



“ A COMPARATIVE STUDY OF EFFECTIVENESS OF BILINGUAL METHOD AND DIRECT METHOD OF TEACHING ENGLISH TO SECONDARY SCHOOL STUDENTS OF SIRSA DISTRICT IN HARYANA STATE”

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ABSTRACT

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 now more than over that English has become a Language of opportunity and advancement. It is called the "Queen of Languages" and also the "window of the world" Present study aim is to compare the effectiveness of bilingual method and direct method of teaching english to secondary school students of sirsa district in haryana state. For the present study a sample of 80 Senior Secondary School students from 8th class was taken from Government and private Sec. schools and then divided them into two Homogeneous group consisting forty students each by random sampling method and descriptive survey method was used. This experimental research is based on pre-experimental design . Results shows that Teaching English through Bilingual Method is better than teaching English through Direct Method. Teaching prose through Bilingual Method is better than teaching prose through Direct Method and teaching grammar through Bilingual Method is better than teaching grammar through Direct Method. Teaching poetry through Bilingual Method is better than teaching poetry through Direct Method.

Key words: Bilingual Method, Direct Method , Effectiveness, Secondary School Students, Government , Private

INTRODUCTION

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 modem 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 leader who were against English said that we should not neglect mother tongue. But who understood the importance of English life C. Rajagopalachari Ji suggested that we should not throw the baby (English) with the bath water(English People) in our anger and the hatred against them. In our country, English was introduced with the coming up of East India Company. Initially, its role was in trade and commerce of the country, but gradually it occupied a very importance in the political and educational life of the country. The followings are the main linguistic principles: (a) Language is Learnt (b) Language is a System (c) Language is a System of Systems (d) Language is a System of Symbols (e) Symbols of Language are vocal (f) Symbols of Language are arbitrary (g) Language is Unique (h) Language is a Skill Subject (i) Language is for Communication (j) Language Relates to Culture (k) Language is ever Changing Every Language has some fundamental functions which are explained here under:

1. Information Function: A Language is meant for giving information. Though it communication or conversation takes place. Whatever information is to be conveyed is possible by using some Language, thus, has an informative function.

2. Expressive Function: By using a Language, we are able to give an outlet to our pent-up feelings, ideas and thoughts. Moreover, We are also to arouse the desired feelings among the readers.

Language thus helps in informing the expressive function. 3. Directive Function: Language also helps in giving direction to others. Through it, we can direct a person to proceed in this or that direction. Suppose a policeman pointing towards the traffic says, "Stop". It is not just communication of information. He rather directs that traffic to stop all movement. According to W.F. Mackey, "A method determines when and how much is to be taught. Hence the meaning and form are conveyed and what is to be done to make the use of language unconscious. Thus we find that a method deals with the form of things that is selection, graduation, presentation and repetition." In the starting our India teachers used two methods of teaching English i.e Direct Method and Translation method. These are called old method of teaching English. But now new methods of teaching English have occupied an important place in teaching English like Bilingual Method, Situations I Method and other system of studying. Surveys tell us 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 & Direct Method. 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. 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 meaning of English words, phrases and sentences clear to the students.

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. This method is based on the similarities and differences which exist between the two Languages. The similarities and differences may be of situations, sounds, vocabulary, structures etc. 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.

Nilofer Momin, (2008) M.Phil. Level, Development of a computer programme for effective teaching of English to std 8th student. Researcher has taken following points for his study as reviews; we get that to test the effectiveness of developed software after implementation on performance of students makes effective impact on them. The Researcher has used the Experiment method. This study makes us aware of the use how to be very specific in the topic and its methodology in the use. So while teaching such topic we should be needed to think about the age and level of the students. Prof. Olsen (2009) His research interests include electromagnetic interference from power lines, the electromagnetic environment of power lines, electromagnetic wave propagation, electromagnetic compatibility and electromagnetic scattering. His work in these areas has resulted in approximately publications in refereed journals. His most recent work has been supported by the Bonneville Power Administration, the Boeing Defense and Space Group, the Electric Power Research Institute, the National Science Foundation and the U.S. Navy. Patil Pawan, (2012), M.Ed. level, A comparative study of achievement in English grammar of students of STD VIII by teaching inductive and deductive methods. The objectives of this research are to know the best teaching method of English Grammar and to compare the achievement of teaching through inductive and deductive methods of teaching English Grammar. While teaching students with Inductive thinking model it was found that, it increased the student's ability to think. It developed their higher order cognitive skills like Analysis, Synthesis and application. Response was very much greater a compare to students which were thought by using traditional method. Students answered logically and with proper examples and by relating concept to their daily life and previous knowledge. Blanco (2013) notes that the consensus of experts in the field

of bilingual education is that its primary goals are in the area of cognitive and affective development rather than linguistic and cultural realms., From this, one could surmise that the primary goal of bilingual education is not necessarily to teach English or a second language, but to teach children concepts, knowledge, and skills through the language they know best and reinforce this information through the second language. Anderson and Boyer (1970, pp. 43-44) emphasize this strategy in their definition of bilingual education: [Bilingual education is a] new way of conceiving the entire range of education especially for the non-English child just entering school. Bilingual learning necessitates rethinking the entire curriculum in terms of a child's best instruments for learning, of his readiness for learning various subjects, and his own identity and potential for growth and development.

Blanco, G. (2013). Bilingual Education: Current Perspectives. Arlington, Va.: Center for Applied Linguistics. language to facilitate the acquisition of English. The history of bilingual education is one characterized by controversy and wavering support for the use of two languages in public schools. Modern debates focus on whether demographic trends that are making the U.S. more diverse indicate the need for more or less native language support in the classroom. An important factor in deciding this question is whether bilingual programs are more effective than English Only programs in raising student academic achievement.

STATEMENT OF THE PROBLEM:

A Comparative Study Of Effectiveness Of Bilingual Method And Direct Method Of Teaching English to Secondary School Students of Sirsa District in Haryana State.

DEFINITIONS OF TERMS USED

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

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

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 ideas and its expression in English.

OBJECTIVES OF THE STUDY

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

HYPOTHESES OF THE STUDY

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

4. There is no significant difference between the effectiveness in teaching of poetry in English through Bilingual Method and Direct Method.

DELIMITATIONS OF THE STUDY .

1. The present study was delimited to a comparative study of Bilingual Method and Direct method of teaching English.
2. The present study was confined to class-VIII students.
3. The study was confined to one school affiliated to HBSE situated in urban area.
4. The present study was consist of two homogenous groups of forty students each.
5. The students were taught a few topics only.

RESEARCH METHODOLOGY

The experimenter used experimental method. For this study experimenter selected a sample of 80 students from class VIIIth and then divided them into two Homogeneous group consisting forty students each by random sampling method and also tried to control other situation after assuming the students equal. The two groups of forty students was taught by two different methods i.e. Bilingual method and direct method of teaching English for a period of one month. But the topics taught to all the groups was the same but was taught through two different methods to two groups. The following topics were taken for the purpose of teaching:-

A. Prose Section

1. The Happy Prince 2. The Last Leaf

B. Poetry Section

1. The Road not taken 2. Dust of Snow

C. Grammar Section

1. Tenses 2. Opposite words

After completing the topic, a post test was given to students to test teaching learning. This test was an objective type, experimenter made test having questions of multiple choice of 45 marks consisting 45 questions. Then experimenter concluded the result by using different statistical methods to see the effectiveness of two different method of teaching English i.e. Bilingual Method and Direct method.

POPULATION

All the 8th class students studying in Govt. and Private Secondary Schools of Sirsa District constituted the population.

SAMPLE

The sample which represented the population was of 80 students of eighth class of one school.
Total Sample Taught by Bilingual Method Taught by Direct Method
40 Students 40 Students

RESEARCH DESIGN

This experimental research is based on pre-experimental design. It is based on two group's static design

Paradigm for Design

Group Independent Variable Post-Test Experimental Teaching through Direct Method ET2
Control Teaching through Bilingual Method CT2

VARIABLES

- Independent Variables :1. Bilingual Method 2. Direct Method
- Dependent Variables : 1. Effectiveness

TOOLS USED IN THIS RESEARCH

The following tool was used by the experimenter:

Achievement Test

It is objective type experimenter made multimedia choice tests of 45 marks having questions.

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 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.

HYPOTHESIS-1 There is no significant difference between the effectiveness of Bilingual Method and Direct Method of teaching English.

Table 1.1
Comparison between Effectiveness of Bilingual Method and Direct Method.

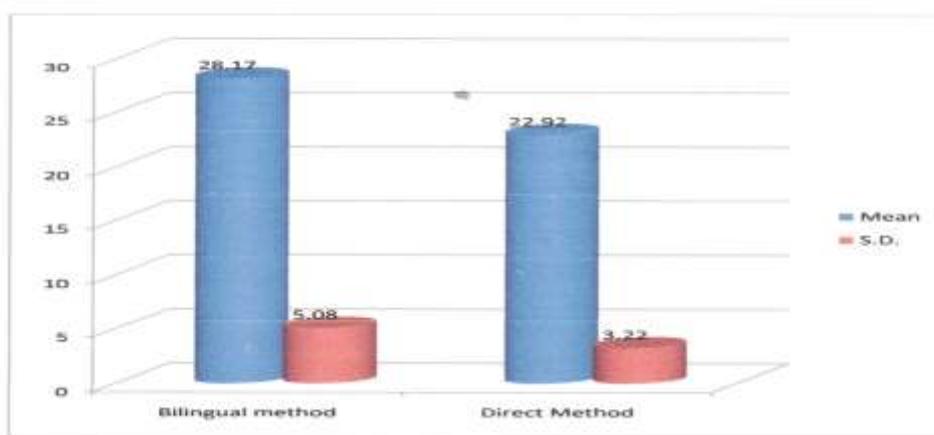
Methods	No	Mean	S.D.	df	D.M.	S.E.D	C.R. Value	Remarks
Bilingual Method	40	28.17	5.08	78	5.25	0.90	5.83	Significant at 0.05 and 0.01 level
Direct Method	40	22.92	3.22					

S.D. = Standard Deviation D.M. = Difference between Means C.R. = Critical Ratio on T-Test Value
SED - Standard Error of Difference between Means

Levels of Significance At 0.05 level = 1.96 At 0.01 level = 2.58

Table 1.1 reveals that the mean score of students taught through Bilingual Method is 28.75 whereas the mean score of student taught through Direct Method is 22.92. The difference of the means is 5.25 which are in the favour of the students taught English through Bilingual Method. The C.R. value, 5.83 is significant at both levels 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.Ed. 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.

Bar diagram of mean score showing the comparison between effectiveness of Bilingual method and Direct Method.



HYPOTHESIS-2 There is no significant difference between the effectiveness in teaching of Grammar in English through Bilingual method and Direct Method of teaching English.

Table 1.2

Comparison between Effectiveness of Teaching Grammar through Bilingual Method and Direct Method

Comparison between Effectiveness of Bilingual Method and Direct Method.

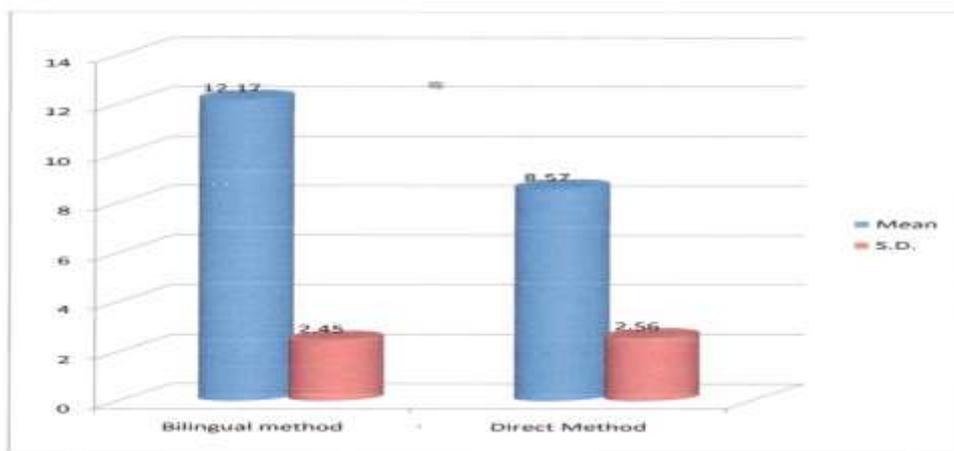
Methods	No	Mean	S.D.	df	D.M.	S.E.D	C.R. Value	Remarks
Bilingual Method	40	12.16	2.45	78	3.60	0.73	4.93	Significant at 0.05 and 0.01 level
Direct Method	40	8.57	2.56					

S.D. =Standard Deviation D.M. = Difference between Means C.R. = Critical Ratio on T-Test Value SED - Standard Error of Difference between Means

Levels of Significance At 0.05 level =1.96 At 0.01 level = 2.58

Table 1.2 reveals that the mean score of students taught prose through Bilingual Method is 12.17 whereas the mean score of student taught through Direct Method is 8.57 which is in the favour of the students taught through Bilingual Method. The difference of the means is 3.60 which are in the favour of the students taught English through Bilingual Method. The C.R. value, 4.93 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 Grammar in English through Bilingual Method and Direct Method. We can conclude that teaching Grammar through Bilingual Method is more effective than teaching Gammar through Direct Method because the mother tongue is used wherever needed while in teaching Grammar through Direct Method, the mother tongue is not used.

Bar diagram of Mean Score showing the comparison between effectiveness of teaching grammar through Bilingual Method and Direct Method



HYPOTHESIS-3 There is no significant difference between the effectiveness of Prose in English through Bilingual method and Direct Method of teaching English.

Table 1.3 Comparison between Effectiveness of Teaching Prose through Bilingual Method and Direct Method

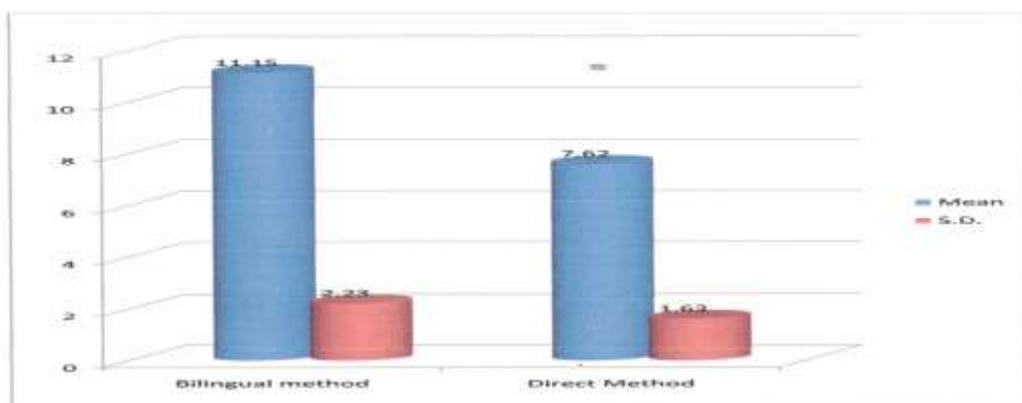
Methods	No	Mean	S.D.	df	D.M.	S.E.D	C.R. Value	Remarks
Bilingual Method	40	11.15	2.23	78	3.52	0.45	7.73	Significant at 0.05 and 0.01 level
Direct Method	40	7.62	1.63					

S.D. =Standard Deviation D.M. = Difference between Means C.R. = Critical Ratio on T-Test Value SED - Standard Error of Difference between Means

Levels of Significance At 0.05 level =1.96 At 0.01 level = 2.58

Table 1.3 reveals that the mean score of students taught Prose through Bilingual Method is 11.1 whereas the mean score of student taught through Direct Method is 7.62 which is in the favour of the students taught prose through Bilingual Method. The difference of the means is 3.52 which are in the favour of the students taught English through Bilingual Method. The C.R. value, 7.73 is significant at both levels of significance. So hypothesis no. 3 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.

Bar Diagram of Mean, Score showing the comparison between effectiveness of teaching prose through Bilingual Method and Direct Method



HYPOTHESIS-4 There is no significant difference between the effectiveness of Poetry in English through Bilingual method and Direct Method of teaching English.

Table 1.4

Comparison between Effectiveness of Teaching Poetry through Bilingual Method and Direct Method

Methods No. Mean S.D. D.M. SED CR Value a Remarks Bilingual Method 40 10.80 2.25 0.12 2.65 0.47 Significant Direct Method 40 10.72 2.35

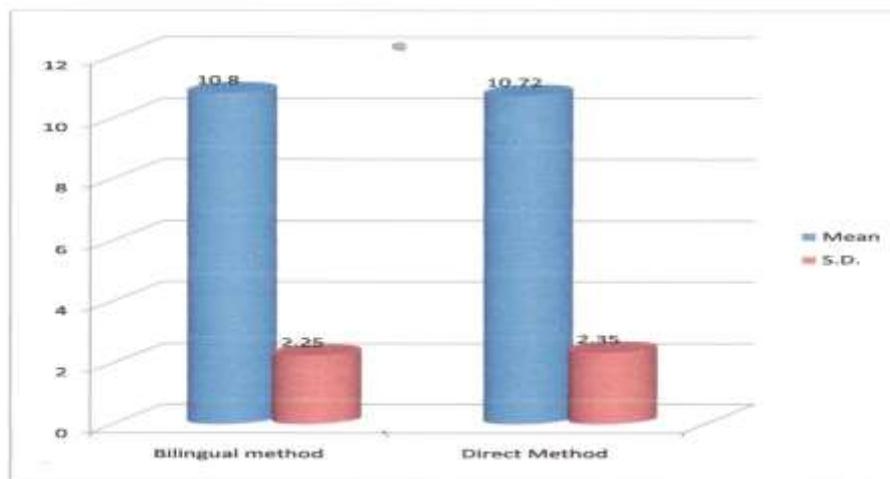
Methods	No	Mean	S.D.	df	D.M.	S.E.D	C.R. Value	Remarks
Bilingual Method	40	10.80	2.25	78	0.12	2.65	0.47	Significant at 0.05 and 0.01 level
Direct Method	40	10.72	2.35					

S.D. =Standard Deviation D.M. = Difference between Means C.R. = Critical Ratio on T-Test Value SED - Standard Error of Difference between Means

Levels of Significance At 0.05 level =1.96 At 0.01 level = 2.58

Table 1.4 reveals that the mean score of students taught Poetry through Bilingual Method is 10.80 whereas the mean score of student taught through Direct Method is 10.72 which is in the favour of the students taught through Bilingual Method. The difference of the means is 0.12 which are in the favour of the students taught English through Bilingual Method. The C.R. value, 0.47 is 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 Poetry in English through Bilingual method and Direct Method. We can conclude that both the method i.e. Bilingual Method and Direct Method for teaching Poetry are equally effective because appropriate drills and good created situations help equally the learner's to understand the Poetry rules and their uses.

Bar Diagram of Mean, Score showing the comparison between effectiveness of teaching poetry through Bilingual Method and Direct Method



DISCUSSION

Comparison of Effectiveness of Bilingual method and Direct Method

The present study revealed that which is more effective method i.e Bilingual method or Direct Method of teaching. Bilingual Method was found to be superior to direct method because the Bilingual Method of teaching English is free from the defects of Direct Method, whereas it has all the advantages of Direct Method. The meaning of certain English words and phrases do not become clear when mother tongue is not used; it is possible only in Bilingual method but not in 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 experiment conducted by Manisaha at M.Ed. level in M.D. University, Rohtak. The Bilingual Method of teaching English is free from the defects of Direct Method, whereas it has all the advantages of Direct Method. Bilingual Method was found to be significantly superior to Direct Method when prose and poetry taught through both these methods i.e. Bilingual Method and Direct Method. This might be because the mother tongue is used wherever needed in Bilingual Method but while in teaching prose through Direct Method, the mother tongue is not used. It is due to mother tongue which is helpful in understanding feeling and meaning of words clearly in prose & poetry. The result related to prose teaching is supported by Manisha's experiment but the result related to poetry is opposite to her result. My result shows that there is a significant difference between the effectiveness of Bilingual Method and Direct Method and favored the Bilingual Method, It is due to the use of mother tongue in the method which helps the students to understand the feeling and meaning of words. This study shows that there is no significant difference between the effectiveness in teaching of grammar in English through Bilingual Method and Direct Method. Bilingual Method and Direct Method for teaching grammar is equally the learners to understand the grammar rules and their uses in both methods.

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.
2. Teaching prose through Bilingual Method is better than teaching prose through Direct Method.
3. Teaching grammar through Bilingual Method is better than teaching grammar through Direct Method.

4. Teaching poetry through Bilingual Method is better than teaching poetry through Direct Method.

SUGGESTIONS FOR FURTHER STUDY

The following studies related to the present study can be undertaken:

1. A study of methods of teaching English in Primary School.
2. A study of methods of teaching English in Secondary School.
3. A study of methods of teaching English in Senior Secondary School.
4. A comparative study of Bilingual Method, Direct Method and Translation Method of Teaching English of school level students.
5. A study of teaching English of degree college students.
6. A comparative study of Bilingual Method and Translation Method of Teaching English at College level.
7. A comparative study of prose through Bilingual Method, Direct method and Translation method in teaching of English.
8. A comparative study of poetry through Bilingual Method, Direct Method and Translation Method in teaching of English.
9. A comparative study of grammar through Bilingual Method, Direct Method and Translation Method in Teaching of English.

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