NOTES AND REFERENCES

CHAPTER III


3. ibid


Sachdeva, M.S. : op. cit. p. 46

Wadhwa, S.S.; Shaida, A.K. : op. cit. p. 34


7. Gaind, D.N.; Sharma, R.P. : op. cit. p. 43


10. Champien, H. : op. cit

Kehli, A.L. : op. cit
11. Swarup, S. (ed.): op. cit. p. 70

12. ibid. p. 71

13. Regional Institute of English, Chandigarh: 1973,
   Teaching English, Notes for Teachers in Training,
   Oxford University Press, Delhi, p. 10

14. Ibid. (To speak this sentence in L₁, the speaker takes a length of time equal to the distance between 1 and 2. To translate the sentence, he must first take the time 1 to 2 and then the time of translating it, 2 to 3. If he can relate the event directly to words and grammar in the L₂, the time taken will be equivalent to 1 to 3, the same as 1 to 2. Again, the length of time taken to translate will vary according to the structural difference between the two sentences, and if that difference is great, the translation is more likely to come out wrong.)


16. Ibid. (The reason for these mistakes is very obvious: they have tried to fit in English equivalents for 'hum', 'hai' and 'tha'.)

18. Regional Institute of English, Chandigarh: op. cit. p. 123

(The term 'Direct Method' apparently originated in France in a circular of the French Minister of Public Instruction in 1901. The method received official sanction in 1908, but was revised in 1909 and again in 1925-26. The principles of the method came from Germany, and were popularized by the International Phonetic Association, an association of French teachers formed in 1886.)


Wadhwa, S.S.; Shaida, A.K.: op. cit. p. 36

Sachdeva, M.S.: op. cit. p. 47


23. Geswami, P.: op. cit. p. 18
24. Mennon, T.E.N.; Patel, M.S.; op. cit. p. 37

25. Champion, H.; op. cit. p. 47

26. ibid

27. ibid

28. ibid p. 48

29. ibid p. 49

(What do we mean by 'inhibition of the mother tongue'? To inhibit means to restrain, hinder; in Psychology 'inhibit' is generally applied to hindering or restraining a person from acting or thinking in a particular direction, e.g., a pupil has a tendency to attend to the teacher and another tendency to attend to a passing band of music; the stronger tendency will 'inhibit' the weaker.)

30. Palmer, H.B.; Redman, H.V.; op. cit. p. 96

('To fuse' means here, to form a perfect mental association: or bond between two things, so that either brings the other to consciousness - as when the word 'telephone' brings to the mind of an English-speaking person the thing called a telephone.
or as when the sentence 'Just pass me that book, will you?' brings to the mind of the English-speaking hearer or reader the notion of an informal request for the passing of a book.

A 'linguistic symbol' means here any word, semantic variety of that word, collection of words, construction pattern - in short, any linguistic device to symbolize something.

The 'thing symbolized' means here any conceivable thing for which a linguistic symbol stands, such as an object, an action, a quality, a relation, an attitude, etc., which it is the function of language to symbolize.)


Mennen, T.K.N.; Patel, M.S.: op. cit. p. 39

32. ibid


34. Swarup, S. (ed.): op. cit. p. 78

36. ibid p. 30


(The Gouin Series goes somewhat like this:

Opening the door:

I am going to open the door
I am walking towards the door.
I am putting my hands on the knob
I am turning the knob.
The door does not open.

It's locked .......

Such a series offers the teacher an excellent opportunity for modelling language material in a way that makes meaning clear with little or no reference to the mother tongue. The language material is presented situationally.)


41. ibid


44. Thompson, M.S.H.; Wyatt, H.G.: op. cit. p. 36


(A somewhat vague term loosely denoting a system of language teaching largely based on the doctrine that translation should be excluded in the greatest possible measure.)


47. ibid (foot note)


50. Sachdeva, M.S.: op. cit

Swarup, S. (ed.): op. cit. p. 80

51. Swarup, S. (ed.): ibid


53. ibid p. 62
54. Gurrey, P. : op. cit. p. 26

55. Gaind, D.N.; Sharma, R.P. : op. cit. p. 48


   Language Teaching Texts, Oxford University
   Press, Madras. p. 141


59. ibid p. 42

60. ibid

61. ibid

62. Swarup, S. (ed.) : op. cit. p. 81
   Bhatia, K.; Bhatia, B.D. : op. cit. p. 318

63. Swarup, S. (ed.) : ibid, p. 83
   Gaind, D.N.; Sharma, R.P. : op. cit. p. 51

64. Swarup, S. (ed.) : ibid p. 84


67. Swarup, S. (ed.): op. cit.

68. ibid p. 85


70. Swarup, S. (ed.): op. cit. p. 87

(Examples: Books are made of paper.
Tables are made of wood.
Axes are made of iron
Tumblers are made of glass.
Turbans are made of cloth.)

71. ibid. (Examples: I want to go home
You want to run home.
They want to walk home.
We want to hurry home.)

72. ibid pp. 87 - 88.
(For Example:

a) Practice in the appropriate adjectives through substitution tables can be given as:

This is a nice picture
This is a beautiful house
This is an interesting story.
This is a new building, etc.

b) Superlative Degree can be also taught as:

This is the biggest school in the city
This is the tallest tree in the garden
This is the best book in the market.
This is the shortest poem in the book.

etc.

74. ibid, p. 14
Ryburn, W.M.: op. cit. p. 37
Swarup, S. (ed.): op. cit. p. 86
75. Swarup, S. (ed.): ibid p. 88
76. Ryburn, W.M.: op. cit. pp. 27-28
a) The class is divided into as many teams as there are columns in the table. On a five seconds time limit, each team has to produce an item, for column it represents, to agree with items already given.

b) Two sides compete.

Team A: as a question based on the last column of the table

Team B: answers the questions, all within a time limit, thus:

Team A: What will happen to this room before midnight?
Team B: This room will have been cleared before midnight.

or,

Team A: Who will have been paid by next Tuesday?
Team B: Your sister will have been paid by next Tuesday.

c) A 'Penalty' Game.

Students repeat sentences from the table. If any student produces a sentence which has already been given by somebody else, he 'goes into the bag' and cannot come out until he puts up his
hand a volunteer a new sentence of his own.

d) Revision of old tables.
The teacher gives from memory a sentence from a table studied a few days, or a few weeks, previously. After a minute or so for recollection, other examples are called for. Any learner who fails goes 'into the bag'.


81. Ibid

82. Ibid


85. Ibid


(In the structural approach, words have been divided into two classes: content words, and structural words. The content words refer to:

a) things like 'book', 'pen' etc.,

b) actions like 'sit', 'stand', 'come' etc.

c) qualities like 'tall', 'short', 'small' etc.

The structural words enable us to connect or enlarge ideas and to make statements. These are prepositions like 'in', 'en', 'at', etc. They also include auxiliary or helping verbs like 'to', 'have', 'be', 'will', 'may' etc.)
Besides personal pronouns and pronouns, there are some adjectives and adverbs like 'much', 'as', 'an', 'a', 'the', 'this', etc.

95. Srivastava, B.D. : op. cit. p. 30

96. Sachdeva, M.S. : op. cit. p. 56
Kehli, A.L. : op. cit. p. 54
Teaching English, A Handbook for Teachers,
English Language Teaching Institute, Allahabad;
Orient Longmans Ltd., New Delhi. p. 5

97. Swarup, S. (ed.) : op. cit. p. 94
(example : It is a Pen. It is a pencil. It is a book. It is a table.)

98. ibid. (example : A book is on the table. A pen is on the table. A pencil is on the table.)


100. ibid. (example : A book is on the table. A book is in the desk. A book is near the chair.)

102. ibid

103. ibid (Appendix), p. 176

104. Sachdeva, M.S. : op. cit. p. 59
   Swarup, S. (ed.) : op. cit. p. 91

105. French, F.G. : 1948, op. cit. p. 3

106. Mennen, T.K.N.; Patel, M.S. : op. cit. p. 52

107. ibid pp. 51 - 52

   pp. 6 - 7

   Wadhwa, S.S; Shaida, A.K. : op. cit. p. 42

110. Srivastava, B.D. : op. cit. p. 7
   Swarup, S. (ed.) : op. cit. p. 144
   Frisby, A.W. : 1972, Teaching English, Notes and Comments on Teaching English Overseas,
(reproduced from Teacher Education, January 1958, published by the Directorate of Extension Programmes for Secondary Education, 3/17 Asaf Ali Road, New Delhi. First 10 structures are listed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching Points</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This is ......</td>
<td>This is A (A and B are the names of pupils) That is ...... That is B.</td>
</tr>
<tr>
<td>2.</td>
<td>'a' with names</td>
<td>This is a pen. That is a book.</td>
</tr>
<tr>
<td></td>
<td>of objects</td>
<td>That is a pen. This is a book.</td>
</tr>
<tr>
<td>No.</td>
<td>Teaching Points</td>
<td>Examples</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 3.  | *my, your*      | This is my pen. That is your pen.  
|     |                 | This is your book. That is my book. |
| 4.  | *his, her*      | This is his book. That is her book.  
|     |                 | This is her pen. That is his pen. |
| 5.  | *(This is A.)*  | This is A's book.  
|     |                 | This is his book. That is that boy's book. |
| 6.  | *his name is*   | *(This is A)* His name is A.  
|     | *her name is*   | *(This is B)* Her name is B.  
|     | *my name is*    | My name is C.  
|     | *your name is*  | Your name is D. |
| 7.  | *I am*          | *(My name is C)*. I am C.  
|     | *you are*       | *(your name is D)*. You are D.  
|     | *he is*         | *(His name is A)*. He is A.  
|     | *she is*        | *(Her name is B)*. She is B.  
|     | **b**           | I am a man. You are a boy.  
|     |                 | He is a boy. She is a girl. |
| 8.  | *it*            | *(This is a book)*. It is my book.  
|     |                 | *(That is a bag)*. It is your bag.  
<p>|     |                 | <em>(That is a pen)</em>. It is his pen. |
| 9.  | <em>an</em>            | This is an eye. It is my eye. |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching Points</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 10. | here, there    | A is here. B is there  
|     |                | This pen is here.  
|     |                | That pen is there  
|     |                | My book is here  
|     |                | Your book is there.  
|     |                | I am here. He is there. |


117. Ibid p. 7

118. Ibid p. 8


121. Ibid


Sachdeva, M.S.: op. cit. pp. 59 - 61

UNESCO: 1975, International Understanding at school, Unesco associated school project no. 29 produced.

123. Sachdeva, M.S. : op. cit. pp. 61 - 62


125. ibid


127. ibid

128. ibid p. 62


131. ibid p. 46

Kehli, A.L. : op. cit. p. 60


134. Gulati, R.; Gulati, K. : op. cit. p. 56

135. ibid


137. ibid pp. 174 - 175

138. Lade, R. : op. cit. p. 175


140. ibid

141. ibid p. 7

142. Lade, R. : ibid pp. 189 - 190

143. Stack, E.M. : op. cit. p. 38

144. ibid, preface p. x

145. ibid

146. Allen, H.B.; Campbell, R.N. : op. cit. p. 156

147. ibid


149. ibid

150. Allen, H.B.; Campbell, R.N. : op. cit. p. 165

151. ibid


(Raymond Keating carried out a project at Columbia University and published a report
entitled 'A study of the effectiveness of language laboratories'.

152. Allen, H.B.; Campbell, R.N.: op. cit. pp. 165 - 166

153. ibid p. 168


160. ibid, p. 574

A scrambled textbook is one in which page 2 does not follow immediately on page 1. At the bottom of page 1 there is a test, and the student is then told to turn, let us say, to page 65. There he will find the answer to Test 1, and then more material and a further test (Test 2). The answer to this will, for example, be on page 23, and will be followed on that page by the material to prepare him for Test 3, etc.)

168. ibid

169. ibid pp. 208 - 209

170. ibid


172. ibid, pp. 95 - 96

173. ibid pp. 96 - 97

174. ibid p. 13

175. Ladé, R.: op. cit. p. 207


177. ibid pp. 28 - 29

(Lakeoff, R. : Transformational Grammar and Language Teaching) p. 62


(Belinger, D. : The Theorist and the Language Teacher), p. 23

181. Allen, H.B.; Campbell, R.N. : ibid

182. ibid (Chastain, K. : Behavioristic and Cognitive Approaches in Programmed Instruction). p. 53


183. Allen, H.B.; Campbell, R.N. : ibid


186. Lyons, J.: ibid p. 211


187. ibid

188. Verma, S.K.: ibid pp. 22-23


189. ibid

190. ibid


Lyons, J. (ed.): ibid, p. 117

(An ambiguous expression has one form but more than one meaning. Expressions that have the same form but different meanings display different structural groupings of constituents.)

193. ibid p. 25

194. ibid ('string' is a technical term and means a sequence of elements or symbols).

195. ibid

196. Lyons, J. (ed.) : op. cit. p. 120

(The system is 'context-free', because there are no contextual conditions imposed upon the applicability of any of the rules.)

197. ibid

Verma, S.K. : op. cit. p. 26


(A derivation is a sequence of strings or symbols of which the first string is an initial string and in which every string follows from the preceding one by the application of a rule.)

(It does not matter which of the two rules are applied first, since we make it a condition that the order in which the rules are applied is irrelevant, provided that this does not make a difference to the constituent-structure assigned to the sentence.)

200. ibid


202. ibid p. 27

203. ibid

(In a sentence like 'Mohan called Hari up', 'called ... up' is a discontinuous constituent. It is optionally discontinuous when the object is a Noun, but obligatorily discontinuous when the object is a Pronoun. Simple phrase structure grammars cannot handle the problem of 'discontinuous constituents' satisfactorily.)


206. ibid p. 28

207. Verma, S.K. : ibid

208. ibid

209. ibid

210. ibid p. 29

211. ibid

212. ibid


214. ibid.

(The term 'generate' does not mean to create or produce; rather it means to define explicitly and describe all the grammatical sentences of a language thereby distinguishing them from ungrammatical ones.)
215. Ibid pp. 30 - 31

216. Ibid p. 30

(Simple, active, declarative sentences were called Kernel sentences in Syntactic structures).

217. Ibid, pp. 31 - 32

Lyens, J. (ed.): op. cit. p. 124


219. Ibid

(The terms 'surface structure' and 'deep structure' came from Heckett.)


(Lakeff, R.: Transformational Grammar and Language Teaching). p. 63


Verma, S.K.: op. cit. pp. 32 - 33

222. Ibid

223. Ibid

224. Ibid
We can now form a selectional rule to the effect that 'bey' does not co-occur with 'elapse'. Hence the sentence 'The bey elapsed Mohan' is ungrammatical. These lexical restrictions on the kinds of nouns that may serve as the Subject (or Object) of particular verbals are called 'selectional restrictions'. This knowledge of the idiosyncratic properties of words and their case-labeling restrictions is called a 'lexicon'. It represents a kind of dictionary that every native speaker internalizes in the process of acquiring his language.)
(What is common to the semantic representation underlying the latter pair of sentences might be indicated by the following paraphrase: that $x$, such that $x$ was a car, passed from the possession of $y_1$, who was called John, to the possession of $y_2$, who was called Harry, by means of purchase.)

(The 'deep' relation between 'open' and the nouns 'the door', 'the key', and 'Mohan' — in the following sentences remains the same irrespective of the position of these nouns relative to the verb 'open')

a) Mohan opened the door.

b) The door was opened by Mohan

c) The key opened the door

d) Mohan opened the door with the key.

In (a), the subject position is occupied by the 'agent', in (b), by the 'goal' and in (c) by the instrument. These meaning relations — agentive, goal, instrumental, etc. are what Fillimere calls deep case relations. They are 'sequence-free'.


234. ibid


236. ibid p. 38
(A sentence is realized as a string of sounds, a tree of morphemes and constellation of meanings. The fundamental relationship in this model is that of representation or realization. It links the elements of one stratum with those of the stratum next below. Lamb's outline of Stratificational Grammar (Georgetown University Press, Washington D.C., 1966) gives the basic features of this model.)

(A slot is a position in a construction frame. The class is the list of all the items that can fill the functional slot.)

(For example, the sentence: 'He likes sweets'
consists of three tagmemes - the 'subject' slot filled by a pronoun, the 'predicate' slot filled by a transitive verb, and the 'object' slot filled by a noun. It can be represented formulaically as $S : pn \cdot P : tv \cdot O : m$. Function and form are both named in these notations, such as $S : N$ ready by : 'Subject slot, filled by a noun phrase'. In tagmemics, the 'unit' is tagmem, a correlation of function and form; the 'construction' is a potential string of tagmem units (which is called the Syntagme); and the system is the grammatical hierarchy, arranged in a series of systematic levels.)

245. ibid

246. ibid pp. 43 - 44

Krishnaswamy, N.: op. cit., p. 178

247. Verma, S.K.: ibid, p. 44

(Systemic grammar is a refined version of Halliday's earlier model called 'scale-and-category grammar', in which he used a set of four categories and three scales. The categories are: Unit, Structure class, and System. The scales are: Rank, Experience/Realisation, and Delicacy.)
248. ibid p. 45

249. ibid

250. ibid

(Belinger, D. : The Theorist and the Language teacher) p. 36

252. ibid  
(Chastain, K. : Behavioristic and Cognitive Approaches in Programmed Instruction) p. 58

253. ibid  

254. ibid  
(Contrastive Studies : Overview) p. 231

255. ibid  
(Schachter, P. : Transformational Grammar and Contrastive Analysis), p. 269

256. Krishnaswamy, N. : op. cit. pp. 204 - 206
257. ibid


259. Allen, H.B.; Campbell, R.N. : op. cit. p. 271


261. ibid p. 48

262. ibid

   Allen, H.B.; Campbell, R.N. : op. cit. p. 269

   Verma, S.K. : op. cit. p. 48


266. ibid p. 49

268. ibid

269. ibid

   Thompson, M.S.H.; Wyatt, H.G. : op. cit. p. 31

270. Harris, C.W.; Liba, M.R. (eds.) : op. cit. p. 478

   Green & Co. Ltd., Calcutta p. 127.

271. ibid

   from English Language Teaching, (Catford, J.C.:
   The Background and Origins of Basic English),


273. ibid pp. 209 - 210

   Swarup, S. (ed.) : op. cit. p. 148


   (Merris, I : Principles of Vocabulary Control,)
   p. 34

275. ibid pp. 34 - 35

277. ibid p. 479

278. ibid

279. ibid

280. ibid p. 480

281. ibid

282. ibid

283. ibid


285. ibid p. 271

286. ibid pp. 272 - 273

287. ibid pp. 276 - 277

288. ibid pp. 277 - 278
289. ibid pp. 279 - 280
290. ibid pp. 280 - 281
291. ibid p. 284
292. ibid pp. 286 - 287
293. ibid p. 287
294. ibid p. 287 - 288
295. ibid p. 288
296. ibid pp. 288 - 289
297. ibid pp. 289 - 290
298. ibid p. 295
299. ibid pp. 295 - 296
300. ibid p. 299
301. ibid pp. 299 - 300
302. ibid pp. 300 - 301

303. ibid p. 301

304. ibid p. 310

305. ibid p. 313

306. ibid p. 370

307. ibid pp. 372 - 373

308. ibid p. 373

309. ibid pp. 381 - 382

310. ibid p. 398

311. ibid pp. 404 - 405.