

## A REVIEW ON NOVEL STRATEGIES AND TECHNIQUES USED IN ENGLISH TEACHING IN INDIA

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### ABSTRACT

The advantages and disadvantages of the several language teaching strategies that have been used in the past must be carefully considered in any thorough inquiry that aims to offer new perspectives on English language training methods. This chapter makes an effort to analyse and evaluate the strategies that have periodically gained popularity across a variety of fields. When outlining each of those techniques, the main objective—that is, the context of the ELT in India with a focus on the Kerala ELT solution—is kept in mind. The evaluation of the approaches takes into account the historical development of the underlying ideas and functional capabilities of the approaches, their strengths and weaknesses, and finally the applicability of the approaches.

### INTRODUCTION

Any rigorous investigation that seeks to offer fresh perspectives on English language training tactics must carefully assess the strengths and weaknesses of the many language teaching techniques that have previously been employed. In this chapter, an effort is made to analyse and assess the tactics that have occasionally been popular in various areas of the field. The primary goal, namely, the context of the ELT in India with specific reference to the ELT solution in Kerala, is kept in mind when describing each of those methods. The evaluation of the techniques includes the historical past wherein the strategies advanced the fundamental concepts and feature capabilities of the methods, the strength and weak spot of each approach and finally the relevance of the approach. Such an analysis of ELT strategies is rendered here with the primary goal of establishing the feasibility of following a bilingual method for the teaching of English as a 2nd language within the state of Kerala especially in better secondary and under graduate lessons. A number of the important techniques and tactics discussed on this bankruptcy are:

- 1.The Grammar- Translation technique.
- 2.The Direct approach
- 3.The analyzing approach
- 4.The military approach
- 5The Audio-lingual technique
- 6The Structural technique

**The Grammar-Translation Method** Grammar Translation technique, additionally known as the Classical technique or the traditional method, is clearly rooted within the formal coaching of Latin and Greek which prevailed in Europe for lots centuries. Mackey says, "this is actually a aggregate of the sports of Grammar and Translation" (153). As its call indicates, "this method emphasizes the teaching of the second language grammar; its fundamental exercise, method in translation from and into the goal language" (Stern 453). The Grammar Translation technique is based totally on 3 assumptions:

- (1) Translation translates the phrases and phrases of the foreign language and guarantees comprehension of the vocabulary objects, collocations and sentences.
- (2) Inside the system of interpretation the foreign phraseology is assimilated.
- (3) The shape of the target language is best learnt whilst compared and contrasted with that of the mother tongue.

This approach have become very famous within the past due 18th century and inside the early 19th century. It advocates the learning of the regulations of grammar and subsequently fails to supply fluency of expression in students. loss of theoretical basis has now not abated the applicability of the approach even these days whilst numerous linguistically sound strategies are to be had. This technique is maximum ideal in teaching large lessons with limited resources, seeing that students may be made to pay attention, reproduction regulations, write out physical activities and accurate them from the black board. For this method the teacher want no longer be very competent inside the goal language. All that he desires to do is to follow the textual content carefully and talk it using the mom tongue anywhere important. but, this approach turned into not with out weaknesses. there has been a reaction in opposition to GMT in Europe around the year 1900. Stern, candy and Jespersen, to say some, realized that using translation as the handiest means of commands could be ruinous. Palmer, who has no objection to using translation in sure specific contexts, attacks what he calls, 'The classical approach', vehemently and says "it is one that treats all languages as though they have been dead, as though each consisted basically of a collection of historic files to be deciphered and analyzed ... it is the only which categorically ignores all concerns of phonetics, pronunciation and acoustic photograph, and boldly places language on a foundation of alphabets, spelling and writing structures" (57). Wilga Rivers who succinctly sums up the restrictions of the Grammar Translation technique says Little strain is laid on accurate pronunciation and intonation; communicate abilities are neglected; there may be a high-quality deal of stress on understanding policies and exceptions, however little schooling in the use of the language pastime to express one's very own which means, even in writing ... The language learned is usually of a literary kind, and the vocabulary is exact and once in a while ,esoteric. The average students has to paintings difficult at what he considers exhausting and monotonous chores-vocabulary mastering, translation and infinite written sporting events ... His position inside the classroom is, for the more part of the time, a passive one - he absorbs and then reconstitutes what he has absorbed to meet his instructor (17-18). despite the fact that as a coaching approach it's miles imperfect, sure factors in it may be found useful in a coaching scenario. in which policies facilitate the getting to know procedure there may be no purpose why they need no longer be included in teaching. in addition stalwarts of language teaching like Stern, candy, Palmer, Passy, Jespersen, while realizing translation as an inadequate method of preparation, felt that it couldn't and ought to no longer be totally banned from language teaching sports. "whilst the overseas phrase to be demonstrated is thought to be for all realistic purposes the equivalent of a local phrase, translation is a higher mode than definition" (Palmer 58). In India Grammar Translation approach has been the maximum widely practiced technique of teaching in schools and faculties. but inside the past few decades a number of modifications have taken location in English Language teaching methodology. those modifications and the advent of latest strategies have relegated the grammar translation approach to the history. In principle this is what occurred. however in the real classroom situation, no matter changes and new techniques, in maximum of the instances, what happens is adherence to the grammar translation approach; the simplest distinction is that it is being incorporated into different strategies. In Kerala, the scenario is not one-of-a-kind from that of different states of India. New improvements inside the subject of English language teaching couldn't deliver a lot trade in the mind-set of the lecturers of schools and schools, in particular of the rural regions, especially due to the bad widespread of the scholars, unwieldy size of the training, incompetence of the academics and the full-size syllabuses imposed for the look at.

### **The Direct Method**

The language teaching reforms from 1850 to 1900 mainly in Europe attempted to make language coaching greater effective via a radical change from grammar-translation. diverse techniques were evolved in the course of this period attesting to the overall discontent with the prevailing idea and exercise. The dissatisfaction is strikingly proven through the way wherein new strategies are run after. "but none of those techniques keep their popularity long – the hobby in them quickly dies out. there's a constant succession of them; Ollendorff, Ahn,

Prendergast, Goniss to mention only some - have all had their day. they have all didn't maintain a permanent keep on the general public thoughts because they have got all didn't carry out what they promised. After promising the impossibilities they have all turned out to be on the complete no higher than the older techniques" (candy 2-three). The proposed reforms went below a spread of names: 'reform method', 'herbal technique', 'psychological method', 'phonetic technique', however the most persistent term to describe the various functions of latest strategies in language teaching turned into the term 'direct method' (Stern 457). The Direct method is characterized chiefly by using the use of the goal language as a way of instruction and verbal exchange in the language school room, and by way of the avoidance of the use of the primary language and of translation as a method (Stem 456). In a extensive sense any approach, which does not use the learner's mother tongue, may be said to be an instantaneous approach. Its fundamental functions as stated by means of Mackey are as follows:

Using normal vocabulary and shape.

Grammar taught by scenario.

Use of many new items within the equal lesson to make the language appearance sound and herbal and to inspire regular verbal exchange.

Oral coaching of grammar and vocabulary.

Concrete meanings via object training: abstract onzs via the affiliation of ideas.

Grammar illustrated via visible presentation.

Massive listening and imitation until paperwork emerge as automatic.

Maximum of the paintings is done within the class;more class hours wanted for the method.

The primary few weeks devoted to pronunciation.

All reading remember first supplied orally. (152) Wilga Rivers comments on the Direct technique as follows:

An instantaneous approach magnificence provided a clear contrast with the triumphing grammar translation instructions. The course started with the learning of the overseas phrases and phrases for gadgets and movements within the school room ... where the which means of words could not be made clean by means of concrete illustration, the instructor resorted to miming, sketches or causes within the foreign language however by no means furnished native language translations. Grammar was no longer taught explicitly and deductively as in the grammar translation magnificence however was learned largely through exercise. college students have been encouraged to attract their own structural generalizations from what they were getting to know with the aid of an inductive manner. while grammar turned into taught greater systematically, at a later stage, it become taught within the foreign language with the use of overseas language terminology Texts were read aloud through trainer and college students were endorsed to are searching for direct comprehension by using inferring meanings of unknown factors from the context instead of searching for equivalents in a bilingual vocabulary list wherein the which means could not be determined. in this manner the trainer gave causes within the foreign language. student have been in no way asked to translate passages into their local language; as an alternative their apprehension of the meaning turned into tested with the aid of thinking and dialogue in the overseas language ... The lecture room turned into constantly packed with the sound of the foreign language and all hobby was closely linked with its use in speech and writing. (19-20) The technique first of all precluded any lodge to the mom tongue both for sports or translation or for elucidation of vocabulary and grammar. "It turned into sanguinely expected that via banishing the vernacular from the study room the students could be forced to do their questioning in the new medium. " (Morris 10) possibly as a response to the Grammar Translation approach, the Direct method did reach making a right away enchantment. this is one of the maximum well known techniques and one which has brought on the most controversy. The technique gave delivery to more troubles than it is able to solve. in the beginning it enjoyed a extraordinary reputation as it overcame major defects of GMT. It substituted language contact in grammar recitation and language use for translation. Its recognition on improvements of drill, vocabulary choice and systematic presentation went a long way to fetch laurels for it. inside the hands of competent teachers this technique succeeded with the entire class in evaluation to the

grammar translation method, which at first-rate helped the tremendous college students. The critical gain of the direct approach is that the student receives a lot of possibilities to pay attention to the spoken language. Listening is one of the crucial talents in language studying. The technique lays emphasis on oral paintings and helps the scholar enhance his speech habit. He can think in the target language without the help of the mother tongue. ability to assume in the goal language and capability to talk will result in confidence inside the minds of the beginners. however the approach has some inherent weaknesses. The exponents of the direct method do not think that the mastering of the first language and the second one language are not alike. The situations necessitate the kid to imbibe his first language due to the fact he has to explicit his wants. a primary language learner also gets sufficient publicity to the language. A 2d language learner has neither such compulsion neither is he uncovered to the language so intensely. The technique is, absolute confidence, very beneficial for younger beginners inside the beginning classes, but it does now not work well in particular in

better instructions. It lays greater emphasis on speech training however ignores different talents of language mastering particularly, studying and writing. the main disorder of the technique changed into that the scholars plunged into 'a language bathtub' tended to use native language systems in overseas vocabulary, for that reason developing erroneous fluency. in view that students had been required always to make a direct affiliation among foreign phrase and state of affairs, it turned into the exceptionally shrewd pupil with properly advanced powers of induction who profited maximum from the method, which can be very discouraging and be widening for the less alerted. As a end result, the contributors of a mean class quickly diverged notably from every different in diploma of foreign language acquisition. (Rivers 21) similarly, its efficient dealing with required equipped instructors with properly command of spoken language. It required instructors who had native like fluency within the foreign language. It turned into in large part depending on the trainer's ability in preference to on a text book and no longer all teachers were proficient sufficient inside the foreign language to adhere to the concepts of the method. furthermore strict adherence to the concepts of the method changed into regularly counter effective for the reason that instructors have been required to go to super lengths to keep away from the usage of the local tongue while on occasion a simple brief rationalization inside the pupil's native tongue could were extra efficient course to comprehension. The psychologist of the Harvard college, Roger Brown (1973) described his frustration in gazing a instructor performing verbal gymnastics in an try to deliver the which means of japanese phrases, when translation could have been a more efficient technique to use. The British linguist Henry candy also identified its limitations. He argued that the direct technique provided improvements at the extent of teaching tactics, but lacked a radical method foundation (candy four). The direct technique, Stern observes, "become a primary try to make the language gaining knowledge of scenario one in every of language use and to teach the learner to abandon the first language because the frame of reference" (Stern 459). in spite of all its drawbacks the direct approach loved sizeable recognition in many nations like Germany, France, Switzerland, Belgium, England and the united states. In India also in the course of the Twenties and 1930s of the twentieth century the Direct approach became introduced.

### **The Reading Method**

"The studying approach turned into devised for schools whose simplest goal turned into a analyzing understanding of the language. The method intentionally restricts the goal of language coaching to teach in reading comprehension" (Stern 460). as the preliminary step of the approach the text to be trained is divided into brief sections each preceded by way of a listing of phrases to learn through context, translation or photographs. After a positive vocabulary stage is reached, supplementary readers within the shape of testimonies or simplified novels are delivered with the intention to enable the learner to consolidate his vocabulary. in the first sector of the 20 th century the reading method changed into endorsed by means of some British and American educators. as a result the writings of West (1926a), Bond (1953) and Coleman's extent within the present day foreign Language study (1929) provided present day arguments for this approach. As early as 1921 Michael West

realized the futility of a complete adoption of the direct technique in Indian conditions. West, who became teaching English in India, argued that studying to read fluently become greater essential for Indians studying English than speaking. He realized the significance of 'studying' in 2d language studying and seemed it because the most useful and easiest talent to gather in a overseas language. He believed that 'the initial degree of studying a overseas language ought to be to learn how to read it ... even inside the case of a pupil who goals at entire mastery of analyzing, writing and speech(five). This inspired him to create his Nezu method Readers. these readers endorsed a method primarily based ordinarily on analyzing. Later it got here to be referred to as the analyzing technique. West found out that in preferred the Indian learner of English needed to improve his receptive skills simplest. He also demonshated that studying method makes it smooth to examine and teach and the dimensions of the class is immaterial. The method is primarily based on the mental principle that listening and expertise precede talking and writing. The goal of this approach is to create a choice within the readers to read increasingly through imparting interesting studying materials.67Basing himself on Thorndike's instructor's word book (1921) West built readers with a controlled vocabulary and normal repetition of new words. On similar grounds Coleman (1929) drew the belief from the cutting-edge foreign Language take a look at that the most effective practical shape of language teaching in American excessive schools might be to concentrate on reading talents. Bond advanced a analyzing approach technique to college language publications at Chicago university between 1920 and 1940. The route of examine that changed into developed over a length of decades furnished graded studying materials and a systematic method to getting to know to examine. The spoken language became not entirely neglected, however it changed into the analyzing goal that obtained the main emphasis. concerning the techniques hired for analyzing technique Stern writes: The strategies have been not considerably deficient from the ones evolved beneath previous strategies. As underneath grammar translation, using the primary language changed into not banned in language guidance. The introduction of the second language turned into oral as inside the direct technique due to the fact facility in pronunciation and 'inner speech' have been appeared as an essential aid in studying comprehension .

### **The navy method**

The navy method is, to a brilliant extent, the out come of the exigencies of the second one global warfare. throughout the battle time American government realized the need for interpreters of various languages for verbal exchange functions. To fulfil their want the military specialised training Programme (ASTP) turned into installation in 1942. Its sole purpose changed into to teach fluent speakers in as many languages as they wanted within the shortest time possible. To acquire the goal considerable touch with the spoken language become provided with minimal studying and writing. The navy method turned into a exquisite fulfillment as it concerned small companies of the trainees who had been quite inspired and who had been given lengthy hours of drilling with especially organized materials. but the navy method could not anticipate to be successful in an regular coaching learning scenario wherein everyday students are taught by common teachers. consequently this technique did not have a whole lot relevance at the language-teaching programme in India. since the technique advanced and evolved to meet unique needs of the army for a short time at some stage in the second international struggle, it couldn't stay after it. therefore it lost its relevance. soon after the struggle became over.

### **The Audio-Lingual technique**

While grammar translation and direct method had largely advanced in the ecu college systems, audio-lingualism had its foundation especially in the united states. however it notably influenced language schooling in lots of components of the sector. It appeared beneath various names. within the 1950's it become most often referred to as the aural-oral technique. It was Brooks(1964) who proposed the term audio lingual. Brooks himself popularized every other term that stated the identical approach as 'New Key'. Carroll (1966) called the technique the 'audio lingual dependancy concept'. while Smith (1970) stated it as the 'practical abilities method'. some thing

it turned into referred to as, the foundation of audio lingualism is to be found in the 'army method' of yankee wartime language programmers in international 7 1 struggle 11. After the battle foreign language instructors and educational government became interested in strategies used inside the military approach. Many elements like increase of the concept and practice of the navy approach, the writings and teachings of C.C. Fries and R. Lado, the improvement 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 special characteristics of the audio-lingual method listed via Stern are as follows:

1) separation of the competencies - listening, talking, analyzing and writing - and the primacy of the audio lingual over the image skills;

(2) using dialogues as the leader method of providing the language;

(3) emphasis on positive exercise strategies, mimicry, memorization and pattern drills;

(4) the usage of language laboratory;

(5) setting up a linguistic and mental theory as a basis for the teaching approach. The boom of the principle became expressed inside the 5 slogans indexed by using Moulton (1963)

(1) Language is speech, no longer writing

(2) A language is what its native speakers say, not what a person thinks they ought to mention.

(3) Languages are exclusive.

(4) A language is a fixed of habits.

(5) teach the language, now not approximately the language.

Consequently language mastering regarded to be in the scope of the regular important contributions of audio-lingualism to language coaching are:

### **The Structural technique**

Within the later half of of the 20 th century large research turned into carried out on English Language teaching as a foreign language at the university of London, Institute of schooling. This brought about the emergence of the structural approach, which is in lots of ways, an improvement upon the direct technique. but the fundamental standards and techniques of the structural method and the direct approach are basically the equal. The exponents of the structural method consider that language includes 'structures' and that the mastery of these systems is greater essential 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.

### **The Student Activated Multi-skilled**

The conventional methodology backed the 3 vital points, which a methodologist considers to be the most critical. a method ought to have clear objective, should describe and examine the method by using which the goals may be executed and must involve an operational location. The conventional teachers taught in general dismiss of the receptive ability of the learner. due to this the lecturers did make any aware and systematic attempt to place and organize the classes earlier than coming into the magnificence. but, methodologists at the CIEFL, Hyderabad, realized the futility of the conventional technique in teaching English to college students of better training. basically language is a form of pastime and one learns a language via interest. One learns to speak by using talking and to write by way of writing; there's no brief cut to language studying. The exercise have to be meaningful, exciting and beneficial to the students in real existence situations. consequently a instructor of

English will must be an initiator, sustainer, coordinator and guide for a pupil engaged in language learning pastime. Such questioning endorsed the CIEFL to propagate a way primarily based on pupil activity. for this reason the CIEFL endorse a 'multi-talent' method i.e., an method to speaking, writing, studying and listening. inside the modified state of affairs Indian students should supply high priority to developing their reading skills and the 'multi-skill' technique places excessive top class on reading. This precedence is the result of the notion that in India English is wanted basically as a 'library language'. The record of the second have a look at group (1971) envisages that the great use of English in India will especially be as a library language with the premium on studying than on expression. This shift inside the reputation of English in India will affect the coaching substances. publications in English will then serve to help the scholars obtain competence in areas of language relevant to their specialities (29). therefore the 'multi-ability' approach of the CIEFL will help the students to cultivate the addiction of unbiased studying. dialogue and language exercising need to comply with analyzing hobby. In oral sporting events phonetic accuracy may be not noted however comprehension, correctness and appropriateness should be emphasised. The details of the reading fabric will must be defined by way of the trainer in easy English beforehand. this may help the students to formulate the solution to the query positioned to them. it will be clean for the students to install working what they already understand. this may improve their comprehension. 'Language exercise' and directed 'oral interest' isn't always viable in a normal English elegance in which the wide variety of the students occasionally is about a hundred. The CIEFL method shows that the larger elegance want now not be a trouble to 'language exercise' and 'oral interest'. one of the essentials of correct methodology is the recognition of real situations and adjustment of the method to these conditions. The 3 big factors of ELT technique, which the CIEFL advocates, are: (Das 1974)

#### **The corporation of teaching substances**

The teaching material need to be prepared. The language used have to be well managed in phrases of the entry level and the terminal talent stage of the scholars. The cultural content of the text need to be familiar to the scholars with a view to apprehend and admire the problem they take a look at. The teaching fabric need to be active and they need to be lucidly supplied.

#### **The instructor's Presentation:**

The teacher should motivate the student to soak up the analyzing interest. The instructor must find a way to encourage the scholars to study the texts voluntarily and find out what the text consists of. A certain quantity of interest has to be aroused and some kind of suspense must be created. The trainer can, for example, write up a few 'motivating questions' on the blackboard. Such 'earlier than questions' and recommendations through the trainer will draw the attention of the scholars to certain statistics well in advance. this may make the reading interest greater purposive. The teacher may also ask a student to study some strains, explain the hard vocabulary after which ask them comprehension questions. these 'after questions' will enthuse the students to read once more the strains they have simply study to discover the solutions to the questions. before the commencement of the elegance the trainer should see that each one the 'blocks' that bog down the scholar's know-how of the textual content be eliminated. those 'blocks' can be new words, difficult syntax, allusions, references and so on.

#### **Exercising Via the Scholars:**

The ELT methodologists of CIEFL find that the preliminary presentation by means of the teacher is most effective the primary section. To get a better end result, the scholars must take delivery of good enough exercise. The physical activities may be of diffkvent kinds, which include comprehension physical activities, oral discussions after studying pastime sporting activities or grammar and written work. In quick the ELT technique endorsed via the CIEFL is 'learner focused' at all tiers of teaching and consequently if nicely dealt with the coaching techniques introduced in the method will really produce maximum preferred consequences (24-34). To finish, the student Activated Multi-skilled approach of the CIEFL lays a lot of strain at the reading talent. experts at the CIEFL have found out that English may be needed best as a library language for maximum of the newbies. The 'multi-skilled' activity of this method locations an excessive amount of importance on studying due

to the fact attentive silent reading with comprehension is predicted of a pupil now throughout India. The latest improvement in the area of language teaching emphasizes the communicative capability of the learner. hence, the brand new technique, the 'Communicative method' desires to be analyzed in element.

### **Communicative method**

In latest years, communicative language teaching has become popular as a technique of coaching 2nd/foreign language even though it covers a diffusion of traits within the subject, specially in respect of syllabus design and methodology of coaching. moreover, as David Wilkins (1976) points out, "we do not understand how to set up the communicative proficiency of the learner"(eighty two). Wilkins but expresses the hope that "whilst a few human beings are experimenting with the notional syllabus as such, others need to be trying to increase the brand new testing strategies that have to accompany it"(82). An strive has been made right here to outline some of the primary postulates of the CA to language coaching. The starting place of Communicative Language coaching relates to the changes within the British language teaching subculture from the overdue Sixties. The actual impetus for the CA came from the changing instructional reality in Europe. With the emergence of many unbiased european nations, there arose the want to teach people the fundamental languages of the member nations of the ecu not unusual market. schooling have become one of the primary activities of the Council of Europe. It encouraged meetings on language teaching and publications of books and monographs, which emphasised the need to increase opportunity methods of language teaching techniques, which were extraordinary from the strategies like the Audio-lingual and the Situational. The CA, to language coaching, has because then turn out to be famous or at the least in fashion in many countries of the sector. 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. consequently choice of actual substances must be done cautiously so they inspire the scholars. CA lays emphasis at the participation of college students and at the importance in their need. It recognises the hyperlink among the language forms and practical meanings. in this technique the learner is positioned in actual existence or lifestyles like conditions. The techniques that the CA uses for teaching are important and exciting. (Use of proper materials,

### **ADVANTAGES**

at the same time as the powerful resource of the mother tongue is systematically hired inside the coaching of English, unfailingly the subsequent blessings will be derived within the English language training magnificence: lots of the laboursome sports activities of the trainer in introducing a language item may be removed by way of systematically converting the sports with the learner's MT.

The most complicated and interest- oriented elegance in DM and the linguistically oblique comprehension tactics for the novices are simplified by way of BM with the resource of practical use of MT. In GTM, the burden is on the students through way of translation memorising and written question answering; via way of contrast, in DM the burden is at the trainer by way of manner of way of beginning lecture room activities and introducing language gadgets through situational elements. BM attempts to strike a medium in terms of distribution of work between the instructor and students.

a class in GTM does not call for a lot resourcefulness at the a part of the teacher; a class in DM calls for incredible initiative ness and resourcefulness on the a part of the instructor. among these two extremes a median



teacher (as is in the main the case in modern-day study room) can thoroughly manipulate a category in BM, if he is conversant with the components of the technique.

The sounds of MT and the phrases with which the learner is in detail conversant offer a congenial surroundings in a 2d/overseas language study room; the very mention of an equivalent in MT in an English magnificence brightens up the young faces in evaluation to the labour, a helpless instructor undertakes to deliver home the equal concept via activities and illustrations in English.

BM offers equal stress on all of the 4 abilities not like different techniques of 2d/ foreign language teaching.

It moves a stability between fluency and accuracy. GTM gives accuracy in anything paintings it does which includes the understanding of formal grammar, ability and accuracy in written language, and DM is stated to offer fluency in spoken language on the cost of accuracy. BM is expected to achieve both fluency and accuracy in language learning.

### **Bilingual Method**

The initiation of Bilingual technique into the coaching of 2d language has opened new vistas of know-how and opportunities in regard to the usage of L1 in overseas language teaching. (Mukalel eighty five) The records of 2d/foreign language teaching technique has nearly always visible extreme strategies both within the shape of GTM or DM. The extremities lay in two components.

The Bilingual technique isn't an unbiased new technique with new concepts and fashions. it's far in reality, a satisfied synthesis of the best principles and capabilities found in other strategies. It has modified the standards of different methods to conquer the targets and criticisms and to fit the objectives of 2nd language mastering nowadays. Carrol expresses this concept through the subsequent phrases.%ut then, in those fantastically advanced times it could rarely be anticipated that a new method might represent whatever more than a new combination of techniques "(177). The essential feature of BM is its mindset in the direction of the learner's mom tongue. In it we find a valid revival of the the Aristocracy of MT and its position in foreign language teaching. the primary language is the child's fundamental asset, for the child the primary language is conduct, communication, success and fu lfilment. the kid can not be thought of or defined as a growing and maturing personality apart from the primary language he has obtained. the first language is intimately linked with the kid's biological, psychological and social fulfilment. in contrast to a foreign language, which the child learns later, the development of the first language is related immediately to every section of the kid's psycho sociological tendencies. it's miles this sort of aid as a part of the child's built in persona that the majority overseas language-teaching developments of the structuralist school have been maintaining out of the school room. In retaining out the primary language, we have deprived the L2 learner of a big bulk of his dynamism and made him artificially silent when his very character surges with enthusiasm to realize and talk in a language, that's all par; of him. but we can not go thus far as GTM is allowing the L2 employ the L1 with all the pleasure that is probably derived out of it. "Bilingual approach with all of the methodological precautions permits the instructor carry the harnessed horse of the mom tongue into the lecture room for you to make use of this effective resource in the coaching of the overseas language" (Mukalal88).

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