

CHAPTER – 1

INTRODUCTION AND CONCEPTUAL FRAMEWORK

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1.1. INTRODUCTION

Language is an essential part of human life. As man is a social being, he possesses innate language skills to communicate and build a strong social connection with one another. The word ‘language’ has a meaning. The Oxford Advanced Learners’ Dictionary (1989) defines language as ‘System of sounds, words, patterns, etc. used by humans to communicate thoughts and feelings.’

Language is created by man for his social needs. Man requires language for his growth and development in the society. Language is a very difficult and versatile system used to communicate our thoughts desires and experiences to other persons. Even though we use gestures, signs, drawings, sculptures etc, these are not affable enough to replace language.

Language and human culture are closely related and the one is essential to the other. As man gives more attention towards the study of his culture, he should make effort to work out a comprehensive examination of the means of communication which is essential to his society. Language and society are constantly developing and are subject to undergo growth and change like any living organism.

1.2. Defining Language

The uses of the word language are so varied that any attempt at definition may pose some problems. However, one of the best definitions of language can be in the words of Sapir (1921): *“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. These symbols are in the first instance auditory and they are produced by the so-called organs of speech”*.

The implication and value of this statement lie in its emphasis on language as a specifically common attribute, capable of expressing ideas and emotions as well as the other fundamental

desires which man may have in common with other animals. The statement stresses that language operates as a system of symbols of which the spoken form is of primary importance.

1.3. Language Systems

Language is a kind of code and so rests on an essentially arbitrary relationship of symbol and concept. We use language to communicate our thoughts, feelings, ideas, etc. When we use language to communicate, language then becomes a series of sounds, usually strung together in groups which convey meaning to listeners. Then language becomes a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact. Every language operates within its system, that is, within its own recurring patterns of arrangements which are meaningful to its speaker. A system is a group of related parts working together. Language has various systems within it and they are systems by themselves. In the system of sounds, known as the phonological system, the sounds which are used to form words, which in turn are used in speech utterances, are always arranged in particular ways or designs which convey the same meaning to all speakers of the language. Language is a highly organized system in which each unit plays an important part which is related to other parts. English language has three systems. They are:

- i) the system of sounds, in other words phonology,
- ii) the system of word order, in other words, syntax and
- iii) the system of meaning, in other words, semantics. (Venkateshwaran, 1999).

1.4. Language Acquisition Terms:

Native Language (NL): The first language that a child learns is known as native language. The other synonymous words used are ‘the primary language’, ‘the mother tongue’, or ‘the L1 (the first language)’. It is the language that the child is initiated into right from birth itself.

Second Language Acquisition (SLA): Once the native language is learnt, the process of learning another language is known as second language acquisition. It is also known as L2. According to Gass and Selinker (2008) second language acquisition “generally refers to learning of a nonnative language in the environment in which that language is spoken (e.g. German speakers

learning Japanese in Japan or Punjabi speakers learning English in the United Kingdom).” It is not essential that it has to take place in a classroom setting.

Foreign Language Learning (FL): Second language and Foreign language learning are sometimes spoken in the same breath. But it is different in the sense that foreign language learning as Gass and Selinker (2008) say “ refers to the learning of a nonnative language in the environment of one’s native language (e.g. French speakers learning English in France or Spanish speakers learning French in Spain, Argentina, or Mexico).”

1.5. The Primacy of English Language

Among the languages spoken in different countries of the world English has an important role in meeting the communicational needs of people. Now English has become a language of opportunity and advancement than ever before.

English has been given the status of official language by the U.N.O. F.G. French’s (1972) point of view is quite fitting: “No language ancient or modern can be compared with English in the number of geographical distributions of the homes, factories and offices in which the language is spoken, written or read”. English serves as a bridge between countries as they depend on one another in political, social, economical and cultural matters. Here, again, English serves as an important link language.

The Secondary Education Commission, 1952-53 throws light on the importance of English: “Our youth should acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, study of English is bound to play an important part...”. The Chief Ministers’ Conference, 1961, concluded, “English should be taught along with Hindi in order to get outside affairs for All India Services, for engineering, medical and forests departments”. Later National Policies on Education (1968, 1979, 1986 and 1992) have stressed the importance and the need to study the English language.

Having the importance of English in mind, a rightful place should be assigned to this language in the school curriculum. However, the trend is very disturbing that standards of teaching and learning English have definitely fallen in the country. “There are problems of systemic feasibility and preparedness, for example, finding the required number of competent teachers in the

country” (NCERT, 2009). In the same vein “A limiting factor for providing sustained classroom discourse for comprehensible input is the teacher’s own limited language proficiency for a dismal picture of the preparedness of teachers of English at Class I” (Krishna and Pandit 2003). It is of utmost importance that innovative methods of teaching the language are implemented to raise the standard of teaching English in the country. This also implies that studies should be undertaken to understand the different systems of education and their impact on the linguistic abilities of students. (Meenu and Nandita, 2001).

1.2.1. Difference Between: Approach, Method and Technique

It is imperative to understand and be clear with some of the terms in language teaching like Approach, Method and Technique and so the researcher intends to shed light on them. Together with these, the two main approaches namely the Structural Approach and Communicative Approach in the teaching of English as a foreign/second language will be dealt with at length.

One of the best definitions for the trio of terms is given by Edward M. Anthony (1963). He says, “I view an approach-any approach- as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith-something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it...”.

He defined method thus, “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods”.

Lastly he defines technique as, “A technique is implementational-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore, in harmony with an approach as well. Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problem can be tackled equally successfully by the use of different techniques”. (Harold and Russell, 1973).

1.2.2. Approaches to English Language Teaching: A Historical Perspective

Teaching methods of language and studies on languages have long history. Different methods are used to teach languages. The selection of a suitable method to teach a foreign language depends on various factors like individual abilities, learning styles, age of the learner and the type of demand for learning a language etc. So it is imperative that different methods have to be introduced to teach a foreign language.

Historical Background to Grammar Translation Method

Though Latin was the main language in the Western World before five hundred years, it was relegated to a subsidiary subject in schools due to the political changes in Europe in the 16th century. Other languages like French, Italian and English became the focal language in spoken and written communication, but Latin and an analysis of its grammar became the model for learning a foreign language from the 16th to 19th century. Memorising the grammatical rules, translation and use of two language texts in constructing simple sentences were the methods followed for teaching grammar.

Characteristics of Grammar Translation Method

1. “The 1st language is maintained as the reference system in the acquisition of the second language” (Stern 1983: 455).
2. Main focus on reading and writing and less or no concentration on speaking and listening.
3. Words and their meanings are taught through reading text and grammar rules are taught with translation.
4. Accuracy is emphasized as the students are expected to achieve mastery in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Howatt 1984: 132).
5. Grammar is taught using the deductive method i.e. grammar rules are explained first in mother tongue and the examples of the rule.
6. Native language of the learner is used as the medium of teaching.

Drawbacks

The following were the drawbacks of Grammar Translation method: It was wearisome to memorise too many grammar rules and vocabulary. It lacked scientific theory. It has the wrong idea that by learning the rules of grammar one learns to speak. More emphasis was placed on bilingual method.

1.2.3. ‘Reform Movement’

Language specialists like F.C. Marcel, T. Prendergast and F. Gouin advocated the alternative approaches to language teaching like: The importance of meaning in learning, child language learning as a model for language teaching, use of contextual and situational cues for speaking, cue of gestures and actions in a context to convey the meanings of utterances. These approaches laid the foundations for the development of new ways of teaching languages, which is known as the Reform Movement.

The *General Principles* laid down by reformist like Victor, Sweet and others are:

Language is primarily spoken and this should be reflected in an oral-based methodology. Learners should hear the language first before they see it in the written form. Language should be practiced in meaningful contexts. Grammar should be taught inductively. They advocated the rejection of translation, occasional uses of mother tongue to explain new words or check comprehension.

A Principled approach to teach language has been laid by this and the reformers tried to give same importance to language teaching as the first language acquisition. This resulted in the formation of ‘natural method’ of language teaching and later came to be known as the direct method.

According to the advocates of Natural method, if meaning was expressed directly through demonstration or action then a foreign language could be taught without translation or use of mother tongue. The recommenders of Direct Method also express the same idea. According to them the medium of instruction should be the target language and communication skills were developed through carefully formed and asked questions and answers from the teachers and students.

Teachers should have native like fluency which is not possible for all. Direct Method provided a platform for Oral Approach or Situational Language Teaching which was developed by linguists Harold Palmer and A.S. Hornby that involved systematic principles of:

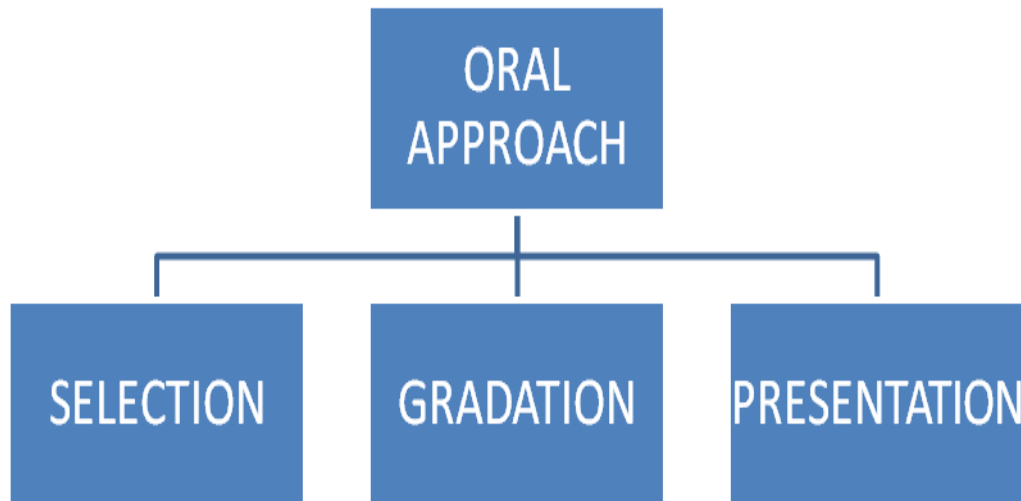


Figure: 1.1

Selection would mean that of lexical and grammar content. Gradation meaning organization and sequencing of content and Presentation that is, techniques for presentation and practice of items.

Teach a practical command of the four basic skills of language (LSRW) was the objective of Situational Language Teaching. But here also correctness was stressed in pronunciation as well as in grammar. As a result, 'Structural Syllabus' was introduced which consisted of a list of basic structures and sentences pattern of the English. This method was in use till late 1960's.

Drawbacks: There were confusions related to the view of language, language learning and language teaching like: this approach can become hopeless in the hands of unimaginative teachers. Strict selection and grading of format led to insipid and uninteresting content in the text books. There can be negligence to any type of study activity such as reading, writing and vocabulary. The Structural Approach tells the teacher about the layout of the language but very little about practical teaching. Teachers need a lot of help in this respect and there are questions regarding the capacity of a child to understand meanings of all words, phrases and sentences if it is not taught in his mother tongue.

1.2.4. STRUCTURAL APPROACH

The 20th century opened the doors for communicational needs with others in a foreign language. This new found emphasis given to learning a foreign language led to a new approach of language teaching. And so the coining of the term ‘aural-oral approach’, ‘aural-linguistic approach’ or ‘structural approach’ came into vogue.

In the Structural Approach, the emphasis is on “the arrangement of words in such a way as to form a suitable pattern”. Foreign language is learned effectively is the claim made by the proponents of Structural approach. Emphasis was given on the mastery of structures than on the acquisition of vocabulary. Structural approach to teaching of English contended with teaching the basic structures of English to the students. Structures constitute meaningful words used in a particular order to convey their meanings. They are tools of a language. They do not need a grammatical background, whereas sentences are grammatical order of words. A sentence pattern stands out as a model for a sentence which will be of the same shape and construction although made up of different words. If we take a model sentence: He is a doctor. Many more similar sentences can be formed using a similar model like: He is a pilot, He is a tailor et al.

Basic Principles of Structural Approach

F.G. French (1954) in his book ‘The teaching of English Abroad’ has given the following principles of Structural Approach:

1. Speech is emphasised: The importance of speech as the necessary means of fixing firmly all ground work.
2. Forming language habit: The importance of forming language habit, particularly the habit of arranging words in English standard sentence patterns to replace the sentence patterns of the pupils own language.
3. Students’ Activity: The importance of the students’ activity rather than the activity of the teacher.

The Objectives of Structural Approach

According to Menon and Patel (1957) the following are the objectives of Structural Approach:

1. To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
2. To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.
3. To correlate the teaching of Grammar and Composition with the reading lessons.
4. To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order named.
5. To lay proper emphasis on the aural-oral approach, active methods and condemnation of formal grammar for its own sake.

1.2.5. COMMUNICATIVE APPROACH

Language is a means of communication. But knowledge of linguistic forms of the language use and knowledge of when how and whom it is suitable to use needs to be known when language is used as a means of communication. Therefore, in order to make fruitful communication, language users should require knowledge of social meaning of the linguistic forms and their functions. The user is said to have 'Linguistic Competence' if he has only the knowledge of language rules and forms. And he is said to have 'Communicative Competence', if he also has the knowledge that enables him to communicate functionally and interactively.

1.2.5.1. Communicative Competence

The term communicative competence has now become a common word in second language teaching. It is that quality of our competence that helps us to exchange and understand and bring about meaning to each other within specific circumstances. Studies have shown that 'Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved' (Savignon 1983). It is an interpersonal concept that can only be evaluated by means of the open performance of two or more individuals in the process of bringing about

meaning through discussion. It is the ability to use grammatical rules of language to construct grammatically correct sentences and the correct usage of these sentences. Communicative competence consists of (a) knowledge of grammar and words and meanings of language (b) knowledge of 'rules of speaking' (c) knowing correct usage and response to different types of speech acts like requests, apologies, gratitude etc. and (d) knowing the appropriate use of language.

Communicative competence would therefore include (a) grammatical competence (b) discourse competence (c) strategic competence and (d) socio-linguistic competence.

Grammatical or linguistic competence is the communicative knowledge of grammar and vocabulary. Discourse competence refers to the interpretation of individual message elements in terms of (a) the context, (b) relation in which the discourse takes place and (c) the interconnectedness of these elements. Strategic competence refers to strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication. Socio-linguistic competence refers to an understanding of the social context in which communication takes place and of the role relationships of the participants.

Communicative Approach to language teaching aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic competence would mean to perform the different kinds of functions.

1.2.5.2. Communicative Language Functions

Halliday (1970) illustrates seven functions of communicative language. They are:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behaviour of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and to discover.
6. The imaginative function: using language to create a world of imagination.
7. The representational function: using language to communicate.

1.2.5.3. Communicative Language Teaching

Richards (1986) says that communicative language teaching looks at language as a system for the expression of meaning using functions and notions; the primary function of language is interaction and communication; the structure of a language is not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Communicative language teaching is an approach that focuses on all the components of the communicative competence of the learner and is not restricted to grammatical or linguistic competence. In this approach, 'form' is not primary, but 'functions' are primary. It holds the view that 'function' is the framework through which 'forms' are taught.

Accuracy is secondary to conveying a message. Fluency is more important than accuracy. It emphasises on the student's 'use' of the language in the classroom more than their possessing mere knowledge of the language.

Communicative Approach to language teaching is not a methodology by itself. There are distinct methods which fall broadly into this approach. They are (a) the silent way-developed by Gattegno (b) Community language learning-developed by Curran (c) Suggestopaedia-developed by Lozanov (d) The total physical response-developed by Asher and (e) The Natural Method or Approach-developed by Krashen (Venkateshwaran, 1999).

(a) *The Silent Way*: This method of language teaching was devised by Caleb Gattegno. His name is famous in his revival of interest in the use of coloured wooden sticks called Cuisenaire rods and for his series Words in Colours. It is an approach to the teaching of initial reading in which sounds are coded by specific colours. It represents Gattegno's venture into the field of foreign language teaching. It works on the premise that the teacher should be silent to a great extent in the classroom and the learners need to be encouraged to produce as much language as possible. Broadly speaking, the learning hypotheses underlying Gattegno's work are:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.

3. Learning is facilitated by problem solving involving the material to be learned. (Richards and Rodgers 1986, pg. 97)

(b) Community Language Learning: Charles A. Curran and his associates developed the method known as Community Language Learning (CLL). Curran was a professor of psychology and counselor at Loyola University, Chicago. He used psychological counseling techniques to learning and teaching languages. CLL draws its primary insight from Rogerian counseling namely one individual (the counselor) assuming “insofar as he is able the internal frame of reference (of the client), perceiving the world as that person sees it and communicating something of the empathetic understanding” (Rogers 1951). In simple terms counseling means a person who gives advice, assistance and support to a person having a problem. CLL uses this counseling metaphor to explain the roles of the teacher (the counselor) and learners (the clients) in the language classroom. Very little is written about this theory of language learning by Curran but it has been explained in length by his student La Forge (1983).

CLL lays emphasis on a holistic approach to language learning as “true” human learning is both cognitive and affective. This type of learning takes place in a communicative situation involving the teachers and learners in “an interaction...in which both experience a sense of their own wholeness” (Curran 1972:90). The acronym SARD (Curran 1976:6) is a group of ideas that deals with the psychological requirements for successful learning. S is for security. A means attention and aggression. R involves retention and reflection. D stands for discrimination. (Richards and Rodgers 1986, Pg. 118).

(c) Suggestopedia: Georgi Lozanov, the Bulgarian psychiatrist-educator is the one who propounded the method called Suggestopedia. In Lozanov’s words it is a “science...concerned with the systematic study of the nonrational and/or nonconscious influences” that human beings are constantly responding to (Stevick 1976: 42). Some of the most visible features of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. It claims “There is no sector of public life where suggestology would not be useful” (Lozanov 1978: 2). Its theory deals with the manipulation of attentiveness to increase learning and recall. Music and musical rhythm are central to its learning.

The aim of Suggestopedia is to deliver advanced conversational proficiency quickly. It bases its learning claims on student's ability to master very high lists of vocabulary pairs and set goals to that effect. Lozanov stresses that increased memory power is not an isolated skill but is a result of "positive, comprehensive stimulation of personality" (Lozanov 1978: 253). He further states "The main aim of teaching is not memorization, but the understanding and creative solution of problems" (1978: 251).

The direct support materials would mainly include text and tape and the indirect support materials would constitute classroom fixtures and music. The role of the teacher is to create for the learners situations that are most suggestible and then present linguistic material which will help to encourage positive reception and retention by the learner in the following manner:

1. Show absolute confidence in the method.
2. Display fastidious conduct in manners and dress.
3. Organize properly and strictly observe the initial stages of the teaching process- this includes choice and play of music, as well as punctuality.
4. Maintain a solemn attitude towards the session.
5. Give tests and respond tactfully to poor papers (if any).
6. Stress global rather than analytical attitudes towards material.
7. Maintain a modest enthusiasm. (Lozanov 1978: 275-6)

(d) Total Physical Response: was propagated by James Asher, a professor of psychology at San Jose State University, California. Total Physical Response (TPR) is a method to develop language teaching which revolves round the coordination of speech and action. Through physical (motor) activity, it tries to teach language. It borrows from various traditions which includes developmental psychology, learning theory, humanistic pedagogy and also on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.

Total Physical Response is connected with "trace theory" of memory in psychology (e.g., Katona 1940), which believes that the more often or the more intensively a memory connection is traced,

the memory association will get stronger leading to better recall ability. Asher believes that to successfully acquire adult second language learning, the child's first language acquisition process could be imitated. According to him, the speech used in speaking with children consists primarily of commands which children respond to physically before giving verbal responses. He is of the opinion that the same processes could be replicated by the adults by which children acquire their mother tongue.

Asher's TPR classroom drills are based on structuralist or grammar-based views of language whereby he says that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of imperative by the instructor" (Asher 1977: 4). According to him, there are a number of things that facilitates or inhibits foreign language learning. In his learning theory he enunciates three rather influential learning hypotheses:

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left-and right-brain hemispheres.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning. (Richards and Rodgers 1986, pg.89)

(e) *The Natural Approach:* Tracy Terrell was the one who advocated "a proposal for a 'new' philosophy of language teaching called the Natural Approach" (Terrell 1977; 1982: 121). An attempt was made to develop a language teaching proposal that incorporated the "naturalistic" principles in the studies of second language acquisition initiated by researchers. Terrell's experiences in teaching Spanish lead him towards formulating the Natural Approach. His association with Stephen Krashen, an applied linguist at the University of Southern California helped in developing a theoretical rationale for the Natural Approach.

The Natural Approach "is similar to other communicative approaches being developed today" (Krashen and Terrell 1983: 17). For them communication is the primary function of language. They give five hypotheses for language teaching:

1. As much comprehensible input as possible must be presented.
2. Whatever helps comprehension is important. Visual aids are useful, as is exposure to a wide range of vocabulary rather than study of syntactic structure.
3. The focus in the classroom should be on listening and reading; speaking should be allowed to “emerge”.
4. In order to lower the affective filter, student work should centre on meaningful communication rather than on form; input should be interesting and so contribute to a relaxed classroom atmosphere. (Richards and Rodgers 1986, pg.134)

1.2.5.4. Procedures in Communicative Language Teaching while presenting a language function

There are certain procedures that need to be followed in communicative language teaching while presenting a language function. Finnochiaro and Brumfit (1983) have laid down the following procedures:

1. The teacher presents a brief dialogue or several mini dialogues preceded by a motivation and a discussion of the function and situation-people, roles, setting, topic and the informality or formality of the language which the function and situation demand.
2. He allows oral practice of each utterance of the dialogue either in chorus, in groups or individually. The oral practice is preceded by the teacher model.
3. He sets questions based on the dialogue practiced and elicits answers.
4. He sets questions on the students' personal experiences. He takes care that the experience centres around the dialogue theme.
5. He reads one of the basic communicative expressions in the dialogue or one of the structures which illustrates or exemplifies the function.
6. He gives a few more examples of the function, using pictures, real objects or dramatization to clarify the meaning of the function.
7. He helps the learners to discover the rules underlying the functional expression or structure-its forms in speech and writing.

8. He makes the pupils recognize and interpret the utterances. In other words, he gives activities that would encourage and recognize the function and interpret it.
9. He gives a few more oral production activities, thus he proceeds from guided to freer communication activities.
10. He makes the pupils copy the dialogue if they are not in the text.
11. He provides samples of written homework.
12. He evaluates the function learnt orally.

Communicative language teaching is task based. This means the role of the teacher is that of a facilitator. He is a manager of the classroom and is the one who creates situations that are likely to promote communication. During these activities he acts as an advisor, answering students' questions and monitoring their performance. 'At other times he might be a 'co-communicator' (Littlewood 1981) Communicative language teaching thus becomes a learner centred approach and stands apart from the other teacher centred methods, like the Direct method, the Audio-lingual method and the Grammar Translation method. The learners get actively engaged in the process of learning.

The students' mother tongue has no particular role in this approach. The teacher and the students as well, use the target language during communicative activities. However, there are a few techniques that the approach will associate itself with:

1. The use of authentic materials,
2. Language games,
3. Role-play,
4. Picture strip story- as a problem solving communicative tasks. (Venkateshwaran, 1999).

1.3.1. Eclectic Approach To Language Teaching: Considering the above mentioned discussions on Second or Foreign language teaching and learning, the history of language learning has thrown up umpteen approaches, methods and techniques. Each of them has contributed to the uniqueness and new ways of teaching and learning of language. To ask, which is the best approach or method, is an irrelevant question as most linguists would vouch for. To

quote Richards and Rodgers (1986) wherein they state that a study begun in 1923 on the state of foreign language teaching concluded that “no single method could guarantee successful results.” Rivers (1983) states “there is no single pedagogical answer, only the answers of many individuals. Language teachers must learn humility. They will have to abandon the authoritarian approach of “designing the program to meet their students’ needs” as they see them, in favor of discovering first how the students perceive their needs, and then considering what contribution they can make, as teachers and course designers, to meeting these needs. We must stop thinking we know and start finding out.”

The following considerations have to be taken into account for language learning namely the ‘who’ of the language learners, age, minority culture, visitors or intending to stay, refugees, literate in their own language, learning a foreign language or a second language, learning the language for everyday intercourse, for educational experience, for reasons of ethnic curiosity or attachment, in order to interact with a coexistent community, to fulfill school or college requirements, as a tool for study purposes, as an additional skill to enhance a professional career, just for curiosity or love of language, because of personal relationship, because of travel for pleasure or business, as a necessity for research, et al. If these are the possible motivations, “each indicating a somewhat different orientation to the learning task” it is impossible “to think in terms of one approach and one prototype set of courses in the curriculum” Rivers (1983).

To corroborate Rivers view point of teaching a Second or Foreign language, Tarone and Yule (1989) have similar things to say “the source of dissatisfaction among language teachers is their own intuitive awareness that there is not one fixed methodology which will work with all students, and that there is no one set of materials which will guarantee successful learning for all. Indeed, perhaps the most frustrating experience for many novice teachers on entering the language teaching profession is the discovery that there simply isn’t a prescribed set of procedures which they will learn and then implement in the classroom. What the novices have to learn is that there exists a wide range of alternatives, both in teaching methods and in types of materials, and that the way to make their own lessons work effectively with their own particular students is to develop the ability to select from those alternatives (or even create novel approaches) in accordance with what they perceive to be their students’ needs.”

To develop a curriculum, one requires needs analysis, development of goals and objectives, selection of teaching and learning activities, and evaluation of the outcomes of the language program. When we talk in terms of 'Needs Analysis', it would mean identifying general and specific language needs that can be addressed in developing goals, objectives, and content in a language program. With regard to 'Formulation of Objectives', it can be obtained from information from need analysis which is then used to develop, select, or revise program objectives. Objectives elaborate the goals of the language program. The level and kind of language proficiency the learner will attain in the program (if the program is successful) can be identified through the objective. 'Selection of Teaching and Learning Activities' is a stage in language curriculum development wherein the "teachers and program developers first select different kinds of tasks, activities, and learning experiences, the effectiveness of which they then test in meeting program goals". This is known as 'methodology in language teaching'. "It involves experimentation, informed by the current state of the art in second language learning theory, and research into the teaching and learning of reading, writing, listening, speaking". 'Evaluation' would mean the procedures used to gather data "on the dynamics, effectiveness, acceptability, and efficiency of a language program for the purpose of decision making." Richards and Rodgers (1986).

The word eclectic means deriving ideas or style from a wide range of sources. Looking into the perceived language needs of the learners and as a result of a greater sense of individualism among teachers who do not accept to follow one single methodology, take the route of "picking and choosing some procedures from one methodology, some techniques from another, and some exercise formats from yet another" Tarone and Yule (1989). They view that "eclecticism has at times been criticized, particularly by advocates of one methodology or another, as resulting in a hodgepodge of conflicting classroom activities assembled on whim rather than upon any principled basis".

The point to be noted is that effective eclecticism is not achieved without effort nor is it based on ignorance. The responsibility lies in the hands of the "individual teacher's ability to choose appropriate procedures and materials according to some principle or some set of principles." This choice will be based on the learner's needs and not based on a 'global theory'. It has to evolve "from an investigation of the highly localized situation of the teacher's classroom". The

philosophy behind this approach involves “local solutions to local problems and has to remain sufficiently flexible to allow recognition of a great deal of variation in the nature of the language experience” Tarone and Yule (1989).

Richards and Rodgers (1986) talk about ‘informed eclecticism’. What they mean is that “When a close degree of fit between method and program objectives is lacking, a choice can be made through “informed eclecticism”. They say that “Most language teaching programs operate from a basis of informed eclecticism rather than by attempting to rigidly implement a specific method”.

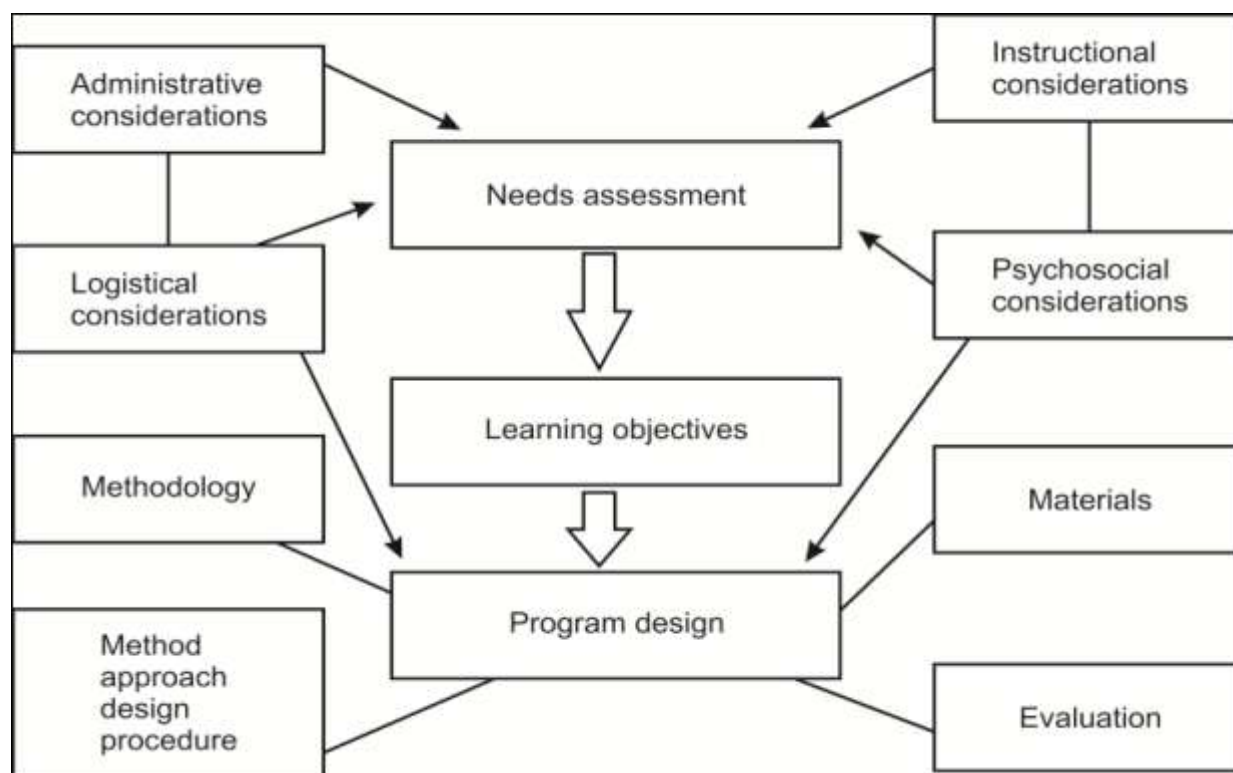


Figure : 1.2. Richards and Rodgers (1986)

1.4.1. PSYCHOLOGY OF LEARNING ENGLISH AS A FOREIGN LANGUAGE

Jesa (2005) says that the psychology of foreign language learning has been developed as a scientific discipline to contribute to language learning. Its task is to investigate the process and factors relevant for learning, teaching and use of foreign language in social activities and draw

up scientific principles. Second language learning especially school imparted skills and school based learning requires cognitive and emotional adjustment as depicted in figure 1.5.

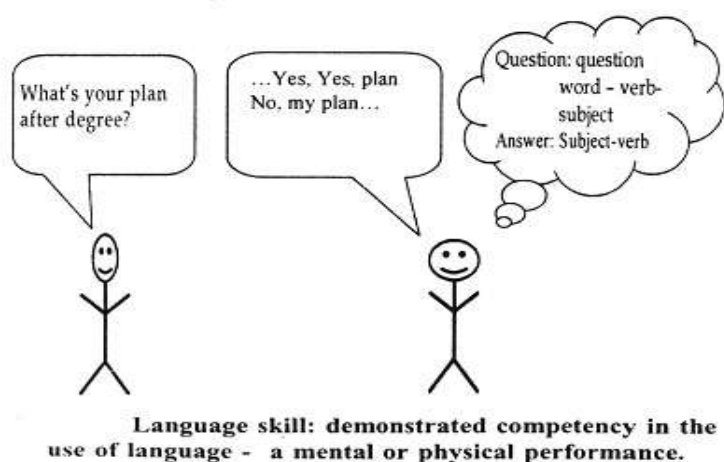


Figure 1.7. (Jesa, 2005)

Theories of Learning: Pavlov's Classical Behaviourist theory which proposed that learning takes place through classical conditioning was followed by Neo-behaviourist theory of Skinner. The latter was concerned about consequences and reinforcement and held that any subject matter can be taught effectively and successfully by a carefully designed programme of step-by-step reinforcement. According to David Ausubel's Cognitive learning theory, learning takes place in the human organism through the meaningful process of relating new events or items to already existing cognitive concepts or propositions. Carl Rogers' principles of Humanistic Psychology are concerned with a 'phenomenological' perspective which is in contrast to that of Skinner. It has an affective focus and learning is influenced by personality and socio-cultural variables.

Psychological Principles: Various studies and discussions have established certain principles associated with the psychology of second language learning. The principles arrived at are that language is always consciously assimilated. Secondly, learning is never entirely deductive or inductive. Thirdly, it is possible to think without the medium of language and complete exclusion of mother-tongue does not mean thinking in the foreign language alone. Fourthly, the psycho-semantic approach emphasises that students' 'whys' must be satisfied. Fifthly, literal translation develops wrong language habits. Sixthly, promotion of language readiness and sense of achievement are attained through motivation. Seventhly, learning a foreign language means

speaking the language. Lastly, scientific gradation of vocabulary and structural material promotes easy learning.

The problem of learning a language is primarily a problem of establishing a 'bond' between a language form and its meaning, and this is sometimes sought to be explained in terms of the psychological process of 'conditioned learning' in animals. But human learning cannot be explained away by such simple mechanistic theory of stimuli and responses. Nor is language learning entirely a matter of habit. Therefore it is necessary to look into the process of learning a second language like English, the influence of mother-tongue on it and possible remedial measures to overcome the 'pull' of the mother-tongue.

1.4.2. Learning a Second Language

Language skills, like any other skills, can be acquired only through practice. In the case of the mother tongue, the child gets sufficient scope for this practice in his daily environment. He uses the language at home, in the playground, at school-everywhere. And he has so many teachers: his parents, other members of the family, friends, relatives-almost everyone with whom he comes in contact in his day-to-day life. He has also the strongest motivation or urge to learn the language, for if he cannot express himself in his mother tongue, some of his basic needs are likely to remain unfulfilled. And what is perhaps most remarkable, the child practices the language without being conscious of the fact that he is learning a highly complex code. Similarly, his 'teachers'- his parents, playmates and others-teach him the language without any deliberate effort; they unconsciously supply him with the models for imitation and examples for the formulation of his ad hoc rules about the language.

In the case of a second language, particularly when it happens to be a foreign language like English, these natural resources are not available to the learners. Unlike the mother tongue, a second language is learnt deliberately, usually in formal classroom teaching. Therefore, the classroom activities must provide sufficient motivation and scope for practicing the language. Further, the language material presented for practice is to be carefully selected to highlight the regularities of the language so that the pupils can make their own ad hoc rules.

1.4.3. The Pull of the Mother Tongue

When a child acquires his first language, he begins, as it were, with a clean slate. As he acquires the language, its forms, meanings and their associations gets impressed on his mind, and they become part of his reflex actions. Whenever he is in need of expressing a meaning, he uses the appropriate forms without any conscious thought. Since he knows only one language, he cannot but use it when the occasion arises.

When he begins to learn a second language, the situation is quite different. He has not only learnt how this verbal signaling system works but has also acquired a particular system which he can use it with ease. Therefore, whenever he wants to express something in the second language, he has to keep the habits of the first language in check in order to produce the new sounds and structures. This is a difficult task, because it is human nature to follow the path of least resistance. Further, his ears have become so accustomed to the mother-tongue sounds that he does not easily hear the difference between the sounds of the two languages and, as a result, cannot produce the distinctive sounds of the second language. This compels him to replace the sounds of the second language with the similar sounds of his mother tongue. The same is the case with the syntactic structures. His conscious attempt at arranging words into syntactic patterns results in literal translation, and when the patterning in the two languages differs (as is usually the case), he produces ungrammatical structures. This tendency to replace the sounds and structures of the second language with those of the mother tongue is known as the ‘pull of the mother tongue’.

In psychological terms this phenomenon is known as TRANSFER. In learning the first language the child has already acquired a set of linguistic habits. Habits die hard. So, when using the second language, he will have the tendency to transfer the speech habits of the first language to the second language. This transfer may be either positive or negative. In those matters in which the two languages do not differ, the habits of the first language will help in the learning of the second. This is called ‘positive transfer’ or FACILITATION. But in the areas where the two languages differ, the effect will be the opposite. Here, the learner will have to overcome the pull of his mother tongue in order to produce the sounds and the structure of the second language. This is called ‘negative transfer’ or INTERFERENCE. In the areas of language learning where habits play the predominant role, the force of such interference is maximum. In the case of

pronunciation, the ‘pull’ is so great that it is almost impossible for a second language learner to acquire the pronunciation of the native speakers of the language.

1.4.4. Remedial Measures

English as a second language is introduced in our schools when the pupils are at a fairly mature age of about ten years. At such an age the habits of the first language can seriously interfere with the learning of English. The habits of the mother tongue have been fairly established in these children and they have also lost, to some extent, one of the precious gifts of childhood, namely, the capacity of imitation, which plays a dominant role in acquiring language habits. Fortunately, however, there is the compensatory gain in the development in the power of reasoning and deliberate learning. Therefore, with such children it would be more fruitful if their attention is drawn to the peculiarities of the problematic English sounds or structures before arranging intensive practice on these items. This would not only make the practice meaningful but would also help the pupils to correct their own mistakes. (Baruah, 1988).

Secondly, motivation is basic to all learning activities. Motivating conditions energise the students, making him active, they direct the variable and persistent activity of the organism and they emphasise or select the activities that are not repeated. A teacher, unless he makes a definite attempt to arouse and sustain interest and think out the session, will not get the outcome he wants even for the best planned lesson. Learning a foreign language is an intellectual task, but it will not have a chance of success if the students’ intellectual needs like knowledge and understanding are ignored.

Thirdly, there is a need to look into the various ways of motivating the different learning groups by:

1. Providing activities based on the child’s interests in which he can use the language.
2. Building in activities which can be taken outside the classroom like teaching action songs, singing rhymes, making the students draw pictures, etc.
3. Varying the range of activities as much as possible.
4. Considering their personal interests.
5. Providing a concrete framework within which they feel secure.

6. Attempting to link the language with the outside world where possible.
7. (At a higher level of the learning group) finding out what their previous language learning experience has been.
8. Ensuring each learner succeeds at various tasks to give more confidence.
9. Interacting with the class-assume as many roles as possible in the classroom-like instructor, classroom manager, silent observer, or a peer member of a group.
10. Encouraging interaction among the learners by providing speech activities and ensure that the 'conversation' goes on for some time. In this conversation, the learners are not only learning the language, they also 'use' the language.
11. Creating an 'atmosphere' – 'English atmosphere' for the learners to show interest and exhibit curiosity. This implies that in the learning of L2, the use of the mother tongue must be restricted to the minimum.

Above all, to be truly motivating, the language teacher must exhibit that he is himself a motivated teacher, by involving himself in the language teaching-learning process and becoming more committed to his profession. He should remember that language learning is communicating one's needs and hopes to those who share those needs and hopes.

1.5.1. TEACHING THE FOUR SKILLS

The concept of language learning is a widely discussed topic because it is greatly influenced by the psychological study of the learning process. Learning is not a direct or indirect study or practice from a teacher it includes learning of skills, obtaining knowledge, learning to learn and think, improvement of attitude, achieving interests, social values etc. In the same way language learning includes the individual's experience in his/her lifetime namely new terms, meanings, jargons, registers, new dialect/language, etc.

Learning a second language means learning four skills viz. listening, speaking, reading and writing. Though listening is a recognition skill and speaking is a production skill, they are closely related to each other and both the skills depend almost entirely on the learner's knowledge of pronunciation and formation and expression of sounds in the language.

1.5.2. Listening: Familiarity with English sound system and an ability to form English sounds help the students to listen English utterances with understanding. Listening followed by speaking which help them to develop oral fluency and correctness. Even though listening is said to be a passive skill, it is not wholly true because it includes decoding the message, understanding it and listener has to respond according to the message and show whether he has or has not understood the message. Listening can be developed only through systematic teaching.

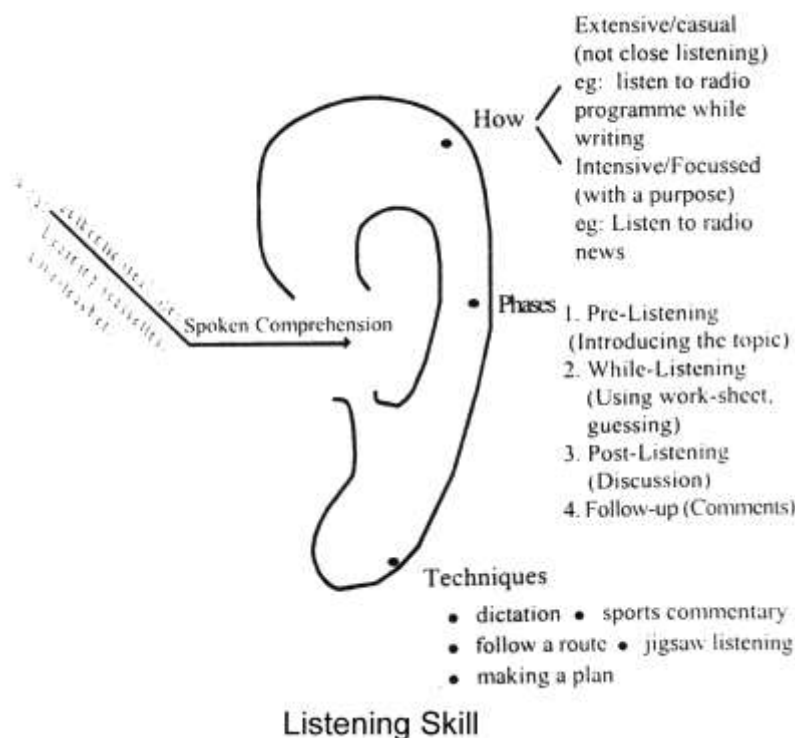


Figure 1.3. (Jesa, 2005)

Listening ability as shown in figure 1.3 can be cultivated through listening practice, both extensive and intensive. Extensive listening implies exposure to a wide variety of structures and sounds. This equips the students to listen with understanding to English later in real life situations. Intensive listening is concerned with just one or two specific points; this kind of listening practice is primarily for language items as part of the language teaching programme. Both kinds of practice can be done with the help of the recordings which the teacher makes himself as well as with the tapes that accompany texts like Crystal and Davy's *Advanced Conversational English*. At a more sophisticated level this can be done in the language

laboratory. The point is that the students must listen to good models. Listening is found to be most effective when it is done in preparation for speaking.

Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

- **Before Listening**

A better introduction of the topic based on the previous knowledge of the students should be made. It can be done by a brainstorming session or some discussions or questions related to the topic. Proper background information and new vocabulary should be given to the students to facilitate easy listening and understanding.

- **During Listening**

What is important is to select a topic according to the interest of students. If the children are not concentrating it is better to tell them ahead of time what would be required afterwards. It is better to finish the session with an activity to extend the topic like group discussion, projects, writing task games etc.

- **After Listening**

It is better to finish the session with an activity to extend the topic like group discussion, projects, writing task, game, etc.

The following are the ideas to make the fruitful listening activities:

- **Noise**

What is necessary is to avoid distraction and noise during listening session and it is good to close doors and windows and ask the children to maintain silence.

- **Equipment**

Smooth functioning and sound quality of cassette player or other equipment should be ensured and it is advisable to keep extra batteries or an extension cord along with as a precaution.

- **Repetition**

Inform the students in advance that the lesson will be repeated again so that their anxiety about not catching it all the first time can be reduced. It is good to repeat the text for 2-3 times and it helps the children to grasp different information thoroughly.

- **Content**

The content and specific language used should be explained to the students interestingly and it should be suitable for the class level in topic, speed and vocabulary. It is necessary to give more explanation of reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').

- **Recording Your Own Tape**

It is advisable to have another English speaker read the appropriate text onto the tape and record thrice so that rewinding can be avoided. Just reading the text 3 times is not enough but it should facilitate the students to understand exact pronunciation, intonation and pace.

- **Video**

In order to make the class alive video clip can be played with the sound off and allow the students to make predictions about the dialogue and then play with sound to discuss whether the students were right or wrong. Playing sound first and showing video after the students have guessed what is going on is also an effective method.

- **Homework**

To improve the listening skill of students listening tasks to be given to do between classes like listen to a public announcement in airports, bus stations, supermarkets, etc and write down what they heard. Allow the students to listen to a tape recording and complete the questions, dictation or worksheet and it will increase their listening capacity.

1.5.3 Speaking: Practice in listening precedes practice in speaking because it helps a student to identify a sound before he attains an ability to produce it. Speaking and oral fluency in communication are possible through practice at the grammatical and lexical levels. So while listening more attention should be given on grammatical and lexical items. Listening and reading

are receptive skills while speaking and writing are productive skills. So, sharpening reading attention benefits writing and sharpening listening attention benefits speaking.

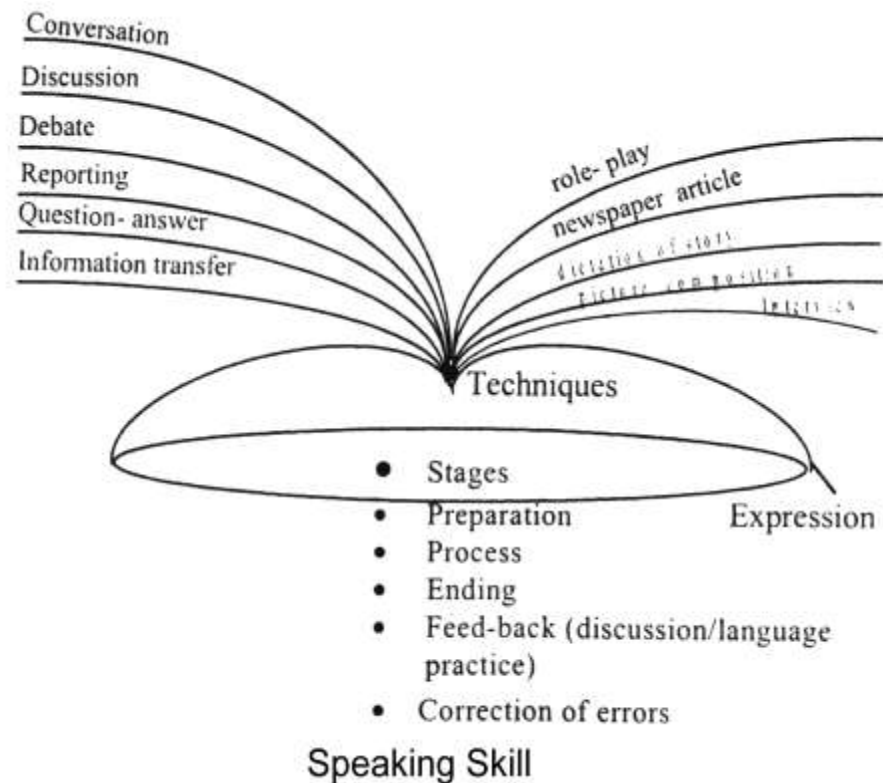


Figure 1.4. (Jesa, 2005)

While giving practice in speaking, the teacher may start with dialogues. Dialogues on simple, contextualized situations may be tried between pairs of students as referred to under techniques in figure 1.4. The teacher should control and guide the students without curbing their freedom of expression. This will give the students enough opportunities to practice certain phonological, grammatical and lexical items.

The following ideas should be kept in mind while planning the speaking activities:

Content

It is necessary to select content which is practical and useful in real life situations. It is good to speak with the language the students have and avoid too much new vocabulary and grammar.

Correcting Error

Provide suitable feedback and correction without disturbing the flow of communication. Write the errors commonly on the board without pointing out the student who made the mistake and give chance to the students to correct it.

Quantity vs. Quality

Try to understand each learner's personality and encourage and give chance to the quieter ones to speak more but at the same time interactive fluency and accuracy should be maintained.

Conversation Strategies

More encouragement should be given to students to strategies like asking for classification, paraphrasing, gestures and initiating ('hey,' 'so,' 'by the way').

Teacher Intervention

If a speaking activity fails to achieve the desired object it is advisable to move to any other teaching method like role-play, discussion questions etc.

1.5.4. Reading: Reading is a decoding process which includes physical, intellectual and emotional reaction. It entails the ability to recognise graphic symbols and their vocal sounds and it is impossible to learn to read without this ability because reading includes complex groups of sounds called words, phrases, sentences, paragraphs and chapters. Following are the three important aspects of recoding skills: recognise graphic marks, correlate with formal linguistic element and correlate these with meaning. We should be able to understand the meaning of graphic symbols through our ability to recognise the semantic content of the graphic symbols and their sounds and then only our reading becomes meaningful.

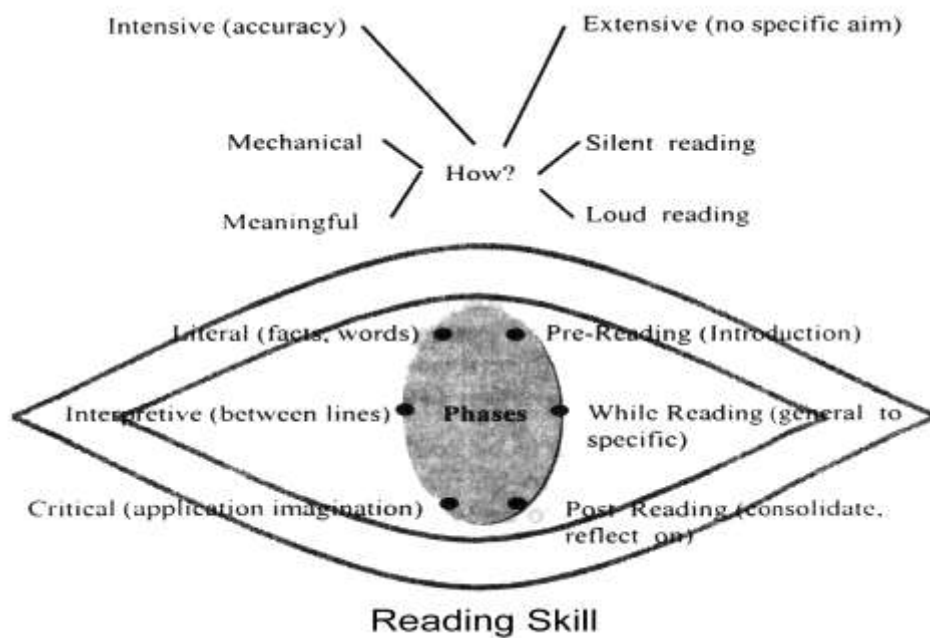


Figure 1.5. (Jesa, 2005)

There are two kinds of reading skill as can be observed in figure 1.5: the skill of reading aloud and the skill of reading silently. Reading aloud is primarily an oral matter; it is closer to pronunciation than to comprehension. It is good that the students develop the skill of reading loud. The skill of silent reading, however, varies from person to person and depends on several factors including each person's requirement.

Broadly speaking, there are five uses of silent reading. These are: (1) to make a survey of materials to be studied and to look through indexes, chapter headings and outlines, (2) to skim, (3) to familiarize oneself with the material and its thought content, (4) to study the material in depth, and (5) to study the language in which the material is written from a literary or linguistic point of view.

Following points should be kept in mind while designing reading lessons.

Purpose

The students should understand well in advance the purpose for which they are reading the particular material.

Reading Strategies

It is not just words that one recognizes on the page while reading as the mind does more than just that. Include more activities before and during reading task for faster and better understanding like the following:

- Prediction: This is the most important strategy, which helps the students predict what they will find when they read the text. It can be done by giving hints to the student by asking them questions about the cover, pictures, headlines or format of the text.
 - Guessing From Context: Contextual information outside the text like source of the text, its format and how old it is and inside the text like topical information, language used and examples help the students to understand the text easily. Contextual reference helps the students to understand particular word or sentence and even grammar.
 - Skimming: A bird-eye-view of the text will help the students to have a framework of the context and it facilitates easy understanding when they work through it more carefully. Thirty seconds can be given to the students to skim the text and then point out the main topic, purpose or idea in the text.
 - Scanning: It allows the students to search for a particular information and is more useful in non continuous text like recipes, forms or bills. It is also favourable in continuous texts like newspaper articles, letters or stories. In order to practice this it is recommended to give just enough time to the students to find the specific piece of information instead of giving so much time to simply read through the entire text.
- **Silent Reading vs. Reading Aloud**

Reading aloud and reading silently are two different skills. It is recommended to adopt silent reading for reading lesson but loud reading helps to report information or improve

pronunciation. Silent reading helps the students to vary their pace and concentrate on understanding more difficult portion of the text because it allows them to think more deeply. Silent reading is recommended for extended reading and wonderful results will be shown by the students in absorbing the text. But instead of having text filled with new vocabulary and complex grammar, it is advisable to have a material at or slightly below the students' level.

1.5.5. Writing: Writing is a thinking process and is much more than an exercise in transcribing or copying because in order to write a second language purposeful selection and arrangement of ideas, facts and experiences is needed. In simple language, writing is a thinking process and is much more than an exercise in transcription or copying as seen in figure 1.6:

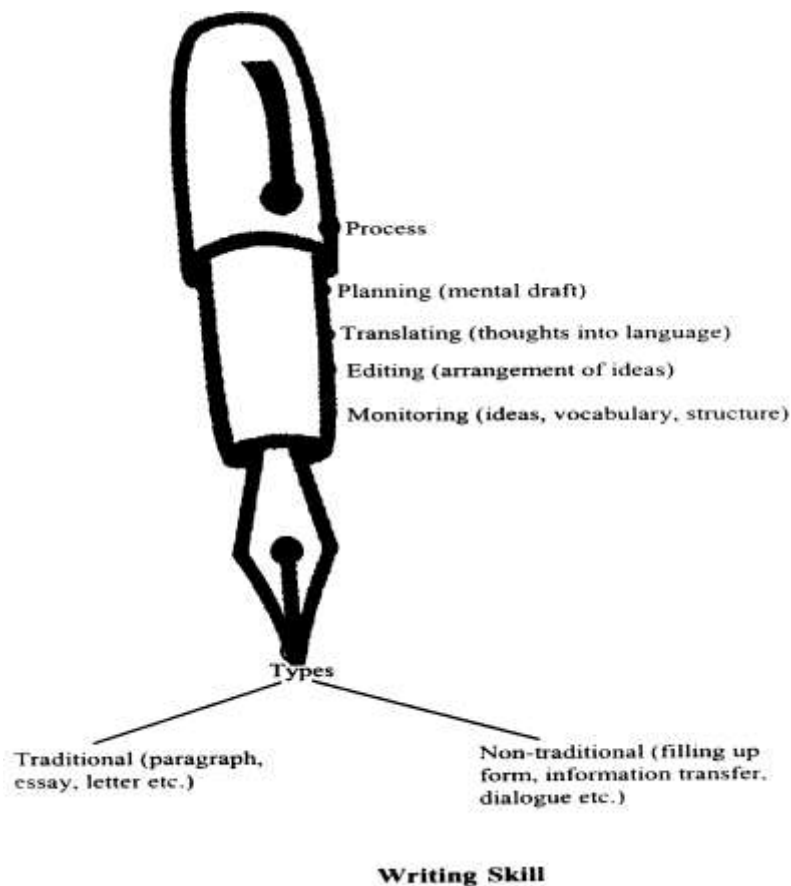


Figure 1.6. (Jesa, 2005)

Writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Moreover, a student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problem of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation. Learning to write, therefore, is learning to use grammar with ease and facts in some sequential order as tools. (Verghese, 1989).

Consider the following ideas for your writing lessons.

- **Types of Tasks**

Following are some types of writing for students.

- Copy the content from the book.
- Write the dictated text
- Imitate a model
- Fill in blanks in sentences or paragraphs
- Transformation of certain language in a paragraph.
- Summarize a story, video or audio clip
- Make list of items, ideas, reasons, etc.
- Write about what the students wish to learn in English and why
- Write letters of different types
- Organize information
- React to a text, object, picture, etc, either in a word or in sentence.

- **Format**

Classification of the format of different types of writings like essay, poem, story, list etc. should be given to the students accordingly to the expectation.

- **Model**

It is better to give a referential model of the type of writing to the students.

- **Editing**

To facilitate easy editing of their own work, it is advisable to give a check list of points such as clear topic sentences, introduction and conclusion, verb, tenses, spelling, capitalization etc. to the students.

- **Correction**

In order to avoid the threatening appearance of correction it is better to use any other colour or even a pencil instead of a red pen. The symbols and abbreviations used in corrections should be explained to the students like VT for verb tense or WO for word order.

1.6.1 HISTORY OF ENGLISH TEACHING IN GUJARAT SCHOOLS

The introduction of English as a subject in the vernacular medium in the schools in the State of Gujarat has had a chequered role in the teaching and learning process of the language. Much of the present woes are due to the hap-hazard induction and curriculum framework in the teaching of English as a subject.

English was first introduced from the Eight Standard and was made an optional subject in the Tenth Standard State Board Examinations. In later years, the students were given the ‘taste of English’ from the Fifth Standard onwards but it was still retained as an optional subject in the Tenth Standard. Happily, for the first time English as a subject has been made compulsory in the Tenth Standard from the academic year 2006-2007.

Two types of ‘Approaches’ have been followed in the teaching of English. First it was the Structural Approach which gained prominence in the imparting of English and so the Textbooks and course materials were designed in accordance with the structural approach. It was viewed that the students by mastering a set of grammatical structures would gain fluency of speech and mastery over the language, which was not to be.

Therefore, the academicians, after conducting a number of pilot studies, launched into the FUNCTIONAL APPROACH in the teaching of English with the hope that the students would attain fluency in speech. The Functional Approach to the teaching of English came into force from the academic year 2004-2005.

Objectives of Teaching English at the Elementary Level: On the basis of the study of the content done by the researcher with reference to the prescribed syllabus of the teaching of English as a second language at the elementary level in the Gujarat State Text Books were as follows:

1. To make the students familiar with the English language.
2. To help the students to use the language as a means of communication.
3. To foster in the students a joyous learning situations of learning the language which are creative and fun filled.
4. To give exposure to the students to use language in day to day context.
5. To provide a wide range of activities, projects, field-trips, exercises, et al whereby the student learns the language by doing.
6. To make the students learn the skills of listening, speaking, reading and writing through the use of numerous techniques like dialogue, role-play, story-telling, riddle, quiz, advertisement, slogan-writing, interview, etc.

Keeping these objectives in mind the primary student-teachers undergoing the course of Primary Teacher Certificate (P.T.C.) have to prepare themselves adequately to master the skills of teaching English with special reference to the skills of Listening, Speaking, Reading and Writing.

1.6.2. Primary Teacher Certificate

The elementary teacher education programme carries different nomenclatures like BTC, Diploma in Education, TTC, PTC (in Gujarat State) et al. Both the duration of training and entry qualifications differ across states. The course is offered in elementary teacher education institutions and in DIETs. The programme is aimed at preparing teachers for primary (I-V) and upper primary (VI-VIII) levels of education.

1.6.3. English Language Abilities Among The Novice Primary Teacher Trainees

The candidates opting for PTC need to have completed their 12th Standard Board Examinations. In the English Medium, the admission is granted to the candidates having completed their schooling in English medium. Since not many candidates opt for PTC, English medium, the Department has granted permission to admit candidates from Gujarati medium but with the rider that they have English as a subject in the 10th and 12th Standard Board Examinations.

It is of utmost importance to lay stress and emphasize on having proficiency and a fairly good command over the English language among the teacher trainees because, if not so, it will have a negative impact on the students' performance in Standards 1 to 8 namely in the use of language, sentence constructions, spellings, articulation and pronunciation, grammar, contextual usage, et al.

Students of the age group in Standards 1 to 8 are very sensitive and impressionable. Any wrong way of teaching will cause immense harm to the students and will be hard to rectify. So teachers at this level should be proficient.

Further, the PTC teacher-trainees are expected to teach all the subjects at the primary level making it imperative for them to have a good command over English. The fluency and proficiency in English will increase their confidence level, raise their competency, make them versatile and help them have a greater class control leading to better teaching and learning process.

It is important to first understand the factors responsible for low achievement of Primary Teacher trainees and then to take corrective measures to improve their standard. The factors responsible for their low achievement as observed by the researcher during the 6 years (2007-2012) of his stint as Principal of St. Xavier's PTC College, Himmatnagar were the following:

1. Lack of English environment
2. Rural background
3. First generation learners
4. No one to guide them

5. Poor facilities and infrastructure
6. Lack of confidence and fear of committing mistakes
7. Very few opportunities at hand
8. Being a foreign language and so being hard to learn
9. Defeatist attitude
10. Easy going ways and lack of hard work

There is a need to improve the language proficiency among primary teacher trainees as these teachers will be teaching at primary level where children are in their early years of education. Hence, there is need to develop a resource material to enhance the competency of teachers in English language.

1.6.4 Rationale Of The Study

The study undertaken by the researcher is significant in many aspects. The Government of Gujarat is going all out to promote big time business ventures. The lacuna which the State faces is with regard to personnel proficient in the English language. The Government has made English subject compulsory in the tenth and twelfth standard Board Examinations and by introducing the Functional/Communicative Approach in the teaching of English in schools is making its intentions clear. Also, it has introduced SCOPE with the purpose of making the students proficient in the spoken form of the language.

It is highly essential and imperative that the teachers teaching in the primary schools are well-versed in their English language abilities otherwise it will have a disastrous and adverse impact on the young and impressionable minds of the students. The developed modules will give them a sound and thorough footing in the English language and will also act as a buffer and a resource material to fall back on.

The teacher trainees themselves are first generation learners of English and so fall short in their command over the English language. They experience deficiency in pronunciation, diction, intonation patterns, sentence construction, grammatical structures, spellings, use and usage of the language, et al. The developed modules will address all these deficiencies.

The Government too has initiated certain steps to further English teaching-learning abilities by introducing SCOPE. The functional level of English is emphasized through it. The state has deemed it fit to enhance the proficiency of the students keeping in mind the economic and global scenario. Language learning at a later age becomes difficult, especially learning a foreign language like English. It is easier at a younger age and children are more attuned to learning a new language faster. It, therefore, implies that good teachers of English at an early stage of the students' life will make a world of difference to the uptake of the language.

L1 teaching-learning situation can be replicated in teaching L2 through the use of the training modules developed for enhancing English language abilities among the students of PTC colleges since the mother tongue is learnt more specifically on the basis of principles of Communicative approach. By providing an environment similar to L1 condition, learning the L2 will be faster, better, interesting and productive. Children in a given locality acquire fluency in more than one language using the skills associated with communicative learning. This then can be the basis for class-room teaching of L2 learning.

Further, the research findings of the researcher will shed light on the actual problems being faced, the deficiency of the system in place, the inadequacies of the teaching-learning situations and the mind-set of the teacher trainees. With the help of these findings, appropriate measures can be taken to plug the loopholes and tie up the loose ends so as to make the teaching-learning process and the acquisition of the English language skill as a second language meaningful and fruitful.

The status of English language in the schools of Gujarat is gaining ascendancy and considerable thought is going into its development and use. Making English as a compulsory subject in the S.S.C. and H.S.C. Board Examinations in itself is a bold step forward in propagating the language. Further, by introducing the Functional/Communicative Approach in the teaching of English language; the emphasis is placed on its usage. Stress is placed not so much on accuracy but on functional and appropriateness of language competence.

Keeping in mind the changed scenario in the State of Gujarat with reference to English teaching, it is imperative for the teachers of English to be competent and armed with the necessary techniques and skills in provoking the students in acquiring mastery over the language.

The English text-books used in the schools offer limited assistance to the teacher. It is more of a tool and is meant to be so. It is left to the teachers to be ingenious and creative. Quite a few teachers find it difficult to do so due to various constraints which are either personal or circumstantial.

Personal Constraints

1. Lack of adequate command over English.
2. Very little personal motivation to innovate.
3. Not enough time spent after school hours for proper preparation.
4. Inability to figure out and use complicated resource materials.
5. Hostility to out-of-the-box conceptual thinking.

Circumstantial Constraints

1. Non-availability of lucid, simple and hands-on teaching-learning materials.
2. Expensive and unproductive resource materials.
3. Poor response from the students due to inadequate and incomprehensible resource materials.
4. Teaching-Learning Materials encompassing all the 4 LSRW skills not easily available in a compact series.
5. Eclectic Methods and techniques of teaching not available at one go. Only one dimensional mode available and so not useful to all types of learners.

The scope of this study, therefore, will be boundless. This study will help to measure the effectiveness of the modules being developed by researcher. It will also help the primary teachers of English to optimise their potentialities of teaching English in the classroom situation through the use the developed modules.

1.6.5 Modules:

Modules would mean information concerning each separate subject which should be presented in a unit that readers can locate, retrieve, consult and manipulate separately. Hence, a *module* is a uniquely characterised, self-contained representation of a conceptual information unit, which is aimed at communicating that information.

The first distinguishing feature of a module is that it is a particular kind of *document*. Information is represented in modules for the purpose of communication.

The *conceptual* nature of the information unit represented in a module is the second feature: modules are identified by their underlying concepts. The distinction between different modules is independent of the language in which the information is represented (such as a particular natural language or pictures) and thereby independent of the storage format as well. A module neither has to coincide with a 'storage unit', like a file, nor with a 'presentation unit', e.g. a hypertext node.

A module is determined by its *self-containedness*, which is the third distinguishing trait. An adequate module represents sufficient information to satisfy the needs of the target audience. More specifically, a module is self-contained if at least the most informed members of the target audience can extract the necessary information.

The fourth feature of a module is that it focuses on a *single concept*. Other concepts may be addressed in the module, but these are auxiliary to the concept that the module focuses on. In other words, a module treats only one subject, allowing readers to concentrate on that subject.

Keeping in mind these features of a module, it is imperative to chalk out a programme and design the modules that would effectively cater to the needs of the primary student-teachers undergoing this programme. It would also be a hands-on material for enhancement of the teaching-learning process in a systematic and scientific manner. The result of which could then be quantified and qualified.

1.7.1 Statement Of The Problem

DEVELOPMENT OF MODULES FOR ENHANCING ENGLISH LANGUAGE ABILITIES AMONG THE STUDENTS OF PRIMARY TEACHER EDUCATION PROGRAMME

1.7.2 Definition Of The Terms Used

English Language Abilities

English Language abilities would mean one who is able to receive as well as express information, opinion, ideas, etc. efficiently in the English language.

Modules

Modules would mean a set of Self explanatory tasks that would include the following components:

1. Grammatical Items, vocabularies, sentence constructions, situational text-materials and lessons.
2. Visual aids like pictures, charts, flash-cards, drawings, objects, et al.
3. Audio cassettes of songs, rhymes, speeches, declamations, intonation patterns, word-spell and pronunciation practice, radio news recordings, etc.
4. Audio-visual materials.

The focus will be on developing the four skills namely Listening, Speaking, Reading and Writing in the English language.

1.7.3 OBJECTIVES

1. To develop and implement modules for primary student-teachers to enhance their English language ability.
2. To study the effectiveness of the modules in terms of academic achievement in LSRW (Listening, Speaking Reading and Writing) skills.

3. To study the opinion of Experimental Group primary student-teachers towards the developed modules for enhancing English language abilities.
4. To study the change in attitude of the primary student-teachers of Experimental Group towards English language.

1.7.4 HYPOTHESES

1. There will be no significant difference in the academic achievement in Listening skill of the primary student-teachers of Experimental and Control Groups.
2. There will be no significant difference in the academic achievement in Speaking skill of the primary student-teachers of Experimental and Control Groups.
3. There will be no significant difference in the academic achievement in Reading skill of the primary student-teachers of Experimental and Control Groups.
4. There will be no significant difference in the academic achievement in Writing skill of the primary student-teachers of Experimental and Control Groups.
5. There will be no significant difference in the academic achievement in LSRW skills of the primary student-teachers of Experimental and Control Groups.
6. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'The importance of the English language'.
7. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'Liking towards the English language'.
8. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'Views of primary student-teachers on English language teaching in present context'.
9. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'Negativities towards English language'.
10. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'Lack of exposure provided for the learning of English'.

1.7.5 DELIMITATIONS

The study is delimited only to the DIET (District Institute of Education and Training) PTC College, Idar, Sabarkantha District.