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CHAPTER - II

THEORETICAL BACKGROUND

2.1 Communication Skills-Meaning:

First of all, we should know the definitional view of communication:

2.1.1 The Definitional View of Communication:

In the words of Beverly Galyean (1976) "Communication is you and me interacting, becoming one with each other, seeing ourselves reflected in other's response to us."

The roots of the word communication (communis or common) accurately portray its purpose. In communication the speaker is attempting to "be one" with the listener. In the process of "being one" we develop a communion, a transaction, a dialogue. At its foundation, communication involves a writing and exchange of thoughts. As a result, the speaker is obligated to create a clear picture of reality to stimulate listeners and to "make common" his or her thoughts.

The word 'communication' looks long and sounds learned. Why should we use such a long and learned word when we talk about everyday activities such as speaking and writing, and other ways of passing on information? The reason is precisely that. There are many 'other ways' of passing on information, ideas, feelings and so on. People, animals, insects, and other living things can sing, dance, cry, roar, smile, look, smell, touch, taste, show flags, shake heads, wag tails - there is no end to what they can do to communicate. So a common word for all these activities is very necessary. The word is 'communication'. We have to use it in spite of its 'learned length'. 
The idea that language is the primary tool of communication is as old as language itself. Practically speaking, the only reason for studying language is to improve communication. But it is only within the last two decades that the term communication arts has been applied to instructional programmes for developing skill in language.

The word communication suggests the social process through which ideas are transmitted. Communication takes place when meanings that have been clarified in the mind of the speaker or writer are expressed in such a way that they are identified by the reader or listener.

Expression and reception of ideas are affected by the setting in which communication takes place and by the media used to transmit ideas. Although broader concepts of communication include non-verbal media such as art and music, most instructional programmes recognize writing and speaking, reading and listening, as the chief tools of communication.

When ease of communication is the goal of language instruction, understanding the nature of language becomes one of the specific aims of the teaching-learning process. Students must understand how meanings are conveyed by language; thus they learn that language is a symbolic expression of ideas. They need to understand communication as a social setting. Through activities based on real experiences, students learn that communication must be purposeful. They must have something to say, someone to say it to, and a reason for saying it.

The student who has something to say learns to say it clearly and accurately, using unambiguous diction and purposeful organization. Communication must be socially acceptable, therefore, students must respect current standards of usage and avoid illiteracies and vulgarisms. Successful communication rests upon the ability
to think clearly, to evaluate ideas critically and to use experience, information, and insights perceptively. The chief aim of communication programmes, then, is to develop the thinking skills that underlie all four phases of language: writing, speaking, reading and listening.

In the preceding lines, we have discussed the meaning of communication, now let us go forward to have a familiarity with communication skills: listening, speaking, reading and writing.

2.1.2 Different Communication Skills:

2.1.2-1 Listening Skill:

In recent years there has been an increasing interest in listening comprehension. Simon Belasco (1965, P. 482) has called it "the most underestimated and least understood aspect of foreign language." Yet little has actually been done to understand it or to increase its role in the language learning process.

In practical terms, listening comprehension is of paramount significance. When speaking a language, a learner can manipulate a relatively narrow range of vocabulary at his or her own pace to express an idea. But when listening to the reply he or she no longer controls the choice of vocabulary. One must be prepared to assimilate those words which are a part of the speaker's active vocabulary and must adjust to the speaker's rate of speech. In order to handle a simple conversation, an individual must have a much broader competency in listening comprehension than in speaking, this is especially the case when conversing in a foreign language with a native speaker of that language.

A variety of elements related to listening can be taught at each stage.
In Stage 1: The learner does not as yet recognise much of any English vocabulary, these listening activities are for turning in a some of the meaningful aspects of spoken English which parallel the vocabulary and grammar. At this stage the learner can gain some awareness of the nonverbal behaviour which accompanies spoken English.

In Stage 2: The student is able to pick out certain previously learned vocabulary items from the general blur of spoken English. Perhaps, the most valuable thing a student can learn at this stage is a new attitude - a tolerance for the unknown parts of the language which flow by, while concentrating on whatever can be recognised.

In Stage 3: The student recognise phrases and formulas and from them can usually grasp the general topic or situational setting of overhead spoken language. This stage is more advanced than the previous one. In this stage, listeners will be learning enough English to survive in an English speaking environment.

2.1.2-II Speaking Skill:

Generally communicative competence is taken to be the objective of language teaching the production of speakers competent to communicate in the target language. As Francis Johnson has pointed out, communication "requires interpersonal responsiveness, rather than the mere production of language which is truthful, honest, accurate, stylistically pleasing etc., those characteristics which look at language rather than at behaviour, which is the social purpose of language. Our end product is surely getting things done, easing social tensions, goading ourselves into doing this or that and persuading others to do things. Communication arises when language is used as such interpersonal behaviour, which goes beyond meaningful and truthful manipulation of language symbols."
Speaking and listening occupy primary places in the giving and getting information and the conduct of life in the modern world, both deserve attention in the English programme. The ability of the individual to express ideas in such a way that others will listen and understand is a basic need of his social and personal life. His ability to establish close and satisfying personal relationships, and to find a place in the business and social world depends primarily on speech.

The goals for speech work and training in listening include the following:

a) **Easy and Fluency**: Boys and girls should have ample opportunity to practice speaking until they develop a natural, comfortable ease of speaking to small groups and larger audience. They need to develop the confidence which grows through practice:

b) **Clarity**: Discussion in the English classroom should give students needed practice in the logical organization of ideas needed in clear thinking.

c) **Responsibility**: Good speech training emphasizes the speaker's responsibility for accurate, thoughtful speech, rather than that designed primarily to persuade, to dazzle with rhetoric, or to control others.

In this way, maximum language input should be presented to the students for the inculcation of listening comprehension, and then, the speaking skill automatically will be resultant out of it.

**2.1.2-III Reading Skill**:

Third important skill of communication is a reading skill. In spite of the fact that reading is the most important skill of all for most students of English throughout the world, it is a skill that has been much neglected in the audio-lingual tradition of language teaching.
An essential aspect for consideration of reading skill is when to begin reading. Some, programmes, which follow the audio-lingual approach, have advocated the delay of reading or indeed of any exposure to the printed world until the students have mastered the phonological system of the target language and are somewhat fluent, although fluency may be within a very limited repertoire. This procedure was based on the belief that oral mastery was a necessary requisite to reading. This may still be true for first grade children in bilingual education programmes, who are also simultaneously learning to decode graphic symbols, but adults who know how to read in the mother tongue should begin reading from the first day. Studies by both Marty and Lado support this notion, and Lado concludes: "Although it is possible to learn to speak without reading, it seems a more effective strategy to learn to read simultaneously with learning to speak."

The distinction between intensive and extensive reading is basic to teaching reading. In intensive reading, the student's attention is focused through instruction on the linguistic features which enable him to decode the message. In extensive reading, the approach is similar to that of reading in the native tongue, the student reads, at his own level and pace, directly for meaning.

As Andrews (1970) notes, it is generally assumed "that good readers read in groups (or words) while poor readers read word by word (Judd, 1918, Gates 1947, Smith 1957)" (P. 78). She goes on to point out the fact that this view is particularly prevalent among teachers of ESL: "Fry (1963) claims that good readers 'perceive words as groups.' Eliot (1962) in an article in English language teaching argues that students should be taught to read 'at least four words at a glance' and Plaister (1968) talks of training students to read 'structures with one fixation of the eye's" (P.80).

Paulston and Bruder (1976) contend that reading aloud is a "cruel technique" for testing comprehension arguing that oral reading is little more than a pronunciation exercise.
Shiela Been (1979) agrees, stating that reading aloud encourages word-by-word reading, maintaining that the student forced to see, hear and produce every word will lose the meaning of the text due to "excessive attention to detail."

Silent reading is the more advantageous more for the instruction of reading comprehension. It enhances comprehension.

The last skill of communication of language is:

2.1.2-IV Writing Skill:

Writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Writing tends to increase retention and makes available a source for later reference. Very importantly, it provides a student with physical evidence of his achievement and become a source whereby he can measure his improvement. As teachers of intensive oral courses know, an accurate evaluation of increased oral proficiency by the students themselves is rare. They frequently voice the feeling that they are not progressing, a record of the students' written work may alleviate this problem.

According to John B. Carroll (1966): "materials presented visually are more easily learned than comparable materials presented aurally, "and certainly writing contributes to the visual presentation.

There are basically two methods for teaching correct language form in writing. One is free composition, where the student writes whatever comes into his head, the other is controlled composition, whereby certain controls similar to those in pattern drills the student is helped to produce a correct composition. Controlled Composition has served advantages and we use it on all levels. Controlled composition makes it possible to teach one thing at a time while focusing the
student's conscious attention on the critical features of the language pattern. Controlled composition makes sequencing and grading of patterns possible, and it gives the student maximum practice in writing correct forms of the language.

So, these are four above explained communication skills, one follows the other.

2.2 Communication Skills as Criteria:

After giving the detailed description of communication skills, the question arises why we have chosen this criteria:

There are many reasons due to which communication skills are chosen as a criteria which is being discussed herewith:

The second language learner normally finds himself in the situation where he is using the language of necessity for purposes of social and professional communication, his very lifestyle will be influenced significantly by his ability to function competently within his adopted society, and therefore he will tend to need the emphasis in his language learning to be placed on language as a social, communicative act, and to need particular training in the interpersonal, attitudinal and socio-cultural aspects of language. The foreign language (FL) learner, however, is in a rather different position, since he normally lacks the pressing, personal motivation of the second language learner to acquire those social, communicative aspects of language so necessary to living in a society. This is largely true even for those foreign language students who have some financial or other stimulus to learn a language for career purposes, since the linguistic tolerance accorded a foreign language learner visiting a country is likely to be higher than that shown to foreign inhabitants of a country playing a full role in its life and therefore expected to show a commensurate linguistic ability. If the ultimate, ideal aim of foreign language
teaching proposed earlier is to be achieved, this distinction cannot be allowed to weigh too greatly, since, with advanced foreign language students in particular, these aspects of social communication are of great significance. What is undoubtedly true is that the opportunities for experience of such aspects are more difficult to create for the foreign language student, and there will inevitably be a greater degree of artificiality in the teaching situation than for the second language learner whose way of life brings him abundant experience of these factors in everyday situations. The need therefore is to create for the foreign language student the most realistic learning materials and contexts possible, so that he can experience the appropriateness of his performance in a meaningful way.

If students are to communicate in the foreign language, we must recognize that they are more likely to want to communicate about something that concerns them in a very personal way. A large amount of all daily communication between individuals involves wanting to know about the other person - what he did, what he thought - as well as wanting to reveal oneself to that other person.

The purpose of the proposed procedures is to try to capitalize on these interests. To the degree that facets of the student's personality and experience are what he most keenly wants to communicate (and conversely, what is of greatest interest to other students), the proposed procedures will enhance language learning. It has further been established that a student's motivation to speak is much greater if what he says is "for real" and if he is viewed as an individual whose opinions, feelings and experiences are considered eminently worthy of attention. These activities focus upon the student as a person with a definite identity, specific interests, feelings, opinions and experiences that can be shared with others. Because speaking a foreign language in the confines of a classroom often lacks an aura of reality, we want to avoid wherever possible adding further artificiality by asking students to assume roles other than their own.
Out of the four skills which we aim to teach, reading is the most important from an educative point of view. It contributes to the pupils' general culture, it develops their aesthetic and moral feelings, it enlarges their view, it helps them in their further specialization.

In order to obtain good results in teaching reading, it is necessary to know something about the nature of this skill.

Reading is a receptive skill. In this respect it stands closest to listening since both are engaged in decoding a message. But, on the other hand, reading is connected to writing since both employ the visual sense modality and not the auditory, as listening does.

In the first stage, the reader's attention is completely engaged in the mechanism of reading. It is the teacher's task to train his pupils from the beginning to grasp the connection between graphic form and meaning.

In the later stages the reader's attention passes gradually to the intellectual aspect of reading, and larger possibilities are offered for an emotional and a critical attitude towards the texts which are read. The skilled reader is a critical reader, able to see the author's conception in the problems raised and the events described, which he may accept or not.

But in order to reach this stage the reader must have skill in comprehension, and sufficient background to understand the cultural allusions. Books provide most pupils with the situations in which learning takes place. Where there is little reading there will be little language learning. It is impossible in any secondary school to provide direct experience of language used as part of real life in the way learner gets his first language; one is defeated by the multiplicity of the contexts required: house,
Only by reading can the pupil acquire the speed and skills he will need for practical purposes when he leaves school. In our literate society it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it.

Further education depends on quantity and quality of reading. All the important study skills require quick, efficient and imaginative reading.

General knowledge depends on reading, as any teacher who has been lumbered with a general knowledge period is painfully aware. The 'back-ground' or cross-cultural problem can only be tackled by wide reading. We have here a virtuous circle; the more the student reads, the more background knowledge he acquires of other ways of life, behaviour and thought and the more books he finds can understand.

The above considerations apply to all secondary schools where English is taught above the 2,000-word level. In most schools there is also a desire and a need to read texts of literary worth for their own sake. Experience of a literature is an essential part of education; it raises the level at which the mind can function, gives form and meaning to the data of experience, widens and deepens experience itself, offers attitudes, sets out moral issues and deals with matters of truth, goodness and beauty, not as abstractions, but as concrete instances.
Where pupils speak a first language in which little has been written and English is their second language, they must read English literature, for otherwise they have no means of literary education. Where pupils speak a language in which a great deal has been written, English literature is no longer a necessity, though it may still be a useful luxury and the most pleasant route to command of the language.

History does not support the nationalistic contention that engrossment in a foreign literature harms the development of the native language. There may even be reason to hope that exposure to English literature will help the development of literature in languages that so far have mainly oral traditions.

It is in literature that the student is most likely to find words used memorably with force and point. It is there that he will find words used in the widest range of contexts and there that he will find words passionately or delicately conveying emotions and attitudes. There he may practise sustained efforts of imagination, learn to see wholes greater than the sum of their parts, and find joy in the exercise of his mental powers at full stretch.

The quality of the mind, the personality, the worth whileness of the 'poor, bare, forked animal' is important. It depends on the acuteness and exactness of the perceptions, the refinement of the feelings, the strength of the imagination and the ability of the mind to organise these into patterns, artistic or scientific. Literature sharpens sight and insight, widens sympathies and experience and provides occasions for the exercise of judgement about man and his condition. It helps with the main business of education, the production of men and women capable of appropriate response to life, which includes appropriate response to examinations, though as a somewhat minor incidental feature.

Literature makes the mind work, recreate, at a level otherwise unattainable.
It disciplines, controls and satisfies the emotions so that instead of frustration, we feel release. The experience of taking part in the process of creative imagination, the experience of order, shape and discipline pass into life and give it meaning.

The skill of writing is the best way to make our thoughts clear, and that is why writing is so difficult. Our thoughts are seldom very clear. We may think they are very clear. But the moment we try to express those thoughts, we find they are far from clear. Very often our readers and hearers do not understand us. And what is worse, they misunderstand us. That is why we both - the speaker and the hearer, the reader and the writer - need communication skills. We should be able to say what we mean, clearly (unless we intend to hide it!) And we should be able to understand what others mean when we say something. We should be able to understand what they mean even when they hide it. We will have to read between the lines (or listen between the words), to find hidden meanings. So, these are the reasons, given by the experimenter due to which communication skills are chosen as a criteria to study further.

2.3 Choice of Methods:

The experimenter has chosen two methods for experimental purposes. Now the question arises if there are other methods as discussed in chapter 1, then why the experimenter has taken two methods like Natural approach and Bilingual Method.

To know why these methods are chosen over other methods like Grammar-Translation method; the direct method; The Intensive Language Programme of the Army Specialized Training Programme; The Oral Approach; The Audio-Lingual Method; The Total Physical Response Approach; Counselling Learning / Community Language Learning Technique; The cognitive-code method; Suggestopedia; the method of silent way vs. Delayed Oral Response; Audio-Visual Method. Let us Compare Natural Approach and Bilingual Method to these methods.
2.4 Comparison of the Natural Approach and Bilingual Method to Other Methods:

Grammar - Translation method provides scraps of comprehensible input. The model sentences are usually understandable, but the focus is entirely on form and not meaning. Students are forced to read word by word, and consequently rarely focus completely on the message. Whereas in Natural Approach and bilingual method the emphasis is given on meaning and not on form. These two methods also provide comprehensible input.

In Grammar - Translation method, there is usually an attempt especially in recent years, to provide topics of interest in the reading selection, but the usual topics fall far short of the forgetting principle. They clearly don't seize the students attention to such an extent that they forget that it is written in another language - reports of a trip to France, even if it includes the louvre, generally do not provide information that most high school and college students in the United States are eager to obtain. Whereas in Natural Approach and Bilingual Method, the instructions are given by activities which facilitate the students to acquire English.

Grammar - Translation is of course, grammatically sequenced, the majority of texts attempting to proceed from what the author considers easy rules to more complex rules. Each lesson introduces certain rules, and these rules dominate the lesson. In Natural Approach, in the beginning, the input is given to the students which is according to the level of the students so that the students may acquire the target language. The complexity of the input increases as the students level of acquisition of language makes progress, i.e., input that contains structures slightly above the learner's present level.

The Natural approach emphasise the low-filler hypothesis. But Grammar - Translation violates nearly every component of the Input Hypothesis and it is
therefore predicted that this method will have the effect of putting the student "on the defensive". Students are expected to be able to produce immediately, and are expected to be fully accurate, although in writing, and not usually in speaking. Anxiety level, it has been pointed out, is also raised for some students who are less inclined toward grammar study (under users) as pointed out by Rivers, 1968.

Natural approach and bilingual method provide activities by which the students find a large scope to make conversation but the Grammar - Translation method makes no attempt, explicitly or implicitly, to help students manage conversations with native speakers. In Natural Approach acquisition precede learning. Whereas in Grammar - Translation implicitly assumes that conscious control of grammar is necessary for mastery. In other words, learning needs to precede acquisition. The assumption necessitates that all target structures be introduced and explained. There is, therefore, no limitation of the set rules to be learned to those that are learnable, portable and not yet acquired. There is no attempt to account for individual variation in Monitor use, nor is there any attempt to specify when rules are to be used, the implicit assumption being that all students will be able to use all the rules all the time!

Grammar - translation, if the above analysis is correct, should result in very low amounts of acquired competence; what comprehensible input is available faces a high affective filter, and learning is vastly over emphasized.

In Natural approach, the emphasis is given on listening comprehension of the students. The students produce the language when they are ready to do so and the errors are not corrected at the same time and activities introduced are always interesting meaningful and communicative. Whereas, the direct method insists on accuracy and errors are corrected in class. When the teacher considers that enough examples have been given, the rule is discussed and explained in the target language.
The direct method, with its insistence on the use of the target language at all times, provides a great deal of comprehensible input. As is the case with the Natural Approach, the entire period is filled with target language use with a variety of topics and structures utilized. There is an attempt to make the language use in the classroom of some interest to the students. The goal of the lesson, however, is grammar teaching, this puts heavy contraints on what can be discussed. Discussion is always meaningful, but is rarely genuinely communicative.

In Bilingual method, the meanings of the difficult words are given in students mother tongue by the teacher, whereas in Direct Method, no question arises to introduce the mother tongue of the students. In this method, the insistence on grammatical accuracy at very early stages, the use of error correction, and the grammatical focus of the course may cause anxiety and a high filter for all but the most dedicated Monitor user. Students are given the tools for interaction in the classroom in the target language- they are soon able to initiate discussion with the teacher and ask questions about grammar. Some of this conversational, or better, "classroom competence" will be useful on the outside, but some will not. There is no explicit goal of providing tools for conversation with a more competent native speaker. As contrary of Natural approach and Bilingual Method, the direct method presumes that conscious control is necessary for acquisition, that conscious knowledge of grammar can be accessed at all times, and by all students. It demands full control of late - acquired structures in oral production from the very beginning and may thus encourage over-use of the grammar.

The direct method provides greater amount of comprehensible input than many of its competitors. It remains, however, grammar - based, and this constraints its ability to provide truly interesting messages, and leads to over - use of the monitor.

In Natural Approach and Bilingual Method, four skills, i.e., listening
speaking, reading and writing are inculcated whereas in Linguistic Approach of the Army Specialized Training Programme, the students' task is to learn to speak, not to write. Reading is a different problem-a fact that, for native English speakers is obvious in Chinese, with its totally different writing system, but not as obvious, and therefore overlooked, in French and Spanish, which use the same alphabet as English. Because speech was considered the language, the linguistic analysis used needed to be based on the spoken language and not on writing.

In Bilingual Method, the students imitate the pattern spoken by the teacher. The teacher also introduces the drill work in the class-room, whereas in linguistic Approach of the Army Specialized Training Programme, the learner has to memorize basic sentences, "get them by heart, and then Practice them over and over Again, After Day, Until they become entirely natural and familiar. Language Learning is over-learning ; Anything Else is of No Use." (Bloomfield, 1942, 12, Emphasis in the Original). This practice was known as mimicry - memorization, or "mim-mem" for short.

Another approach is a Oral Approach. It is a linguistic approach and it is of the same linguistics approach and it is of the same linguistics movement as the Army Specialized Training Programme. It requires separate treatment because of some inprotant differences and because of its impact on subsequent materials for teaching ESOL and the training of ESOL teachers.

In the bilingual method, for teaching question patterns to the students, the substitution table is introduced so that as many interrogative pronouns as possible can be practised. In contrast to this, the Oral Approach emphasised the teaching of English structure as patterns or frames into which the speaker substitutes new words and phrases to create new sentences to fit new situations. This insight led to the development of pattern practice which differs from mimicry-memorizations in that
the sentence changes while the pattern remains constant, thereby establishing the habit of constructing sentences into that arrangement rather than concentrating on the basic sentences themselves. By increasing the complexity and variety of the substitutions and their positions, the attention of the students is drawn away from the mechanics of the pattern, and the process approaches the handling of the grammar "out of awareness" which was a goal of the Army Specialized Training Programme as well. A great variety of pattern practice exercises were developed, ranging from simple substitutions to transformations that required adjustments in the forms used. Pattern practice exercises were so successful that they were over used when not needed and often degenerated into meaningful choral chanting. They became so abused that language practice sometimes was exclusively limited to them. Pattern practice is nevertheless a powerful and versatile technique that helps students make the transition from sentences to free conversation. It remains a useful tool in the repertoire of a qualified language teacher while in natural approach, small dialogues of students' personal interests are introduced for creating a lively conversation. These dialogues are of students present happenings. As their speaking capacity increases, the dialogues may be introduced of their past experiences and then of their future as well.

Like natural approach, audio-lingual methodology does provide comprehensible input. The dialogues and pattern practice presented by audio-lingual method are certainly understandable by most students. As contrary to natural approach some theorists have said that in early parts of a lesson actual comprehension is not necessary, that purely mechanical drill is useful.

While Lado (1964) advises that the dialogue contain "useful" language, that it be age appropriate and natural. Unlike natural approach, most dialogues fall far short of the mark of true interest and relevance. Most pattern practice, of course makes no attempt to meet this requirement.
While audio-lingual teaching is capable of filling an entire class hour with aural-oral language, it is quite possible to argue that audio lingualism does not meet this requirement as well as other methods. While the presentation of a dialogue, for example, may take up a full period. Unlike natural approach and bilingual method, students spend very little of this time focussing on the message, which is presented over and over. In Bilingual method, the students imitate the instructor while he or she present the foreign language words. The teacher also allows the students that the meanings of the foreign language may be retained, he also presents the pictures of every sentence so that the difficult words can be consolidated. In audio lingual method, the goal is the memorisation of the dialogue, not the comprehension of a message. Pattern practice may also be comprehensible in theory, but students probable do not attend to meaning after the first few repetitions (Lee, Mc Cune and Patton, 1970). Indeed, according to some practitioners, the idea behind pattern practice is to avoid meaning altogether. For both dialogues and pattern practice, the entire hour might be spent with just a few sentences or patterns, as compared to the wide variety real communication gives.

Unlike natural approach Audio-lingual teaching violates several aspects of the input hypothesis: Production is expected immediately, and is expected to be error-free. Over use of drill and repetition, procedures such as not allowing students access to the written word in early stages may also add to anxiety (see, for example, schumann and schumann (1978 pp. 56).

Audio-lingualism does a slightly better job in this category than does grammar - translation, as the dialogues do contain material that can be used to invite input and to control its quality. Contrary to natural approach, in audio - lingualism, the applicability of dialogues to free conversation and to genuine conversational management may be limited, however most dialogues are actually scripts, and are not designed to be used to negotiate meaning.
The total physical response required of the student is, in effect, a manifestation of his comprehension of the teacher's utterance. Unlike natural approach it can in fact, be argued that a total physical response is not necessary for comprehension or for progress in second language acquisition, but merely shows that the input has been understood. Asher's own research supports the view that the use of the total physical response is not essential. A series of studies using children (Asher, 1966; Asher and Price, 1967) and adults (Kunihira and Asher, 1965; Asher 1965, 1969) shows that students who merely observe a total physical response do as well as those who perform total physical responses on tests that demand a total physical response. Both groups, those who observed, total physical response's and those who performed them, outperformed students who note their answers on tests. This suggests that Asher's second principle may not be necessary, but may be simply an effortive device to focus students on the input and to keep them actively involved.

The novelty and freshness of the total physical response technique probably does a great deal to make the class experience interesting. Unlike natural approach, according to Asher's description, each lesson does have a grammatical focus in total physical response. In other words, commands contextualise various points of grammar. This can hinder effects to make the class experience interesting. There is nothing inherent in the total physical response approach that demands a grammatical focus, however.

Like natural approach, total physical response makes one very important contribution to lowering student anxiety: students are not asked to produce in the second language until they themselves decide they are ready. They are, in other words, allowed a silent period. Asher does not state explicitly whether error correction on early student output is required in total physical response; this may vary from teacher to teacher. Unlike natural approach, it has been pointed out, however, that the necessity of producing overt physical responses right away may provoke anxiety in some students.
Second language acquisition theory predicts that total physical response should result in substantial language acquisition, and should not encourage overuse of the conscious monitor. The use of total physical response insures the active participation of students, helps the teacher know when utterances are understood, and also provides contexts to help students understand the language they hear. Unlike natural approach, it may fail to completely satisfy the interesting/relevant requirement, first, since it is a classroom method, and second because of constraints imposed by the continuous use of imperatives and the grammatical focus of lessons. It should, however, do far better than methods such as audio-lingual and grammar-translation.

Unlike natural approach and bilingual method, counselling learning/community language learning is taken from group therapy in clinical psychology. The key concept of the CL/CLL technique is that the educative process is not merely an intellectual one. Counselling and the procedures derived from it have a basic affective function. In community learning, the conflict hostility, anger, and intrinsic to learning are shared (Curran, 1968; 320).

The work in small groups of students in intensive conversational situations, supported by bilingual informants with psychological counselling expertise, should produce a positive language learning experience. From a practical professional point of view, we must ask what elements of the technique can be used in the second language class, and of these which contribute effectively to learning. Does learning result from giving the meaning in the native language first immediately followed by the second language utterance, from the counsellor-client relationship, or from the community pressure that motivates the student to gain acceptance? If learning depends on the dynamics of the intimate, small group experience, how can a second language teacher deal with it single-handedly in a normal classroom?
Unlike natural approach, the explanation and exercise section, will provide very little comprehensible input, as the focus, at all times, is on form and not meaning. The "communicative competence" section of cognitive-code promises to provide greater amounts of comprehensible input, but this potential is diminished if activities are limited by the desire to contextualise the "rule of the day." This practice, limits the structures used (which may deny the student the i+1 he needs), limits what can be discussed, and disturbs the naturalness of the communication.

As apposed to natural approach, cognitive code is sequenced, and the structure of the day dominates all parts of the lesson. It does not, however, live up to the ideal of a class full of comprehensible input with total focus on the message, since the communicative competence section is only a part of the programme and even here, the focus is on form. In natural approach, errors are not corrected at the same time which lowers the filter, but in cognitive code, error correction on all output is part of most cognitive code classrooms, students are expected to produce right away, and it is expected that this production will be accurate. This predicts high filter for many students.

In bilingual method, the teacher presents the basic situation by presenting the pictures and students produce the sentences by looking at the pictures. In this way, these activities encourage the capacity of the students to converse with others. In the same way, in natural approach, there are presentation to activities like use of dialogues, act the situation etc. which encourages the conversation. But unlike this natural approach and bilingual method, there is no announced attempt on the part of cognitive code to provide the tools for conversational management. But it is quite possible that some activities in the communicative competence section will provide some of these tools.

Like natural approach, several suggestopedia procedures are specifically
designed to aid comprehensibility of input. Initial dialogues are based on situations familiar to the student. Like bilingual method, first language in part one is partly justified on the ground that it helps the student confirm that he has indeed understood the text presented in the target language (Racle, 1979, p.100). The topics of the dialogues are designed not only to be of the inherent, but also to be of some practical value and relevant to students' needs. Practically every feature of suggestopedia is aimed at relaxing the student, reducing anxieties, removing mental blocks, and building confidence. Unlike natural approach and bilingual method, in suggestopedia, the design of the classroom is meant to produce "a pleasant and warm environment (Public Service Commission 1975, p. 29) because, in natural approach and bilingual method, the presentation of activities in the classroom is like this that the lower filter hypothesis must be taken into care. Whereas in suggestopedia, students are seated on comfortable chains in a circle to "encourage informal contact and free natural communication." (Bushman and Madsen, 1976, p. 32) the traditional classroom, it is felt, "calls to mind the frustration, failure and artificiality of many previous learning efforts" (Bushman and Madsen p.32).

Unlike natural approach and bilingual method, in this technique the activities are different for lowering the filter as special breathing exercises have as their goal both increased mental alertness and reduction of tension. Bancroft reports that American adoptions of suggestopedia also utilize physical exercises (stretching and bending) and mind-calming exercises", in addition to yogic breathing to help students achieve the desired state of relaxed here should be gap alertness. Music is also as a means of lowering anxiety and diminishing tension, and inducing the state of relaxed alertness considered optimal for second language acquisition (see Racle, 1980, pp. 73-74).

Another key suggestopedic idea aimed at lowering the filter is the behaviour of the teacher. Suggestopedia considers the "authority" of the teacher to be very
important ("an integral part of the method and not just a desirable characteristic of the teacher"; Stevick, 1980, p. 238). The teacher's behaviour is meant to build the students' confidence both in their own potential for second language acquisition and in the method itself; the teacher should be confident, but not tyrannical, exercise firm overall control but also encourage student initiative.

As contrast to natural approach, there is a deliberate attempt to include a certain amount of grammar during the first one month intensive course (Racle 1979, p. 95 lists the structures covered for French). For the use of tools for conversational management, it is not mentioned explicitly, but may be covered, since the dialogues attempt to be realistic. Texts used in the Public Service Commission Course in Canada were apparently designed to allow and promote conversation in Public Service Officers as well as elsewhere. As contrary to natural approach and bilingual method, there is no explicit mention, however, of giving students the tools they need to converse with more competent speakers.

In the method of the silent way vs. Delayed oral response, writing is postponed until the teacher senses the right time to start, which may be by the fifth, tenth or thirteenth lesson, to be determined by trial and error. In natural approach, the emphasis is given on the presentation of input by which the student may comprehend the material. In the beginning, simple commands employing the body movements are introduced which in silent way vs delayed oral response, The written word is presented first in wall charts with a number of words in arbitrary order. In bilingual method also students imitate as the teacher speaks the foreign word and points to the picture, whereas, in silent way method, in "visual dictation," the teacher says words and the students point to them on the chart. The teacher then skips from word to word to words with a pointer to form a series that constitutes a sentence, and the students say the sentence. From this they go on to write sentences dictated by the teacher.
Unlike natural approach, in direct opposition to maximum oral production by the students, Postovsky, (1970, 1974, 1977) proposed delaying their oral responses. He claimed that when students respond orally, they will make mistakes, and those mistakes, heard by the class, reinforce incorrect language. In addition to listening without responding orally, the students engaged in written practice from the auditory input. This leaves in doubt whether the improvement in performance may due to withholding the spoken responses or to the written practice.

In audio-visual method, as the names indicates, employ audio and visual aids for presenting the language material as contrary to natural approach and bilingual method. In these two methods the activities can be presented by pictures but during whole of these methods, these can not be introduced. There are other activities are also introduced. In audio-visual method, the materials are graded for vocabulary, and grammar is to be learned incidently, through parts of the dialogues and variations with additional pictures to convey the meaning. Grammar rules are never explicitly taught.

A tape-recorded dialogue is presented with accompanying pictures illustrating the meaning of each sentence. The students repeat individually after the recorded tape with the pictures in view. Imitation is used to achieve "native like" pronunciation; the articulatory facts are not mentioned to the students (Renard and Heinle, 1969; 56). The students successively recall the sentences with the aid of the corresponding pictures, describe some of the pictures, answer questions and summarize the story, and are instructed to transfer the lesson situation to their own lives (1969;57.ff)

As opposed to natural approach and bilingual method, in this method dictation and contact with the written language are withheld for 60 contact hours of completely aural oral work. Simple readings are introduced after 100 hours of
contact, and written composition begins after 250 hours. This is based on the assumption that earlier contact with ordinary writing would interfere with acquisition of the phonological system.

The comparison of the natural approach and bilingual method shows that these are better than others. These enhance the communication skills of teaching of English as well as enable the students to acquire English as a foreign language in more effective way than other methods. The following discussion highlights the specific characteristics of the natural approach and bilingual method.

2.5 Specific Characteristics of the Natural Approach and the Bilingual Method:

In natural approach, the entire goal of classroom practice is to provide comprehensible input. Natural approach teachers utilize relia, pictures and students' previous knowledge to make their speech comprehensible from the first day. Natural approach attempts to capture students interest by using what Terrell terms "affective Acquisition Activities", adapted from Christensen, that encourage discussion of topics of present interest to the students (e.g. "Suppose you are a famous person, and there is a newspaper article about you. Tell at least one thing about yourself which is mentioned in the article......."). In the early stages of the natural approach, classroom discussion focuses on personal information, the goal being to establish a group feeling. Later, students discuss their past histories, and eventually they are able to talk about their hopes and plans for the future as compared to other methods.

The focus of the class is not on the presentation of grammar. There is a tendency for certain structures to be used more often in certain stages, but there is no deliberate sequencing.
Since the natural approach attempts to remain "true" to the input hypothesis, many sources of anxiety are reduced or eliminated. Students do not have to produce in the second language until they feel they are ready. Error correction for form is not done in the classroom. Also, an attempt is made to discuss topics that are interesting to students. This predicts lower filter strength than most other methods.

As compared to other methods, in natural approach, some tools for conversational management are provided in the form of very short dialogues, designed to help students converse with native speakers on predictable and frequent topics. Also, students are introduced, right from the beginning, to phrases and expressions that will help them control the teacher's input (e.g. "I don't understand", what does -------- mean?, etc.).

In comparison to other methods, the natural approach is designed to be consistent with what is known of monitor functioning. The absence of error correction in the classroom is a recognition that there are constraints on when the conscious grammar is used: students are expected to utilize the monitor only at home, when they have time, when they are focused on form, and when they know, or are learning a rule. At the university level, grammar homework is assigned to everyone, but it is conceivable that the natural approach can be adopted for variations in Monitor use, with varying amounts of homework, or different type homework assignments for under, or optimal users. While little experimentation has been done with children. SLA theory predicts that younger children would not profit from grammar homework, while older children and adolescents might be able to handle limited amounts.

As compared to other methods, the natural approach makes a deliberate effort to fit all requirements for both learning and acquisition.
On the other hand, in the bilingual method, the teacher's work is facilitated and the mother-tongue enters only as a timesaving device. Meanings and concepts are conveyed in the mother-tongue of the pupils and practice is given in those of the target language as compared to other methods. Since, enough time is saved, the teacher can give ample practice in the features of languages in hand. Children get opportunities to speak. A contrast with the features of the child's mother-tongue enables the children to guard themselves against the pit falls. Thus the method can promote accuracy in the target language. Even an average teacher can work out this method successfully with a little of preparation."

These are the reasons discussed briefly due to which natural approach and bilingual methods have been chosen as compared to others. Now, let us discuss detailed description of these two methods:

2.6 Description of the Natural Approach and Bilingual Method:

We are already familiar with chosen two methods. Herewith, we will discuss these two methods, one by one, in full details:

2.6-1 The Natural Approach:

In 1977, Tracy Terrell, a teacher of Spanish in California, outlined "a proposal for a 'new' philosophy of language teaching which (he) called the Natural Approach". The natural approach grew out of Terrell's experiences while teaching Spanish classes. Since that time Terrell and others have experimented with implementing the Natural Approach in elementary to advanced-level classes and with several other languages.

At the same time he has joined forces with Stephen Krashen, an applied linguist at the University of Southern California, in elaborating a theoretical rationale for the Natural Approach, drawing on Krashen's influential theory of second language acquisition. James J. Asher stated that this approach to foreign language teaching is based on the belief that, as in native language learning,
listening comprehension should be developed before stressing active oral performance by students and that the assimilation of information and skills can be significantly accelerated through the use of the kinesthetic sensory system.

Developed by psychologist James J. Asher, the method utilised oral commands which are carried out by the students, showing that the directions were understood. Asher summarises three "key ideas" of the method.

a) Understanding the spoken language should be developed in advance of speaking;

b) Understanding should be developed through movements of the student's body. The imperative is a powerful aid because the instructor can utter commands to manipulate student behaviour. Our research suggests that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned through the skilful use of imperative by the instructor;

c) Do not attempt to force speaking from students. As the students internalise a cognitive-map of the target language through understanding what is heard, there will be a point of readiness to speak. The individual will spontaneously begin to produce utterances.

In the original natural approach proposal Terrell T.D. suggested three principals on which to base language teaching:

I) The classroom should be devoted primarily to activities which foster acquisition (activities which promote learning might be assigned as homework);

II) the instructor should not correct student speech errors directly; and

III) The students should be allowed to respond in either the target language, their native language, or a mixture of the two.
In a monitor theory, research indicates that acquisition takes place under certain conditions. In a communication situation:

I) the focus of the interchange is on the message;

II) the acquirer must understand the message; and

III) the acquirer must be in a low anxiety situation.

H. Dulay and M. Burt stated (1973) that the claim that the focus must be on the message in a communicative situation is a strong one and has immediate implications for the classroom.

C.A. Wilkins observed (1973) if this claim is correct, and so far we have no contradictory evidence, it means that, for the most part, acquisition will not take place during traditional grammar exercises or drills since they provide no opportunity for meaningful communication. For this season the syllabus of a natural approach course consists of communication goals.

The second condition is that the student understand the message. Acquisition does not take place by listening to speech that is not understood by the student. Therefore, the input supplied by the speech of the instructor must be made comprehensible.

John H. Scummann (1974) indicated that the third condition is that the students receive comprehensible input in a low anxiety environment.

E. Stevick (1974) claimed that a low anxiety situation can be created by involving the students personally in class activities. Specific techniques for lowering affective barriers will by necessity vary from group to group because of the different personalities, interests, and aims of students and instructors. The goal is that the members of the group become genuinely interested in each other’s opinions,
feelings, and interests, and feel comfortable expressing themselves on the topics of discussion in class. From these observations it follows that no text can supply more than suggestions for the activities which actually involve students.

Krashen and Terrell have identified the natural approach with what they call "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" - and perhaps, needless to say, without references to grammatical analysis, grammatical drilling, or to a particular theory of grammar.

Krashen and Terrell note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic imitative and so forth." (Krashen and Terrell 1983).

Krashen and Terrell, the authors of the Natural approach relate their approach to the natural method has led some to assume that natural approach and natural method are synonymous terms. Although the tradition is a common one, there are important differences between the Natural approach and the older natural method, which it will be useful to consider at the outset.

The natural method is another term for what by the turn of the century had become known as the direct method. It is described in a report on the state on the art in language teaching commissioned by the modern language association in 1901 (The report of the "committee of 12"): In its extreme form the method consisted of a series of monologues by the teacher interspersed with exchanges of question and answer between the instructor and the pupil- all in the foreign language................. A great deal of pantomime accompanied the talk. With the aid of the gesticulation, by attentive listening and by dint of much repetition learner came to associate certain acts and objects with certain combinations of the sounds and finally reached
the point of reproducing the foreign words or phrases. Not until a considerable familiarity with the spoken word was attained was the scholar allowed to see the foreign language in print. The study of grammar was reserved for a still later period. (Cole 1931).

The term natural, used in reference to the direct method, merely emphasised that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children. Similarly, the natural approach, as defined by Krashen and Terrell, is believed to conform to the naturalistic principles found in successful second language acquisition. Unlike the direct method, however, it places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences.

In the natural approach there is an emphasis on exposure, or input, rather than practice, optimizing emotional preparedness for learning; a prolonged period of attention to what the language; and a willingness to use written and other materials as a source of comprehensible input. The emphasis on the central role of comprehension in the natural approach links it to other comprehension-based approaches in language teaching.

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the natural approach as an example of a communicative approach. The Natural approach "is similar to other communicative approaches being developed today" (Krashen and Terrell, 1983). They reject earlier methods of language teaching, such as the audio lingual method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but
theories of something else; for example, the structure of language" (1983). Unlike proponents of communicative language teaching, however, Krashen and Terrell give little attention to a theory of language. Indeed, a recent critic of Krashen suggests he has no theory of language at all (Gregg 1984). What Krashen and Terrell do describe about the nature of language emphasized the primary of meaning.

Language is viewed as a vehicle for communicating meanings and messages. Hence Krashen and Terrell state that "acquisition can take place only when people understand messages in the target language" (Krashen and Terrell 1983). Yet despite their avowed communicative approach to language, they view language learning, as do audio-lingualists, as mastery of structures by stages. "The input hypothesis states that in order for acquirers to progress to the next stage of the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage." (Krashen and Terrell 1983). Krashen refers to this with the formula "1+1" (i.e., input that contains structures slightly above the learner's present level.)

The natural approach thus assumes a linguistic hierarchy of structural complexity that one masters through encounters with "input" containing structures at the "1+1" level.

Language consists of lexical items, structures and message. Obviously, these is no particular novelty in this view as such, except that message are considered of primary importance in the natural approach. The lexicon for both perception and production is considered critical in the construction and interpretation of message. Lexical items in message are necessarily grammatically structured, and more complex messages involve more complex grammatical structure. Although they acknowledge such grammatical structuring, Krashan and Terrell feel that grammatical structures do not require explicit analysis on attention by the language teacher, by the language learner, or in language teaching materials.
In the proceeding lines krashan and Terrell's theory of learning is described.

2.6.2 Krashen and Terrell's Theory of Learning:

Krashan and Terrell make continuing reference to the theoretical and research base claimed to underline the natural approach and to the fact that the method is unique in having such a base. "It is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts." (Krashan and Terrell 1983). The theory and research are grounded on krashan's views of language acquisition.

2.6.3 Five Hypotheses given in Krashan's Instructional Model 1983:

Krashan has given five hypotheses of his instructional model of acquisition of language. These five hypotheses are:

2.6.3-I The Acquisition/Learning Hypothesis.

2.6.3-II The Monitor Hypothesis.

2.6.3-III The Natural Order Hypothesis.

2.6.3-IV The Input Hypothesis.

2.6.3-V The Affective Filter Hypothesis.

2.6.3-I The Acquisition/Learning Hypothesis:

The acquisition learning hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. Acquisition is the "natural" way, paralleling first language development in children.
Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication.

Learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge.

Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. Learning, according to the theory, cannot lead to requisition.

2.6.3-II The Monitor Hypothesis:

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The monitor Hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate, but that conscious learning (i.e. the learned system) has only this function. Three conditions limit the successful use of the monitor:

a) **Time**: There must be sufficient time for a learner to choose and apply a learned rule.

b) **Focus on Form**: The language user must be focused on correctness or on the form of the output.

c) **Knowledge of Rules**: The performer must know the rules. The monitor does best with rules that are simple in two ways. The must be simple to describe and they must not require complex movement and rearrangements.
2.6.3-III The Natural Order Hypothesis:

According to the natural order Hypothesis, the acquisition of grammatical structures proceeds in a particular order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar natural order is found in second language acquisition. Errors are signs of naturalistic developmental processes and during acquisition (but not during learning) similar developmental errors occur in learners' no matter what their mother-tongue is.

2.6.3-IV The Input Hypothesis:

The input hypothesis claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition. It involves four main issues:

a. The hypothesis relates to acquisition, and not to learning.

b. People acquire language best by understanding input that is slightly beyond their current level of competence:

   Clues based on the situation and the context extralinguistic information, and knowledge of the world make comprehension possible.

c. The ability to speak fluently cannot be taught directly, rather, it "emerges" independently in time, after the acquirer has built up linguistic competence by understanding input.

d. If there is a sufficient quantity of comprehensible input, 1+1 will usually be provided automatically.

Comprehensible input refers to utterances that the learner understands based on the context in which they are phrased. When a speaker uses language so that the
acquirer understands the message, the speaker "casts a net" of structure around the acquirer's current level of competence, and then this will include many instances of 1+1.


According to this (1+1) formula optimal input is comprehensible input roughly tuned to supply data slightly beyond the learner's current competence. The logic behind this is that the learner will be able to acquire the yet unknown elements (i.e. the 1) on the basis of his previous knowledge (i.e. the i) of the language. Krashen asserts that comprehensible input is "the only causative variable" (1981:57) and "the one essential ingredient" (1985:VII) of SLA.

A number of comparative evaluations of different immersion and more conventional second language programmes have indicated that more exposure to second language results in higher levels of second language proficiency. For example, comparisons of early total immersion and early partial immersion student have shown that the former achieve significantly higher levels of proficiency in French than the latter (Edwards, Mc Carry FU; Genesec; Swain; Lapkin).

Lapkin and her colleagues found that early immersion students scored significantly better than delayed immersion students on listening comprehension, but there were no significant differences between the groups on tests of reading, speaking and writing (Lapkin & Cummins; Lapkin, Swain, Kamin and Henna).
This hypothesis assumes that we acquire language by understanding messages. Comprehensible input is the essential environmental ingredient - a richly specified internal language acquisition device also makes a significant contribution to language acquisition.

According to Input hypothesis, the language Acquisition Device is involved, language is subconsciously acquired - while you are acquiring you do not know you are acquiring; your conscious focus is on the message, not form, Thus the acquisition process is identical to what has been termed "incidental learning." Also, acquired knowledge is represented subconsciously in the brain - it is what Chomsky has termed "tacit knowledge".

Chomsky reported that children who grew up in richer print environments displayed more grammatical competence.

Beck, Isabel, Charles Perfetti and Margaret Mekeown (1982) stated that the results on in school free reading programmes also demonstrate that more comprehensible input results in more vocabulary acquisition. In sustained silent reading (SSR), a certain amount of time, usually five to fifteen minutes, is set aside for free voluntary reading, with no book reports on tests on the reading. When SSR supplements regular language arts instruction, it typically results in superior vocabulary development. Beck, Isabel, Charles, Perfetti Margaret McKeown, and Ellon (1983) indicated that more comprehensible input in the form of listening to stories is also associated with better vocabulary development. Well reported that children who heard more stories during their preschool years were judged by their teachers to have better vocabularies at age ten.

G. Wells et al. (1981) concluded after twelve years' study of children learning language that "exchange is the basic unit of discourse."---Linguistic
interaction is a collaborative activity," involving "the establishment of a triangular relationship between the sender the receiver and the context of situation." Whether the communication be in speech or writing. Hatch (1979) summarises the most important characteristics of simplified input slower rate (clear articulation, diminished contractions, long pauses, extra volume, and exaggerated into nation); understandable vocabulary (high frequency vocabulary, less slang, few idioms, high use of names of referents instead of proforms); marked definitions (explaining a term that the speaker doubts the learner will know, repetitions, gestures, pictures); simplification of syntax vis—a—vis meaning (simple prepositions, focus on topics repetition and restatement less proverb modification, helping the learner complete utterances); discourse techniques (giving a possible answer within the question, yes - no questions, tag question).

Thus, input need not be finely turned to a learner's current level of linguistic competence, and in fact cannot be so finely tuned in a language class, where learners will be at many different levels of competence.

2.6.3-V The Affective Filter Hypothesis:

Krashen sees the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. The hypothesis in built on research in second language acquisition, which has identified three kinds of affective or attitudinal variable related to second language acquisition.

a. **Motivation:** Learners with high motivation generally do better.

b. **Self-Confidence:** Learners with self-confidence and a good self image tend to be more successful.

c. **Anxiety:** Low personal anxiety and low classroom anxiety are more conducive to second language acquisition.
The Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquirers have a high affective filter, which prevents acquisition from taking place.

The main point is that people of all ages and backgrounds do acquire second language, often without the help of formal education or special courses. On factor common to all these situations is that language learning takes place when there is a real need and motivation for it. There is no doubt that the ability to acquire a second language perfectly decreases as one grows older, but the overwhelming empirical evidence from L2 learners in cultures all over the globe in the most diverse situations shows that adults can acquire language and that indeed the acquisition of other languages in some societies may be the norm (Hill, 1970).

L2 acquisition in adults may be quite similar although not identical to L2 acquisition by children, Bailey, Madden, and Krashen (1974) found that adults acquire grammatical morphemes in the same way as do children (using Dulay and Burt's 1973 study): they concluded that "children and adults use common strategies and process linguistic data is fundamentally similar ways."

Taylor (1973), after a review of the relevant research, concludes that "what may be necessary for the adult to acquire real native proficiency in a second language in preserving motivation, the desire to identify with another cultural group integratively and the ability to overcome the emphatic barriers set up by ego boundaries." He added that "it seems likely that effective psychological variables may constitute the major reason why adults are not always as successful as children in language acquisition." Evidence from Gardener and Lambert (1972), Guirora (1971), and Nida (1971) indicates that a positive attitude with regard to affective variables not only may be necessarily to acquire language, but that it may actually independently of factors such as aptitude and intelligence.
The evidence at this point indicates that the primary factors which influence L2 acquisition are affective, not cognitive. Therefore, the overriding consideration in all the components of any natural approach must be to make the student feel at ease during activities in the classroom.

There can be no real change in this pattern unless a change in attitude is made toward the relative importance of communication versus correct form at this level. If communication is more important then it follows that most if not all classroom activities should be designed to evoke real communication. In fact, unless the student live in an area in which L2 is spoken, it is only in the classroom that the students will have a chance to exercise any natural ability to acquire the language. For these reasons, it is suggested that the entire class period be devoted to communicative activities-Explanation and practice with form are essential and we expect any improvement in the output of the students' developing grammars, but they can be done for the most part outside of class. This outside work must be carefully planned and highly structured.

The explanation must be clear enough to be understood by most of the students without using classroom time. Exercises must be self correction. Specific assignments should be completed, collected, and evaluated in some systematic way.

The students should realize that the primary responsibility is his for improvement in the quality of his output. The teacher can provide the materials, guidance where needed and even some extra motivation in the form of quizzes or tests, but it is the student who must decide when and where to improve his speech by implementing what he has learned. It should be remembered that conscious knowledge of structure does not automatically lead to the ability to use that knowledge in speech. This often takes a considerable amount of time.
A situation in which the learner is overwhelmed in this manner with new information rarely happens in natural second language acquisition, since he can usually begin his acquisition of L2 by spending a large number of hours simply listening to the language, avoiding direct participation in a conversation. Slowly, he can become accustomed to rhythm, intonation, pronunciation, and so forth. He has time to acquire a basic vocabulary. His strategy is to try to grasp the meaning of a sentence with the lexical items, he recognizes without understanding all the lexical item in the sentence or its grammatical structure. Indeed at first, he may not pay attention to any structure at all, except perhaps for word order. His initial responses are normally very short, and in general the learner tries to gain experience with comprehension until he feels more confidence in understanding the questions or comments addressed to him. He may spend many hours listening to speech which does not require complete comprehension or a direct response.

After describing the concept of natural approach in the preceding lises, Now we have to discuss is the meaning of the Bilingual method.

2.7 The Bilingual Method:

The bilingual method is based on the similarities and differences between the child's first language (mother tongue) and the foreign language (English). The similarities or differences may be those in situation or some vocabulary items and also those in the areas of sounds, structures, etc. The underlying features of this method are:

1. Situation is which the concept of mother-tongue are formed can be used by the teacher in presenting language material of English. So, it is sheer waste of time to recreate the original situations.

2. Once the mother-tongue equivalents have been given and the children have got the idea being conveyed through English material.

3. Unlike the translation method, it is the teacher who uses the mother
tongue pupils only practise patterns of English.

4. The first language is used to explain differences of phonetics, grammar and vocabulary.

It was found eventually that the bilingual method, originally devised for technical languages to secondary school children and adults, gave the best results of all the techniques used, through certain modifications had to be made for primary children.

If the teacher does not have available a commercially prepared course and he is obliged to make his own material, he should pay attention to the following before giving his first lesson:

1. The grading of vocabulary;
2. The grading of speech patterns or structures.

All the materials should be framed in "situations" which reflect the real interests of the children. Each situation should consist of not more than approximately 10 sentences and less than this for the beginning of the course. If possible, the vocabulary should be graded as to frequency of use.

Each situation should not contain more than one new structure or speech pattern. At some stages depending on the language, no new pattern should occur for several situations. Whenever possible, the structures used should develop progressively, leading from the simple to the more complex pattern. There should be some association between each successive pattern used.

A series to pictures should be made available for each situation, preferably one picture per sentence. These pictures can be very simple and could be drawn on to the board during the lesson. A flannelgraph could serve the same purpose. The
pictures need not be exact representations of the sentences - this is an almost impossible task anyway - as they only serve to help the learner to retain the sentence- meaning, not to acquire it.

2.7-I  The Steps Given in Bilingual Method of the Spoken Word:

The Spoken Word: Step 1. Imitation: First of all the pupils must acquire the meaning of the sentences they are going to speak. This is given to them by the teacher through the mother tongue.

The order of presentation up to this point is as follows. The teacher speaks the first foreign language sentence in the text and points to the picture it represents (if available). This is immediately followed by the mother-tongue equivalent to convey meaning. It is now that the imitation exercise proper commences.

The teacher says the same sentence several times without expecting an imitation response. The pupils should be encouraged to listen carefully and mouth this sentence as it is being spoken by the teacher not as a subsequent response but in time with the teacher's stimulus. At this stage the pupils should also glance superficially at (not read) the printed word. The number of initial listening stimuli will depend on the IQ and age of the class and the teacher will have to ascertain through trial and error how many times he must say the sentence before an active speaking response is required. It should not exceed three stimuli for the average grammar-school class, otherwise boredom will set in, even though the pupils are actively engaged in mouthing the sentence.

The pupils' responses should then develop from mouthed silent responses to voiced responses. The children are therefore speaking aloud in chorus after perhaps the fifth stimulus made by the teacher.
The individual-response activity is the most important aspect of the imitation exercise and no interpretations should occur which might prevent the development of a rhythm between stimulus and response. It is for this reason that the teacher should not call out the names of pupils but should point to the boy or girl who is to make the response.

Step 2. Interpretation: As soon as the children can imitate fluently and accurately, the teacher should initiate an interpretation exercise. The learner has to master two processes simultaneously when learning to converse:

A) He must require the skill of reproducing sounds which he has not heard for sometime and

B) He must apply the powers of reasoning to work out the content of his proposed answer in order to say anything at all.

An interpretation exercise will teach him some of these aspects, in particular it will help him to retain meaning and establish a firm association between that meaning and the foreign-language sounds. Whenever the teacher gives a mother-tongue stimulus the pupil cannot help but be aware of the meaning of his foreign language response, or else his response would be incorrect. These additional responses in turn give him an added opportunity to develop towards a level of meaning - sound integration.

When the teacher finds a child who was not able to retain the meaning and who can therefore not make the immediate - foreign language response, he should say the first word of the foreign language sentence as a clue. This is usually sufficient for the pupil to make the total response. The teacher should then repeat the mother tongue stimulus, so that the child can make a second immediate and correct foreign language response. After a minute or so the teacher should give the child the same mother-tongue stimulus to make sure that the meaning has been consolidated.
Chorus responses are useful in all exercises. Include some in the interpretation exercise for every stage. The teacher should remember however, that chorus responses are most effective if the teacher stands at the front of the class.

**Step 3. Substitution and Extension**: The bilingual method overcomes this problem by introducing a substitution exercise which generates sufficient "tension" and concept variety to hold the pupils' interest, yet is simple enough for them to make accurate and immediate responses without undue effort.

**Step 4. Independent Speaking of Sentences**: Independent speaking here means that pupils do not receive from the teacher a spoken stimulus whether in the mother tongue or foreign language.

This exercise can be carried out in a variety of ways, all of which should be used by the teacher. First of all, the teacher can give the pupils an opportunity to repeat the type of activity which occurred at the end of step 2, the interpretation exercise, when the pupils spoke independently the sentences of the basic situation by looking at the pictures supplied. At first the teacher asks each child to give a number of foreign language sentences relating to the basic situation. Pupils should be selected at random and the exercise should develop as rapidly as possible. Children should not allowed to make pauses between sentences.

Another important variation of independent speaking is for groups of children to act the situation.

**Step 5. Reverse Interpretation (Optional)**: It denotes an exercise whether the teacher gives a foreign language stimulus and the pupil replies with a mother-tongue response.
The reverse interpretation exercise is an effective way of ensuring that the learner acquires the skill of expressing himself fluently and accurately in the mother tongue in response to a foreign language stimulus.

**Step 6. Consolidation of Question Patterns**: The class would now be ready for a question-and-answer-exercise if they knew the meaning of foreign language questions. Furthermore, questions should have been spoken by the pupils in the interpretation and substitution exercise. If not, then questions must now be taught separately before introducing a question-and-answer-exercise.

It is advisable to make a substitution box so that as many interrogative pronouns as possible can be practised. The patterns should be learnt by means of imitation and interpretation exercises.

**Step 7. Questions and Answers**: In the first instance the teacher can make use of an exercise which deals merely with the sentences of the basic situation. He puts foreign language questions requiring answers which are the sentences learnt in step 1 and 2. In this exercise the teacher should refer to the pupils by name and not select them by means of pointing.

**Step 8. Normal Foreign Language Conversation**: At this point attempt should be made by the teacher to bring in the contents of previously learnt situations so as to widen the child's horizon still further.

The pupil is therefore not only widening the scope of his foreign-language expression, but he is also learning to associate newly created sentences with newly created situations.

Herewith, the parallel stage to Oral Work is the Written Work.
2.7.2 The Written Word:

Although the order in which a language should be learnt, i.e., listening, speaking, reading, writing is a fundamental aspect of bilingual-method teaching. All these aspects are satisfied during the learning cycle for any single situation covering, perhaps, a time span of ten lessons. It is, therefore, not advocated, as some educationists propound, that written work should be postponed for a whole school year. As the printed word is already to some extent included in the oral work, written work can be quite safely introduced at the beginning of a course, so long as this work is always based on prior proficiency of particular oral skills, which determine the type of written exercise to be carried out in the classroom or at home. It is possible to find parallel written steps for all the oral steps.

2.7.3 Parallel Oral and Written Steps:

<table>
<thead>
<tr>
<th>Oral</th>
<th>Written</th>
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</thead>
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<tr>
<td>Step 1 : Imitation</td>
<td>Dictations (basic sentences) and independent writing based on picture-strip (basic sentences)</td>
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<tr>
<td>Step 2 : Interpretation</td>
<td>Bilingual dictations, prose translations</td>
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<td>Step 3 : Substitution and extension</td>
<td>Dictations (basic+extended sentences), prose translations</td>
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<td>Step 4 : Independent speaking</td>
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<td>Step 6 : Question interpretation</td>
<td>Unseen translations (questions)</td>
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<tr>
<td>Step 7 : Foreign language question and answer</td>
<td>Essays, plays, dialogues, narratives, descriptions, oral, written work, visual</td>
</tr>
<tr>
<td>Step 8 : Normal foreign language conversation</td>
<td>Written work, comprehension work.</td>
</tr>
</tbody>
</table>
2.8 Review of Related Literature:

A number of studies have been conducted on the different aspects of teaching of English as a second language. Many researchers have been interested in conducting the research on inculcating the reading skills among secondary school students and adults.

Here is the reference of a few studies conducted by different investigators in different environmental conditions, throw light on the acquisition and learning of English, methodology and its other related aspects of teaching of English as a foreign language.

Nagalakshmi, S (1962) conducted a study on the comprehension of oral English at the school leaving level and employed a oral comprehension tests with a view to give incentive to the training and thereby make oral comprehension a vital part of the teaching programme. The test showed that the oral comprehension test would not only prove to be interesting to the students but also lead to the improvement of teaching in the classroom. The provision for systematic training on oral comprehension in class teaching would enhance the ability of the students to comprehend the spoken language. The investigator felt that one period per week set aside for listening practice and oral comprehension tests which could be administered with the help of a radio set, would improve the comprehension of spoken (oral) English.

Ansuya, R (1970) based his study on the improvement of reading efficiency at the P.U.C. level and found that - the reading efficiency of all the groups had increased from 48 words to 270 words per minute. Concrete improvement can be achieved in the reading efficiency of students by adopting suitable methods. A spreadover simultaneous training during the course of factual study was given to the class XII students. The improvement was very high in the case of bright students,
considerable in the case of average and satisfactory in the case of backward students. An intensive training of about six weeks, by way of reorientation before the students actually began their studies, was given to the students in the second experiment. This method was also found quite effective. Both the methods required almost the same amount of time. Considering the dearth of trained personal, the intensive course method may be preferred as various groups of students can be trained simultaneously. Another study conducted by Deshpande, (1973) on teaching reading to beginners and formed two groups, i.e., experimental and control. He observed that the total performance of the experimental group children on the reading test was better than that of control group children and the difference between the mean scores of both the groups was found to be statistically significant.

Another study was based on writing skill which was investigated by Anderson, Karen Hunter, (1986) and this study revealed that the resources and text books that are presently available to ESL students widen the gap between their writing and speaking proficiency levels. Existing materials emphasized grammatical correctness and organisational paradigms, the form of a written composition, rather than composition content. However, in order to gain the desired writing ability in English, ESL students must focus on both form and content. It also considered the process by which ESL students apply the knowledge they had of English to written language. Encouraging ESL students to view writing as a process would allow them to develop rhetorical and grammatical language skills simultaneously.

Here are the references of other studies which were investigated in the area of methodology of teaching of English.

Hussein, Yehia Ismail, (1989) formulated a study on the relationship between attitude of English teachers in Egypt towards methods of teaching English and selected demographic characteristics. He took three methods of teaching English
The findings of the study indicated that there is a significant relationship between attitudes of teachers of English in Egypt toward the national functional approach and the type of educational institutions at which they teach. Graduates of colleges of education showed more favourable attitudes towards the national-functional approach than those who graduated from other kinds of educational institutions and women teachers showed more favourable attitudes than men. Of the three methods studied, teachers preferred (in descending order) the national-functional approach, inductive-deductive methods, and affective methods.

Gosh (1977) conducted a study to find out the causes of backwardness in English in the secondary schools of West Bengal were thirty two to thirty four percent of children of West Bengal schools were backwardness in English, backwardness in different aspects of English taken in order of their intensity were use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction; causes of backwardness and unscientific curriculum, lack of attention at home, unsuitable teaching, method, poverty, maladjustment, absenteeism, bad company, want of necessary books and teaching aids, congestion at home, lack of proper place of study, poor health and substandard attainment in English at Primary stage. Mitra K.P., (1974) believed in his study on evolving a method of teaching English as a second language that there was a positive correlation between the students achievement in English and Hindi. Oral instruction was found to be essentially important and the teacher has to be the active model in the English class. The results of the experiments also indicated the effectiveness and superiority of the evolved methodology.

Alam, Mohammed Assad (1986) studied the effects of three experimental interventions on the spoken English proficiency of Eighth Grade Saudi Arabian Students and found that the performance of Groups 2, 3 and 4 increased noticeably.
while the performance of group 1, taught by the traditional method, remained at initial baseline phase level. The results further revealed the stability in performance during the withdrawal of treatments. Group 4 which received the combined treatment made the most gains in English oral proficiency over the six weeks of the experiment.

Only a few studies have been carried out to investigate the effects of bilingual method, Grammar-and-Translation method, direct method, Naturalistic Approach on Communicational skills. Judith claire Morgan (1971) examined a study on the effects of Bilingual instruction and concluded that first grade pupils from bilingual families who received instruction through a bilingual educational programme developed greater competence in analysing words without the aid of context and they had also demonstrated greater ability to spell words than did first grade pupils of bilingual families who received instruction through a monolingual educational programme.

Basavayya, D. (1974) employed a study on effect of bilingualism on language achievement and found that there was no significant difference between the first language achievement of monolinguals and bilinguals (or multilinguals) in the case of third language, i.e., Hindi perforce the bilinguals did better than the monolinguals and biniluals did not differ significantly.

Murphy, R.V.S., (1968) observed in his comparative study of the direct method and the Bilingual Method that the bilingual method is more effective than the direct method in developing the pupil's ability in oral reading, oral comprehension and expression.

Rosier Paul Webb, (1977) conducted a comparative study of two approaches, i.e., the direct method and the native language method of introducing initial reading
to Navajo children and found that the native language method in general was more effective than the direct method. Rangachar, C. and Kulkarni, S.N. (1967) found in his study on the provision of teaching facilities for English at class V level that for most of the teachers, the objectives of teaching English were not very clear. Most of the teachers were unaware of the good methods of teaching. The "Grammar-and-Translation" method was followed sometimes even without the knowledge of its principles.

Hishmeh Lulu Helan (1988) investigated a study on implementing an effective staff development programme to improve the teaching of English as a second language and stated that teachers did change their methods of teaching ESL as a result of the staff development strategies implemented most were: Total physical response, supplying comprehensible input based on pictures, on items in class or from home, using yes/no, either/or questions and questions that encouraged lists of words. Strategies least implemented were newspaper ads and advertisements/signs.

Another study formulated by Mansouri Safa Mohammad (1989) on learning English language and literature in Saudi Arabian Universities: Students perceptions of successful and unsuccessful methodologies and found that students perceived the lack of oral practice and lack of stimuli, such as the use of films and other colourful supplemental material as major reasons for their difficulties.

Taki, Nafise Hassan, (1989) designed a study on interaction between theory and practice in the ESL classroom. An examination of factors affecting second language acquisition and the observational study indicated that comprehensible input was provided via the teacher's talk, which was meaningful to the students, and via pictures and flash cards. Informal activities such as games tended to lower the filter. The observational study provided evidence that lent further support to
comprehensible input and the effective filter hypothesis. Wall, Howard Taft (1988) studied the naturalistic acquisition and self-directed learning of English as a second language and concluded that adults can and do gain skills in English as a second language by acquisition; just as children gain first language skills. Adults can and do learn English through self-directed efforts in ways very similar to those described by Spear and Mocker. Learning English was for these adults primarily a cognitive process. They could remember and use skills gained from meaningful human interaction far better than those presented to them for rote memorization and drills in classes.

After finding out these studies it has been observed that in order a learn a language, a child must also be able to interact with real people in that language. A child, then can develop language only if there is language in her environment and if the child can employ that language to communicate with other people in her immediate environment.

2.9 Hypotheses:

The following hypotheses will be tested:

1) There is no significant difference between the natural approach and the bilingual method in facilitating comprehension skill of teaching of English as a foreign language at the lower middle school level.

2) There is no significant difference between the natural approach and the bilingual method in facilitating speaking skill of teaching of English as a foreign language at the lower middle school level.

3) There is no significant difference between the natural approach and the bilingual method in facilitating reading skill of teaching of English as a foreign language at the middle school level.

4) There is no significant difference between the natural approach and the bilingual method in facilitating writing skill of teaching of
English as a foreign language at the middle school level.

5) There is no significant difference between the achievement of the boys of the natural approach group of grade VI and boys of the bilingual method group on comprehension communication skill of teaching of English as a foreign language.

6) There is no significant difference between the achievement of the girls of the natural approach group of grade VI and the girls of the bilingual method group on comprehension communication skill of teaching of English as a foreign language.

7) There is no significant difference between the achievement of the boys of the natural approach group of grade VI and the boys of the bilingual method group on speaking skill of teaching of English as a foreign language.

8) There is no significant difference between the achievement of the girls of the natural approach group of grade VI and the girls of the bilingual method group on speaking skill of teaching of English as a foreign language.

9) There is no significant difference between the achievement of the boys of the natural approach group of grade VIII and the boys of the bilingual method group on reading skill of teaching of English as a foreign language.

10) There is no significant difference between the achievement of the girls of the natural approach group of grade VIII and the girls of the bilingual method group on reading skill of teaching of English as a foreign language.

11) There is no significant difference between the achievement of the boys of the natural approach group of grade VIII and the boys of the bilingual method group on writing skill of teaching of English as a foreign language.
12) There is no significant difference between the achievement of the girls of the natural approach group of grade VIII and the girls of the bilingual method group on writing skill of teaching of English as a foreign language.

2.10 Objectives:

The following objectives of the study are stated:

1) To compare the effects of the natural approach and the bilingual method on comprehension skill of teaching of English as a foreign language at the lower middle school level.

2) To know the effects of the natural approach and the bilingual method in facilitating speaking skill of teaching of English at the lower middle school level.

3) To investigate the effects of the natural approach and the bilingual method in facilitating reading skill of teaching of English at the middle school level.

4) To find out the effects of the natural approach and the bilingual method in facilitating writing skill of teaching of English at the middle school level.

5) To find out the effects of the natural approach and the bilingual method in facilitating comprehension skill among boys of grade VI.

6) To find out the effects of the natural approach and the bilingual method in facilitating comprehension skill among girls of grade VI.

7) To investigate the effects of the natural approach and the bilingual method on speaking skill among boys of grade VI.

8) To investigate the effects of the natural approach and the bilingual method on speaking skill among girls of grade VI.

9) To determine the effects of the natural approach and the bilingual method on reading skill among boys of grade VIII.
10) To find out the effects of the natural approach and the bilingual method on reading skill among girls of grade VIII.

11) To investigate the effects of the natural approach and the bilingual method on writing skill among boys of grade VIII.

12) To determine the effects of the natural approach and the bilingual method on writing skill among girls of grade VIII.