

7. Effectiveness	Criterion measures, change of behaviour, attainment test	Qualitative measurement, achievement test, observation
8. Example	Evaluation approach, management approach, multimedia approach	Lecture, Question answer, Project method, story telling, demonstration, translation and direct method

METHODS OF TEACHING ENGLISH

The following are the major methods of teaching English as a second language.

- Grammar-Translation method
- Direct method
- Bilingual method

1. Grammar-Translation Method (GTM)

"Under the Translation-cum-Grammar method, the meaning of English words, phrases and sentences is taught by means of word to word translation into the mother tongue."

— **Champion**

Introduction: GTM was called Classical Method since it was first used in teaching classical languages like Latin and Greek. In the early twentieth century, this method was used for the purpose of helping students read and appreciate world literature. In this method, while teaching, the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their vernacular into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the vernacular gives an insight into the structure not only of the foreign language but also of the vernacular.

Principles of Translation Method

The main principles on which the Grammar-cum-Translation Method is based are the following:

Clarity and firmness: Translation interprets the words and phrases of the foreign languages in the best possible manner.

Domination of vernacular: The vernacular dominates in this method.

Parallel study of two languages: The structures of the foreign languages are best learnt when compared with those of **vernacular**.

Maxim of known to unknown: The fundamental principles of proceedings from known to unknown are followed.

Word as a unit of teaching: The unit of teaching is word not a sentence.

Content and Characteristics

1. Classes are taught in vernacular, with little active use of the target language
2. Much vocabulary is taught in the form of lists of isolated words *ଅଲଗା-ଅଲଗା (ଅଲଗା)*
3. Long, elaborate explanations of the intricacies of grammar are given
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words
5. Reading of difficult classical text is begun early
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
8. Little or no attention is given to pronunciation

Typical Techniques

Techniques closely related with the grammar translation method are summarized below.

1. *Translation of a literary passage* Translating target language to native language
2. *Reading comprehension questions* Finding information in a passage, making inferences and relating to personal experience
3. *Antonyms/synonyms* Finding antonyms and synonyms for words or sets of words
4. *Cognates* Learning spelling/sound patterns that correspond between L1 and the target language
5. *Deductive application of rule* Understanding grammar rules and their exceptions, then applying them to new example *ଅନୁକ୍ରମ*
6. *Fill-in-the-blanks* Filling in gaps in sentences with new words or items of a particular grammar type
7. Memorization *ଅନୁକ୍ରମ* Memorizing vocabulary lists, grammatical rules and grammatical paradigms
8. *Use words in sentences* Students create sentences to illustrate they know the meaning and use of new words
9. *Composition* Students write about a topic using the target language

Advantages and Disadvantages of Grammar Cum Translation Method

The typical technique has the following advantages and disadvantages.

Advantages Grammar Translation Method has the following advantages.

- (i) The phraseology of the target language is quickly explained.
- (ii) Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language.

- Survey*
- (iii) Learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.
 - (iv) Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the vernacular.
 - (v) Students will not have much difficulty in responding to questions in vernacular. So, the teacher can easily assess whether the students have learnt what he has taught them.
 - (vi) Communication between the teacher and students does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.
 - (vii) It enables a comparative study of English grammar and the vernacular.
 - (viii) Abstract words and phrases can be easily explained with the help of translation.
 - (ix) This method is useful for a large class.
 - (x) It is easy, quick and economical method as it is based on the maxims of teaching.
 - (xi) It does not require teaching aid.

Disadvantages The disadvantages of the same are enlisted below

- (i) It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method, the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems.
- (ii) Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate level they feel shy of communicating through English. It has been observed that, where English is taught through this method, learners listen to vernacular more than that of the second/foreign language. Since language learning involves habit formation, such students fail to acquire habit of speaking English.
- (iii) Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behaviour of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'timetable' and 'table the resolution' and so on. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.
- (iv) It is dull and mechanical method.
- (v) It does not help the learner to accurate pronunciation.

- (vi) It prevents self-expression.
- (vii) It makes the students passive learner.
- (viii) It stops the student from thinking freely in English language.
- (ix) It encourages bookish language.
- (x) This method is based on cramming.
- (xi) It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible.

Language learning is a skill, which can be learnt through practice and not by just memorizing rules. Those who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their vernacular and then translating their ideas into the second language. They, therefore, fail to acquire proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.

Some Practical Suggestions

- English teachers should speak grammatically correct sentences.
- Avoid word-to-word translation.
- Meaning of difficult words should be explained in English as well as in mother tongue.
- At the end of the lesson, build a summary both in English as well as in mother tongue.
- Chorus work should be done in class.
- Large classes should be divided into small groups.