

CHAPTER I

INTRODUCTION

*“Learning is not compulsory; it’s voluntary.
Improvement is not compulsory; it’s voluntary.
But to survive, we must learn”*

— *W. Edwards Deming*

1.1.0 INTRODUCTION

Education is a process which enables individual to cope up with the real world. Education transforms a person to live a better life more independently in the society. By the means of education only one’s potentiality can be used to maximum extent. Education tells one how to think, how to work properly, and how to make decision? In this era of globalization and information technology, the nature, purpose and meaning of education have undergone radical changes. The basic concern of education is – to enable children to make sense of life and develop their potential (NCF, 2005). Technological progress has provided relatively quick and easy access to information resulting in rapid growth of knowledge. In this progressive society, independent life-long learning is imperative for sustained viability. Hence, there is a greater need for process and social skills to enhance the ability to think and function autonomously in this fast growing society. Acquisition of any language skills is one of the major components of social skills which are learned through the education system. Hence, the education system was designed to provide a platform to the learners to acquire more and more language skills adequately and properly to have minimum levels of mastery over the fundamental language skills like, Listening, Speaking, Reading and Writing (LSRW) along with their social application in general purposes as well as creative purposes. Considering the importance of the mastery over the languages, Government of India followed a three language formula in the education system of the country adding different combinations of languages according to the minimum requirements of the people having different mother tongue. In this process, it is assumed that at the completion of secondary education, one would be able to acquire minimum proficiency in at least three languages including mother tongue. In the combination of languages, the three-language formula is designed in such a way

that a student studying in any state with any mother tongue under any examination board of secondary education will access to learn English language at any consecutive period of time during the ten years of schooling. Though it is assumed that after completing ten years of schooling a student should have minimum proficiency in English language, the case is not same for all. Many students found themselves very poor in English proficiency for which many of them could not succeed in the examinations. It was also found that those passed in English in different examinations with good marks also lack proficiency in LSRW skills. Apart from the teaching learning process in English, the prevailing examination system is also responsible for the lack of minimum required proficiency in English among students.

The present age is based on rapidly increasing and changing of information, and hence the goal of education is no longer to train students to store and retrieve information. The ability to recall and explain a concept does not necessarily reflect understanding, nor does it guarantee that students can apply and use the concept in a meaningful way (Julyan & Duckworth, 1996). The goal of education in this new age is to prepare students to use their skills to solve real-world problems; yet, education has been criticized for failing the task. The common reason cited is that the learning experience provided in school is so different from the experience in the real world that students cannot transfer the skills between the two environments (Brown, Collins, & Duguid, 1989).

Present education system stimulates the students' rote learning because our examination system evaluates the students mostly on the basis of what they remember instead of what they understand. As a result students focus to memories bookish factual facts with stress and fear in their mind. In such a system of examination answer are transferred from book to students mind and from students mind to the answer scripts at the examination. The result is very clear that the education system becomes mechanical day by day. It is necessary to come out from this mechanical rote learning process as the real world demands something else beyond the learning acquired by the students in the present educational system. This is equally applicable in the learning of language especially English learning where students can answer the factual questions related to the topics given in the text books and the principles of grammar, without having minimum LSRW skills and other higher order skills. This phenomenon has created a very large problem in the society where educational

planners and thinkers are very much worried to change both instructional and evaluation system in English teaching learning in particular and the teaching learning of all the subjects in general. Now there is beginning for the paradigm shift in the education system of all the levels, going towards Open Book Examination (OBE).

‘Memorising theorems, formulae and chemical reactions may soon become a part of history’, as the Central Board of Secondary Education has introduced open book examination concept. According to CBSE chairman Vineet Joshi, the new system would test ‘higher order thinking skills’ (HOTS) of students rather than relying on a ‘rote-based methodology’ (Jain, 2012). CBSE implemented Open Text Based Assessment (OTBA) for standard IX and XI in 2014 Examination. It refers to specifying the themes for OTBA four months before the examination. In other words, students would be given a four month period of time to prepare for specified theme for OTBA. In OTBA students are supposed to be more analytical, based on reasoning and applied knowledge skill. It aims to reduce rote-learning in our present school practices. In OTBA students are not allowed with books or any materials in the examination hall but they will be informed in advance about the passages or chapters in their books from where questions will be asked. CBSE starts OBTA concept partially distributing ten marks for each subject. Whatever may be the format and pattern, it is definitely the beginning of a new era towards a better future in teaching learning at all the levels of education. It is quite imperative that, this is going to be the mainstream of the education system irrespective of the state and examination board. Now many state boards are also thinking to implement OBE in their state including Government of Gujarat. Even OBE alone cannot solve the problem of education without a proper environment to boost the OBE. Though CBSE introduced OTBA for standard IX and XI from the academic year 2013-14, no preparation had started at any level to have an environment to boost the OTBA. There is a need to have research works on the OBE. The present study is an attempt in this direction to study the effectiveness of OBE for teaching English in different environments. In the present study, different environment means the traditional teaching learning classroom environment and another teaching learning environment that would help students do well in the OBE. Now the question is whether OBE is suitable for all the subjects especially the learning of language like English. It is imperative to know the importance and the nature of English language and to analyse the nature of English language learning to

understand the suitability of English language for an OBE. The proceeding paragraphs deals with these aspects of English language and the suitability of the OBE for it.

1.2.0 IMPORTANCE OF ENGLISH

The language we now recognize as English first became the dominant language in Great Britain during the Middle Ages and in Ireland during the eighteenth and nineteenth centuries. From there it had been exported in the mouth of colonists and settlers to all four corners of the globe. The teaching of English in India goes back to the Dispatch of 1854 (drafted, by J. S. Mill), which is often described as the Magna Charta of English Education in India. In section 13, however, it was stated that it was not intended ‘to substitute English for the vernaculars’. The policy decided upon was based on ‘the theory of filtration’, viz., an English education for the upper classes, with the idea that they would act as intermediaries, ‘filtration’ modern knowledge from English into the vernaculars’ (Thompson & Wyatt, 2013). Soon English became the medium of instruction. In this way the foreign plant of English was sown in Indian soil (Nanda, 2008). Over the course of the twentieth century, it becomes a worldwide means of communication and often it is described as International English, World English or Global English. There is no language that has gained so much of International acceptability as English.

English holds an indisputable position in the field of education and in multilingual country like India. In India, English language is inherited from the British who colonized the country and their language permeated through some of the most important parts of society – the government, the media, the education system, the legal system, and gradually the social sphere as well. However, a long association of two hundred years with English has stamped deep into all walks of life in our country. In higher education, English is the premier prestige language. Careers in any area of business or commerce, or within the government, or in science and technology require fluency in English. Jawaharlal Nehru (1957) said that English is a window through which we are able to see the scientific, technological, agricultural, commercial and literary developments taking place in the world. Even Radhakrishnan Education Commission (1948-49) has rightly observed, English as the only means of preventing isolation from the world. English has occupied an important place in Indian education.

On the basis of the importance given to English by different scholars, followings could be the importance aspects of English in India.

English has today become one of the major languages of the world. About one-and-a-half billion people spoke English at the start of the 21st century. That was one quarter ($\frac{1}{4}$) of all people on earth. More than 339 million people speak English as their first language. The rest speak English as a second or third language for their professional and personal lives (Source: Wikipedia). English language is considered so popular in the globe due to the following reasons.

- It is the language with rich literature. Most of the scientific and technical literatures of the world are available in English language. Two-thirds of the scientific and technical books in the world were published in English.
- English is the only language for preventing isolation from the world. In a real sense English can be used as a medium to realize the concept of global village.
- English has given access to the treasure of world knowledge to communicate it to the citizens in the world.
- An understanding and command over the English Language are a most important determinant of access to higher education, employment possibilities and social opportunities (National Knowledge Commission (NKC), 2009).
- It is the language that breaks the language barrier in a multi-lingual country like India. It is the language used for inter-state communication. It provides a strong binding force to keep Indians united.
- It is a bridging language between western science and technology and eastern philosophy and logic.
- It is the major language of trade and commerce in India and abroad.
- It is the language largely used to access internet and e-resources. It is widely used for such purposes as international conferences, meteorological and airport communication.

- It occupies an important place in school curriculum. It is used as a compulsory subject across all boards of examination at secondary and higher secondary level. It is a craze for urban parents to send their children to English medium schools. It is taught all over the world either as a first or a second or foreign language.
- It is considered as mostly used medium of instruction in higher education institutes.

The National Policy on Education (NPE, 1986) and Revised NPE (1992) recommended English as second language in secondary schools. Hence there is a great importance of knowledge of English for the present and coming generations in India.

1.3.0 IMPORTANCE OF ENGLISH IN INDIAN EDUCATION

For the acceptance of English as one of the languages was a great hue and cry during the time of independence. Many leaders as well as people thought of abolishing of English language, but many people felt that if it were discontinued as a language then the work of hundred and fifty years would be wiped out and the standard of education would be lowered. To show the importance and necessity of English language teaching Maulana Abulkalam Azad – the then Education Minister said “so far as general studies are concerned, it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India.” He also added that “today English has become one of the major languages of the world, and Indians can neglect its study at the risk of loss to themselves. I am convinced that in the future as well the standard of teaching English should be maintained at as a high level as possible”. This shows that during that time it was also felt that teaching of English was not only desirable but also it was essential in our education system. It has been proved at present time as it has made communication possible among the countries of the world. It facilitates people to have better access of latest information at present. English is considered as a compulsory subject in secondary and higher secondary stage of schooling. NKC (2009) recognizes that nine States and three Union Territories have

already introduced English as a compulsory subject from Class I onwards. In addition, as many as 12 States and three Union Territory have made English a compulsory subject, at different stages in primary school, by class V at the latest. It is must to find English as a subject either as a first language in some of the states like Nagaland, Arunachal Pradesh, Goa, Sikkim, Mizoram etc. or as second language in large number of Indian States or as third language in few States. It is considered as medium of instruction in higher education either compulsory or by choice in most of the Indian universities. It is the medium of instruction in most of the technical institutes, medical colleges, IITs, etc. Considering these educational importance of English language, probably utmost care must be taken by union and state governments to provide quality teaching of the English language in secondary and higher secondary stages. Let us discuss the aims and objectives of teaching English in Indian schools.

1.4.0 AIMS AND OBJECTIVES OF TEACHING ENGLISH

In India, mostly English is taught as a second language. It is not the medium of instruction for majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, it means that students should be able to understand, speak English, read and write English. According to Tiwary (2008), following are the objectives of teaching English in India.

1. To enable students to listen English with proper understanding.
2. To enable students to speak English correctly.
3. To enable students to read English and comprehend and interpret text.
4. To enable students to write English correctly and meaningfully.
5. To enable students to develop interest in English.
6. To enable students to express themselves creatively and imaginatively.

English is taught in Indian schools mainly at secondary and higher secondary stages mostly as a second language to achieve these objectives of teaching English. It is very difficult to access whether these objectives of teaching English are achieved through our teaching learning process. But it is a general view and it can be seen through our

English graduates that the standard of teaching and learning in English has gone down and we are not able to achieve the objectives of teaching English at secondary and higher secondary stages may be due to the major reasons given as under.

1.5.0 PRESENT SCENARIO OF TEACHING ENGLISH IN INDIA

The standards of English are fast deteriorating (Nanda, 2008). It is said that some of the causes for the deterioration of teaching learning in English are like, non flexible curriculum, lack of efficient teachers, untrained teachers, lack of oral examination, non detention policy, lack of environment, lack of co-curricular activities, outdated teaching methods, imperfect evaluation system, lack of appropriate practical usage of English language (Varalakshmi, 2013). Thompson and Wyatt (2013) observed the following obstacles to the efficient teaching in Indian schools – (a) teacher's has no sufficient mastery over English that he habitually uses; (b) English that he uses is not the English of the most useful to his pupil; and (c) in junior class the teacher of English takes one or two subjects besides English in his school. It compels the prospective teacher of English to give a great deal of time and attention to other subjects during his teaching career. According to Michael West (2013), "A language is not a subject which can be taught; it is a subject, which must be learnt". Therefore, language learning is an individual achievement of an exportation of the capacities of the mind to make sense of the environment. This internal process of learning comes about as a consequence of the interaction that takes place between the teacher and the learners. Due to lack of proper classroom environment for learning English, many students complete school education with ill-developed ability to understand the English language when it is spoken, with inadequate skill in using it either in speech or in writing and with little facility in reading it. A wide gap is apparent between the level of teaching materials and the target level of mastery of free oral and written expression due to the following.

One of the basic errors in the teaching of English has been the failure to develop specific methods and approaches to meet the needs of various intellectual levels. Most of the methods and approaches are borrowed from the countries where English is the first language. Those methods and approaches fail due to the unavailability of the environment needed for those methods and approaches. In the other words it can be said that we are not able to create a suitable environment for specific method and

approaches and hence, fails. We have no devices to help slow language learner. Most of our English language classes are full of frustration and failure. Most of our English language classes where it is considered as second language lack sensitivity, enthusiasm and involvement of learners in the teaching-learning process.

Our methods often prove to be failure mainly because we assume that language learning is sufficiently homogeneous for a single method to fit in all circumstances. While determining the content as well as the method, the social and individual purpose of learning the language, availability of resources and the best strategic points for the most effective approach are to be pre-determined. As Sharma (1985) has pointed out, instead of becoming realistic, need-based and need-oriented, it always tended towards idealism and status-quo and had become merely a hindrance than a help for the learners. Any method will prove inefficient if applied inflexible.

The translation method better known as the classical method of teaching was adopted in British India to create an English knowing class of people to run administration. Direct method evolved as a reaction to the limits of this method. Direct method also proved to be difficult for the second language learners as per with the goals of language learning. The bilingual method was accepted to be more appropriate. The structuralists emphasized the structure of language. Structural approach was discarded due to the negligence of certain skills and also because of the lack of facilities. Then communicative approach has come. It is considered as the latest approach in teaching English. This approach has also the drawbacks like, the teacher must be fluent in both the target language and students' mother tongue, it cannot be used for large or very large classroom, the teacher must be competent enough, sometimes classroom becomes too communicative etc. As already noted, a number of methods and approaches of teaching second language have come into existence. Although ambitious claims are made by some of them, none has been shown to be intrinsically superior. So there is yet no royal road to the teaching of English as second language. Every approaches and methods are unique with their own merits and demerits. Any approach or method can do well if it is used in the assumed environment of its own. Hence, approaches and methods with maximum merits and minimum limitations can be used to overcome the challenges in English teaching learning and to achieve the objectives of teaching English.

1.6.0 CHALLENGES IN ENGLISH TEACHING LEARNING

In the school curriculum English is taught as a compulsory subject for all. But there is something wrong with the teaching of English in Indian School. Prof V. K. Gokak says, “The study of English in our schools is in a chaotic state today – pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 1500 words by the time they join a university. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English.” If we mirror the whole situation, we are rather astonished to see the sorry state of affairs. Everyone is after the examinations now-a-days. A student does not bother about knowledge or the learning of the language (Nanda, 2008). Therefore, day by day teaching learning becomes examination oriented. A committee appointed by the Ministry of Human Resource Development in the early 1990s had analysed this problem, tracing its roots to the system’s tendency to treat information as knowledge. In its report, *‘Learning Without Burden’*, the committee pointed out that learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention of using textbooks as the basis for examination. Emphasis should be given in the process of constructing knowledge, not treating the knowledge as a ‘product’ (NCF, 2005). For language learning, language teachers are more accountable for enhancing the child’s creative expression and the capacity for aesthetic appreciation. English is a skill based subject. For developing skills among the students ample opportunity should be given to the learners for practicing these skills in the suitable classroom environment. In the words of Harold Palmer, “What has been badly assimilated must be eliminated consciously”. Hence, there is a need to create an environment where students can use English as a medium to think along with learning the skills of English language.

1.7.0 NEEDED ENVIRONMENT IN ENGLISH TEACHING

Considering the aims and objectives of teaching English, it seems that the present teaching learning process is not matching with the goals of teaching English. The English language comprises several discrepancies which a bilingual child finds difficult to cope up with and he/she often develops a negative attitude towards the language. They need to be given ample opportunity for exposure through such an

environment, so that in the long run they would turn out to be more fluent and proficient in this language. The environment puts together a variety of methods, techniques and learning experiences to make learning interesting and to eliminate lapses. Some of the components of such environment are role play, dramatization, group activities etc. With the help of such environment; a bilingual child would learn the various aspect of the language with novelty and ease. Hence, there is a need to develop an environment that would help the students to improve their linguistic as well as communicative skills of English. On the basis of the need of the language learner and considering the aims and objectives of the English teaching, following could be the nature of English teaching environment.

1.7.1 Motivating learner to construct his / her own knowledge

It is the learner who interacts with his or her surrounding classroom environment and thus gains an understanding of its features and characteristics. The learner constructs his own conceptualisations and finds his/her own solutions of problems, mastering autonomy and independence. As stated by National Curriculum Framework for Teacher Education ‘teacher should change their perception about child as a receiver of knowledge and encourage its capacity to construct knowledge; they should ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuous evolving process of reflecting learners’.

1.7.2 Reducing rote learning

Rote learning is a memorization technique based on repetition. Rote learning helps to recall particular information quickly but it always does not ensure to make sense of the concept. When learners construct their own knowledge having understanding, they would like more to apply that knowledge that would reduce rote memorization. These types of learners tend to do better in OBE.

1.7.3 Encouragement for developing logical and creative thinking

Logical thinking is a process that makes sense about relationships of facts or concepts. Environment is central factor to foster logical and creative thinking for language learning. In a non-judgmental worried free atmosphere, students can feel confident

enough to express their thinking rather than concentrating on mistakes in expressing the thoughts. Such type of environment would help the learner to think creatively.

1.7.4 Freedom of learners for their own views

Present classroom teaching learning is confined in the 'biased' textbook. Freedom should be given to the learners to comment, compare and think about the elements that exist in their own environment. It would help the learners to be autonomous.

1.7.5 Inductive approach of teaching

An inductive approach to teaching language starts with examples and asks learners to find rules. It may be useful in the grammar teaching.

1.7.6 Problem solving and practical activities

Logical and creative thinking can help the learners to develop the ability of problem solving of their real life situations considering values from the nature and the society through literary activities.

1.7.7 Developing higher cognition levels

Analysis, synthesis and creative thinking abilities through literary activities can help learners to have meta-thinking and higher order cognitions that would help to see the solution of the problems and to prepare to combat the problem.

1.7.8 Encouraging learners to acquire more realistic knowledge in contrast to idealistic knowledge

As the learner construct his/her own knowledge with the help of experience, interaction with others and applying logic, the answers of the questions may not be in a socially accepted way or idealistic, in contrast it could be more realistic which could make the learner stronger to survive in the real life. Learners can learn those from the literature works as those are the real mirrors of the society.

1.7.9 Participative and collaborative learning

In the classroom the relationship between teacher and student is embraced. The teacher often instigates the interaction at beginning levels or at the start of the topic and then allows student participation to help steer the direction, which may change

during the course of interaction and learning. For enhancing communication skills, language is no longer perceived as an individual activity but as something collective. Students have to talk to somebody and it cannot always be the teacher. They must, therefore, work predominantly in pairs and groups which work as strong device to strengthen second language acquisition (Rajeswary, 1999).

1.7.10 Teacher's role as a friend, facilitator and mentor

As the teacher would follow inductive approach and allow students to develop their own knowledge by doing themselves, the role of teacher would be passive by making learners active.

Considering these natures of the environment of English teaching learning, it can be said that it could be best suited to an OBE which in term can nurture the typical nature of the environment of teaching learning in English. Let us discuss about the OBE.

1.8.0 OPEN BOOK EXAMINATION

Our education system follows more or less a similar pattern of teaching, learning and evaluation pattern at all levels. Practically similar method of teaching and evaluation is followed from primary to the higher education level. The present system of examination forces children to memories information and to reproduce it. Learning for the sake of being examined in a mechanical manner takes away the joy of being young, and delinks schools knowledge from everyday experience (NCF, 2005). NCF (2005) also tried to highlight the following few concerns.

- The school system is characterized by an inflexibility that makes it resistant to change.
- Learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way.
- Schools promote a regime of thought that discourages creative thinking and insights.
- What is presented and transmitted in the name of learning in schools by passing vital dimensions of the human capacity to create new knowledge.

Again NCFTE (2009) says that ‘textbook by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. We need to connect knowledge of life outside the school and enrich the curriculum by making it less textbook oriented.’ The present study of on OBE highlights an evaluation system which will reduce the anxiety and fear of examination from the students and also enhance the learning pattern of students. It will minimize memorization and copying among students and it will also help to promote understanding and application and higher order thinking skills.

1.9.0 MEANING OF OPEN BOOK EXAMINATION

Open Book Examination is a pattern of examination that permits the examinees to consult some selected reference sources or materials (such as their own notes, the teacher’s notes, or books) in the course of answering the examination questions. Many variations of such examination are possible. It need not be a written one; even an oral examination can be conducted in an open-book manner. The reference material may be known and accessible to the students (such as handouts distributed earlier), or it may be newly supplied material not previously seen by the examinees. Finally, the permissible material may be identical for all students (such a textbook or datasheet), or it may be selected or prepared by the examinees themselves (such as notes, portfolio of classroom work, formula sheet, or choice of books). This type of practice is quite common in law examination, but in other subjects, it is unheard. It is ideally suited to teaching programmes that specially aim at developing the skills of critical and creative thinking. Language teaching is one such area where open book examination could be quite fruitful. These are the objectives of OBE by Mohanan (1997).

- To improve the quality of education, by developing the student’s ability to think independently and creatively and the ability to process the information analytically.
- To remove fear and emotional block encountered by students during examination and to reduce examination tension and stress.
- To reduce rote memorization or to usual mugging in present examination.

- To increase the course content mastery.
- To increase the concentration power and to develop interest of the students for the subjects he/she studies.
- To enhance the creative thinking, imaginative power, critical thinking, comprehension and synthesizing skills.
- To make education a pleasurable activity and not a painful drudgery.
- To build new knowledge and to apply available knowledge to solve problems and make intellectual decision.

Open book examination consists of two components (i) Open Book Environment (OBEn) (ii) Open Book Testing (OBT). Open Book Testing requires an Open Book Environment without which there is no meaning in this system.

In an OBT the answer of any question will not be found directly from the book, the answers of OBT questions are supposed to be more subjective, answers of most of the students may be considered as right and the degree of righteousness of answers can be measured considering the most suitable logic behind the answer, answers would be more realistic in contrast to idealistic answers and questions in the OBT lead the answers towards decision making.

OBEn is one that helps the learner to do well in an OBT. Having an OBEn, the learner could be fearless or free from examination anxiety to appear an OBT. In an OBEn many method and strategies may be used, but there is a need of an atmosphere in the class and a spirit among the learners to have the answer of any questions may be from the text book or outside the text book. There are lots of misconceptions regarding the open book examination among students, teachers and parents.

1.10.0 MISCONCEPTIONS REGARDING OPEN BOOK EXAMINATION

There are many misconceptions about OBE like, there is no need to study in an OBE, one can easily score good marks in this examination, it could destroy good study habits of the learners, the answers of the questions in an OBE is easier than the answers of the questions in a traditional examination, in this examination one has to write answer directly copying it from the books, one can score higher percentage of

marks in OBE in comparison to traditional examination, no special practice/ coaching is required to appear at open book examination etc.

The term 'open book' itself signifies that there is no need to memorize anything from the book as one can use books for getting factual information in the examination. In the open book testing the nature of questions are entirely different in comparison to the traditional examination. Most of the questions in the open book testing are subjective, so there is no scope to consider an answer as right or wrong. As the open book testing measures the higher order thinking abilities of the students, a thorough practice is must for developing thinking ability. To do excel in the open book testing a long term practice is needed in a specific environment. In the present study, considering the nature of open book testing, an open book environment has been designed. In the following paragraphs the components of the open book environment has been mentioned.

1.11.0 COMPONENTS OF THE OPEN BOOK ENVIRONMENT

Considering the objectives of OBE and the nature of English teaching environment, following could be the components of OBEn in teaching English language in the classroom.

1.11.1 Use of technology and multimedia approach in teaching learning

Due to tremendous growth of technology and multimedia, varieties of teaching learning materials are now available in the web in the form of content related images, audios, cartoons, animations and videos. Proper use of technologies and multimedia resources in the classroom may help students to understand the contents in better and meaningful way and to create interest and attention among the students. It also helps the teacher to save time in the regular teaching learning process.

1.11.2 Giving enough freedom to the learners to manage their classes

Making learners autonomous and logical will make all their actions logical which in turn will make the class lively and realistic. It will help the class to be naturalistic.

1.11.3 Motivating learner to construct knowledge

In the classroom learning, motivation has been recognized as an important factor in the construction of knowledge. According to constructivist view of learning, students do not passively absorb information but, rather, meaningful learning involves the active creation and modification of knowledge structures (Carey, 1985). Hence, learning occurs only when the learners are actively involved in the construction and reorganization of concepts. Therefore, teacher has an important role to engage students in the process of knowledge construction.

1.11.4 Generating various questions in the learners mind

Questioning skill is an integral part of teaching. It plays a key role in the teaching learning from the last two centuries. Teacher primarily uses questioning skill to know whether students are learning the contents of the book or not and to observe whether they are paying attention to the class. Mere seeking information may not help students in constructing knowledge rather it would be meaningful learning, if students are provided with different real life and imaginary situations with the help of generating various questions in their mind. It could be possible with the help of brainstorming of the students with the help of cognitive questions. Brainstorming works by focusing on a problem, and then deliberately comes up with as many solutions as possible.

1.11.5 Helping students to have practice of meta-thinking

Meta thinking is the thinking over thinking in a binary fashion. It refers to a level of thinking that involves active control over the process of thinking that is used in learning situations. Open book examination is helpful to students in many ways, especially in developing higher order thinking skills, gaining in-depth understanding as well as broadening one's perspective (Ranjan, 2011).

1.11.6 Cooperative learning

Cooperative learning involves students working together in small groups to accomplish shared goals, their experiences, discuss their thinking and making argument against different opinions that help the students to have abstract thinking

with accepted social norms, social values, leadership, accepting others and making group decisions.

1.11.7 Emphasis on critical thinking

Robert Ennis (1985) defined critical thinking as thinking that is concerned with deciding what to believe or do. It facilitates the students with the ability of judgment. It is self-disciplined, self-directed, self-corrective and self-monitored thinking. It entails effective communication and problem-solving abilities. Therefore, critical thinking is linked in obvious ways with the development of understanding to live rationally, reasonably, empathically (NCF 005).

1.11.8 Hand on experiences

Learners engage in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values through hand on experiences like games, simulations, role plays, stories in classrooms etc.

1.11.9 Following dialogue

Ideas are presented to learners as open questions to be reflected on and integrated into the learner's own context (Vella, 2004). This approach is quite suitable in teaching and learning of language like English. Learners are directed to actively engage themselves with the content being learned rather than being dependent on the teacher for learning.

1.11.10 Sessions on decision making

Decision making is the very important task as it is the process of selecting the most apt idea from several choices. For building decision making skills among students, teacher has to teach students to pull together all ideas into a single position in real or artificial setting.

1.11.11 Cognitive mapping

Cognitive mapping is a type of mental processing composed of a series of psychological transformations by which an individual can acquire, code, store, recall and decode information about the relative locations and attributes of phenomena in their everyday or metaphorical spatial environment. For example,

when a list of words needs to be memorized the learner visualizes an object representing that word in one of the pre-memorized locations. To recall the list, the learner mentally ‘walks through’ the memorized locations, noticing the objects placed there during the memorization phase.

1.11.12 Assigning assignments

Assignments could be designed and given to students to reinforce what they have learned from the last chapters or unit. It helps the students to collect information to the related concept and deeper understanding of the concept as a whole. It increases the students’ wide range reading skill of related literature, writing ability using the collected information in a logical and organized manner. It also prepares them for upcoming lessons.

Using these components an open book environment may be developed in the classroom for teaching learning English language. In this environment one individual can acquire language skills and can be able to construct knowledge for preparing himself as a rational being. Education today aims at the creation of a rational being. A rational being does not merely possess an effective memory; he / she must be able to react to data. He / she must be active in seeking an understanding to problems (Lewis, 1983). Therefore, education should equip an individual with more sophisticated intellectual abilities and skills. Benjamin Bloom’s taxonomy may provide a useful frame of reference in this regard. While knowledge is fundamental in the hierarchy of skills, its acquisition is a basic skill made meaningful only by other higher order skills being brought to bear on it. An individual needs to develop and demonstrate his/her ability to understand, apply, analyse, synthesise and evaluate his/her knowledge base. These objectives of education are not cultivated in the present classroom teaching learning. Now, everything is done keeping view the examination pattern. It is the high time to shift gear to change the concept of evaluation. The following paragraphs describe an open book testing in different environments.

1.12.0 OPEN BOOK TESTING IN DIFFERENT ENVIRONMENTS

Open Book Testing could be done in different environments i.e. close book environment or traditional environment and open book environment (OBEn). It is doubtful for the student to do well in OBT without an OBEn. Many

research studies conducted on OBT and found to be effective in a traditional environment (without OBEn). It is the major research question of the researcher that whether OBT will be effective in a traditional environment?

1.12.1 CLOSE BOOK ENVIRONMENT

In close book environment or traditional environment, generally emphasis is given in the lower level thinking skills or rote learning and most of the Students' learning is based on the memorization. Questions asked in the traditional or close book examination are based on the lower cognitive level mainly limited to the knowledge level and understanding level.

1.12.2 OPEN BOOK ENVIRONMENT

In an open book environment least importance is given to the rote learning. In this environment certain thinking skills are practiced keeping in mind the main aims and objectives of English teaching. One of the most important components of the OBEn is the transaction of the content in the class by the teacher in such a way that it would help the students to enhance LSRW skills and to develop higher order thinking skills without compromising on the achievement in English through traditional close book examination. Hence, attempt was made by the researcher to have a balance between these two components. The difference between close book environment and open book environment is given below.

1.13.0 DIFFERENCE BETWEEN CLOSE BOOK AND OPEN BOOK ENVIRONMENT

On the basis of the nature and characteristics of the open book environment the following differences with close book environment can be drawn.

Close Book Environment	Open Book Environment
1. Teacher paraphrases the text, giving importance to some repetitive questions for memorization.	1. Teacher not only confined in the text book, he goes beyond it, giving importance to reflective type of questions based on the understanding of the students.

Close Book Environment	Open Book Environment
<p>2. Restrictive type of discipline is followed in the class room, little scope for asking questions, whatever students' perception regarding the text.</p> <p>3. Most of the students in the class room remain inactive and silent listener.</p> <p>4. In this environment importance is given for memorization.</p> <p>5. Little scope for practicing LSRW skills in the class room for all the students.</p> <p>6. This environment is not favourable to creative thinking and imagination.</p> <p>7. Class room is confined only in the subject matter of the given text.</p> <p>8. Evaluation process is full of stress, fear and anxiety.</p> <p>9. Sometimes evaluation process is blamed for copying.</p>	<p>2. More freedom is there to ask questions, to share their thinking, whatever students perceive of the text.</p> <p>3. Students are more active in this environment.</p> <p>4. In this environment importance is given for understanding and reflection rather than memorization.</p> <p>5. Wider scope for practicing LSRW skills in the class room for all the students.</p> <p>6. This environment fosters the creative thinking and imagination.</p> <p>7. Wider scope to relate knowledge with their lives outside the school.</p> <p>8. Evaluation process is less of stress, fear and anxiety.</p> <p>9. Evaluation process is free from copying.</p>

1.14.0 IMPORTANCE OF THINKING IN OPEN BOOK ENVIRONMENT

Developing the ability to think is one of the educational objectives in our school education. But now-a-days majority of our schools make minimal efforts to promote thinking skill among students. Education is not merely imparting of knowledge but infusing the ability to think effectively that is to communicate thoughts, to make relevant judgments and to discriminate among values (Meghani, 1999). Today, due to the advancement of the technology, multiple avenues are open to students to access information. Therefore, it is not the content that requires to be taught rather it is how

to think on the content, to explore and to interpret its newer application should be the focus of instruction (Patel, 2010). Concrete thinking, abstract thinking, critical thinking, reflective thinking, divergent thinking etc. are the various forms of thinking that have been identified and can be practiced in the classroom for enhancing cognitive ability of the students. In open book environment, it is needed to provide maximum opportunity to the students to exercise these thinking skills into practice. Proper questions may lead students to think. Thus, cognitive or reflective type of questions would play a central role in the learning process to stir the thinking ability of the students. Questions of higher order thinking from the Bloom's taxonomy of cognitive domain like application, analysis, synthesis and evaluation can help students to think. Hence, open book environment can help students to think differently and it can also help them to use English language as a medium to think.

1.15.0 ENGLISH TEACHING LEARNING AND OPEN BOOK EXAMINATION

English, being the communicative language the learners are not able to make use of it practically for their day to day needs. Many academicians have expressed the opinion that the curriculum revolves around the rote learning and the students are pressurized in reproducing the knowledge gained from the prescribed syllabi. Teaching as well as evaluating the English language skills (LSRW) is ignored to an alarming extent. Students are supposed to be tested through multiple formats - presentations, projects, public performances etc. Co-curricular activities like, debates, role-plays, group discussions, JAM (Just A Minute) sessions, ensure the exposure of the students' talents and lead to a better achievements in using the target language (Varalakshmi, 2013). "In India, we have traditionally followed a subject-based approach to organizing the curriculum, drawing on only the disciplines. This approach tends to present knowledge as 'packaged', usually in textbooks, along with associated rituals of examination to assess, knowledge acquisition and marks as a way of judging competence in that subject area" (NCF-2005). Unfortunately, biased evaluation system also devalues the standards English teaching and learning. If a student is thorough with five to ten years board examination question papers, he or she is sure to secure first class in the board examination (Varalakshmi, 2013). In open book examination, questions are application based and little or no chance for repetition. In an open book environment, for practicing such type of questions students are given

opportunity to speak, to write, to read, to listen, to think beyond the prescribed text, to relate their experience with the content, to enhance their imaginative power. The advanced technology brought many changes in the field of language teaching and learning process. Multimedia, the combination of various digital media types such as text, images, audio and video, has come into an integrated multi-sensory interactive application or presentation to convey information to the learners in the most effective manner. Therefore, in school, English teacher creates an atmosphere conducive to learning with limited distractions and maximum opportunity for learning English in a better way. Open book examination is entirely different from the traditional examination. In this examination question are asked from the higher order thinking ability of a candidate. There is no scope to write answer based on memorization, or copy from the book directly. In this system, the students have to develop the thorough understanding of the content and ability to think and integration of knowledge.

1.16.0 RATIONALE OF THE STUDY

Language is the most important aspect in human life that makes man different from other living beings. It provides a person a kind of identity. The language that is used by largest number of people and opens the window of the world information is English, has been the most important language of the world. It is called as the library language as a vast amount of world information and literature is available in English. It is considered as a communicative language in India. It is also considered as the language of trade and commerce and one of the mostly used web languages. As stated by NPE (1986) “Special need is to be paid in the study of English... world knowledge is growing at a tremendous pace and thus India must not keep this growth but should also make her own significant contribution to it”. Thus, English language has a great importance for the school students. The impact of the English at present is so much that the teaching learning of English language plays an important role in the society at large and school particularly.

In India, English is taught as a second language in majority of the schools. Students learn English at school level for more than seven years but even after learning English for such a long period, they are not able to develop their communicative skills in English. As stated by NCERT (1988), inspite of all the attempts to improve the efficiency in English at the national and state levels, there is a great deal that is wrong

with the teaching of English and the students who after years of being taught English language, are not able to understand, speak, read or write English. Now many state governments have introduced English subject from standard first which was formerly introduced from standard fifth. In India, we have traditionally followed a subject-based approach to organizing the curriculum, drawing on only the disciplines. This approach tends to present knowledge as ‘packaged’, usually in textbooks, along with associated rituals of examination to assess, knowledge acquisition and marks as a way of judging competence in that subject area” (NCF-2005). The same is also applicable for the language subjects like English. Hence, Teaching has now largely become examination-oriented. Education is for examination and not the vice versa. It is today, the system of examination that precisely sets the tone of teaching in classrooms how much and in what way a particular topic is important from the examination standpoint. The fact is that at the end of an academic session students must succeed in an examination, too often has an undesirable influence on teaching. The teachers are always having their eyes on the examination. Therefore their teaching is likely to be more in the nature of coaching students for a pass than building up his mind. Traditional examination or closed book examination tests how much information the students have been able to store in their minds. In order to cope with this demand, students memorize the information in class notes and textbooks, and transfer it to answer script during the examination. In this type of examination success depends on the quantity of information memorized, and the efficiency with which it is reproduced. Due to the nature of the present examination system, present classroom environment treats teaching as ‘dissemination of knowledge’. The teacher’s role is viewed as facilitating the transfer of information from textbook to the students’ minds. In this environment, what the students is expected to do is to understand this information, retain it and retrieve it during the final examination. It is the high time to change the perception of the present examination system.

English is a skill-based subject. In language teaching, skills are to be developed spirally, i.e., one skill is the base of the next skill. In such a situation, a textbook is to be used only as a medium or means to develop skills and not an end in itself, i.e., in language evaluation, knowledge of the content of the book is not important. What is important- whether the student has developed the abilities of listening, speaking, reading and writing? Keeping in view the nature of the English language, the

researcher took the present study to enhance the process of English teaching-learning in an Open Book Environment. Standard VIII is the crucial stage for the students because in this stage intellectual development, abstract thinking, other mental capabilities develop in a certain level, their mind is full of questions, and thirst for gaining knowledge. This stage is the threshold for entering in higher level. Keeping all these in mind the researcher selected standard VIII for this study. An attempt was taken to develop the LSRW skills of standard VIII students by providing them an environment where they can think freely and can express themselves in an English atmosphere.

1.17.0 STATEMENT OF THE PROBLEM

Effectiveness of Open Book Examination in English for Standard VIII in Different Environments

1.18.0 OBJECTIVES OF THE STUDY

The present research was conducted with the help of the following objectives

1. To design and develop an Open Book Environment (OBEn) for standard VIII students in teaching English.
2. To implement the developed Open Book Environment (OBEn) for standard VIII students in teaching English.
3. To study the effectiveness of the Open Book Testing (OBT) in a traditional close book environment in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
4. To study the effectiveness of the Open Book Testing (OBT) in an Open Book Environment (OBEn) in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
5. To study the effectiveness of the Open Book Environment (OBEn) in a Close Book Testing (CBT) in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.

6. To study the effectiveness of the Open Book Environment (OBEn) in an Open Book Testing (OBT) in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
7. To study the effectiveness of the Open Book Examination in terms of the reaction of Students.

1.19.0 HYPOTHESIS OF THE STUDY

Following null hypothesis were formulated and tested at 0.01 level of significance.

- H₀₁** There will be no significant difference in the mean scores of content knowledge in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₂** There will be no significant difference in the mean scores of logic in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₃** There will be no significant difference in the mean scores of divergent thinking in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₄** There will be no significant difference in the mean scores of comprehension in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₅** There will be no significant difference in the mean scores of overall achievement in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₆** There will be no significant difference in the mean scores of content knowledge in English of groups studied in OBEn but examined through CBT and OBT.
- H₀₇** There will be no significant difference in the mean scores of logic in English of groups studied in OBEn but examined through CBT and OBT.

- H₀8** There will be no significant difference in the mean scores of divergent thinking in English of groups studied in OBEn but examined through CBT and OBT.
- H₀9** There will be no significant difference in the mean scores of comprehension in English of groups studied in OBEn but examined through CBT and OBT.
- H₀10** There will be no significant difference in the mean scores of overall achievement in English of groups studied in OBEn but examined through CBT and OBT.
- H₀11** There will be no significant difference in the mean score of content knowledge in English examined through CBT of the groups studied with and without OBEn.
- H₀12** There will be no significant difference in the mean score of logic in English examined through CBT of the groups studied with and without OBEn.
- H₀13** There will be no significant difference in the mean score of divergent thinking in English examined through CBT of the groups studied with and without OBEn.
- H₀14** There will be no significant difference in the mean score of comprehension in English examined through CBT of the groups studied with and without OBEn.
- H₀15** There will be no significant difference in the mean score of overall achievement in English examined through CBT of the groups studied with and without OBEn.
- H₀16** There will be no significant difference in the mean score of content knowledge in English examined through OBT of the groups studied with and without OBEn.
- H₀17** There will be no significant difference in the mean score of logic in English examined through OBT of the groups studied with and without OBEn.

H₀18 There will be no significant difference in the mean score of divergent thinking in English examined through OBT of the groups studied with and without OBEn.

H₀19 There will be no significant difference in the mean score of comprehension in English examined through OBT of the groups studied with and without OBEn.

H₀20 There will be no significant difference in the mean score of overall achievement in English examined through OBT of the groups studied with and without OBEn.

1.20.0 OPERATIONAL DEFINITION OF THE TERMS USED

- 1. Effectiveness:** Effectiveness is the significant difference in the post test scores of the experiment and control group in a specific component.
- 2. Effectiveness in terms of reaction:** Effectiveness in terms of reaction is the overall positive reaction (more than or equal to Intensity Index of 4) of the students towards OBEn and OBT in a Likert type 5 point reaction scale developed by the research.
- 3. Intelligence:** Intelligence is the score secured by a student in the Raven's Standard Progressive Matrices (SPM).
- 4. Content Knowledge:** It is the sum total of the score in English related to the ability of a student considering the right and appropriate use and application of learnt material or content of the subject.
- 5. Logic:** It is the sum total of the score in English related to the cognitive ability of a student to reproduce the answer of a question in a comprehensive manner according to strict principles of validity to make it easy through argument, deductive reasoning and reliable inference.
- 6. Divergent Thinking:** It is the sum total of the score in English related to the cognitive ability of a student to create the answer of a question in an innovative and non-traditional way using the content knowledge and logic.

7. **Comprehension:** It is the sum total of the score in English related to the act or action of appreciation, apprehension, perception, percipience, thorough understanding and grasping with the intellect and comprising.
8. **Overall Achievement:** It is the sum total of the score in English related to the ability or capability of the students to reproduce the answers of a question correctly.

1.21.0 DEFINITION OF THE TERMS USED

1. **Open Book Examination (OBE):** In the present study Open Book Examination consists of Open Book Environment (OBEn) and Open Book Testing (OBT).
2. **Close Book Testing (CBT):** Close Book Testing refers to the traditional testing in which examinees are strictly prohibited to use any kind of teaching learning material.
3. **Open Book Testing (OBT):** Open Book Testing is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while writing answers.
4. **Open Book Environment (OBEn):** Open Book Environment is an environment of teaching and learning that facilitates the students to face Open Book Testing (OBT).

1.22.0 DELIMITATION OF THE STUDY

The present study is delimited to the English medium schools following CBSE curriculum in the state of Gujarat.

1.23.0 ORGANISATION OF CHAPTERS

The present study is reported in five chapters. Details regarding the chapters have been presented below

Chapter I: Chapter I is entitled as ‘Introduction’. This chapter deals with the conceptual framework of the present study including importance of English, importance of English in Indian education, aims and objectives of teaching English,

present scenario of teaching English in India, challenges in English teaching learning, needed environment in English teaching, open book examination, meaning of open book examination, misconception regarding open book examination, components of the open book environment, open book testing in different environments, difference between close book and open book environment, importance of thinking in open book environment, English teaching learning and open book examination, rationale of the study, Statement of the Problem, objective of the study, hypothesis of the study, operational definition of the terms used, definition of the terms used, delimitation of the study and organization of chapters.

Chapter II: Chapter II is entitled as ‘Review of Related Literature’. This chapter provides the overview of the related research works done in the area of critical thinking, teaching of English and open book examination along with the implication of the review of related literature of the present study.

Chapter III: Chapter III is entitled as ‘Methodology’. This chapter deals with the methodological procedures used in the present study including the major points like, design of the study, population, sample, procedure of sample selection, tools for data collection, development of open book environment, implementation of open book environment and procedure of data analysis techniques used in the present study.

Chapter IV: Chapter IV presents the findings of the study through analysis and interpretation of the collected data. This chapter includes effectiveness of open book testing in a traditional environment, effectiveness of open book testing in an open book environment, effectiveness of open book environment in a close book testing, effectiveness of open book environment in an open book testing, effectiveness of open book examination in terms of the reaction of students, findings of the study, discussion and conclusion.

Chapter V: Chapter VI is entitled as ‘Summary’. This chapter deals with the summary of the whole study, major findings of the study, implication of the present study and suggestions for further study. This chapter is followed by bibliography and appendices.