CHAPTER - I

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Language has been considered man’s most remarkable achievement. Language, is a system. India is a multilingual country. As these regional languages are different from each other therefore it is not possible for people across different states to communicate with each other without using a common language. Further, India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language i.e., English. It is this language, which is understood almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction. There have been many changes in the position of English in India compared to other countries. Although it is a foreign language, it still holds the position of associate official language. Language is widely used as liaison in offices and among educated people. For the sake of wider communication with the outside world, learning English is encouraged. Indian languages with its rich treasures in the past did not have an adequate opportunity to be used for inter-state communication. In recent years, the Hindi language is widely used to occupy the position of a language link, and its use as an official language. As Hindi grows along with other languages of State for the language they use, the English are still used in the country. Moreover, for quite a large percentage of children enrolled in the states of India, English is the language of science and technology. Also English is very important in some systems – legal, financial, educational and business in India. English is also found in many places of secondary education in colleges and universities. In this context it occupies a very important place as English as a second language in school curricula and higher education place. National seminars or summits, all materials speech or course are also in English.

English Language Teaching In India

The East India Company, once which ruled some parts of India before India became a part of the British Empire, set aside certain amount for the education sector. Until the end of the 19th c, English education was given to the children of employees
of East India Company and Anglo-Indians for their own profit. Charles Grant, who was considered the as father of modern education in India, opined to teach European literature and scientific knowledge to Indian students through English medium. So more Indian students started attending English medium schools and later many of them became great supporters of English language and education. During the beginning of the 19th century, ‘Fort William College’ was founded by Sir Richard Wellesley in Calcutta. Later Thomas Babington Macaulay, who later became the president of the Committee of Public Instruction, was given the responsibility of implementing and spreading the English education system including English language education in India. The area of discussion was whether the language should be used for higher education. Then English had to compete with the classical languages like Sanskrit and Arabic. In his famous ‘recommendations’ or ‘Minutes of Education’ (1835), Thomas Babington Macaulay was in favour of spending more budget to English language teaching so that Indian citizens could be taught about the modern scientific knowledge, Western culture and philosophy. He said: ‘we must at present do our best to form a class who may be interpreters between us and the millions who we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.’(Minute on Indian Education). “The vernacular languages, that is, the languages spoken by the people, are dismissed from the discussion as ‘rude’ and completely unsuitable for the purpose... The Minute is categorical that the amount of one lakh rupees allocated in the Charter Act for education should be used for English education.” (Sailaja, Pingali, 2011: 64). Macaulay wanted certain Indians to learn English language and western culture so that they can transfer them to other Indians to enrich Indian languages and culture. The Governor-General of the colony, William Bentick accepted Macaulay’s proposal and this acceptance changed Indian education scenario including English language teaching. Bentick’s order was as follows: ‘His Lordship in council is of the opinion that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and all the funds appropriated for the purposes of education would be best employed on English education alone.’ Sailaja Name of the book (2011: 65) writes, “The Educational Despatch of 1854, was considered to be the Magna Carta of Indian education.” It was prepared by a committee presided over by Charles Wood. This was the prominent education policy of East India Company, thethen ruler of India . The recommendations of the committee considered a number of aspects including all levels of education, mass education and the use of Indian languages. The Educational Despatch forced English
to be the language of education and not any other classical Indian languages like Sanskrit or Arabic. On the other hand it recommended encouraging the regional languages instead of classical languages like Sanskrit. The Missionaries founded schools and colleges in which resources like Bible and works like Pilgrim’s Progress, Paradise Lost, etc were included. India had a traditional approach of teaching languages like Sanskrit and Persian using ‘kavya’ (literature) and ‘vyakarana’ (grammar). This had many similarities with the grammar-translation method advocated by Franz Ahn and H.G. Ollendorff. Learners who wanted to learn another language, should read the texts with the help of dictionaries. English classics used as the text books for teaching English language in India, were good examples of writing and use of classical grammar.

There was no great change in the English language education system in India post-independence period, in 1947. After independence India followed the legacy of the pre independent English education system. English has been the medium of instruction in many schools, colleges and universities. The growing influence of English language and the difficulty in finding an alternate language acceptable to all Indians were the main reasons for the arrival of English Language. The University Education Commission, under the chairmanship of Dr. S. Radhakrishnan, was of the opinion that learning English would help Indians to upgrade themselves with the developments occurring in outer world. English will promote national unity and nationalism. The English language has been one of the potent factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gift of the English language and literature only to Indian. Besides, English is an international language and if catastrophic events do not alter the present posture of world forces it will soon be the world language.(University Grants Commission, 1951: 316). Development of science and technology could be known to India only through the knowledge of English. The report of the commission continues as follows, “...English is the only means of preventing our isolation from the world, and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. (1951: 325) The Secondary Education Commission in 1952 made certain recommendations regarding the method of teaching, teaching materials and evaluation system for all. The commission said that ‘the emphasis on teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose the principles of ‘activity based’ and ‘project method’ should be assimilated in school practice.’ (Aggarwal 1884: 115-6) As for textbooks also, the
commission suggested that instead of single textbook a reasonable number of books should be used. For languages commission recommended ‘definite textbooks for each class to ensure proper gradation’.”‘Three language formula’ adopted by Chief Ministers of India insisted that the third compulsory language should be English or any other European language’. But nowhere in India, had the schools replaced English with any other European language. This acceptance of three language formula cemented the place of English language in the Indian school and university curriculum. The next education commission, Kothari Commission in 1966 also agreed to the ‘three language formula.’ The Commission suggested that English should be continued as a library language and medium of instruction in universities and a good level of English language proficiency is required for awarding degrees. The Kothari Commission also recommended special units for teaching English language skills instead of focusing more on literature. This shift is in line with the shift from grammar –translation method to Direct Method. A number of English Language Teaching Institutes (ELTIs) and Regional Institute of English (RIEs) were established in different locations of India for providing guidance, models and training to English language teachers. (Aggarwal, 1884) During 1950s and 60s authorities sought the help of professionals from London, including British Council, for preparing structural syllabus. Madras English Language Teaching (MELT) brought experts from London School. Also and English Language Teaching Institute (ELTI) was established in Allahabad in 1954 with the help of British Council. All India Seminar on the Teaching of English in Nagpur in (1957) suggested a revision of syllabus at schools on a national level and accepted structural approach as the basis for the new syllabus. Central Institute of English and Foreign Languages (CIEFL) was established in Hyderabad in 1958. Study groups appointed by Ministry of Education submitted reports in 1967 and 1971 on the ‘Study of English in India’. A large number of English medium schools were started in the private sector. Promoting Hindi and local languages along with English, was the policy of central and state governments and thus in India, people as a whole opted for English. The Acharya Rammurti commission in 1986 observed regarding teaching languages, that more importance should be given to the hours of study and the level of attainment of the language than the years of study in a school or college. That committee also suggested that various government educational institutes should join together to design methods for making uniformity in the acquisition of language competency at school level. Curriculum Development Centre (CDC), set up by the University Grants Commission (UGC) in 1989 directed that the proposed curricula should shift its emphasis from teaching to
learning and it must be designed as learner-centred to make more meaningful to the needs and aspirations of the learners. CDC also suggested post graduate courses in British Literature, American Literature, Comparative Literature, Creative Writing in English, Modern English language, English Language Teaching, etc. Several Indian universities have already started many of these courses.

1.2 Objectives of Teaching English Suggested By Various Reports

Following are objectives of teaching envisaged by various commissions

Secondary Education commission

- Use the structures of the English language, and analyze them to understand the relationships between them.
- Learn vocabulary, idioms and expressions assigned and understand their meaning in the context
- Listen, understand a text in English, and the distinction between the different intonations.
- Participate in discussions conversations using the English paper.
- read and understand English texts through different types of reading strategies reading (e.g. high reading and silent reading) and (e.g. exploration, low-fat)
- Make a free test three paragraphs using correct English.
- Realize the importance of English in the local employment market.
- Appreciate the importance of English as an international language of communication,
- Appreciate the importance of English as an international language of communication, to benefit from the achievements of other cultures
- acquire sufficient knowledge of English in order to be better positioned to participate in Western culture.

Central University of Foreign Languages

- Self Development. The student is somehow "better" person through learning a language. This goal is not linked to the fact that some people actually use the second language, and the dynamics associated with learning groups of the Community languages.
• A new method of formation of cognitive processes. By learning another language, students develop learning methods and new perspectives about themselves and their companies.
• One way in which the mother tongue. Learning a second language increases the knowledge of the students' mother tongue.
• A plate of another culture. Students can come to understand other groups in the world and to enjoy music and art of other cultures.
• A form of religious practice. For many people a second language is part of their religion, whether in Hebrew to the Jewish religion, Arabic for Muslims, or English for Christians in some parts of the world.
• A means of communication with those who speak another language, we have to meet people from other parts of the world, whether for business or pleasure.
• The promotion of intercultural understanding and peace

National Policy of Education 1986

• The language, using appropriate terminology and writing accurate and consistently
• Demonstrate experience and accuracy in writing for a variety of purposes and to specific audiences, based on knowledge of linguistic features to explain and comment on the decisions taken.
• Know and use the key features of the framework for the systematic study of spoken and written English.
• Apply and explore frameworks for the systematic study of the language at different levels, commenting on the usefulness of approaches
• Understand, analyze and explore concepts and issues relating to the language used
• Identify, describe and interpret the variation of the meanings and forms of spoken and written language, in context
• analyze and evaluate changes in the meanings and forms of different spoken and written moments from depending on the context

1.2 ANALYSIS OF PROBLEM

1.2.1. Difficulties in Learning English

English language has become an compulsory part of school curriculum. With the sweeping sway of globalization parents are very much eager to put their children in
English medium schools as it is assumed that whosoever speaks English is a learned and intelligent fellow. Indeed, it is a proven fact that English speakers are more privileged than that of their native counterparts in the globalised context. Indians estimate that English speakers are more talented and intelligent, but the fact is that they are found to be less scholarly than our native language speakers. From the very beginning efforts have been made by our schools as a whole and individuals in particular, to teach and learn English. Predominance of our vernaculars somehow created obstacles in the pave of the promotion of English in India in the past. It is a challenge before us that the Indian confront to get a grip over the language, need to be addressed with full care and concern.

At present in India the major challenges being faced by the students in schools are that they are unable to listen, speak, read, write and understand English in correct and proper manner.

**The major challenges are faced by students:**

- Rural and Underdeveloped areas
- Tribal background
- Economically backward society
- Uneducated families

It is found that the children of rural backgrounds get less exposed than the urban children and therefore the rural children hesitate to speak English. The tribal children face more difficulties in learning English as they also have to learn the official language of that state, for example, Bengali, Odia, Hindi, Telegu, Urdu or any other state language than the tribal language in which they communicate at home. Therefore, they learn English as their third or fourth language. It is not affordable for the economically backward people to send their children to English medium schools. On the other hand, the children from uneducated family background do not get any academic assistance from their parents to learn English language, because the parents not only know English but also lack literacy in their own mother tongue or in the official state language.

**The Global Need**

With the advancement of global need people also concern to educate their children in English education which is a positive aspect. But the fact is that these English medium students cannot communicate in English properly. They speak and write wrong sentences, use improper intonation, faulty pronunciation and commit
many grammatical errors in which the main purpose of communication looses its way. In this respect the teachers need to be extra careful to overcome these mistakes by leading them in proper direction.

**Need of Well Trained and Skilled English Language Teachers**

As because English is a foreign language. Extra care and concern is needed to teach this subject. But in recent India, unlike the Renaissance era when it was the golden era of English learning, is lacking enough the competent teachers to teach English with expertise. The untrained (in English) and unskilled (in English language teaching) teachers have less credibility to teach English in proper manner with definite stress, intonation, juncture and variation.

**Lack of Fluency and Use of Inappropriate Grammar and Vocabulary**

These categories of teachers themselves are not competent enough to use appropriate grammar and vocabulary and they also lack fluency in speaking. Most of them never use spoken English in the classroom. Their body language is also not quite impressive. They need to be refreshed and well trained before teaching the students.

**Students’ Poor Performance**

Most of the time students commit common mistake due to lack of conceptual clarity and confidence. To overcome this, foundation of English should be strong enough at the early age. Language should be learnt from the early years along with the native language parallely to strengthen the foundation in English.

**Regional Variation in Attitude of Teaching Learning English**

Peoples’ attitude towards learning English also differs from region to region. People of Northern India don’t like to give emphasis in teaching and learning English than that of South India. They consider learning English as colonial and British legacy. So they are not in favor of learning English properly to the fullest extent.

**Deficiency in Material and Infrastructure in Teaching Institutes**

Not only lack of competent teachers but also the deficiency in teaching material and in infrastructure are also responsible to promote English teaching – learning in the proper way in rural interior villages. No modern use of technology in remote areas fail to motivate the learners towards learning English.
1.2.2 The Initiation of the Problem:

It has been observed that the attitude towards the use of L1 student was subject to periodic but regular changes. Several hundred years ago, "bilingual education", which was the method of grammar-translation, was the "norm". This method calls for the translation of the target language. The medium of instruction is the mother tongue of the students. Reading and writing are the main axes while speaking and listening are paid almost no attention (Richards and Rodgers, 2001). In the late 19th century, grammar-translation method was seriously challenged by the rise of Direct Method (Harbord, 1992; Harmer, 2001). The method advocates the use of the target language in the class and translation to be avoided at all costs (Thornbury, 2006). This method gives a lot of importance to speaking and listening in L2. Direct method gained popularity because of mass migration, spread of world trade and commerce, and in particular, the emergence of United States as a world power (Harmer, 2001). Besides, political agendas, the growing trend of taking English Language Teaching (ELT) as a career by the young people visiting Europe contributed to strengthening the English-only policy (Harbord, 1992).

But criticism of the direct method and the method adopted by many bilingual L1 people brought back to the classroom. When teachers try to implement the strategy of "all English classes," face misunderstanding and resentment of students. So they

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2 Harbord, J. (October 1992). The Use of the Mother Tongue in the Classroom. ELT Journal, 46(4). http://dx.doi.org/10.1093/elt/46.4.350


5 Ibid

6 Harbord, J. (October 1992). The Use of the Mother Tongue in the Classroom. ELT Journal, 46(4). http://dx.doi.org/10.1093/elt/46.4.350
begin to use the mother tongue, which is very natural. There have been many theorists for and against the use of the mother tongue of students or first language (L1) in the teaching of second or foreign language (L2) arguments.

According to some researchers (Mahadeo, 2006⁷; Tsao 2001⁸) the use of L1 is a barrier to learning L2. Some other researcher (Baily, 2005)⁹ think that it is difficult to use L1 in a multilingual class while Atkinson (1987)¹⁰, Harbord (1992)¹¹ and Nation (2003)¹² have found out that it is natural and beneficial to use L1 in a monolingual class. This study aims to examine the effectiveness of Direct Method and Bilingual Method of teaching English to Secondary level students in WBBSE.

1.3 THEORETICAL FRAMEWORK

Before establishing a theoretical framework for this study it is critical to look at some studies related to this issue, studies which support the monolingual approach and studies which support the bilingual approach.

Support for Monolingual Approach

Many researchers support the use of the L2 in class as the only medium of instruction and communication. They believe that using only L2 in class is although difficult to implement, but ultimately it translates into increased confidence in speaking and listening skills, and creates a more realistic environment for students.

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¹¹ Harbord, J. (October 1992). The Use of the Mother Tongue in the Classroom. ELT Journal, 46(4). http://dx.doi.org/10.1093/elt/46.4.350

Cook (2001)\textsuperscript{13} has identified three fundamental principles of the monolingual approach (though he is not a supporter of the approach):

a) The learning of L2 should model the learning of L1 (through maximum exposure to the L2).

b) Successful learning involves the separation and distinction between L1 and L2.

c) Learners should be shown the importance of L2 through its continual use.

But, promoting English language as a medium of instruction in educational institutions has got two kinds of responses. At one extreme is the nationalistic response which advocates centering of the national language. At the other extreme is the functionalistic response which emphasizes the inevitability and usefulness of English (Mahadeo, 2006)\textsuperscript{14}. As an example of the latter, Mahadeo refers to Singapore, where English is not the L1. Their research shows that an institution with high infrastructure resources, educational materials, the language learning materials and professional skills, and the use of English in teaching can produce students with a high level of English proficiency.

On the other hand, Tsao (2001)\textsuperscript{15} has found out that because of the prevalent Grammar Translation method the school leaving Taiwanese students cannot read and comprehend any English article although they are taught English in their elementary as well as secondary level of education.


Turnbull (2001)\textsuperscript{16} also opines that it is important for teachers to use as much L2 as possible in a situation where the students spend only a short period of time in the class on daily basis.

In a multilingual class, the monolingual approach is more applicable unless the teacher can speak all the L1s: it is no good using any particular L1. A lot of teachers also believe that L1 should not be used in English language teaching because it creates over dependency on L1. It may also mislead learning because of the differences between L1 and L2.

Thus there are some specific reasons why L1 should not be used in the class. However, Philipson (1992)\textsuperscript{17} and Aurbach (1993)\textsuperscript{18} have challenged these assumptions. They think that these are impractical in global contexts and lack in pedagogical evidence. They have also highlighted the fact that monolingual principles are rooted in a particular ideological perspective which serves to reinforce inequities in the boarder society.

\textit{Support for Bilingual Approach}

During the past 15 years, monolingual orthodoxy has lost much of its appeal. It has been argued that it is degrading to exclude L1 and it has harmful psychological effects on the learners (Nation in Tang, 2002)\textsuperscript{19}. Monolingual teaching can also create tension and a barrier between the students and the teachers. Besides, there are many situations where it is inappropriate and impossible to exclude L1.

Monolingual approach claims that native speakers are the ideal teachers. But the phrase ‘native speaker’ is problematic. It is because there are many versions of English and it is a matter of debate what makes an authentic native English speaker (Phillipson, 1992)\textsuperscript{20}. Besides, as bilingual teachers are proficient in two languages,


they have a higher level of metalinguistic proficiency and awareness that enable them to teach better (Mora, 2009).

Atkinson (1987)\(^{21}\) has identified three reasons why a limited amount of L1 should be allowed in the class in EFL context: it is a learner-preferred strategy, a humanistic approach and an efficient time saver. Harmer (2001)\(^{22}\) has found out five similar reasons:

a) L1 is required by the activity in the class.

b) It is entirely natural to translate from and into L2.

c) Learners like using L1.

d) Teachers use learners’ L1 because they like it.

e) The amount of L1 use depends on the learner’s styles and abilities.

Cianflone (2009) also believes that the use of L1 is a preferred strategy students and teachers according to the judicious use of L1. And while Cole (1998) think that L1 can be used at lower levels in a monolingual context to show the differences between L1 and L2 and teaching time, Cianflone says that at the tertiary level, where language proficiency is top, using L1 may be an important language learning mechanism because it can save time and increase student motivation.

Harboard results (1992) and Gill (2005) show that the idea of excluding L1 of the class is too stressful for many students. Harboard also says that the use of L1 facilitates communication, teacher-student relationship and learning L2.

Nation (2003)\(^{23}\) has identified the following strands through which a learner can learn L2:


a) Meaning focused input - learning through listening and reading

b) Meaning focused output - learning through speaking and writing

c) Language focused learning - learning through deliberate attention to language features

d) Fluency development - learning through working with known material across the four skills at a higher than usual level of performance

Nation believes that the opportunity to use L1 while discussing before performance helps the learners to reach a higher level of L2 performance. There are various ways of teaching new L2 words, but L1 translation is the most effective (Lado, Baldwin, and Lobo in Nation, 2003)\(^24\). The use of L1 can also be a very useful tool of teaching grammatical structures. Finally, Nation states that using L1 in English language class is showing respect to the learners’ mother tongue. In the same way Bailey (2005)\(^25\) has found out that banning L1 from the class can make the learners uncomfortable while it might be very frustrating for lower-level adult learners as they cannot express themselves in L2.

While arguing for L1 use in the class, most researchers have cautioned against its overuse because it can create an over dependency on L1 and can over simplify the differences between L1 and L2. It can encourage laziness among learners and minimize the use of L2 (Atkinson, 1987)\(^26\). Thus, using L1 is not the ultimate tool of L2 learning; rather using a justified amount of L1 facilitates the learning of L2. It is necessary in certain situations such as motivating learners, creating a tension-free learning environment, raising awareness, etc.

Now having discussed the theories favoring and opposing the direct method or bilingual method of teaching let us establish the theoretical framework for this study.

### 1.3.1 ENGLISH LANGUAGE TEACHING METHODS

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\(^{24}\) Ibid


Teaching Method outlines the overall plan for the orderly presentations of language material based on selected approach and procedure. A teaching method includes three components:

- Approach
- Design
- Procedure

**Approach** is concerned with the theory of the nature of language and language learning. **Design** concerns itself with:

- The general and specific objective of the course.
- A syllabus model
- Types of learning and learning tasks
- Roles of learners and teachers
- Role of learning materials

**Procedure** is concerned with:

- The actual happening in the class room
- Class room techniques, practices and behaviours.

1.3.1.1. THE GRAMMAR – TRANSLATION METHOD:

Reviewing the history of language teaching, one find that there is a method which seems to have prevailed for long. Different language teachers believe in different ways of teaching. Therefore, we can say that there are so many methods of teaching languages as there are language teachers. Around the year 1840, an attempt was made to replace these individual methods by a single method that the Grammar - Translation Method. This was the creation of German scholars such as Johann Seidenstücker, Karl Plotaz, H. S. Ollendorf and Johann Meidinger, whose main objective was to make language learning easier.\(^{27}\)

**Critical Evaluation of the grammar – translation method:**

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Grammar - Translation Method (GTM) has been popular method for Foreign Languages Teaching for more than a century 1840-1940 - and is always present in one form or another in many parts of the world. Increase opportunities with the communication that required the oral proficiency GTM was rejected and as an effective method of teaching a foreign language.

1. Students have found the method frustrating because they memorise words and rules.

2. The use of L1 in one classroom prevented the learner from developing confidence of communicating in English.

3. It was very difficult for the learners to deviate them from mother tongue.

4. As Language of the literature is quite different from everyday communication Language, therefore it was difficult for the learner to use English in day-to-day communication.

5. This was further compounded by the fact that the method was based on written text instead of spoken language.

6. Excessive obsession with accuracy and completeness inhibited learning communication.

1.3.1.2. THE DIRECT METHOD

This method implies a radical change from literary language to the day – to – day spoken language as the object of language teaching and learning.28

Salient features:

- The use of every day vocabulary and structures.
- Grammar is taught inductively.

- Oral skills are developed through question – answer sessions, interaction exercises and intensive classroom drills.

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• Second language learning is in the natural way as humans learn their mother – tongue.
• Concrete meanings are taught through demonstration, pictures, objects etc. and abstract meanings through association of ideas.
• Both oral and listening skills are taught.
• Good pronunciation is aimed at and translation is avoided.
• Writing is kept away from the learner until after the printed word has been introduced.

Normal Class Room Procedure:

• The teacher presents usually a short text.
• Difficult words and phrases are explained in the target language.
• Their understanding of the text is tested.
• Students do the exercises on grammar and learn the rules on their own.
• Exercises like dictation, free composition, pronunciation are given drills.

Critical Evaluation of the Direct Method

• This method was introduced in France and Germany. In the US it is widely known as the Berlitz method. It was quite successful in private language schools. But it was difficult to implement in public secondary schools.
• It demanded high proficiency in spoken language and a native – like fluency in non – native teachers.
• Its procedures and techniques were difficult. Teachers had to struggle hard to explain in target – language.
• Learning second language in the same way in which first language was acquired is not practically feasible as there was less time and opportunity available in schools.
• No selection and grading of vocabulary and structures were carried out which bewildered the pupils.
1.3.1.3. THE BILINGUAL METHOD

This method was developed by Dr. C.J. Dadson. As the name suggests, the method makes use of two languages – the mother tongue and the target language. This can be considered a combination of the Direct Method and the Grammar – Translation Method.\textsuperscript{29}

**The principles followed in the Bilingual Method:**

- Foreign / second language can be learned with the help of L1.
- L1 is not used as translation but as a means to achieve the communicative end.
- Words and sentences in the target language are presented with L1 equivalents.
- Sentence is the unit of teaching – not word.
- The use of the L1 is restricted to the teacher only. Students never say anything in their L1.
- Once the students develop a sufficient command of the target language, mother – tongue is completely withdrawn.

**The normal procedure/steps in teaching:**

1. The teacher reads out a dialogue to the class just once which the students listen with their books closed.

2. The class repeats the lines after the teacher with their books open and glancing at them between imitation responses.

3. Meaning is conveyed through the L1 equivalents at the sentence level.

4. The teacher says each sentence of the dialogue twice with L1 version sandwiched between the two

5. Not word but utterance equivalents are given.

\textsuperscript{29}Contemporary English Teaching: Dr. Ramnath Sharma - Surjeet publication – Delhi (2015)
Critical Evaluation of the Bilingual Method

- This method cannot claim to be innovative because its procedures are not much different from earlier methods.
- Students become dependent on their native tongue for understanding the structure of the target language.
- The focus is on the grammatical structures rather than on how those structures are used in everyday conversation.
- It places unusual demand on the teachers as they are to be proficient in the two languages – L1 and L2.
- It does not seem to follow any set theory in language teaching and learning.

1.3.1.4. THE S – O – S APPROACH / METHOD

(The structural – oral – situational approach)

An eclectic approach evolved through the combination of certain aspects of the Direct Method, the Oral approach and Audio lingualism came to be known SOS (Structural – Oral – Situational Approach) in India.

The basic assumptions of this approach are as follows.\(^{30}\)

1. Learning a language is not only learning its words but also the syntax.

2. Vocabulary is presented through graded vocabulary lists.

3. Skills are presented in the following order: listening, speaking, reading and writing (LSRW)

4. Sentence patterns exist and can form the basis of a language course.

In 1950, the SOS approach was officially accepted by the Madras Presidency (consisting of the states of Andhra, Kerala, Karnataka and Tamil Nadu). A massive teacher training program known as the MELT (Madras English Language Teaching) campaign was organized to train all teachers in this new methodology. Later the CIEFL, Hyderabad and the RIEs at Bangalore and Chandigarh also propagated this

approach. For four decades, till the 1990s, the SOS has been practiced in schools in South India. Recently there have been attempts to shift to the communicative paradigm, and there has been some resistance to this move.

**Classroom Procedures:**

A typical lesson in S-O-S approach is completed in three phases:

a. Presentation: introduction of new vocabulary / grammatical items in contexts.

b. Practice : Oral but controlled practice of the items.

c. Production : a free practice in the language items learnt in phase (b).

**Critical Evaluation of S-O-S Method:**

1. It helps to develop a learner’s competence in the use of structures in the target language.

2. Its emphasis on the use of language in contexts and situations that are in immediate environment made it more viable.

3. Concrete linguistic items are taught through demonstration and abstract ideas through association.

4. Classroom teaching and learning are made enjoyable.

**Yet the S-O-S Approach has the following drawbacks also.**

- The situations are not real – life – situations. They are structural drills in which objects, pictures and realia are used.
- The approach evokes reactions from teachers who had to carry a lot of things to the class room.
- They find it difficult to make abstract ideas understood by the learner.
- The approach is found to be suitable only at the elementary level not at the higher classes.
- For teaching prose, poetry and composition, the approach has been found inadequate and ineffective.
- Language can never be an accumulation of habits, as argued by the mentalists like Noam Chomsky.
1.3.2 EVOLUTION OF LATEST TRENDS IN ENGLISH LANGUAGE TEACHING

The different methods and approaches that have been discussed here concentrated on the components of the English language, namely words, structures, word – order, grammar etc. But language is a means of communication. The approaches mentioned earlier have almost ignored this function of the language and succeeded in imparting knowledge of language forms and rules.\textsuperscript{31} Thus students acquired linguistic competence. They must have acquired communicative competence also.

In Britain, scholars like Christopher Candlin and Henry Widdowson advocated a functional approach to language learning that gradually gained currency and came to be known as Communicative Language Teaching or CLT.

1.3.2.1 COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD

In 1972, a new language course was proposed in Europe which aims to make communicative competence the goal of language teaching. Here the focus was on what the learner needed to understand and express through the target language and not on the accumulation of grammatical items and structures.

**Objectives of this method:**

- It aims to develop communicative competence in learners so that they become effective communicators in the target language.
- The focus is on meanings and functions rather than on the form of the language.
- It is the learner and his learning that is more important.
- Language is acquired rather than learnt consciously.
- The teacher facilitates language acquisition through problem solving activities and tasks which ensure learner participation and interaction.
- The aim is to involve the learner in the learning process so that language develops automatically and spontaneously.
- All the four language skills- listening, speaking, reading and writing – receive equal treatment.

\textsuperscript{31} Art and Science of Teaching English: Dr. Satish C. Chadha – R. Lall Book Depot – Meerut (2015)
Critical Evaluation of Communicative Language Teaching (CLT) method:

- CLT is basically an eclectic approach to foreign language learning.
- Class room learning involves lot of activities like group / pair work, language games, role – plays, simulations, question–answer sessions related to the students’ personal experiences.
- Learning is not confined to any set of text books. Materials include newspapers, magazines, graphics, visuals, filmstrips, wall charts etc.
- The class room is a hub of activities and the lessons are mostly task – based and problem solving solutions.

1.3.2.2 ACTIVITY BASED LEARNING (ABL) METHOD

Learning through activity is a new approach in the teaching of English language. Generally teaching of English to non - English speaking people is a difficult task. From time immemorial several attempts have been made to simplify the process of teaching English to non English speaking people. An earnest attempt has been made to teach English to the pupils of the schools of Chennai Corporation through well-designed and developed cards and through a ladder by the Department of Education of the Corporation of Chennai with the assistance of UNICEF and professional support of selected DTERT and DIET faculty. Further the ladders prepared are strictly in accordance with the syllabi published by the Government of Tamil Nadu recently.\(^\text{32}\)

This system of learning, not only simplifies the process of teaching and learning but also makes it more logical and natural. Exposure to an English environment is an imperative aspect on the part of the learners to acquire the right type of pronunciation of English vocabulary. Adequate provision is made on the ladder to create an English atmosphere in the classroom. Learning involves listening, speaking, reading, and writing. This is something like supporting a huge structure on four pillars. Absence of a single pillar will cause much damage to the structure itself. Likewise negligence of any one of the four processes of learning will result in irreparable damage to the learning process. So utmost care is taken to strengthen the process of learning.

Separate logos are assigned for each learning activity. Names of vehicles are selected as Logos for English. Same logos are given for the same kind of activities. These

logos are distributed in the milestones. Each milestone has various steps. The initial milestone in each standard is termed as zero milestone. These zero milestones are for making the children ready for learning. A minimum of 10 days can be spent to complete each milestone in each standard. The zero milestone in the II Std is to revise what they have learned in their I standard.

The following activities are included in the learning process.

I.  Listening

- Rhymes.
- The letters of the alphabet.
- The words relating to home and school environment.
- Greetings and responses.
- Informal conversations.
- Simple commands and instructions.

II. Speaking:-

- Asking and answering simple common questions.
- Making polite requests.
- Saying “Thank you” and “Sorry” wherever necessary.
- Asking for permission.
- Expressing their needs.

III. Reading:-

- Recognizing lower and upper case of letters of the English alphabet.
- Reading words with pictures.
- Reading words without pictures.
- Reading words.

IV. Writing.

- Drawing and painting.
- Drawing lines and curves leading to writing.
- Writing letters of the alphabet.
- Writing words.

To attain perfection in the above said process of learning, a lot of activities are suggested. These activities are very carefully designed to suit to the age and grasping power of the children. They are arranged in the ladder in a natural sequence. As the
activities are given in cards both the teachers and the pupils can use them quite easily and effectively. Quite a large number of self learning activities are given for the children to learn themselves. Children will have self satisfaction and a sense of achievement, feeling of happiness after completing each card. There is provision for the fast learners to go fast at their own speed. The slow learners without any hindrance can proceed at their own pace. As the learning process goes through the ladder the children know well what they have learned and what they have to learn later. No teacher can skip any step as he/ she is forced to go by the steps, stated in the ladder. There is provision for those children who for some reason or other could not attend school for some days. They can proceed with their learning from where they left on the day they last attended school.

Evaluation is a continuous process. To test the level of achievement of the children test cards are provided. Pictures are drawn in the test cards to invigorate the children and to make them feel and believe that evaluation is not a burden but a lively and interesting activity. Further it is done then and there. There are examinations twice a year.

1.3.2.3 ACTIVE LEARNING METHOD (ALM METHOD)

The term "active learning" has been more understood intuitively than defined in commonly accepted terms. As a result many educators say that all learning is active. Are not students actively involved while listening to lectures or presentations in the classroom? Research however, suggests that students must do more than just listen: They must read, write, discuss or be engaged in solving problems. Further, students must be engaged in such higher- order thinking tasks as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning.33

Bonwell and Eison state "...that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting

active learning be defined as instructional activities involving students in doing things and thinking about what they are doing."

Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. Studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing. Some cognitive research has shown that a large number of individuals have learning styles that are best approached using pedagogical techniques other than lecturing. While the past decade has seen an explosion of interest among college faculty in 'active learning' and cooperative learning', college faculty still teach their classes in the traditional lecture mode. There remains much misunderstanding of and some mistrust of what such a move may imply. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.34

ELEMENTS OF ACTIVE LEARNING METHODOLOGIES IN THE CLASSROOM

Active learning methodologies require that the student must find opportunities to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.

Merits of active learning are:

- Students are involved in learning.
- less emphasis is placed on transmitting information and
- greater emphasis on developing students' skills,
- students are involved in higher-order thinking (analysis, synthesis, evaluation),
- students are engaged in activities (e.g., reading discussing, writing), and
- greater emphasis is placed on students' exploration of their own attitudes and values.

“Active learning shifts the focus from the teacher to the student and from delivery of subject content by teacher to active engagement with the material by the student. Through appropriate inputs from the teacher, students learn and practice how to apprehend knowledge and use them meaningfully.”

1.4 RATIONALE OF THE STUDY

The debate over whether English language classrooms should include or exclude students’ native language has been a contentious issue for a long time (Brown, 2000, p195), but as of yet the research findings have not been entirely persuasive either way. Those advocating an English-only policy have tended to base their claims on theoretical arguments such as the idea of learning being heavily determined by the quantity of exposure to the language. They have also based their teaching methods on the Direct Method. Meanwhile opponents of an English-only policy have often focused only on the fact that students usually support the idea of using L1 in the classroom (Critchley, 1999, p11), (Burden, 2000, p9), & (Mitchell, 1988, p29) and have tended to ignore pedagogical evidence. This paper will attempt to demonstrate two points. Firstly, that using L1 in the classroom does not hinder learning, and secondly, that L1 has a facilitating role to play in the classroom and can actually help learning.
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