation in the language classroom and indeed quite a few people who have written about the topic seem to think that there was little good reason to keep using translation in this way. He adds that the past two or three decades however, have seen a vast change in attitudes towards translation, both as an academic discipline and as a profession. Translation Studies is now a thriving field of research with increasing institutional standing. While the improved status of translation does not in itself justify its rehabilitation as a language teaching tool, he believes the insights gained in recent years call for a reassessment of the role of translation in language pedagogy. To some extent that reassessment is already underway but as he pointed out above, there is much work to be done in order to establish an empirical foundation to inform the practice. It may well be that some universities have stuck with translation for the wrong reasons but in this paper he has argued that there are a number of good reasons to continue using translation in language teaching in higher education, provided hard thinking is done as how to go about doing it.

The presenter illustrates an example of a study published in 1985, by Lavault wherein she showed how language teachers in French secondary schools routinely resorted to
translation in the classroom to varying degrees, even where this procedure was discouraged by official guidelines. Even those teachers who adhered in theory to the communicative method found that, in practice, translation was in certain instances the most efficient way of helping learners grasp a grammatical concept or a lexical item (Lavault 1985: 24-25). Interestingly, while not all fifteen teachers surveyed favoured the use of translation into L1, all without exception favoured the use of translation into L2 (ibid. 40). Lavault’s sample is small, but her analysis nevertheless makes for interesting reading with remarkable passion and persuasiveness.

Finally, it is true that translation as taught in the traditional method was wholly unsuited to the average learner without erudite or literary leanings. However, there is no reason why translation should be restricted to literary passages. It certainly can be taught in more stimulating ways than has traditionally been the case. This paper helped the researcher in many aspects as to encourage the learners to use translation for language learning which would eventually help them to develop the communicative competence of their language.

This paper helped the researcher in many aspects as to encourage the learners to use translation for language learning which would eventually help them to develop the communicative competence of their language. Each activity of the course led the learners into discussions and that is where they worked on their communicative skills as well.

2.4 Research in ELT for Material Production

2.4.1 “Preparation and Tryout of a set of Interactive Classroom Strategies to Enhance Communicative Competence of Learners at the Tertiary Level” (2006)

Ms. Reema Phukan (Sardar Patel University)

Reema Phukan prepared and tried out a set of Interactive classroom strategies to enhance communicative competence of learners at the graduate level. The study was
tried out on students of BBA, C.Z Patel College of Business and Management. She tried out her course on two different groups; 1) Experimental group that comprised of students of BBA (2008-2009) and 2) Control group comprised of students of BBA (2008-2009). The experimental group was taught with innovative strategies and the control group followed the conventional method. The course was carried out for one full year. Internal exams were conducted and finally students appeared for their final university exams conducted by Sardar Patel University. The Course was prepared keeping in mind the needs of the students. The package contained activities catering the four-macro skills of language LSRW. The package of materials was based on the communicative approach to language learning. The experiment demonstrated that the marks of the experimental group of students were constantly improving across the internal examinations, while that of the control group had slowed down. In the final university examination, the experimental group improved significantly than the control group in terms of their average scores. She suggests the language teacher to change as they are expected to equip themselves with the interactive language teaching. The researcher concludes that the teacher should play the role of a facilitator so that the students will acquire skills that can make them independent language users.

The study has given information on the effects of CLT approach. It has shown how proficiency in a language can be more authenticity acquired by specifying the needs of the learners by following CLT approach.

2.4.2 “Preparation and Tryout of a Remedial Course in English for Graduate learners who makes Glaring Errors in Writing” (2003)

Mr. Govind Vyavahare (Sardar Patel University)

This study is primarily concerned about preparing a course Remedial Course in the English for graduate learners who make glaring errors in writing. The researcher, being a B.Ed lecturer himself had observed that in spite of holding a graduation or post-graduation degrees the students lack proficiency in English. Before designing the
course the researcher prepared a questionnaire for experts to find out current thinking on ELT issues in Gujarat and in India. Students’ interviews were also conducted before commencing of the course to realize their specific needs. At the end of the course feedback form was given to students that were returned with their valuable remarks. Pre-test and post-tests were also administered to see the effectiveness of the course. The statistical analysis done by the researcher about this study shows that the students improved in grammar and writing as a result of undergoing remedial programme. By this experiment on the learners with low proficiency he proved that his new type of materials and modified ELT approach improved the performance of his learners. He describes at length how his findings can benefit learners, parents, syllabus makers and school authorities.

The study has advocated for the emphasis on teaching of English through new innovative techniques to improve the linguistic skills of the learners. The study shows that such kind of study will prove helpful to graduate learners as the activities would be designed keeping in mind their interest.

2.5 Conclusion

To understand the importance of having a language and to treat translation not as a learnt skill only, but rather as a natural ability of a human being to perceive and interpret one's native language as well as a foreign tongue, the researcher reviewed books on language and language learning. One of the best examples of these is After Babel by George Sterner. The researcher always believed that translation can work wonders in terms of developing communicative competence of a language. Her belief was supported by Susan Bassnett and Harish Trivedi’s book Post-colonial Translation: Theory and Practice. The book also emphasises the vital role of translation in redefining the meanings of cultural and ethnic identity. The stand that translation process helps to understand nuances of register and style was made clear by Susan Bassnett’s book, Translational Studies. The researcher had a hunch that translation though discarded by the structuralists can be used beneficially in the class which was also the view supported by Alan Duff’s book Translation. The researcher found Introducing Translation: Theory and Application by Jeremy Munday to be
illuminating and interesting as it provided a broader perspective of Translation studies. **Educational Psychology** by Edward L Thorndike throws light upon the fact that psychology plays an important role in learning a new language. Through this book the researcher realized the fact of understanding the psychology of the learners before trying out activities on them. The research paper by Angeles Carreres, *Strange Bedfellows: Translation and Language Teaching* helped the researcher in many aspects as to encourage the learners to use translation for language learning which would eventually help them to develop the communicative competence of their language. The use of group method techniques encourages the learners to take part actively and also motivates them to communicate with each other easily. The books on research carried out helped the researcher to understand the techniques that functions significantly in teaching and learning a language as well. The use of communicative tasks initiates the learners to use language creatively and on their own. This has been made amply clear by the book, *Group Method Techniques for English Language Teaching* by Sulabha Natraj. The researcher learned various techniques of teaching reading, writing, vocabulary, pronunciation, grammar as well as planning a lesson, dealing with materials and designing activities through the book, *Teaching and Learning English: A source for Teachers and Teacher Trainers* by M. L Tickoo. The researcher understood the mechanism that takes place in a child’s brain after it comes in contact with a new language by the description of LAD (Language Acquisition Device) designed by Chomsky, explained by Shirin Kurchedkar in her book, *Readings in English Language Teaching in India*. In *Sociolinguistic context of English Language Teaching in India*, Shirish Chaudhary explains that it is important to study the sociolinguistic background of a language before teaching or learning that language as language is a social phenomenon. The book *Approaches, Methods and Syllabus Design – 2* by Geetha Nagraj clarified various approaches and methods along with syllabus designing through figures which helped the researcher to understand and apply them usefully while trying out the materials on the learners.

The review helped the researcher to look carefully at the methods that have been used to teach English earlier and how they have been replaced by the current ones. The researcher utilised these guidelines in designing the syllabus for her study. The books
reviewed in this chapter gave many insights to the researcher and either supported or questioned many of her assumptions as well. To conclude, it can be said that the literature reviewed provided the researcher with insights into usefulness of translation determining her approach to teaching, conceiving the objectives of the research and forming hypotheses for the research.

\[\text{Say what we may of the inadequacy of translation,}\\ \text{yet the work is and will always be one of the weightiest and worthiest undertakings}\\ \text{in the general concerns of the world.}\\ \text{J. W Goethe}\]