

Language is the dress of thoughts

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CHAPTER I

INTRODUCTION

CHAPTER 1



INTRODUCTION

Language is a gift for human beings unlike other species, and a proficiency in a language helps one to dominate any communicative situation and crown one's deed. Language serves as a system of communication, a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in nation building, so on and so forth. So far various attempts have been made to define a language like:

Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. (Language 8)

A language (is a) symbol system... based on pure or arbitrary convention.. .infinitely extendable and modifiable according to the changing needs and conditions of the speakers. (General Linguistics 13)

These definitions view language primarily as a conventional symbol system concerned with communication or co-operation between people. Chomsky, Lyons and Saussure define

language in terms of symbol system. Lyons sees language as one among a number of other semiotic systems (**Introduction** 3-11). This emphasis is further strengthened by Saussure (1916), who views language in the context of other communication frame works. Chomsky however produces a much more formal definition considering, “a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of *elements*”(**Language** 13). This is clearly a definition on terms of structure rather than function, and need not conflict with functional definitions. These definitions which lead to the analytical study of a language form the basis of linguistics.

Linguistics is a scientific study of a language. Finegan and Besnier define linguistics “as the scientific inquiry into human language - into its structures and uses and into the relationship between them ”(**Language** 8). Linguistics, in the words of Verma and Krishnaswamy, is “a scientific study of the systems/ principles underlying human **languages**”(**Modern Linguistics** 26). In these definitions, the words language’, ‘scientific’ and ‘study’ are traced; it has Latin

word *lingua*' as its origin, which means 'tongue'. Linguistics, therefore, has to certainly deal with language.

Language, in the restricted sense in which linguists define the term, is a special gift to human beings, though animals have a communication system as opposed to human language. But the human language has certain characteristics and special features, which make mankind different and distinct from rest of the life. The following are the characteristics of human language, which lack in other species' communication system (as quoted in Central Institute of English and Foreign Languages' course material for Post-Graduate Certificate in the Teaching of English):

(i) Duality of **structure** or patterning:

Human language displays two levels of patterning: (a) where meaningless units (i.e. phonemes) are combined to form arbitrary signs (i.e. words) and (b) these signs in turn are recombined to form new meaningful larger units (i.e. sentences). Therefore, in a language two levels of structures, that is, primary level, which compounds sounds into words,

and secondary level, which compounds words into sentences, are found.

Creativity/Productivity:

This characteristic refers to the fact that human beings can produce new messages on any topic at any time. A sentence that is never heard before can be created by human beings and the same limited set of phonemes are combined in a different way to form a novel message. This sort of construction, therefore, involves creativity or productivity.

| iii | **Interchangeability:**

This refers to the fact that all members, male or female of mankind, can both send and receive messages. This message interchangeability is found only in mankind; and in other species there are specific type of communication system for either sexes.

(IV) Cultural transmission:

Language is a set of conventions that have grown as a result of the common living of a large number of people. These conventions are common to the entire social group, which uses the language. This implies that languages have to

be learnt by cultural transmission and transmitted through heredity by genetical transmission.

(v) Displacement;

Like animals human behaviour is not controlled by stimulus. Animal communication is context-bound and human language is context-free. Hence animals cannot communicate about imaginary past or future which humans are able to do with language. Displacement implies that users of the system are able to refer to events in space and time.

|vi| Specializations

Human beings can talk while they engage themselves in activities totally unrelated to the subject under discussion. For example, they can talk over phone while they drive. Here specialization implies that there should not a total physical involvement in the act of communication. On the contrary, other species cannot engage in any activities while communicating.

|vii| **Arbitrariness;**

This feature implies that there is no natural or inherent connection between a written word (or sounds) and

its reference (or symbols), except in some of onomatopoeic terms. The relationship between words and their meanings is quite arbitrary and this relationship is a matter of conventions. For example, there is no logic or relationship between the term 'pen⁵ and its meaning. The decision that pen should refer to a writing material and it should not refer to a flower or an animal is purely arbitrary. A few people decided to call it as a 'pen' and the society accepted it as a word of the English language.

(viii) Redundancy:

There is a lot of redundancy, that is, two or three marker denoting the same thing in human language. For example, in the sentence 'Are you writing?' there are two markers to show that it is a question. One is the placement of the helping verb at the beginning, and the other is the rising tone with which the question would be asked while speaking and the punctuation question mark at the end of the sentence while writing.

|ix| Discreetness:

Human language has phonemes, syllables, morphemes, words, etc., which are discrete units and can be recombined to mean different things. That is, language consists of isolatable, repeatable units. For example, with the help of three discrete units like p, a, and t, the words 'pat', 'tap', and 'apt' can be created.

|x| Reflexiveness:

This refers to the ability to use the communication system to discuss the system itself.

The history of the development of language of the human race is the history of the growth of intelligence. Man's superiority over other animals is mainly due to language and speech is essentially a human faculty. It is an extremely complicated mental phenomena, involving not merely the functioning of symbols for things and action; the auditory recognition of the spoken words as speech symbols; the interpretation of visual impressions including signs, pictorial or graphic symbols, gestures - but also an elaborate mental mechanism of association, which render possible the syntactic

combination of auditory symbols which make human language.

This nature of a language has been explored by various linguists in different directions. These attempts, based on various language - related disciplines serve to emphasize the complexity of language behaviour, though the extent to which an awareness of such complexity should affect language teaching remains a contentious issue. These explorations on the nature of language use, however, cannot necessarily be expected to fit together as component parts in a single coherent theory of language.

A human language has kept pace with the growth of civilization. So also it keeps pace with the growth of the individual man. In the beginning the individual starts dealing with concrete things during his infancy and later he learns to deal with abstract ideas. Education to some extent helps in the growth of these language habits and this growth can be measured. Nowadays vocabulary is considered as a single measure of the intelligence of an educate or a citizen. Also this is an age of speech machines; telephone, cell phone,

e-call, radio, television, internet, etc., have increased and enlarged the powers and functions of the language on the world stage. Human relations and associations have cut across the regional barriers, and in the modern world man must be prepared to maintain the links of international communication. According to Goethe, he who knows no foreign language knows nothing of his own. Growth is the characteristic of life. Growth takes place by means of habit formation. So the intellectual growth is shaped by the language habit from the very beginning when the child depends upon his parents, teacher, and society for the formation of such habits.

Language is the essential requirement of all human co-operative work. Speech is the instrument of society, as Ben Jonson says. The following are the important aspects of language in its relation to man, society and the world.

1. Linguistics regards language as a social activity rather than as a means of self-expression. As an individual lives in a society with the help of language, it may be called an instrument of social control.

2. Language is the index of personality and it reveals the speaker to his audience. "Language most shows a man: speak, that I may see thee," says Ben Jenson. But judging a person by his speech may not always be right. However, speech is a good index to personality and certain features of speech are felt as a part of personality.
3. The forms of speech (even dialect) delimit social groupings or classes within a large community. Similarity of speech-behaviour characteristics and language habits preserves the group.
4. Language mediates and establishes relationship between individual and his environment. According to modern linguistics, language is an active, practical approach to the world stage on which the human life is enacted.

Apart from all these characteristics and aspects of a language, a language should be a living language.

A living language is subject to change in the process of achieving the ideal. The more advanced the level of its development, the greater the power of expressing abstract ideas, or general ideas. Any number of delicate shades of meaning can be expressed with equal ease. Moreover in a

developed language sound and sense are in perfect harmony. In this way English proves to be a living language with all its flexibilities. It is by this flexibility, English occupies a prominent and indispensable place among other Indian languages.

English in India

The Indian sub-continent is a land of striking contrasts with snow-capped peaks on the North, golden sands of the arid deserts in the West, luxuriant vegetation in the East and evergreen forests in the South. Once the different parts of the sub-continent including Pakistan, Burma and Ceylon were able to join through the medium of English under the British Empire. In their struggle for freedom, they used English to a large extent and until quite recently many of their normal functions were exercised through the English language. The language policy in British Indian and other territories was largely the fruit of Lord Macaulay's Education Minutes of 1835, wherein he had to form a class who may be interpreters between the English and the million they governed. They needed a class of persons who were Indians in blood and colour but English in taste, in opinion, in morals

and in intellect. Today nobody defends the teaching of English to produce a cadre of honorary English men, but the use of English throughout the sub-continent for administrative and educational purposes could not be done away with.

After Independence there was rethinking on the place of English. In 1950, the constitution of India gave a lease of fifteen years to English as the official language of the country. This fifteen years time was given only to develop Hindi as the medium of expression and to promote Hindi as the official language. Later on, however, it was realized that Hindi could not replace English by this deadline, as it was not understood by the people in the South of the country. As there was considerable opposition to Hindi from the South, the Parliament passed in 1963 a Bill declaring English as the Associate Official Language of India till an indefinite period. The Union Government has repeatedly affirmed that both English and Hindi would be used at the centre till the non-Hindi states agree to the discontinuance of English.

Present Status of **English**

English still occupies an important place in the educational system and life of our country. It is a language that continues to dominate the national scene. It is taught compulsorily in most of the states in the country although the class from which its teaching is started differs from state to state. In the Union Territory of Chandigarh, for example, the teaching of English is started from third class. In Punjab and Hariyana, its study commences from the sixth class, but in Gujarat the teaching of English is delayed up to eighth class, so far as the government schools are concerned. In Tamilnad English is taught from the first standard itself as a subject in Government schools and the private schools have English as a medium of teaching from kindergarten itself. Most of the Universities in the country have, in addition to English, switched over to regional languages as the media of instruction at the college level. Various states including Tamilnad, conduct Postgraduate studies in their respective regional language, and even doctoral and postdoctoral degree researches are done in their regional languages.

The influence of English cannot be underestimated among the educated classes of the country. It continues to be the medium of instruction in technical, medical, law and other institutions. It is the language of communication between the Union Government and the State Governments, used in parliament and state Legislatures, and in High Courts and the Supreme Court. The English press in the country is very popular, powerful and enjoys not only more circulation but also exerts better influence than the vernacular press. The number of creative writers in English is increasing gradually in India. The National policy on Education adopted by the Government of India in 1968 stressed the importance of the study of English in these words:

Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science & technology. India must not only keep up this growth, but also make her own significant contribution to it. For this purpose, study of English deserves to be strengthened. (Techniques 9)

Importance of English

English is the mother tongue of 300 million people in the world. The countries where English is the native or first language are the United Kingdom, the United States of America, Canada, Australia and New Zealand. Some other countries like India, Pakistan, Africa, France, Russia, etc., use English as a second or foreign language and the number of these people is nearly 400 million. Thus, English is spoken by 700 million people in the world, which is only next to the Chinese language. But Chinese is confined mostly to the Chinese subcontinent, whereas English is used in all parts of the globe. The speaker of English will be understood in all countries.

English is the language of international politics, trade, commerce, and industry. We must know English if we want to have our say in the world. One out of ten persons in the world knows English. Seventy-five percent of world's mail, fifty percent of the world's newspapers, over sixty percent of the world's radio stations and more than fifty percent of the world's scientific and technical periodicals use English as medium of expression. English is one of the six official

languages of the U.N.O and is also the link language of the commonwealth countries. As an international language, English has created better understanding among the nations of the world and has been responsible for cultural give and take. It has facilitated mobility of teachers and students from one country to another and has opened worldwide chances for employment.

English has been rightly described as a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world. The Radhakrishnan University Education Commission observed:

It (English) is a language, which is rich in literature-humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge....English is the only means of preventing our isolation from the world. **(Techniques 11)**

It is true that any one who knows English keeps himself in touch with rest of the world without leaving his home.

English serves as a key to the storehouse of world knowledge. Most of this knowledge has to be available in Indian languages also. In this context, the role of English as a library language becomes important in India. Even though some Universities have switched over to regional languages as media of instruction in humanities, it will take sometime to extend this step to course in science, law, medicine, engineering or agriculture. The Kothari Educational Commission has rightly stressed that English would play a vital role in higher education as an important library language. The Commission has recommended that no student should be considered as qualified for a degree, in particular, a master degree, unless he has acquired a reasonable proficiency in English (or in some other library language). According to the Commission:

The implications of this (English as a library language) are two fold: all teachers in higher education should be essentially bilingual in the sense that they should be able to teach in the regional language and in English, and all students (and, particularly post-graduate students) should be able to follow lectures and use

reading materials in the regional language as well as in English. (**Techniques 12**)

Here the term library language does not imply that only reading skill is given importance. But importance is also given to other skills. These factors make the Indians feel the importance of English in all walks of their lives. But the position of English in India, when compared to the position of English in other non-English countries like Japan and Germany is different. By analysing the position of English in these countries one can differentiate foreign language from a second language, in other words, one can determine whether English in India is used as a foreign language or a second language. In Japan English is used for communicating with the foreign people, that is, to express their points of view in business correspondence and not in day-to-day communication within the country. In Japan the English language is introduced in junior high school and it plays a vital role in college entrance exams to scrutinize the grammatical knowledge and translating ability of the students. The emphasis is not on the listening or speaking skill to develop the communication skill, but on promoting

their business with foreigners. In this context English plays the role of a foreign language, which is restricted to a particular domain that is commercial activity or group of employees in International companies. On the contrary, English plays a significant role in the every day lives of Europeans. In Europe English is a means of communication for all types and classes of people across the national frontiers. Germany offers an excellent example of the use of English in Europe. English is a part of all school curriculum; is used to some extent in all media; is the source of extensive word borrowings; is available through contact with native and non-native users within Germany in a variety of domains and for a range of purposes; and is learned to varying degrees of competence by Germans of all social, economic and educational levels. It also serves as lingua franca for personal interaction in Germany. In India, English is also an official language, next to Hindi. It is expected that Hindi would replace English. All state governments including Tamilnad and other Southern states stress the use of regional languages in all sectors of governmental organizations. Though English

is not a lingua franca in India, it is more a second language than a foreign language.

Second Language: Learning Vs Acquisition

Developing proficiency in a second language by adult learners depends on two independent systems: subconscious language acquisition and language learning. These two systems are interrelated in a definite way, where subconscious acquisition appears to be far more important. Language acquisition is very similar to the process children use in acquiring first language. Here the first language includes a number of languages, all of which the children learn simultaneously, by much the same process. Language acquisition requires meaningful interaction in the target language, that is natural communication, where the speakers are less concerned with the form of their utterances, but with the message they convey and understand. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown, Cazden, and Bellugi 1968), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process. Acquirers need

not have a conscious awareness of the rules they possess, and may self-correct on the basis of a feel for grammaticality.

Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Selinker 2). The second language is learnt as a part of a formal pattern of education. Unlike the first language, which is acquired informally without the benefit of a classroom, text books or teacher, the second language learner is exposed to an altogether different kind of learning situation: to a classroom, a teacher, and text books. In many ways it is an artificial situation to learn a language. In language acquisition, it has been hypothesized that there is a fairly stable order of acquisition of structure, that is one can see clear similarities across acquirers as to which structures tend to be acquired early and which tend to be acquired late ((Brown 1973); Dulay and Burt 1974)). But in language learning no invariant order of learning is claimed, although syllabi implicitly claim that learners proceed from simple to complex, a sequence that may not be identical to the acquisition sequence.

Various attempts have been made by linguists to minimize the difference between language learning and acquisition and to make second language learning/acquisition situations resemble the first language acquisition situation. Krashen propounds Monitor Theory for adult second language acquisition. The fundamental claim of Monitor Theory is that conscious learning is available to the performer only as a 'monitor.' In general, utterances are imitated by the acquired system - our fluency in production is based on what we have 'picked up' through active communication. Our 'formal' knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. We make these changes to improve accuracy, and the use of Monitor often has this effect. Krashen illustrates the interaction of acquisition and learning in adult second language production in the figure 1.1.

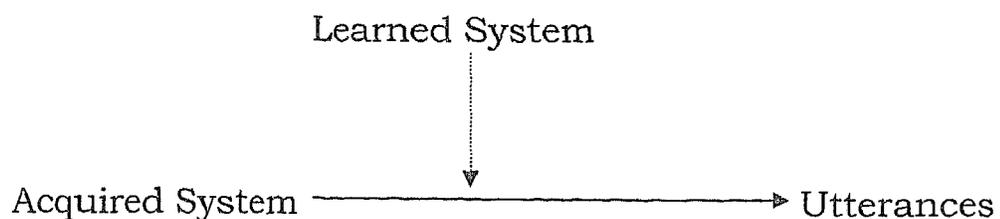


Fig. 1.1. Model for adult second language performance

Lawler and Selinker who have discussed their acquisition - learning distinction, propose that:

for rule internalization one can postulate two distinct types of cognitive structures: (i) those mechanism that guide 'automatic' language performance ... that is, performance ... where speed and spontaneity are crucial and the learner has no time to consciously apply linguistic mechanisms... and (ii) those mechanisms that guide puzzle-or problem-solving performance. **(On paradoxes 35)**

But Monitor Theory tries to make some very specific hypotheses about the inter-relation between acquisition and learning in the adult.

In the last few years, the acquisition - learning distinction has been shown to be useful in explaining various phenomena in the field of second language acquisition. While many of these phenomena may have alternative explanations, the claim is that the Monitor Theory provides for all of them in a general, non-adhoc way that satisfies the intuitions as well as the data. The learning-acquisition distinction captures one sort of individual variation in second language performance

based on the types of performer. Monitor 'over users' are performers who feel they must 'know the rule'⁵ for everything and so do not trust their feel for grammaticality in their second language performance. They feel bad about their lack of the knowledge of second language grammar. These over users may also suffer from "lathophobia aphasia", an unwillingness to speak for the fear of making a mistake. On the other hand, the 'under users' entirely depend on what they can 'pick up' of the second language. Under users seem to be immune to error correction, and do not perform well on 'grammar' tests. They may also acquire a great deal of the target language however and often use quite complex constructions. The performer who uses learning as a real supplement to acquisition monitoring when it is appropriate and when it does not get in the way of communication like prepared speech and writing, is 'the optimal user'. These optimal users 'keep grammar in its place', using it to fill gaps in acquired competence when such monitoring does not get in the way of communication and they often resemble native speaker competence in written performance. Here the performers are focused on communication and not on form,

the adult errors in English as a second language are quite similar to the errors made by children acquiring English as second language and even some times it resembles the errors on acquiring English as a first language.

The Role of First Language

The learning of first language or mother tongue is inevitable whereas there is no such inevitability about the learning of a second language. Learning of the mother tongue is part of the maturational process of the child. While learning a second language begins normally after the maturational process is largely complete; hence the infant starts with no overt language behaviour. But in the case of the second language learner such behaviour, of course, exists; that the motivation for learning a first language is quite different from that of learning a second language. Here 'interference', that is the influence of the first language, is not the first language getting in the way of second language skills; rather it is the result of the performer falling back on old knowledge when he or she has not yet acquired enough of the second language. Sometimes first language competence may replace acquired

second language competence in the performance model as in the figure 1.2.

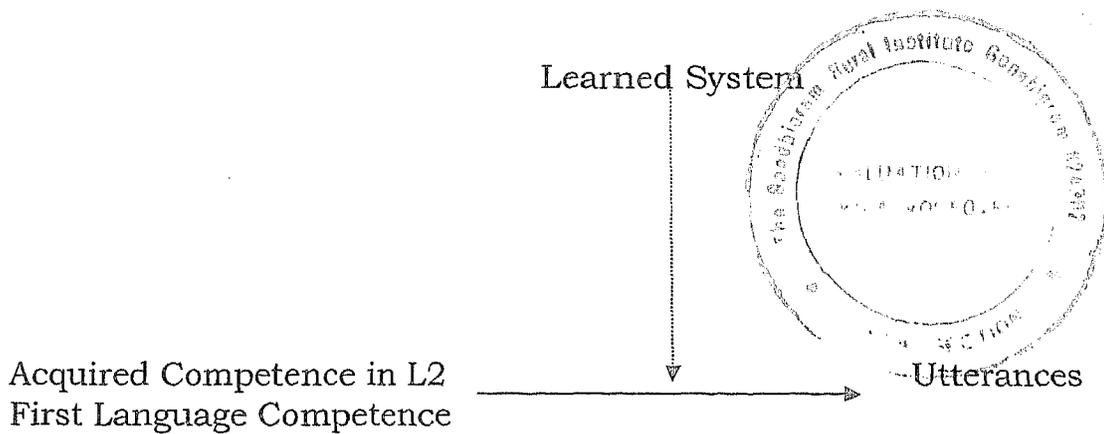


Fig. 1.2. First language influence in second language performance

In India since from the time of introduction of English, various methods of teaching have been tried to make the ‘artificial’ situation of the second language learning to resemble the ‘natural’ situation in which the first language is learnt.

English. Language Teaching: Methods and Approaches

The word method means different things to different people. Some people consider only classroom techniques as method, whereas others like to include in this term the selection and gradation of materials to be taught. According to W.F. Mackey, “A method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed

(presentation) and what is done to make the use of the language unconscious (repetition)” (**“What to look”** 41). Thus a method deals with four things: selection, gradation, presentation and repetition.

The Grammar-Translation Method

The Grammar-Translation Method is the oldest method of teaching English in India. It is as old as the introduction of English in India. This method maintains mother tongue as the reference system in learning the target language. English is taught through the mother tongue.

Principles

1. Translation interprets the words and phrases of the foreign language in the best possible manner.
2. The foreign phraseology is best assimilated in this process of interpretation.
3. The structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

In this method, while teaching the textbook, the teacher translates every word, phrase, and sentence from English into

the mother tongue of the child. Further pupils are required to translate sentences from their mother tongue into English. These translation exercises, from the mother tongue into English, are grammar-based. The emphasis is on the study of grammar, which is taught deductively, by presentation and study of grammar rules. The structures of the foreign language are compared and contrasted with those of the mother tongue. This method enjoyed its own advantages and disadvantages.

Advantages

1. Foreign phraseology is quickly explained through translation. Moreover pupils learn the accurate meaning of words and hence this method ensures accuracy.
2. This method serves as an easier way to expand vocabulary rapidly for the students.
3. Teacher's labour is saved by this method of teaching
4. The child's knowledge of his mother tongue is made use of in this method, unlike other methods, which never care for that.
5. As this method enables the teacher to tell the students to express what they have learnt in their respective

mother tongue, the students⁵ comprehension is easily tested.

Disadvantages

1. The natural method of learning follows listening, speaking, reading, and writing. But in Grammar-Translation Method teaching of language with the teaching of reading and hence this method is an unnatural method.
2. This method lays emphasis on reading alone with the result that speech is neglected.
3. A person is said to have learnt a language only when he has made its pattern as habits, but this method does not provide any practice to the pupils to learn these patterns as habits.
4. A language is the result of various customs, tradition, patterns and modes of behaviour of a nation and since these differ from nation to nation, there are many in one language, which cannot be exactly translated into another language.
5. As exact translation is not possible, this method allows transliteration.

6. A language is learnt by practice and not by just memorising the rules. But this method teaches language by rules.
7. This method makes the learner a passive recipient of knowledge and moreover it proves to be a dull and mechanical method.

The Direct Method

This method is developed as a reaction to the Grammar-Translation Method. Its basic principle is that students should directly speak in the foreign language. In the Direct Method English is taught through English. The Direct Method aims at establishing a direct bond between thought and expression, experience and language. The idea is that the learner should experience the new language in the same way in which he experienced his mother tongue.

Principles

1. The student is provided sufficient practice in listening to the language and then speaking it, thus emphasizing the value of oral training in learning a foreign language.

2. The students are taught new words by actually showing them the objects for which they stand or performing actions or by suitable illustration in context. This enables them to think in English and to respond directly in English.
3. Since sentence is the unit of speech, the teaching through Direct Method is started with the teaching of sentences, and not individual words.
4. The students learn the language first and then the various grammatical forms are taught to them. The lessons are prepared according to some grammatical plan. Direct Method aims at teaching grammar inductively.
5. New words are taught by material association, explanation or use of a suitable context after careful selection and gradation.

Advantages

1. It is a natural method and the language is taught in the same way in which the child learns his mother tongue.

2. Since the Direct Method lays stress on speech, students acquire fluency of speech and think directly in English without the intervention of the mother tongue.
3. Since language is taught through demonstrator, the Direct Method makes use of audio-visual aids, making the lessons interesting.
4. As the students can speak fluently in English, they can also write fairly, quickly and correctly.
5. The Direct Method helps the students to acquire a practical command of the language and helps in the critical study of English literature.

Disadvantages

1. The Direct Method is not a complete method as it lays more emphasis on speech training, and other aspects of language like reading and writing do not receive due attention.
2. Because of its emphasis on speech, the teacher needs to have a good command over English. Otherwise the students will encounter problems in pronunciation.

3. This method suits the students who are linguistically minded and is not suitable for all students.
4. Of the four ways of explaining meanings of words, namely, material association, translation, definition and context, the Direct Method ignores translation completely, which at times can be really easy and time saving for explanation.
5. Since this method demands individual attention, the size of the class should not be large. There should be proper audio-visual equipment available to the teacher. But since such facilities are not always available, the Direct Method has not been successful.

The Structural Approach

The Structural Approach has been recently adopted in India. Strictly speaking, Structural Approach is not a method of teaching. An approach tells one "what to teach" and a method tells one 'how to teach'. Hence one can use any method to teach these structures selected and graded by this Structural Approach. Structural Approach concentrates on the teaching of sentence patterns and structural words.

Principles

1. Structural Approach recognizes the importance of speech in learning a language. So the structures are first taught in the spoken form and later on in reading and writing.
2. Structural Approach lays emphasis on habit formation. These habits are formed through speech and drill work.
3. This approach stresses the importance of the students' activity rather than the activity of the teacher.
4. Mastery of language structures is given preference in this approach and these structures are taught in meaningful situations and hence this approach may also be called as Situational Approach.
5. Above all in this approach one item is given importance and taught at a time.

Advantages

1. Structures and vocabulary items are carefully selected and graded according to their usefulness, simplicity and teachability.
2. It lays emphasis on speech.
3. It stresses habit formation.
4. It follows the Situational Approach.

5. It makes the learner an active participant.

Disadvantages

1. The readers and textbooks written according to Structural Approach are uninteresting.
2. It ignores reading, writing and vocabulary expansion.
3. The students do drill work mechanically without comprehending the meaning of what they say.
4. This approach is suited for senior classes, which requires a free use of the language.

The Bilingual Method

According to Dr. C.J.Dodson, the originator of the Bilingual Method, the aims of this are

- (i) To make the students fluent and accurate in the spoken word,
- (ii) To make the students fluent and accurate in the written word,
- (iii) To make the students in such a manner that he can achieve true bilingualism.

Principles

While learning his mother tongue the child grasps

the situation or the concept and learns to express it in the mother tongue simultaneously. The advocates of the Bilingual Method say that while learning a second or a foreign language, there is no need to recreate the situation. They hold that the teaching-learning process is facilitated if only mother tongue equivalents are given to the students without duplicating the situations. However, it is only the teacher who uses the mother tongue and not the students and that too in a restricted manner. In this method reading and writing are introduced early in the course of language teaching and there is integration of speaking and writing skills.

Advantages

1. The teacher is saved the botheration of manoeuvring situations in order to convey the meanings in English only. Instead he gives the meaning in the mother tongue of the students.
2. Time thus saved is used to provide pattern practice to the students.
3. Even an average teacher of English can reach successfully through this method without any elaborate preparation.

4. The Bilingual Method promotes both fluency and accuracy. It promotes fluency as it lays emphasis on speech and pattern practice. It promotes accuracy as the meanings of new words are told in the mother tongue of the students.
5. Unlike the Direct Method, which ignores the linguistic habits already acquired by the children in the process of learning their mother tongue, the Bilingual Method makes use of them.

Disadvantages

1. A possible objection to this method is that in the hands of an unimaginative teacher it may degenerate into the translation method with all its attendant drawbacks.
2. Bilingual Method is useful only at the secondary stage, whereas, the Direct Method is more useful than Bilingual Method to explain meanings of words at the senior secondary stage (*Towards Bilingualism* 1968).

The **Communicative Approach**

The basic idea that communicative ability is the goal of foreign language learning is not a new idea. The

Structural Approach and the audio-lingual method also stressed communicative ability. The Communicative Approach to language teaching is based on the belief that acquiring a language means to communicate confidently and fluently in the language. The Communicative Approach opens up a wider perspective on language. The main characteristics of the communicative view of language are:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.
5. This method aims at the development of communicative competence among the students, which involves the acquisition of balance between accuracy and fluency in English.

In most traditional classrooms, the common classroom procedure is whole-class work. In communicative language teaching, the main types of organization are individual, pair work, small group work and whole class work.

A Communicative Approach opens up wider perspective on language learning. In particular, it makes us more strongly aware that it is not enough to teach learners how to manipulate structures of the foreign language, they must also develop strategies for relating these structures to their communicative functions in real situations and real time. (Communicative xi)

In communicative language teaching, the teacher needs to adopt a variety of roles. As a general overseer of his students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability. He is responsible for grouping activities into lessons' and for ensuring that these are satisfactorily organized at a practical level. In many activities, he may perform the familiar role of a language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on.

1. As most of the work in the communicative language approach is done in pairs and small groups, students have more opportunities to interact and practise in the foreign language.
2. The students feel secure and so not feel shy of speaking in a small group. They get confidence to speak the language and share their ideas with others, which in turn provides them opportunity to express their individuality.
3. As the students concentrate on speaking English, they become fluent speakers and they learn the appropriate use of language.
4. In this method the influence of mother tongue is viewed positively and allows a judicious mixture of the mother tongue to form interlanguage communicative strategies in acquiring accuracy and fluency.
5. The teacher's role in the teaching-learning process is less dominant. There are more opportunities for cooperative relationship to emerge, both between the teacher and students, and among students.

1. It is doubtful whether an average teacher of English can make a success of this approach if he cannot speak English fluently.
2. With its over emphasis on oral communication the Communicative Approach neglects reading.
3. The Indian classrooms are overflowing with students and it is not easy to seat them properly for pair work and group work. (Methods 115}

It is true to say that there is no perfect method to teaching English as a second or a foreign language.

All the methods have some advantages and disadvantages. No method can suit all circumstances. The choice of a method depends on a number (i) the aims of teaching English, (ii) the class from which the study of English is started, (iii) the size of the classroom, (iv) availability of audio-visual aids, (v) the competence of teachers, (vi) the age and the capacity of the learners, and (vii) location of the institution. Though all the methods concentrate on either fluency or accuracy while learning a language, a balance has to be maintained in acquiring this.

Balance Between Fluency and Accuracy

There is a plea for the balance between fluency and accuracy in the Bilingual Method. Fluency can be thought of only in terms of speech whereas accuracy goes both with speech and writing. Accuracy may be described as the flawless use of grammar, vocabulary and phonology, but fluency on the other hand, stress the ability to convey or to understand a message as it is intended. Fluency allows the use of interlanguage strategies to convey the meaning, when the learner does not know the required language items, and to keep the discourse alive. In India, right from the introduction of English language teaching, the linguists have expressed varied view on the use of mother tongue in the English classrooms. But nowhere do they degrade the influence of mother tongue, which implies that, if the usage of mother tongue is properly channelised, it will help in acquiring accuracy and fluency.

The acquisition of accuracy together with fluency involves the unconscious learning on the part of the learners. Grammar translation method leads to the absorption of untranslatable Indian words in English and vice versa and it

allows the literal translation too. In some instances, the literal translation from the target language does not do full justice to the first language which the learner had acquired in his childhood. Later Direct Method was introduced for the acquisition of fluency in the target language. This method enables the students to express their ideas of feelings in spoken English giving no place to the use of mother tongue as it interferes with the learning of a foreign language. In certain cases, Direct Method hardly succeeds in conveying the right meaning of an English word without using the mother tongue. In Situational Approach, where the foreign language situations are simulated inside the classroom, the student has to decode his experience from his mother tongue to react to those simulated situations. Some times the fluency in spoken English is hindered by the delay in substitution of correct words for decoding the experience. As far as writing is considered, the process is slower and it enables the student to choose the word.

The recent method, which concentrates on acquisition of fluency is the Communicative Approach, which defines language learning as an active development process

demanding a higher degree of initiative from learners. In Communicative Approach, unlike the traditional methods, the influence of the mother tongue is positively and judiciously used, which helps in forming interlanguage strategies in acquiring accuracy and fluency. In Communicative Approach the pendulum is bound to swing more on the side of fluency than accuracy. Stress is laid on the spoken form of the target language and it should lead to a speedy as well as thorough acquisition of the target language. But at the same time, as Bilingual Method advocates, a correct and rational approach of both speech and writing is required today. The accurate use of language is a component in the ability of communication, but over attention to the learning may actually inhibit the development of fluency.

Fluency involves the ability to adjust the message according to the responses of the listener or interlocutors, to construct coherent utterances and stretches of speech, to respond and to speak without undue hesitation. It involves the ability to use strategies such as simplification, circumlocution and gesture to aid communication when the speaker may not have access

to the vocabulary or grammar which would normally be appropriate. (Tasks 197)

Thus “a foreign language should be taught more as a means to an end and less, as end in itself” (Lakshmi and Vinod Kumar Language Learning 70-72).