

BILINGUAL APPROACH TO ESL: ITS POSITIVE ASPECTS

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Certificate

This is to certify that the dissertation entitled "**BILINGUAL APPROACH TO ESL: ITS POSITIVE ASPECTS**" submitted by **Smt. Saroja Kumari K. R.** is a record of the bonafide research work done by her for the degree of **Doctor of Philosophy** in English Language Teaching and Linguistics under my guidance and supervision.

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DECLARATION

I, Saroja Kumari K. R, hereby declare that this dissertation has not been previously published by me for the award of a Degree, Diploma or Title of Recognition.

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CONTENTS

	Pages
Abbreviations	
Synopsis	i - vii
Chapter 1 Introduction	1 - 49
Chapter 2 English Language Teaching: Methods and Approaches.	50 - 112
Chapter 3 Field Methods: Analysis and Evaluation	113 - 165
Chapter 4 Follow-up Survey: Analysis and Evaluation	166 - 215
Chapter 5 Experimental Teaching	216 - 255
Chapter 6 Findings and Observations	256 - 278
Works Cited	279 - 291
Appendices	

ABBREVIATIONS

ASTP	:	Army Specialized Training Programme
B.Com	:	Bachelor of Commerce
BA	:	Bilingual Approach
BM	:	Bilingual Method
CA	:	Communicative Approval
CBSE	:	Central Board of Secondary Education
CG	:	Controlled Group
CIEFL	:	Central Institute of English and Foreign Language
CLT	:	Communicative Language Teaching
DIET	:	District Institute of Education and Training
DM	:	Direct Method
DPEP	:	District Primary Education Programme
EFL	:	English as Foreign Language
EG	:	Experimental Group
ELT	:	English Language Teaching
ESL	:	English as Second Language
FL	:	First Language

GTM	:	Grammar-Translation Method
IA	:	Integrated Approach
L1	:	First Language/Mother tongue
L2	:	Second Language/Foreign Language
MELTC	:	Madras English Language Training Campaign
MT	:	Mother Tongue
NCERT	:	National Council of Educational Research and Training
NF	:	Notional Functional
RIE	:	Regional Institute of English
SCERT	:	State Council of Educational Research and Training
SLT	:	Second Language Teaching
SM	:	Structural Method
SSLC	:	Secondary School Leaving Certificate
TL	:	Target Language
UGC	:	University Grants Commission

SYNOPSIS

The present study entitled '*BILINGUAL APPROACH TO ESL:ITS POSITIVE ASPECTS*' is a modest attempt aimed at exploring the inevitability of a Bilingual Approach for the teaching of English in the higher secondary and undergraduate classes in the context of Kerala. The study is carried out mainly through an analysis of the students' and teachers' responses recorded in a set of carefully designed and pre-tested questionnaires. The techniques of class observation, interviews with students and teachers and experimental teaching for two sets of matched ability groups are also tried to gather supporting data and to check the validity of the data obtained through questionnaires. The higher secondary and undergraduate students are chosen for conducting experimental teaching because by this level the learners' attitude crystallizes and they begin to think in terms of their prospects.

The present deplorable condition of English language teaching/ learning is very clearly revealed from the poor performance of the students

at the S.S.L.C examination. It is further backed by the data collected from census of India 2001, published by the Directorate of Census Operation, Kerala; from Economic Review 2001 and 2002 published by State Planning Board, Trivandrum and from the Educational Statistics 2000-2001, published by Directorate of Public Instruction, Trivandrum. More over the researcher's experience as a teacher of English for about twenty-five years also supports this fact. All these factors have inspired the teacher turned researcher to work on the topic, 'Bilingual Approach to ESL'.

For collecting facts ten High Schools, ten Higher Secondary Schools and five colleges of Kerala are selected. The informants are selected randomly. The selection of students is made in such a way as to cover all levels of learning ability so that the treatment of the topic might not get diluted.

Selection of informants

Schools of three types like government schools, aided schools and unaided schools and colleges of two types like government and private colleges are chosen. Though the students and teachers of higher secondary

and undergraduate classes are the main concern of the study, in order to evaluate the general standard of English of the entrants to higher classes, collection of data from the students and teachers of high schools has become imperative. This is made effective through response sheets collected from students and teachers of high schools. For the purpose hundred students and fifty teachers from high school, fifty students and twenty teachers from higher secondary schools and fifty students and twenty-five teachers from colleges are selected for facts finding through questionnaires. At the higher secondary level classroom observation has been carried out during eight class hours with the consent of the Principal of the school. Ten students and five teachers each from higher secondary and college are also interviewed in addition to the collection of data through questionnaires. A well thought out experimental teaching has also been conducted besides the facts finding through questionnaires and interviews. The experimental teaching has been performed in both higher secondary and under graduate classes in order to make the present study as empirical as possible.

Different levels of the study

To formulate a realistic methodology to teach English to obtain optimum learning at the productive as well as at the receptive level, the study has been arranged in three parts:

A survey of the present standard of English of the students who get enrolled in higher secondary and undergraduate classes

A survey of the present mode of teaching in higher classes

An attempt at developing a Bilingual Approach to facilitate effective learning

The whole study spreads into six chapters. The first chapter is mainly concerned with introducing the topic of study. It deals with issues like the nature and relevance of the study, analysis of the different terms relevant to the study, the present educational scenario of Kerala, and the global, Indian and Kerala ELT situations at present etc.

Chapter two gives an elaborate analysis and interpretation of the erstwhile tried English Language Teaching Methods in India and elsewhere.

The main methods which are analysed are the Grammar-Translation Method, the Direct Method, the Reading Method, the Army Method, the Student Activated Multi-skill Approach advocated by the CIEFL, Hyderabad and the Communicative Method and Bilingual Method. Such an analysis has helped the researcher to understand the merits and drawbacks of these methods. This, in turn, has enabled her to understand the main reason why those methods couldn't thrive in the Indian soil. This realization has given the inspiration to make an empirical study to evaluate the desirability of adopting a Bilingual Approach. Of course this is not anything novel. But, the bilingual approach to ESL is not a recognized method as Direct Method, or communicative approach even though it is practiced everywhere. Hence she realized the need to have an empirical study to authenticate the efficacy of Bilingual approach.

Chapters three, four and five are set apart to give a clear picture of the empirical study performed to establish the efficacy of following Bilingual Approach for the teaching of English as a second language in the context of Kerala. For this, in chapter three a preliminary survey is conducted at the

high school level. The findings of the preliminary survey have given an added enthusiasm to continue with a follow up survey.

Hence chapter four is devoted to conduct the follow up study among the students and teachers of higher secondary and undergraduate classes mainly through questionnaires, class observation and interview with the students and teachers. The outcome of study is so promising that the researcher continues the facts hunting with the help of a novel device - experimental teaching.

Therefore the next chapter i.e. chapter five is assigned to establish the findings of the previous chapters through experimental teaching in higher secondary and college classes. The chief elements chosen for the teaching are seen and unseen reading passages, grammar and guided composition.

The concluding chapter i.e. chapter six tries to put forth the findings of the empirical study, the details of which are given in the preceding three chapters. Here the researcher puts in black and white the conclusions arrived at and recommendations for its effective implementation. The major finding is: the educational background of most of the students of the school

and college level is very deplorable; it is so deplorable that we can not expect full participation of the children in the English class where the teaching is only through the target language. Hence an eclectic method incorporating the feasible qualities of hither to tried methods, has been tried on a trial basis in higher secondary and undergraduate classes and it has brought discernable progress in the performance of the students. Hence the present learning environment stresses the need to have a feasible teaching method. Even though many teaching methods have been tried in our schools, no well laid out method has been recommended for college classes until now. Therefore, considering the present educational situation, it seems that a sort of bilingual approach can be recommended.

INTRODUCTION

Saroja Kumari K.R. "Bilingual approach to esl: Its positive aspects" Thesis.
Department of English , University of Calicut, 2002

CHAPTER I
INTRODUCTION

INTRODUCTION

The present educational scenario of our state necessitates a study on the topic "Bilingual Approach to ESL: Its Positive Aspects". Here ESL stands for English as second language. The present mode of teaching English as a second language under unfavorable conditions in schools and colleges of Kerala - a situation that arises out of the absence of a well laid out and well formulated teaching method - makes such a study relevant and desirable. "A method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to make the use of language unconscious (repetition) (Mackey XI). The Bilingual method stresses all the four principles mentioned above and aims at achieving a native like proficiency in the target language. It aims at promoting "thinking in the language" (Dodson). Though over the years there have been different methods employed for the teaching of ESL up to the high school level, ineffective teaching without any well-defined objectives on the part of the teachers

combined with inadequately motivated learners brought about students low standard of English.

Effortless acquisition of a foreign language like English, which is treated as a second language in many countries outside Britain, is impossible. The third world countries like India struggling hard for gaining access to modern knowledge have by and large realized the importance of English in education. The role and function of English have undergone significant changes lately. Since English is acclaimed as an important world language it seems to be well and good to continue to learn it as a second language in India.

English in India

It is true that the hey- day of English in India is now over. But to throw away English would be throw away the vast treasure of knowledge embodied in that language. The multilingual nature of our country demands a link language to bring the multi-linguistic states closer. In our present situation English language can serve the purpose though our late Prime Minister, Indira Gandhi in a message to the Second World Hindi

Convention held in Mauritius said 'India is a multilingual country where the use of Hindi as a link language is increasing rapidly. In commerce and trade and in politics it is being used on a much larger scale than before' (The Times of India 8). In 1985 while presenting the awards of the Utter Pradesh Hindi Samsthan, our late Prime Minister Rajiv Gandhi also said that Hindi was the best possible link language in a nation of diverse tongues. But as long as southern states of India oppose such a move vehemently, retention of English in India is the need of the hour. English education started spreading its roots and making its grip firm in the Indian soil about 250 years ago. To be precise it can be traced back to 1765 when East India Company became a political power. After the declaration of Macaulay's Minutes in 1835 the spread of English education in India accelerated considerably. In the pre-independence period English enjoyed in our country the status of official language.

After independence, however, the importance of English in India underwent a wane. Hindi in the Devanagari script was adopted as the official language of the Indian Union although English continued to be used as an associate language. The national spirit of the people prompted the

nation to uphold and attribute undue respect and importance to regional languages and started to replace English by the regional languages for the medium of instruction. The proliferation of English education in India has enabled the educated Indians to exchange ideas in conferences and elsewhere. It has been a significant factor in the advancement of science and technology, commerce and industry and law and administration. English has also made Indians aware of the strong currents of world culture. What is even more important is that English, by acting as a lingua franca, has united different linguistic regions in the country. It has played and is still playing a significant role as a link language linking our country with the rest of the world. Moreover, English has served as India's window on to the world and pipeline for the free flow of the endless knowledge of the world. Hence for many practical purposes English has to be taught for a fairly long time to come. Prof.Gokak has stated at least five reasons that prompt us to continue with the study of English .The reasons he stated are as follows:

- (1) English will continue to be the language of all important trade and industry in the country for many years to come. It will take many years before it ceases to be

the language of administration at higher levels. A substitute has yet to be formed for English as the language of competitive examination. The physical set up of offices has to change. There are compelling economic reasons why it cannot be changed so quickly. (52)

It was more than four decade ago that Prof.Gokak published his book. Yet his arguments hold good even today except that

- i. At the all India competitive examinations particularly the I.A.S examination, the essay paper can optionally be answered in one of the fifteen Indian languages.
- ii. A few joint stock companies have introduced the regional language in areas of their routine correspondence.
- iii. The universities particularly the 'regional' universities, have mostly switched over to the regional languages as media of instruction in a few subjects. However trade and industry that involve inter-state and international contacts continue to use English. Similarly at higher levels of administrations, which involve inter-state relations, English may continue to be used.

(2) Knowledge of English is imperative for getting access to modern Scientific and Technological knowledge. Even universities that have regionalized the medium will think twice before extending this step to courses in Law, Medicine, Engineering or Agriculture. Such a step will put the cart before the horse, the medium before the content of a subject. Even for subjects for which the medium has been regionalized, students have to supplement their knowledge by reading books and journals in English, if their degree has to have any value. (54)

It is well known that the world's knowledge is enshrined in English. Countries in Asia and Africa, which were till recently under the British rule got the scientific knowledge and technological know-how from English books. It is the knowledge of English that helps these countries maintain the high level of their intellectual and scientific training and achievement

Apart from the former British colonies there are other countries like Japan, Korea etc in Asia and some of the European and Latin American countries where also English is taught as a second or third language purely

out of utilitarian considerations. Thus English is being learned or used all over the world not out of any imposition but through the realization that it has certain inherent advantages. Today the compulsions of learning English are no longer merely political but scientific and technological. No longer is English the language of Great Britain. "It is the language required by the world for greater communication and understanding. It is the most international of languages" (Quirk 5).

Yet English still remains as the language of scholarship. Scholars of international reputation, whatever is their mother tongue, choose to write in English, since English is acclaimed as a world language. "A measure of the importance of English today even in the highly developed countries of Europe can be seen in this: A Norwegian or Finish Scientist who a century ago might have published his work in French and three centuries ago in Latin, will often today seek to achieve the maximum circulation of his ideas by publishing it in English. Swedish Scientist in the distinguished and venerable university of Uppasala may be heard discussing atomic physics among themselves in English since English is the language they associate with such scholarship" (10).

(3) So long as creative thought in every department of knowledge is not as active in the country as in the West, it would be rash to cut ourselves off from a language which keeps us in contact with the latest thought in Europe in every field of life and culture. So long as we have not overtaken the West in its intellectual leadership of world or even matched it on its own ground, rejecting the study of English as a second language will amount to committing intellectual *hara-kiri*. (53-54)

Hence it is not yet time for us to stop supporting the study of English. During the 1960's 65% of world's knowledge is printed in English (Alexander 1967). The Annual report of the British council for the year 1968-69 states "English is now the principal means of spreading ideas and values. 60% of radio programs and most television materials are in English. A flood of newspapers, magazines and comics in English cover the book stalls of world's airports. *Time* and *Times* reach the ends of the earth. More educational materials are available in English than in any other language".

The role of English in the world has still gone up with the advent of computer.

In India more than 80% of the books on university library shelves are in English. To keep pace with this knowledge explosion we need to retain English. The Report of Education Commission (1964-65) ministry of Education Government of India, has emphasized the study of English for practical purposes .It has recommended that special units for teaching English should be established in universities and colleges whose main objectives could be to give a good working knowledge of English to new entrants by the adoption of modern teaching techniques and in as short a time as possible.

(4) A knowledge of English is necessary today if only for discarding English at a later stage. Translation alone can enrich the literature in our language in every way. It is possible to find in English, translations of outstanding works relating to any field and written originally in any language of the world. English literature itself is rich in such writing. These can be translated into one language

only by persons who know English well and the subject, which is their field of study. That is why English as a second language has to be studied by all students, not merely by those who wish to specialize in English. What English did for our literature of power in the past, it has yet to do for our literature of knowledge (Gokak 54).

It is true that all those who learn English as a second language would not be competent to translate books into their native languages. Translation is an exacting skill and therefore requires a thorough understanding of the subject and a mastery of the languages, English and vernacular. But this is a task of national importance and the sooner we produce a lot of competent translators the better for the development of our country. This was what happened in Japan years ago, with the result that every kind of knowledge is within the reach of its people.

Not only translators translating English works into our regional languages and vice-versa do we find in our midst. English has lent itself to be the medium of creative expressions for some of the writers of our

country. We have Mulk Raj Anand, R.K.Narayan, Raja Rao, Kamala Das, Arundathi Roy and many others writing in English.

(5) There is the need to interpret India's thoughts and culture abroad. Our diplomats are learning many languages today, from Arabic to Russian. Even so international committees and conferences transact their business in English and French.... Our budding diplomats, thinkers and interpreters in the international field have to study the compulsory as well as optional courses in English. They have to express themselves with elegance and grace in written and spoken English not merely with formal correctness. (57)

Of course the fifth point that Prof.Gokak makes is of concern only to a few. Let his deliberation of the matter highlights the urgency of continuing English language teaching in our country. The kind of ESL proficiency imparted to learners at the school leaving stage is far from satisfactory. This is being revealed by the surveys and studies conducted by the erstwhile researchers. The following table, which shows the state average scores in

English language for the past ten years at the Secondary School Leaving Certificate examination, reinforces the point.

Table 1

State average scores in English papers in the SSLC examinations for the past ten years

Year of Exam	State Average for English		Maximum Marks	Pass percentage
	Paper 1	Paper 2		
1993 March	13	14	50	17.5
1994 March	14	16	50	17.5
1995 March	14	14	50	17.5
1996 March	11	15	50	17.5
1997 March	15	15	50	17.5
1998 March	16	17	50	17.5
1999 March	16	17	50	17.5
2000 March	16	16	50	17.5
2001 March	13	13	50	17.5
2002 March	15	16	50	17.5

(Source : Educational Statistics 1999, Statistical Unit, DPI, TVM)

The above table makes a very shocking revelation of the low state average scores in English papers in the SSLC examination for the past ten years. The average score for the papers in 2001 March examination is only thirteen marks. It has gone up a little in 2002 March examination. Still, that too is far from satisfaction. In fact the table points at the inevitability of improving the students' standard in English. Therefore, some drastic changes in the method of teaching are essential. The picture we get, when we analyze in detail the district wise scores in English in the previous board exam is also not at all satisfying.

The district wise average score for English in the SSLC examination 2001 reaffirms the pitiable status of English in Kerala. The table given below illustrates the point.

Table 2

Revenue District wise analysis of achievement in English in the SSLC Examination, 2001

Name of the District	Name of the English paper	Total appeared	Marks 80% & above (%)	Marks 60% to 80% (%)	Marks 35% to 60% (%)	Marks less than 35% (%)	Pass %	Average marks scored	Highest marks scored	Lowest marks scored
Trivandrum	Paper 1	43360	6.78	11.46	19.11	62.65	37.35	15	50	1
	Paper 2	43360	10.47	10.63	15.84	63.07	36.93	16	50	1
Kollam	Paper 1	34994	3.11	9.19	18.90	68.80	31.20	13	49	1
	Paper 2	34994	5.37	8.78	16.82	69.03	30.97	13	50	1
Pathanamthitta	Paper 1	17030	3.89	10.01	20.23	65.87	34.13	13	49	1
	Paper 2	17030	6.22	9.45	16.42	67.90	32.10	13	50	1
Alappuzha	Paper 1	29174	2.10	8.13	18.25	71.53	28.47	13	48	1
	Paper 2	29174	4.42	8.53	14.88	72.16	27.84	13	50	1
Kottayam	Paper 1	25347	4.48	10.76	23.02	61.73	38.27	15	50	1
	Paper 2	25347	7.40	10.01	17.19	65.40	34.60	15	50	1
Ernakulam	Paper 1	39494	4.61	12.83	23.80	59.13	41.24	16	50	0
	Paper 2	39494	8.43	12.83	18.69	60.42	39.95	16	50	0
Idukki	Paper 1	12658	1.71	4.95	15.16	78.17	21.83	12	49	1
	Paper 2	12658	3.24	4.71	11.58	80.47	19.53	12	50	1

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Thrissur	Paper 1	40701	5.04	13.82	27.81	53.33	46.67	17	50	1
	Paper 2	40701	8.26	12.37	22.30	57.07	42.93	17	50	1
Palakkad	Paper 1	38613	2.20	5.55	13.50	78.75	21.25	12	49	1
	Paper 2	38613	4.02	4.98	9.97	81.03	18.97	12	50	1
Malappuram	Paper 1	64035	1.06	3.69	10.70	84.55	15.45	11	49	1
	Paper 2	64035	1.92	3.16	8.29	86.63	13.37	11	50	1
Kozhikode	Paper 1	43481	2.18	7.57	18.10	72.15	27.85	14	48	1
	Paper 2	43481	4.29	6.83	14.11	74.78	25.22	14	50	1
Wyanad	Paper 1	9932	1.19	5.11	14.66	79.04	20.96	12	48	1
	Paper 2	9932	2.66	4.46	10.72	82.16	17.84	12	50	1
Kannur	Paper 1	36208	2.29	7.64	20.66	69.41	30.59	14	49	1
	Paper 2	36208	4.01	6.88	15.80	73.31	26.69	14	50	1
Kasargod	Paper 1	16550	1.07	4.21	12.69	82.04	17.96	10	48	1
	Paper 2	16550	2.16	3.82	9.98	84.04	15.96	11	50	1

(Source: Educational Statistics 1999, Statistical Unit, DPI, TVM)

The table given above reveals that with the exception of a few districts like Thrissur, Kottayam, Earnakulam, Trivandrum, the average marks scored is below 15 and the percentage of students who scored above 80 in English is below 5. In all districts other than Trichur more than 60% of the students scored below 30%. This indicates that the rate of achievement in English is very low in Kerala in spite of its very high literacy rate. According to 2001 census, Kerala achieved the highest literacy rate of 90.92% among the states in India as compared to the all India average of 65.38%. Kerala's female literacy rate at 87.86% and male literacy rate at 94.20% in 2001 are well above the all India position. The literacy rates for all India and Kerala at the beginning of the 20th and its growth through subsequent decade is given in the table below.

Table 3**Literacy All India and Kerala - 1901-2001**

Year	All India	Kerala
1901	5.35	11.14
1911	5.92	13.31
1921	7.16	19.02
1931	9.50	21.34
1941	16.10	-
1951	16.67	40.47
1961	24.02	56.85
1971	29.45	60.42
1981	36.03	70.42
1991	52.21	89.81
2001	65.38	90.92

(Source: Economic Review 2001, State Planning Board, TVM)

The data given in the table indicate that the growth of literacy rate of Kerala in the 20th century is tremendous. At the same time it is very sad to note our student's low standard of English. This emphasizes the need for a well-defined and effective teaching method at higher level. This work envisages a suitable approach to ESL teaching at the higher level of learning - an approach incorporating the feasible facets of the hitherto experimented

methods like Grammar Translation method, Direct Method, Audio lingual method etc. This work plans to experiment a bilingual approach seeking a 'systematic' and 'controlled' (Dodson 1963, 1972) use of mother tongue as and when its use become inevitable while teaching English in higher secondary and under graduate classes.

Relevance of the topic

Fifty or more years of independence clearly shows that the use of English in India is indispensable. It is more so in the present developing era when an emerging nation like ours can ill-afford to miss teaching the language in an effective manner. As far as English occupies the position of an associate official language, as a link language in offices and among the educated people belonging to different states of our country and as the main communicative tool with the outside world, teaching and learning of English as a second language need to be encouraged .At a time when other methods and approaches already experimented in schools failed to improve the general standard of English of the entrants to higher classes and when no such well defined techniques other than the lecture method, is prescribed for teaching English to higher classes, the researcher finds it imperative and

relevant to experiment with an approach which in reality is an integrated approach incorporating the good aspects of the erstwhile methods tried in our schools. A close examination of some of the important language acquisition theories of the past few decades like behaviorism, cognitive theory, creative construction theory and the interactionism induces the view that learning of an additional language will always be influenced by one's mother tongue which is identified as 'Cognitive Academic Linguistic Proficiency' (Cummins 1980). The possible L₁ interference inspired the researcher to think in terms of the relevance of trying bilingual approach in the context of Kerala to teach English language in higher classes, that is, experimenting direct method subsuming into it controlled and systematic use of Malayalam in times of need especially while explaining abstract and difficult lexical items, while familiarizing grammar rules and syntactic patterns, while giving instruction to guided composition and reading comprehension. This, it is hoped, would enable the learner to achieve to a remarkable degree, the primary objectives of teaching/learning English as a second language: developing the four basic skills such as listening, reading, writing and speaking.

Nature of the study

In the context of Kerala it is found that at the intermediate level, learners are in need of learning English as a second language through some very effective approaches or methods. Hence the aim of the study is to formulate a realistic methodology to teach English to obtain optimum learning at the productive as well as at the receptive level. The study carried out on a scientific footing has been arranged in two parts.

- a) A survey of the present mode of teaching English in high schools, higher secondary and undergraduate classes.
- b) An attempt at developing a bilingual approach or an integrated approach to facilitate effective learning.

The synthesis of the following components forms the basis of the approach formulated for teaching English as a second language.

- 1) The insight from the pilot survey conducted among the students and teachers of high school and from the follow-up survey administered among the students and teachers of higher secondary and undergraduate classes.

- 2) College methodology recommended by the Methods Department of the Central Institute of English and Foreign languages, Hyderabad, India.
- 3) Relevant and acceptable features of the erstwhile methods experimented in the schools of Kerala.
- 4) Some relevant features from Dodson's bilingual methods, which can serve as an extension of his method to suit the College level.

Questionnaire based survey of learners and teachers of different levels supplemented by interviews, classroom observations and experimental teaching is undertaken to attain the required information. The result indicates that the use of Malayalam is very effective in the teaching of textual comprehension and stimulating thought process especially to students coming from backward circumstances. As a preliminary to the proposal for a bilingual method to promote second language learning of the students of Kerala, a few of the relevant basic concepts relating to bilingualism and bilingual method need to be considered.

Bilingualism and bilingual

The concept of bilingualism may at first sight seem to be non-problematic. According to the Webster's Dictionary (1961) a bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages'. Bloomfield (1935) also defines bilingualism as the native like control of two languages (56). In contra distinction to this definition that includes only perfect bilinguals, Mcnamara (1967 a) proposes that 'a bilingual is any one who possesses a minimal competence in one of the four language skills that is, listening comprehension, speaking, reading and writing in a language other than his mother tongue' (7).

Titone (1972) suggests a definition of bilingualism, which is a midway between the two extremes. According to him bilingualism is 'the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue' (11). Weinreich doesn't specify the range of proficiency

while defining bilingualism and bilinguals. According to him 'The practice of alternately using two languages will be called Bilingualism and the person involved bilingual' (1) All these definitions, which range from a native like competence in two languages to a minimal proficiency in a second language, raise a number of theoretical and methodological difficulties. The definitions neither specify exactly what is meant by native like competence that varies considerably within a unilingual population nor by minimal proficiency in a second language. When a bilingual knowing two structurally different languages speaks in his second language there is the likelihood of paraphrasing the structures of his mother tongue unless he has a native like competence in his second language. If one possesses equal competence in both languages he will be a balanced bilingual and one will be a dominant bilingual whose competence in one of the languages, more often the mother tongue, is superior to his competence in the other (Lambert 1955). Dominance or balance is not equally distributed for all domains and functions of language; each individual has his own dominance (Hamers 8)

India has been a bi-/multi-lingual country all along, and Indian learners' experience of bilingualism can be safely exploited for a proper teaching of a

second/foreign language. Indians have a great tolerance for languages, and have been found to be good language learners in general. The social psychology of bilingualism is a fascinating area of study. But "Bilingualism or multilingualism," writes Jakobovits (1970) "represent today a major problem in the world, as they have been in the past and undoubtedly will remain to be so in the foreseeable future"(61). Nevertheless Evans (1953) unequivocally maintains that bilingualism "frees the mind from the tyranny of words" (43). O'Doherty also feels that bilingualism of the genuine kind is an intellectual advantage and that it is " the pseudo-bilingual who is the real Problem"(285). The western models and concepts of bilingualism, however, may not be applicable to the Indian situation.

Bilingual Education and Bilingual Approach

The term bilingual education can mean different things in different context. If we take a common sense approach and define it as a program where two languages are used equally as media of instruction many so called bilingual education programs would not count as such. Hamers and Blanc define bilingual education as "any system of school education in which, at a given moment in time and for a varying amount of time,

simultaneously or consecutively, instruction is planned and given at least in two languages" (10). This definition insists on the use of two languages as media of instruction; it does not include curricula in which a second or foreign language is taught as a subject with no other use in academic activities, although L₂ teaching may be part of a bilingual education program. Most of the programs of bilingual education come under one of the following three categories (1) Instruction is given in both languages simultaneously (2) Instruction is given first in L₁ and the pupil is taught until such time when he is able to use L₂ as a means of learning (3) The largest part of instruction is given through L₂, and L₁ introduced at a later stage, first as a subject and later as a medium of instruction. It will be effective and useful if the bilingual programs are visualized and developed in a socio linguistic perspective giving due respects to factors conditioning bilingual education like social, historical and ideological. The political, economic, ideological and educational events that occurred in the world during the last few decades initiated the development of bilingual/multilingual education throughout the world, particularly in the British colonies. After independence our economic development demanded the use

of a language of wider communication. Bilingual programs stressed the importance of teaching/learning English as a second language. In India also the situation was not different.

Bilingual Approach

By bilingual approach the present study implies the effective and at the same time controlled and systematic use of the MT for the teaching/learning of English as a second language. The study of a foreign language like that of most other basic disciplines is both a progressive experience and progressive acquisition of a skill. With a homogeneous group of gifted students who already have an understanding of the fundamental structural relations, progressive acquisition of the language skills is not an insuperable task. For such students, discussion of the structural system, explanation of the difficult areas of the foreign language can be done through the foreign language itself. Teaching a foreign language in that language itself is the most appropriate technique for well-equipped students. But "for students who find the language study difficult, explanations in the native language which are brief, coherent and to the point followed by active practice of the features under discussion are more effective" (Rivers 86).

Relevance of Bilingual Approach in the context of Kerala

Since more than 50% of the students of the schools and colleges of Kerala hail from educationally backward areas like Palghat, Wayanad, Kozhikode, Malappuram and Idduki, teaching English through the target language alone will not be of much use. The reports of the many study groups, education commissions and committees like the committee appointed by UGC under the chairmanship of Dr. H.N.Kunzro in 1955, the university education commission under the chairmanship of Dr. S.Radhakrishnan in 1949, the secondary education commission in 1953, the English Review Committee appointed by UGC in 1960, the education commission under the chairmanship of D.S.Kothari in 1966, the study group under the chairmanship of V.K. Gokak appointed by the Ministry of Education in 1967, committee appointed by the Ministry of Human Resource Development, Department of education in 1986, the Acharya Ramamurthi Commission in 1990 recommended strongly the teaching of English in India for many more years to come. The Secondary Education Commission which submitted its report in 1953 particularly stressed on the three level components of teaching/learning process that is method, material and

evaluation. This report is especially relevant in the teaching of English even today. Emphasizing the method of teaching the commission said.

Any method good or bad links up the teacher and its pupils into an organic relationship with constant mutual interaction. Every teacher and educationist knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teachers. (83-84)

Word-by-word translation into mother tongue is recommended in Grammar Translation Method and no use of mother tongue is considered in direct method. But this 'all' or 'none' approach characteristic of the GTM and the DM respectively is hardly helpful in teaching English in the present Kerala context. Therefore a bilingual approach that entertains a controlled and systematic use of MT while teaching English as a second language is far more helpful than otherwise. In other words the help of MT can be sought when explanation in the target language fails to bring the desired result in the teaching | learning process of English.

In our present second language teaching/learning environment an eclectic method seems to be the right method of teaching English. Eclectic method means a method formed by combining the good and feasible aspects of the erstwhile tried methods like GTM, DM, SM, communicative approach etc. The present bilingual approach is a sort of Eclectic Method/Integrated Approach since it fuses in it the relevant and good features of other methods. Hence in the present study the terms bilingual approach, integrated approach and eclectic method are used interchangeably.

Approach and method

Approach is said to be flexible while method is rigid. A certain amount of clarity in the use of the terms is necessary in any discussion of language teaching methods. E.M. Anthony in his article '*Approach Method and Technique*' distinguishes the three terms. These according to him are in a hierarchical order. An approach is viewed as

A set of correlative assumption dealing with the nature of language and the nature of language teaching and learning... It states a point of view, a philosophy, and 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. (94)

Thus the acceptance of aural-oral approach in language lessons for instance, is an assertion of the fact that speech is primary and writing secondary. From this assumption flows procedure for teaching what must be consistent with the approach.

'Method' is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. "An approach is axiomatic, a method procedural" (95). Several factors such as the learner's MT, his cultural background, his age, his motivation for learning, go to influence the orderly presentation of language materials or the method employed. A technique is a device for getting the result aimed at. "It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well" (96). In spite of such a distinction between approach and method, in the present study these two terms are used interchangeably.

English as a Second Language (ESL) or English as a Foreign Language (EFL)

A language may be termed 'second' or 'foreign' language according to the status either for the individual who speaks that language or for the society in which that language is spoken. In both cases that status may change in the course of time. It is therefore inevitable that the classification of a language as second or foreign is neither clear-cut nor stable. Albert H Marckwardt has made a distinction between 'English as a foreign language' and English as a second language'. When English is "taught as a school subject on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways"(4), then it is taught as a foreign language. The main objective of teaching it as a FL is to enable the learner to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies and to use language for communication possibly with the native speakers. But English becomes a second language when it is 'a language of instruction in schools as in the Philippines, or a lingua franca between speakers of widely diverse languages as in India"(4). The same distinction is made by D.A. Wilkins when he says

It is common to use the former (FL) to refer to the status of a language which is not used for any normal day to day social interaction in the country where it is being learnt and by contrast to use the latter (SL) where, without being the native language of any social group in the country, it is nonetheless used for such purposes as the conduct of commerce, industry, law, administration, politics and education. (49-50)

In India we need English not only for operational purpose but also for identifying ourselves with those who use the language in India and abroad. Two main kinds of motivation are at work in our approach to English learning: instrumental and integrative. Geoffrey Broughton (1974) and his colleagues who speaks of the above two kinds of motivation further say

When anyone learns a foreign language instrumentally he needs it for operational purposes to be able to read books in the new language, to be able to communicate with other speakers of that language. The tourist, the salesman, and the science student are clearly motivated to learn English

instrumentally. When anyone learns a foreign language for integrative purposes – he wants to feel at home in it. (5)

It is an accepted fact that English has been taught as a second language in India for more than one and a half centuries. However it appears that the role of English in India is decreasing and therefore it began to lose its status as a second language and in some states it has already become a foreign language. But the increasing awareness of the importance of English in the world should compel us to learn it for special or specific purpose and for widening our intellectual horizon.

So our aim in teaching English to our students is to enable them to use English with ease and comfort, that is to use it both instrumentally and integratively i.e. to say, they should be able to speak and write English effectively and develop an ability to understand the ELT situation that was prevalent until now and see any progress or change can be made.

English Language Teaching in India

The teaching of English in India dates back to the early decades of the 19th century. Initially it was associated with the evangelical zeal of the

missionaries of various Christian denominations. A.R. Wadia in *The Future of English in India*, gives a brief sketch of the early days of ELT in India. "As early as 1759 missionaries were allowed to enter India and then the Court of Directors of East India Company encouraged the missionaries to start English Schools" (3). Fortunately for the development and spread of English in India, towards the early part of the 19th century a few enlightened Indians like Raja Ram Mohan Roy felt that the system of classical education would keep our country in darkness and associated English with a promise of modernization and liberation. The Charter Act of 1813 shouldered upon the East India Company the responsibility of educating Indians. Though the Charter Act did not specify the particular language to be promoted, Lord Macaulay's Minutes of 1835 gave it a definite direction to promote English language and literature for the realization of the twin aims of establishing proper communication between the rulers and the ruled through English language and to strengthen and improve native languages by borrowing western nomenclature to adapt them to the study of sciences. In short Macaulay clearly defined the aims and objectives of English language teaching in India, which remained so till the National movement for freedom.

Thus "right from the middle of the 19th century a lot of people belonging to diverse professions like scholars, journalists, political leaders, educational planners and pedagogues have addressed themselves to specific issues and taken definite positions on the spread of English in India, the form and function of English in India, the teaching and learning of English in India, the future of English in India" (Kapoor and Gupta 14). At the same time on the basis of Wood's *Dispatch* in 1854, government supported the use of English in higher education, in the higher executive level of the government and for the proceedings of the higher courts. How English has come to be acknowledged as the elitist's language is clear from the words of Das Gupta (1970).

In 1837 English and Indian languages had already replaced Persian in the law courts, English in the higher and vernacular languages in the lower courts. Thus in both education and the law courts languages became a marker of two separate levels of social operation - the upper level reserved for English, the lower for the vernaculars. The

policy of the administrators consciously promoted the association of English with a status and privilege (43-44).

ELT situation in Kerala

In our school and college curricula English occupies an important place from the primary through the undergraduate classes, sharing an equal status with Malayalam, the vernacular language. Being one among the few, if not the only one state, which strictly adheres to the three language formula, Kerala introduces English into the school curriculum as the second language in the fourth grade, i. e. at the learner age of about nine years and retains it as a compulsory subject for eleven years till the learner enters the third and final year of the undergraduate course. The table given below illustrates the steadily increasing weightage given to English in terms of the allotment of instructional hours in the school and college curriculum

Table 4

Information concerning the weightage given to English in the school and college curricula of Kerala

Level	Duration of the course (in years)	No. of hrs/periods allotted to English per week	Total hrs/periods per week	% of instructional hrs allotted to Eng.
Lower primary (grade iv only)	1	4	35	11
Upper primary grade(V-VII)	3	5	35	14
Secondary (VIII-X)	3	6	35	17
Higher secondary (XI-XII)	2	12	48	25
Under graduation (first and second year degree class)	2	16	80	32
Total	11	42	205	100

(Source: Govt. Model Higher Secondary School for Girls, Thrissur)

The table shows the gradual increase in instructional time allotted or allowed to English from 11% periods at the lower primary level to 32% at the undergraduate level. Up to grade X the only other element in the curriculum that gets equal weightage in terms of instructional hours is the

first language. From higher secondary onwards English gets more weightage than the first language and even English is taught as the first language and vernacular language is pushed back and is made optional. From higher secondary onwards the medium of instruction is English even though there is an option for the students of the humanities to write their examination in the mother tongue. This choice is not allowed in the case of science subjects. This is mainly because to the students of Kerala English is the only way open to the world of science and technology.

When compared to the other states of India English has been given greater weightage in our curriculum. This may be due to the need felt for English by the common man. The long tradition of missionary work has provided even the remotest villages of the state with an awareness of the need for a survival proficiency in a link language. Moreover the impact of liberal education provided the keralites with a different perspective in their approach to the non-native languages, both Indian and foreign. Unlike the other states of India, Kerala was fast progressing towards secular education. Ever since Vasco De Gama's arrival in 1498 Christian Missionaries had established a number of mission schools all over the southern regions of

India and set up printing presses to speed up the propagation of their faith. The enlightened rulers, who were quick to foresee the threat of large-scale religious conversion from Hinduism and especially from the lower castes to Christianity, started and promoted parallel educational movements. The secular education of Kerala in the early 20th century resisted simultaneously the Hindu fundamentalism and the Christian assault. By that time, the Muslims had also started realizing the promising results of secular education. The first sign of such a reawakening among the Muslims of India in this regard was to be seen when a group of progressive educated Muslims formed the Muslim Educational Society and started spreading the message of education among the weaker section of the community. Education for the Muslims, till then, was only a privilege of the rich.

An interesting fact about the language education in Kerala is that there has never been a controversy over language either in the making of educational policies or on the political platform. As noted earlier, English is introduced in the school curriculum in class IV followed by Hindi as the third language from class V up to high school level. Students have the freedom to opt for Sanskrit, Arabic and Urdu as the language even though

their MT is Malayalam. At the college level, all the Indian languages occupy the status of a second language. Of late India has been witnessing state governments and political parties demanding a total ban on English.

The age long practice of translating English literature into Malayalam has increasingly helped the Keralites to possess a wider view of world outside their state as well as their country.

Perhaps the most compelling force that motivates the Kerala youth to learn English is the economic crisis of the state. Unemployment is the hardest reality there. By 1987 more than seven lakhs of Keralites - most of them educated youngsters - had left their home state looking for jobs either in the cosmopolitan cities like Bombay or abroad especially the middle east. Skilled workers, teachers, semi- skilled and unskilled workers from all strata of life fly abroad everyday. Both the students and parents are becoming increasingly aware of the shocking reality of unemployment. English for them is literally a passport to a job. Hence they have strong motivation for gaining proficiency in English. But have the rich resources of learner motivation been successfully tapped? The present ESL situation in Kerala, therefore, demands a drastic change in the methods to be followed to teach English.

Major Methods followed in India

It would appear that no comprehensive survey of ELT in Indian Schools during the different periods of this century is available and "one had to look to various government reports, the popular text books and the personal experience of the generations that went to schools in the 20's and 30's" (Ghosh 1). Yet it is clear that the method most popularly practiced in Indian Schools at the turn of the 20th century was the Grammar-Translation method. During this period emphasis was laid on the teaching of formal grammar. In the English classes teachers would read and translate the literary texts and learners would memorize the grammar of English with the help of the grammar books as they did when they learnt Sanskrit through Kayya-Vyakaran Style. Immediately after the first decade of the 20th century things changed and another more feasible method of teaching English, the Direct Method, was tried in Indian schools. The first book advocating the use of the method in India is P.C. Wren's *The Direct Teaching of English in Indian Schools* (1913). The method became very popular in Training Colleges and it found wide acceptance at the official level. Still the method failed to survive in the Indian situation since its successful implementation

demanded competent teachers who themselves had perfect command of both written and spoken English.

Things took a different turn by the middle of the 20th century. When it was realized that both GTM and DM did not make great calls upon the teachers' linguistic ability (West 49). Hence the need for a better alternative method was felt. West's Reading method was experimented in Dacca and in some parts of India. He emphasized the importance of reading and endowed only a secondary place to speaking, which was the main tenet of the Direct Method. West's *The Teaching of English: A Guide to the New Method Series* was based on his idea on vocabulary selection and systematic teaching of reading. In other words the period before independence was unmistakably marked by a pioneering work in vocabulary selection, reading and an attempt at a scientific approach to language teaching. But the Second World War and the independence of India showed up far more urgent problems to be solved than that of modernization of English teaching on the lines suggested by West and Palmer.

However the development in the field of foreign language teaching that took place during the Second World War in the U.S.A and U.K had far

reaching influence on ELT in India. In America the wide spread application of structural linguistics to language teaching was made in the Army Specialized Training Programme (ASTP). It emphasized the ability to speak and understand the language when spoken by native speakers. The drilling of fundamental structures was an important feature of the programme. At the University of Michigan Charles Fries developed his oral Approach the main principles of which were articulated in his book *Teaching and Learning English As a Foreign Language* (1945). During the same time I A. Richards and C.M. Gibson through the book, *English Through Pictures* developed and popularized the graded Direct Method at Massachusetts. In Britain at the University of London, a methodology more or less similar to Richards' graded Direct Method was developed in the late forties. This method favored oral situational presentation and oral drilling of the carefully graded structural items within a limited vocabulary.

Until the mid forties most of the principles associated with the various movements had made little impact on the ELT situation in India. After independence, however, the changed position of English in the country compelled the authorities to think about bringing improvement in material

and method of teaching English at all levels. Thus in 1952 the first Structural Syllabus was produced in Madras and made it part of that state's school curriculum. It spread fast and was adopted by state level systems in several parts of the country. The 50's and 60's of the twentieth century witnessed a large-scale acceptance of what has come to be called the Structural Approach in the teaching of English. It embodied the principles of (1) structural grading (2) vocabulary control (3) oral situational presentation and (4) repeated practice for establishment.

In December 1957 a seminar of lecturers in English in training colleges was organized by the All India Council of Secondary Education at Nagpur to discuss various problems connected with English teaching in secondary schools. It was decided at this seminar that a six-year course in English based on a syllabus of about 300 structures and a vocabulary of 3000 words should be followed in all states. A draft of the syllabus was discussed at the seminar and later the All Indian Council of Secondary Education appointed a special committee and it prepared a detailed syllabus for the first three years of the English course containing a list of 184 structures and a basic vocabulary of 2500 words (Iyer 19-20).

In spite of general acceptance the structural approach with controlled and repeated practice did not bring the expected result. David Wilkin's *Notional Syllabuses* published in 1976 represented the communicative alternative to replace the structural methodology of teaching language. This Notional Functional (NF) syllabus too did not survive for long. Widdowson (1979) and Crombie (1985). Vehemently criticized it and found that it was less economical and far less efficient than the structural syllabus. According to Tickoo.

By the 80's when communicative syllabuses particularly NF were being rejected by the systems in England itself, several Asian countries (Hong Kong in 1981, Malaysia in 1982, Sri Lanka in 1984) adopted such a syllabus. In India too, on state level West Bengal, adopted NF, in its schools and started work on producing instructional materials for it. (111)

In an attempt to find an alternative to the structural approach, N. S. Prabhu published his *Procedural Syllabuses* (1984). It was a five yearlong school based experiment in South India. The procedural syllabus contains

some 400 tested tasks and a number of usable insights from ordinary classrooms. Yet Prabhu claims that grammatical competence is achieved automatically and unconsciously while doing the 'tasks'. To him any activity that concentrates on teaching the language form is unacceptable. Through his *Theoretical Background to the Bangalore Project* (1980) Prabhu came up with the Communicative Approach, according to which a language is learned when the learner's attention is not on language form but on meaning. Learner's mind, according to this approach, is engaged in activities and their successful completion and language used in the process of performing the activities is learnt incidentally. Our Central Board of Secondary Education has designed the syllabus of English language for the attainment of communicative competence and the method to be followed is communicative approach.

The Education Commissions appointed by the government of India from time to time to evaluate the existing condition of English in India were unanimous in the opinions regarding the continuation of the study of English in Indian Schools and Colleges as a second language. Our National Education Policy of 1968 and 1986 while recommending a three-language

formula up to secondary stage, emphasized the need to strengthen the English language teaching in India since it is acclaimed as an important world language.

ELT Institutions in India

The various institutions that were founded in different parts of the country with the sole aim of promoting English language teaching gave due respects to the reports and recommendations of the different education commissions and made some strides based on the practical validity of English language. Thus for the first time in 1952 Madras English Language Teaching Campaign (MELTC) introduced a structural syllabus in the teaching of English. In 1954 the first English Language Teaching Institute in India was established in Allahabad. The present Central Institute of English and Foreign languages (CIEFL) was founded at Hyderabad in 1958 under the name Central Institute of English. Regional Institutes of English at Bangalore and Chandigarh followed it. The Central Institute of English and Foreign languages is conducting researches in material production, methodology and evaluation through its respective departments. CIEFL is providing certificate and diploma courses in ELT.

The Regional Institute of English, Bangalore has been conducting a communicative programme of English language teaching and now it is providing certificate and diploma courses in ELT besides a four months in-service course in English Language Teaching and annually it is holding seminars on the current issues of the area.

At present in Kerala English language teaching starts from 4th standard onwards. The state council of Educational Research and Training is providing the curriculum, the teaching materials and inservice programmes for teachers of primary and secondary and higher secondary schools. Moreover District Institutes of Education and Training in the districts are authorized to conduct in-service refresher programs, curriculum revision and such other activities. District center for English at Thrissur and the ELT centers at Trivandrum, Quilon and Calicut provide in-service courses for secondary school teachers. Recently for furthering the education of the children, drastic changes have been brought about in the mode of teaching not only languages but teaching all subjects as well. A new method called DPEP has been introduced on a trial basis to be practiced from 1st standard to 7th standard. It aims at developing the latent talents of the children. The

system is quite promising but inadequate training given to the teachers, it is afraid, would adversely affect the new system.

To sum up, it seems that the thumbnail sketch of the ELT situation in India would remain imperfect unless a detailed study of its global situation is made. Hence a detailed sketch of the history, development and growth of ELT is given at the end of this study as appendix A. In the next chapter a detailed analysis of the different erstwhile tried ELT methods is done since such an analysis of the different teaching methods would be of great help to the present study.

ENGLISH LANGUAGE TEACHING: METHODS AND APPROACHES

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CHAPTER II

**ENGLISH LANGUAGE TEACHING:
METHODS AND APPROACHES**

ENGLISH LANGUAGE TEACHING: METHODS AND APPROACHES

Any serious study, which aims at contributing new ideas to English Language Teaching Methods have to analyze, thoroughly the strength and weakness of the various language teaching methods erstwhile tried. In this chapter an attempt is made to interpret and evaluate the methods that have been in vogue from time to time in different parts of the world. While discussing each of these methods, the prime objective, that is, the context of the ELT in India with particular reference to the ELT solution in Kerala, is borne in mind. The analysis of the methods includes the background in which the methods evolved the basic principles and characteristic features of the methods, the strength and weakness of each method and lastly the relevance of the method. Such an analysis of ELT methods is rendered here with the main objective of establishing the feasibility of following a bilingual approach for the teaching of English as a second language in the State of Kerala especially in higher secondary and under graduate classes.

Some of the important methods and approaches discussed in this chapter are:

- 1) The Grammar- Translation method.
- 2) The Direct Method
- 3) The Reading Method
- 4) The Army Method
- 5) The Audio-lingual Method
- 6) The Structural Approach
- 7) The Student Activated Multi Skill Approach advocated by the CIEFL, Hyderabad.
- 8) Communicative Language Teaching
- 9) Bilingual Method

The Grammar-Translation Method

Grammar Translation method, also known as the Classical Method or the Traditional Method, is clearly rooted in the formal teaching of Latin and Greek which prevailed in Europe for many centuries. Mackey says, "This is simply a combination of the activities of Grammar and Translation" (153).

As its name suggests, "this method emphasizes the teaching of the second language grammar; its principal practice, technique in translation from and into the target language" (Stern 453).

The Grammar Translation Method is based on three assumptions:

- (1) Translation interprets the words and phrases of the foreign language and ensures comprehension of the vocabulary items, collocations and sentences.
- (2) In the Process of interpretation the foreign phraseology is assimilated.
- (3) The structure of the target language is best learnt when compared and contrasted with that of the mother tongue.

This method became very popular in the late 18th century and in the early 19th century.

It advocates the learning of the rules of grammar and hence fails to produce fluency of expression in students. Lack of theoretical basis has not abated the applicability of the method even today when several linguistically sound methods are available. This method is most suited in teaching large classes with limited resources, since students can be made to

listen, copy rules, write out exercises and correct them from the black board. For this method the teacher need not be very competent in the target language. All that he needs to do is to follow the text carefully and discuss it using the mother tongue wherever necessary.

However, this method was not without weaknesses. There was a reaction against GMT in Europe around the year 1900. Stern, Sweet and Jespersen, to mention a few, realized that the use of translation as the only means of instructions would be ruinous. Palmer, who has no objection to using translation in certain specific contexts, attacks what he calls, 'The classical method', vehemently and says "It is one which treats all languages as if they were dead, as if each consisted essentially of a collection of ancient documents to be deciphered and analyzed... It is the one which categorically ignores all considerations of phonetics, pronunciation and acoustic image, and boldly places language on a foundation of alphabets, spelling and writing systems" (57). Wilga Rivers who succinctly sums up the limitations of the Grammar Translation Method says

Little Stress is laid on accurate pronunciation and intonation; communication skills are neglected; there is a

great deal of stress on knowing rules and exceptions, but little training in using the language activity to express one's own meaning, even in writing... The language learned is mostly of a literary type, and the vocabulary is detailed and sometimes esoteric. The average student has to work hard at what he considers laborious and monotonous chores-vocabulary learning, translation and endless written exercises... His role in the classroom is, for the greater part of the time, a passive one - he absorbs and then reconstitutes what he has absorbed to satisfy his teacher (17-18).

Although as a teaching method it is imperfect, certain elements in it may be found useful in a teaching situation. Where rules facilitate the learning process there is no reason why they need not be incorporated in teaching. Similarly stalwarts of language teaching like Stern, Sweet, Palmer, Passy, Jespersen, while realizing translation as an inadequate means of instruction, felt that it could not and should not be totally banned from language teaching activities. "When the foreign word to be demonstrated is

known to be for all practical purposes the equivalent of a native word, translation is a better mode than definition" (Palmer 58).

In India Grammar Translation method has been the most widely practiced method of teaching in Schools and Colleges. However in the past few decades a lot of changes have taken place in English Language Teaching Methodology. These changes and the introduction of new techniques have relegated the grammar translation method to the background. In theory this is what happened. But in the actual classroom situation, in spite of changes and new techniques, in most of the cases, what happens is adherence to the grammar translation method; the only difference is that it is being incorporated into other methods.

In Kerala, the situation is not different from that of other states of India. New innovations in the field of English language teaching could not bring much change in the attitude of the teachers of Schools and Colleges, especially of the rural areas, mainly because of the poor standard of the students, unwieldy size of the classes, incompetence of the teachers and the vast syllabuses imposed for the study.

The Direct Method

The language teaching reforms from 1850 to 1900 particularly in Europe attempted to make language teaching more effective by a radical change from grammar-translation. Various methods were developed during this period attesting to the general discontent with the prevailing theory and practice. The dissatisfaction is strikingly shown by the way in which new methods are run after.

“But none of these methods retain their popularity long – the interest in them soon dies out. There is a constant succession of them; Ollendorff, Ahn, Prendergast, Goniss to mention only a few – have all had their day. They have all failed to keep a permanent hold on the public mind because they have all failed to perform what they promised. After promising the impossibilities they have all turned out to be on the whole no better than the older methods” (Sweet 2-3).

The proposed reforms went under a variety of names: ‘reform method’, ‘natural method’, ‘psychological method’, ‘phonetic method’, but

the most persistent term to describe the various features of new approaches in language teaching was the term 'direct method' (Stern 457).

The Direct Method is characterized above all by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique (Stern 456).

In a broad sense any method, which does not use the learner's mother tongue, may be said to be a direct method. Its main features as stated by Mackey are as follows:

(1) *The use of everyday vocabulary and structure.* (2) Grammar taught by situation. (3) Use of many new items in the same lesson to make the language look sound and natural and to encourage normal conversation. (4) Oral teaching of grammar and vocabulary. (5) Concrete meanings through object lessons: abstract ones through the association of ideas. (6) Grammar illustrated through visual presentation. (7) Extensive listening and imitation until forms become automatic. (8) Most of the work is done in the class;

more class hours needed for the method. (9) The first few weeks devoted to pronunciation. (10) All reading matter first presented orally. (152)

Wilga Rivers comments on the Direct Method as follows:

A Direct Method Class provided a clear contrast with the prevailing grammar translation classes. The course began with the learning of the foreign words and phrases for objects and actions in the classroom... where the meaning of words could not be made clear by concrete representation, the teacher resorted to miming, sketches or explanations in the foreign language but never supplied native language translations. Grammar was not taught explicitly and deductively as in the grammar translation class but was learned largely through practice. Students were encouraged to draw their own structural generalizations from what they had been learning by an inductive process. When grammar was taught more systematically, at a later stage, it was taught in the foreign language with the use of foreign language terminology...

Texts were read aloud by teacher and students were encouraged to seek direct comprehension by inferring meanings of unknown elements from the context rather than seeking equivalents in a bilingual vocabulary list where the meaning could not be discovered. In this way the teacher gave explanations in the foreign language. Student were never asked to translate passages into their native language; instead their apprehension of the meaning was tested by questioning and discussion in the foreign language... The classroom was continuously filled with the sound of the foreign language and all activity was closely linked with its use in speech and writing. (19-20)

The approach initially precluded any resort to the mother tongue either for exercises or translation or for elucidation of vocabulary and grammar. "It was sanguinely expected that by banishing the vernacular from the classroom the pupils would be compelled to do their thinking in the new medium." (Morris 10)

Perhaps as a reaction to the Grammar Translation Method, the Direct Method did succeed in making an immediate appeal. This is one of the most widely known methods and one that has caused the most controversy. The method gave birth to more problems than it could solve. In the beginning it enjoyed a great popularity because it overcame two major defects of GMT. It substituted language contact in grammar recitation and language use for translation. Its focus on innovations of drill, vocabulary selection and systematic presentation went a long way to fetch laurels for it. In the hands of competent teachers this method succeeded with the whole class in contrast to the grammar translation method, which at best helped the exceptional students.

The important advantage of the direct method is that the student gets a lot of opportunities to listen to the spoken language. Listening is one of the important skills in language learning. The method lays emphasis on oral work and helps the student improve his speech habit. He can think in the target language without the help of the mother tongue. Ability to think in the target language and ability to speak will induce confidence in the minds of the learners.

However the method has some inherent weaknesses. The exponents of the direct method do not think that the learning of the first language and the second language are not alike. The circumstances necessitate the child to imbibe his first language because he has to express his wants. A first language learner also gets ample exposure to the language. A second language learner has neither such compulsion nor is he exposed to the language so intensely. The method is, no doubt, very useful for young learners in the beginning classes, but it does not work well specially in higher classes. It lays greater emphasis on speech training but ignores other skills of language learning namely, reading and writing.

The main defect of the method was that the students plunged into 'a language bath' tended to use native language structures in foreign vocabulary, thus developing inaccurate fluency.

Since students were required at all times to make a direct association between foreign phrase and situation, it was the highly intelligent student with well developed powers of induction who profited most from the method, which could be very discouraging and be widening for the less

talented. As a result, the members of an average class soon diverged considerably from each other in degree of foreign language acquisition. (Rivers 21)

Further, its efficient handling required competent teachers with good command of spoken language. It required teachers who had native like fluency in the foreign language. It was largely dependent on the teacher's skill rather than on a text book and not all teachers were proficient enough in the foreign language to adhere to the principles of the method. Moreover strict adherence to the principles of the method was often counter productive since teachers were required to go to great lengths to avoid using the native tongue when sometimes a simple brief explanation in the student's native tongue would have been more efficient route to comprehension. The psychologist of the Harvard University, Roger Brown (1973) described his frustration in observing a teacher performing verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a more efficient technique to use.

The British linguist Henry Sweet also recognized its limitations. He argued that the direct method offered innovations at the level of teaching

procedures, but lacked a thorough methodology basis (Sweet 4). The direct method, Stern observes, "was a first attempt to make the language learning situation one of language use and to train the learner to abandon the first language as the frame of reference" (Stern 459).

In spite of all its drawbacks the direct method enjoyed immense popularity in many countries like Germany, France, Switzerland, Belgium, England and the United States. In India also during the twenties and thirties of the 20th century the Direct Method was introduced. The first book advocating the use of the method in India was P.C. Wrenn's 'The Direct Teaching of English in Indian Schools'. But the method did not fetch the desired result. The study group appointed by the Ministry of Education, Govt. of India in 1964 describes the chaotic situation created by the practice of the direct method in our country as follows:

In the large majority of schools in which it could not be implemented, it was practiced with ruinous consequences.

The Direct Method drills would themselves have ensured correct expression on the part of pupils. But the teachers, uncertain of their own command over Spoken English did

not venture for it in that direction. The rules of grammar had in the meanwhile been *exited from* the classroom, since they were regarded as the accompaniment of a dead language. The result was that children at school developed a kind of English that was as primitive and *grammarless* as a war cry... The teacher's diffidence with reference to spoken English and his almost subconscious belief that a second language can only be taught through the grammar and translation method made him use even a direct method or structural course book as he would have used a grammar and translation course book... This is why we teach English for six years or more in schools and find that children have hardly learned to frame a correct sentence in English. (270)

Though the method was accepted and implemented throughout India for teaching English, there were limitations that led to its ineffectiveness. The large classes of unmotivated students, as a result of our mass education programme, the ever growing demand for the rationalization of the medium

of instruction at the school and college level and the impact of the three language formula on our school time table complicated the issue still further. Hence the time was ripe for the appearance of an effective and practicable method for ELT.

3.3 The Reading Method

"The Reading Method was devised for schools whose only objective was a reading knowledge of the language. The method deliberately restricts the goal of language teaching to train in reading comprehension" (Stern 460).

As the initial step of the method the text to be taught is divided into short sections each preceded by a list of words to be taught through context, translation or pictures. After a certain vocabulary level is reached, supplementary readers in the form of stories or simplified novels are introduced in order to enable the learner to consolidate his vocabulary. In the first quarter of the 20th century the reading method was advocated by some British and American educators. Thus the writings of West (1926a), Bond (1953) and Coleman's volume in *The Modern Foreign Language Study* (1929) provided contemporary arguments for this approach.

As early as 1921 Michael West realized the futility of a total adoption of the direct method in Indian conditions. West, who was teaching English in India, argued that learning to read fluently was more important for Indians learning English than speaking. He realized the importance of 'Reading' in second language learning and regarded it as the most useful and easiest skill to acquire in a foreign language. He believed that 'the initial stage of learning a foreign language should be to learn to read it... even in the case of a student who aims at complete mastery of reading, writing and speech'(5). This inspired him to create his *New Method Readers*. These readers advocated a method based primarily on reading. Later it came to be known as the Reading Method.

West realized that in general the Indian learner of English needed to improve his receptive skills only. He also demonstrated that Reading Method makes it easy to learn and teach and the size of the class is immaterial. The method is based on the psychological principle that listening and understanding precede speaking and writing. The aim of this method is to create a desire in the readers to read more and more by supplying interesting reading materials.

Basing himself on Thorndike's *Teacher's Word Book* (1921) West constructed readers with a controlled vocabulary and regular repetition of new words. On similar grounds Coleman (1929) drew the conclusion from the Modern Foreign Language Study that the only practical form of language teaching in American high schools would be to concentrate on reading skills. Bond developed a reading method approach to college language courses at Chicago University between 1920 and 1940. The course of study that was developed over a period of decades provided graded reading materials and a systematic approach to learning to read. The spoken language was not entirely neglected, but it was the reading objective that received the main emphasis.

Regarding the techniques employed for reading method Stern writes:

The techniques were not radically deficient from those developed under previous methods. As under grammar translation, the use of the first language was not banned in language instruction. The introduction of the second language was oral as in the direct method because facility in pronunciation and 'inner speech' were regarded as an important aid in reading comprehension... Above all, vocabulary control in reading text was

regarded as of prime importance and so was the distinction between intensive reading for detailed study and extensive rapid reading of graded 'readers' for general comprehension (461).

The reading method introduced into language teaching some important new elements; (a) (the possibility of devising techniques of language learning geared to specific purposes; (b) the application of vocabulary control to second language texts, as a means of better grading of texts; (c) the creation of graded 'readers'; and (d) thanks to vocabulary control, the introduction of techniques of rapid reading to the foreign language classroom. (462)

The new method failed because the exponents of this method believed that plenty of exercises in reading comprehension would enable the learner to improve in speech and writing. But the passive work could not generate active work. Further, West considered that the silent reading is a key to speech and writing. But modern researchers and investigators in the field of language learning do not support this view. On the other hand they feel that the best way of learning a language is through speech. Another main reason for its failure was the lack of adequately trained competent teachers to teach.

Though Michael West, who tried the reading method in Bengal, could achieve success, the method did not fetch the desired result after his departure from the country. Perhaps the main reason was the lack of competent teacher in our country.

3.4 The Army Method

The Army method is, to a great extent, the out come of the exigencies of the second world war. During the war time American authorities realized the need for interpreters of various languages for communication purposes. To fulfil their need the Army Specialized Training Programme (ASTP) was set up in 1942. Its sole aim was to train fluent speakers in as many languages as they needed in the shortest time possible. To achieve the goal abundant contact with the spoken language was provided with minimum reading and writing.

The Army Method was a great success because it involved small groups of the trainees who were highly motivated and who were given long hours of drilling with specially prepared materials. However the army method could not expect to be successful in an ordinary teaching learning

situation where ordinary students are taught by average teachers. Hence this method did not have much relevance on the language-teaching programme in India. Since the method evolved and developed to meet specific needs of the army for a short time during the Second World War, it could not stay after it. Hence it lost its relevance soon after the war was over.

3.5 The Audio-Lingual method

While grammar translation and direct method had largely developed in the European School Systems, audio-lingualism had its origin mainly in America. But it considerably influenced language education in many parts of the world. It appeared under various names. In the 1950's it was most frequently referred to as the aural-oral method. It was Brooks(1964) who proposed the term audio lingual. Brooks himself popularized another term that referred to the same method as 'New Key'. Carroll (1966) called the method the 'audio lingual habit theory'. While Smith (1970) referred to it as the 'functional skills strategy'.

Whatever it was called, the origin of audio lingualism is to be found in the 'Army Method' of American wartime language programmes in World

War II. After the war foreign language teachers and educational authorities became interested in techniques used in the Army Method. Many factors like growth of the theory and practice of the Army Method, the writings and teachings of C.C. Fries and R. Lado, the development of Contrastive Linguistics, the new technology of language laboratory and the theories of conditioning of behaviorist psychology contributed for the development of audio-lingualism.

The distinctive characteristics of the audio-lingual method listed by Stern are as follows:

- (1) separation of the skills - listening, speaking, reading and writing - and the primacy of the audio lingual over the graphic skills;
- (2) the use of dialogues as the chief means of presenting the language;
- (3) emphasis on certain practice techniques, mimicry, memorization and pattern drills;
- (4) the use of language laboratory;
- (5) establishing a linguistic and psychological theory as a basis for the teaching method.

The growth of the theory was expressed in the five slogans listed by Moulton (1963)

- (1) Language is speech, not writing
- (2) A language is what its native speakers say, not what someone thinks they ought to say.
- (3) Languages are different.
- (4) A language is a set of habits.
- (5) Teach the language, not about the language. (21)

The fifth slogan expresses more a pedagogical than a linguistic principle. It emphasizes the need for practice rather than for explanation. All five principles became the tenets of language teaching doctrines during the two post war decades until they were questioned by the linguists under the influence of Transformational Generative Grammar.

The advocates of the Audio Lingual Method emphasize teaching through oral presentation prior to written presentation. They give the greatest importance to speech. At the same time reading and writing are not

neglected. "The student is not however, left to pick up these skills as best as he can, using his native language as the basis of all his thinking. Instead he is trained to build up skills in these areas step by step, capitalizing on his growing knowledge of the structure of the language until both reading and writing become for him not exercises in transposition from one language to another but activities to be conducted entirely in the foreign language." (Rivers 45)

Student motivation in audio-lingual classes is, on the whole high. Students enjoy learning to use a language from the very first day of their introduction to it. Like the direct method, audio lingualism tries to develop target language skills without reference to the mother tongue. Brooks (1960) for example regards a co-ordinate command of the second language as the ideal outcome of language learning (64).

In the audio-lingual method the learning process is viewed as one of habituation and conditioning without the intervention of any intellectual analysis. Followers and supports of Audio-lingual method were influenced by B.F. Skinner's 'Operant Conditioning' theories. For them the linguistic behavior of the child can change, as does its social behavior through the

process of habit forming. The kind of thinking introduced mimicry, memorization and pattern drill into foreign language teaching. Audio-lingual techniques, therefore, appeared to offer the possibility of language learning without requiring a strong academic background and inclination. Thus language learning seemed to be within the scope of the ordinary learner.

Major contributions of audio-lingualism to language teaching are:

- (1) It was among the first theories to recommend the development of a language teaching theory derived from linguistic and psychological principles.
- (2) It tries to make language learning accessible to large groups of ordinary learners.
- (3) It led to the development of simple techniques, without translation of varied, graded and intensive practice of the specific features of the language.
- (4) It developed the separation of the language skills into a pedagogical device. (Stern 465-66)

Still the method failed. In the early 1960's audio lingualism had raised hopes of ushering in a golden age of language learning. But by the end of the decade it became the whipping boy for all that was wrong with language teaching. In the first place the importance given to achieve oral accuracy has only prompted many linguists to question the very necessity of a teacher. Albert Valdman has criticized the exaggerated emphasis on oral drilling in Audio-Lingual Method (Valdman 30). The second objection to Audio Lingual Method is that the techniques of memorization and drilling can be tedious and boring. Only an imaginative teacher can minimize this.

Thus the teacher should be inventive and resourceful if the audio-lingual method is to be successful. The teacher should be able enough to prepare the teaching materials, which will interest the students and motivate them. He should be able to innovate new ways of presenting the materials to keep aloof boredom. This implies that the service of well-trained and well-equipped teachers is very essential for the successful implementation of audio-lingual method.

In our part of the country, in the absence of well-trained teachers and other facilities needed for implementation of audio-lingual method,

successful practice of the method in our schools and colleges is not still within our reach.

The audio-lingual method gives stress to oral accuracy and lays emphasis on oral drilling. For the success of this method the service of well-trained resourceful teachers is very essential. In Kerala up to high schools those who have not got any training in the phonetics and phonology of English are forced to handle English Language. Further language laboratories are not established in schools; even the condition of the colleges is also not different. In such a situation one cannot expect the successful implementation of the audio-lingual method in our part of the country.

The Structural Approach

In the later half of the 20th century extensive research was conducted on English Language Teaching as a foreign language at the University of London, Institute of Education. This caused the emergence of the structural approach, which is in many ways, an improvement upon the direct method. However the basic principles and techniques of the structural approach and the direct method are essentially the same.

The exponents of the structural approach consider that language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary. In this approach structures are carefully graded in terms of both meaning and form. They are so graded that each structure follows naturally from the one immediately proceeding or can be built upon structures already learnt. The structures are learnt through drill based on substitution table technique or oral work.

The strength of this approach lies in (a) the selection and grading of most important items (structures and vocabulary), (b) arranging the teaching items in the order of teaching, (c) emphasizing the pupils' activity rather than the activity of the teacher. Thus the structural approach combines within the important features of oral method, the direct method and the structural approach.

Basic features of the structural approach are:

- (1) The sentence is taken as a teaching unit.
- (2) The structures are selected and graded
- (3) The selected material is presented through aural-oral technique

- (4) Intensive drilling and pattern practice
- (5) The structures are taught through situation.

The selection of structures depends on the capacity of the teacher and availability of equipment. However, the age of the learner, his ability and the time available for teaching are the important factors, which guide the selection and grading of the structures. Selection of structure is done on four principles - usefulness, productivity, simplicity and teachability. The principle of usefulness suggests teaching of those structures, which occur more frequently in real life situations. Structural approach distinguishes two types of structures: productive and non-productive structures. Productive structures are those with which other structures can be built. Naturally productive structures are given more importance since the mastery of such structures enable students to construct other structures on similar lines by themselves. The form and meaning of the structure decide its simplicity and some structures can be taught easily through demonstration.

In India the structural approach made its appearance in 1952 along with the Madras Syllabus of that year which was based on the ideas

developed at the London Institute of Education. It was popularized by the wide publicity given by the English teaching specialists of the British Council and the English language teaching institutes in India.

In 1957 the All India Seminar held at Nagpur very strongly supported the structural approach and recommended it for use in schools. The approach had been widely used in many states of India for more than two decades. Experts in the field produced classroom material and syllabus designing was based on this approach. Most of the teaching learning programmes were being carried out and are still carried on through the structural situational method. Secondary school teachers are still being trained through short term courses conducted by State Institution of Education Research and Training to teach English as a second language on the assumption of this approach. But the result have been far from satisfactory, the main reason being the lack of competent and well equipped teachers.

The Student Activated Multi-skilled Approach as Advocated by the CIEFL, Hyderabad

The traditional methodology backed the three important points, which a methodologist considers to be the most important. A method should have clear objective, should describe and analyse the means by which the objectives can be achieved and should involve an operational place. The traditional teachers taught in total disregard of the receptive capacity of the learner. Because of this the teachers did make any conscious and systematic effort to place and organise the lessons before entering the class. However, methodologists at the CIEFL, Hyderabad, realized the futility of the traditional methodology in teaching English to students of higher classes. Basically language is a form of activity and one learns a language through activity. One learns to speak by speaking and to write by writing; there is no short cut to language learning. The practice must be meaningful, interesting and useful to the students in real life situations. Therefore a teacher of English will have to be an initiator, sustainer, coordinator and guide for a student engaged in language learning activity.

Such thinking encouraged the CIEFL to propagate a method based on student activity.

Hence the CIEFL advocate a 'multi-skill' approach i.e., an approach to speaking, writing, reading and listening. In the changed situation Indian students should give high priority to developing their reading skills and the 'multi-skill' approach places high premium on reading. This priority is the result of the belief that in India English is needed primarily as a 'library language'. The report of the Second Study Group (1971) envisages that the widespread use of English in India will mainly be as a library language with the premium on reading than on expression. This shift in the status of English in India will affect the teaching materials. Courses in English will then serve to help the students achieve competence in areas of language relevant to their specialities (29). Therefore the 'multi-skill' approach of the CIEFL will help the students to cultivate the habit of independent reading.

Discussion and language exercise should follow reading activity. In oral exercises phonetic accuracy could be neglected but comprehension, correctness and appropriateness should be emphasized. The details of the reading material will have to be explained by the teacher in simple English

beforehand. This will help the students to formulate the answer to the question put to them. It will be easy for the students to put in working what they already know. This will improve their comprehension.

'Language practice' and directed 'oral activity' is not possible in a typical English class where the number of the students sometimes is about 100. The CIEFL method suggests that the larger class need not be a hindrance to 'language practice' and 'oral activity'. One of the essentials of good methodology is the acceptance of actual conditions and adjustment of the method to these conditions.

The three significant aspects of ELT methodology, which the CIEFL advocates, are: (Das 1974)

1) The Organization of Teaching Materials:

The teaching material should be prepared. The language used should be well controlled in terms of the entry level and the terminal proficiency level of the students. The cultural content of the text should be familiar to the students so that they can understand and appreciate the matter they study. The teaching material should be lively and they should be lucidly presented.

2) The Teacher's Presentation:

The teacher should motivate the student to take up the reading activity. The teacher should find a way to encourage the students to read the texts voluntarily and find out what the text contains. A certain amount of curiosity has to be aroused and some sort of suspense has to be created. The teacher can, for instance, write up some 'motivating questions' on the blackboard. Such 'before questions' and suggestions by the teacher will draw the attention of the students to certain facts well in advance. This will make the reading activity more purposive. The teacher may ask a student to read a few lines, explain the difficult vocabulary and then ask them comprehension questions. These 'after questions' will enthuse the students to read again the lines they have just read to find out the answers to the questions. Before the commencement of the class the teacher should see that all the 'blocks' that hamper the student's understanding of the text be removed. These 'blocks' may be new words, difficult syntax, allusions, references and so on.

3) Exercise by the Students:

The ELT methodologists of CIEFL find that the initial presentation by the teacher is only the first phase. To get a better result, the students must be given adequate practice exercise. The exercises may be of different types, such as comprehension exercises, oral discussions after reading activity exercises or grammar and written work. In short the ELT methodology advocated by the CIEFL is 'learner centred' at all stages of teaching and therefore if properly handled the teaching techniques introduced in the method will certainly produce maximum desired results (24-34).

To conclude, the Student Activated Multi-Skilled Approach of the CIEFL lays a lot of stress on the reading skill. Experts at the CIEFL have realized that English will be needed only as a library language for most of the learners. The 'multi-skilled' activity of this method places too much importance on reading because attentive silent reading with comprehension is expected of a student now all over India. The recent development in the field of language teaching emphasizes the communicative ability of the learner. Hence, the latest approach, the 'Communicative Approach' needs to be analysed in detail.

Communicative Approach

In recent years, communicative language teaching has become popular as a method of teaching second/foreign language although it covers a variety of developments in the field, especially in respect of syllabus design and methodology of teaching. Moreover, as David Wilkins (1976) points out, "we do not know how to establish the communicative proficiency of the learner"(82). Wilkins however expresses the hope that "While some people are experimenting with the notional syllabus as such, others should be attempting to develop the new testing techniques that should accompany it"(82). An attempt has been made here to outline some of the basic postulates of the CA to language teaching.

The origin of Communicative Language Teaching relates to the changes in the British language teaching tradition from the late 1960s. The real impetus for the CA came from the changing educational reality in Europe. With the emergence of many independent European countries, there arose the need to teach people the major languages of the member countries of the European Common Market. Education became one of the major activities of the Council of Europe. It encouraged conferences on

language teaching and publications of books and monographs, which emphasized the need to develop alternative methods of language teaching-methods, which were different from the methods like the Audio-lingual and the Situational. The CA, to language teaching, has since then become popular or at least in vogue in many countries of the world.

The CA draws inspiration from current ideas about language, particularly about language as a social tool. Therefore CLT is organized on the basis of certain communicational functions like apologizing, describing, inviting, promising etc. An ESL learner should be familiar with these functions. Scholars like Halliday (1969, 1973, 1978) Austin (1962) Searle (1969) and others have also made major contributions to its theoretical underpinnings. It was Hymes (1971) whose work crystallized the approach. The CA is rooted in a theory of language as communication and the goal of language teaching is to develop what Hymes calls 'Communicative Competence'. He suggests that linguistic theory should be seen as part of a more general theory incorporating communication and culture.

Communicative Language Teaching does not ignore the role of grammar in the process of language learning, but it insists that the

grammatical rules are useless unless they are applied to real life situations. Hymes maintains that grammatical competence is not a sufficient basis for communication. There must be a shift of emphasis from usage to that of use of the language. CLT lays emphasis on functional, communicative and social interactive activities. Communicative competence entails the knowledge of how to use language appropriately in given situations in given cultural contexts in order to achieve the desired objectives. To make language learning practical and realistic in the language classes it is essential to create social and real life like situations. Therefore creating and interpreting everyday situations in the language class should be the important strategy of teaching English as a second language. This is evident from what Little wood (1980) has to say "Foreign language learners need opportunities to develop the skills by being exposed to situations... the learners need to acquire not only repertoire of linguistic items, but repertoire of strategies for using them in concrete situations" (4) CLT also lays emphasis on the semantic aspects of the language.

Advocates of CLT over the years tried to educate communicative approach to teaching English in their own ways. Amongst scholars who

provided theoretical base to the CA, Halliday and Widdowson deserves special mention. Spelling out his functional accounts of language use Halliday (1947) remarks "linguistics is concerned with the description of speech acts or texts. Since only through the study of language in use are all the functions of language and therefore all components of meaning brought into focus"(145). Henry Widdowson's book, *Teaching Language as Communication* (1978) has dealt with the scholarship between linguistic systems and their communication values in text and discourse. Harris was, of course, amongst the first scholars to view at language in terms of the combination or interconnection of sentences. "Language", he held, "does not occur in stray words or sentences but in connected discourse in purely formal terms as a series of connected sentences"(155). Scholars like Labov (1969) relate the use of language form to social actions.

Commands and refusals are actions; declarations, interrogations, and imperatives are linguistic categories- things that are said rather than things that are done. The rules we need will show how things are done with words and how one interprets these inferences as actions. In other

words relating what is done to what is said and what is said to what is done. One must take into account such sociological non-linguist categories as rules, rights and obligations (Labov 54-55).

Experts in the area of philosophy of language like Austin have specified the conditions attended upon as act of promising, advising, warning, greeting, congratulating and so on. But probably the most important work in the field of communication as Widdowson has done is discourse. He has made a useful distinction between 'signification' and 'value', between 'text & discourse' and between usage and use.

Communicative competence thus rests in a set of composite skills. Emphasizing the communicative aspect of language learning Cande and Swain (1980) have observed. "Communicative competence is composed minimally of grammatical competence, socio-linguistic competence, communicative strategies or what we will refer to as strategic competence. There is no strong theoretical or empirical motivation for the view that grammatical competence is more or less crucial to successful communication than is socio-linguistic competence or strategic competence"(21). The

primary goal of a communicative approach must be to facilitate the integration of these types of knowledge for the learner, on outcome that is likely to result from over emphasis on one form of competence over the others throughout a second language programme. Cande and Swain (27).

Some great proponents of CLT viewed learning a second language as acquiring the linguistic means to perform different kinds of functions. From the existing literature of CLT Richards and Rodgers (1995) glean the following as the main characteristics of the communicative approach.

- (i) Language is a system for the expression of meaning
- (ii) The primary function of language is for interaction and communication.
- (iii) The structure of language reflects its functional and communicative uses.
- (iv) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as in discourse (Richards and Rodgers 71).

Communicative language teaching like any other kind of language teaching, should be geared to the objectives of the cause and the learner's needs Piepho (1985 8) has discussed the following levels of objectives in a communicative approach:

1. Integration and content level (language as a means of expression)
2. Linguistic and instrument level (language as a semiotic system)
3. Affection level of interpersonal relationships (language as a means of expressing value judgements.
4. Level of individual learning needs (remedial learning)
5. Level of general extra linguistic needs.

However these are general objectives applicable to any leading situation. Instructional objectives for a communicative language-teaching course should reflect specific aspects of communication competence according to the learner's proficiency level and communication needs. It is the teacher's responsibility to determine and respond to the learner's language needs. This may be done informally or through a formal

assessment of the learner's motivation for studying the language. D.A Wilkins (1972) was the first to analyse communication meanings that a learner needs to understand and express. He proposed a need: - based, functional or communication definition of language that could serve as a basis for developing communication syllabuses for language teaching. He described two types of meaning: notional categories (concepts such as sequence, quality, location, frequency) and categories of communicative function (request, demand, offers, complaint). Wilkins later developed these ideas into a book called *Notional Syllabuses* (1976), which had a significant impact on the development of what came to be popularly known as communicative language teaching.

There is, however, a considerable amount of fluidity and eclecticism in theorising about and practising the CA to language teaching. Within the parameters of its basic principles, it means different things to different people depending upon their predilection and experience. According to Littlewood, for example, one of the most important characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language. What is essential in the various approaches is an

interaction or transaction of some kind. Where one person has an intention and the other reacts to it. Howatt distinguishes between a strong and weak version of CLT

There is in a sense a 'strong' version of the Communicative Approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically attempt to integrate such activities into a wider programme of language teaching ... The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails using English to learn it. (279)

Interactive model of language teaching is one of the most significant parts of CA. It requires communicative teaching material and motivated language teaching. How interaction is achieved in a formal situation is a matter of class- room technique. The teacher is the initiator of the activities and he creates situations that prompt communication between and among the students. Therefore it requires imaginative planning on the part of the teacher. Through interaction, students can increase their language store as they listen or read authentic linguistic material. Interaction takes place not only between the teacher and the students, between students and among students, but also between the learners and the linguistic environment

Another characteristic of CA is the use of authentic materials. Authentic materials need not be difficult materials. These should be on topics the students come across in everyday life situation. Therefore selection of authentic materials should be done carefully so that they motivate the students. CA lays emphasis on the participation of students and on the significance of their need. It recognises the link between the language forms and functional meanings. In this approach the learner is placed in real life or life like situations. The strategies that the CA makes use

of for teaching are important and interesting. (Use of authentic materials, group work, language games, role-playing etc.) This approach seems interesting and it will be able to induce learning in the minds of the students. Therefore it has been selected as one of the methods for our developmental projects.

Drawbacks of the Communicative Approach

Like any other method CLT is also not without drawbacks. Some of them are as follows (1) CLT makes great demand on professional training. Previously the teacher needed expertise in translation, giving explanations, defining, exemplifying, assessing, and maintaining class discipline and so on. In CLT, over and above these pedagogic techniques, the teacher needs organisational abilities and managerial qualities. His role in the classroom range from that of a controller to an organiser, a manager, a supervisor, an assessor and sometimes a participant in language activities. Without professional training, it is very difficult to conduct a communicative class. (2) CLT also makes great demands on the teachers' language proficiency. The teacher must be fluent speaker of the target language because language learning takes place not only from the text activities, but also from the wide

spectrum of language used by the teacher in the course of organising and managing those activities. Thus such teacher-performance like instructing, directing, explaining, describing praising, encouraging, asking for information etc. provide extra language exposure outside the language of the textbook for many learners. (3) CLT does not offer the teacher the security of a textbook. In the more traditional approach it is sufficient for the teacher to follow the prescriptions laid down in the textbook. CLT, however, requires the teacher to be inventive and creative. (4) IT is more difficult to evaluate students' performance in a communicative class than in the previous approaches. (5) Moreover CLT calls for changes in the attitude of the teacher. The teacher must be willing to participate in the activities, must be encouraging, must have a tolerant response to errors, must give a lot of freedom to the students to express themselves. In other words, the classroom environment must be more democratic than the previous classroom.

Yet more and more experts in the field of ELT are turning to CLT as an effective instrument of improving language proficiency all over the world. It has stimulated fresh thinking on current ELT strategies in India as

well. The language cell of the NCERT in collaboration with CIEFL is making earnest efforts to incorporate CLT into its teacher training programmes and material production. Recently in our country a lot of changes have been made and is still making in the syllabus of English language for higher classes keeping in mind the urgency to improve the communicative skill of the learners. CBSE syllabus for high school and higher secondary classes has already made enough changes in this direction. But in our teaching environment nobody can be sure of attaining any remarkable achievement through CA.

For those teachers who are willing to experiment, modify and make changes, CLT can be very challenging and rewarding. "If the teacher is able to see himself as a learner in the educational system, then he will develop along with the students because he will require expertise, both linguistic and professional, to develop communicative competence in the learners" (Mullick, Ghosh 51).

Bilingual Method

The initiation of Bilingual Method into the teaching of second language has opened new vistas of knowledge and possibilities in regard to the use of L₁ in foreign language teaching. (Mukalel 85) The history of second/foreign language teaching methodology has almost always seen extreme approaches either in the form of GTM or DM. The extremities lay in two aspects.

- 1) Emphasis of the language skills in the teaching of a foreign language, and
- 2) The role of the MT in the teaching a foreign language.

In the GTM L₁ is almost substituted in the classroom in the teaching of L₂, whereas in DM L₁ is completely discarded in the classroom in the teaching of L₂. "The initiation of BM is, thus, the answer to a far reaching cry to restore the dignity and potentiality of the learner's mother tongue which was totally ignored and neglected in the Direct Method and in the structural approach" (86).

The origin of BM goes back to Prof. Dodson of the North Wales University who made use of Welsh in the teaching of English and other foreign languages with a view to discovering the efficacy of systematically and judiciously using the L₁ in the teaching of an L₂. The assumption most fundamental to BM is that MT of the learner is the most potential resource at his disposal in the learning of a language and instead of shutting the door upon MT, the resource should be systematically employed in the teaching of a FL. Dodson has discovered certain basic requirements for the success of any method. They are as follows: (1) The method must be simple. (2) It must strike a balance between the spoken and the written word. (3) It must overcome the conflict between accuracy and fluency. (4) Some ways must be found for increasing the rate and amount of learning, which takes place in the classroom. (5) Testing and constant revision must be part of the method used. (6) A new method must give the teacher the assurance that the pupil will say exactly what he wants him to say. (7) It is essential to find out whether the linguistic habits, which the child has already acquired by learning his MT, have any positive influence on the pupil's ability to assimilate a new language. (8) A new method must offer a new approach to

the application of translation work without destroying the pupil's fluency.

(9) The method must give the teacher an opportunity to promote inter-communication between himself and the individual pupil. (10) The method must be sufficiently flexible to cope with various classroom conditions and the pupil's specific and general abilities. (11) The method must ensure that the pupil is given the opportunity of having a large number of contacts with the target language than he receives with the present method (10-11).

The main principle of BM which satisfy the above mentioned criteria are: controlled use of the students' MT, the introduction of reading and writing easily in the course of language learning and integration of writing and reading skills.

After experimenting with different kinds of stimuli, Dodson, on the basis of his research concluded that the following conditions were the most effective ones:

- (1) FL spoken stimulus
- (2) MT equivalent for the acquisition of sentence meaning
- (3) Picture and other visual aid for the retention of sentence meaning

- (4) Availability of FL printed word for improved imitation performance.

Dodson vehemently attacks DM, which not only ignores but also attempts to annihilate MT in teaching a foreign language. In this context he observes

It is one of the tragedies at present being enacted in some emergent countries where a major world language is being taught as a second language to young children by DM, that if this type of teaching were successful which by all account it is not, the vernacular would disappear within a few generations. It is only possible to teach a second language by direct method technique at the expense of the first language, and it is sheer hypocrisy to claim that the final aim of such teaching philosophies is bilingualism. Every aspect of direct method teaching is directed towards keeping the two languages as far apart as possible thus destroying the bridge which the learner must continuously cross to and fro, if he wishes to be truly bilingual (40)

Imitation, Interpretation, Substitution and Extension and Independent production of sentences are the four important steps involved in the BM. In the first step students learn a small range of basic structures through imitation. In the second step interpretation helps the students to identify the 'sound' and 'meaning.' This helps them to switch over from one language to another rapidly. In the third step students learn to construct their own sentences similar to the structures they have already learned and thus their field of activity widens. Step four puts the students into a creative process i.e. the students are encouraged to write their own sentences with new structures.

The Bilingual Method is not an independent new method with new concepts and models. It is in fact, a happy synthesis of the best principles and features present in other methods. It has modified the principles of other methods to overcome the objectives and criticisms and to suit the objectives of second language learning today. Carrol expresses this idea through the following words. "But then, in these highly advanced times it could hardly be expected that a new method would represent anything more than a new combination of procedures "(177).

The fundamental characteristic of BM is its attitude towards the learner's mother tongue. In it we find a legitimate revival of the nobility of MT and its role in foreign language teaching. The first language is the child's basic asset, for the child the first language is behaviour, communication, achievement and fulfilment. The child cannot be thought of or defined as a growing and maturing personality apart from the first language he has acquired. The first language is intimately connected with the child's biological, psychological and social fulfilment. Unlike a foreign language, which the child learns later, the development of the first language is linked directly to every phase of the child's psycho sociological developments. It is such a resource as part of the child's built in personality that almost all foreign language-teaching trends of the structuralist school have been keeping out of the classroom. In keeping out the first language, we have deprived the L₂ learner of a large bulk of his dynamism and made him artificially silent when his very personality surges with enthusiasm to know and speak in a language, which is all part of him. Yet we cannot go so far as GTM is permitting the L₂ employ the L₁ with all the satisfaction that might be derived out of it. "Bilingual method with all the methodological

precautions permits the teacher bring the harnessed horse of the mother tongue into the classroom with a view to utilize this powerful resource in the teaching of the foreign language" (Mukalal 88).

Advantages of Bilingual Method

When the powerful resource of the mother tongue is systematically employed in the teaching of English, unfailingly the following advantages will be derived in the English language teaching class: (1) Much of the laboursome activities of the teacher in introducing a language item will be eliminated by systematically replacing the activities with the learner's MT. (2) The most complex and activity-oriented class in DM and the linguistically indirect comprehension procedures for the learners are simplified by BM by means of judicious use of MT. In GTM, the burden is on the pupils by way of translation, memorising and written question-answering; by contrast, in DM the burden is on the teacher by way of initiating classroom activities and introducing language items through situational factors. BM attempts to strike a medium in terms of distribution of work between the teacher and pupils. (3) A class in GTM does not call for much resourcefulness on the part of the teacher; a class in DM calls for great

initiative ness and resourcefulness on the part of the teacher. Between these two extremes an average teacher (as is mostly the case in present day classroom) can very well manage a class in BM, if he is conversant with the aspects of the method. (4) The sounds of MT and the words with which the learner is intimately conversant provide a congenial atmosphere in a second/foreign language classroom; the very mention of an equivalent in MT in an English class brightens up the young faces in contrast to the labour, a helpless teacher undertakes to bring home the same idea through activities and illustrations in English. (5) BM gives equal stress on all the four skills unlike other methods of second/foreign language teaching. (6) It strikes a balance between *fluency* and *accuracy*. GTM provides accuracy in whatever work it does such as the knowledge of formal grammar, ability and accuracy in written language, and DM is said to provide fluency in spoken language at the cost of accuracy. BM is expected to achieve both fluency and accuracy in language learning. (7) BM provides ample time for practice because the time usually taken up in a DM class for presenting some material is cut short to the minimum by the introduction of MT. (8) BM leaves enough scope for the growth of the child's imaginative and creative

aptitude by not spoon-feeding the child with everything. All these can be achieved through a systematic and controlled utilization of MT while learning a second/foreign language.

In spite of all these advantages, critics of BM put forward their arguments against it. The main argument against BM /BA is that a language should be taught in the target language itself. Their arguments holds good in the case of students who have gained a firm control of the basic structures in the earlier stages of language learning. They will follow quite easily discussions about the structures in the foreign language. Their accurate knowledge of the recurring features will help them in their study. But we are not concerned with such students; our area of interest is to students who actually need the help of MT in their SLA.

These are the very students who will have difficulty in following abstract explanations in the foreign language. A short elucidation of a grammatical point in the native language will help these students much more than a prolonged attempt to explain and re explain in the foreign language and will leave more time for practice of the

feature under discussion. Hence with a homogeneous group of gifted students who already have an understanding of fundamental structural relations, discussions of the structural system in the foreign language is an appropriate technique; for students who are finding the language study difficult, explanation in the native language which are brief, coherent, and to the point, followed by active practice of the features under discussion, are more effective. (Rivers 86)

Another point against BM is that one cannot expect the students' fluency in the target language, unless they are provided with enough exposure to the language. In our present educational system, chance to provide the learners with enough exposure to the target language is very delicate. Whatever is the shift in problems that we face or the shift in politics, the integrity of a modern language like English calls for an integrated approach to the language, in terms of fluency and accuracy as well as of the basic skills of the language. BM, by relating the L₁ to the teaching of L₂ as the principal aid, is aimed at saving considerable time and

thereby channelling the resources and using the time available for an integrated teaching of the language skills as well as for achieving fluency and accuracy in the use of FL.

Simplicity of Bilingual Method

Perhaps the most attractive characteristic of BM is its essential simplicity in terms of the teaching technique. GTM is too simple for the teacher at the risk of actual language learning; DM lays great burden on the teacher as the method has complex organisation of teaching techniques. But simplicity in teaching techniques is ever more recommended in the present day teaching practice. Simplicity of teaching method is required due to a variety of reasons like: (1) No language teaching method can take as the norm, the ideal teacher, as few ideal teachers are to be found in actual classrooms. The methodological recommendations made, should be within the ability range of the average teacher, as average teacher crowds the foreign language scene. In the Indian schools though quite recently the authorities have recommended the appointment of graduates and post-graduates in English language for teaching English at the school level. Still it remains only in paper. This situation in ELT in Kerala stresses the need to adhere to a

bilingual / integrated approach for teaching English as a second language.

(2) Too complex language teaching methods will create learning problems, especially for the average and below average learner. The learner is to be kept in mind in developing foreign language teaching methods. Any method, which makes the learning process complex, cannot be recommended for the classroom. (3) Again simplicity of method is required so that the method will be applicable in a variety of language teaching backgrounds.

Simplicity of teaching method would yield the following benefits: A simple language teaching method avoids undue stress in any particular aspect of learning. Any such undue stress would result in neglect of several important aspects of learning. Method concentrating on speech would pay better or no attention on the development of the reading and writing skills. A simple language teaching method, again, would keep the learner fully at the centre and all work would revolve around him. Simplicity of method, therefore, consists in organising classroom experiences in such a way as to achieve maximum benefits by means of minimum techniques.

As a result, any simple method will be functionally feasible in the hands of any average teacher. The ultimate aim of Methodist is to lay down the most practical guidelines for the teacher to follow in order to make language teaching most effective. The fundamental simplicity of the BM is made possible by the judicious use of L₁. Owing to the strictly controlled use of L₁, so much time is saved and effort is so lessened that these precious resources can be channelled to the working of the four skills. The greatest simplicity of the method lies in the presentation of a structure or a set of vocabulary items, where instead of the most complex demonstrative and illustrative techniques, merely the equivalent of MT is flashed across with simple reactions on the faces of the pupils which makes sure that the meaning has gone home much faster than even the teachers' expectation through a word which is already a part of the pupils' language experience.

In the Indian context and against the background of the Indian languages, BM is gaining greater acceptability and relevance. The argument is that a strict adherence to English language alone in the classroom is no longer possible in the present day Indian context where the ideal English teacher is far from reality. Whether BM is the answer to the problem of

English teaching is highly controversial. The principal reason for this being the average teacher's high rate tendency to pull back fully and unscrupulously on to MT as is the case today. Perhaps, BM in such circumstances would only be a licence for the full-fledged use of L₁ and subsequently falling back again on to the grammar translation way of teaching English. If kept within the recommended guideline, Bilingual approach will certainly prove effective, provided the English atmosphere required in the classroom, is fully maintained.

Bilingual Approach was experimented by many researchers in our country. The main centre of experiments in India was the Central Institute of English, Hyderabad. H.N.L Sastri, Mr.R.V.S Murthi and Smt.Nalini Nagarguna in Kannada, Telugu, and Tamil medium schools conducted the experiments. All the three experiments concluded that BM is well suited for classroom teaching and learning in India. Till today no body has conducted any research on that line in Kerala. Though Kerala enjoys the highest literacy rate, (data in support of this have already been given in table 1, 2 & 3) the standard of English of the entrants to higher classes is very poor. Hence an Integrated Approach/ Bilingual Approach will be very effective to develop

the four basic skills in the learners. The following three chapters are set apart to deal in detail bilingual approach to ESL through an empirical analysis and to find out its favourable effects in the Kerala context. Considering the educational backwardness of the learners, such a study will be of great relevance in the present context.

FIELD METHODS: ANALYSIS AND EVALUATION

Saroja Kumari K.R. "Bilingual approach to esl: Its positive aspects" Thesis.
Department of English , University of Calicut, 2002

CHAPTER III
FIELD METHODS:
ANALYSIS AND EVALUATION

FIELD METHODS: ANALYSIS AND EVALUATION

A three level empirical study has been made to establish the desirability of following a Bilingual Approach to ESL. The first stage of study aims at analysing the nature of language instruction at high school level since it is the foundation of all types of instructions in all the curricular areas or subjects for higher studies and also because such a study would be of help to rate the level of understanding of the English language of the entrants to higher studies. This in turn would help the researcher to formulate a viable method in teaching English language in the higher secondary and under graduate classes. This primary survey is administrated mainly through the analysis of the response sheets collected from teachers and students of the high schools of Kerala state syllabus. The second and third levels of investigation constitute the main or follow up survey. The second level of investigation has been made among the students and teachers of the higher secondary schools of Kerala State Board. It has been performed with the help of questionnaires, class observations and

interviews with students and teachers. The third level of study is centred on the colleges of Kerala with the help of questionnaires supported by interviews with the students and teachers

Assumptions

The three level survey, it is hoped, would either corroborate or invalidate the following assumptions:

- (i) The teachers use the mother tongue judiciously at the higher secondary and undergraduate classes to teach English as a second language.
- (ii) The teachers find the general standard of proficiency of learners very low. So the mother tongue has to be used while teaching English.
- (iii) The controlled and systematic use of Malayalam would make the teaching/learning of English easy, quick and effective.

Objectives of the Survey

- (1) The outcome of the fieldwork shall be authentic and reliable.
- (2) The initial survey would throw light on the existing standard of English of the entrants to higher education.

- (3) The insight from the preliminary surveys might bring forth the importance and inevitability of bilingual approach for the teaching of English at higher secondary and undergraduate levels in Kerala.
- (4) The preliminary survey might also lead to a follow up programme at the Higher Secondary as well as at the undergraduate levels.
- (5) The findings of the surveys might prove that controlled use of MT is helpful in teaching /learning English.

Variables Covered

Questionnaires are prepared on the basis of a tentative analysis of the main variables actively present in the teaching process. Essential variables relating to the 'What' and 'How' of the teaching/learning process are seriously considered, while implementing the different techniques of the field study. These variables are categorized under two groups.

- (a) Variables acting outside the classroom such as the syllabuses, examination pattern, teacher participation, student background etc.

- (b) Variables functioning inside the classroom from motivation stage to review stage such as pupil motivation, teacher's affective stance while teaching and so on.

Preparation of Questionnaires

Three pairs of different questionnaires are designed for the students and teachers of high school, higher secondary and undergraduate levels (Model Questionnaires are entered in the text at the appropriate places and Model Response Sheets are appended as B, C, D, E, F and G). Each questionnaire is grouped into separate sections ranging from five to ten according to the nature and focus of the questions. Based on the nature and form, the questions are grouped as follows:

- (1) Structured questionnaires: made up of a set of concrete, definite, preordained items. Again such questions may be (a) closed (usually as checklist) (b) open ended (inviting free response). The closed questions serve to classify information, while the open ended ones help especially in explaining attitudes, hidden motivations, preferences and the like. Under closed type questions, care is taken for

the inclusion of questions having forced choice response alternatives, questions having a list of response alternatives and at the same time providing some space at the end of the list for the respondents to give them comments and suggestions or to include their own responses which are not included in the list of alternatives.

- (2) Non-structured questionnaires: These are made up of definite subject matter areas. Though such questions are used frequently while conducting interviews with the students and teachers, a few such questions are included in the questionnaire sheets. In short all the questionnaire sheets are prepared very carefully giving due respect to the views of C.V. Good "The validity of a questionnaire will depend mainly on the pertinence and consistency of the questions" (226).

Preliminary Survey

The fieldwork for the Preliminary Survey is planned as follows:

- (1) Selection of the informants on a representative basis.
- (2) Collection of data through questionnaires

- (3) Analysis of the response sheets collected from the students and teachers of different types of schools, which come under Kerala State Board.
- (4) Findings of the survey would stimulate the investigator to go forward with the follow-up survey.

Selection of the informants

Students and teachers from different types of schools like government schools, aided schools and unaided schools, which follow the syllabuses of the Kerala State Board are selected on a representative basis. Students of the X standard and teachers handling English language to them are chosen for the survey. The following table represents the details regarding the selection of the informants:

Table 5**Details regarding the informants from high school**

Name of the school	No: of teachers who received the questionnaire sheet	No: of teachers who responded	No: of students who received the questionnaire sheets	No: of students who responded
Govt high school poojapura TVM	5	4	10	10
A.M.H.S.S. Thirumala, TVM	5	3	10	8
Govt higher secondary school for boys, Kollam	5	4	10	6
Govt model higher secondary school for girls Haripad	5	5	10	8
Govt model higher secondary school for boys Mavelikara	5	4	10	8
Govt higher secondary school Tanur	5	4	10	9
Govt model higher secondary school for girls Thrissur	5	3	10	7
C.B.K.M.H.S.S Puthuppariyaram Palghat	5	5	10	10
G.M.H.S.S Calicut university campus Thenjipalam	5	4	10	7
G.V.H.S.S Ambalavayal Vayanad	5	4	10	7
Total	50	40	100	80

The table, given above shows that the composition of the sample of 50 teachers and 100 students is a fairly representative one. Students from Malayalam and English medium classes are selected for the study. Teachers are selected from the same schools. Since the main objective of the preliminary survey is to locate the level of understanding of English language of the entrants to higher studies questions are framed accordingly.

A MODEL QUESTIONNAIRE TO TEACHERS OF HIGH SCHOOL

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

(You may write your name if you like)

1. Serial No. :
2. Name of the School :
3. Teaching experience :
4. Qualification :
5. Mother tongue :
6. Other languages you know o :
 - a) Speak
 - b) Read
 - c) Write
7. Are you a graduate in English? :
8. If not, in which discipline have you :
graduated?
9. Are you a post-graduate? :
10. If yes in which discipline have taken :
you post-graduate degree?
11. Have you undergone your B.Ed :
course in English?

12. If not, in which subject have you taken :
your B.Ed degree?
13. The classes you handle :
14. The strength of the classes you handle :
15. Do you handle English medium :
classes?
16. The students in your classes are :
 - a) Very good in English
 - b) Quite good in English
 - c) Average in English
 - d) Not at all good in English
17. Do you teach English to a :
heterogeneous group?
18. If yes, are they of different :
 - a) Social background
 - b) Culture
 - c) Language background

19. Students ability to acquire English :
language

How many are?

a) poor

b) below average

c) Average

d) Above average

20. How well are your students able to understand you when you speak to them in English in the following situations?

Situation		Very well	Moderately well	Not very well	Not at all understand
a)	Teaching Lessons				
b)	Informal talk				
c)	Out of the Class				

21. How well are your students able to speak in English in the following situations?

Situation		Very well	Moderately well	Not very well	Not at all understand
a)	Formal class				
b)	Talking among friends				
c)	In response to a question				

22. How do you help students who :
know the answer but cannot
express in English?

- a) You allow/him/her express in :
his/ her mother tongue.
- b) You give guidance in the :
mother tongue and make
him/her express in English.

- c) You give him/her guidance in :
English and make him/her
respond in English
23. Do you get satisfactory response :
from the students when you
follow the above methods?
24. Of the above which method gives :
the most satisfactory response?
25. What are the specific areas of :
difficulty for your students?(Please
a tick mark against the one you
consider important.)
- a) Pronunciation
 - b) Content
 - c) Vocabulary
 - d) Grammar
 - e) Any other
26. Which part of the syllabus needs :
careful teaching?

- a) Prose
 - b) Poetry
 - c) Drama
 - d) Grammar and Usage
 - e) Writing part (composition work)
27. Do you think grammar teaching :
very essential for second language
teaching?
28. How do you teach grammar in :
your class ?
- a) by giving rules and then pattern
practice.
 - b) by giving examples and create a
situation for use
 - c) by explaining rules in the
mother tongue and examples in
English and then pattern
practice.

d) by comparing and contrasting
the syntactic patterns of mother
tongue and English.

e) Any other way

29. Of the above which do you :
consider effective and time
saving?
30. How many hours do you teach :
English per week?
31. Do you think the allotted hours :
enough to make the students
perfect in acquiring English
language?
32. What method/methods do you :
employ to teach English language?
33. Do you always try to teach English :
language in English alone?
34. Do the students understand you :
full when English is taught in
English alone?

35. Do you seek the help of your :
mother tongue while teaching
English?
36. How often do you use the mother
tongue in the class? (put a tick
mark)
- a) frequently
 - b) sometimes
 - c) Occasionally
 - d) when the students demand.
 - e) never
37. If you have to use the mother :
tongue sometimes it is because
- a) considering their standard,
certain things are to be
explained in their mother
tongue
 - b) Your students ask you explain
in the mother tongue.

- c) Every foreign language :
learning demands the use of
mother tongue.
38. Is the use of mother tongue helpful
in teaching?
Yes/No :
39. If yes, in which area? (put tick
mark against the needed ones).
- a) giving meaning
 - b) giving instructions
 - c) explaining difficult passages
 - d) explaining grammar rules
 - e) giving guidance for composition
work
 - f) while teaching prose, poetry,
drama etc.
40. How do students respond if you :
teach through bilingual method?

41. Do you think the controlled use of :
of mother tongue helps the
students especially the weak
students in the acquisition of
English language?
42. Do you find the use of mother :
tongue helpful to minimize the
duration of time used for teaching
English?
43. Do you find the use of mother :
tongue puts the students at ease
while learning English?
44. Add your comments on the :
application of bilingual method for
the teaching of English in the
Kerala context?

In any formal teaching/learning strategy teachers and students are equally important. Recently the focus has shifted from teaching to learning, in other words from teacher to student. Yet teacher's role cannot altogether be neglected. The teachers' personality, mastery of the subject, methods and

techniques used, his attitude to the learners etc are all matters of significance and relevance. "The modern language teacher, it goes without saying, must be up to the minute in his subject and alive to new developments. He must have all the qualities of a first class pavement artist" (Hall 53). It is true that a minister of all the talents was of course, never born. But "even the middling teacher can improve beyond recognition with a knowledge of technique" (53). Hence a teacher oriented view deserves due consideration in the present study. A model questionnaire is given below.

Section wise description of the Questionnaire

A questionnaire sheet comprising of 44 questions is developed for eliciting information from teachers. For the sake of convenience they are described and analysed under four section A, B, C and D.

Section A. The first twelve questions that come under Section A are to collect information concerning the informant's personal matters like educational qualification, teaching experience, mother tongue, knowledge in other languages and so on.

Section B. Questions from 13 to 21 aim at bringing to light the nature of the class and the ability of the students they handle like the strength of the class, the medium of instruction, standard of English, performance of students etc.

Section C. This section constituting questions from 22 to 31 is aimed at eliciting information regarding matters like the methods and techniques used in teaching different areas of English language, students' response to it, the difficulties students face and the adequacy of the time allotted to teach English.

Section D. consisting of questions from 32 to 43 is of vital significance for the present study since they are aimed at rating the extent of the use of Malayalam while teaching English and to measure how far the use of it helps in the teaching/learning process.

The concluding query, question number 44, which is an open-ended question, is taken separately. It is meant to invite comments from the teachers on the application of bilingual method for the teaching of English as a second language.

Need for focus on students point of view

For the last few decades, all over the world, more importance has been given to student participation in the teaching/learning process. Recently, in India too there has been a growing realization of the importance of students and their needs, expectations, their problems and difficulties especially in learning English as a second language. Great educationalists of the present time have started thinking of implementing need-based courses and of improving English language learning for communicative purposes. Focus has shifted from teaching to learning and the student has become an important determinant in the teaching/learning activity. Learner oriented perspective of the teaching-learning situation "places the learner at the centre in the evaluation of all class room activities and demands that the teacher draws from the experience of learning rather than from outside theories of behavioural psychology (John 159). Student responses are of specific interest particularly in the present study on bilingual approach.

A MODEL QUESTIONNAIRE TO STUDENTS OF HIGH SCHOOL

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Serial No.
2. The Class he/she is studying :
3. Name of the School :

4.	Members of the Family	Educational Qualification	Occupation	Mother Tongue	Language Ability		
					Reading	Writing	Speaking
a)	Father						
b)	Mother						
c)	Brothers						
d)	Sisters						

5. How many languages do you :
know?
6. What is your mother tongue/first :
language
7. When did you start learning :
Malayalam systematically
8. At which standard did you start :
learning a second language?
9. Did you start learning English as :
your second language?
10. In which medium did you have :
your primary education?
11. In which medium do you have :
your high school education now?
12. If your medium of instruction is :
Malayalam do you find any
difficulty in learning English, your
second language?
13. Do you know whether the teachers :
who handled English in your

lower classes are graduates in English or not?

14. Are you teachers of English : graduates/post graduates in English language and literature?
15. Or Are they graduates/post : graduates in other discipline?
16. Have they taken their B.Ed Degree : in English?
17. Or have they taken their B.Ed in : other discipline?
18. Do you consider it as a reason for : your present standard in English?
19. How many hours do you have for : English learning in your School?
20. How many hours do you devote : for English study at home?
21. Do you read any other English : books other than your prescribed text?

22. Do you find it helpful to improve :
your language?
23. Do you speak in English to
- a) Your friends in the class :
 - b) Your friends outside :
 - c) Your teachers :
 - d) Your parents :
 - e) Your neighbours :
24. Do your teachers encourage you to :
speak in English?
25. Do they teach you English only in :
English?
26. Or do they use mother tongue /
Malayalam while explaining:
- a) New difficult words and
phrases :
 - b) Grammar rules :
 - c) Difficult passages of prose,
poetry etc. :

27. When they explain in Malayalam :
do you find it helpful in
understanding easily and quickly?
28. Do you find the controlled and :
systematic use of Malayalam
useful in learning easily and
quickly:-
- a) Prose :
- b) Poetry :
- c) Drama :
- d) Grammar :
29. If yes, when do you find it most :
effective and useful?
30. Do you get home work from your :
English teacher?
31. Are you able to do the home work :
without any body's help?
32. Do your parents help you? :

33. Why do you seek other's help? :

34. Do you find your English Classes

a) Very interesting

b) Not very interesting

c) boring

35. If you find them interesting give :
reasons

a)

b)

c)

d)

36. If you don't find them interesting :
why

a) because you find it difficult to
understand since the teacher
explains everything in English
alone

b) you don't find useful

c) because teacher doesn't explain
the difficult area in Malayalam.

37. If teacher uses Malayalam for :
explaining difficult areas does it
prove to be more effective and
easier to follow than otherwise.

38. Whose class will you prefer a :
teacher teaching English only
through English

Or a teacher teaching English
using both English and controlled
use of Malayalam i.e bilingual
method.

39. How do you think your classes :
could be made more interesting
(put No.1, 2, 3 according to
preference and importance)

a) If the teacher uses simple :
language

b) If the pace of teaching and his :
lecture is a bit slow

c) If the teacher uses black board :
more

- d) If the teacher uses mother :
tongue to explain difficult items
- e) If visual aids are used :
40. Do you consider bilingual :
method effective and useful in the
acquisition of English as a second
Language.
41. Add your suggestions if any :

Section wise description of Questionnaire to students of high school

The Questionnaire for students of high school comprising of 41 items is divided into seven separate sections ending with an open-ended query.

Section 1 covering questions from 1 to 12 is mainly intended to draw out information regarding the informants' personal matters like their family background (social, economic, cultural and educational) their language awareness, systematic learning of first and second language and the medium of instruction at different stages.

Section 2 with questions from 12 to 20 is intended to get more about the informants' learning strategies like the qualification of their English language teachers, time spent for learning English in and out of the classroom and so on.

Section 3 covering question from 21 to 24 is to see whether the learners try to improve reading and speaking ability.

Section 4 with questions from 25 to 29 is of special relevance to the present study since it focuses on the bilingual aspects of ELT. It assesses the use of the mother tongue while teaching English.

Section 5 with questions from 30 to 33 is to see whether the teachers try to improve the learners' English through home assignments and how far they seek the help of others to do their homework.

Sections 6 with items from 34 to 36 assesses the learners' interest in the English language and the reason for their interest and lack of interest in the English classes.

Section 7 with items from 37 to 40 is very crucial for the present study since they are intended to validate the use of Malayalam while teaching/learning

English and to know the extent of the use of MT while teaching/learning English.

Students' questionnaire ends with an open-ended question giving provision for their valuable suggestions to promote the teaching/learning of English as a second language.

Analysis of the Teachers' Response Sheets

As far as possible response sheets are analysed in tabular forms since such a dissection would give a quick and easy comprehension of the items treated in the questionnaire.

An examination of Section A reveals that out of 40 teachers who responded 25 teachers have a teaching experience of more than 25 years, 5 teachers have experience of 10 to 20 years and 3 have only below 5 years' experience. This indicates that teachers, who have responded, make a representative sample from fresh and energetic youngsters to the aged, well-experienced teachers.

The following table gives the tabular representation of the educational qualification of the high school teachers brought under survey.

Table 6**Information showing the quality of English Teachers of High School**

Teachers Educational Qualifications	Number	Percentage
Graduation in English	4	10
Graduation in other discipline	36	90
Post graduate degree	3	7.5
Post graduate degree in English	1	2.5
Post graduation in other discipline	2	5
B.Ed Degree in English	4	10
B.Ed Degree in other discipline	36	90

A mere glance at the table 6 reveals the status of teachers handling English language in high school classes. Out of the forty teachers who have responded, only 10% are graduates in English and have training in English language and 90% of them have graduation and training in other disciplines. One cannot expect teachers having graduation in other subjects to be competent enough to inculcate all language skills in their students and thus make them competent in English. "Ideally speaking, the English teacher is the midwife - he facilitates the birth of new knowledge or to change the

metaphor, like Moses, he leads to the Promised Land but does not actually enter it" (Gonzaloz 234). To improve the students' standard of English help and guidance of competent and well-equipped teachers are imperative.

Responses to the questions of section B portray the still deplorable classroom condition of the learners who are at the receiving end. Responses to Question number 14 show the unwieldy size of the classes, the teachers have to handle. "A class consisting of thirty or there about become unwieldy and no individual attention can be paid to students" (Varghese 23). The response indicates that in most of the cases the number exceeds even sixty. No substantial positive result can be expected in such situation.

Teachers' responses to question no: 15 indicate that most of them have to teach English to vernacular medium classes. Teaching English to vernacular medium classes poses a lot of problems to teachers and students. In such a situation teachers are compelled to seek the help of the mother tongue while teaching English. In some cases teachers are forced to make word-by-word translation into the mother tongue to make their teaching intelligible to the learners. The responses to the following few questions are mainly aimed at bringing forth the teachers' impression of students' ability

and knowledge in English language. Therefore the responses to question no: 16 are represented in tabular form.

Table 7

Teachers' opinion about the learners' knowledge in English

The students in the class are:	No. of respondents choosing each item	Percentage
Very good in English	2	5
Quite good in English	10	25
Average in English	15	37.5
Not at all good in English	13	32.5

The tabular representation reveals that the standard of English of the students of X standard of Kerala state schools is quite disheartening. Those who choose item no: 1, i.e. very well in English, are teachers handling the English language to English medium classes. More than 65% of the respondents favour items 3 and 4, which throw light on the deplorable plight of the learners of English of our state.

Even Malayalam medium classes would have been all right if the learners were of almost the same social, economic and educational

background. But the responses of teachers to queries 17 and 18 point out the heterogeneous background of the learners, which undoubtedly places the teacher in great difficulty while learning.

Tabular representation of the responses to items 18 and 19 incorporates the outcome of the already analysed questions of section B.

Table 8

Teachers' opinion regarding students' ability to acquire English language

Ability level of students	No. of respondents choosing each item	Percentage
Poor	12	30
Below average	16	40
Average	10	25
Above average	2	5

The table reveals that 70% of the respondents think that the learners of English in their classes are either poor or below average. 25% think that they teach English to average students and only 5% have the impression that learners are above average. They feel so as they handle English medium classes. Comparison of table 7 and 8 calls attention to the shameful condition

of the learners of English in Kerala, which is at the same time proud of having 100% literacy.

The outcome of the following two questions i.e. question nos: 20 and 21 of section B enable the teacher turned researcher to analyse the students' skills in comprehension and speaking at different situations. Teachers feel that their students understand them better when they teach English lessons than when they indulge in informal talk or when they talk to them outside the classroom. This may be because teacher may stick to many methods and techniques while teaching to make their children understand what they teach.

Regarding the learners' speaking ability in different situations, informants think that in a formal English class and while talking among friends 90% of the students are diffident to talk in English. While responding to questions only 10% of the students even attempt to speak in English. But when teachers help them while answering more than 40% make attempts to answer in English.

Teachers' responses to question no: 22 indicate that the teachers take great pain and care to improve the students' hold in English by giving guidance in English and making even the weak students respond in English alone. But their responses to the following two questions (questions 23 and 24) reveal the futility of their guidance. Teachers fail to get any satisfactory answer from the students. Yet, when the students are allowed to express in their MT, the responses from the children seem to be far greater and more satisfying than otherwise. This is of special significance to the present study as it stresses the low standard of English of the entrants to higher studies. This in turn points at the inevitability of trying a bilingual approach at the higher secondary level.

The responses to question 25 stress the fact that most of the students find learning the grammar of English language a difficult task. At the same time the respondents think that grammar teaching/learning is an inevitable part of any language learning. Therefore grammar needs careful teaching.

The tabular representation of the teachers' responses to question no: 28 gives information regarding the mode of teaching English grammar in the class.

Table 9**Information concerning the mode of teaching grammar**

Mode of Teaching Grammar	No. of subjects choosing each item	Percentage
1. By giving rules and then pattern practice	8	20
2. By giving examples and create a situation for use	7	17.5
3. By explaining rules in the MT and examples in English and then pattern practice	25	62.5
4. By comparing and contrasting syntactic patterns of mother tongue and English	25	62.5
5. Any other way		

The tabular representation may seem a bit confusing since the number of the respondents and the figure in the table do not tally. This is because more than 50% of the teachers have followed all the alternative methods mentioned to teach grammar particularly the third and the fourth alternatives. The information imparted through the above table and the teachers' responses to the questions 29-37 reiterate the earlier findings and convey their positive attitude towards the use of bilingual method for

teaching grammar since they feel it as time saving and more effective than any other methods.

Responses to the last two questions of Section C (questions 30 and 31) emphasise the inadequacy of the allotted time for teaching English at the school level. Almost all teachers feel that five hours per week for teaching English is not enough to materialize the objective of teaching English as a second language

Questions from 32 to 43 come under this section. Though many well thought out methods like grammar translation method, direct method, audio-lingual method are tried in India at the school level the responses of the teachers of high school reveal that in the actual class room some sort of eclectic method is followed to teach English language. Shouldering the responsibility of teaching English language to high school classes on teachers who neither have graduation nor got training in English language is one of the main reasons for the deterioration of the students' standard in English. The teachers' responses to the question whether the students understand them fully when English is taught in English alone, show that more than 90% of them give a negative response. Enough exposure to a

language is the basic requirement for a favourable teaching/learning situation. This can be attained to a great extent if teachers who are highly competent for the same teach the language. It will be of great benefit to language teaching if the language is taught by teachers whose mother tongue is the target language.

Since the English language-teaching situation in Kerala as in other parts of our country makes the implementation of such teachers an impossible thing, use of mother tongue to teach English language is of great help for both teachers and students alike. More over about 80% of the respondents think that word by word translation into the mother tongue is inevitable to make the children understand the content thereby to make them score at least a pass mark in English.

Hence the majority of teachers seek the help of their mother tongue while teaching English. The responses to question 35 make it clear that more than 90% of the teachers chosen for data collections are in favour of using mother tongue while teaching English. Some of them ardently wish to teach English through the target language. But the poor standard of the learners

compel them to use their mother tongue also to make their teaching intelligible, interesting and useful.

The rest of section D (questions from 36 to 43) is to find out how frequently Malayalam is used in English class, why and when it is used and the effect of teaching English through bilingual method. The following tabular representation of the responses to question number 36 illustrates the teachers' frequency of using the mother tongue while teaching English.

Table 10

Teachers' responses regarding the frequency of use of Malayalam

How often Malayalam is used	No: of teachers choosing each item	Percentage
a. Frequently	2	5
b. Sometimes	10	25
c. Occasionally	8	20
d. When the students demand	10	25
e. Never	10	25

The above table shows that about 75% of the teachers use the Malayalam language while teaching English particularly while explaining

the meaning of difficult words and phrases, prose passage and while explaining the rules of grammar though their frequency varies. Even those who have declared 'never' in the response sheets, when asked in person, admitted that at times, they are compelled to use Malayalam though very sparingly. In situations when they have to crack jokes, to make children share the humorous sense of the text, to break the monotony of learning a foreign language and to give instructions, even those teachers who favour the non-use of MT make use of the same. Those who favour the use of Malayalam think that while giving the meaning of certain words and phrases, explaining difficult passages and grammar rules, while giving guidance for composition work, if mother tongue is also made use of in a controlled way the teaching/learning process become interesting, intelligible, easy and time saving. They also feel that in such a situation the response from the students will be far better than other wise.

To the three concluding questions of section D, which are meant to elicit teachers' attitude towards the adoption of bilingual method, all the respondents unanimously favour the controlled and systematic use of Malayalam while teaching English. They think that bilingual method will

make the teaching/learning process an easy one and at the same time it will minimize the duration of time used for teaching English.

The questionnaire for teachers of high school ends with an open ended question which invite suggestions and comments on the application of bilingual method for the teaching of English as a second language and some of the striking comments are quoted below.

- (1) "Some students are very poor in English, having poor basic knowledge of English. So mother tongue will help them at least to understand the content and some will try to study mainly the questions and answers by heart if they know the Malayalam meaning. So I think using mother tongue occasionally is not bad".
- (2) "Most of the teachers use only Malayalam while explaining English lessons. Bilingual method may be used at the beginning stage only. It should be in English completely, at least from class VIII onwards. Post graduates or graduates in English should be given preference while recruiting English teachers".

- (3) Using mother tongue in English classes is very necessary because it helps reduce the time taken to understand the point, certain meanings situations etc. A student who learns English using mother tongue understands the point well especially if the pupil is an average one. I believe that it is better than learning in a 'parrot fashion', which is the main drawback of using only English in the class.
- (4) 'It helps to learn and understand the language fully and effectively in the class room situation'.
- (5) Usage of Malayalam in English class is said to be strictly prohibited. But it will be a must in some cases to convey idea. Differentiating the contextual meaning of some words through mother tongue will some how help the pupils to use the words in correct context to some extent.

Analysis of the response sheets for high school students.

Out of the hundred questionnaire sheets distributed among the students of the different schools of Kerala state, only eighty pupils turned up to give their responses. A section wise analysis is being carried out for the

sake of convenience and clarity. The questionnaire sheet for high school students, which comprises of forty-one questions are divided into seven sections concluding with an open-ended question inviting informants' comments.

Section 1 comprising of the first twelve questions elicits information concerning the informants' bio data and educational back ground. Analysis, at the very outset, throws light on the sad plight of our students' knowledge in English. Their responses make it clear that most of them fail to follow the questions and even when the questions are explained they fail to respond in English though the informants are students of Xth standard. Question no. 4 is meant to collect information regarding their family background. The response indicates that overwhelming majority are from rural background whose parents have no knowledge in English and most of them know only their mother tongue, Malayalam.

The response to question no.5 reveals that in Kerala, since we strictly follow the three language formula as envisaged by our National Education Policy, all the students learn three languages though all the language skills are not perfectly developed in them. In Kerala students start learning their

first language systematically from first standard onwards and when they reach fourth standard along with their mother tongue they start learning a second language. As stated earlier, responses of the students also indicate that in Kerala English is learned as the second language from IV standard onwards. Response to question 10 of the students who are selected randomly from schools of the different districts of Kerala indicates that with the exception of a few English medium classes children undergo their learning in their mother tongue from lower primary classes up to X standard. This to a great extent adversely affects their acquisition of English language. Though they learn English as a compulsory subject for about seven years in school, when they come out of their school education they are incapable of speaking or writing a correct English sentence.

Analysis of the responses to question nos. 13 to 17 of section two throws light on the quality of the teachers. The students' responses reveal that more than 90% of the teachers who handled English in lower classes and even in high school classes were neither graduates in English nor do they have training in English language. Teachers' response to the questions concerning their educational qualification corroborates this point. This is

one of the main reasons for their low standard in English. Response to question 19 indicates that in the high school classes they devote more than five hours a week for learning English. But from the teachers' response it becomes clear that for teaching a foreign language like English such a limited time is not sufficient at all. In most cases students do not get any chance to have exposure to English outside their classes. So inadequate exposure to English is another main reason for their low standard in English.

Analysis of section three further emphasises the students' very limited exposure to English language. It is a very shocking revelation that more than 90% of the respondents are not in the habit of reading extra books in English nor do they even try to speak in English to their friends, teachers, parents or anybody, although all the respondents unanimously admit that their teachers always encourage them to speak in English.

Analysis of responses to questions from 25 to 29, which come under section four is of immediate relevance to the present study as it enables to understand from the learners the methods their teachers adopt in teaching English. More than 80% of the respondents admit that their teachers make use of Malayalam, while explaining new and difficult words, difficult

grammar rules, difficult passages of prose, poetry and while giving instructions in the composition classes. They all agree that explanation in their mother tongue helps in understanding English easily and quickly. Hence all the respondents think that the controlled and systematic use of Malayalam in the English class is of great benefit to them.

Responses to questions that come under section five (questions from 30 to 33) show that their teachers seek many ways like giving home assignments to improve their English. But most of them admit that their poor standard in English forces them to do the home assignments with the help of others.

Section six of the students' questionnaire, (questions 34 to 36) is also of immense help for the present study. The analysis of the section brings to light the main reasons for the students' interest and lack of interest in the English classes. This points towards the necessity of using mother tongue while teaching English. Out of the eighty students who responded, 50% find English class interesting, 31% not interesting and 20% find it to quite boring. 50% who find the English class interesting feel so because their teachers make them understand difficult areas through mother tongue explanation.

The other 50% feel English class either uninteresting or boring because their teachers try to teach English in the target language alone which they think is far beyond their reach to follow.

Analysis of section seven brings to light students' dependence on their mother tongue for learning English. More than 90% of the students think that their teachers should use Malayalam for explaining difficult areas. Responses to question 38 show, that almost all of them prefer a teacher teaching English using bilingual method to a teacher teaching English through the target language. The respondents feel that to make English classes interesting bilingual method plays a significant role. Their responses to the last question i.e. 'Do you consider bilingual approach effective and useful in the acquisition of English as a second language?' of section seven stress the effectiveness of bilingual method in the acquisition of English as a second language.

The questionnaire to the students of high school also ends with an open ended one inviting suggestions to make English teaching effective and useful. Their standard in English is so poor that most of them have expressed their suggestions in their mother tongue. They feel that use of

bilingual method will positively affect their learning English as a second language.

Findings of the preliminary survey

Language learning/acquisition, whether first language or second language acquisition, implies internalising that language to the extent of communicating it freely. The basis of communication is in the encoding and decoding of meaning. The language learning process is therefore intrinsically related to meaning encoding and decoding strategies. This internalising process of a language, especially if the language is a non-native one, demands encouraging and reassuring atmosphere. But how far this is possible at the school leaving stage in the context of Kerala.

The findings of the preliminary survey points at the disheartening entry level behaviour of the entrants to higher studies. The valuable information for the present study has been collected from the responses to questions to students and teachers of high school classes. Following are some of the valuable points collected from the response sheets.

(1) The teaching of English is a multi dimensional activity, which is influenced by and, to a large extent, determined by a number of factors such as the learner's 'motivation' for learning English, the method used by the teachers in the class-room and the teacher himself.

It has also been brought out from the teachers' responses that the teacher, his motivation, his professional interest and so on play a significant role in the language learning/teaching situation as Dennis Girard says. "I am inclined to consider this (the teacher) as the most important one. It has often been observed that the same method is successful in the hands of some teachers and a complete failure with others, all other things being equal. It seems, therefore, appropriate to ask us why"(98).

The data collected through the preliminary survey, to a very great extent, point at the reasons behind the success and failure of English teaching. First of all, majority of students are not sufficiently motivated for learning English. Their social and educational back ground adversely affect their learning process. Further the unwieldy size of the class stands as a stumbling block to the smooth functioning of the teaching/learning process. To make the situation still worse, in most of the situation English classes are

handled by ill equipped, incompetent teachers who themselves cannot handle English properly. Students' poor social and educational background and the teachers' own inefficiency compel them to depend on their mother tongue most of the time while teaching English. With the result that students are deprived of having enough exposure to the target language.

To sum up the students who get entry to higher studies are in a deplorable condition. Our present system of education, though it stresses the importance of acquiring English language, is not providing favourable atmosphere for its acquisition. Even at the initial stage of the learners, highly competent teachers should handle English. Unfortunately in our part of the country as else where in India, even in the high school classes (as revealed from the responses of teachers and students), English language is taught by "ill-qualified" teachers. The preliminary survey points at the inevitability of bringing some drastic changes even from the initial stages of teaching/learning English so that by the time the children enter for higher studies they will be well equipped to learn and understand English. So the present analysis makes the researcher think that at the present situation bilingual method need to be continued to higher classes too.

The preliminary survey gives inspiration to the researcher to proceed further with the follow up survey to be carried out among the students and teachers of higher secondary and under graduate classes and gives her full confidence to go forward with the primary assumption that a systematic and controlled use of Malayalam will have positive effect in higher classes while teaching English since the entry level behaviour of the entrants to higher classes seems very deplorable. The following chapter is set apart for a detailed description and analysis of the follow up survey.

FOLLOW-UP SURVEY: ANALYSIS AND EVALUATION

Saroja Kumari K.R. "Bilingual approach to esl: Its positive aspects" Thesis.
Department of English , University of Calicut, 2002

CHAPTER IV

**FOLLOW-UP SURVEY:
ANALYSIS AND EVALUATION**

FOLLOW-UP SURVEY: ANALYSIS AND EVALUATION

As was hoped the data obtained from the pilot survey gave an insight into the problem and yielded valuable information for sharpening the tools for the main survey. The findings of the initial survey discussed in the previous chapter have helped to develop improved questionnaires for the follow-up survey. The questionnaires for the students and teachers of High School with more than 40 items each have proved a bit lengthy. So some respondents have been reluctant to complete it. Hence special care is taken to reduce the number of items and to include in the questionnaires only the items, which are very essential and useful for the present endeavour.

The main objective of the follow up survey is to find out whether the use of mother tongue is helpful for teaching/learning English as a second language at the Higher Secondary and Under Graduate levels and if helpful, to what extent. It is also hoped that this survey will provide authentic information regarding the use of mother tongue and find out whether it has any useful role to play in successfully dealing with the content, aims and

methodology of the existing English courses offered up to the undergraduate classes. For assessing the existing teaching situation in Kerala the researcher draws upon her experience as an English teacher for a long period. It is further supported by the valuable views of her colleagues and her discussions with those teachers have enabled the researcher to present as clear a picture of the English language teaching/learning situation as possible, particularly the current method of teaching English at the higher secondary and undergraduate level.

The plan of the Follow-up Survey

There are two stages of investigation under the follow up survey: (1) Data collected from the students and teachers of higher secondary classes through Questionnaires, interviews and class observation and (2) Data collected from the students and teachers of colleges through Questionnaires and interviews. Higher secondary schools and colleges of rural area have been given preference while selecting the informants. Care is given to select a representative sample of students and teachers from all types of higher secondary and colleges. Therefore schools and colleges with very good academic record and the ones with no such reputation have been chosen.

This has helped the researcher to collect representative views on the subject of investigation.

The questionnaire study has been supplemented by interviews with both students and teachers and class observation of 8 lecture periods. All these different means have been availed mainly to test the validity of following the bilingual approach to ESL. The following table is meant to give the details of the subjects taken for the study.

Table 11

Details of the informants selected from higher secondary schools for analysis

Name of the higher secondary school	No: of teachers who received and responded to the questionnaire sheets		No: of students who received and responded to the questionnaire sheets	
Abraham memorial H.S.S, Thirumala	2	2	5	4
S.N H.S.S for boys, Kollam	2	1	5	3
Govt. Model H.S.S for boys, Haripad	2	2	5	4

Govt. Model H.S.S for girls, Mavelikara	2	2	5	5
Govt. Model H.S.S for boys, Thrissur	2	1	5	4
C.B.K.M.H.S.S, puthuppariyaram, Palghat	2	2	5	4
Bishop Moore Vidhyapeedum, Mavelikara	2	1	5	4
Govt. H.S.S, Thanoor	2	1	5	4
G.M.H.S.S, Calicut University Thenjippalam Campus	2	2	5	4
G.V.H.S.S, Ambalavayal, Wayanad	2	1	5	4
Total	20	15	50	40

The table given above provides the details of the informants selected from higher secondary schools for data collection. Accordingly twenty teachers and fifty students of the ten higher secondary schools of Kerala state are given questionnaires. Out of them only fifteen teachers and forty

students have responded. The following table gives the informants selected from colleges.

Table 12

Details regarding the informants selected from Colleges

Name of the College	No of teachers who received questionnaire	No of teachers who responded	No of students who received questionnaire	No of students who responded
Christian college Kattakada, Trivandrum	5	4	10	7
N.S.S college Changnasseri	5	3	10	7
Little Flower college, Guruvayur	5	5	10	10
St. Joseph's college, Irinjalakkuda	5	4	10	8
Arts & Science college, Kozhikode	5	4	10	8
Total	25	20	50	40

The above table provides the details of the informants selected from the colleges of Kerala. Accordingly twenty-five teachers and fifty students of the five colleges of Kerala are given questionnaires. Out of them only twenty teachers and forty^{students} have responded.

A MODEL QUESTIONNAIRE TO TEACHERS OF HIGHER SECONDARY

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the informant :
2. Name of the School/College of the informant :

3. Total service of the informant :
4. Age :
5. Qualification :
6. Medium of Instruction of your
Schooling
7. Languages you know to
 1. Speak
 2. Read
 3. Write
8. How long have you been teaching :
English
9. In which classes are you teaching :
English
10. Are you teaching English to a
heterogeneous group?
11. If so, are they of different
 1. Social Background

2. Culture

3. Language Background

12. Students ability to acquire English language

How many are

1. Poor

2. Below average

3. Average

4. Above average

13. How many hours/periods do you :
teach English in a week

14. Do you think the allotted hours/
periods enough to make them
perfect in acquiring English
language?

15. What method/methods do you :
employ to teach English language?

16. Do you always try to teach English :
language in English alone?

17. How do students respond when :
English is taught in English
language alone?
18. Do you seek the help of your :
mother tongue/ Malayalam while
teaching English?
19. If you do, when do you need its :
help most?
20. Do you find the controlled and
systematic use of mother tongue/
Malayalam.
 1. Helpful/Harmful in presenting
and explaining words.
 2. Helpful/Harmful in presenting
and explaining phrases.
 3. In teaching syntactic rules
21. How do students respond if you :
teach them using eclectic method?
22. Do you think the controlled use of :
mother tongue helps the students
especially the weak students in the
acquisition of English language?

23. Do you find the use of mother tongue helpful to minimize the duration of the time used for teaching English?
24. How will you respond if a student wants some explanation in Malayalam while learning English language?
25. Do you consider Bilingual method useful to teaching English in the Kerala context.
26. Add your comments, if any.

Description and analysis of the responses of the teachers and students of Higher secondary schools

Questionnaire sheets comprising of twenty-six items have been distributed to twenty teachers of different higher secondary schools. Out of the twenty, only fifteen responded. Another set of questionnaire sheets with twenty-three items have been distributed to fifty students. Out of them only forty have responded. For the sake of convenience the questionnaire meant

for teachers is divided into three sections (A, B & C) Questions from one to eight come under section A. This section collects general information concerning the respondents' personality attributes, their age, teaching experience, academic qualification and their proficiency in language. Items in this section are, therefore, aimed at collecting relevant information about their variables.

Analysis of Section A reveals that the sample is made up of eight men and seven women teachers ranging between twenty-three and fifty years of age. A break up of the age wise composition of the sample indicates that 55% of the teachers are below thirty years of age, 30% ranged between thirty one and forty years and the remaining 15% between forty one and fifty years. Out of the fifteen teachers who have filled in the questionnaire sheets ten possess second class and five possess first class masters' degree in English. Only one teacher has Ph.D. All teachers have B.Ed. degree and two teachers have secured Diploma Certificate in English language Teaching from CIEFL, Hyderabad.

More than 90% of the sample of teachers had their schooling in their mother tongue medium. They admit frankly that the interference of their

mother tongue accent is great while they pronounce English. This, they feel, adversely affect their teaching of English. It is clear from their responses that more than 95% of them can handle three languages (English, Hindi and Malayalam) without much difficulty.

Section B covering questions 9 to 14 concentrates on the quality of the students they face in the English classes. All of them handle both +1 and +2 classes. Most of their classes comprise of seventy to eighty students who come from different social, economic and educational background. The unwieldy size and the heterogeneous nature of the class with varying language ability create great problems to them. Their responses to question 12 of Section B throw light on their students' ability in English. The outcome is represented in tabular form.

Table 13

Information given by teachers regarding students' ability to acquire English language.

Language ability level of students	No. of respondents choosing each item	Percentage
a. Poor	2	13.33
b. Below average	3	20
c. Average	6	40
d. Above average	4	26.67

The table given above says that 40% of the teachers think that their children's ability to acquire English is average. 26.67% of the teachers, who feel that their students' ability is above average, are teachers who handle English language to students of science stream. To such classes admission is given mostly to bright students. 20% of the respondents who handle classes to Arts group think that their children are below average in their ability to acquire English and a few, that is 13.33% feel that their children are very poor in learning English. All the teachers who are brought under investigation feel that the time allotted to teach English is not enough to make the children good in English.

Section C constituting questions from 15 to 25 is of special significance for the present study since the section is meant to find out what method/methods teachers employ to teach English language. If they use mother tongue while teaching English, how often it is used and whether the use of mother tongue helps in any way for the teaching of English. Regarding the method of teaching English more than 90% follow the lecture method and at the same time they admit that they do not always teach English through English alone. The responses to the following question clarify the reason for not teaching English only through English. When English is taught through English more than 80% of the respondents feel that their students fail to keep pace with them. This compels them to seek the help of Malayalam while teaching. But all the teachers unanimously admit that they make use of Malayalam only in times of need i.e. when they feel that mother tongue explanation is inevitable to make children understand difficult passages, words and grammar rules. Responses to question number 20 point at the teachers' attitude to the use of mother tongue. More than 80% of the respondents feel that in presenting and explaining difficult words especially words which have equivalents in

Malayalam, in presenting and explaining phrases which also have similar expressions in Malayalam and also for teaching syntactic rules, dependence on mother tongue is very helpful and time saving. It is true that if all the four language skills - listening, speaking, reading and writing - are to be inculcated perfectly in the children the language should be taught through the target language itself. But the educational environment of our state cannot afford to it. Instead our aim should be to develop in children interest to learn English language by following any method suitable to the situation. This is what happens in Kerala. It is clear from the responses of the teachers to questions from 21 to 25. When the students are taught using eclectic method their responses, the teachers say, are very promising than otherwise. They think that the controlled use of mother tongue gives positive effect to the learners. More over it minimizes the duration of the time used for teaching English. In other words more than 90% of the respondents favour the controlled and systematic use of Malayalam while teaching English.

The questionnaire to the teachers of Higher Secondary concludes with a question inviting personal comments and suggestions. Following are some of the suggestions given by the teachers.

- (1) "Bilingual method is the only possible measure to teach English more effectively mostly to students who have come from the Malayalam medium schools".
- (2) "Use of Bilingual method is satisfactory in the case of rural govt. schools".
- (3) "Bilingual method always promotes the study of English".
- (4) "Bilingual method is very useful in the case of weak students".
- (5) "Students from villages lack the required exposure to English and so they need the controlled use of mother tongue to learn English".

A MODEL QUESTIONNAIRE TO STUDENTS OF HIGHER SECONDARY

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank spaces where you are requested to supply the information demanded by the question.

2. In some questions a four point scale has been used with the numbers 1, 2, 3, 4. These numbers are written against each response. You have to put a circle round the number you choose.
3. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the student :
2. The class he/she is studying :
3. Name of the school/college :

4.	Members of the Family	Educational Qualification	Occupation	Mother Tongue	Language Ability		
					Reading	Writing	Speaking
a)	Father						
b)	Mother						
c)	Brothers						
d)	Sisters						

5. How many languages do you know? :
6. What is your mother tongue/ first language? :

7. When did you start learning :
Malayalam systematically?
8. At which standard did you start :
learning a second language?
9. Did you start learning English as :
your second language?
10. In which medium did you have :
your School education?
11. Were your English teachers, who :
taught in your High School
classes, graduates/post graduates
in English language and literature?
12. Were they graduates/post :
graduates in other disciplines?
13. Do you consider it as a reason for :
your present standard in English?
14. Do you speak in English to
(Encircle the number you choose
as your response?)

	Not at all	Very rarely	Sometimes	Most often
1. Your friends in the class	1	2	3	4
2. To your friends outside	1	2	3	4
3. To your teachers	1	2	3	4
4. To your parents	1	2	3	4

15. Do your teachers encourage you to :
speak in English?
16. Do they teach you English only in :
English?
17. Or do they use mother tongue/
Malayalam while explaining?
(Encircle the number you choose
as your response)

	Never	Often	Very often	Always
1. New and difficult words and phrases	1	2	3	4
2. Grammar rules	1	2	3	4
3. Difficult passages of prose, poetry etc.	1	2	3	4

18. When they explain in mother tongue, do you find helpful in understanding easily and quickly?

19. Do you find controlled and systematic use of mother tongue useful in learning easily and quickly (Enclose the number you choose).

	Not useful	Moderately useful	Very useful	Most useful
a) Prose	1	2	3	4
b) Poetry	1	2	3	4
c) Drama	1	2	3	4
d) Grammar	1	2	3	4

20. If yes, when do you find it most effective and useful :
21. Do you consider bilingual method elective and useful in the acquisition of English as a second language
22. Which method do you consider more appealing to you, monolingual or bilingual?
23. Add your comments if any. :

Student Response: Higher Secondary

The students selected for the investigation belong to the same higher secondary schools from where the sample population of teachers has been selected. Of the fifty questionnaire sheets distributed among the sample population of students only forty sheets have been duly filled in and returned to the researcher. The sample consists of all types of students with varied degrees of proficiency in English and varied socio economic background.

The questionnaire to the students of higher secondary is divided into two sections; sections one and two ending with an open ended question which invites students' individual opinion. The first section comprising of questions 1 - 10 is mainly intended to obtain information regarding the educational background of the informants. The responses to question 4 give a clear picture of the educational background of the students. Majority of them hail from rural area. Considering their parents' occupation 50% are from farmers' family, 20% from business family and the rest are the children of government servants. The rest of the questions of section 1 gives an idea of informants' educational details. Malayalam is the mother tongue of all

students. 80% of the informants had their schooling in Malayalam medium schools. All of them started a systematic learning of their mother tongue from 1st standard. They began to learn a second language from 4th standard and English was the language they first learned as a second language.

Questions which are included in Section 2 seek to know about the quality of their teachers handling English, the sort of guidance their teacher impart to them to improve their standard in English, the methods the teacher avail to teach English as a second language, the extent of using mother tongue while teaching English thereby to know whether the bilingual method is of any use to acquire English language. The questionnaire ends with a request to add their comments concerning mother tongue use in English class.

The responses to questions 11 and 12 substantiate the responses made by the students and teachers of high schools, which indicate the incompetence of the teachers who handled English language in their high school classes, which in turn, they consider, as one of the main reasons for their poor standard in English. Their low standard in English discourages them to speak in English. Item number 15 is aimed at rating the frequency of

speaking in English at different situations. The frequency rate is measured on a four-point scale. The response of the item indicates that more than 90% of the students never speak in English to their friends in the class and outside the class and also to their parents. But almost all try to speak at times in English to their teachers. The reason is evident from the responses to the following question, "Do your teachers encourage you to speak in English?" All the respondents have given a positive answer to it.

Though the teachers like to teach English in the target language, students' low standard in English compel them to use mother tongue also while teaching different areas. The responses to question 17 indicate the frequency rate of using Malayalam while teaching different areas and it is being evaluated using a four-point scale. The frequency rate of using Malayalam is very high while explaining new and difficult words and phrases. It is because teachers find it easy to make children understand words and phrases with the help of equivalent Malayalam words and expressions without wasting much time and energy. Easy and quick understanding take place while teaching grammar rules with the help your MT. Children also admit that more than 50% of the teachers very often use

Malayalam while teaching difficult prose passages, poetry and such other areas. Students thus find the use of mother tongue very useful and helpful in learning easily and quickly when different areas of English language and literature are being taught. The use of mother tongue, they consider, as most effective and useful while teaching grammar as well as new and difficult words and phrases. Hence the responses of the students corroborate the opinion of the teachers with regard to the use of bilingual method. Considering their incompetence in English they think that bilingual method is more appealing than the monolingual method in the acquisition of English as a second language.

Student questionnaire also concludes with question inviting comments. Though only a handful of students have turned up to give their opinions and suggestions, what they have made are very useful for the present study.

A MODEL QUESTIONNAIRE TO TEACHERS OF COLLEGE

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end

of some questions you will find blank space where you are requested to supply the information demanded by the question.

2. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the Informant :

2. Name of the School/College of the Informant :

3. Total service of the Informant :

4. Age :

5. Qualification :

6. Medium of Instruction of your schooling :

7. Languages known to :

1) Speak

2) Read

3) Write

8. How long have you been teaching :
English?
9. In which classes are you teaching :
English
10. Are you teaching English to a :
heterogeneous Group?
11. If so, are they of different :
 - 1) Social Background
 - 2) Culture
 - 3) Language Background
12. Students ability to acquire English :
Language

How many are
 - 1) Poor
 - 2) Below average
 - 3) Average
 - 4) Above average

13. How many hours/periods do you :
teach English in a week?
14. Do you think the allotted hours/ :
periods enough to make them
perfect in acquiring English
language?
15. What method/methods do you :
employ to teach English language?
16. Do you always try to teach English :
language in English alone
17. How do students respond when :
English is taught in English
language alone?
18. Do you seek the help of your :
mother tongue/Malayalam while
teaching English?
19. If you do when do you need its :
help most?
20. Do you find the controlled and :
systematic use of mother tongue/
Malayalam?

1. Helpful/Harmful in presenting :
and explaining words
2. Helpful/Harmful in presenting :
and explaining phrases
3. In teaching syntactic rules :

21. How do students respond if you :
teach them using eclectic method?
22. Do you think the controlled use of :
mother tongue helps the students
especially the weak students in the
acquisition of English language?
23. Do you find the use of mother :
tongue helpful to minimize the
duration of the time used for
teaching English?
24. How will you respond if a student :
wants some explanation in
Malayalam while learning English
language?
25. Do you consider Bilingual method :
useful to teach English in the
Kerala context?
26. Add your comments, if any. :

A MODEL QUESTIONNAIRE TO STUDENTS OF COLLEGE

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank spaces where you are requested to supply the information demanded by the question.
2. In some questions a four point scale has been used with the numbers 1, 2, 3, 4. These numbers are written against each response. You have to put a circle round the number you choose.
3. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the student :
2. The class he/she is studying :
3. Name of the school/college :

4.	Members of the Family	Educational Qualification	Occupation	Mother Tongue	Language Ability		
					Reading	Writing	Speaking
a)	Father						
b)	Mother						
c)	Brothers						
d)	Sisters						

5. How many languages do you :
know?
6. What is your mother tongue/ first :
language?
7. When did you start learning :
Malayalam systematically?
8. At which standard did you start :
learning a second language?
9. Did you start learning English as :
your second language?
10. In which medium did you have :
your School education?
11. Were your English teachers, who :
taught in your High School
classes, graduates/post graduates
in English language and literature?
12. Were they graduates/post :
graduates in other disciplines?
13. Do you consider it as a reason for :
your present standard in English?

14. Do you speak in English to
 1. Your friends in class
 2. To your friends outside
 3. To your teachers
 4. To your parents

15. Do your teachers encourage you to :
speak in English?

16. Does your teacher give you home :
assignment.

17. Do you get the help of your :
parents or others to do the home
assignment?

18. Are you able to do it yourself? :

19. If you are not able, why?
Because (Put a tick mark against
your choice)
 - (a) You do not know the answer
 - (b) You know the answer but can't
write it in English
 - (c) You don't get time.

20. Does your teacher encourage you :
to read aloud in the class?
21. If she/he goes, do you think that :
you get benefit from it?
22. Does your teacher encourage you :
to read extra books?
23. Do you really read extra books? :
24. If not, why? :
25. Does your teacher motivate you to :
learn English?
26. If he/she does, how?

(Encircle the number you choose
as your response)

	Not impor- tant	Moderately important	Impor- tant	Most impor- tant
a) By making you feel that she is genuinely interested in teaching you English	1	2	3	4
b) By convincing you that learning English effectively will be of great practical value to you in life	1	2	3	4

c) By trying to dispel the notion that learning English is dull and difficult	1	2	3	4
d) By making you understand the importance of knowing English to communicate with others outside Kerala	1	2	3	4
e)	1	2	3	4

27. Do they teach you English only in :
English?

28. Or do they use mother tongue/
Malayalam while explaining?

(Encircle the number you choose
as your response)

	Not at all use	Very rarely use	Often use	Very often use
1. New and difficult words and phrases	1	2	3	4
2. Grammar Rules	1	2	3	4
3. Difficult passages of prose, poetry etc.	1	2	3	4

29. When they explain in mother :
tongue, do you find it helpful in
understanding easily and quickly?

30. Do you find controlled and systematic use of mother tongue useful in learning easily and quickly.

(Encircle the number you choose in your response sheet)

	Not useful	Moderately useful	Useful	Most useful
a) Prose	1	2	3	4
b) Poetry	1	2	3	4
c) Drama	1	2	3	4
d) Grammar	1	2	3	4

31. If yes, when do you find it :
effective and useful?
32. Do you consider bilingual method :
effective and useful in the
acquisition of English as a second
language?
33. Add your comments if any. :

Analysis of the questionnaires to students and teachers of college

Separate sets of questionnaires have also been distributed to the students and teachers of the colleges of Kerala. The questionnaire for the teachers has 26 items and the one for the students has 33 items. A model questionnaire is given above and specimen response sheets for teachers and students are appended at the end as appendix F and G.

The questionnaire for the teachers is divided into three sections. First section (questions 1-12) is aimed at eliciting the teachers' views about their students' standard of English, second section (questions 13-17) aims at knowing the important methods and techniques teachers use in the classroom to facilitate effective teaching and the third section (questions 18-25) is meant to find out if MT is used or not, while teaching English and if used, how much is used. The questionnaire for the teachers ends with an open-ended question aimed at inviting suggestions regarding the use of bilingual approach in the college classes. Questionnaires distributed to the students are divided into two sections. The first 15 questions aim at measuring the students' level of understanding English and the second section highlights the students' attitude towards the different methods, their

teachers' use while teaching the different elements of English. Student questionnaire also closes with an open - ended question inviting their opinion regarding the use of bilingual method for the teaching of English.

Analysis of the first part of the response sheets of both teachers and students brings to light the poor educational background of the students of the undergraduate classes. This emphasises the need to follow an eclectic method in colleges to facilitate effective learning in the classroom. Section two of the response sheets of teachers and students gives the impression that they are not satisfied with the present syllabus of the second language since it gives too much emphasis on literature. The present syllabus is not sufficient to develop the students' language skills. Both teachers and students favour the use of MT but very sparingly while teaching English. Of course a few of them strongly oppose the use of MT. They are from colleges of urban area where most of the students are from good educational background. But for teaching English in the colleges of rural areas MT use is inevitable. The analysis of the third section of the teachers' response sheet enables the researcher to know how much and how often they make use of the MT while teaching English. More than 70% of the teachers use MT when

they explain difficult areas of both language and literature. When explanation is made with the help of mother tongue students appear less tensed and more interested in the teaching/learning process. Students' responses also support the point. Analysis of the response sheets, in short, brings to light the efficacy of following bilingual approach in the colleges of Kerala, especially of rural areas. The comments given by teachers and students support it.

Conclusion drawn from the responses

Three sets of questionnaires administered among the teachers and students of High School, Higher Secondary and Under Graduate classes enabled the researcher to arrive at some inferences favouring the use of Malayalam while teaching English as a second language in the schools and colleges of Kerala. The major points are the following:

1. The Entry Level behaviour of the college entrants is very discouraging. Hence they need to be taught with some improvised techniques.

2. More than 80% of the teachers feel that the use of the mother tongue is helpful in teaching English.
3. That the mother tongue is used for teaching English, even in colleges is beyond doubt. But how much and how frequently it is used differ from teacher to teacher.
4. Most of them feel that the most difficult part of the syllabus need to be taught with the help of the MT, namely grammar and usage, abstract part of the vocabulary items and cultural background of the content area. Such a use would help the learner to comprehend the language quickly and with less strain.
5. Reasons that the teachers attribute for using MT frequently in the class are:
 - a) The students' standard of English is very miserable.
 - b) Students themselves make a great demand for the use of mother tongue.

Almost all the teachers agree that MT should be used only as an aid to learning and has to be withdrawn gradually as it serves its purpose. In short

the questionnaire study has yielded a variety of useful hypothesis for the present study.

Observation of Classroom Teaching

The questionnaire study is supplemented by observations of classes. The teaching activities followed by the teachers in the classroom are recorded on the relevant items of the observations. Eight periods of classroom teaching are brought under observation. The inspection of the classroom teaching indicates that the teachers usually give long introductions to the lessons. They do not give straightforward description of the lesson content. Some teachers use MT to introduce a new topic or to revise the work done in the previous class.

Out of the eight teachers whose classes have been observed, six teachers have simply lectured on the contents of the lesson. One teacher has resorted to lecture method even in the composition class where he initiated the students to 'letter writing'. He has devoted the whole period lecturing on the various types of letters (formal, informal, official, business letters etc.). Two of them are found to make the students write letters after giving ten

minutes lecture on different types of letters. They seem to make the students able in writing letters. These teachers happened to be those who had some orientation in ELT. Sometimes they put questions to get the students' own ideas.

Teaching poetry has amounted more or less to paraphrasing. Very little effort is made on the part of the teacher to make the students think or extract their views. While explaining the meaning of unfamiliar words, expressions, concepts and terms, majority of the teachers face difficulty in adjusting their language to the level of their students. They do not take the trouble of illustrating the difficult vocabulary items through adequate contexts. In an attempt to simplify the difficult items, they seem to confuse their students more. Hence many of them have resorted to giving the mother tongue equivalents. On such occasions students have felt relieved and satisfied.

Blackboard has been used only very sparingly. Only in some grammar classes it was used. Very few teachers have made conscious efforts to secure student participation in the teaching/learning situation. Only two teachers are found to encourage their students by asking questions in the class. In

general teaching seems to be a one-man show where the teacher reigns supreme.

The main activity of five teachers has been confined to a simple paraphrasing of the content of the text both in English and in Malayalam. The use of MT ranged from 10% to 80%. It has been profusely used for giving meaning of difficult words and phrases, for explaining texts and for teaching grammar rules. The use of MT has been greater in arts and commerce classes than in science classes.

Some teachers use MT for motivating the children, maintaining discipline and for giving instruction for homework. Mischievous elements are easily brought under control when teacher talks to them in their MT. For 'comic relief' and for creating humour MT is profitably used. It is also observed especially in arts classes when the students fail to understand the questions asked in English, the teacher translates the same in MT and then many students could come out with appreciable responses, though sometimes in broken English. It is surprising to learn that in grammar classes many students know almost all the rules of English grammar when asked to relate it in their MT. Following those rules rigidly they even

produce correct English sentences. But surprisingly they are unable to produce grammatically correct sentences of their own when occasion demands.

Whenever MT is made use of by the teacher, the responses from the children are far better and they look more alert and take more interest in what is going on in the class. Students, especially weak ones, use their MT freely to answer the questions put to them which in due course translated either by their teachers or at times by their peers.

The Spoken English of some of the teachers suffers from gross regional features and accents. They are found to produce English words with their mother tongue accent. So also they are found to be influenced by their regional tone while producing certain sounds. For instance teachers in Trivandrum area pronounce sound |e| as |æ| or |a:| Words like 'copy', 'college' etc they pronounce as {ka:pi} {ka:lɔdʒ} respectively. M.P. Jain (1969) in his paper "Error Analysis of Indian English" says that some Indian teachers and learners had reduced the English language to a simpler system which then became fossilized. The teachers of English should make themselves familiar with widespread forms that are unacceptable and be on guard

against them and they should realize that exposing the students to the unaccepted forms is pedagogically indefensible. Teacher training programmes should concentrate on what the teachers should say. Unless they are themselves made aware of what should not be used they are likely to perpetuate the wrong forms.

Interview with the Teachers

Interview with the teachers has yielded their frank opinion, which is valuable in the present teaching/learning context of English in our schools and colleges. The picture seems very gloomy and the teachers appear very pessimistic about the future of English teaching in India. Teachers of higher secondary and undergraduate classes are interviewed.

Most of the teachers have blamed the faulty English teaching at the school level for the low standard of proficiency of the children. One of the well-experienced teachers has suggested that English teaching should begin right from the beginning and at the initial stage it should be purely phonetic. That is to say, the child should be exposed more and more to the spoken form and should get used to the sounds of the language. But considering the

pragmatic aspect of it, it seems that it would not be applicable in our part of the country, as we do not have enough native English teachers. On the contrary in our primary schools most of the teachers are not well qualified to handle English language. But if the government becomes very stern and stubborn to bring about drastic changes in the field of English language teaching and if it is able to introduce the CBSE mode of teaching English from the primary stage onwards even with the limited resources we can uplift the students' standard in English within a short time.

Another suggestion is that reading aloud and recitation should be encouraged. Unfortunately in our schools even at the earlier stages stress is given to the development of writing skill. The result is that children make so many mistakes in spelling. Radio and television can go a long way to immerse with proper exposure to English.

Out of eight teachers six teachers have suggested that examination or evaluation of a language should never be objective. They think, though objective type questions help the pupils pass or score high marks, they will not in any way help them improve their standard of English. Examination

should aim at improving their communicative skill. All of them favour a drastic change in the syllabus and examination system.

Speaking about the prescribed courses a considerable number of teachers feel that the English language should be given equal importance, if not more, along with English literature. Students with limited vocabulary find it impossible to understand and learn difficult prose lessons and poetic pieces. Hence the use of MT becomes inevitable in the English classroom. Usually weak students take refuge in 'bazaar guides,' which use English - Malayalam translation for solving all their problems.

That grammar should be taught and tested is the opinion of a few teachers. They think that at least half of the time allotted to teach English for standard XI and XII should be devoted to remedial teaching of grammar. Surprisingly when pre-degree has been converted to plus one and plus two, teaching of grammar is almost ignored. But at the degree level teaching of grammar is resumed. Hence teachers handling English in degree classes are put in great difficulty. All the teachers stress the need for maintaining continuity between the texts of English prescribed for school and college

students. Fortunately, during this academic year (2002- 2003) for higher secondary classes grammar teaching is included in their syllabus

Some of the teachers have gone to the extent of suggesting that teaching of English can be improved in the interest of the students only by making it an optional subject. Compulsion of learning a foreign language or any undesirable element is against the spirit of education, against psychology and against the betterment of academic standard. Interested students will definitely learn well and then teacher will have more scope to use his skill and method of teaching English, as it will be then result oriented. Yet it is important to think that English cannot be neglected or avoided from our curriculum since our country is still under the threat of unemployment.

The researcher is very much impressed by the general awareness among the teachers of the important factors which contribute to the effectiveness of English language teaching programmes at undergraduate level, i.e. teachers should keep in mind the objectives of teaching English at different levels. Though they are helplessly tied down by the prescribed

course that is the case everywhere in India, they try their best to achieve their goal.

Interview with the Students

Out of the twenty students interviewed, nineteen have clearly stated that they wish to study English though they find it as a difficult subject. The reasons they point out are many. It would help them move freely outside Kerala or even outside India. Many of them think that with a good command of English they would themselves feel confident in life. A reasonable proficiency in English language would enable them to make a career for themselves. This clearly implies that students need English to meet certain job requirements.

While reacting to the teaching methods more than 70% of students have expressed their satisfaction with the teaching methods followed by their teachers. They clearly admit that those methods and techniques will help them only to a very limited extent for the attainment of proficiency in English language. Yet they are satisfied since such methods, mainly bilingual method, help them prepare for their examination. For a student, to

pass his examination is a very important thing. Perhaps this accounts for the wide popularity of such practices as dictating notes, extensive paraphrasing of the content materials in MT and so on. They have unhesitatingly expressed that they like to attend the classes of those teachers who are friendly and encouraging and who are ready to adjust themselves to the difficulty level of the students. They prefer teachers who seek the help of their MT to clarify difficult items. Researches on the classroom environment have amply borne out that a friendly and sympathetic stance of the teacher in the classroom make an environment congenial for English language learning.

Regarding the evaluation of the existing ELT situation at the higher secondary and undergraduate levels in terms of the purpose, the present method of teaching English has actually helped more than 70% of the students. They think that writing examination is the chief consideration in the current ELT practices. Many of them have opined that 'Speaking Skills' is perhaps the most neglected of all the four language skills.

On the basis of the interviews with the students two major inferences can be reasonably drawn: (1) a vast majority of students like to study

English for certain utilitarian purposes (2) If they do not feel sufficiently attracted to the study of English it is chiefly because of unmotivated teaching on the part of the teachers. Therefore teachers have to bear in mind the students' needs, their difficulties, their linguistic handicaps, their expectations, their motivations while planning and organising their teaching activities.

General Conclusions on Class Observations and Interviews

After conducting field study among the teachers and students of high school, higher secondary and under graduate classes through questionnaires, class observations and interviews the researcher is able to come to the conviction that MT is made use of by a lot of teachers of English. There is a pressing demand for it from the students. Teachers too find that judicious use of MT in a systematic way will help a great deal for the successful teaching of English. How much of it is to be used in the class depends on the need of the students and the nature of the content to be taught. However no hard and fast rule can be laid down about its use and one can safely claim that when simplification fails and explanation in English falls flat on students' ears MT explanation is most warranted.

Immediately when the purpose is served, the teacher can switch over to explanation in English. Even the teachers who do not use MT for teaching English recommend careful use of MT for teaching areas that are difficult for the students.

Findings through the response sheets of students and teachers of the three levels of investigation and through the observation of classroom teachings which are further confirmed by the outcome of the interviews with teachers and students of under graduate and higher secondary classes have given an added zeal to the researcher to go forward with the cardinal part of field work: conducting experimental teaching by the researcher herself. This has helped in arriving a hypothesis favouring the effect of following bilingual method in schools and colleges. The next chapter deals in detail with the design and the implementation of the experimental teaching carried out in the higher secondary and undergraduate classes in Kerala.

EXPERIMENTAL TEACHING

Saroja Kumari K.R. “Bilingual approach to esl: Its positive aspects” Thesis.
Department of English , University of Calicut, 2002

CHAPTER V
EXPERIMENTAL TEACHING

EXPERIMENTAL TEACHING

As mentioned in the previous chapter, a try out of bilingual approach in a classroom is needed to authenticate the findings arrived at through the devices like questionnaires, class observations and interviews with the students and teachers which are dealt in detail in the previous two chapters. The experimental teaching is performed keeping in mind the basic tenets of the College Methodology proposed by the Method Department of CIEFL, Hyderabad and the Bilingual Method tried by C.J. Dodson in the primary and secondary classes.

Design of the experiment

The present investigation is so designed as to endorse the findings of the previous chapters and thus to assess the effectiveness of following bilingual approach in the higher Secondary and undergraduate classes. The experiment is conceived primarily as an endeavour to evolve a viable set of principles to aid successful teaching at the higher classes. CIEFL

Methodology and Dodson's Bilingual Method are sought after for the endeavour.

Selection of the informants

Two groups from higher secondary classes and two other groups from college classes are selected for conducting experimental teaching. Each group consists of 30 students. Students are selected on the basis of the results of initial tests given to 100 students of each category. This has helped to assess the entry level of the student selected for the experiments.

Two separate groups of each category have been formed and labelled as (1) Controlled group and (2) Experimental group. From the higher secondary class thirty highest scorers in the test are taken to form the controlled group and another thirty students who have performed not so well in the test are put in the experimental group. In the same way two such groups from the undergraduate classes are also framed.

Nature of the experiments

Selected groups of students have been given experimental teaching for six weeks. The controlled groups are taught through monolingual method

and the experimental groups are trained through bilingual method. Prose lessons of two types- seen and unseen prose passages- composition work and grammar and usage are the main areas covered in the experimental teaching. After six weeks teaching on every topic, parallel proficiency tests covering several of the language elements included in the empirical classes have been given to the chosen groups to assess the gains made by the experimental groups of learners.

Basic tenets adopted from the CIEFL Methodology

Mainly three major tenets of the CIEFL Methodology namely organization of teaching materials, the teacher's presentation and exercise and practice by the students are followed while handling the experimental teaching.

Organization of teaching materials

Teaching materials are to be graded according to the learners' difficulty and proficiency at the entry level. However, in the present experimental class very little could be done for grading the text since the researcher is compelled to follow the prescribed syllabus. But for taking

grammar and composition classes, the topics are selected and graded on the basis of the difficulty level of the students. This helped in extending their interest in language learning to a remarkable extent.

Teacher's presentation

General interest in language learning is a strong predictor of success in second language acquisition (Gardner 1979, Gardner and Lambert 1972). Motivation helps in maintaining interest in learning and it is very essential for successful teaching also. CLEFL methodology stresses great importance to motivation. Students should be prepared well to comprehend what is taught in the class. CIEFL methodology used the monolingual method. Hence it failed to motivate the children to learn and comprehend things taught in the class. But in the present empirical study MT is also used to make the students receive what is taught. Mostly MT is used either to relate the previous work done in the class to the present one or for drawing their attention to the present topic. By using MT, a close relationship between the teacher and the student is established and thus enabling the teacher turned researcher to gain the confidence of the students. Therefore even at the introduction stage the learner knows what is happening in the class.

Another feature adopted from the CIEFL methodology is the preliminary discussion of the topic to make the learner familiar with the topic. The monolingual approach followed by CIEFL at times failed to get proper response and participation of the students and without their participation the whole thing would become a mere one-man show. That is the greatest enemy of the successful teaching learning strategy, whereas MT use would motivate and encourage the pupils to speak and participate fully in useful discussions. The bilingual approach, thus by encouraging the students to participate freely, ensures their cooperation and comprehension of what is taught in the class.

Explanation

For explaining difficult areas of prose text, poetic piece, grammar items etc CIEFL methodology followed simplification, simplifying in the target language using the simplest possible words within the limit of the learners' repertoire to make things easy to comprehend. At times this sort of explanation works. But considering the low standard of our students even the simplest words fail to clarify ideas especially abstract words like compassion, cognisance, reconcile etc. or when the teacher tries to give the

cultural background of the text he is teaching. For the learner it is an alien culture about which he learns almost nothing. It will be a futile labour if an attempt is made to tell him about it in a language he fails to follow. MT use at such stage is a great relief to the learner. The current practice as observed by the teacher turned researcher even in college classes is explanation in MT. This surely helps in quick and easy understanding. But too much dependence on MT explanation may make the learner helpless in improving his efficiency in the target language.

The bilingual or the integrated approach suggests a way out. Difficult items may be explained with the help of MT and it should be followed by the explanation of the same in simple English. By asking some questions, teacher can make sure if learning has taken place. In short, Bilingual approach is a sort of compromise between the monolingual approach and all explanation in MT technique. The MT should be used only if simplification or dramatization fails.

Feed Back

This is the focal point of the CIEFL Methodology. With its help teaching and learning can be improved and tested. Usually very few teachers use this tool. In the experimental teaching as much feed back as possible has been incorporated in the lesson plan. MT has been used to assess the teaching/learning activity while asking questions and even when trying to elicit responses from the learners.

Though the approach of the CIEFL Methodology altogether looks very convincing and useful for the ideal teaching of English, it will not bring the desired result. The monolingual teaching cannot reap the expected result, as the standard of the students of our country is very disheartening. Hence it gives extra burden to the students to comprehend the so-called simplification. On the other hand MT explanation in times of necessity can expect effective teaching without the loss of much time.

Features adopted from Dodson's Bilingual Method

The learners at the college level know their MT well and concepts are already framed in their MT. In the second language teaching/ learning

situation with the help of MT, the known concepts can be recalled to be transferred to the target language. In such cases the real stimulus would be the concept and not MT word. Thus for concept causation rather than for concept formation the use of MT will be helpful.

Further by giving the MT equivalents there is no chance left for confusion particularly with regard to abstract items. Dodson's technique of translation equivalent at sentence level and not translating word for word is used. Bilingual Approach upholds the translation to MT only in times of dire need, especially when the monolingual explanation becomes unsuccessful.

Bilingual Method as Dodson visualized promotes the development of all four skills in the learner: listening, reading, speaking and writing. Unless these skills are cultivated our students cannot use English as an effective tool of communication (10). Since MT use enables the learner to form doubt free concepts, it will definitely help in developing and improving all language skills. Of course children coming from monolingual teaching may be able to speak in English fluently. But coming to the writing part, in most cases, such students fail to write in good and correct English.

Dodson's bilingual method suggests in helping the pupil overcome the difficulty of welding together sound and meaning and to switch rapidly from one language to the other. Since Dodson tried the method in the primary classes, his method as such could not be practised in higher classes. Hence in the present experimental classes the learners are allowed only to pick up the hint from MT and code switch to English for every practical purpose. Also in the proposed BA, although the teacher can make use of MT at every stage the students are not allowed to use MT and MT is used by the teacher only when direct method fails. BA proposes only minimum and controlled use of MT. Researcher has even accepted the learners' responses in MT for feedback and checking. At the same time proposes gradual withdrawal of MT.

Great care is taken to incorporate those features from the sources to facilitate the teaching of the following areas. (1) Teaching of prose passage including seen and unseen passages (2) Teaching guided composition (3) Teaching grammar and usage.

Methodology

As already stated in the beginning of this chapter, the main aim of holding the experiment is to assess the effectiveness of following bilingual approach for the teaching of English in higher classes. For such an investigation, it is necessary to try and test the method in the classroom itself. Hence two separate matched ability groups for teaching with and without the help of the mother tongue have been framed from higher secondary and college classes and then have compared the progress made in each group.

Formation of the matched ability group

It is very difficult to frame a group of students who are equally matched in their proficiency in English. Nor is it very easy to select the desirable students out of a class just to conduct an experiment. Thus the researcher has to work under certain constraints to frame two separate groups from higher secondary and undergraduate classes on the basis of the following factors: (a) performance in the pre-test. (b) Cultural and educational background of the students. (c) Personal inclination of the

students towards learning and using English (d) Result of the students' previous examinations.

Selection is made mainly on the basis of the informants marks scored in their previous year's public examination and also on the basis of their medium of instruction at the school level. While conducting the experimental classes, variables like the student variable, the teacher variable and the teaching material are kept in mind.

Selection of items for teaching

Although we speak of the four skills in language teaching/learning viz. listening, (with understanding) speaking, reading and writing, all the four skills would not seem to be equally indispensable and attainable in our present educational set up. The 'multi-skill approach' however desirable is not always feasible. Even in the hey day of English, during the British Raj, all the four skills were not taught systematically with the consequence that we had first class M.A's whose spoken English was appalling. This may partly have been due to the fact that Descriptive Linguistics (Phonetics, particular) has not made any significant headway and suitable teaching materials are

not easily available. But even today, considering the resources in terms of trained teachers and the prevailing attitude towards English in general, it would seem wise to re-order our priorities on the basis of our educational needs. The emphasis may have to be on reading with comprehension followed by writing. Speaking will come last. Good spoken English, according to Mr. H.V George, is a luxury. We cannot afford to waste our limited resources in teaching R.P or General American to one and all. 'Intelligibility,' indeed a vague term, ought to be our limited goal in teaching spoken English. The first and foremost priority has to be accorded to teaching 'reading with speed and comprehension.' Of course language is a totality and it would be unnatural to break it into skills and teach them in isolation from one another. Yet in practical terms we speak of listening comprehension, reading comprehension and writing ability.

Hence while choosing the items to be covered by the experimental teaching, special care is given to select topics which will help in materializing the main objective of teaching/learning English as a second language viz. developing listening and reading comprehension and writing ability. One of the major objectives laid down in the university syllabus is to

enable the students at the end of their course to use English as a 'library language' so that they can comprehend the books written in English on any subject. While selecting the items care is given to see that (1) Passages for comprehension are from the prescribed text itself (2) Long passages are avoided to maintain the interest of the learners. (3) The passages are meant to encourage reading with concentration, to sharpen the mind, to be alert and inquisitive (4) Learners should get a chance to add to their repertoire of words.

In addition to the comprehension passages from the prescribed text, comprehension of unseen passages, guided composition and grammar items are taken for experimental teaching. Unseen passages are given for comprehension so that such training will encourage the learner to read new books in future.

Reason for teaching grammar

Grammar items are added to the experimental teaching because information yielded from the questionnaires; interviews and class observations indicate that the majority of the teachers think grammar and

usage as an essential part of the English syllabus (Question No. 31 of the college teachers' questionnaire). Moreover the very responses of the students made in English reveal that most of the students who register for higher studies have a very shaky command of the basic structures of English. It is true that a student who is admitted for higher secondary class has studied English language for more than six years. Still he /she is not in a position to say or write a single correct sentence in English. This is because, in the case of most of the learners, they are put in unfavourable language environment most of the time, thus depriving them of enough language exposure. In the opinion of teachers MT helps in explaining the rules of grammar by comparing it with the English sentence patterns. In the traditional grammar classes repetition drills and substitution tables keep the learner active. But he is not forced to actively recall anything or even to think much. Even the usual monolingual exercises in transformation scratch only the surface.

With a homogenous group of gifted students who already have an understanding of the fundamental structural relation, discussion of the structural system in the foreign

language is an appropriate technique, for students who are finding the language study difficult, explanation in the native language which are brief, coherent and to the point, followed by active practice of the features under discussion, are more effective. (Rivers 85-86)

Therefore the use of MT for explanation is essential for the learner to sink deep into the language. Though translation cannot replace oral drilling it focuses the attention of the learner explicitly and repeatedly on areas such as differences between the two languages. A complex analysis of the target language and MT is always a great help to second language learning. To quote S. K Verma (1968) 'It is really fascinating to realize how languages which look so different are in fact very similar in their underlying sentence features. These similarities can be a potent aid in teaching a second language''(120). Whatever be the country of the student, the analysis in his MT is his best practice in general grammar. Hence in the experimental teaching, teaching of grammar is included and it is performed with the help of MT.

Guided composition

Mainly to test whether the Integrated Approach can help the learner at the productive level or not, guided composition classes are also included in the experimental teaching. Learning of any language is incomplete unless one can use it according to one's requirements. Guidance given is MT has proved helpful to inspire and encourage students to perform well in the guided composition classes. Since in our everyday life we are required to write letters, applications and so on, guided composition classes aimed at developing such writing ability has proved interesting and rewarding. Students have shown real interest in learning to write letters and other items and when the approach to guided composition is with the aid of MT, the result is really appalling.

Syllabus oriented classes

The experimental teaching conducted in higher secondary and undergraduate classes are strictly on the basis of their prescribed syllabus. The topics chosen for the classes are appended in the end as appendix H, I & J.

Creation of the lesson plan

The lesson plan for the experimental teaching is made within the following framework:

(1) To fulfil the requirements of the students prescribed syllabus, the lesson plan has been planned under four sections namely

(a) Reading comprehension of prose passage. (b) Reading comprehension of unseen passage. (c) Guided composition. (d) Grammar and usage.

For the higher secondary class the first two sections namely reading comprehension of both seen and unseen passages have been selected and for undergraduate class the other two sections namely guided composition and grammar and usage have been chosen.

(2) To fulfil the need of the students of higher classes in Kerala.

(3) To fulfil the requirement for achieving optimum learning through Bilingual Approach.

Overall teaching procedures

The following features of the method are kept in mind through out the experiment (1) only judicious use of the mother tongue is to be used, and that too if only explanation in the target language fails. (2) The mother tongue is to be used to help the learner recognize the concepts for which an item is used in English, but not for the construction of an English structure. (3) The teacher can provide cues through MT, but the response of the learner is to be in English. The learner will nearly get the concept out of MT sentences, but shall construct equivalent English sentences using English structures. (4) MT equivalents for word meanings would be written on the blackboard lest there should be any doubt left in their mind. Simultaneously their use in English sentences would be given to establish the concepts they symbolize and their use in communication.

Care is taken to be as precise as possible while giving the meanings of lexical items. Greater reliance is on precise definitions rather than giving a discrete but misleading individual MT items for an L₂ item. We may come across a legion of lexical items whose MT equivalents are not possible. (5) It is intended to use MT as a self-destruction mode. Since the main aim is to

teach the learner to use English with the help from MT can be gradually withdrawn as they learn the TL. (6) The method of CIEFL College Methodology would be followed and at the same time it will be supplemented with the use of MT where English alone does not suffice.(7) It is clearly stated that the use of MT does not imply following the old Grammar Translation Method. On the other hand here the main focus is on the selection and presentation of the facts of English with reference to the facts of MT in a formal, explicit and graded manner. (8) The same items would be taught to both the controlled and experimental groups. But in the controlled group, teaching would be through the TL alone. Simplest possible English would be used to make the learners follow what is taught in the class. In the experimental group, controlled and systematic use of Mt is availed in times of emergency, i.e., when the students fail to follow teaching in the TL alone.

Procedure for teaching the prose passage

The prose lesson, 'Guidelines For Good Talk' from the text prescribed for the students of plus one of the Kerala state has been selected for reading comprehension of seen passage.

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The prose lesson, 'Guidelines For Good Talk' from the text prescribed for the students of plus one of the Kerala state has been selected for reading comprehension of seen passage.

Objectives:

(1) Comprehension of the lesson

(a) Global comprehension

(b) Local comprehension

(2) Comprehension of new lexical items

'Before questions' have been put to students in English and if not followed, in MT also to introduce the topic.

Stage 1. The teacher asks a few questions.

Stage 2. The teacher read the passage and then students are asked if they can guess the meaning of the new words from the context. In the class of the experimental group the students are allowed to use MT very sparingly. Only a handful of students are able to give the meaning of some words and that too in their MT.

Stage 3. Teacher then has explained the meaning of the strange words: to the controlled group the explanation is made in English alone using the simplest possible words whereas to the experimental group teacher uses MT equivalents when the students fail to follow explanation in English.

Use of MT while handling prose lesson

Stage 1. While asking 'before questions' MT has been used to motivate the students. Beginning an English class in MT, though seems awkward, it definitely enables to attract the attention of the students, particularly of an average class. Gradually the teacher can switch over to English at the stage of introduction.

Stage 2. MT is at times used for asking questions to help them guess the meaning of words from the context. While giving Malayalam equivalents, students appear to comprehend the meaning quickly and clearly. While explaining words like manifestations, garrulous, congenially, gratuitously, edifice, pixie and while explaining the expression, 'over zealous football dribbler playing to a crowd', use of MT is actually a great relief on the part of both the teacher and students.

Stage 3. Since the lesson chosen for experimental teaching, though simple in theme, is presented in a complicated style, the teacher has to depend on MT for clarifying the ideas dealt in the chapter.

Stage 4. In the last stage when questions are asked to measure the level of comprehension, as far as possible, everything is done in the target language. The students even manage to respond in English itself, though with difficulty. They have exhibited commendable progress after the experimental teaching for six weeks. The following table shows the quantum of MT used while teaching the prose lesson, in a four-point scale.

Table 14

Information regarding the quantum of MT used in the prose lesson in a four-point scale.

Materials for teaching	Motivation	Introduction	Presentation	Feedback
Content of the lesson 'Guidelines for good talk'	1 2 3 (4)	1 2 3 (4)	1 (2) 3 4	1 (2) 3 4
Vocabulary teaching	1 2 3 (4)	1 2 (3) 4	1 2 (3) 4	1 (2) 3 4

1 stands for non-use of mother tongue, 2 stands for minimum use of MT, 3 stands for use of MT to a fair amount, 4 indicates that MT is used a great deal.

The numbers encircled indicate the quantum of MT used while teaching prose lesson. The table shows that in order to motivate the students MT is used abundantly and it has brought positive results also. The teacher succeeds in inviting the wholehearted attention of the learners. This indicates that it is not bad to begin an English class with a sentence in MT and gradually to switch over to English even at the introductory stage. Towards the end of the lesson teacher manages to make the children understand things without the abundant use of MT. For average children MT explanation helps in getting a concrete idea of what is dealt in the class. The controlled and systematic use of MT, while handling the experimental group has brought promising results.

Simultaneously the same prose lesson is taught to the controlled group selected from the same higher secondary school. But the difference is that while handling the controlled group there is no provision to use MT. Though the children has shown keen interest and appeared to follow the teacher fully, teacher is not able to get enough satisfaction. The results of the tests administered towards the end of the classes corroborate this point. The models of the test papers are appended at the end as K, L & M.

Procedure for teaching comprehension of unseen passages

If English is to serve as a library language in India, the students have to be trained to comprehend written English passages of various kinds. Hence teaching the comprehension of unseen passages is included in the syllabus of higher secondary classes and 10% marks are allocated for its assessment. Yet very little systematic training is given in developing comprehension skills

Skills developed through comprehension are as follows

- (1) Developing reading skills to sharpen the mind to be alert and enquiring
- (2) Ability to find contextual meaning of words i.e. learning to guess the meaning from the context.
- (3) Ability to draw conclusions and inferences
- (4) Ability to understand the underlying implications and significance of the passage
- (5) Encouraging reading habit for pleasure

Selection of unseen passage

The passage selected is of interest to the young generation. At the same time the selected passage for comprehension is of relevance to the present time. It is neither too long nor too short. The aim of selecting such a passage is that it can be read, understood and comprehension assessed within a period of forty- five minutes. The passage selected for teaching is appended as appendix I.

Use of MT while teaching unseen passages

It is assumed that MT can profitably be used in the following occasions: (1) For asking 'before questions'. In order to introduce the topic these questions may be asked in the MT. (2) For eliciting meanings of the words by guessing on the part of the students. MT is used for suggesting or giving clues also. As a general practice after reading the comprehension passage the meanings of the difficult words are either elicited or given to the students because it is observed that the students will not grapple with the concepts of the passage unless they understand the meaning of all the words. The CIEFL Methodology disapproves of it and expects global

comprehension to take place without knowing the meaning of all the difficult words. Since we expect local comprehension along with global comprehension, at this stage MT equivalents of difficult words are given. (3) After the teacher has simplified the passage in simple English if the students fail to respond, the gist of the passage is given in MT. However this practice is gradually withdrawn as the learners make more progress. (4) When the students fail to respond to comprehension questions, which are asked in simple English, the teacher seeks the help of MT and translates the questions into MT. The mother tongue also helps the students in formulating half formed sentences into complete ones by supplying the expected vocabulary and expressions.

Tests and findings

After taking classes for six weeks to both the groups, tests have been given. An unseen passage followed by questions to test comprehension of passage like (a) true or false questions (b) questions to choose words from the passage having the meaning of the given words (c) questions to fill in the blank spaces has been given to both the groups. The test is administered to measure the achievements, if any, made by the experimental group and to

compare it with that of the controlled group. And it would be an index of the effectiveness or other wise of the IA tried for teaching the experimental group as against the monolingual technique applied for teaching the controlled group.

The use or non-use of the mother tongue by the teacher turned researcher for teaching constitutes the main variable. The other factors listed below are controlled for both the groups (1) the teaching materials (2) the pupils are equally matched in proficiency and (3) the teacher.

The following table indicates the test score of both the groups after the experimental teaching.

Table 15

Achievement test scores after experimental teaching conducted among +1 students

Range of marks	No of students of experimental group scoring in the range	No of students of control group scoring in the range
91-95	1	0
86-90	1	0
81-85	2	1
76-80	1	1
71-75	0	0
66-70	1	1
61-65	2	1
56-60	1	2
51-55	5	3
46-50	4	3
41-45	5	5
36-40	7	4
31-35	0	5
Below 30	0	4
Total	30	30

Table 16**Analysis of the data**

Range of marks	Experimental group	Control group
Maximum marks	95	67
Minimum marks	38	26
Average marks	54.5	42

The analysis of the results of the tests reveals that the pupils of the experimental group have performed better than the controlled group. The group average of the experimental group is 54.5 and that of the controlled group is 42 only. In the EG the highest score is 95 out of 100 whereas in the CG it is only 85. The table shows that 8 pupils of the EG have scored above 60 marks, but only four from the CG have achieved above 60 marks. The lowest score in the EG is 39 as against 26 in the CG. The scores of the 50% of the students in the EG range from 35 to 50 and none has scored below 39 marks. This shows a noticeable improvement because before the experimental teaching the lowest score of this group was 15. The remaining 50% of the students have gone above the score of 55 up to 95. Hence IA has been able to pull up at least 50% of the students of this group to around 50th

percentile while the rest scored above it. So overall improvement is found in the group i.e. each and every student has made some improvement. The lower end of scores is much higher in this group in comparison with the scores of the controlled group.

In the controlled group the scores of 50% of the students range from 25 to 40% and more than 30% of them lie in the range of 25-36. Thus the analysis of the test results indicates that the majority of the students have been benefited by this approach. In the experimental group the bright students as well as the less bright students have been equally benefited by the integrated approach and we can therefore logically conclude that this approach suits all range of activities.

Positive effects of bilingual approach experienced in the higher secondary classes encouraged the researcher to conduct experimental teaching in the undergraduate classes also. From the analysis of the response sheets and interviews with the students and teachers of the various colleges it is clear that in spite of their learning English for more than eight years, many students fail to use the language correctly. Some of them could not even grasp properly the questionnaire sheets distributed to them,

particularly students who opted arts and commerce streams. To make the study more empirical, experimental teaching has been conducted in colleges. Also Students of second year B.Com class of Christian College, Kattakada are selected for the experimental teaching. The same method followed in secondary classes to frame two matched ability groups is followed to select such groups from the college classes. Selection of students is done mainly on the basis of the marks scored in their previous university examination and their medium of instruction at the school level. Thirty students are chosen from those students who scored more than 50% marks in their previous university exam and formed the controlled group. Another thirty students from those who scored less than 50% marks in the previous university exam are put together to form the experimental group. Thus two separate groups from B.Com class are formed to teach grammar lessons and guided composition with and without the use of M T. The topic selected for grammar teaching is 'concord' and for guided composition is 'letter writing'

Lesson plan for teaching grammar

It is prepared on the basis of the syllabus of English for second year B.Com course of the university of Kerala. The item selected for teaching

grammar is 'concord' in English. 'Concord' or agreement in English is selected for experimental teaching since it gives a lot of problems to children whose mother tongue is Malayalam. Concord of number, person and tense are areas which they find it hard to comprehend.

Objectives of teaching concord

1. Removing the complicated picture of the topic
2. Giving an intelligible idea of agreement in English
3. Achieving optimum learning.

Procedure

Stage 1: Introduction.

A contrastive analysis of the topic has been given: the difference between the syntactic structure of English and Malayalam is made familiar to the students. The subject verb agreement in English is very intricate. The verb should always agree with the subject in number and person. In Malayalam there is no change for verb on the basis of subject's number and person. Hence this change is quite unintelligible to a Malayalee learner of English. He therefore makes "inappropriate use of his mother tongue in his

performance of his target language" (Corder 132). This, Corder calls as 'negative transfer' or 'interference' (132).

Stage 2: Explanation

To the experimental group the intricacies of the English 'concord' are removed with the help of explanation of the rules in Malayalam, while to the controlled group the same is done through the target language itself.

Stage 3: Presentation

The subject verb agreement is presented with the help of number of examples, showing the change of verb when used with subjects in different persons (first, second, and third persons). Examples like,

I sing a song.	}	First person
We sing a song.		
You sing a song.		Second person (singular and plural)
They sing a song.		Third person plural
He sings a song.	}	Third person singular
She sings a song.		
It sings a song.		

and many other examples with the same syntactic structure and their equivalent Malayalam sentences are presented to the EG. To the controlled group the topic is presented in the same manner but without the use of Malayalam. Teaching concord of tense put the researcher in great difficulty. In Malayalam there is no such concord so the children are not able to agree with the teacher. When questions are asked children simply translate, leading to wrong answers. "Some of the rules they already know are also used in the production and understanding of the second language" (132).

For example the sentence - My friend said that she was coming the following day- does not seem to be acceptable to the students. This prompted the researcher to explain the difficult area with the judicious use of Malayalam. This technique has brought the desired responses from the learners.

Stage 4: Reinforcement and feedback

At this stage oral tests are given to both the groups on the basis of the lesson taught. Same questions are asked to the students of both the groups and their performance is recorded. A written test is administered on the basis of university examination. The types of questions on concord asked in the university examination are

- a) Fill in the blanks.
- b) Construction of clauses.
- c) Correct the sentences.

A model of the test given to the students is appended at the end as appendix M. The performance of the students in the EG have been more satisfying than that of CG. Tabular representation of the quantum of MT used for teaching grammar items is given below.

Table 17

Information concerning the quantum of MT used for teaching grammar items (rated in a four point scale)

Materials	Introduction		Presentation		Feedback
	Motivation	Exposure	Pattern establishment	Rules explanation	
Concord of person	1 2 3 (4)	1 2 3 (4)	1 2 (3) 4	1 2 (3) 4	1 (2) 3 4
Concord of number	1 2 (3) 4	1 2 (3) 4	1 2 (3) 4	1 (2) 3 4	1 (2) 3 4
Concord of tense	1 2 3 (4)	1 2 3 (4)	1 2 3 (4)	1 2 3 (4)	1 2 3 (4)

1 stands for non-use of mother tongue, 2 stands for minimum use of MT, 3 stands for use of MT to a fair amount, 4 indicates that MT is used a great deal.

The table given above indicates that MT use is essential at all stages but there is variation in the rate of using it. At the stage of motivation maximum use of MT is needed. In the presentation stage also, while explaining the rules, the rate of mother tongue use is comparatively more. This helps in controlling its use at the stage of feedback. While teaching the concord of tense the rate of using MT could not be reduced even at the stage of feedback.

Lesson plan for teaching guided composition

The topic 'letter writing' has been selected for guided composition. Guided composition text motivates better than other areas of learning. They become curious when they see that the text is useful in their day today life and this curiosity makes them participate in the learning activity quite willingly.

Objectives

1. Comprehension of authentic materials like letter writing telegraph writing etc.
2. Optimum student participation.
3. Developing writing skill.

Any learning of a language is incomplete unless one can use it according to one's requirement. In real life situation learners maybe required to write letters, application etc. Hence teaching guided composition using MT seems very appropriate.

Important stages of teaching guided composition

Stage 1: Motivation

An awareness of the importance of knowing how to write letters through IA has helped the learners to become more active and enthusiastic in their composition class. The teacher succeeds in motivating them through the approach.

Stage 2: Introduction

At this stage format of the formal and informal letters are introduced. Abundant use of MT in the EG is very essential and comprehension of the format of both types of letters is almost perfect.

Stage 3: Presentation

At this stage MT is used for asking leading questions to form the major outlines of the composition topic i.e. letter writing. But the use of MT is not as frequent as in the introduction stage.

Stage 4: Feedback

Little use of MT is made at this stage because after the model is prepared from the responses of the learners in the presentation stage very little is left to be done. Even though they could follow the instructions and get an idea of writing different types of letters, their performance is not satisfying. But since their standard of English is very poor it is not possible to expect wonderful progress in their writing skill. At least they could get a clear idea of the format of the letters. Moreover teaching for six weeks is not at all sufficient for them to make wonderful progress in writing skill. Without a systematic teaching for a considerable time one cannot expect satisfying improvements from them.

Table 18

Quantum of the MT used while teaching guided composition

Material	Motivation	Introduction	Presentation	Feedback
Formal letter Writing	1 2 (3) 4	1 2 (3) 4	1 2 3 (4)	1 (2) 3 4
Informal letter writing	1 2 3 (4)	1 2 (3) 4	1 (2) 3 4	1 (2) 3 4

1 stands for non-use of mother tongue, 2 stands for minimum use of MT, 3 stands for use of MT to a fair amount, 4 indicates that MT is used a great deal.

The table indicates that the use of mother tongue is greater at the motivation and presentation stage. At the presentation stage while asking leading questions to form the major outlines of the composition, the teacher has to use MT though very sparingly. At the feedback stage the use of MT is practically nil. After teaching informal letter writing, formal letter is taught. Then the teacher could reduce the use of MT even at the motivation and at the introduction stage. This may be because the researcher is able to develop interest in the learners since the topic for teaching is on authentic material. Not only that while teaching formal letter the researcher needn't take as

much as time as she has spent for teaching informal letter. After that assignments to write formal and informal letters have been given. The students' performance shows that they have formed clear-cut idea regarding the format of both types of letters. The language they have used is not up to the mark. Most of them are even ignorant of the basic syntactic elements of English. Their low standard of English is mainly responsible for it. Still the teaching through bilingual approach has proved to be more effective for teaching grammar and guided composition.

Conclusion

The result of the experimental teaching positively demonstrate the effectiveness of Bilingual Approach with regard to the teaching of lexical, grammatical and syntactic aspects at the reception level. There are enough reasons to believe that if given a large period of exposure to this kind of teaching the achievement of the students at the productive level could be appreciably improved.

FINDINGS AND OBSERVATIONS

Saroja Kumari K.R. "Bilingual approach to esl: Its positive aspects" Thesis.
Department of English , University of Calicut, 2002

CHAPTER VI
FINDINGS AND OBSERVATIONS

FINDINGS AND OBSERVATIONS

The findings and observations of the present study and their implications for teaching/ learning English in the context of Kerala have already been given along with the relevant comments at the appropriate places in the foregoing chapters of the work. Some of the basic assumptions and observations arising out of this study, however, deserve reconsideration and reaffirmation. The main concern in this chapter is, therefore, to present the findings and conclusions in the form of statements organized around the main variables discussed in chapter 1.

Teaching a foreign/second language in a country like India, particularly in Kerala, is full of complications and problems. Language learning, especially the learning of a second language/ foreign language has been called a "formidable task" (Lado 168) At times a second language learner has to face insurmountable problems, for the learner imbued with the culture of his country of origin, is thrust into the often frightening and confusing jungle of a new cultural matrix. Linguistic barriers and structural

difficulties would compound the problem. Therefore, readymade solutions are not likely to solve our problems. Yet it is gratifying to note that in recent years there has been a growing awareness of the teaching of English as language teaching i.e. teaching the language skills and sub- skills at the college level. However, the present study has revealed that the teachers find considerable difficulty in translating this 'awareness' into a concrete instrument for purposeful classroom activity.

Professional ELT Training

The present English teaching/learning situation in Kerala is not satisfactory. Only very few schoolteachers have undergone special training in ELT. The quality of teachers who teach English to the beginners falls short of our expectations. They are not adequately qualified and properly trained for teaching English. It is really significant to mention here what the great British linguists like Halliday, McIntosh and Strevens say about the ELT situation in India:

"In countries such as India the pattern of education has been exported so successfully from British school and

university practice that syllabuses exist which are nowadays *plus royaliste que le roi*. From such countries students come to Britain for training that will fit them to join the teaching profession in their home country and teach English literature (or rather a version of literary history and criticism); yet in many cases it is painfully clear that there are many among them whose command of English as a language is not sufficient to enable them either to discuss and teach great works of literature or fully understand or appreciate them. In such cases the superstructure is more weighty than the foundations can support, and the only sensible solution is to repair and strengthen the foundations. (184)

Hence the foundation of students in English is laid by teachers who themselves are not fully competent to use the language well. Till date with the exception of a few unaided English medium schools, up to high school classes, English language is taught by teachers, who are graduates or postgraduates in other disciplines like Social Studies, Physical Science,

Mathematics etc. However, Kerala government has recently issued an order creating a new cadre for higher secondary assistants (English) to teach English in Government and aided high schools. " The order was issued by the Government in view of the deteriorating standard of English teaching in schools. Earlier, English language was taught by teachers in core subjects like Social Science. The order also prescribes the qualifications for the post" (Hindu Daily 4). A single Judge quashed the order on grounds that the Government could not make changes in the education rules concerned by way of an executive order. Fortunately when the Government filed an appeal against the Single Judge order, a Division Bench of the Kerala High Court on Tuesday i.e. on 29thOctober, 2002, stayed the Single Judge's order. This present situation gives us the hope that in the near future the Kerala high court will pass its verdict in favour of the Government order. Thus at least our high school students will get the opportunity to be taught by better-qualified teachers to teach them English language. The competency of the teachers is a very significant factor for the upliftment of the student's standard of English.

To develop all the language skills in the student, teachers at all levels, should get enough training in ELT. It is disheartening to note that the competency of the teachers of higher secondary classes is also not up to the mark to teach English language. The survey conducted through questionnaires and interviews with the teachers indicates that only very few teachers have undergone training in ELT. More than 75% of them have no training of any sort in ELT. Even for an ELT trained teacher periodical in-service training is essential to update their knowledge in ELT. In the 1970's, Summer Institutes in many University Centers were constituted to impart training in ELT to teachers of English. The training imparted at such centers contributed in substantial measure to the general awareness of the important trends in ELT, although they were not substitutes for a full course in teacher training. One significant contribution of the Summer Institute training was that it oriented the teachers to plan and organize their teaching activities. Fortunately, at present in many institutes like CIEFL, RIE etc, professional training in ELT is imparted to interested teachers through short-term courses.

Syllabus and Course Book in English

The study reveals that while the existing syllabuses are certainly better structured than the traditional ones, they still fall short of our expectations because fundamentally they fail to spell out clearly the aims and objectives of teaching English at the college level. So, with such rather vaguely stated aims, teachers find it hard to formulate their teaching strategies in consonance with the objectives implicit in the syllabus. A large number of teachers observe that our prescribed syllabus needs improvement. This is evident from the data collected through the questionnaires (questions 9-12 of college teachers) and interviews with the teachers. 52 percent of the teachers feel that the course content is only partly suitable and it needs improvement. 10 percent of the teachers have observed that the course content is not at all suitable. Most of the lessons in the books are literary text and they are unproductive and wasteful. The prescribed texts are culturally loaded and not relevant to Indian cultural situations. For our learners the texts should be relevant to their social and cultural contexts and it should be useful in their social communicative activities. The texts, which are now being used, are very boring and totally unrelated to the real life situations of the

learners. After learning English for more than 10 years most of the students feel incapable to meet their immediate requirements such as filling application forms, responding to admission notice, understanding telegraphic messages, letters etc. Moreover, no provision has been made in the syllabuses for promoting and consolidating 'speaking' skill although both teachers and students have indicated the need and importance of the skill. Luckily In the present academic year (2002-2003) Calicut University has made some drastic changes in the syllabus of English for undergraduates with a view to improve the 'speaking' skill of the learners. It has brought some changes in the syllabus to initiate the students to a knowledge of English Phonetics and recently more stress has been given to language than to literature with a view to develop all the language skills. But to meet the desired objectives and aims of language teaching teachers must also be updated through refresher courses and special training in ELT.

The course materials presented for the higher secondary and undergraduate classes in Kerala state, like prose lessons, poetry and drama, are specifically designed to develop the language skills such as 'reading comprehension' and 'writing effective composition pieces'. However, the

teachers, according to their responses to the questionnaires, do not use those texts as means to achieve the objectives implicit in the content materials. Instead they prefer lecture on the contents of these books. This is revealed from the observation of classes also.

Examination system

A drastic change is needed in our examination system if teaching and learning of English are to be made useful and effective to the students. The main purpose of evaluation should be to assess the language skills of the students. But how far is our present examination system able to achieve it? Our examination is characterized by a set of patterns, which has continued unaltered for years. The university question papers of English reveal that almost all of them are based on 'content' as opposed to 'language ability'. Certain defects like a high degree of selectiveness, imprecision in wording, vagueness in objectives, preponderance in essay type questions and wide options are apparent in the University question papers. Such questions encourage students to cram answers to the expected questions and reproduce them at the examination. This pattern does not provide students any incentive to develop language skills. In other words, the goal of

promoting and consolidating the language skills is not supported by this trend in the examinations. However, recently there is a clear departure from the conventional essay and summary type questions to short comprehension questions to test students' first hand grasp of the texts. This change is made on the realization of the fact that the students cram ready-made answers to stereo typed questions without comprehending the texts carefully. However, for lack of adequately trained teachers who can teach the present language oriented course books in English, this change has failed to provide sufficient motivation either to the teachers or to the students to develop language skills. To answer short comprehension questions, doubt free comprehension of the texts at the lexical and syntactic levels has become essential. But the low standard of English of the entrants to higher classes demand simple and suitable method to meet the need of the hour. Considering the low standard of the entrants, a bilingual approach which envisages a controlled and systematic use of MT at times of necessity would be harmless. The experimental teaching, besides the other techniques used by the researcher, has presented enough evidence to prove it.

Teaching Techniques

During the experimental teaching dependence on bilingual approach has provided the students enough chance for participation in the teaching/ learning strategy. The introduction of language oriented texts at the undergraduate level does not seem to have much impact on the teaching technique followed by the college teachers as revealed from the class observations and from the interviews with the teachers. The teachers continue to follow the lecture method for presenting the content material of the texts, almost totally ignoring the most important part of the course book namely the exercise material. Thus mere paraphrasing and explicating the content of the prescribed texts are perhaps the most commonly used techniques of teaching.

Also the teaching activities of a majority of teachers do not reflect any systematic planning or organization of the lesson despite their knowledge of the need to do so. Their concern seems to be mainly with 'teaching' rather than learning of the students, which their instructional strategies are meant to produce. However in the experimental teaching, teachers and students seem to have equal concern in the teaching / learning process. The rapport

established between the teacher and the students has helped them to have enthusiastic participation in the learning process. Moreover, motivation to learn the language is of primary importance. The survey conducted reveals that only ten percent of the teachers have felt that the students are interested in learning English. Fifty six percent of the teachers have felt that students are partially interested in learning English and thirty four percent have felt that the students are not at all interested in learning English. This clearly indicates that in general, the existing materials and methods do not motivate the students. But while conducting experimental teaching relevant and authentic materials are selected to develop their comprehension skill. This has activated the students and made them participate actively in the learning process.

The Bilingual Approach make made effective use of the MT for the following areas, which are in the order of preference

- (a) For conveying meaning
- (b) For introducing a new topic
- (c) For comparison of a grammatical rule which exists in L_1 and L_2 to facilitate learning.

- (d) For constructing English sentences with the cues given in the MT, thus increasing productivity
- (e) For testing comprehension
- (f) For recapitulation and feed back
- (g) For explaining the cultural background of the text being taught

Of the four major areas namely teaching comprehension of seen and unseen passages, grammar and guided composition, the Integrated Approach is most successful in teaching comprehension and reading passages. This is endorsed by the test score discussed in detail in the previous chapter represented in tabular form (table no: 15&16). The significant improvement observed in teaching 'reading comprehension' is because comprehension is complete when all doubts about meanings are removed with the help of MT. The improvement shown in the grammar section is also very remarkable. The result of the test administered after engaging classes on 'concord' in English substantiates it. But the same cannot be said about guided composition. Any impressive improvement in this field cannot be expected as writing a composition involves so many other factors such as maturity of thought, organization and above all, a full

command of the language. It is not possible for the students to acquire admirable proficiency in a second language in six week's teaching.

Positive effects of MT use

A controlled and judicious use of MT has facilitated optimum learning. An attempt is made to quantify the use of MT on a 4-point scale. This clearly indicates how much of MT has been used for teaching different language elements and is represented through tables 14, 17 & 18 in chapter 5.

A time ratio for the use of MT and the target language has been worked out to specify the use of MT. In one-hour class the maximum use of MT has been for 20 minutes. The use of mother tongue and the target language is more or less in the ratio of 1: 3. The maximum use of MT has been restricted to the 'presentation stage' where explanation demands considerable use of MT.

While teaching vocabulary and grammar the bilingual approach has proved to be of great help and relief to the students. Giving MT equivalents to the most difficult and abstract words has seemed the most effective technique for conveying meaning. Yet there have come across some words,

which cannot be disposed off by merely giving them Malayalam equivalents. Such words have to be defined, dramatized or elaborately explained.

The use of MT in conveying meaning has helped in saving much time, which can be used, for more active contacts with English. Consequently better learning has taken place as can be seen from the results of the experimental group.

The approach proved simple and effective from both the points of view of teaching and learning. The researcher has taken only less time in planning the lessons for EG than is required for CG. This has been possible because it is easy to drive home the points when comprehension is complete. Comprehension becomes complete when the learner is sure of the meaning of sufficient words, expressions and passages. This is made possible through BA.

Another significant point of BA is that rapport can be quickly established by using the method as the learner feels at home and is free of inhibitions to actively participate in classroom activities. Students' full

participation, which is the soul of this method, can be achieved only when they feel free to express themselves. The researcher's BA has put the students at ease and thus facilitated a congenial atmosphere for the teaching/learning strategy. On the other hand there is always a tense artificial atmosphere in CG. Even the attempts to make them laugh have failed, presumably because at times they cannot catch the joke or humour of what the teacher said.

Another advantage of BA is that it demands no sophisticated aids. The bare minimum of teaching aids like a black board and chalk are enough because the use of MT itself is a powerful aid. Thus this method can be adopted without incurring any extra expenditure and it can be easily adopted in an average classroom situation. Training teachers to use this integrated approach is not a difficult task. It is an easier method than the one proposed by CIEFL College Methodology for which a great deal of simplified version of English is crucial. A good teacher with the knowledge of linguistically sound principle and a good command over MT of the pupil can easily handle this approach with great ease and success.

“The learning of a second language is rather a question of increasing a behavioral repertoire or learning a set of alternatives for some sub set of the rules of the language they already know”(Corder 132). Hence the concept of the target language formed by comparing and contrasting with that of MT will be concrete and precise and such concepts can be garnered to their repertoire of ideas, thereby helping them to develop their MT and TL side by side. There are enough and more examples in our state who are great professors of English at the same well renowned writers in Malayalam. Personalities like Ayyappa Panikar, G. Kumara Pillai, K.V.Ramakrishnan, Achuthananthan, Vishnu Namboodiri and a lot many. So one cannot argue against BA saying that interference of one’s NL will negatively affect the learning English as a second language.

Another significant plus point that should be attached to BA is that for developing our translation ability, equal proficiency of the languages concerned is imperative for translation. In our present world where all aspire for Global village, knowing other languages, accepting others’ culture, customs and manners are very important. For that we need the help of translators and for the creation of translators bilingual method plays a

crucial role. Translated works are arches through which one can enter to the world of knowledge, since majority of the scientific and other developments are recorded in English language. If only our country is able to translate those English works into our languages, our people, who are ill equipped in English language, can be led to the vast storehouse of knowledge.

Those who are against BA may say that BA adversely affects the development of students' speaking skill. Of course the tone, intonation and stress of words and sentences of the learners may not be perfect due to the interference of MT. Regarding the development of the speaking skills of the students, the analysis of the data collected through questionnaires, class observations, interviews and experimental teaching, points at one thing that BA cannot in any way help them improve their English pronunciation. Any language teaching is imperfect without teaching its pronunciation. "To neglect the manner of speaking a language-its pronunciation can only produce a lop- sided course of language study-as lopsided as if one were to neglect its spelling or its grammar" (McCarthy 107). Every language, it may be noted, is realized primarily in the spoken form. In our daily life, we make use of speech far more frequently than visual signs. The way we speak gives

valuable information about certain aspects of our background and personality. Therefore, “the spoken language is as important for description and teaching as the written form of the language” (Stevens 50). It is “more significant” though “more difficult to deal with” (Laird 177) and it has gained an unprecedented importance in today’s world, since it remains as the speedy means of transport and communication and various telecommunication devices.

The teaching of the pronunciation of a language like English is necessary because of the irregularities and inconsistencies that characterize its orthography. English spelling is “preposterously unsystematic” (Firth 48). The discrepancy between English spelling and pronunciation is due to the fact that English doesn’t have enough letters in its alphabet. The 26 letters struggle unsuccessfully to bear the burden of all the sounds. Therefore we make one letter stand for several sounds. For example ‘s’ for |s|, |z|, |ʃ| as in cats, dogs, sugar respectively. We use two letters for one sound for e.g. she; church and we use the same letters for two different sounds for e.g. ‘th’ for |θ| |ð| as ‘thing’ and ‘then’. Therefore the only way to overcome this problem is the systemic teaching of spoken English to all

those who wish to learn it. For proper representation of the pronunciation of a language, some sort of transcription is advantageous. "Some form of phonetic notation is essential. The foreign language student is to be provided with adequate information concerning the pronunciation of language he is studying" (McCarthy 137). Pronouncing dictionaries like Daniel Jones' *Everyman's Pronouncing Dictionary of English* is a real help to the learner. But teacher's help is very essential to learn the phonetic transcription of every English word. Phonetic transcription and pronunciation of English can be taught perfectly well if only the teacher's mother tongue is the target language itself. But in our country the chance for such a teaching/ learning environment is very thin and delicate. Still we have the chance for relief since ours is a time when the emergence of non-native varieties of English is widely recognized and accepted. These varieties have developed their own formal features and semantics and socio-cultural functions. The time is ripe for their acceptance as legitimate varieties of English.

To develop speaking skill, pronunciation alone will not count much. Thorough understanding of the semantic and syntactic aspects of the

language is essential. Here BA is of great help to the learner. A second language learner of English is able to improve his repertoire of words and phrases. He gets a better and doubt free concepts and syntactic patterns through BA. This will definitely help in improving his speaking skill though he will not be able to speak English in British or American accent unless he is put in an English-speaking environment.

On the basis of the questionnaire study, class observation, interviews with teachers and students and also on the basis of the researcher's own experimental teaching, it is reasonable to conclude that BA is effective and can replace the average teacher's teaching style which includes the indiscriminate and unstructured style of teaching without realizing that language is both a cognitive activity and practice.

The main aim of the proposed BA / IA is to harness the immense potentialities of the judicious use of MT which is otherwise being misused to yield significant results. There is enough reason to conclude from the findings of tests and classroom interaction during experimental teaching, that the approach has been successful in fulfilling its aims claimed in chapter 1.

Suggestions

The BA is recommended for teaching English at the college level. The approach is efficient and flexible enough for use in an average class and holds a promise as a viable method to be used. It can be safely recommended for teaching 'reading comprehension', vocabulary expansion and grammar teaching/learning using contrastive analysis.

Provision for curriculum reform and in-service programs for teachers of schools up to higher secondary classes are there in Kerala. Yet it has been observed that the in service courses for teachers up to Higher Secondary, conducted by the State Council of Educational Research and Training, District Institutes of Education and Training etc suffer from lack of trained instructors in English. It is also noted that English teachers find no place in the list of census reports published by The Education Department, Government of Kerala (1999). Therefore Govt. of Kerala should take into consideration these facts while framing the education policy.

For consolidating the validity of the approach (BA) a long-term experiment covering at least a full academic session is necessary. The same

teacher handling the class for a considerable period with a rigidly controlled use of the MT may be able to bring some concrete result. On the basis of such studies positive conclusions can be made and generalizations drawn. The visible gains achieved in a short span through a meager sampling of the programme have given considerable encouragement although the process of acquiring proficiency in a language is a long-term process, which has to take place gradually over a notable period of time.

A handbook on this approach and directions on how to use the method systematically for teaching various language elements may be brought out to help the teachers of English particularly for the help of those who are using MT for teaching English but not in a systematic way.

The feasibility of the proposed BA within the framework of a prescribed syllabus has to be considered, provided a systematic and controlled use of MT up to a definite level of learning and then its gradual withdrawal is made effective. This would certainly provide congenial atmosphere for optimum learning in ELT context. Hence BA can be safely recommended up to undergraduate classes where the unsystematic use of MT is in vogue.

Further research is needed in the application of bilingual approach to the teaching of English particularly to the undergraduates. Any research on that line would be of great help to ELT. No single foolproof technique can boast of being *the method* for teaching any language items of English to a foreigner. Any research on that line would be of great help to ELT.

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APPENDICES

APPENDIX A

Thumbnail Sketch of the History of the English language and English language Teaching

Origin of Modern English

Modern English is believed to have evolved from the parent language, Indo-European which was spoken about 3000-3500 B.C. by nomadic tribes who wandered in the lands around the Black Sea. These tribes split up into various sections that moved in different directions across the continent of Euro-Asia. Each section, of course, took with it the parent language and developed it along its own lines resulting in the formation of several different dialects. At the same time each group constantly added to the language in its own way. As a result of this by 2000 B.C. the original Indo-European had split up into eight distinct language groups or dialects. In course of time each of these also got sub divided and this process repeated down the ages, but modified to some extent by later contacts between group and group resulting in a multiplicity of languages which exists today (F.T. Wood). Diagrammatic representation of the origin and development of the Indo-European family of languages is given below:

Arrival of English in the Island

The earliest inhabitant of England was the Britons and their tongue was a form of Celtic. Roman occupation of Europe from 55 B.C. onwards resulted in the spread and mixing of Latin with the vernacular languages. Consequently the Celtic

language of the Britons was relegated to a secondary position. Around the fifth century mainly after 410 A.D. Angles, Saxons and Jutes, tribes from North Germany descended with their lords and the Celtic supremacy came rapidly to an end. Many of the Britons fled into the hills of Wales, Cornwall and Scotland and hence forth the tongue of the invaders, Anglo-Saxon or old English became the tongue of Britain or England as it now came to be called and continued to be the sole language of England upto 11th century.

French Influence

Since the Norman Conquest in the 11th century French was widely used in England. It became the language of the royal court, the law court and of the nobility. English was spoken by the masses; the language of learning and scholarship was of course, Latin. Hence the medieval England offered a socio linguistically interesting example of trilingualism. Although the use of English became more widespread throughout society in the fifteenth century, French, right into Tudor and Stuart times, remained the lingua franca for contacts with foreigners particularly in court circles. Consequently English spread as the common medium of communication and the learning of French as a second language became important in the education of the nobility. As a means of communication French was not only needed by courtiers, but also by the merchant class, trading with western Europe, especially France and the Netherlands and by other travelers and soldiers. Further more religious persecution in the sixteenth century led to movement across the channels in both directions; for example, French Huguenot refugees fled to England while in the following century during the period of the civil war and the commonwealth. English upper class families willingly sent their children to be educated in France. The social, political and

religious developments in France and England influenced the role and teaching of the French language in England during this period.

Development of the English language teaching

English language teaching began in England toward, the end of the Middle Ages when French died out as the second language of the kingdom. Though French continued to be taught as a second language during the Tudor and the Stuart rule. King Henry IV and king Henry V of the Tudor dynasty stressed the use of English language in place of French and it was adopted, as the language of all royal correspondence English, thus, became the language of the nation, spoken by all from the king himself downwards. By the end of the fifteenth century even the Statutes of the Realm were written in English and the affairs of State handled through the royal secretariat, were conducted in the vernacular. During the same period the dialect of the East central Midlands established itself as the prestige variety of English pronunciation used among the nobility and other associated with the power that gathered round the new Tudor dynasty (Bough, Cable 1978/96). Thus the teaching and learning of French and Latin were relegated to a very insignificant position although French was still considered as a mark of culture and Latin of learning. Nevertheless English had to wait until the beginning of the 17th century before any serious attempt was made to produce a scholarly description of language, though William Bullokar's *Pamphlet for Grammar* appeared a little earlier in 1586.

Learning through Dialogue or Catechestic technique

Absence of any grammatical and other descriptions of English coerced the early language teachings materials to rely entirely on texts and the dialogue form

consisted of a series of questions and answers prepared on topics of everyday rural life and trade which was an adoption from the teaching of spoken Latin to youngsters. Dialogue, a popular form of text preparation in recent decades was in constant use in the language classroom right through the history of language teaching (Kelly 120). This question and answer format is the Catechistic technique whereby questions are used as prompts to the memory and serve to break the text into digestible chunks which can be learnt by heart (Howatt 5). This system of language teaching was followed through out the whole period to 1800 and sometimes later as well. Joseph Priestly's *Rudiment of English Grammar* written in the late eighteenth century is a typical example. The learner had to do all the work of memorization and the teacher merely had to prompt them with questions in order to 'hear' the lesson.

Advent of text books for English language teaching

The first textbook designed mainly to teach English as a foreign language appeared towards the latter part of the sixteenth century when large numbers of French Huguenot refugees came to England. Double manuals to teach English to French speakers as well as the other way round, made their appearance at the end of the fifteenth century. The customers for these manuals included merchants using French as lingua franca as well as native French speakers. The first of these double manuals was a short book of dialogues and other texts prepared by William Caxton published in 1483. It is bilingual in French and English arranged in column. In 1498 Caxton's assistant in his printing shop, Wynkende Worde produced another double manual along similar lines called *A Lytell treatyse for to lerne Englisshe and Frensshe*. The text is laid in alternating lines of English and French rather than in columns.

The polyglot dictionaries like a seven language dictionary of 1540 published in Antwerp, the busy multilingual meeting place of north European cloth merchants in the 16th century and phrase books, Minrer's double manual called *A Treatise to learn to speak French and English* published in 1553 in Antwerp and a manual discovered by Alston in his bibliographical research called *A very Profitable Book to learn the Manner of Reading, Writing and Speaking English and Spanish* in 1554 were the other signs of a growing interest in learning English in the sixteenth century.

English in the hands of refugee language teachers in Elizabethan London

Protestant refugees from Flanders who were exiled by the Duke of Alva for an exemplary show of Counter Reformation power and a mass exodus of French Huguenots due to St. Bartholomew Massacre in Paris in 1572 took asylum in England. Queen Elizabeth welcomed them for their skills and conscientious attitudes they brought with them to England. They were an enthusiastic group of skilled craftsmen, artisans, merchants and middle class intellectuals who occupied themselves in teaching English and French languages. Among the refugee teachers, names of three teachers need special mention.

The first, Jacques Bellot was the most significant since he devoted himself more seriously than the other two for the teaching of English to the immigrant French community in London and like the others he also taught his mother tongue to the native population. His contributions in the field of language teaching in the form of English manuals are *The English Schoolmaster* (1580) and *Familiar Dialogues* (1586). Bellot's *Schoolmaster* gives a detailed account of the English alphabet and pronunciation, contains a discussion of difficult words with a few old grammar

points thrown in his Familiar Dialogues as the title suggests is a collection of everyday dialogues and conversation.

The second of the group of language teachers was *Claudius Holyband*. He was in many ways the most successful and certainly the most professional of them all. His principal work was imparting knowledge in French to young children at a succession of schools he himself founded in and near London. His career gives us a clear picture of the high level of pedagogic expertise that the immigrant group at its best brought to their language teaching activities. His major books are '*The French School Master*' and '*The French Littleton*' (1566). While teaching he gave special emphasis to pupils' thorough grasp of the pronunciation. In teaching grammar he used what was later called an 'inductive' approach, starting from the text and consulting the rules only when the pupils were familiar with the new material. By the time he left England in the late 1590s. Holyband had published some more textbooks. They are '*De Pronuntiatione Linguae Gallica*' (1580) a grammatical work called *Treatise of Declining of Verbs* (1580) and a dictionary which started out as '*A Treasury of the French tongue*' and was later enlarged into '*A Dictionary French and English*' (1593) Holyband and his fellow refugee teachers working in St.Pauls Churchyard and elsewhere in London had established high standards for the teaching of languages in England and their published works survived for many years into next century.

The work of John Florio, the last of the trio of sixteenth century language teachers showed language teaching in a rather different light. Unlike Bellot and Holyband, Floria cannot really be called a refugee since his mother was an English lady though his father was from Italy. His contributions to language teaching were as a private tutor to high-ranking aristocratic patrons and the textbooks he wrote

for them suited their interests and tastes. His two principal double manuals, '*First Fruits*' and '*Second Fruits*' had a sense of style not found in the works of Bellot and Holybank. Written in 1578 and 1591 respectively they consist of Italian and English dialogues.

One interesting feature of the refugee teachers is that they were native speakers of the language they taught. Unlike their twentieth and twenty first century counterparts, however, they did not adopt a monolingual approach, but continued the traditional bilingual method of the earlier manuals. The ability to look at one's own language through the eyes of someone attempting to learn it requires what might be called a 'reflexive imagination' and the skill and knowledge to put its insights into practice (Howatt 13).

In short these refugees developed teaching English as a foreign language mainly to mingle freely in their alien society and to improve their mercantile activity. They taught both French and English and could achieve greater success than they really expected through their unique innovations in teaching and production of manuals, which improved their teaching methods.

Unfortunately towards the end of the 16th century the resentment of the native born teachers over the monopoly of foreigners in language teaching found spiky outburst in John Eliot's scathing manual *Ortho-Epia Gallica* in 1593. Eliot's attack met with the desired effect and refugee teachers returned to France. Fortunately for them by then the religious situation in France improved.

After their departure, English language teaching suffered a set back for sometime in the early seventeenth century even though well established work like Holybank's '*Schoolmaster*' continued to be reprinted.

After a gap of more than 30 years a mercenary from Scotland, John Wodroephe who took part in the thirty years war published a double manual called *The Marrow of the French Tongue* in Dort in 1623. After two years it was republished in London and dedicated to Charles I hoping that Charles' marriage to French Queen Henrietta Maria, would increase the demand for French in England. The royal French connection did not contribute anything for the teaching of English as a foreign language. The queen herself was reluctant to learn English. At that time another French merchant called George Mason provided a small manual called *Grammaire Angloise* in 1622. Though the work did not add anything to the achievements of the previous century there was one particular linguistic point that induced interest to the teachers of English as a foreign language. He gave some prominence to the progressive aspect of verb, which is not found in Latin. What Mason did was a distinct verbal unit peculiar to the structure of English. Apart from the contributions of Wodroephe and Mason there was not much activity in the teaching of English to foreigners until a new generation of teachers and writers came forth about the middle of the seventeenth century. Writers like Ben Jonson and John Wallis contributed scholarly grammars for private study and refugee teachers who came to English in 1680s developed the traditions of Bellot and Holyband in teaching a practical command of Spoken English.

Beginning of the Latin based Grammar teaching

In spite of the brave attempts of Holyband and his fellow refugee teachers to teach classical and vernacular languages side by side the teaching of modern languages did not receive the appreciation of the authorities. Thought on languages teaching in Europe first crystallized round Latin as the principal medium of instruction, scholarship and communication (Mackey 141, Titon 9).

Latin was taught to enable clerics to speak, read and write in their second language (Mackey 141). Hence throughout seventeenth century and in the early eighteenth century the main concern of the schools was the teaching of Latin. Young children from eight years onwards were forced to learn unrelenting Latin grammar rules and definitions and so they were to rote learn the text. William Lily, the first headmaster of St. Paul's school published a book *A Short Introduction 'Lily's Grammar'* otherwise known as the 'Royal Grammar' as it originated in a committee set up by Henry VIII in the late 1530s, established a uniform method of teaching grammar in schools. The book continued to be followed in schools without any serious rival until the middle of the eighteenth century and was still in occasional use in the nineteenth century. For over 250 years Lily and language teachers were virtually synonymous at least in the minds of generations of little boys (Howatt 32-33). The book has two parts. First part is 'a short introduction to the 'Parts of Speech' written in English and the second part is the 'Brevissima Institution' which is a description of the Latin syntax written entirely in Latin.

Reform Movement

In the scientific century as a revolt against the mindless rote learning of the dreaded rules of Latin syntax, reform movement headed by great philosophers and educationalists originated and swayed the western world. Two schools of thought on the role and function of language studies in the late sixteenth and early seventeenth century came into existence. The first represented the humanist tradition founded by Erasmus and Vives and reiterated in Roger Ascham's *authoritative* book *The Schoolmaster* (1570) and the other was a more puritanical philosophy set out in some length in Francis Bacon's '*Advancement of Learning*' (1609), which reached its most elaborate expressions in the work of Jan Amos Comencus.

Contributions of the great educationists of Europe in the field of language teaching during the 16th and 18th centuries

During the period between the sixteenth and eighteenth centuries a number of educationists offered their views on language teaching especially the teaching of the now dead language. Their views are especially significant since what they stated of Latin teaching is equally valuable and significant for any language teaching.

2.5.2 Rogern Ascham (1615-68) outlined his method of teaching Latin in his book, *The School Master*. A selection of Cicero's letters was used for the purpose. His book has two parts of almost equal length, the first part entitled the 'Bringing up of Children' which discusses the aims and purposes of education for young children and the second part states the pedagogical plan for achieving the educational intentions of part one. The technique, which is associated with him, is the device of 'double translation'. The teacher would begin by translating the Latin text into English and the translation would be repeated until pupil had grasped the meaning of each word. Then the pupil would be asked to translate the Latin text into English on their own. When this was done and found satisfactory they were made to retranslate the English passage into Latin for comparison with the original text. Thus Ascham's system was essentially based on translation. The method was intended to make the learner conscious of the structure and resources of both the foreign language and his mother tongue. In short Ascham intended to teach grammar through inductive method.

Joseph Webbe

In teaching methodology if Ascham wanted to make grammar subordinate to text, Webbe in his *An Appeal to Truth* (1822) sought to dispense with grammar

altogether. He was greatly influenced by Georgius Haloinus Cominius who argued that grammars were either long and tedious, or short and confusing, and useless either way. Webb, in fact, proposed a form of 'direct method' of language teaching without the use of reference grammars, which would depend heavily on spoken interaction and aim to develop an internalized knowledge of the language through the exercise of communicative activities conducted in the foreign language. He retained a bilingual, comparative approach but rejected the common notion that foreign language texts should be translated word by word in order to emphasize the importance of accuracy and the 'correct choice of words'. Ascham's inductive grammar and Webbe's no grammar are found repeated in the late nineteenth century by Henry Sweet and direct method teaching. Webbe opened a school in London at the old Bailey, but he left no successors and his ideas died with him. His achievement was considerable, but it was also sterile, isolated from the context of educational thought and philosophy that surrounded it (Howatt 38).

Francis Bacon

Another school of reformers belonging to the Puritan movement disapproved of the delicate literary interests of humanists like Ascham with their stress on rhetoric, style and eloquence. Words were but the images of matter; and except they have a life of reason and invention, to fall in love with them is all one as to fall in love with a picture (Bacon 25). Through his *Advancement of Learning* he stressed that learning should be directed neither to the abstract world of ideas of the schoolman nor to the world of rhetoric of the humanists but to the great common world of things and events perceptible through the senses and their order which is but a reflection of divine order.

Jan Amos Komensky. Perhaps the greatest educationalist of the seventeenth century was Jan Amos Komensky (1592-1670) more familiarly known as Comenius. It was towards 'the great an common world' that Comenius, following Bacon, wanted to lead his pupils in their exploration of nature through the senses. His greatest work is *Didactica Magna*, a treatise on the universal way of successful teaching. He was not only interested in the general philosophy of the teaching process but also showed a keen interest in the problem of language teaching. In fact, he may be considered a pioneer of the 'direct method', in as much as he succeeded in formulating clearly certain principles of language teaching which he recognized as fundamental and applied exclusively and which is among the basis of even today's methodology (Titone 13).

Comenius was inspired by Bath's *Janu Linguarum* to compose his own *Janu linguarum Reserata aurea, The Golden Gate to Languages Unlocked* (1631), which is an intermediate level textbook for the teaching of Latin. It contained about eight thousand most frequently used Latin words, which were classified into different groups and used in sentences. The translation of each sentence was given on the facing page.

The use of sensory experience as an intuitive starting point for teaching was more definitely and practically developed in his third work, *Orbis Sensualium Pictus* (The world in pictures) Cominus advocated that the constant concern must be that the child should see nothing that he could not put a name to, and that he should name nothing without being able to point to it. With this manual comenius introduced illustrations into school textbooks - not primarily for adornment but to fulfil a definite purpose and became the first to maintain the pedagogical principle that in all language teaching the first appeal must be to sensory perception.

The great synthesizing observation that remains as Comenius' most characteristic guiding principle is emphasize on practice in language learning. He believed that every language should be learned by practice rather than by rules, especially by reading, repeating, copying and by written and oral attempts at imitation.

John Locke

The famous English philosopher, John Locke Synthesized the method of Ascham on one hand and of Montaigne and Comenius on the other. Locke advocated inter linear translation. Latin and English sentences were to be printed one below the other so that the learner could quickly form the necessary links between the two languages. Lock took as a basic text Aesop's fable, deriving from it all the rules of grammar.

But in his later days Locke came under the influence of Montaigne and began to emphasize the 'natural method' of learning a language. He held that languages were not created by rules of grammar, but by the common usage of the common people. If this were so, he argued, then it should be learned in the same natural way. He thought grammar should come in, only after the language was learnt well. In fact his contention was that grammar should be taught only to consolidate the gains of language learning. The insight into grammar, he maintained, would reinforce what had been learnt.

The Second Huguenot exiles thus contributions to language teaching

The second half of the seventeenth century witnessed a lavishly productive period in the history of theoretical and practical linguistics in England. 'The Restoration of the Stuart monarchy in 1660 was a pivoted event in the history of

English education and therefore in the history of English language teaching' (Howatt. 106). But as Latin based classical curriculum was given a new lease of life in the grammar schools after the Restoration of 1660, innovatory ideas in the field of language teaching that had emerged during Cromwell's time under the influence of Comenius and others, were frustrated. The Royal Society founded in 1662 as an alternative forum of intellectual activity under the direct royal patronage of Charles II was searching for a universal language in the place of Latin. At that time Clarendon, the Lord Chancellor supported the study of French in private sector for England's needs of communication with European countries and cultural advancements. The result was a healthy demand for native speaking teachers of French. It coincided with a second wave of Huguenot refugees from France during the seventies and eighties of the seventeenth century. The stream of Huguenots expanded to a flood with Louis XIV revoking the Edict of Nantes in 1685, which had protected them since 1598. The refugee teachers taught French to the English and also English as a foreign language to the French refugees. Among the French teachers who helped the new refugees to teach English were Paul Festean, a native of Blois on the River Loire and a Swiss' from Lansanne called Guy Miege.

Paul Festean.

Festean, through his innovations in English language teaching was able to make a mark in the field. In 1667 he wrote a French text book called '*A new and easy French Grammar*' which was adapted to the teaching of English using the same dialogues and vocabulary lists and published it under the title of *Nonvelle Grammaire Angloise*. Later he joined forces with Manger and they together published a double grammar, *Nonvelle Double - Grammaire Francoise - Angloise et*

Angloise Françoise (1693). This was one of the main sources of English for French speakers in the early eighteenth century. The dialogues presented in his books were on topics remote from everyday life and hence less suited to beginners.

Guy Meige

Meige's 'Nouvelle Methode pour apprendre l' Anglois (New method of learning English) published in 1685 raised the teaching of English as a foreign language to a standard of expertise and professionalism it had not enjoyed before (Howat 53). He was confident enough to bring out an adapted translation of his French book, *Nouvelle Method*, under the title, 'The English Grammar' in 1688. It contained sections on grammar, a compact dictionary and dialogue manual. Like most of his contemporaries, Meige considered English as an easy language to learn but for the complexities of sound and spelling. To him learning a language without knowing grammar rules was like constructing a building without a foundation. However he was tolerant towards those who were averse to grammar rules and allowed such learners to learn the text first and come to the rules later. The teaching of English as a foreign language came of age with Meige's Method (Howatt. 57).

Proliferation of English language Teaching in Europe in the Eighteenth Century

Eighteenth century England witnessed a sudden decline in the English language teaching. Withdrawal of Huguenot refugees from Britain by the end of the 17th century might be the main reason or it might be because of the lack of initiative from the native speakers. On the other hand the interest in learning English increased considerably on the continent outside Britain as a result of the enthusiasm shown by Huguenot who returned to their native country and also because of the interest rekindled in English language by the grammar textbooks

and manuals published by English authors like John Wallis and Foreigners like Guy Merge and others. Decline of Latin as a lingua franca of Europe also paved the way for a growing demand for English language outside England. Many of the grammars and manuals written in Latin gradually ceased to be of any use and English language teaching spread to many countries like the Netherlands, France, Denmark, Germany, Italy, Sweden, Portugal, Spain and Russia, beginning with countries close to the English channel and ending with the farthest. In 1797 the first non-European textbook for teaching English appeared in Soranpore in Bengal, which had by that time become part of the British Empire.

The Netherlands, where teaching of English outside Britain had begun and continued strongly through out the seventeenth century encouraged the publication of many books useful for E.L.T. An anonymous book, *English Schoolmaster* was published in Amsterdam in 1646, *The English and Low Dutch Instructor* by Francois Hillenius in Rotterdam in 1686, *A New and Easy English Grammar* by J.G. Van Held Oran in Amsterdam in 1675 and a *Compendious Gurde to the English language* by William Sewell published in Amsterdam in 1705.

Almost at the same time in France also teaching of English as a foreign language was promoted. Even before 1600 teaching of English was popular in France. French, the language of the largest and most powerful nation was considered to be the language of culture. Most important works originally written in English were translated into French. However those who wanted to read the original books demanded the teaching and learning of English. Festeau's *Nouvelle Grammaire Angloise* of 1672 and Miege's *Nouvelle Methode* of 1685 were both reissued in the form of double grammars. In the second half of the eighteenth century, V.J. Peyton's *Elements of the English language*, explained in a new, easy and

concise manner, by way of dialogue (1761) ran into sixteen edition before the end of the century and Siret's *Elements de la langue Anglaise, ou methode pratique pour apprendre facilement cette langue* appeared in eighteen edition before 1800. Green (1964) describes French intelligentsia's infatuation for things English as 'Anglomania' and even boosted a healthy trade in French translation of English books printed in the Netherlands, and smuggled over the border into France.

In Germany the real break through for the English language occurred towards the end of the seventeenth century. Germans literally grew mad after the dramatic works of English literature and particularly of Shakespeare. Their interest in the study of English language is explicit from Henry Offelon's *Double grammar for Germans* to learn English and for Englishmen to learn the German tongue published in 1687, Johan Konig's *Vollkommener Englischer Webseiser for Hochteutsche* published in 1706, Theodore Arnold's *Grammatica Anglicana Concetrata*, Ocler kurz - gefasste englische grammatik published in 1718, Ebers' *Englische Sprachlehra fiirdie Deulsetom* published in 1792 and many others. From 1780 onwards English grammar books appeared in large numbers like the works of Sammer (1783), Maritz (1784), Cangler (1787) Ebers (1792), Kohler (1799) and Fick (1793). Thus seventeenth and Eighteenth centuries witnessed tremendous proliferation of English language teaching in Germany.

Frederic Botting's Grammar textbook published in 1678 is a clear testimony of Denmark's keen interest in the study of English language. If France, the Netherlands, Germany and Denmark form the inner circle of the neighboring countries of English. Italy, Portugal, Spain and Russian form the outer circle to effect the spread of ELT.

Of the outer circle the first country to show interest in English language teaching was Italy. Ferdinando Altreri's *Grammatica Inglese per gl' Italiani* published in Livorno in 1728. Italian teacher, Evangelista Palermo's *The amusing Practice of the Italian Language* (1779), which contains humorous stories, Bon Mots, Repartees etc inserted with some well digested Grammatical Notes and stories to be translated from Italian to English and vice versa give impressive evidence of the spread of English teaching in Italy.

Portugal showed an interest in English earlier than Spain probably because of Jacob de Castro's *Grammatica lusitanon Auglica*, a double grammar published in London in 1731. An expatriate native speaker called Thomas Connelly contributed the earliest grammar textbook for Spanish speakers and it appeared in Madrid in 1784. However, as early as 1662 James Howell published in both Portuguese and Spanish a book called *A New English Grammar*, prescribing certain Rules as the language will bear, for foreigners to learn English to coincide with the marriage of Charles II to Catherine of Braganza.

Russia was the last country in Europe to accept English. French was of course; the principal foreign language and it acquired the status of a second language among the aristocracy and nobility. The main role of English was in naval affairs. Therefore earliest books for teaching English were written for the cadets at the Naval academy for Young Noblemen in St. Petersburg. *Prakticheskaya Angliskay Grammatica* (Practical English Grammar by Mikhail Permskii in 1766 was a translation from an unknown English original. Prokhov Ivanovich Zhdonov's *Angliska Grammatika* followed it in 1772. Four years later Zhdanov translated Thomas Ditworth's book called *New Guide to the English Tongue*. This book contained a number of everyday phrases and dialogues and

descriptive materials. Vasili Stepanovich kryazhov published two grammars, *Rukovodstvo K aglinskomu Yazykn* (Handbook of English Grammar) 1791 and *Aglinskaya Grammatica* (English Grammar, 1795). These were written for pupils of noble birth and used a catechistic technique of question and answers.

First trace of English Language Teaching in India

The spread of English language teaching in the eighteenth century did not remain in European countries alone. It started spreading to Indian with Joh Miller's book *The Tutor or a New English and Bengalee work weld adapted to teach the native English*. The book begins with English alphabet and goes to on to pronunciation on phonetic lines rather than orthographic. It is followed by vocabulary list with Bengali equivalents. He provides some rather curious paradigms and lists of 'verbs neuter' and 'active verbs' and he concludes the book with some transcription passage.

Golden age of English Language Teaching

The period since Renaissance, particularly between 16th and 18th century saw various strands of development in English language teaching. Educational reformers sensing the dire need to uplift the English language, which emerged from its medieval chrysalis, to a position at least equal to, if not above, the prestigious Romance languages of Europe especially French, contributed abundantly. Developments took place mainly in three directions: (1) Stabilizing the erratic English orthography, (2) Fabricating a grammar of English language and (3) Compiling a national dictionary.

Progress accomplished in English Orthography

The Roman alphabet inherited from Latin did not match the sound system of English without the use of numerous idiosyncratic devices such as vowel digraphs, consonant digraphs silent letters and the like. Since English is not a phonetic language learners of English as a second/foreign language are disturbed and part in great difficulty. This disturbing prospect of leaving English orthography to whims and fancies aroused a serious enquiry in the field by eminent men like Sir Thomas Smith through his *De recta et emendate lingua anglica scriptione, Dialogue* (1568) William Bullokar through his *Bokk at Large* (1580) and *Pamphlet for Grammar* (1586). Other leading figures who made significant contribution in the 16th century are John Hart and Richard Mulcaster. Hart wrote three studies for the reform of English spelling. The first, which was never printed, was called *The opening of the Unreasonable writing of Our English Tongue* (1551). Second one called *An Orthography containing the due order and reason, how to write or paint the image of man's voice, most like to the life of nature* (1569). In the following year he brought out another book in order to fulfil the promise he made in the first book. It was called *A method or comfortable beginning for all unlearned*, whereby they may be taught to read English in a very short time with pleasure (1570). In English the simple alphabetic principle had in Harts view, been abused by divers vices and corruptions and he wanted to, as far as possible, rectify those vices.

Richard Mulcaster, who served as the first headmaster of the newly founded Merchant Taylors' School where he served for twenty-five years, during his last years of his first headmastership wrote his two major works on education and the teaching of English. The first was a fairly short book called *Positions for the*

Training up of children (1581) which deals with general educational issues necessary for the training up of children and second book is *The first part of the Elementarie* (1582) which he aimed at bringing some reforms to meet the uncertainty in the writing and the inconsistency in the letters in English.

To improve the condition further the contributions of the lexicographers were of great help especially of Dr. Samuel Johnson. His English Pronouncing Dictionary, even at the present time is of immense help to those who start learning English pronunciation. The orthographical reform continued in the 17th century with significant contributions by Alexander Gill (*Logonomia Anglia* (1621), Charles Butler (*The English Grammar or the Institution of Letters, Syllabus and words in the English Tongue*, 1633) and Richard Hodges (*The English primrose*, 1644). The leading grammarians of the time like John Wallis (1616-1703) and Christopher Cooper were also skilled phoneticians committed to the serious study and teaching of spoken English.

Development of English Grammar

Towards the end of the 17th century and through out the 18th century emphasis was shifted from orthography to good speech and correct grammar. The traditional grammarians, while trying to set certain norms for correct and good English, neglected speech and 'made arbitrary prescriptive judgment on what was 'correct in grammar and usage which were not derived from observations of how the language was actually used (Howatt. 77). Many grammar books were produced by eminent grammarians to cater to the needs of four different groups of customers for grammars and dictionaries of English in the period upto 1800: (1) foreign learners of the language, (2) School children, (3) Private Scholars and (4) Socially and professionally ambitious 'middle brow' learners or 'brave boys'. Thus

from 17th century onwards a legion of grammar texts appeared: John Wallis, *Grammatica Lingua Angliconacive* (1653), Christopher Coopers' *Grammatica Linguac Anglicanae* (1685), his translation of the first part of his *Grammatica* under the title *The English teacher or the Discovery of the Art of teaching and learning the English tongue* (1687), Elisha Coles *The complete English Teacher* (1674), Ben Jonson's heavily latinized *English grammar* (1640), and the early grammar books contributed by Bullokar (1586), Greaves (1594), Gill (1619) Butler (1633) were to meet the demands of the foreign students of the language. Text books for young school children were provided by the contributions of Joshna Pooles' *The English Accidence or a Short Plain and Easy way, for the more speedy attaining the Latin Tongue, by the help of the English* (1646), Jeremy Wharton's *English Grammar* (1654), Joseph Aicken's *The English Grammar* (1693) Daniel Duncan's *A New English Grammar* (1731) *An anonymous English Accidence* (1733) and one of the best, Joseph Priestly's *Rudiments of English Grammar* (1761).

For private scholars who were interested in the philosophy of grammar, text books were provided by Michael Maittaire's *English Grammar or Essay on the Art of Grammar, applied to and exemplified in the English Tongue* (1712) and Brightland grammar of 1711, John Fell's *Essay Towards an English Grammar* (1784) and James Buchanan's *British Grammar* (1762).

Ambitious middle brow learners or the brave boys were to choose from John Collyer's *General Principles of Grammar* (1735) James and John Gongh's *Practical Grammar of the English Tongue* (1754) Daniel Fenning's *New Grammar of the English language* (1771) George Neville Ussher's *Elements of English Grammar* (1785) and Robert Lowth's short introduction to *English Grammar* (1762).

Eighteenth century England, through the orthographic reformers, grammarians and lexicographers, was able to move towards a Standard English. Dr. Samuel Johnson's 'The English dictionary' which aimed at fixing the pronunciation of English language was a great achievement in this direction. Without Johnson the problems of educational expansion over the next hundred years would have proved more intractable than they were and although some one else would, doubtless, have produced the standard dictionary, it is unlikely to have been anyone with the same humanity or the same grandeur (Howatt. 113). Johnson was able to establish a model for the later lexicographers like Webster and the compilers of the great *Oxford English Dictionary*. Another noteworthy figure of the eighteenth century in the field is John Walker whose contribution is *Critical Pronouncing Dictionary* (1791).

Thus a study of the educationists like John Hart, the innovator seeking to replace the existing system with a specially designed alternative, Richard Mulcaster, a conservative on fixing the spelling, Ben Jonson adhering strongly to the traditional Latin framework of grammar, John Wallis, craving to establish the independence of English and Dr. Samuel Johnson, John Walker and Noah Webster, the lexicographers and Robert Lowth the grammarian, would impart an idea of how far English language. Changed and flourished through the 17th and 18th centuries.

English Language Teaching in the 19th Century

In the field of language teaching nineteenth century authenticated development on the basis of a three dimensional demand: (1) for the gradual integration of foreign language teaching into the modernized secondary school curriculum, (2) for utilitarian language learning to be of use for commercial expansion and higher studies, and (3) for language teaching methods.

looking for ways of vitalizing and refining this method which by the turn of the century came to be called the 'direct method' to make it a suitable instrument for effective language teaching. Credit for further refinement of the direct method goes to a series of teachers and scholars who were scientifically minded and at the same time deeply concerned with the future of modern language teaching (Titone 1968, 41). Three outstanding scholars who flourished at the turn of the century and who need special mention are Henry Sweet, Otto Jespersen and Harold E. Palmer.

Henry Sweet (1845-1912)

Henry Sweet was a Celebrated English philologist and he knew several European and Eastern languages including Sanskrit and Chinese. Sweet's methodological approach advocated the following principles of language teaching:

1. The entire process of learning is one of forming sound associations - associating the foreign language words and sentences with concepts, ideas and events as we do while learning the mother tongue.
2. Repetition is essential for forming association as well as reinforcing them.
3. Memory depends not merely on repetition but also on attention as well as interest.
4. Language texts, grammar and dictionary should be co-ordinated and inter-related.
5. Grammar should be taught formally only after it has been absorbed intuitively from the texts. Syntax is the most important part of grammar and the sentence, not the word should be the starting point in the teaching of grammar. His major works include *Primer of Phonetics* (1890),

By 1900 through out Europe and even outside it, modern languages 'infiltrated' into the school curriculum. The immediate need of the European countries to make commercial contact with each other and with other nations of the world favoured the inclusion of foreign languages into the school syllabus. The insertion of the study of foreign languages brought about the inevitability of experimenting new language teaching methods and as a part of the many novel methods were tried in the field. Consequently the century witnessed two opposing currents contending for supremacy. One was the teaching of languages by direct contact with them either on the oral or written form most often with both the forms and in other words direct method. The second trend was the dependence on a systematic teaching of grammar based on paradigms, declensions, conjugations and prescriptive rules of various kinds. While educational reformers like James Hamilton (1769-1831) of England Joseph Jacotot of France (1770-1840), Francois Gouin of France, to mention a few, favoured the natural or the direct method others like Johann Seidenstiicker (1785-1817), Karl Plotz (1819-81) of Germany Johann Franz Abu and H.S. Ollendorf followed a method depending on a systematic teaching of grammar, at the same time using translation or in other words grammar-translation method. Though different techniques and devices were made use of, natural method which was later named as direct method by the methodologists, was to suffer a set back at the close of the nineteenth and at the beginning of the twentieth century.

English teaching in the twentieth century

The natural method of language teaching upheld by great educationists like Heness Sanveur, Marcel, Gouin, Victor, Ripman, to mention a few, had more or less failed towards the close of the Nineteenth century and educationists were

Elementarbuch des gesprochenen Englisch (1891), Anglo-Saxon Primer (1893), Primer of Spoken English (1895) First steps in Anglo-Saxon (1897), The practical study of languages (1899), The history of languages (1900), A new English Grammar (1902), Collected papers of Henry Sweet edited by H.C. Wyld (1913).

According to Sweet the teaching process is composed of five stages: mechanical stage, the grammatical stage, the idiomatic and lexical stage, the literal stage and the archaic stage. His book, *The Practical Study of Language* can be considered as the first major work on the methodology of teaching a foreign language. He felt that the best of the old methods should be combined with the best of the new.

Otto Jespersen (1860-1943)

Occupies a prominent place among the reformers of language teaching methodology of the 20th century. He was a professor of English at the University of Copenhagen and later professor of Linguistics at Columbia University.

Jespersen's methodology of language teaching is based on linguistic theory, common sense psychology and sound teaching practice. For both Sweet and Jespersen 'language as communication' was the main criterion for language study. Language study for him was the direct contact with it the pupil should be immersed in it, which meant a rejection of translation and the domination of oral work. On the teaching of grammar, he held certain definite views. No formal grammar as such should be taught. The teacher should make the learner discover the facts of grammar in the passage after studying it closely. He called this 'inventive grammar'. Although Jespersen emphasized the reading component in

instructional practice, he believed firmly in phonetics. "The use of phonetics and phonetic transcription in the teaching of modern languages must be considered one of the most important advances in modern pedagogy, because it ensures both considerable facilitation and an exceedingly large gain in exactness (Jespersen. 176).

Jespersen's contribution to language teaching method is very great. His small book 'How to Teach a Foreign Language', issued about a century ago, can still inspire modern teachers by suggesting down to earth devices and procedures for adapting the results of linguistic analysis to the assimilative capacity of every even every young learner (Titone. 54). He emphasized the primacy of speech while realizing the importance of reading as the starting point of language study.

Harold E Palmer (1877 - 1949)

If there was an educationalist who effectively bridged the gulf between linguistic theory and teaching practice, it was Harold Palmer. Despite their contribution to methodology Sweet and Jespersen were essentially linguists while Palmer was primarily a teacher. He was mainly responsible for the foundation of the Institute for Research in English Teaching in Tokyo in 1923. Palmer became the first director of this institute and contributed greatly to the solution of the manifold problems of English Teaching in Japan.

Although Palmer published more than a hundred books, pamphlets and articles, his main concern was in (a) selection and grading of vocabulary and (b) Intonation. His book, *English Intonation with Systematic Exercises* (1922) is recognized as one of the best books on the subject. His book, *The Scientific Study and Teaching of Language* is a comprehensive book on Methodology. He held that

language study (and not literature) should take precedence in any language-teaching program. The 'language study' included lexical, morphological, syntactical and semantic studies. If the learner has to have a living contact with the language he is learning, Palmer maintained that lexicon and grammar could not be separated from language learning. The two are interdependent and bound together. To him language learning was essentially a process of unconscious assimilation of language elements. He, therefore, advocated direct contact with the language. His main contention was that language study was extremely complex and therefore required a, 'multiple line of approach'. His balanced criticism of the place of grammar and his insistence on the direct method reveal his fine sense of moderation and intensely practical approach. His wide experience as a teacher, more than his studies in linguistics and psychology, put his methodology on a sound and substantial basis. In his book the Scientific Study and Teaching of language he expressed what he called the 'fallacy' of the direct method. He showed that some of the ways, which the Direct Method employed, were far more confusing than a simple translation of the target language word into the mother tongue.

Major Development in the Field of English Language Teaching from 1880 onwards

The ineffective and over burdening language teaching methods, like the grammar translation method, the prominent in the late 18th century and early 19th century in the western world, necessitated some reforms in the field. "The last two decades of the Nineteenth century witnessed a determined effort in many countries of the western world (a) to bring modern foreign languages into the school and university curriculum on their terms (b) To emancipate more and more

from the comparison with the classics and to reform the methods of language teaching in a decisive way" (Stern 98).

The reform movement

Thus in 1882 the reform movement in language teaching began with the publication of Vietor's German pamphlet '*Language teaching must Start Afresh*' and it spread over to 1904 when Jespersen summarized its practical implications for the classroom teacher in his '*How to Teach a Foreign Language*'. Vietor, at first published the pamphlet under the pseudonym, '*Quousque Tandem*' to give free vent to his uneasiness at the existing grammar translation method (or the grammar school method of language teaching. The movement involved academic scholars like Sweet, Vietor, Passy, Jespersen, language teachers in secondary schools like Walter and Klinghard in Germany, Widgery and MacGowan in England and promoters of language teaching as a commercial venture like Berlitz. Among the publications, Vietor's pamphlet, *Language Teaching must Start Afresh* (1882) Sweet's *Handbook of Phonetics* (1877) *Practical Study of Languages* (1897) Widgery's *Teaching of Languages in Schools* and Jespersen's *How to Teach Foreign Languages* deserve special mention for their great contributions they made to the reform movement. 'The movement affected the school systems, led to administrative actions on the part of the ministers of education, brought about the creation of new organizations such as the International Phonetic Association and Association of Language Teachers and led to an intensive debate on language teaching which has gone on ever since' (Stern 98). This in 1883 the Modern Language Association of America, in 1886 the International Phonetic Association in 1892 Modern language Association of Great Britain were established. In 1900 a twelve member committee of Modern Language Association of America which

had been appointed in 1896 at the suggestion of the National Education Association made its report on modern language teaching and it recommended a compromise solution on the method controversy.

The reform movement was founded 'on three basic principles: the primacy of speech, the centrality of the connected text as the kernel of the teaching - learning process and the absolute priority of an oral methodology in the classroom' (Howatt 171). To a great extent it could fulfill a mission. It has laid the ghosts of the grammatical method which made a fetish of the study of grammar with excessive attention to translation from and into the foreign language' (Titon 39) and sought to attain mastery of the spoken language, its chief objective. Thus the exponent of the movement reiterated the importance of following applied linguistics approach for the attainment of a mastery of Spoken English.

English Language Teaching Since 1900

Spread of English and English language teaching became a common phenomenon of the twentieth century, especially of the first half of the century mainly due to the expansion of the British Empire through the establishment of Colonies in many parts of the world. This resulted in the emergence of the teaching of English as a foreign language as an autonomous profession. For the development of ELT profession on an autonomous basis it needed a distinctive intellectual framework of basic principle. This was sought out by the fusion of the Applied linguistic approach of the Reform movement and the monolingual methodology of the direct method. The intellectual foundation, in turn, was to be reinforced by the establishment of institutions with various functions like the regulation of the entry, the provision of initial and higher level career structures, communications through journals, associations, conferences and so on. ELT being

a scattered profession development of the same as an autonomous profession was very negligible till 1960. Yet its professional development need to be traced as covering four separate phases: (i) period of its foundation (ii) research and development phase (iii) a phase of consolidation and (iv) a final phase of change and variation since 1960.

Foundation period (1900-1922)

The activities that resulted in laying the foundation to the autonomous profession started in 1906 when Daniel Jones returned to England and started delivering a series of public lectures on the phonetics of French in 1907.

As those lectures proved successful with local schoolteachers in the following year he was permitted to give lectures in the phonetics of English also. For overseas students of English courses in Spoken English and Grammar were conducted by Harold Palmer in 1915. For the benefit of English teacher Daniel Tones published a series of works including *The Pronunciation of English* (1909) *the English Pronouncing Dictionary* (1957) and *the Outline of English Phonetics* (1918). In 1917 Palmer issued his first major work *The Scientific Study and Teaching of Languages*. Palmer started his career at the university college, London delivering a series of lectures to local school teachers on language teaching methodology. In 1921 he made a short summary of his approach called *The Oral method of Teaching Languages* and in the same year issued his *Principles of Language Study*. The Jones-Palmer association ensured that the foundation of the teaching of English as a foreign language was built on applied linguistic philosophy and practices of Direct method.

The Phase of Research and Development (1922-1939)

The twenties were a decade of research and the thirties of development (Howatt. 214) Various researches were carried out in the teaching of English as a foreign language in the twenties and these were accomplished by Harold Palmer, Michael West, Lawrence Faucett, Edward Thorndike, C.E. Eckersley and C.K. Ogden. Palmer's researches were mainly on the oral method and vocabulary. In his researches on Oral method his daughter Dorothy Palmer helped him to try it in a Japanese Class room through various types of oral drills and exercises and the results were published through the Institute for Research in English Teaching (IRET). The best-known work of Palmer is *English Through Action* (1925). His other works are: *Sequence Series: Questions*, *Sequence Series: Answers* (1923) *Systematic Exercises in English Sentence Building*, *Substitution Tables* (1923) *English for Children* (1927) *English through Questions and Answers* (1930) and *the Technique of Question Answering* (1931). The Question - Answer techniques of the direct method are evident from these titles.

Palmer worked on vocabulary research and contributes *The First and Second 500 Most Frequently Used Words* in 1930. The collaboration with Hornby he devised the IRET 600 word vocabulary for story telling purposes in 1932 and adapted and enlarged it into the first draft of *Thousand - Word English* in 1937 and in the following year his Grammar of English words was published. Vocabulary research was the main objective of Michael West. West in his capacity as an official in the Indian Education Service carried out extensive studies on vocabulary research, the results of which were published in a lengthy report, *Bilingualism with Special Reference to Bengal* in 1926. He stressed the need for simple reading methods within the scope of a limited vocabulary and introduced the New Method Materials under

bilingualism. Palmer's researches on vocabulary selection were coordinated with West's efforts and they jointly prepared the 'Carnegie Report' in 1936. West's New Method Dictionary appeared in 1935. Palmer also made a significant contribution to West's ambitious New Method scheme: *The New Method Grammar* (1938) *The New Method English Practice Books* (three vols. 1939) *The New Method English Course for West Africa* (1932) and a number of *New Method Readers*.

During the inter war period there were others also whose works were equally important Lawrence Fancell, a teacher and text book writer taught English as a foreign language in many foreign countries including in particular, China and together with Iisu Maki he made a study of word frequency counts for English and published it in Tokyo in 1932 under the title *A Study of English Word Values* He developed The Oxford English Course of 1933 which was a large scale direct method course for English as foreign language. In the Institute of Education at the London University where he joined in 1932 Fancell started the first training course for teachers of English as a foreign language.

C.E. Eckersley, originally a schoolmaster at the Polytechnic Boy's School in Regent Street in London, represented a branch of professors engaged in teaching English as a foreign language to multilingual foreigners resident in Britain. He began his publishing career in 1932 with a literary anthology, *English and the English* (1932). Other books to his credit are: *A Concise English Grammar for Foreign Students* in four books, first one published in 1938 and the other three between 1940 and 1942. He presented his *Essential English* in the practical spoken language of everyday life in England.

C.K. Ogden's '*Basic English: A General Introduction with Rules and Grammar*' published in 1930, provoked a storm of controversy and it was a threat to the

English Language Teaching profession. Before the Second World War new steps were taken towards the establishment of professional organizations in English. In 1934 The British Committee for Relations with other countries, which was later, renamed as British Council was founded and it played an important role in re-establishing a sense of purpose and direction after 1945. Between 1941 and 1943 American wartime language programmes prove to be of crucial importance for the development of language teaching.

Phase of Consolidation (1945-1960)

After the Second World War the British Council started publishing a professional journal, *English Language Teaching*, a periodical devoted to the Teaching of English as a Foreign Language. The first issue appeared in October 1946. The journal was published eight times a year for the first five years under the editorship of A.S. Hornby who joined the council in 1942 and it became a quarterly from Vol. VI onwards. In 1972 it was renamed as *English Language Teaching Journal (ELT)*. The Council also helped in setting up a school of applied linguistics at the university of Edinburgh under the Directorship of J.C. Catford to train its own personnel and sponsored students from abroad. Daniel Ambercrombie, Peter Strevens and S. Pit Corder were also involved in the management of the school.

In 1949, after the death of Palmer, Hornby continued his tradition and made a series of publications including the famous *Advanced Learner's Dictionary*. In Britain, though the general trend was one for consolidation and consensus from fifties onwards people opted for change in the field of language teaching. The principle of special purpose English that appeared in the 19th century in the form of commercial English was extended to technical English for Medicine, Engineering

and other branches of science and social life. Technological devices like tape recorder, gramophone, film, radio, television and language laboratory had their impacts in the sixties in America.

The early advances achieved by the use of these devices and the theoretical advances in linguistics, psychology of learning and applied linguistics in America in the fifties though published in the journal 'Language Learning' were ignored by ELT and therefore these things were not known in England till the sixties. In America in 1949 the Michigan School developed a Language Laboratory in Michigan in 1952 Fries '*The Structures of English*' and in 1957 Lado's *Linguistics Across Cultures* were published. In 1959 first experiment in a British grammar school with an audio-lingual grammar course was conducted.

Nelson Brooks' *Language and Language Learning* expressed his influential views about the new audio-lingual approach and therefore his book was held in high esteem for many years.

The phase of change and variation since 1960

The independence of the British Colonies effected radical changes in these attitude to English and English language teaching. Newly freed nations began to adopt their own national language policy. Each free nation had to define the position of English in its national interest. Some nations treated it as a second language for internal use while some others reduced it to the position of a foreign language for external communication. In some other nations it was allowed to continue as a medium of instruction for secondary and higher education while others changed over to their indigenous language. Also the political changes

brought in an influx of foreigners in England challenging the abilities of English teaching profession to cope with the situation.

In 1961 first language laboratory was established in the Ealing Technical College in Great Britain. By 1962 twenty language laboratories had been installed, in 1963 hundred and sixteen and by 1965 five hundred were in use. In Britain in 1966 materials development project was set up at the University of Leeds institute of Education to design programme of English for immigrant primary school children and later for the children secondary school - age. The results of the project were published in three stages of 'scope'. Scope broke new ground in English language teaching by bringing together the EFL tradition of the linguistically organized syllabus of structural patterns, controlled vocabulary etc. Scope created a new philosophy for English as a second language. A second school council in University of Birmingham he worked on the same lines for five years from 1967 to 72 and produced concepts seven to nine.

Projects like scope and concept 7-9. set ESL on a distinctly different line from EFL and resulted in the establishment of separate institutions for TESL in many countries like The National associate for the teaching of ESL to Adults (NATESLA) in 1978. SATEFL ad SATESL in Scotland in 1980. In the seventies English for special purposes (ESP) evolved to meet the increasing demands of the students from third world countries for advanced specialist qualifications in science Engineering, Medicine, Agriculture and other disciplines. ESP in the modern sense began with the publication of a conference report called Languages for special purposes in 1969. In 1970 different varieties of English came to be widely recognized as reflected by John Swalies' *Writing Specific English* (1971). ESP further branched into English for occupational purposes (ESP) comprising

technical commercial and more specialized English for special groups such as air hostesses, bankers and diplomats and English for Academic Purposes (EAP). Such classification and specialization have made applied linguistics all the more useful and important and advanced studies on it thrived in the seventies. In 1967 the royal Society of Arts offered the Certificate in the teaching of English as a Foreign Language. Before the RSA certificate was set up, much of the basic work in initial training has been done by the private sector like the initial training given by Anthony Abraham, Ian Dunlop, Michael Knight and a few others for British centres, which was subsequently expanded to Malaysia, Germany, Morocco and elsewhere.

Associations, Information centres and the like that came up in the late sixties provided coherence and strength to the teaching profession. The Association of Teachers of English as a Foreign Language founded in 1967 was developed into an international Association in 1971. The British Association of Applied Linguistics was formed in 1967. The American based teachers of English to speakers of other Languages (TESOL), the Association of Recognized English Language Schools (ARELS) of the private sector in 1960, English Teaching Information Centre (ETIC) of the British Council in 1961 and centre for information of Language teaching (CILT) in 1966, with the journal language Teaching and Linguistics. Abstracts were some of the Associations and centres set up to promote the profession.

Methods and approaches followed in the 70's and 80's

For ELT development, in the sixties situational language teaching technique was tried adhering to the Palmer - Hornby tradition. Situations were presented on a filmstrip with related dialogue on a tape recorder by the audiovisual course of CREDIF in the early sixties. British attempts to emulate them called the Turners came in 1969. The situational approach was also evident in a successful course of

the mid-seventies called Access to English. Another development in the seventies was the American audio lingual method reviving the old four skills model of Marcel making a lot of aural-oral drill on structures of a graded syllabus and making use of language laboratory. "In British eyes the audio lingual approach seemed little more than a rather 'tighter' and less varied version of Palmer Hornby materials.

In spite of the strong reactions against methods, several methods aroused, interest among the teachers and general public in the 70's and 80's also. The silent way, a language teaching method developed by Gattengo in the sixties received more recognition in the seventies than before. Community language learning, another method developed the early sixties by Curran - found an equally encouraging response in the seventies. Another method, which received a great deal of public attention and publicity during the same period was Suggestopaedic method, a system developed by Bulgarian Psychiatrist, Lozanvo.

New Approaches to language teaching since 1960

One of the most powerful trends of development of the decade was a shift from a concern with the teaching method to one with language teaching objectives, language content and curriculum design. In Britain a number of applied linguists like Allen, Candlin, Cordor, Widdowson, Wilkins and others tried many new ideas derived from discourse analysis, speech act theory. In international group of scholars embarked upon a novel and influential approach to the language curriculum under the auspices of a committee of

During that period focus was on the learner as an individual and as a person. As a result of the declining enrolments and the general unrest among

AK

student population experiments with individualization of instruction as a way of language teaching were carried out

Research on Second Language learning was initiated with great vigour and enthusiasm in many university centres especially in several North American University centres.

Communication Language teaching

From the mid seventies till now the key concept that has epitomized the practical theoretical and research preoccupations in educational linguistics and language pedagogy is that of communication and communicative competence. The term communicative competence first used by Hynas in 1972 deliberate control of Chomsky's linguistic reflects the social view of language which has found increasing acceptance since the middle of the sixties. Breen and Candlin 48). As a result in the eighties new thought and fresh approaches in language pedagogy evolved from the idea of communication language teaching

To sum up the period since 1960 saw legion of publications of great educationist linguists, and psycholinguists in the field of ELT Nelson Brooks, *Language and Language Learning* (1960), Edward Stack's *the Language Laboratory and Modern Language teaching* (1960) M.A.K. Halliday, Angus McIntosh And Peter Strevens' *'The Linguistics Science and Language Teaching'* (1964), Wilga Rivers' *The Psychologist and the Foreign Language Teacher* (1964) William F. Mackey's *Language teaching Analysis* (1965) Wilga Rivers' *Teaching Foreign Language skills*.

Breen M.P and Candlin's (1980) *The essentials of communicative curriculum in language teaching*. Brown H.D. (1981) *Affective factors in second language learning*,

Brumfit C. J and Johnson K. *The Communicative Approach to Language teaching* (1979).

Burt M.K and Dulay H.C. *New Directions in Second language learning teaching and Bilingual Education.* (1975)

Butler C.S. *Recent developments in systematic linguistics.* (1979).

Sinclair et.al. *The English Used by Teachers and Pupils* (1972) Widdowson's *Teaching Language as Communication* (1972) Wilkin's *Linguistics in Language Teaching* and Dakin's (1973) Allen and Widdowson's *Teaching the Communicative use of English* 1974) Wilkins' *Notional Syllabus* (1976) Munby's *Communicative Syllabus Design* (1978), Articles of Allen J.P.B Jack Richards, Tickoo. M.L' book *English Language Teaching: Theory and Practice* (1992), in addition to the current numerous journals on language teaching are a few noteworthy contributions in the field of English Language Teaching.

In the USA Savignon (1972) developed a model of communicative approach. Around the time Rivers (1978) suggested skill using opportunities for language classes Dodson (1978) advocated a combination of medium oriented and message oriented practice. Immersion programmes in Canada provided another model of the communication approach. Stern H.H. (1981) in his *Communicative Language Teaching and Learning A Synthesis* puts all this communicative based approaches into two classes: L - approaches (mainly linguistics) and P - approaches (mainly psychological and pedagogic) and suggests the synthesis of the two groups.

But one can see that most of these communicative approaches, as they use, are 'eclectic' because a teacher, if need arises, can drill in the audio-lingual style, explain grammatical rules in the grammar translation tradition or involve students

in cognitive activities that require them to set out language principles in their own minds. While all these co-approaches are basically learner centred, there is another group of learner centred approaches which emphasise the affective factors of the learner and the role it plays in language learning. They are called the humanistic approaches. The 'silent way' of Gallengo, The 'counselling learning of Curran, the 'suggestopaedia' of Lazanor, the 'Total Physical Response' of Asher are some of the well known examples of this group. Still new developments in the field of English language teaching is going on and it will go on like that for ever.

APPENDIX B

QUESTIONNAIRE TO TEACHERS OF HIGH SCHOOL

1. Serial No. (You may write your name if you like)

2. Name of the school : Govt. H.S.S., Haripad
3. Teaching experience : 18 years.
4. Qualification : M.A., B.Ed.
5. Mother tongue : Malayalam
6. Other languages you know to :
 - a) Speak English, Hindi, Tamil
 - b) Read English, Hindi, Tamil
 - c) Write English, Hindi, Tamil.
7. Are you a graduate in English : No.
8. If not, in which discipline have you graduated? : Philosophy
9. Are you a post-graduate? : yes
10. If yes in which discipline have you taken your post-graduate degree? : (i) English
Large lit. (ii) Sociology
11. Have you undergone your B.Ed course in English? : yes
12. If not, in which subject have you taken your B.Ed degree? : N.A
13. The classes you handle : Std. X, IX & VIII.
14. The strength of ^{the} classes you handle : around 40.
15. Do you handle English medium classes? : yes
16. The students in your classes are:
 - a) Very good in English
 - b) Quite good in English
 - c) Average in English Average in English
 - d) Not at all good in English
17. Do you teach English to a ~~has~~ heterogeneous group? : yes

18. If yes, are they of different:

- a) Social background yes
- b) Culture yes
- c) Language background No.

19. Students ability to acquire :- English language

How many are

- a) Poor above 50%
- b) Below average about 10%
- c) Average about 40%
- d) Above average.

20. How well are your students able to understand you when you speak to them in English in the following situations?

Situation	Very well	Moderately well	Not very well	Not at all understand.
a) Teaching lessons.			✓	✓
b) Informal talk		✓		
c) Out of the class.	————— AV. A —————			

21. How well are your students able to speak in English in the following situations

Situation	Very well	Moderately well	Not very well	Not at all able
a) A formal class.			✓	✓
b) Talking among friends.				
c) In response to a question.		✓		

22. How do you help students who know the answer but cannot express in English?

a) You allow ^{him/her} ~~children~~ to express in his/her mother tongue.

yes

b) You give guidance in the mother tongue and make him/her to express in English.

yes - most often

c) You give him/her guidance in English and make him/her respond in English

No

23. Do you get satisfactory response from the students when you follow the above methods.

Not always, yet sometimes.

24. Of the above which method gives the most satisfactory response?

22-(b)

25. What are the specific areas of difficulty for your students (please tick a mark against the one you consider important.)

a) Pronunciation (b) content

c) Vocabulary (d) Grammar

e) Any other.

26. Which part of the syllabus needs careful teaching?

a) Prose (b) Poetry

c) Drama (d) Grammar and usage

e) Writing part (composition work)

27. Do you think grammar teaching very essential for second language teaching? : YES

28. How do you teach grammar in your class :

a) by giving rules and then pattern practice.

b) by giving examples and create a situation for use

- c) by explaining rules in the mother tongue and giving examples in English and then pattern practice. *yes*
- d) by comparing and contrasting the syntactic patterns of mother tongue and English. *yes*
- e) any other way
29. Of the above which do you consider effective and time saving? *28. (c)*
30. How many hours do you teach English per week? : *10 hrs.*
31. Do you think the allotted hours enough to make the students perfect in acquiring English language? : *NO*
32. What method/methods do you employ to teach English language? : *Reading by the teacher, explaining in Malayalam and then in English (and then - Qns & Ans.)*
33. Do you always try to teach English language in English alone? : *NO*
34. Do the students understand you fully when English is taught in English alone? : *NO*
35. Do you seek the help of your mother tongue while teaching English? : *Yes.*
36. How often do you use the mother tongue in the class? (Put a tick mark)
- a) frequently (b) sometimes
- c) Occasionally (d) when the students demand.
- e) never.
37. If you have to use the mother tongue sometimes it is because
- a) Considering their standard, certain things are to be explained in their mother tongue :
- b) Your students ask you to explain in the mother tongue. :
- c) Every foreign language learning demands the use of mother tongue. :

38. Is the use of mother tongue helpful in teaching?

Yes/No

: Yes

39. If yes, in which area?
(Put tick mark against the needed ones).

- a) giving meaning ~~(b) giving instructions of words.~~
- c) explaining difficult passages (d) explaining grammar rules
- e) giving guidance for composition work
- f) while teaching prose, poetry, drama etc.

40. How do students respond if you teach through bilingual method? : They learn without much difficulty.

41. Do you think the controlled use of mother tongue helps the students especially the weak students in the acquisition of English language?

yes

42. Do you find the use of mother tongue helpful to minimize the duration of time used for teaching English?

yes

43. Do you find the use of mother tongue puts the students at ease while learning English?

yes

44. Add your comments on the application of bilingual method for the teaching of English in the Kerala context?

: using mother tongue in the English class is very necessary because it helps reduce the time taken to understand the points, certain meanings, situation. A student who learns English using mother tongue understands the points well - especially if the pupil is an average one. I believe that it is better than learning in a parrot fashion, which is the main drawback of using only Eng in the class.

Leela.

15. Or are they graduates/post graduates in other discipline? : NO
16. Have they taken their B.Ed Degree in English? : Yes
17. Or have they taken their B.Ed in other discipline? : NO
18. Do you consider it as a reason for your present standard in English? : NO
19. How many hours do you have for English learning in your school? : 4.30 hrs.
20. How many hours do you devote for English study at home? : 1 hr
21. Do you read any other English books other than your prescribed text? : Yes
22. Do you find it helpful to improve your language? : Yes
23. Do you speak in English to
- a) Your firends in the class : NO
 - b) your friends outside :
 - c) your teachers :
 - d) your parents :
 - e) your neighbours :
24. Do your teachers encourage you to speak in English? : Yes
25. Do they teach you English only in English? : NO
26. Or do they use mother tongue/ Malayalam while explaining:
- a) New and difficult words and phrases : Yes
 - b) Grammar rules : Yes
 - c) Difficulat passages of prose, poetry etc. : Yes
27. When they explain in Malayalam do you find it helpful in understanding easily and quickly? : Yes

28. Do you find the controlled and systematic use of Malayalam useful in learning easily and quickly:-
- a) Prose : Yes
 - b) Poetry : Yes
 - c) Drama : Yes
 - d) Grammar : Yes
29. If yes, when do you find it most effective and useful? : ~~The~~ In under standing.
30. Do you get home work from your English teacher? : Yes
31. Are you able to do the home work without anybody's help? : Yes
32. Do your parents help you? : Yes
33. Why do you seek others' help? : to understand
34. Do you find your English classes :
- a) Very interesting
 - b) Not very interesting : Yes
 - c) boring.
35. If you find them interesting give reasons:
- a) I want to speak English
 - b)
 - c)
 - d)
36. If you don't find them interesting why? :
- a) because you find them difficult to understand since the teacher explains everything in English alone
 - b) you don't find useful :
 - c) because the teacher doesn't explain the difficult area in Malayalam. : Yes

37. If teacher uses Malayalam for explaining difficult areas does it prove to be more effective and easier to follow than otherwise. : Yes

38. Whose class will you prefer a teacher teaching English only through English

Or a teacher teaching English using both English and controlled use of Malayalam ie. bilingual method. : Yes

39. How do you think your classes could be made more interesting (Put No.1, 2, 3 according to preference and importance)

a) If the teacher uses simple language. : 4

b) If the pace of teaching and his lecture is a bit slow : 5

c) If the teacher uses black board more : 3

d) If the teacher uses mother tongue to explain difficult items : 1

e) If visual aids are used : 2

40. Do you consider bilingual method effective and useful in the acquisition of English as a second language. : Yes

41. Add your suggestions if any : * നല്ലിച്ച് പറയുന്നതിനോട് ചേർന്നു കർത്തം കൂടി പറയണമെന്നാൽ നല്ലിച്ച് വരുമെന്ന് എന്റെ അഭിപ്രായം.

APPENDIX D

QUESTIONNAIRE TO TEACHERS OF HIGHER SECONDARY/ PRE-DEGREE

Instructions for answering Questionnaires

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the informant. SEBASTIAN T. D
2. Name of the School/College of the informant. G.V.H.S.S, Ambalavayal
3. Total service of the informant 16 years
4. Age 49
5. Qualification B.A, B.Ed
6. Medium of Instruction of your Schooling. Malayalam
7. Languages you know to
1. Speak Malayalam, English, Hindi
 2. Read Malayalam, English, Hindi
 3. Write Malayalam, English, Hindi
8. How long have you been teaching English 16 years
9. In which classes are you teaching English VII and X
10. Are you teaching English to a heterogeneous group? Yes
11. If so, are they of different
1. Social Background
 2. Culture
 3. Language Background
12. Students ability to acquire English language
- How many are
1. Poor - 10
 2. Below average - 25
 3. Average - 10
 4. Above average - 1
13. How many hours/periods do you teach English in a week. 6 hours
14. Do you think the allotted hours/periods enough to make them perfect in acquiring English language? NO

15. What method/methods do you employ to teach English language? *Situational Approach*
16. Do you always try to teach English language in English alone. *No, I don't*
17. How do students respond when English is taught in English language alone? *They look bewildered*
18. Do you seek the help of your mother tongue/Malayalam while teaching English? *Yes*
19. If you do, when do you need ^{its} help most? *While giving word meaning & explaining grammar lessons*
20. Do you find the controlled and systematic use of mother tongue/Malayalam.
1. Helpful/Harmful in presenting and explaining words.
 2. Helpful/Harmful in presenting and explaining phrases.
 3. In teaching syntactic Rules
21. How do students respond if you teach them using ~~eclectic~~ eclectic method? *Very energetic and active*
22. Do you think the controlled use of mother tongue helps the students especially the weak students in the acquisition of English language? *Yes*
23. Do you find the use of mother tongue helpful to minimize the duration of the time used for teaching English? *No, I don't think*
24. How will you respond if a student wants some explanation in Malayalam while learning English language? *I offer it at that moment itself*
25. Do you consider Bilingual method useful to teach English in the Kerala context. *To an extent*
26. Add your comments, if any. *English should be taught by graduates in English. Unfortunately most of the teachers are not competent enough to handle English language. Let English be taught by the persons who are competent enough to do it.*

APPENDIX E

QUESTIONNAIRE TO STUDENTS OF HIGHER SECONDARY PRE-DEGREE

Instructions for answering the Questionnaire

1. At the end of some questions you have certain responses. Please put a tick mark (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. In some questions a four point scale has been used with the numbers 1,2,3,4. These numbers are written against each response. You have to put a circle round the number you choose.
3. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the Student : SARITHA A
 2. The class he/she is studying : XII
 3. Name of the School/College : Govt H.S.S Haripad

4. Members of the family	Educational qualification	Occupation	Mother tongue	Language Ability		
				Reading	Writing	Speaking
1	2	3	4	5	6	7
Father	10	Business	Malayalam	E, M, H		
Mother	10	Housewife	Malayalam	E, M, H		
Brothers	+2	Student	Malayalam	E, M, H		
Sisters						

5. How many languages do you know? Three (E, M, H)
6. What is your mother tongue/ first language? Malayalam
7. When did you start learning Malayalam systematically? 1st standard
8. At which standard did you start learning a second language? 5th Standard
9. Did you start learning English as your second language? Yes
10. In which medium did you have your School education? Malayalam
11. Were your English teachers, who taught in your High School classes, graduate/Post Graduates in English language and literature? Yes
12. Were they graduate/Post graduates in other disciplines? No
13. Do you consider it as a reason for your present Standard in English? No

14. Do you speak in English to
(Encircle the number you
choose as your response?)

	Not at all	Very rarely	Sometimes	Most often
1. Your friends in the class	1	2	3	4
2. To your friends outside	1	2	3	4
3. To your teachers	1	2	3	4
4. To your parents	1	2	3	4

15. Do your teachers encourage
you to speak in English *Yes*

16. Do they teach you English
only in English? *No*

17. Or do they use mother tongue/
Malayalam while explaining?
(encircle the number you choose
as your response)

	Never	Often	Very often	Always
1. New and difficult words and phrases	1	2	3	4
2. Grammar rules	1	2	3	4
3. Difficult passages of prose, poetry etc.	1	2	3	4

18. When they explain in mother
tongue, do you find helpful
in understanding easily and
quickly? *Yes*

19. Do you find controlled and
systematic use of mother tongue
useful in learning easily and
quickly

(Enclose the number you choose: Not useful Moderately useful Very useful Most Useful)

	Not useful	Moderately useful	Very useful	Most Useful
a) Prose	1	2	3	4
b) Poetry	1	2	3	4
c) Drama	1	2	3	4
d) Grammar	1	2	3	4

20. If yes, when do you find it
most effective and useful?

21. Do you consider bilingual method effective and useful in the acquisition of English as a second language:

Yes

22. Which method do you consider more appealing to you, monolingual or bilingual?

Bilingual

23. Add your comments if any.

Malayalam meaning of the word should be told while teaching a new English word.

APPENDIX F

QUESTIONNAIRE TO TEACHERS OF COLLEGE

Instructions for Answering the Questionnaires

1. At the end of some questions you have certain responses. Please put a tickmark (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. In some questions a four point scale has been used with the numbers 1, 2, 3, 4. These numbers are written against each response. You have to put a circle round the number you choose.
3. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of the responses; in that case please do not tick off any of the given responses.

1. Name of the teacher *S. Devakaj*
2. Name of the College *Christian College, Kattabada*
3. Age and teaching experience *53, 28 years*
4. Qualification *MA*
5. Mother tongue *Malayalam*
6. Other languages you know to
 - a) Speak *English*
 - b) Read *English*
 - c) Write *English*
7. Any training in English language teaching. *No.*
8. Teaching of English at the undergraduate level should (Please put a tick mark against your choice)
 - a) Emphasise the study of English literature.
 - b) Confine itself to the teaching of language skills.
 - c) Reduce the syllabus covering literature and give more emphasis to develop language skills.
 - d)
9. Do you think the present syllabus of English spell out clearly the aims and objectives of English language teaching at the undergraduate level?
 - a) Yes
 - b) No
10. Are you satisfied with the courses in English at the undergraduate level. *No*
11. If you are not, what change(s) would you suggest? *Syllabus that stresses development of ^{language} skills*
12. Do you think the present syllabus of English for undergraduates sufficient and relevant to the needs and job requirements? *No*

- c) Yes
- b) No
- c) (Any comment if necessary)

13. Do you think that the present courses, if taught properly, can be used to develop language abilities?

- a) Yes
- b) No
- c)

14. Do you consider the present examination system (English) defective?

- a) Yes
- b) No

15. If yes, why?

16. In your view the examination in English should test:
(Encircle the number you choose as your response)

	Not important	Moderately important	Important	Most important
a) How well the student has been able to understand and respond to the prescribed text	1	2	3	(4)
b) How well the student can use the English language (to understand others as well as express himself)	1	2	(3)	4
c) How far student is able to develop language skills	1	2	3	(4)
d)				

17. Do you feel the changes (if any) in the examination system would improve the teaching of English?

Yes

18. Do you support internal assesement?

Yes

19. Do you make your children read aloud their prescribed texts in the class? Yes
20. If you do, are they able to read well? No
21. Do you inspire them to read extra books? Yes
22. Do you give home assignment to students? Yes
23. Do they all do their home assignments? No
24. Do you ask questions at the end of your class? Yes
25. Are they able to respond in good English? No
26. If they fail, how do you help them?
- a) You allow him to express in his mother tongue
 - b) You give him guidance in the mother tongue and make him express in English
 - c) You give him guidance in English and make him respond in English
 - d) Any other way
27. Of the above means which do you find most effective for an average student? b
28. What methods do you adopt to increase the vocabulary of the children? Advise them to read extra books
29. How do you teach them the meaning of difficult words, phrases etc. By giving mother tongue equivalence; Explained in simple language.
30. Will you seek the help of mother tongue to explain difficult words, phrases, passages from prose lessons? Yes

31. Do you think grammar teaching essential for second language learning?

Yes

32. What method do you follow to teach grammar?
(Encircle the number you choose as your response)

	Not important	Moderately important	Important	Most important
a) By explaining rules in English and then pattern practice	1	2	3	4
b) By giving examples and create a situation for use.	1	2	3	4
c) By explaining rules in their mother tongue when they fail to follow explanation in English & then pattern practice	1	2	3	4
d) By comparing and contrasting the syntactic patterns of mother tongue and English	1	2	3	4
e) Any other way	1	2	3	4

33. Of the above which do you consider effective and time saving in the undergraduate classes?

(c)

34. Do you have to use mother tongue in your composition class?

Yes

35. If yes, when do you use?

To explain the meaning of content and difficult words.

36. Do you always teach English language in the target language (English)

No

37. Do you think that student can fully understand you when English is taught in English alone?

No

38. Do you seek the help of your mother tongue/Malayalam while teaching English?

Yes

39. If yes, how often do you use the mother tongue/Malayalam in the class (Put a tick mark against your choice)

- a) Frequently
- b) Always
- c) Sometimes
- d) Quite often
- e) whenever the situation demands.
- f) Never

40. If you have to use the mother tongue sometimes it is because

- a) Students' poor standard in English necessitates you to explain at times in mother tongue also.
- b) To make the children understand easily and quickly.
- c) To make the class interesting and attentive.
- d) Evdry foreign language needs the help of mother tongue.

41. Do you think that the use of mother tongue helps you ~~xx~~ in teachin. English?

Yes

42. If yes, in which area(s)?
(Put a tick mark against the choice(s) you make)

- a) Giving meaning of difficult and abstract words
- b) Giving instructions
- c) Explaining grammar rules
- d) Giving guidance for composition words.
- e) While teaching difficult prose passages, poetry etc.

43. How do students respond when you teach them in bilingual method?

Show keen interest

44. Do you consider the controlled use of mother tongue helps the students especially the weak students in the acquisition of English language?

Yes

45. Do you find the controlled use of mother tongue helpful to minimize the duration of time for English teaching?

Yes

46. Do you find the use of mother tongue puts students at ease while learning English language?

Yes

47. Add your comments on the application of Bilingual approach to English language teaching in the context of Kerala.

The strength English class must be reduced to 40. Bilingual Approach is useful to teach average students.

APPENDIX G

QUESTIONNAIRE TO STUDENTS OF COLLEGE

1. At the end of some questions you have certain responses. Please put a tick (✓) against those responses which apply to you. At the end of some questions you will find blank space where you are requested to supply the information demanded by the question.
2. In some questions a four point scale has been used with the numbers 1, 2, 3, 4. These numbers are written against each response. You have to put a circle round the number you choose.
3. If the list of responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of these responses; in that case please do not tick off any of the given responses.

1. Name of the student. BAIJU. G
2. The class he/she is studying. II B-Com
3. Name of the College Christian College Kattakada

4. Member of the family Educational Occupation Mother tongue Language Ability

	Qualification		Reading	Writing
			Speaking	
Father	ten	Govt Service	Malayalam	Malayalam, English
Mother	eight	House wife	Malayalam	Malayalam
Brothers	B Com	Student	Malayalam	Malayalam, English
Sisters				Hindi

5. How many languages do you know. English, Hindi, Malayalam
6. What is your mother tongue/ first language? Malayalam
7. When did you start learning Malayalam systematically? 1st standard
8. At which standard did you start learning second language? 4th standard
9. Did you start learning English, as your second language? Yes
10. In which medium did you have your school Education? Malayalam
11. Were your English teachers, who taught in your High School classes, graduates/ Post graduates in English language and literature? No
12. Were they graduates/Post graduates in other discipline? P.G Science
13. Do you consider it as a reason for your present standard in English? Yes
14. Do you speak in English to:

- 1. Your friends in class
- 2. To your friends outside
- 3. To your teachers
- 4. To your parents

15. Do your teachers encourage you to speak in English *Yes*

16. Does your teacher give you home assignment. *Yes*

17. Do you get the help of your parents or others to do the home assignment? *No*

18. Are you able to do it yourself. *Sometimes*

19. If you are not able, why?
Because (Put a tick mark against your choice)

a) You do not know the answer.

b) You know the answer but can't write it in English.

c) You don't get time.

20. Does your teacher encourage you to read aloud in the class? *Yes*

21. If she/he does, do you think that you get benefit from it? *Yes*

22. Does your teacher encourage you to read extra books? *Yes*

23. Do you really read extra books? *Yes*

24. If not, why?

25. Does your teacher motivate you to learn English. *Yes*

26. If he/she does, how?
(Encircle the number you choose as your response)

a) By making you feel that she is genuinely interested in teaching you English	Not important 1	Moderately important 2	Important 3	Most Important 4
--------------------------------------------------------------------------------	--------------------	---------------------------	----------------	---------------------

b) By convincing you that learning English effectively will be of great practical value to you in life	1	2	3	4
--------------------------------------------------------------------------------------------------------	---	---	---	---

- c) By trying to dispel the notion that learning English is dull and difficult 1 2 3 4
- d) By making you understand the importance of knowing English to communicate with others outside Kerala 1 2 3 4
- e) 1 2 3 4

27. Do they teach you English only in English? *Yes*

28. Do they use mother tongue/ Malayalam while explaining? (Encircle the number you choose as your response)

	Not at all use	Very rarely use	Often use	Very often use
--	----------------	-----------------	-----------	----------------

- | | | | | |
|---------------------------------------------|---|---|---|---|
| 1. New and difficult words and phrases | 1 | 2 | 3 | 4 |
| 2. Grammar Rules | 1 | 2 | 3 | 4 |
| 3. Difficult passages of prose, poetry etc. | 1 | 2 | 3 | 4 |

29. When they explain in mother tongue, do you find it helpful in understanding easily and quickly? *Yes*

30. Do you find controlled and systematic use of mother tongue useful in learning easily and quickly? (Encircle the number you choose your response)

	Not useful	Moderately useful	Useful	Most useful
a) Prose	1	2	3	4
b) Poetry	1	2	3	4
c) Drama	1	2	3	4
d) Grammar	1	2	3	4

31. If yes, when do you find it effective and useful? *Poetry*

32. Do you consider bilingual method effective and useful in the acquisition of English as a second language? *Yes*

33. Add your comments if any.

Bilingual method is a very useful and effective method to the student. It helps in the fluency of English in every students. So this system should be put into practice in every school and college.

APPENDIX H

Guidelines for Good Talk

GEORGE MCGHEE

It's the quality, not the quantity, that counts.

What has happened to the art of conversation? By *conversation* I do not mean merely word exchanges between individuals. I am thinking, rather, of one of the highest manifestations of human intelligence - the ability to transform abstractions into language; the ability to convey images from one mind to another; the ability to build a mutual edifice of ideas: in short, the ability to engage in a civilizing experience.

But where does one find good conversation these days? Certainly not in the presence of the television set. No matter how rewarding 'bridge talk' may be, it is not conversation. Neither is chatter.

What makes good conversation? In the first place, it is essentially a mutual search for the essence of things. Russian poet Alexander Pushkin correctly identified the willingness to listen as one of the vital ingredients of any exchange. When two people are talking at the same time, it is not conversation - it's collision.

Nothing is more destructive of good talk than for one participant to hold the ball too long, like an over-zealous football dribbler playing to the crowd. Pity the husband or wife with a garrulous mate who insists on talking long past the point where he or she has anything to say.

To be meaningful, a conversation should head in a general direction. It need not be artfully plotted, but it should be gracefully kept on course guided by unforeseen ideas.

It has been said that if speech is silver, silence is golden. Certainly silence is preferable, under most circumstances, to inconsequential chit-chat. Why, then, are so many people discomfited by the absence of human sound waves? Why are they not willing merely to sit with each other, silently enjoying the unheard but real linkages of congeniality and understanding? 'Made conversation' should not be a necessity among intimates. If there is nothing to say - don't say it.

It is true that strangers meeting for the first time seem to feel uncomfortable if they do not engage in small talk. Usually this is harmless and even necessary if strangers are to size each other up. But, small talk aside, what are some elementary rules for general conversation?

In the first place, certain subjects should be taboo. Kitchen topics, the best cleansers, business, bus time-tables and other dull or specialized things should be barred from general discussion.

Next, let us remember that our illness and operations are not something to be offered gratuitously to friends at conversation time.

Then there is the conversationalist who must under every circumstance be right - who always has to win the game. And there are those of us who want to moralize. Let's not.

Conversation need not always be purposeful, but it must at least be for pleasure. It should be congenial, aiming, for example, at knowing better one's

conversation partner. Above all, it should be joyful and amiable, for, as essayist Joseph Addison put it: 'Good nature is more agreeable in conversation than wit.'

I do not object to enforced conversation, say, by the hostess who interrupts an after-dinner group with 'We simply must hear about John's trip to Africa.' I am less tolerant, however, of those who would arbitrarily halt a good conversation with a flat 'Come now, let's stop all this serious talk.' A good conversation is a fragile thing that must be nurtured carefully.

And, finally, I want to encourage the pixie of the conversation who can add zest. Our talk too often reflects the dull things that we do all day. Provocation, whimsy, laughter, mockery and flirtation all have their place in the art of good conversation, of which it was long ago said. 'Be prompt without being stubborn, refuse without argument, clothe weighty matters in a motley garb.'

APPENDIX I

Unseen Passage for Comprehension

THE INDIAN PORCUPINE

The Indian Porcupine favours rocky hill-sides. It adapts itself to any type of country, moist or arid, and inhabits both open land and forest. In Kumaon and the western Himalayas, it is found at an altitude of 8000 ft. (2400 m) and more. It shelters by day in caves, amongst rocks, or in a burrow dug by itself, or it uses and, if necessary, enlarges one dug by some other animal. Burrows are not always essential for its shelter. In the crop season porcupines lie up in thick scrub near cultivation and in the Terai they commonly shelter in the tall grass, making regular runs and tunnels through it. When a burrow is dug, a great quantity of earth is thrown up at its mouth. The entrance is usually strewn with bones; porcupines gnaw these bones just as they gnaw the dropped horns of deer. Horn and bone contain calcium and lime which helps the growth of their quills. Besides the main entrance, there are usually two or three bolt holes or emergency exits near the mouth of the burrow. Porcupines come out after dark. They have a keen sense of smell and display high intelligence in evading traps. Vegetables of all kinds, grain, fruit, and roots are their main food. They can be very destructive in gardens and cultivation, tunnelling under walls and hedges to make an entry. When irritated or alarmed, porcupines erect their spines, grunt and puff, and rattle their hollow tail quills. Their method of attack is peculiar. The animal launches itself backwards with an incredible speed and, clashing its hindquarters against an enemy, drives its erect quills deep into it with painful, or even fatal, results. Mr. R.C. Morris records how a panther was slain by a porcupine, its head pierced by the thrusting quills. There is yet another record of an almost full-grown tiger meeting its death by leaping on a porcupine. Its lungs and liver were riddled with quills, and it could do little more than crawl away, to die a few yards from its victim.

40

APPENDIX J

Topic for Teaching Grammar and Composition

Concord/Agreement in English

1. Concord of Person
2. Concord of Number
3. Concord of Tense

Examples given for each area.

1. Concord of Person
 - (i) I write a letter
 - (ii) You writer a letter
 - (iii) She writes letters.
2. Concord of Number
 - (i) My friend along with his sister is coming today.
 - (ii) Neither he nor his friend is good.
3. Concord of Tense
 - (i) He said that he would come
 - (ii) I haven't met my friend since I left the college.

Composition Topic

Letter Writing

1. Informal letter
Gave the format followed by a specimen letter.
2. Formal letter
Gave the format of the letter followed by a specimen letter.

Students were given class assignment to write formal and informal letters.

APPENDIX K

Model Question Paper for class test for higher secondary class

Time : 1 hr.

Max. Marks : 15

- I. Fill in the blanks with the correct forms of the words given in brackets. (5)
(manifestation, arbitrary, congeniality, ingredients, fragile)
- (a) Your closes friends are usually people to you.
 - (b) The child's early babble is a of man's natural desire to speak.
 - (c) A wise judge does not make decision.
 - (d) Laughter, provocation, whimsy and mockery are some of the of a good conversation.
 - (e) Happiness is a thing that should be guarded carefully.
- II. Say whether the following statements are true or false. (6)
- (a) A speech is a talk given by a teacher to his students.
 - (b) Chit-chat is what speakers at a conference are supposed to do.
 - (c) Briefing is the information given in advance to any group being sent out on a mission.
 - (d) A conversation is a talk given in public.
 - (e) A lecture is a talk given for the purpose of teaching.
 - (f) Chatter is quick or foolish talk.
- III. Give the meaning of the following words. (4)
- (a) Inconsequential
 - (b) Abstraction
 - (c) Gratuitously
 - (d) Congeniality

APPENDIX L

Model of the question paper on the basis of seen and unseen passage

Time : ½ hr.

Max. Marks : 15

WATER POLLUTION

The industrial growth in the country has brought with it many maladies. It is more so when Zinc smelters and fertilizer factories are located in an area. The effluent being discharged by various such plants pollutes the water if it is put in a nearby river. The whole river and the wells in the area connected with its ground water on both the banks get polluted as the effluents slowly seep into the soil. The human beings living in the area and consuming that water find it not suitable for drinking. Burning sensation, stomach pain, feeling of nausea, deposition of whitish layer and skin getting harder become common.

Thus these are the gifts from industries. Animals too refuse to drink such water. Despite the installation of plants for treatment of water, there is little possibility of improvement. Slowly the problem of drinking water aggravates and the whole area seems unfit for human habitation.

I. On the basis of your reading of the passage answer the following questions as briefly as possible. Write your answers in the space provided: (12)

(a) The industrial growth of a country brings with it a gift. The 'gift' is of

.....
.....

The industrial effluent discharged from a zinc smelter or a fertilizer plant causes problems. It pollutes the

(b)

(c)

(d) "Thus these are the gifts from the industries" what does the author mean?
.....
.....

(e) The human beings living in an area where a zinc smelter and a fertilizer plant are located face a big problem. It is
.....

II. Find out from the passage equivalent words for the following terms. (3)

1. residence

2. disorder

3. intensity

APPENDIX M

Model Question Paper for the class test for College students

Time : 1 ½ hrs.

Max. Marks : 25

- I. (a) Fill in the blanks with correct form of the verbs given in brackets: (5)
1. Everyone (think) he has the answer.
 2. Mr. Johnson with his wife and children (be) at the show.
 3. Bread and butter (be) what we work for.
 4. You and I (be) good friends.
 5. The thief accompanied by his accomplices, (have) broken into the room.
- (b) Correct the following Sentences: (5)
1. Neither he nor I are coming.
 2. Good news were brought by the messenger.
 3. Everybody want to be happy.
 4. The woman and their children pleaded for mercy.
 5. The enraged crowd were clamouring for his head.
- (c). Complete the following with suitable clause: (5)
1. He said that
 2. He hasn't seen his friend
 3. She was sleeping when
 4. I hope that
 5. She thought that
- II. Write a letter to your friend describing how you spent your summer vacation. (10)

OR

Write a letter to the company manager requesting to send an application for to apply for the post of a clerk.

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