

CHAPTER - I

INTRODUCTION

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1.1 Introduction

Education plays a significant role in the overall development of a child. It not only provides knowledge of various disciplines but also brings desirable behavior and helps to utilize the maximum potentialities of the children. The aim of education must focus to improve holistic development of the child. In order to achieve it, education needs to be planned to provide in systematic way on the bases of children's needs, mental abilities, societal needs, and technological needs. The holistic development is possible only when teaching-learning focuses on three domains i.e. cognitive, affective and psycho-motor simultaneously. The objectives of learning also must be framed by focusing to improve these domains and it is also necessary to find appropriate approaches, methods and techniques. So, the curriculum has to be constructed meticulously to inculcate knowledge, skills, attitudes and values in the child.

Language is a boon for humans and it acts as a tool for communication of emotions, feelings, ideas, and thoughts within community and outside. Language represents the culture and attitude of people, the way they think, speak and behave within community. It is a medium for thinking and communication. The word language is derived from Latin term "Lingua" which means tongue. Human beings ought to use language for surviving and expressing their ideas, thoughts, opinions and feelings in daily life. Basically, there are three types of languages employed by people for communication purpose. These are spoken language (used by normal people), written language (used by literates) and sign language (used by deaf and dumb). Each type of communication has its own significance with respect to usage in their daily life. By using these modes of communications, people are able to build up emotional attachment, relationship, and values in the society. Written language communication helps us in many ways for instance, it benefits us to record success or failure of people, cultural variation and heritage transfer from one generation to next. It also directs us to preserve our culture and to attain success based on previous

achievements. So, language is a gift for human beings and it is essential for fulfilling our needs and to live a better life. Andhra Pradesh State Council of Educational Research and Training (APSCERT, 2011) observed that “human beings are born with a language faculty and this enables them to acquire any number of languages at any point of time in their lives. It is true, however, that children acquire new languages much faster, in particular their sound systems”. An illiterate may not be able to communicate through writings but he may surely communicate what he wants to convey through spoken words. So, it indicates that spoken languages can be possible to acquire if environment is facilitated.

There are several languages being used for communication through spoken and written forms in the world and all these languages are different from one another with respect to script, structure, syntax, semantics, etc. Each language has unique characteristics and formation of meanings is culture based. In the world, there are around 6000 languages used for communication either through spoken or written form. Language is a specific characteristic of human and a person can easily perceive his/her world through language only and is able to adjust with society. There are many languages being employed by people for the purpose of communication, acquiring knowledge, and understanding of other cultures, commerce, and individual development, etc. Though several languages have been used for communication in the global, why do a few languages become superior? It is a fact that few languages have occupied substantial place when it comes in to the development of science, technology, medicine and business, etc. In order to achieve progress, it is inescapable to learn the languages of advanced countries for developing nations.

In the globalized world, English language plays a prominent role in order to gain knowledge of science and technology, making business, and for communication throughout the world, etc. Learning of English language has become necessary due to its usage especially in science, technology and commerce, etc. The development of science and technology in the present age has made usage of English as essential skill to use technology. Andhra Pradesh State Curriculum Framework (APSCF, 2011) observed that English language has traditionally become an international language for one chief reason: the power of its people - especially their political and military power. The use of English language steadily increasing and occupying more

significant role in educational system as well as in our national life. English language has also enabled us to understand others cultures, rituals, religion, caste system and languages within the country and outside as well. English is mostly used as medium of instruction for communicating among states and proficiency in English fetches employment opportunities within the country and outside.

In the 21st century, people have been much associated with English language in research area and almost all countries initiated English as medium of instruction for the purpose of administration, business, education, court proceedings, medicine, etc. It is a broad view that learning of English language is unavoidable for an individual in order to have better life and to exhibit one's capacity to his/her world. Developing countries like India, Pakistan, Nigeria, China, etc., are teaching English as foreign language or second language through various curriculum and strategies in education.

In India, English is being taught as second language at various stages of school education and also used as a medium of instruction from primary to higher education. India is known for land of languages, religious, and cultures, caste, customs, this foreign language has been assisting us to connect with diversified people. It helps us many ways to understand the disparity among people with respect to cultural, religious practices, and languages and put us to live together. In the present scenario, understanding of English and command over it is the highest mean to access higher education and employment opportunities.

1.2 Inception of English Language in India

Initially, English language was introduced by Britishers in India around 17th century with the purpose of making commerce in the name of 'East India Company'. Consequently, they could find some convenient sea shores and established their business. "The company was more interested in trade than imperial possession. For making profit and carrying business smoothly, the company at that time needed employees to learn local language, so, they could negotiate the best deal and ensure their agents were not diverting profit in to their own pockets" (Graddol, 2010). Britishers commenced the teaching English language to Indian elites firstly for expanding and easily making profit through their business. Gradually, Indians also

realized about the worth of a foreign language and it was also greeted by many intellectual and social reformers for learning it on our land. This is how teaching English has started in Indian milieu. Eventually, people grasped the prominence of foreign language and it was welcomed and settled with the support of our great intellectuals and socialists. Rajagopalachari (as cited in Ramakrishnan, 2007) opined that English was the gift of Goddess Saraswathi to Indians and that in our anger and hatred we should not throw away the baby (English) in the bath water (the English people).

By reckoning the benefits of learning English, the former Prime Minister Jawaharlal Nehru expressed his opinion on English that “If you push out English, does Hindi fully take its place? I hope it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such gap or hiatus must be avoided at all costs. It is very vital to do so in the interest of the unity of our country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future” (Baruah, 1984). English is also defined as an official language of Union, by article 343 in the constitution of India.

According to Article 343, English language had been given the status of official language of Union for a period of fifteen years from the date of adoption of the constitution, which happened in 1950. At the approach of the fifteen-year deadline, the official language status of English was extended to an indefinite period of time through the Official Languages Act, 1963. Designating it as an official (along with Hindi) means that it is one of the languages used for all official purposes that is, for government activities (Sailaja, 2009). The 27th part of constitution of India also stated that all orders, rules and regulation and by law, etc., shall be in English. Moreover, the language of the high courts’ and the Supreme Court is in English. English language has now been recognized as an inexorable language to learn and for attaining the better life and it became most vital language, key medium of instruction to obtain knowledge and information of advanced science and technology as well as medicine. English has been used by people for gaining knowledge, understanding of other countries’ culture and tradition, and for purpose of employment. People are able to communicate in English with the help of technology from hamlet to global level for

disseminating knowledge, sharing ideas, thoughts and understanding cultural variation. In present context, Learning English has become an essential in order to use science and technology for betterment of society and individual life. It is a fact that the language of developed countries invariably influence developing nations to learn their language. Multilingual and diversified country like India, learning of English would bring growth and development of the country and also create mobility for people to work anywhere at optimum use of their skills in jobs.

1.3 Importance of English Language in India

English has been recognized as one of the richest languages of the world because it is the language of Science and Technology, Commerce, and Trade, Administration, Higher Education, and International negotiations. So, the ability of speaking in English helps a person to become a citizen of the world. Choudhary (2012) highlighted that “English language is considered as symbol of better education, better culture and higher intellect”. In contemporary period, English language is being identified as essential skill for communication purpose in industries, companies, Educational institutions and employment zones. Sailaja (2009) also highlighted that the primary areas of English use are: Education, Administration, Law, Mass media, Science and Technology.

In India, English language has been largely used as a tool for communication among states and medium of instruction between state and central government. People are demanding to have good communication skills in English to get employment in various fields and also special respect has been given to them who are having knowledge and are able to understand it. In august 2009, the Indian Television channel CNN-IBN carried out a ‘State of the Nation’ poll, it confirmed that 87% of Indians stated that knowledge of English is important to succeed in life and also revealed that 54% of them felt that those who can speak fluent English are superior (Graddol, 2010, pp.64). It is understood that people of India had also favored learning of English language. Menon, (1957) stated that it is conceded that without a good knowledge of English much progress in scientific and technological field will not be possible. Thinkers and educational administrators are also of the view that English should be taught as compulsory language at secondary and higher stages of education. Learning of English language helps to gain knowledge from subjects like medicine, engineering, technology, and science, etc. Most of the (60%) world’s advanced

research is carried out in English language only and remaining of them is carried out in vernacular languages then translated in to English. Learning English language brings ample of advantages to Indian people in their future. According to Sharma (2011) advantages for teaching English in India state (i) English has today become one of the major languages of the world. (ii) It will be very difficult to neglect English language because of its rich literature, scientific and technical nature of the language. (iii) English is key to access to the treasure of knowledge. (iv) It provides opportunities to Indians to get employment throughout India. (v) It provides a strong binding force to keep all Indians. It is crucial for Indians to learn and use English otherwise one can be deprived of accessing the world's knowledge.

Many developing countries are also devised to teach English language to people with respect to enhance the growth of nation. Verghese (2013) opined that today the compulsion of learning English are no longer merely political but scientific and technological. And no longer is English the language of Great Britain only; it is the most language required by the world for greater understanding, "it is the most international of languages". Gaddoal (2010) pin pointed out that there are three main drivers in India towards the greater use of English: Education, Employment and Social mobility. English is the language of communication at the level of trade and commerce.

Every language would primarily evolve from the influence of culture and also used it as tool for interacting with people in the society. Language is vital for human development and no progress is possible without the language. Each language has certain principles and features. The following are some of the language features which have been discussed.

1.4 Nature and Features of the Language

The construction or formation of any society is basically relied on specific language and knowledge of society has been readily available through language only. Language is a vehicle for communicating of human thoughts, ideas and emotions etc. A person may think anything abstractly but the thought can be expressed through language only either first language, second language or any other foreign language. As a language teacher, it is necessary to understand the nature of language for

teaching language effectively in the classroom. Language and rational thinking are two remarkable gifts of human beings. Some of the significant features are discussed.

1.4.1 Language is Learnt

Language learning is not an unconscious process, it is a way of acquiring habits of others. The behaviorists believe that learning a language is just like learning behavior of others. It means that language can be learnt through imitation and practicing. A newly born baby knows no language but initially he/she makes some sounds like mewling or crying. In the process of growing, baby begins to utter single syllable, double syllable, words, phrases and sentences. Language can be learnt in best way when the social environment is created for pupils. The home and school are two important dwellings for learning second language.

1.4.2 Language is Culture based Phenomena

Every language has been evolved based on the culture of people of particular geographical region. The language is highly influenced by the culture of a society. The meanings of words are regulated by their culture only. The meanings of vocabulary, and pronunciation may differ from one language to another language because of prevailing differences between cultures. Due to cultural diversity, dialects have also emerged sometimes.

1.4.3 Language is Species Specific

Language is a gift for human beings. No other animal does have a specific language. Animals can communicate by using limited sounds and non-verbal signals for conveying message. The human beings have distinctive sound pattern system and also meanings for every word. Each language is dissimilar because it has been influenced by geographical and cultural diversities. It means to convey that no two languages are same. Languages vary with respect to sounds, words, structures, and meanings. The major distinctions identified in the languages are alphabets, sounds system, structural pattern, and functioning.

1.4.4 Language is Speech

Speech is the primary function of any language in the society. One can express his/her emotions, opinions, desires and feelings through language only. For communicating with others, one has to utter specific sounds in particular way unless

we follow them, message cannot be understood properly. All those sounds are produced in systematic way and conventionally accepted and recognized for communicating in the society (Vijaya, 2012).

1.4.5 Language is Sound

It represents that language is verbal in nature because it is a combination of sounds and vocal symbols. Speech organs help to produce sounds and to convey some meaningful message. This feature emphasizes that speech is primary to writing. Every language exists in spoken form, and hence is called verbal symbolism (Chaudhary, 2012). With the help of verbal elements like sounds, words, phrases, etc. sentences are made. Language is considered as a vocal auditory channel. It is made up of sounds produced by articulator organs and received by receptive organs.

1.4.6 Language is a System

Every language is unique system and it has complex process. This system is consisted of a set of things such as sounds, words, phrases, and structures. These all are integrated with one another and constitute the complex organic whole which is called language. The cultural variation is the main factor which influences sound system. Every language has its own system of vocabulary.

1.4.7 Language is a Symbolic

Every language is evolved with vocal sounds, words, phrases and structures which represent some objects or ideas while communicating. The interesting characteristic of language is to create association between word (action) and object. The movement when we speak out the sentence 'Bus is coming' in any language, the mental image of bus occurs in our mind prior to bus arriving on the platform. There have been abrupt association between the object and the action conveyed in the sentence. It would be same in all the languages. The meaning has to be attached to the sound while communicating with others and communication would be effective when the speaker is acquainted with meanings of all words used in the conversation.

1.4.8 Language is Arbitrary

All the symbols used in the language are arbitrary. They are not formed based on any logic or sequence. Language is arbitrary in the sense that there is no inherent reason between any given feature of language and its meaning. It is exclusively arbitrary that there is no direct and necessary connection between the nature of things or ideas the language deals with it. Linguistic units are combinations by which these things or ideas are expressed. There is no reason why the four legged domestic animal should be called a *dog* in English, *kutta* in Hindi, *kukkar* in Sanskrit, *nai* in Kannada and Tamil, *kukka* in Telugu, *kukkur* in Bengali, *kutra* in Marathi, and *kutro* in Gujarati so on. The meanings of vocabulary differs from one language to another (Chaudhary, 2012).

1.4.9 Language is Dynamic

Languages are always being altered from time to time. These changes have been taken place according to the needs of the society. The changes occurred in languages neither unintentional nor arise out of ignorance of the utterer. The societal developmental changes and impact of progressed countries cultures are major reasons for modifications of languages. It is a fact that English language which was used during the age of Shakespeare (16th century) is considerably different from the language of 21st century. Coining new words as well as borrowing from other languages are ways to occur change in languages. Vallabi (2015) opined that changes in language occur in all aspects such as pronunciation, vocabulary and structures. Language is ever-living and hence, is susceptible to change.

1. 4.10 Language is a Skill Subject

Any language is a skill based subject and all skills of language Listening, Speaking, Reading, and Writing are integrated. These skills are to be learnt just like painting, singing or dancing, the skill in using language is significant than acquiring command over facts and principles as in subjects like History, Geography, and Science. The skill subject must be learnt through practice in actual context. Language

cannot be learnt merely through knowing grammatical rules and how to use because it demands proficiency and accuracy in all skills. For teaching such a skill subject, the teacher must follow a systematic way for teaching content, need to take care of integrating all skills while teaching, creating conducive environment and providing opportunity to all for exposing to language are to be concerned.

1.4.11 Language is meant for Communication

Language is primarily meant for communication among the people of society. Communication is a fundamental act of people in the society. One can express his feelings, emotions, ideas, and thoughts with others through language only. According to Sweet “language is the expression of ideas by means of which speech sounds are combined in to words, words are combined in to sentences and combination of sentences give answers to idea or thoughts”. The communication can occur through the modes of speech and writing. For communicating through speech, the speaker ought to have appropriate pronunciation, vocabulary and intonation otherwise, it could not possible to convey what exactly speaker intended to express with people. For communicating through writing, the author must have command over use of grammatical rules, phrases, and vocabulary, etc. Every language has many functions but the meaning of words is dependent on the context and intonation of the speakers in it.

1.5 Functions of language

The fundamental use of any language is for communication with family members, peers, neighbors, friends, and community, etc. Many languages are being spoken around the world but a few of them are restricted to verbal communication only due to lack of script. All languages have certain functions while using it. Arora (2012) described that there are three general recognized basic functions of a language. They are as follows:

1.5.1 Informative Language Function

It particularly deals with the communication and sharing information

- The informative function affirms or denies proposition.
- It is used to describe the world or reason about it (e.g., whether a state of affairs is true or false).
- This function has truth value attached to it; they are important for logical deduction and reasoning.

1.5.2 Expressive Language Function

It deals with emotions or attitude of the speaker, about the subject / matter and evokes feeling in the listener. E.g., Poetry. Expressive discourse is the best regarded as neither true nor false, thus, the nature of 'fictional statement' is an interesting area of inquiry.

1.5.3 Directive Language Function

It uses language for the purpose of causing (or preventing) overt actions. It is most commonly found in command and requests. e.g., 'Close the window'. Other usual functions are Assertion/Declarative, Question/Interrogative, Command/Imperative and Exclamation/Exclamatory. Along with functions each language has specific characteristics with regard to language pattern, sound system, formation of sentences, and semantic, etc.

1.6 Characteristics of the English Language

Linguists accepted that all languages are complex; no language is superior to another. All languages are used to serve the needs of community. Language is necessary for obtaining information, knowledge and socialization in any community. But, a language has some characteristics. According to Arora (2012) some of the characteristics of English language.

1. Survival of language is depending on the human existence.
2. No 'primitive' languages; all languages are equally complex and equally capable of expressing any idea.
3. All languages evolve with the passage of time.

4. All languages employ finite set of discrete sounds to form meaningful words. Infinite sentences have been made with help of finites.
5. English grammar contains rules for the formation of words and sentences of similar kind.
6. Each spoken language includes discrete sound segments like p, n, or a, which can be defined by a finite set of sound properties. Every spoken language comprised vowels and consonants.
7. Similar grammatical classifications can be found in all languages.
8. Universal semantic can be found in each language such as 'male' or 'female', 'animate' or 'human' etc.
9. Every language has a way of referring to the past, negating, forming questions issuing commands and so on.
10. Speakers of all languages are capable of producing and comprehending infinite set of sentences.
11. Every child has capacity to learn language irrespective of racial, geographical, and social wherever he or she is exposed to language in the world.

Any language is primarily meant for communication and more connected with cognitive process assimilation of sounds and reproduction of words, sentences and construction of novel statements. Teaching and learning of a language procedure must be different from other subjects because learning any language, creation of real situation or context and integration of skills are to be taken care by teacher for effective teaching. In learning content subjects, learners passiveness is demanded for comprehending the concept while teacher elucidating whereas in language classroom, learners have to be given autonomy to practice and getting command over these skills.

1.7 Language is a Skill but not Subject

Language is basically a skill based subject, it comprises rudimentary skills of Listening, Speaking, Reading and Writing. All skills are interrelated and interdependent. So, teaching of English must be integration of all the skills while

transacting content of language. No skill can be taught discretely and amalgamation of all fourfold skills are essential. Widdowson has rightly said that:

“Nothing is to be spoken before it has been heard.

Nothing is to be read before it has been spoken.

Nothing is to be written before it has been read” (as cited in Sivarajan, et al. 2010).

The above quote easily simplifies the correlation or dependability of skills in a language. In the process of improving skills, if any skill is derelict, the learning of language will be seriously affected. The process of teaching English focuses on the enhancement of skills among peoples rather providing information like in other subjects. For teaching subjects like physic, mathematics, pupils’ quietness is required in the most of the class whereas in the language class participation of pupils’ in activities and constant rehearsal is mandatory. Because in former context pupils silence is obligatory for gaining definite knowledge in subject but in later, pupils’ self-motivation, conducive environment and positive attitude, etc., are essential to improve skills. For developing productive skills such as speaking and writing, pupils need to do persistent practice and teacher also must kindle interest in them and to provide adequate opportunities for practicing target words and sentences in prescribed syllabus.

An English teacher has to possess good command over the language and also to be really trained in employing of various approaches and methods for teaching content effectively. Language teachers invariably use suitable approaches and methods for making teaching interesting and also enhancing skills among pupils.

1.8 Approaches of Teaching English

For teaching English language, teachers must have competencies and cope up with use of appropriate approaches, methods, and techniques. In India, English language has been taught as a second language at school level. The objectives of teaching English are framed to enhance the pupil’s ability in all basic skills, i.e. Listening, Speaking, Reading and Writing. For attaining the goals of teaching English, the English teacher needs to create situation and conducive environment by adopting suitable approach and method. Vasundhara and Katyani (2008) observed that an approach extensively address the different theories about the nature of language and how languages are learnt. These theories are based on a set of

assumptions which deal with linguistic and psychological factors that are accepted at large for the acquisition of languages. The prevailing practiced approaches for teaching English are Structural, Aural-oral, Situational, Audio-Lingual and Communicative. In each and every approach, the duty of the teacher and students are dissimilar and also aims of these approaches differ from one another. The aim of an approach and its limitations are basis for emerging of new approach. Some of the approaches have been discussed.

1.8.1 Structural Approach

Structural approach is an old one which was established with guidance of Charles Fries, a structural linguist. The intention behind the origin of this approach is during the Second World War, American government required personnel who had fluency in English and other languages like German and French. So, a special language training programs had been conducted and a great number of people from American universities participated in this programme for teaching English as foreign language. The syllabus of this approach is developed based on structures and grammatical items. This approach viewed the language as a system of structurally allied elements like syllabus, words and structures for teaching sentences. The structural items are selected and graded on the basis of frequency, usefulness and teach-ability. The vocabulary which selected and graded is presented orally and situationally initially then practiced in similar situations. The language teacher must present these structural items with an appropriate pronunciation and suitable situation in the class. In this approach, practice has been considered an indispensable activity because it believes in behavioristic theory that language is a set of habits and learning of language as a habit-formation process.

Structural approach was introduced in India by British Council in 1952. Tamilnadu was the first state which agreed to use this approach for teaching English. The government of Tamilnadu was assisted by the experts of England in developing structural syllabus and preparation of essential material. Bhandari defines that structural approach as “teaching of certain selected structures in a certain order”. These structures can be taught in four types. 1. Sentence pattern 2. Phrase pattern 3.

Formulas 4. Idioms. The structures were carefully selected, graded, and imparted in course for teaching English. The graded structures have been prepared based on the age of pupils and their level of mental and emotional and also socio - economic cultural background. In 1959, a committee was appointed in the Nagpur Seminar, it recommended that 1) within a period of six years of high school course the pupils must be taught about 250 structures and an active vocabulary of 2500 words. 2) The pupils must be enabled to attain complete mastery of the basic structures and the vocabulary of essential words, phrases and idioms commonly associated with these structures. 4) The teacher should apply his own knowledge of science of speech sounds to give accurate and thorough instructions in pronunciation (Vijaya, 2011). Later, steadily structural approach was adopted for teaching English in other states.

1.8.2 Oral Approach and the Situational Language Teaching

The oral approach or situational language teaching is an approach which was developed by British applied linguists (1930 to 1960). This approach was developed on the principles of behaviorist theory as a language can be learnt through habit formation and imitations. Harold Palmer and Horn by were advocates of this approach. It focuses on improving of oral skills, in order to progress in this skill, it adopts systematic principles of selection, gradation and presentation. The main task of this approach is to introduce new language item and practice it situationally and contextually while teaching. It uses the deductive approach for teaching grammar. The explanation of meanings of words of content are discouraged. Pupils are expected to infer meaning of a particular word or structure from situation in which it is presented. This approach largely emphasis on oral practice, grammar and sentence patterns. Oral and situational language teaching shows a close relationship between the structures of language and the context and situations in which the language is used (as cited in Katyani, 2008).

1.8.3 Audio-Lingual Approach

The primary aim of this approach is to improve the listening and speaking skills of learners. Dialogues are presented as language item and pupils must practice them, imitate and memorize the chunk of the structures as it is. This way of learning

language helps pupils to enhance their communicative skills which are required for day to day discourse. This approach provides adequate opportunities to pupils for drilling of introduced structured items. The target language structures are graded and presented so that it becomes easy to learn. Audio - lingual approach avoids the use of vernacular language while learning but much emphasis is given on drilling and practice for language teaching and learning. This approach has paid greater stress on listening and speaking skills whereas reading and writing are given inadequate concerns. Due to these limitations of approach, new approach has been emerged which concentrates on all skills while teaching of English i.e. Communicative approach.

1.8.4 Communicative Approach

Communicative approach has its origin in Britain in 1960 and spread in the United States. It was developed as an alternative for the structural approach by drawing attention towards the downside of the structural approach. In structural approach, the centre of attention was on gaining of knowledge about structures rather meaning. Noam Chomsky was first person who condemned structural approach and proposed communicative approach as substitute to it. He criticized linguistic theories based on behavioral psychological principles because these approaches failed learners to develop creativity in expression of language in novel way (as cited in Aslam, 2014). The communicative teaching society was established in 1977 in Japan to achieve the aims of communicative teaching English. The chief aim of this approach is to develop accuracy and fluency from commencement of language learning. The errors committed by pupils have not been looked upon worthy of attention as attentively look in other methods/approaches. The philosophy behind this approach is that pupils can learn language excellent way when their attention is paid on meaning rather than on its form. This approach suggests that language should be learnt by pupils through use rather than form for that teacher needs to create real situation and performance of pupils must be real. The language used in the context should be meaningful and purposeful so that language learning and its usage take place concurrently. It aims at developing of all skills in integrated way rather independently. The communicative approach aims is to enable pupils to express their ideas, feelings and thoughts in English. The language used in this approach is day to day life

conversation and real context employed. The use of vernacular language is permissible in this approach and it believes that care and judicious use of mother tongue makes the task meaningful. The role of language teacher is to supply situations just as facilitator rather giving lecture or correcting the mistakes of pupils in class. The suggested activities in this approach are pair work, group work, role play, drama, and group discussion, etc. The teaching and learning of language happens around the learner in the class. Communicative approach has been prevailed for teaching of English in present milieu. Many states have been begun practicing this approach for teaching English in India.

1.9 Methods of Teaching English

In general, method is a procedure or plan which specifies the role of teacher and learners to execute the tasks prescribed under the content of lesson. Method deals with especially 'How to teach a language'. All methods have principles like selection, gradation, presentation and repetition in one another way. These principles have to be taken in account effective teaching learning in the class. Many methods have been employed for teaching English but the selection of method is mostly dependent on considering the type of content, age of pupils, aims and objectives of the lesson. Katyani et al. (2008) observed that an approach can have any number of methods which are in consonance with the overarching approach similarly, a method also can have any number of techniques which exemplifies the procedure of method. The technique indicates that specifically 'how a thing is done in the class. It is a classroom device or activity. The intention of using technique is to draw immediate response, brainstorming the pupils and achieving instant objectives. Many methods have been predominantly employed for teaching of English language. They are Grammar Translation, Direct, Bilingual, West method, Communicative language teaching etc. Some of the remarkable methods have been discussed.

1.9.1 Grammar Translation Method

Grammar Translation method is known as Anglo German Grammar Translation, Prussian method and Classical method and is used for teaching of classical languages. It became popular in the late 18th century for teaching classical languages like Latin and Greek through grammatical rules with translation. The

exponents of Grammar Translation method was German scholars Seidenstucker, Ploetz, Ollendorf and Meidinger. This method believed that learning of formal grammar and translation of language helps in acquiring language. It considered that foreign language must be understood as system of rules to be observed in written text and then related to the rules and meaning of the learners first language. For operating this method, the role of teacher is to translate each and every word, phrases from target language to vernacular language of pupils. As far as teaching through this method is concerned, the unit of teaching is restricted to word only and written text is the source for explaining of rules and providing meaning in pupils' language. This method emphasized more on reading and writing skills and training on rest of the skills are being dilapidated. Vernacular language of pupils has been considered as medium of instruction to explain new items and enabling to make contrast between target language and pupil native language. Aslam (2014) opined that it is a way of studying a language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and text in to and out of the target language. The major drawback observed was that it accentuated on memorization of rules of grammar and failed to provide interaction in target language, opportunities for pupils to speak and listen in second language. The shortcomings of this method had been a base for evolving of direct method.

1.9.2 Direct Method

Direct method was materialized as a reaction to the inconvenience of the Grammar Translation method. In the late 19th century, there were tremendous changes with regard to the development of industrial, trade and commerce and those conditions demanded people to have good communicative proficiency and also the opportunities were surged for them, therefore, there was a necessity of improving proficiency which Grammar Translation method failed to achieve. The chief advocates of direct method were Pendergast and Sauveur. This method is also known as Natural/Reformed/Psychological/Phonetic, etc. Direct method assumed that second language can be learnt through demonstration and it also emphasizes a direct bond between thought and expression, experience and language. In pertaining to teaching second language, the teacher has been instructed to employ the activities like demonstration, conversation, pair work, group work, discussion, role play, drama,

etc., and there is no question of using of pupils language in this method. The pupils are anticipated to learn target language naturally as they learnt their native language through imitation/practice. This method has laid much emphasis on listening and speaking skills while teaching the content. It focuses on improving the pronunciation skills and the target vocabulary has been taught by pointing at objects and creating direct association between word and object. Grammar is being taught inductively and everyday life oriented vocabulary and language structures are being employed. This method was very popular in Indian schools from 1970 to 1980. The Central Institute of English and Foreign Languages (CIEFL) and National Council of Educational Research and Training (NCERT) both together developed two types of textbooks in English: general series and special series. The first one was meant for government schools where English was taught from class VI, and later one was written for pupils who learn English from nursery or class I. The major drawbacks of direct method were reading and writing skill of English has been neglected. By taking necessary actions to overcome blemishes of this method, a substitute method was designed i.e. reading method.

1.9.3 West New Method

Michael West (as cited in Aslam, 2014), did an extensive research and experiments on the problems of teaching English in India. He concluded from his research work that the knowledge of English required in India was of passive type. Michael west observed certain serious weaknesses in the former method (direct) and advocated the reading method. He presumed that ability to read is more important than ability to write. He emphasized that Indians need to be able to read and write than to speak and also believed that learning to read was the shortest road learning to speak and write in English. Three elements have been suggested by him for developing the reading skill in pupils. They are as fallows.

1.9.3.1 Reading

At this phase, pupils are taught the reading English text silently and it enhances them for better comprehension. The reading textbook also must consist of interesting content. Supplementary readers have been suggested for extensive reading.

1.9.3.2 Reading with selected Vocabulary

Michael west suggested the use of teaching material that contained selected vocabulary of 2,280 words. These vocabularies included essential words (this, it, is, a, shall, etc.) common nouns (chair, table, bus etc.) adjectives (good, bad, nice, etc.) environment words (garden, three, mountain, etc.)

1.9.3.3 Judicious use of Mother Tongue

He also assumed that the use of mother tongue of the pupils as a help as per necessity. Initially, reading aloud was commended to get correct pronunciation and then it presides to make learners to do silent reading. Pupils are trained for speech through sentence method and speaking vocabulary which suggested is different from reading text. He trusted that minimum of 1,158 vocabulary was adequate to express one's ideas in day to day conversation. This method underlines that various types of exercises and drills have to be practiced so that it can enhance reading ability of pupils in language. Reading method also has been employed vastly in teaching English.

1.9.4 Bilingual Method

The Bilingual method was propounded by Dodson from the University of Wales. This method brings a balance between the grammar translation method and direct method. He conducted an experiment by using mother tongue by teacher while teaching English and practicing drills in sentence pattern. He found that it was more useful and effective for teaching English. Identical results were also revealed by Sastry from CIEFL, Hyderabad. Dodson was an opinion of that 'If a major language of the world is being taught as a second language by the direct method, the vernaculars would disappear within a few generations and it would be sheer hypocrisy to teach a second language by direct method at the expense of the first language' (as cited in Choudhary, 2012). Bilingual method believes that a teacher can eliminate the use of native language in the classroom but she/he cannot expel it from pupils mind. So, it advises that the use of mother tongue restricted to only language teacher for supplying equivalent connotation in mother tongue about new words, idioms, phrases, grammatical rules and sentence patterns. Learners are yielded rigorous practice in sentence pattern in English without the intervention of mother tongue. The mother tongue could be applied just for facilitating the learning of the language. As soon as

pupils are contented with second language, the teacher may also avoid it. Even though, English has been taught by adopting various approaches and methods, the status of English language in the schools and content transaction has varied from place to place. By and large, English language has been teaching at various stages of education in India.

1.10 Position of English Language in School Curriculum of India

India is the land of various languages, cultures, traditions, religions, caste etc. Several languages have been used for communication and also used as medium of instruction for studying different subjects from school level to college level. In India, there are varieties of languages being used in different geographical areas. According to the constitution of India, 22 languages have been officially accepted by the Government of India. But, as said by Census of India (2011), the total number of mother tongues spoken in India is 1625. However, only around 150 languages have a sizable speaking population. If we look into languages of world, APSCERT (2011) reported that there are around 6000 thousand languages people use, among all these languages of the world English has become the global language and the most widely spoken language. It is the mother tongue of 350 million people, and is used by another 1150 million people in 100 countries as a ‘second language’ or a ‘foreign language’. The English language has been pursued, used and taught in diverse ways at various levels of education in all parts of India. The English language has been regarded a peculiar priority in the curriculum and presently almost all states have started to teach English language from primary level onwards. The Central Advisory Board of Education (as cited in Aslam, 2014) devised a formula of teaching at least three languages at secondary level. It suggested that every student should study at secondary level the following languages as a part of the core curriculum:

1. A. Mother tongue, or
- B. Regional language or
- C. A composite course of mother tongue and a regional language or
- D. A composite course of mother and a classical language, or
- E. A composite course of regional language and a classical language,

2. English or modern European language;
3. Hindi (for non-Hindi speaking areas) or another Indian language for Hindi speaking areas.

This formula was approved and adapted by the Chief Ministers' Conference in 1961 and subsequently upheld by the National Integration Council. After CABE (1959) formula, there are various Education Commissions, Policies and Autonomous Bodies have highlighted eminence of teaching English language.

1.11 Policies and Commissions on Language Education

1.11.1 Education Commission (1964 - 66) gave final shape to the language formula. It opined that “In classes I to IV, the study of only one language should be compulsory, i.e. mother tongue from classes V to VIII, the study of two languages should be compulsory at this stage. First language should be mother tongue. The second language may be either the official language of the union (Hindi) or the associate official language of the union (English), so long as it is thus recognized”.

1.11.2 The National Policy on Education (1968) upheld the views of Education Commission. It observed that “At the secondary stage, the state Government should adopt and vigorously implement the three language formula”.

1.11.3 The National Curriculum Framework (2000) opined that “Language is the basis for all areas of learning. It is important in the development of attitudes, values, nurture creativity and imagination. Teaching of languages should develop independent thinking, free and expression of opinions and logical interpretation of the present and the past events.

1.11.4 National Curriculum Framework (2005) focused on multilingualism and multilingual strategies in teaching. It observed that, “we should move towards a common school system that does not make distinction between teaching a language and using a language as medium of instruction”. It focuses on the language across curriculum to foster genuine multilingualism.

1.11.5 National Knowledge Commission (2007) recommends that the teaching of English as a language should be introduced, along with the first language (either the mother-tongue or the regional language) of the child, starting from class I in school. This phase of language learning should focus on using both languages to create meaningful learning experiences for the child without disproportionate emphasis on grammar and rules.

Based on above suggestions and recommendations, the English language is given an importance as a second language in school education along with regional language and official language. But, there is a lot of discrepancy in the process of acquisition and learning between first language and second language.

1.12 First Language Acquisition and Second Language Learning

APSCF (2011) observed that Language is a unique characteristic of human beings. Through language only, humans fulfil their desires by communicating with others. Many linguists may think of language as a combination of words and phrases and sentences based on a set of grammatical rules. There are many types of languages being spoken in the world, but most of the languages are having script and a few of them confine to spoken form only. Many linguists and nativists have also expressed their opinions in terms of learning a language and teaching. Nativists believed that human beings have an innate capacity (Language Acquisition Device) to acquire one's own language (mother tongue). It may be pertinent to remember that a child acquires his/her language effortlessly from her mother, family member, peers and neighbors, etc. As and when child grows up naturally he/she improves vocabulary, sentences, proficiency and fluency in language. According to Parel (2008), the first language is defined as it is the language that an individual has acquired when he was child as a part of natural process of acquiring language without any formal training. The second language is defined as when a child learns a language systematically or she/he is given particular training for it. The process of learning first language takes place informally without the benefit of a classroom, textbooks or teacher. It is learnt naturally and spontaneously and also the learner is never aware of the fact that he or she is learning. Krashan (1981) observed that for learning second language, process reflects a more conscious knowledge of the rules of the language and is the product or formal learning. So first, the learner develops knowledge about the second language

while learning and are also able to manipulate the rules of the grammar, phonology and semantics. For learning a second language, learners have to follow a formal pattern through textbooks, teachers and classroom in the school system. Krashan (1981) observed that language acquisition theory, learning cannot lead to acquisition. Yule (2006) opined that acquisition used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. The term 'learning', however, applies to a more conscious process of accumulating knowledge of the features, such as grammar of a language, typically in an institutional setting. Second language learning is different from acquisition of mother tongue in many aspects. Sivarajan et al. (2010) opined that for teaching and learning English, learners need to have motivation, competent teachers, resources, favorable environment etc. if learners are not positively motivated towards learning English, it becomes difficult for them to learn it. Although, English is taught as a second language in India, the major drawback in learning English is that learner is not exposed to the second language situation outside of the classroom.

1.13 Teaching English as a Foreign Language or Second Language

The English language has been taught either as a foreign language or a second language at different levels of educations, but the purpose of teaching English in these ways is different. When do we say teaching English as a foreign language or a second language? Marckwardth (as cited in Verghese, 2013) made a distinction between these two terms. when English is “taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one several ways” then it is taught as a foreign language. But, English is a second language when it is a language of instruction in schools and colleges and is used as “a lingua franca between speakers of widely diverse languages, as in india”. But, learning English language has been influenced by various factors such as age, aptitude, attitude, motivation, interest, approaches, methods, teaching learning material, resources and environment, etc.

1.14 Factors affecting the Second Language Teaching and Learning

The teaching and learning of English language remains as a complicated task in the country like India where different religions, castes, languages, socio - economic

status, etc. have been swaying it. So, the language teacher must have an understanding of learners' background, culture, and heterogeneousness in the class, learners' preceding knowledge and their attitude before going to design a lesson plan for teaching English. This prior knowledge about learners, nature of the content and its aims and objective and age of pupils assists teachers to select an appropriate approach, method and techniques for effective teaching in the class. Sivarajan et al. (2010) observed that three factors are influencing language acquisition, i.e. 1. Learners factors 2. Infrastructural factors and 3. Environmental factors. Learners' factors have been highlighted in three perspectives like psychological, physiological and sociological. He further pointed out that all those factors influencing language learning are motivation, aptitude for language, duration available, speaking opportunities, teacher - pupils rapport, materials presentation, social and economic status, sex differences and classroom situation. So, it is the accountability of teacher for creating democratic and conducive environment for learning English in the class. The effective teaching English is mostly dependent on the obtainability of resources, ability of teachers, classroom practices, and conducive environment, etc. There may be also others factors hindering learning English within class and outside the school.

1.15 Difficulties of Second Language Learning

In a country like India, almost all students possess more than one language; they use one language at home and another one in the classroom for learning. It also observed that most of the learners are bilinguals or multilingual in the classrooms of India. In the process of learning any foreign language, one may face hurdles due to the lack of speaking environment or limited exposing to language learning or artificial language classroom. But, learning a second language hitches rises from various dimensions. These may be causes for creating artificial environment, lack of exposure to the target language, non-availability of facilities, incompetent teachers, etc. The second language learning difficulties are also raised from dissimilarities between first language and target language with regard to linguistic aspects. Sivarajan et al. (2010) pin pointed that some of the difficult areas in second language learning. They are 1. Linguistic difficulties particular to the second language learning and difficulties emerging by comparison with the first language. 2. Difficulties of sounds which are distinguished in the second language but absent in the first language. 3. Learning the

script of the second language which has no resemblance with that of the first language. 4. Grammar is really a major area of difficulty: English has very few such forms of verbs; most of them are made by the use of auxiliaries. English has two tense forms only, i.e. simple present and simple past, it has no clear future tense form. Future tense is signified by auxiliaries or by other techniques. 5. Vocabulary also poses problems in learning English. A word may have several meanings in different contexts, sometimes even opposite. 6. Idioms and preposition pose greater difficulties. For e.g. the verbs 'run', 'get', 'go' etc. will give many different meanings when different preposition accompany them.

There are many differences between English language and vernacular language and one of them is sentence structure. The standard sentence structure of vernacular language is Subject + Object + Verb but, in the case of English language the sentence structure is to be written as Subject + Verb + Object. So, the variation between the structures of both languages may be one of the main difficulties for learning English language.

The other challenges also arise while learning English are with phonetic system, syntax, morphology, and semantics. The sounds (Homo Phonemes) for instances: *Right - Write, Know - No, See - Sea*, etc. may be confusing. These words could be pronounced with similar sounds but the meaning of words would be different. The understanding of the meaning of the word depends on the context which is undertaken between the speaker and the listener. These are called as Homophonies. The exact meaning can only be grasped, when the listener is well aware of the tone of the speaker as well as the context. Another aspect of difficulty in learning is that some of the words of English has got more than one meaning e.g. *conceive*, it is also an obstacle for learners while learning English. For achieving the proficiency and fluency in English, learners need to be trained accurately in the target language.

1.16 English Language Teaching in India

In India, English language is taught in different modes under diversified circumstances from school level to college level with variety of curriculum design. Every state has devised its own educational policies regarding integration of English

as a second language, or giving as a status of foreign language. However, English language is constantly taught in education all over the country. The Education Commission (1964) recommended that the study of English as a co-language should be compulsory up to class X. Therefore, English has to be taught as a compulsory subject at school level and made an optional subject thereafter. National Knowledge Commission (2007) observed that the pedagogy of language learning as well as teaching should be suitably contextualized, to lend meaning to real situations and daily lives. Moreover, assessment should be carried out based on proficiency rather than specifying achievement targets that reward mastery of single texts acquired through rote learning. For teaching of the English language, different approaches and methods have been recommended by policy makers, experts and researchers. But, state boards have liberty in construction of the curriculum based on local needs of learners. All SCERT boards have been providing training for their state language teachers on the teaching of the syllabus. But, some of the researchers reported about teaching learning of English. Ram (1989) found that though, the teachers were trained in the use of methods still they followed the traditional techniques and methods. Saikia (2013) found that most of the teachers (99.95%) used the grammar translation method. It shows that teachers may be perceiving traditional methods as sound than modern methods. The studies also pin pointed that though, majority of the schools have libraries but none of them have the provision of English newspapers, magazines, journals, etc. For adopting appropriate method for teaching English language, it requires adequate training, competencies, and command over the language etc. The schools also must have provisions for teaching learning material, libraries, teaching aids, etc. Learning English language also demands the motivation, interest, and positive attitude from learners' side.

Sindkhedkar (2012) observed that, in the educational scenario of India, the abilities of teaching and learning English language seems to be sadly lacking. This lacunae can be attributed to a number of factors, the major one being the lack of motivation on the part of students due to various reasons such as lack of awareness regarding the importance and scope of the English language, faulty teaching techniques, lack of interest, lack of books which may not have practical application, stereotype kind of syllabi which not cater the needs of the students.

In the 21st century, English language teaching has included various approaches such as oral approach, situational language teaching, audio lingual, and the alternative approaches and methods which encompass the direct method, total physical response method, bilingual method, grammar translation method, and west method, etc. The modern approach which is used for English language teaching is known as communicative approach. The other approaches include communicative language teaching, structural approach, oral approach, the natural approach, and constructivism, etc. Although, many methods and approaches have been applied, the aim of teaching English is to realize certain specific objectives at school level.

1.17 Aims and Objectives of Teaching English at Secondary School Level

Teaching English is fixed goal oriented at school as well as college level, it has certain aims and objectives to attain in a due course at different levels of education. National Curriculum Framework (2005) observed that, the aim of teaching English is the creation of multilingual individual who can enrich all our languages. This has been an abiding national vision. All teachers who teach English should have proficiency in English. Teachers must have skills to teach English in appropriate way by creating situation and also as per the level of learners. A variety of materials should be available to provide an input-rich curriculum which focuses on meaning.

According to Mohanraj et al. (2014) the general objectives of English are global. But, the main objectives of teaching English are:

- To enable the students to listen and understand English when someone speaks
- To enable the students to speak simple and correct English
- To enable the students to read and understand the content
- To enable the students to write English for communication
- To develop interest in extensive reading and library work

The teaching learning process is directed under many sub-skills and different specifications of the four skills of English language: listening, speaking, reading, and writing.

The listening skill specifies that a listener while he listens to the speaker should be able to

- Distinguish the characteristics of English sounds
- Understand the tone and mood of speaker who may express his anger or love

Similarly a speaker should be able to

- Produce correct sounds, stress patterns and intonation
- Use appropriate words to convey meaning of his message

A reader when he reads a passage should be able to

- Understand the central idea and guess the meaning of the passage
- Locate key words, key sentences in the passage

A writer should be able to

- Write grammatically correct sentences and use appropriate vocabulary
- Organize the paragraphs following a logical sequence
- Write with correct spelling and punctuation marks

Although, the aims and objectives are clearly specified and emphasized to be imparted in the students, there are many difficulties confronted by learners in learning English at secondary level in India.

1.18 Problems in Learning English as a Second Language in India

English has been taught as a compulsory language at secondary level in India. But, recently, English was also introduced as a medium of instruction in few of the government schools for providing quality education in the state of Andhra Pradesh. Although, English is being taught from primary to secondary level in India, teachers and students are facing many problems while teaching learning English in the class. The achievement of learners in English is not much remarkable in government schools in our country. Due to the influence of various factors, the teaching of English fail to achieve the determined objectives at school level in India. Aslam (2014) explained the factors affecting/influencing teaching of English as follows are:

1.18.1 Class Strength

The higher strength of a class is often challengeable for teaching English at the secondary level. It becomes very difficult to manage such a class in terms of teaching, paying individual attention, and evaluating the performance of the learners. The available infrastructure is also inadequate to meet the growing demands of the students. Despite of all these challenges, it is a gigantic expostulates for teachers to teach English language effectively in the class.

1.18.2 Mixed Ability Group

Students are in the classroom possessing mixed abilities and also coming with different attitude. All pupils who are attending school have diversified background with respect to their culture, caste and religion, economy, and educational background etc. These multiplicities highly influence the way of learning and reason for improving the skills in language. If students of a class are heterogeneous, it is very difficult for a teacher to cater the needs of all the wards in the classroom. Due to large classes and diversified abilities of pupils, teachers also confront more challenges for paying attention towards every individual of the class.

1.18.3 Classroom

Unavailability of classrooms and their incongruous physical conditions are major challenges for effective teaching learning English. The poor conditions and

facilities of schools may demotivate the learner and form negative attitude among pupils towards English language.

1.18.4 Lack of Facilities

Most of the schools have lack of essential teaching aids. Second language teaching learning becomes monotonous until teaching has been facilitated with variety and appropriate aids in class. Due to lack of these facilities teaching English remains as a challenge in many schools. For enhancing listening skills in pupils, audio aids such as tape recorder, CD's, radio etc. must be used. Audio and visual aids such as television, projector, computer, pictures, charts, flash cards, objects, etc., need to be used to draw the attention of learner towards learning of English in the class.

1.18.5 Lack of Qualified Teachers

Shortage of trained teachers is another enormous problem for teaching English in Indian circumstances. The untrained teachers cannot realize that why English has been taught in schools and what can be expected from teaching of English. Moreover, teachers who have been trained for teaching English are not being given training by native speakers of English. A teacher who does not have command over target language, he/she may not be able to improve speaking skills in pupils up to expectancy.

1.18.6 Out dated Methods of Teaching

A large number of teachers have been still following traditional methods for teaching English. Especially, the grammar translation method which focuses mostly on translation of text from target language to vernacular language. Therefore, the fundamental skills (listening and speaking) of language have been paid little attention. Teaching English language is a complex activity. For succeeding in such activity, it demands various resources, facilities, skills and competencies, etc. The teachers must be viable of using various assessment techniques for examining the performance of learners in basic skills (LSRW) of English. The competencies of teachers and availability of facilities may not be same from one school to another.

1.19 Present Scenario of Teaching English at Secondary Level in Andhra Pradesh

English language stands as a symbol of respect, prestige and a tool to achieve better future in each and every individual life. No one denies of learning English from perspective of unschooled parents to highly educated persons and they also keenly look forward to offer education to their children through English medium. English language has been socially accepted and also used as visa for travelling throughout the world, so one cannot achieve success in his/her life without learning the valued language.

The impact of using English can be observed in our daily life when we wake up consciously or unconsciously use words like hallo, good morning, good night, thank you, tea, coffee, food, bus, train, pen, pencil, fan, ticket, TV, fee, cell, etc. All these words have been used while communicating with others regardless of one's socio economic status. In India, the worth of English language is assessed by citizen of society and trying to provide education where English is offered. Even, poor and unschooled parents are also looking forward to send their offspring to English medium schools. Press Trust of India (2011) reported that in respect of Telugu medium, enrolment percentage in class I to class X for the period 2000 -2001 to 2009 - 2010 in government schools reduced from 83.47 percent to 65.54 percent, while English medium enrolment increased from 13.77% to 31.66%. "It was observed that most of the parents in rural areas were withdrawing their children from government Telugu medium schools due to lack of English teaching". Many policies and commissions like education commission, national curriculum framework, national policy on Education, national knowledge commission etc., framed the way of imparting English language through teaching at school as well as higher level. Since, education is primarily a state issue many states have designed their own strategies to teach English through various approaches and methods at school level. Earlier, English had been taught as one of the school subjects in Andhra Pradesh and also introduced at standard III as third language but recently fulfilling the demands of people's desires regarding development of an individual as well as the country, English language was introduced at primary level onwards in the Andhra Pradesh. Press Trust of India (2011, May 26) also reported that English will now be taught as

the second language from Class I from 2011-2012 academic year, Minister for Primary Education of Andhra Pradesh Sake Sailajanath said that It can be understood that pupils had strong attachment to pursue English language and it represents as compulsory language to learn either as subject or through medium from kindergarten to post graduation. It showed that people's realization about significance of learning English. With regard to teaching English language at schools, APSCF (2011) observed that if children fail to learn new languages such as say Hindi and English in Andhra Pradesh, the problem is not with children; the problem is with materials, methods and teachers and the overall infrastructure provided in the school. But, learning of English seems to be spoon feeding to students and no joyful learning could be noticed. Children mostly can learn language through child centered approach and followed by various activities. Further, APSCF (2011) also emphasized that children learning by doing and observing at elementary stage meaningful activities/projects are required in every subject and teacher should act as a facilitator. Most of the schools show no evidence of such practice except lecture mode, reading textbooks Para by Para and explaining and asking children to copy down answers from the textbooks. It also mentioned that the studies and monitoring reports show that present situation is not satisfactory. Teachers merely speak or read or have children read from the text book and do not even use the black-board appropriately.

The main objectives of teaching English are to develop communication skills and prepare students to put in to practices but not of teaching of English. Any language is a skill subject, basically, skills can be acquired through taking proper care of practice and guidance while teaching English in the class. The Government of Andhra Pradesh introduced English language from class first onwards in 2011 to 2012 in all Non-English medium schools. In most of the schools, English subject has been taught for six to eight periods per a week. The duration of each period consists 35 to 40 minutes.

The English textbook has been constructed by following the guidelines framed by National Curriculum Framework-2005. It consists of the main reader component, the supplementary reader component and the workbook component interwoven into a single textbook. The language skills listening, speaking, reading and writing are integrated in the larger context of the themes as suggested in NCF - 2005. The teacher

has to teach the lesson by following suggested approach in order to achieve the prescribed objectives. The name of the English textbook is '*Our World to English*'. It is an integrated textbook which is designed for teaching English through activities in holistic perspective. The textbook has been printed with attractive pictures and quality paper. At the end of each lesson, some questions have been given centered on continuous and comprehensive evaluation, and on grammar activities. One hundred and eighty periods have been allocated for teaching of English (for 8 units), every unit will have twenty one periods to complete and twelve periods will be used for revision (Our World through English, Class IX, Pp.180, 2013). The adopted evaluation system for teaching of English is Continuous and Comprehensive Evaluation. As it is continuous and comprehensive system, it will diagnose strength and weakness of pupils easily because many activities have been incorporated in the syllabus. It will provide much scope for pupils to improve their skills and teacher can also have better understanding of each pupil in English class.

1.20 Rationale of the Study

Many countries have recognized the significance of English language and started teaching at various levels of education. The world has become a global village, especially due to the progress in transport, technology, and communication. English language is playing a pivotal role in accessing knowledge and to achieve success in many fields like engineering, commerce, medicine, technology and science, etc., because English is the medium of instruction to procure degrees in those fields. The Report of University Education Commission (1948) recommended that English should be taught at the secondary level to keep ourselves in touch with the living stream of ever-growing knowledge. Education Commission (1964-1966) also observed that learning of English may be facilitated in the upper primary or secondary stages considering that this would be needed as a Library language in the field of higher education and consequently, a strong foundation in the language will have to be laid at the school stage. By considering English as one of the subjects at school level, it will not accomplish the purpose of teaching English. It must achieve the prescribed aims and objectives through teaching English. Baruah (1984) observed that teaching of English in our schools was in an extremely chaotic state. The most unfortunate aspect was the lack of clear cut and attainable aim of teaching. This aimlessness was primarily responsible for the deplorable standard of achievement in

English. The evils that often arose out of aggravated situation were substandard text books, unsatisfactory evaluation system and dearth of competent teachers. National Knowledge Commission (2009) has also recognized the significance of the English language, not only as a medium of instruction or means of communication but also a determinant of access. An understanding and command over the English language is most important determinant of access to higher education, employment possibilities and social opportunities. School dropouts who are not adequately trained in English as a language are always at a handicap in the world of higher education. Bearing in mind about the importance of English language, it is made as a compulsory subject to be taught at school education in India. Most of the higher educational institutions are also having English as a medium of instruction. But, the teaching and learning of English language has become complicated. APSCF (2011) observed that there is also lack of clarity and consensus among different sections of the academic hierarchy as to what an appropriate role is for the teacher and how the classroom should appear during the interaction with children.

The language teachers need to be trained to teach English by keeping in mind the objectives of teaching at each level but the teaching English language is affected by many factors. Teevno (2011) found that teachers did not have training on syllabi change, mostly teachers use grammar translation method, no awareness of communicative teaching method, no development of reading, writing, speaking and listening skills, a few teachers use pair work and group work techniques, the classes are overcrowded and English is being taught as a subject not as a language.

National Curriculum Framework (2005) observed “English does not stand alone. The aim of teaching English is the creation of multi-lingual’s who can enrich all our languages; this has been an abiding national vision”. All teachers who teach English should have basic proficiency in English. National Focus Group on Teaching English (2006) opined that shift to teaching language use in meaningful context that something more than grammatical competency was involved in language use. The existing approach used for teaching English emphasizes that the language can be acquired when focus is on meaning rather than the form of language. Effective teaching and learning of English does happen when suitable approach and method has been employed. For learning language, conducive environment, facilities and learners positive attitude towards learning English is compulsory.

Some of the significant findings from reviewed studies observed that Nasser (2010) found that lack of environment for speaking English in schools and non-availability of audio-visual aids were the problems in teaching of English in the schools. Similarly, Jadal (2011) observed that 90% of the schools did not have adequate facilities and were also lack of provisions for radio and television programme in the timetable. It can be assumed that these were the major hindrances for teachers in teaching of English in the schools. Nurhanisfah and Widayati (2012) found that many of the students were not enthusiastic in learning English. It is assumed that lack of motivation, encouragement and the attitude of the students may be the factors affecting the teaching and learning of English.

From these findings, some of the queries have been raised in the mind of the investigator about how far teaching and learning of English will be done at secondary school level? What problems teachers and students are facing while teaching learning of English. Since, English is taught as a second language at school level in Andhra Pradesh, the investigator eagerly to study the existing practices of teaching and learning of English language in Krishna District of Andhra Pradesh State.

Andhra Pradesh State is the fifth largest state in India both in area and population. Andhra Pradesh is formed of three regions Coastal Andhra, Telangana and Rayalaseema. There are twenty three districts in Andhra Pradesh. After Telangana region was bifurcated, the total districts of Andhra Pradesh (Coastal and Rayalaseema) are thirteen districts. The major languages spoken in the state are Telugu and Urdu. The official language of Andhra Pradesh is Telugu which is used as medium of instruction in all schools under the Board of Secondary Education of Andhra Pradesh. Andhra Pradesh Board of Secondary Education (APBSE) was established in 1953 and it functions as an autonomous body under Andhra Pradesh Department of Education and is responsible for promoting secondary education in the state. The pattern of education system in Andhra Pradesh is the first five years of schooling is called primary level which covers classes from I to V, upper primary is from class VI to VII and the third level is secondary level which comprises classes from VIII to X.

APBSE conducts examinations for VIII to X classes generally in the month of March and April. The current status of the teachers of Andhra Pradesh can be observed in terms of their educational qualifications, training, working conditions and

opportunities for professional development. In Andhra Pradesh, around 8.5 lakh teachers were working in private and government management schools at present. In order to become a teacher in government or privately managed schools, a person has to obtain a professional degree like B.Ed., D.Ed., Language Pandit Training, Bachelor of Physical Education (B.P.Ed.). Along with these degrees one has to Teacher Eligibility Test (TET). To get appointment in Government schools, one has to appear in examination conducted by District Selection Committee (DSC). Those who possess B.Ed. or B.P.Ed., are permitted to teach at the secondary level whereas, those who possess D.Ed., Pandit Training are permitted to teach only at primary level. Furthermore, for teaching English subject at secondary level, a teacher must pursue Bachelor of Arts with English literature or Master of Arts with English literature along with Bachelor of Education. It means that a teacher who wants to teach English language at secondary level, he/she must study English literature either at graduation level or post-graduation.

Out of thirteen Districts of Andhra Pradesh, Krishna District which falls under coastal area is one of the educationally developed Districts in the State. Krishna District has recorded a literacy rate of 70.03 percent (refer Krishna District Profile). So, it is evident that the district is well advanced in the field of education. Krishna District was one of the oldest British administered areas of Andhra Pradesh. The district was formed in 1759. It was formerly called Machilipatnam District. The District headquarter is situated at Machilipatnam. The Telugu Dialect of this region is often considered to be standard dialect of Telugu language. Krishna District had achieved places 5th, 4th, 8th and 8th in secondary schools performances especially in SSC results from 2007 to 2011 respectively. This impressive educational performance of Krishna District prompted the investigator to probe deeper into the teaching learning process of English followed in secondary schools. This is because English language learning has become essential in today's world. The available literature in this regard indicate that there is a dearth of studies in this area and the findings of the existing studies are inconclusive. Hence the investigator decided to explore some of the pertinent questions presented below. Further, the investigator could not come across any research undertaken related to teaching and learning of English at secondary level in the Krishna District of Andhra Pradesh State.

1.21 Research Questions

1. Does the transactional process have an impact on students while learning English language at the Secondary level?
2. What challenges do English teachers encounter while teaching of English at secondary school level?
3. How far the attitude of students have a bearing on their classroom learning?
4. Does the perception of the secondary school teachers have an impact on teaching of English in the classroom?
5. What problems do students confront while learning English at secondary schools level?

1.22 Statement of Problem

A Study of Teaching and Learning of English at Secondary Schools of Andhra Pradesh

1.22.1 Objectives of Present Study

1. To study the transactional process of teaching and learning of English in the classroom
2. To identify the problems faced by the teachers in teaching English Language.
3. To study the problems encountered by the students in learning English language
4. To assess the perceptions of English teachers with respects to methods and approaches of teaching English, medium of instruction, teaching aids, activities, syllabus, strength of class, students and their participation
5. To study the attitude of the students towards learning English language

1.22.2 Explanation of the Terms

1.22.2.1 Transactional Process: It is the natural way of Teaching English language by teacher in the classroom by using prescribed text book, methods and approaches, classroom interaction between teacher and students, activities and usage of audio - visual aids.

1.22.2.2 Problems: The problems which are faced by English language teachers and students related to classroom interaction, methods and approaches of teaching English, timetable, usage of teaching aids, teaching-learning materials and syllabus and students participation.

1.23 Delimitations of the Study

The proposed study had been delimited to the following aspects

- ❖ The study is delimited to standard IX of Zilla Praja Parishad High schools only.
- ❖ The study is confined to Government Telugu medium schools of Krishna District in the Andhra Pradesh.

The conceptual framework and the research questions presented in this chapter has necessitated a detailed review of the literature in order to arrive at an appropriate methodology. The following chapter presents a review of the available literature.