

A Study Of Effectiveness Between Bilingual Method And Direct Method Of Teaching English

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ABSTRACT

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English has been growing so popular that it has been acting as today's global language and the number of people, who can use English as a second language is keeping on increasing at a great speed. The enthusiasm of learning English by the peoples of various countries can be well demystified by the explosion of science and technology, and the desire for participating in global activities and communication. With English people can read technique books and essays to know the latest development or invention in certain domains; people can take part in various international conferences to exchange their own ideas with people from different areas.

In India, English functions as one of the official languages, universally accepted by all the states throughout the country. If he or she is a school student it becomes all the more important for him or her to learn English well, otherwise, s/he can hardly have satisfactory achievement in multiple subjects, because most textbooks are printed in English, and s/he can hardly get through her or his secondary schooling. Furthermore, the failure in academic achievement might result in the high rate of dropout, which causes wastage of education and creates social problems.

English grammar is a study concerning mainly to the structure of the language within which intricate phenomena of the language are explained,

and rules are orderly organized and offered so that it makes the language intelligible for learners of various levels. Grammar is sometimes destined as the way words are put together to make correct sentences (Penny Ur, 2002). Learning English is to use it in communication. To make one self well understood by others, one has to use the rules either consciously or unconsciously when speaking and writing English. Hence, emphasis on English grammar teaching and learning is made by linguists and the Education Department of India though there has long been controversy over the issue of school grammar instruction.

English has been dominating the educational system of India for about the last two centuries. In free India its importance is no less than what is used to be before independence. The fifty five year of dependence shows that teaching and learning of English in India is indispensable. English is the Associate official language of India. It is taught compulsory in most of the States in India. It is the medium of instruction in public school, technical, medical and other institutions. It occupies an important place in courts, trade commerce and industry. Besides being a link and library language in India it is our major window on the modern world. Opinions are divided on the issue at which stage the teaching of English should begin in schools. In 1953 for the first time the question whether or not foreign

language instruction should begin at the primary stage or even earlier, was debated at the UNESCO conference of Nuwara Elive (August, 1953) It was found that in many countries foreign language instruction had already begun at the age of 11 or 12, so it was thought that this might be right age. In this way English helps in establishing international relations. It is a source of better understanding among different nations of the world.

Language is an essential part of human life. There are many languages spoken in different countries of the world but English has acquired a prominent place in meeting the communicational needs of the people. It is not more than ever that English has become a language of opportunity and advancement. It is called the "Queen of languages" and also the "Window of the world". In the history of English in India, we find that English has dominated the teaching learning programme from the beginning. Britishers tried to spread their trade side by side Christianity. They established modern schools and English was taught as a compulsory subject in those schools and was a dominating language in administrative work and in communicating. But when we got freedom, our leaders who were against English advised that we should not neglect mother tongue. But who understood the importance of English like C. Rajagopalacharya ji suggested that we should not throw the baby (English) with the bath water (English people) in our anger and the hatred against them.

Now English has Occupied an important place in India and most of the states and union territories have introduced English from the first class in schools. Teaching of English is a tedious job and there are many problems of teaching English in India. An English teacher's teaching will be effective only if he himself properly understands the nature of English and the method they are using for their purposes. Purposes and aims are very important in the teaching learning process. For teaching any subject to the learners, aims are fixed up. Regarding aims of teaching English, Thompson and Wyate say, "It is necessary that the Indian people should not only understand English when it is spoken or written, but also that he should himself be able to speak and write it" An English teacher's teaching will be effective only if he himself properly understands the nature of English and the methods.

In the starting our India teachers used two methods of teaching English i.e. Direct Method. and Translation method. These are called old methods of teaching English. But now new methods of teaching English have occupied an important place in teaching English like Bilingual Method. Situational Method and other system of studying.

Surveys tell that in our Indian schools two methods of teaching English are widely used i.e. Bilingual Method and Direct Method. Direct Method is used in majority of English Medium schools and Bilingual method is used in majority of regional language medium schools. So teaching of English lies between these two methods i.e. Bilingual method and direct method.

In Bilingual method of teaching English the teacher used both language English as well as mother tongue. It advocates a number of revolutionary principles like using mother tongue as a last resort to make the meaning of English words, phrases and sentences clear to the students, Whereas in Direct method of teaching English the teacher teaches English through English medium without using the mother tongue of the students, He creates situations with the help of objects, pictures, actions, gesture and drawing on the black board or verbal contexts to teach the meanings of new words, phrases and sentences.

The advocates of Bilingual method argue that it is the easiest method to explain the meanings of English words and phrases and it helps in expanding the vocabulary of the students rapidly. It suits the average as well as below average teachers or students of English.

But the critics of this method say that this method divert the attention of the students and some times it may confuse the student because in this method teacher uses both languages i.e. English and mother tongue.

On the other side the advocates of Direct method of teaching English argue that this method emphasizes speech and practice in structures. The students are active participants in the lesson, not passive listeners as in the Bilingual method.

The critic of Direct method argue that the meaning of certain English words and phrases do not

become clear when mother tongue is not used. They also say that it suits only those teachers who have good command over English. It is also a costly method of teaching English because a lot of illustrative material is needed for creating situations for teaching meaning or English words phrases and sentences.

It is highly disturbing trend that standard of teaching and learning English have definitely fallen in the country. So, there is a need to do research on it. The present study is an attempt in this direction.

SIGNIFICANCE OF THE PROBLEM

We know that it is a highly disturbing trend that standard of teaching and learning have definitely fallen in the country. It is, therefore, important that the effective methods of teaching the language are tried out to raise the standards of teaching and learning in the country. The present study is an attempt in this direction. It is related to study the effectiveness of Bilingual method and direct method of teaching English in comparison. Various surveys of research in education reveals that only some studies have been done to study the effectiveness of Bilingual method in comparison with the direct method.

STATEMENT OF THE PROBLEM

"A STUDY OF EFFECTIVENESS BETWEEN BILINGUAL METHOD AND DIRECT METHOD OF TEACHING ENGLISH."
DEFINITIONS OF OPERATIONAL TERMS

1. Effectiveness

Effectiveness of the method of teaching English refers to the achievement or realization of objectives of teaching English.

2. Bilingual Method of Teaching English

"Bilingual method of teaching English refers to the method of teaching English in which two languages i.e. English and the mother tongue are used to teach English. It differs from translation method of teaching English in which also the same languages are used i.e. English and the mother tongue. But in Bilingual method of teaching English,

mother tongue is used as a last resort only to make the meaning of English words, phrases and sentences clear to the students.

3. Direct Method of Teaching English

Direct method of teaching English is a method in which only English is used for teaching English. English is taught by establishing direct association between idea and its expression. The mother tongue is not used in this method because it hinders the establishment of association between the idea and its expression in English.

OBJECTIVES OF THE STUDY

1. To study the effectiveness of Bilingual method in teaching English.
2. To study the effectiveness of Direct method in teaching English.
3. To compare the effectiveness of Bilingual method of teaching English with the effectiveness of Direct method of teaching English.
4. To compare the effectiveness of teaching prose through Bilingual method with the effectiveness of teaching prose through direct method.
5. To compare the effectiveness of teaching poetry through Bilingual method with the effectiveness of teaching poetry through direct method.
6. To compare the effectiveness of teaching grammar through Bilingual method with the effectiveness of teaching grammar through direct method.

HYPOTHESES

1. There is no significant difference between the effectiveness of Bilingual method and Direct method of teaching in English.
2. There is no significant difference between the effectiveness in teaching of prose in English through Bilingual method and Direct method.
3. There is no significant difference between the effectiveness in teaching of poetry in English through Bilingual method and Direct method.
4. There is no significant difference between the effectiveness in teaching of grammar in

English through Bilingual method and Direct method.

DELIMITATIONS

These following delimitations have been made keeping the view of time available:

1. The present study has been delimited to a comparative study of Bilingual method and Direct method of teaching English.
2. It is related to 8th class students of only one school.
3. This schools is related to H.B.S.E. situated in rural area.
4. A total number of sixty four students have been be taken for this study.
5. The present study consists of two parallel groups of thirty two students each.
6. The students were taught only for one month.
7. The achievement of the students was determined on the basis of experimenter made achievement test.

STATISTICAL TECHNIQUES TO BE USED

A statistical treatment will be given to data. C.R. value will be employed to compare the effectiveness of Direct Method and Bilingual Method in teaching

English. Standard Deviation, Difference between the two means, Standard error of means, Standard error of difference between means and critical ratio will be calculated to compare the effectiveness of the two method of teaching English.

Data Analysis and Interpretation

Collection and tabulation of data fails to convey the required sense unless it is analysed and interpreted. Tabulation may be understandable to the investigator but without interpretation it is all Greek to others. Analysis and interpretation of data collected for the purpose of present study has been done in this chapter.

A statistical treatment has been given to the data. C.R. value has been employed to compare the effectiveness of Direct and Bilingual Method of teaching English. Standard Deviation, difference between the two means, standard error of means, standard error of difference between means and critical ratio have been calculated to compare the effectiveness of the two methods of teaching English.

Effectiveness of teaching method i.e. Bilingual Method and Direct Method, has been found out on the basis of total gain scores in post-test as well as gain scores in various aspects of teaching English like prose, poetry and grammar.

Table 4.1

Comparison Between Effectiveness of Bilingual Method and Direct Method

Methods	No.	Mean	S.D.	D.M.	SEM	SDM	CR Value	Remark
Bilingual Method	32	52.4375	11.0802	13.2188	1.9587	2.5196	5.246	S
Direct Method	32	39.2188	9.4314		1.6672			

S.D. - Standard Deviation,

D.M. - Difference between Means,

SEM. - Standard Error of Mean, C.R. Value Critical Ratio
SDM, - Standard Error of Difference between Means, S. - Significant

Table 4.1 reveals that the mean score of students taught through Bilingual Method is 52.4375 (SEM = 1.9587) whereas the mean score of student taught through Direct Method is 39.2188 (SEM 1.6672). The difference of the means is 13.2188 which is in the favour of the students taught English through Bilingual Method. The C.R. value, 5.246 is significant at both level of significance. So hypothesis no. 1 is rejected at this base which is showing no significant difference between the effectiveness of Bilingual Method and Direct Method of teaching in English. Thus we can conclude that teaching English through Bilingual Method is better than teaching English through Direct Method.

Superiority of Bilingual method of teaching English over Direct method is supported by the experiments conducted by S.s. Pradhan at Ph.D level in Utkal University, Cuttack, as well as by experiments conducted by Manisha at M.Bd. level in M.D. University, Rohtak. These experiments show like my Experiment shows that the students who were taught through Bilingual Method scored higher than the students who were taught through Direct method. It is so because the Bilingual method of teaching English is free from the defects of Direct method, whereas it has all the advantages of Direct method.

Table 4.2

Comparison Between Effectiveness of Teaching Prose through Bilingual

Method and Direct Method

Methods	No.	Mean	S.D.	D.M.	SEM	SDM	CR Value	Remark
Bilingual Method	32	16.4375	4.8788	6.1250	.8625	1.0895	5.622	S
Direct Method	32	10.3125	4.1382		.7315			

S.D. - Standard Deviation, D.M. - Difference between Means,
SEM. - Standard Error of Mean, C.R. Value - Critical Ratio
SDM, - Standard Error of Difference between Means, S. -Significant

Table 4.2 reveals that the mean score of students taught prose through Bilingual Method is 16.4375 whereas the mean score of students taught prose through Direct Method is 10.3125 which is in the favour of the students taught through Bilingual Method. The critical ratio is 5.622 which is significant at

both levels of significance. So hypothesis no. 2 is rejected at this base which is showing no significant difference between the effectiveness in teaching of prose in English through Bilingual method and Direct method.

We can conclude that teaching Prose through Bilingual Method is more effective than teaching Prose through Direct method because the mother tongue is used wherever needed while in teaching Prose through Direct Method. the mother tongue is not used.

Table 4.3**Comparison Between Effectiveness of Teaching Poetry through Bilingual****Method and Direct Method**

Methods	No.	Mean	S.D.	D.M.	SEM	SDM	CR Value	Remark
Bilingual Method	32	19.3125	3.8558	6.5	.6816	.9630	6.750	S
Direct Method	32	12.8125	4.3436		.7678			

S.D. - Standard Deviation,
Difference between Means,

SEM. - Standard Error of Mean, C.R. Value -
Critical Ratio

SDM. - Standard Error of Difference between
Means, S. - Significant

Table 4.3 reveals that the mean score of students taught Poetry through Bilingual Method is 19.3 125 whereas the mean score of students taught prose through Direct Method is 12.8125 whereas the difference between is 6.5 which is in the favour of the students who were taught through Bilingual Method. The

critical ratio is 6.750, which is significance at both levels of significance. So

hypothesis no. 3 is rejected at this base which is showing no significant difference between the effectiveness of teaching of Poetry in English through

Bilingual method and Direct method.

We can conclude that teaching Poetry through Bilingual Method is more effective than teaching Poetry through Direct method because the mother tongue is used wherever needed while in teaching Poetry through Direct Method. the mother tongue is not used which is helpful in understanding feelings and meaning of words, clearly.

Table 4.4**Comparison Between Effectiveness of Grammar Through Bilingual Method and Direct Method**

Methods	No.	Mean	S.D.	D.M.	SEM	SDM	CR Value	Remark
Bilingual Method	32	16.6250	4.9171	.5313	.8692	1.0040	.529	S
Direct Method	32	16.0938	3.9215		.6932			

S.D. - Standard Deviation,

D.M.- Difference between Means,

SEM. - Standard Error of Mean, C.R. Value -Critical Ratio

SDM. - Standard Error of Difference between Means,

S. - Significant

Table 4.4 reveals that mean score of students taught grammar through Bilingual Method is 16.6250 whereas the mean score of students taught grammar through Direct Method is 16.0938. The difference of the means is 0.5313 which is in the favour of the students who were taught grammar through Bilingual Method. But the critical ratio is 0.5313, which is not significant at both levels of significance. So hypothesis no. 4 is retained at this base which is showing no significant difference between the effectiveness in teaching of Grammar in English through Bilingual Method and Direct Method.

We can conclude that both the method i.e. Bilingual method and Direct Method for teaching grammar are equally effective because appropriate drills and good created situations help equally the learners to understand the Grammar rules and their uses.

Main Findings, Suggestions and Discussion of the Results

The present study aimed at comparing the effectiveness of Bilingual method and Direct method of teaching English to the students of class & The main findings of the study and suggestions for further studies are given below.

5.1 Main Findings of the Study

The main findings of the study on the basis of analysis and interpretation of data were as below

1. Teaching English through Bilingual method is better than teaching English through Direct method because the mean score of students taught through Bilingual method is higher than the mean score of students taught through Direct method and significant at both level of Significance.
2. Teaching Prose through Bilingual method is better than teaching Prose through Direct method because the mean score of students taught through Bilingual method is higher than the mean score of students taught through Direct method and significant at both level of significance.

3. Teaching Poetry through Bilingual method is better than teaching Poetry through Direct method because the mean score of students taught through Bilingual method is higher than the mean score of students taught through Direct method and significant at both level of significance.
4. Both the methods i.e. Bilingual method and Direct method are equally effective for teaching grammar.
- 5.

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