CHAPTER - 1

INTRODUCTION

1.1 The Present Study.
1.2 Historical Background.
1.3 The concept of Approach, Method and Technique.
1.4 Different Methods.
1.4.1 Grammar - Translation Method.
1.4.2 Direct Method.
1.4.3 Linguistic Approaches:
1.4.3-II The Intensive Language Programme of The Army Specialized Training Programme.
1.4.3-III The Oral Approach.
1.4.4 The Total Physical Response Approach.
1.4.5 Counselling Learning / Community Language Learning Technique.
1.4.6 The Cognitive - Code Method.
1.4.7 Suggestopedia.
1.4.8 The Method of Silent Way Vs. Delayed Oral Response.
1.4.9 Audio-Visual Method.
1.4.10 The Bilingual Method.
1.4.11 The Natural Approach.
1.5 The Meaning of Skill.
1.6 The Meaning of Communication.
1.7 Rationale of the Study.
1.8 Delimitations of the Study.
1.9 Issues and Trends.
CHAPTER-I

INTRODUCTION

1.1 The Present Study:

The present study entitled, 'A comparative study of the effects of the Natural Approach and the Bilingual Method of Teaching of English as a Foreign Language on communication skills', is taken up with a view to compare the effects of the natural approach in acquisition and learning of second language in a natural setting with that of bilingual method. In most of the schools, the emphasis is given on traditional methods like Grammar-Translation Method. Even the teachers themselves are not familiar with the development of innovative approaches in the field of acquisition and learning of the second language. Implicit in this process is a strong faith that methodology is an effective instrument in the hands of a teacher to arouse the interest of the students in a particular subject.

1.2 Historical Background:

The story of English in India began in 1835. Lord Macaulay, the Law Member of the Council of Governor General and president of the Board of Education, presented his celebrated minutes in favour of English education. He desired to produce through English education "a class of persons Indian in blood and colour, but English in taste, in opinion, in morals and in intellect." It was this "class of persons" which was to enrich the vernaculars of the country with terms borrowed from Western terminology.

Lord Hardinge declared in 1844 that for service in the company, preference would be given to those who were educated in English schools teaching Western literature and science. These schools became immediately popular because of the great interest shown
in English education by some leading Indian educationists and social reformers. Thus, English started gaining popularity and Indian vernaculars were pushed into the background.

As a result of the policy of the ruling class, English language assumed a privileged position. During the pre-independence days, English was the language of the ruling class. Indians were obliged to learn the language of their masters. Similar examples can be picked up from history. When Muslims ruled over our country, we tried to learn Persian and Arabic. In the same way, we tried to learn English when the British ruled over us.

Before independence, English was the queen of languages. It was the language of administration and of law courts. It was the lingua franca of the educated sections of the society. It was an easy means for getting government jobs. In fact, all work in every field of public interest was carried out in English.

In the pre-independence educational set-up, English was the medium of instruction in high schools and in universities. English was taught by experienced teachers. A majority of these teachers were English men or women. Indian teachers teaching English had a good academic background. Most of them had been the students of British professors or of professors educated abroad. They had very high proficiency in the subject of English.

The post independence period witnessed a sharp reaction against English. One of the most difficult problems that the country had to face was to solve the controversy for and against the retention of English in India. Soon after independence, Maulana Abul Kalam Azad took over the education portfolio in the interim Government. At a press conference he hinted at the New Policy of the Government. He said:
"........... it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India .... English has today become one of the major languages of the world, and Indians can neglect its study at the risk of lost of themselves."

1.3 The Concept of Approach, Method and Technique:

After knowing the historical background of teaching English as a Foreign language, let us know the concept of approach, method and technique. The scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed approach, method and technique. The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consisted with an approach. The definitions are offered with some difference.

First of all let us take up the term 'approach'. An `approach' can be defined as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith - something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it.

Let us move on to our definition of `Method'. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, selected approach. An approach is axiomatic, a method is procedural.
Within one approach, there can be many methods. Several factors influence the orderly presentation of language to students. The order will be influenced by the nature of the student's native language as compared to foreign language like English. Teaching English to Hindi speakers and teaching English to speakers of Chinese differ methodologically. The age of the student, his cultural background, and his previous experience with English modify the method employed.

The experience of the teacher and his level of English mastery are significant. The goals of a course must be considered whether it is aimed at reading, fluency in speech, inculcating translation skill - all these shape methodology.

It may be of value to compare briefly two methods which share an approach. The approach is the aural - oral. The methods are frequently called mimmem (mimic - memorize) and pattern practice.

The last term which has to be discussed is technique. A technique is implementational that which actually takes place in a classroom.

It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. The effectiveness of a particular technique must be taken in relation to a method.
Laboratory tape records and phonographs are techniques. Teaching machines which have recently become very popular are techniques. The closed circuit television of the English language institute at the University of Michigan is a technique.

After knowing the concept and difference of approach, method and technique, it is also very important to know the methodology of teaching of English as a foreign language. Very important changes are occurring in the field of language learning and teaching. These changes are taking place as a result of dramatic advances in linguistic science, research in techniques of teaching. In India, our interest in learning English as a foreign language has a long history. This requires to understand the old and new methods of teaching of English. There are many methods of teaching of English. But we will discuss only the important methods and approaches of teaching of English in the context of historical background.

1.4 Different Methods:

These methods are: Grammar - Translation Method, the Direct Method. There are linguistic approaches: The Intensive Language Programme of the Army Specialized Training Programme; The Oral Approach; The Audio - Lingual Method.


Now, let us discuss all these methods in brief:
1.4.1 The Grammar-Translation Method:

The Grammar-Translation Method is undoubtedly the most widely used in the history of language teaching. The primary objective of this method is to read texts in a foreign language by translating them into the native language. The basic assumption is that the student cannot understand the foreign language directly and must first translate it. Direct understanding through the foreign language is not an objective and is not attempted. Grammar-Translation reading is completed when the student understands the meaning of the text through the native language, and no further processing of the language follows.

1.4.2 The Direct Method:

The Direct Method initially called the Reform Method, represented a revolt against the grammar-translation method by leading linguists and teachers at the end of the nineteenth century and beginning of the twentieth. It switched objectives from translation of texts for comprehension to dealing directly with the spoken language for communication. Its essential concept is that the learner should understand the language "directly" - that is, through contact with it rather than through the mediation of the native language as in Grammar-Translation. Native speakers use their language without translating it; they "think" in the language and understand it directly.

1.4.3 Linguistic Approaches:

After it, the linguistic approaches came into vogue. The critical communication needs of English and non-English speakers during World War II brought linguists together to develop effective ways to teach spoken languages intensively. The versions of the linguistic approach that resulted had a profound impact on all foreign language teaching: The Intensive Language Programme of the Army Specialized Training Programme. The Oral Approach in English as a foreign language of Fries and associates, and the audio-lingual method adopted to school curricula.
1.4.3-I The Army Specialised Training Programme:

The central objective of the linguistic approach of the Army Specialized Training Programme was to impart a practical speaking knowledge of a foreign language in the shortest possible time. Practically every trained linguist in the United States participated in some way in the programme. Leonard Bloomfield published a sixteen-page pamphlet, Outline Guide for the Practical Study of Foreign Languages (1942), for those who must study a language from a native speaker without printed materials. The basic principles of the Army specialized Training Programme were:

1) Language is speech, not writing;
2) A language is a set of habits;
3) Teach the language, not about the language;
4) Languages are different.

1.4.3-II The Oral Approach:

The central objective of the oral approach was to impart a practical knowledge of spoken English in the shortest time for use in academic studies, including reading and writing as satellite objectives. Fries initiated the Oral Approach in 1939 in collaboration with structural linguists and teachers of English as a foreign language. The conceptual basis of the approach was set forth by Fries in Teaching and Learning English as a Foreign Language (1945) and exemplified in the intensive course materials in English for Latin American students developed by Fries and the staff of the University of Michigan English Language Institute. Theirs was the first structural analysis of intonation in any language (the intonation of American English, 1945).

1.4.3-III The Audio-Lingual Method:

The audio-lingual movement stands out as one of the greatest efforts to improve the teaching of foreign languages in the United States. The wide application of the method
received support from the NDEA (National Defence Education Act) of 1958, which funded the preparation of Audio-Lingual materials and special institutes to train or retain foreign language teachers. The basic principle is that the Audio-Lingual band of language is the central one and that it can operate without assistance from the eye (Brooks, 1960).

In this method, the lesson typically begins with a dialogue, which contains the structures and vocabulary of the lesson. The student is expected to mimic the dialogue and eventually memorize it (termed "mim-mem"). Often, the class practices the dialogue as a group, and then in smaller groups. The dialogue is followed by pattern drill on the structures introduced in the dialogue. The aim of the drill is to "strengthen habits", to make the pattern "automatic".

Lado (1964) notes that audio-lingual pattern drills focus the students' attention away from the new structure. For example, the student may think he is learning vocabulary in an exercise such as:

That's a .......... (key, knife, pencil, etc.)

(cued by pictures, as in Lado and Fries, 1958) but in reality, according to audio-lingual theory, the student is making the pattern automatic.

There are four basic drill types: simple repetition, substitution (as in the example above), transformation (e.g. changing an affirmative sentence into a negative sentence), and translation.

1.4.4 The Total Physical Response Approach:

The total Physical response (TPR) approach, or Audio-Motor Approach, uses
commands and Physical action responses to teach a foreign language (Asher 1969). The teacher gives commands in the target language and the students carry them out. The instructor, for example says "stand up" and the class stands up. The commands become more complex as the class progresses, and Asher claims that it is quite possible to embed vast amounts of syntax into the form of a command. Students speak only when they are "ready", which usually occurs at around 10 hours of instruction, and consists of student commands. In the typical TPR class (as described by Asher, Kusudo, and de la Torre, 1974), the first few months (45 hours in this case) would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing. Asher (1977 b) lists the three principles of the TPR system:

(i) Delay speech from students until understanding of spoken language "has been extensively internalized" (P. 1041).

(ii) "Achieve understanding of spoken language through utterances by the instructor in the imperative" (P. 1041).

(iii) "Expect that, at some point in the understanding of spoken language, students will indicate a "readiness to talk" (P. 1041).

1.4.5 Counselling Learning / Community Language Learning Technique:

From group therapy in clinical psychology, Curran (1961) developed a technique for teaching foreign languages, that he called "Counselling Learning/Community Language Learning" (CL/CLL). Students are motivated to learn the language to communicate with the group in order to become accepted members of it as a community.

A small number of students sit in a circle with a counsellor behind them. The counsellor is a native speaker or one who knows the language well enough to function as one. When the students wish to speak to the group they turn to the counsellor and tell
him or her in native language what they wish to say. The other students overhear what each wants to say and are ready to hear it in the second language. The counsellor tells the student how to say it, and the student turns to face the others and says it. This is the first stage.

In the second stage, the learner no longer waits for the counsellor to supply the foreign language version, but begins saying it after telling the counsellor in the native language what he or she intends to say. The counsellor intervenes only if the student falters or makes errors. In a third stage, the learner no longer tells the counsellor what is going to be said, but begins speaking the target language directly to the group. From the context, the counsellor is able to help as needed. In stages four and five, the student speaks freely in the foreign language, and the counsellor intervenes only to make grammatically and pronunciation corrections or aid in communication as needed.

1.4.6 The Cognitive-Code Method:

Next method is cognitive-code method. It bears some similarity to grammar-translation, but also differs in some ways. While the goal of grammar-translation is basically to help students read literature in the target language, cognitive code attempts to help the student in all four skills, speaking and listening in addition to reading and writing. The assumptions are similar, however, insofar as cognitive code posits that "competence precedes performance". In this case, "competence" is not the tacit knowledge of the native speaker as originally defined by Chomsky (1965), but is conscious knowledge. Cognitive code assumes, that "Once the student has a proper degree of cognitive control over the structures of a language, facility will develop automatically with the use of language in meaningful situations." (Carroll, 1966, P. 102). In other words, learning becomes acquisition.
As in grammar - translation, the lesson begins with an explanation of the rule, and this often done, in foreign language situations, in the students' first language. Exercises follow, and these are meant to help the student practice the rule consciously. In other words, Monitor use is actively promoted. Exercises are followed by activities labelled "communicative competence". This term has been used in the literature in several ways: in cognitive - code literature it appears to be synonymous with "fluency". These activities provide the practice in meaningful situations referred to in the quote from Carroll above, and include dialogues, games, role playing activities, etc.

1.4.7 Suggestopedia:

The other method in suggestopedia. Lozanov's suggestopedic method of teaching foreign languages at the institute of suggestology in Sofia, Bulgaria, makes use of relaxation technique to produce a receptive mood on the part of the students while they listen to learning material (Lozanov, 1978). Courses are given to small groups, around 12 students at a time, and are intensive, meeting for four hours per day for one month. Each four hour class, according to Bancroft (1978), Consists of three parts:

(i) Review, done via traditional conversations, games, plays, etc. It may include some exercises and error correction, but does not include the use of a language lab or pattern drill.

(ii) New material is introduced in the form of dialogues based on situations familiar to the students. Bancroft notes that "new material is presented in a somewhat traditional way, with the necessary grammar and translation." (P. 170). The dialogues are very long. According to Bushman and Madsen (1976), they run from 10 to 14 pages.

(iii) This portion is the "truly original feature of suggestopedia (Bancroft, P 170), and is itself divided into two parts. In the first part, the active seance, the dialogue is read by the teacher, while students follow the text
and engage in deep and rhythmic yoga breathing. These activities are co-ordinated: "In accordance with the students' breathing, the teacher reads the language materials in the following order and with the following timing: Bulgarian (L1) translation (two seconds); foreign language phrase (four seconds); pause (two seconds). While the foreign language phrase is being read, the students retain their breath for four seconds, look at the appropriate part of the text, and mentally repeat to themselves the given phrase or word-group in the foreign language concentration is greatly promoted by the retention or suspension of breath." Bancroft, P. 171).

The second part, labelled the passive or concrete part of the seance involves music. The central activity is the teacher's reading of the dialogue "with an emotional or artistic intonation" (Bancroft, P. 171). The students, "with eyes closed, meditate on the text" while baroque music is played. The musical selections are specifically chosen to contribute to a "state of relaxation and meditation..... this is necessary for unconscious absorption of the language materials" (Bancroft, P. 172).

In discussing adoptions of the Sofia method, Bancroft notes that "three elements of the Lozanov Method are considered essential for the system to work effectively (a) on attractive classroom (with soft lighting) and a pleasant classroom atmosphere; (b) a teacher with a dynamic personality who is able to act out the materials and motivate the students to learn; (c) a state of relaxed alertness in the students..... " (P. 172).

1.4.8 The Method of Silent Way Vs. Delayed Oral Response:

Other method is the silent way Vs. Delayed oral response. The Silent Way (Gattegno 1972) postulates minimum talk by the teacher and maximum oral production
by the students. A key concept of the silent way is to increase the intensity of active participation by having the students attempt to generate the new utterances after a single exposure to them. The teacher shows a coloured rod and says the word for it in the second language only once. Another rod of a different colour or size is shown while the teacher says a word or phrase referring to it. New rods are manipulated and made to represent other objects such as buildings or things. The native language is not used to clarify meanings. This admittedly artificial situation permits use of "much language and little vocabulary" under the complete control of the teacher.

1.4.9 Audio-Visual Method :

The next method is Audio-Visual Method. Conceptually, the audio-visual method (AVM) was an outgrowth of the Direct Method with the addition of pictures as a visual base and recordings as an audio component. A basic idea of the Audio Visual Method is to avoid the mediation of the native language by means of pictures that directly convey the meaning of the sentences to be learned in the foreign language.

1.4.10 The Bilingual Method :

The bilingual method assumes that the student must learn both languages and use them both to learn other subjects as well as to communicate through them. The bilingual view (Cummins, 1981; Dodson, 1967, 1983; Dodson, 1985; HO, 1985; Lambert, 1982) accounts for the fact that learning the second language constitutes a serious learning task that cannot be ignored - and that because the student is already bilingual in one language he or she can use it to learn and develop the second.

1.4.11 The Natural Approach :

The next approach is the Natural Approach. "Natural Method" was the term used by some reformers of the nineteenth century, revolting "against all system and method whatever in learning languages" (Sweet, 1899). That revolt "led to an advocacy of the 'natural method' by which children learn their own language."
There are other activities like foreign Residence drama and role playing, English through songs, jazz and games etc., which facilitate the language learning and acquisition. With the advancement of new technology, new devices of language learning are introduced like language labs, video and computers. But these are not included in methods or approaches.

After giving some details of different methods of teaching of English, let us know the definitional view of communication skills. First of all we should know: what is a skill?

1.5 The Meaning of a Skill:

Skill is the 'ability to do something expertly and well'. So says the OALD (Oxford Advanced Learner's Dictionary of current English). And the COD (The concise Oxford Dictionary) says it is 'expertness, practised ability, facility in doing something, dexterity'.

We may do certain things well because of our natural abilities. But such natural abilities do not make us skilled. A skilled person carries out his task 'expertly', like an expert. Now, who is an expert? 'A person with special knowledge, skill or training' - OALD. When this word is used as an adjective it means 'trained by practice'.

To learn the skills of communication, we will have to engage ourselves in two kinds of activities.

(1) Study, to gain 'special knowledge' about English and communication.

(2) Practice, because skills are 'practised abilities'.

Of these two, practice is of course the really vital activities. An expert, the
dictionary says, is someone with special knowledge, or skills; not necessarily both. There are some subjects in which one can claim to be an expert because of one's knowledge alone. For instance, an expert on volcanoes needs only to know how volcanoes behave. No one will ask him to make volcanoes, or break them! But, if one is an expert at cooking, no one will compel him or her to talk about cooking. Instead, he or she will be asked to cook, and to cook delicious dishes! One cannot say that one had no practice in cooking! Communication is much more like cooking than like volcanoes. Practice makes one perfect: so goes the saying.

1.6 The Meaning of Communication:

Here is what the OALD says about the word 'communicate':

(1) 'pass on' (news, information, heat, motion, an illness, etc.) (to somebody or something).

(2) Share or exchange (news, etc.), (with somebody).

(3) of rooms, gardens, roads, etc.) 'be connected'.

The dictionary demonstrates how the word is used of its meanings. 'We communicate with people in most parts of the world by telephone. I communicate with him regularly by letter. My garden communicates with the garden next door by means of a gate. We asked the hotel to let us have communicating rooms (i.e., rooms with a connecting door).'

So, when we communicate something, whether it is news, heat, or a disease, we communicate it to someone or something. But when we just communicate, that is, exchange news, etc., We communicate with somebody, with each other. That is the main point the dictionary makes. The next point is that we can communicate not only news or information, but heat and motion as well as diseases. However, we should be careful
when we communicate in English. We should not use English to communicate heat. We should use it, instead to communicate warmth, goodwill, knowledge and so on. That is one reason why we should learn communication skills.

'Communicate' comes from the Latin word 'communis', which means 'common' (roughly speaking). Now, the word 'common' has many meanings in English. It means 'ordinary, usual, vulgar' and so on. That does not mean, however, that when we communicate, we ought to make something ordinary or vulgar. The broadest meaning of 'common' is 'belonging to all, or nearly all the members of a group'. When someone speaks at a meeting, he makes some of his thoughts the common property of all the people at the meeting. When someone writes a book, he or she makes some ideas common between him or her and all the readers of the book. And when just two people talk, they form a 'group' of two, and share each other's ideas.

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. That word is 'communication'. So we have to use it in spite of its 'learned length'.

Similarly, we need a common word for what we communicate - news, views, feelings, moods, knowledge, ignorance, willingness, unwillingness, beauty, truth etc. The common word that scholars have found for all these put together is message.
Now where does the message come from? That is often very difficult to find out. Important people sometimes hire 'ghost' writers to write their speeches. We need a common word for where the message comes from let the word be 'sender' for the time being.

Now who takes the message that the sender sends? When we write a book, broadcast a radio talk, or appear in a television show, we can only vaguely guess who our readers, listeners or viewers are going to be. We can call them all receivers. The word is familiar to everyone, who has sent or received money orders.

When the sender passes the message on to the receiver, the message has to pass through something. It may be anything, such as air, paper, or empty space, which is far from empty in reality. When we look on it as a free or empty passage, we call it a channel. When we regard it as 'something' filling the space between the sender and the receiver, (for instance, air or water), we call it a medium. Those who call a medium a channel are usually communication engineers. Speakers and writers as well as radio and television producers call it the medium, because they have to shape their message to suit the medium.

Before the sender can pass a message on to the receiver, he should know how to pass it on. How does he shape his message to suit his medium? The message may be made up of thoughts, feelings, will and so on. If the sender knows how to pass thought waves on, and the receiver can read thoughts, there is no problem. If not, they have to make use of some devices to change thoughts into things or events which they can see, hear, or feel. Usually, they put their thoughts into words which they can say and hear, or write and read. That's the communication Skills: listening, writing, and reading, speaking.
1.7 Rationale of the Study:

We have chosen two methods. One is the Natural Approach and other is the Bilingual Method. The Natural Approach "is for beginners and is designed to help them become intermediates." It has the expectation that students will be able to function adequately in the target situation. They will understand the speaker of the target language (perhaps with requests for clarification), and will be able to convey (in a non-insulting manner) their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless - but their production does need to be understood. They should be able to make the meaning clear but not necessarily be accurate in all details of grammar (Krashen and Terrell 1983:71).

However, since the Natural Approach is offered as a general set of principles applicable to a wide variety of situations, as in communicative language teaching, specific objectives depend upon learner needs and the skill (reading, writing, listening, or speaking) and level being taught.

Krashen and Terrell (1983) approach course organization from two points of view. First, they list some typical goals for language courses and suggest which of these goals are the ones at which the Natural Approach aims. They list such goals under four areas:

1. Basic personal communication skills: oral (e.g., listening to announcements in public places)
2. Basic personal communication skills; written (e.g., reading and writing personal letters)
3. Academic learning skills: oral (e.g., listening to a lecture)
4. Academic learning skills: written (e.g., taking notes in class)
Of these, they note that the Natural Approach is primarily "designed to develop basic communication skills - both oral and written (1983 : 67). The functions are not specified or suggested but are felt to derive naturally from the topics and situations.

The second point of view holds that "the purpose of a language course will vary according to the needs of the students and their particular interests" (Krashen and Terrell 1983 : 65)

The goals of a Natural Approach are based on an assessment of student needs. We determine the situations in which students will use the target language and the sorts of topics they will have to communicate information about. In setting communication goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures of forms. Instead we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about a grammatical syllabus. (Krashen and Terrell 1983 : 71).

From this point of view it is difficult to specify communicative goals that necessarily fit the needs of all students. Thus any list of topics and situations must be understood as syllabus suggestions rather than as specifications.

Alongwith fitting the needs and interests of students, content selection should aim to create a low affective filter by being interesting and fostering a friendly, relaxed atmosphere. It should provide a wide exposure to vocabulary that may be useful to basic personal communication, and should resist any focus on grammatical structures, since if input is provided "over a wider variety of topics while pursuing communicative goals, the necessary grammatical structures are automatically provided in the input" (Krashan and Terrell 1983 : 71).
In the natural Approach, teacher is the pivotal figure. He has been assigned three central roles. First, the teacher is the primary source of comprehensible input in the target language. "Class time is devoted primarily to providing input for acquisition," and the teacher is the primary generator of that input. In this role the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students.

Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but on elicited student needs and interests.

As with other nonorthodox teaching systems, the Natural Approach teacher has a particular responsibility to communicate clearly and compellingly to students the assumptions, organisation, and expectations of the method, since in many cases these will violate student views of what language learning and teaching are supposed to be.

To know their comparative effects we have taken two methods - Natural
Approach and Bilingual Method. The bilingual view accounts for the fact that learning the second language constitutes a serious learning task that cannot be ignored and that because the student is already lingual in one language he or she can use it to learn and develop the second. (Cummins, 1981; Dodson 1967, 1983; Dodson, 1985; Ho 1985; Lambert, 1982).

We have followed two methods to inculcate communication skills among students. In this scientific age, communication of messages, ideas, thoughts are very necessary in every sphere of life, it may be an educational sphere or a business field. These communication skills are - listening, speaking, reading and writing.

The full details of Natural Approach, Bilingual Method and Communication skills are given in chapter No. 2.

1.8 Delimitations of the Study:

Now, let us discuss the delimitations of the present investigation:

i) The study focuses on the comparative study of the effects of the Natural Approach and the Bilingual Method of Teaching of English as a Foreign Language on Communication Skills.

ii) It covers one school, i.e. Govt. Girls High School, Model Town, Karnal, Haryana. The study deals with the students from Classes VI and VIII.

iii) The sample is chosen at random basis which includes 136 students. Further 68 pupils of grade VI and 68 students of grade VIII of this institution are randomly divided into two treatment groups at each of the two grade levels.

iv) The data is collected through four tests of communication skill, i.e., tests of listening, speaking, reading and writing skills which are prepared by
the experimenter. Krashen's instructional model (1983) is also included in it.

v) The data is analyzed through statistical technique by computing means, SD's and T-ratios.

1.9 Issues and Trends:

A number of issues arise here spontaneously and simultaneously. But before these are taken up, let us identify some of the very significant related research trends.

In Indian conditions, we hardly find any comparative study conducted on Natural Approach and Bilingual Method. But, we have a few comparative studies conducted on Direct Method and Bilingual Method.

Nagarajan, Nalini (1970) and Satyanarayana Murthy, R.V. (1968) conducted comparative studies on the Direct Method and Bilingual Method at CIEFL. They found that the students can comprehend language better by Bilingual Method than by the Direct Method. Therefore, we have followed the following issues and trends by adopting innovative approach and that of an old one to know the effects of the comparison of these two.

- Does or does not natural approach and the bilingual method facilitate comprehension and speaking skills of teaching of English as a foreign language at the lower middle school level.

- Does or does not natural approach and the bilingual method facilitate reading and writing skills of teaching of English as a foreign language at the middle school level.

- Do boys and girls of class VI of the Natural approach group perform significantly better on listening and speaking skills than those of the bilingual method group at lower middle school level.
Do we find significant difference between the achievement of boys and girls of class VIII of the natural approach group on reading and writing skills than those of the bilingual method group at middle school level.