

CHAPTER I

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

The draft National Policy on Education (India, 1979) in its preamble states that "an ideal system of education should enable individuals to know and develop to the fullest their physical and intellectual priorities and promote their awareness of social and human values, so that they can develop a strong character and live better lives and function as responsible members of the society". The three aspects of development mentioned in the preamble correspond to the physical, intellectual and moral faculties of human being. Education should enable one to treat the mind, body and spirit in the proper way, to prepare individuals for a complete and rich living. Aurobindo sees five principal aspects in the learning process relating to the five principal activities of the human being, 'the physical, the vital, the mental, the psychic and the spiritual'. It may be seen, then, that whether we speak of primary, secondary and higher education referring mainly to age-groups involved at different stages, or refer to technical education, physical education and even sex-education with regard to the content, the primary goals of education have remained the same: preparation of the learner for citizenship - for

becoming a useful member of the community and his evolution into a well-integrated personality. All individuals of the human race should be offered the means of providing for their needs, of assuring their welfare, of knowing and exercising their rights, of understanding and fulfilling their obligations. Every human being should be assured of facility of perfecting a skill (or more) rendering himself capable of the social functions which he has the right to be called to, of developing to the fullest extent those talents with which nature has endowed him and thereby to establish equality that is recognised by the law.

Education is not a new process, but it is continuously receiving novel interpretations. Many of the means of education are very recent although in reality the process is as old as the human race itself. However with the growing complexities of life in general, the process called education has increased in its complexity too. The school and college curricula have introduced subjects not heard of even a decade ago. The familiar disciplines appear clothed in strange garbs, with a great deal of analytical thinking gone into their contents, methodology of teaching, evaluation process etc. Single out the case of language learning process for instance. Gone are the days when any one could teach a language. Today a host of specialists put their heads together before a language can be taught in a class room. The teacher is assisted by the linguist who is an expert

in languages, the sociologist who is an expert in the functioning of human societies, the psychologist who is the scientist of the mind and now the technician who handles the hardware that is made use of in a language laboratory. As a result today we hear of socio-linguistics, psycho-linguistics, educational technology and such related disciplines. A recent catalogue sent out by the Academic press advertises books on neuro-linguistics too.

The general complexity that one witnesses all around has had a heavy impact on the educational procedures at all levels and it would increasingly be so. But what is at the root of this complexity? A single, sure inference is hard to come by, for it is a multi-dimensional phenomenon. One prominent symptom, however, can be singled out - the communication factor. Lack of communication, faulty or indifferent communication, hasty and unthinking communication or a gap in the process of communication can be traced to the root of the general complexity one is forced to live with. What is communication but a prompt, appropriate, clear, lucid, correct use of language?

1.2 LANGUAGE - BASIC TO COMMUNICATION AND LEARNING

Let us for a moment consider a day in the life of a normal human being in any part of the world. From the moment he stirs in his bed early in the morning, perhaps to the morning news broadcast or the breakfast show until he retires to sleep at night over a magazine or the newspaper, he is

swimming in a 'niagara of words'. The power of words, the subtle might of language cannot be overemphasized. To persuade, to command, to assure, to reaffirm, to comfort and even to conceal, language is the closest, cheapest and the most effective medium.

Language is not only a medium whereby we make statements and express our thoughts and ideas about matters and happenings - even before a statement is made or an idea expressed, we are at the mercy of language. We actually think by means of language. To quote Harris (1967) the famous transactional analyst, "... only through language is thought made possible, and only through thought is humanness made possible". The act of thinking takes place on a broad continuum ranging from low levels such as day-dreaming and wandering thoughts to high levels which involve meeting problems and making decisions and on to creative levels which lead to independent research and innovative action. Whether thinking is on a low or high level depends upon the materials of thinking, the motives for thinking and the processes involved in thinking. All of these levels of thought involve the use of language as a tool for crystalizing ideas. Zwart (1973) of the University of Geneva identifies language acquisition as a process of cognitive development. Bloomfield (1973) 'conceives of language' as central to and pervasive in the realm of all human thought. He sees language as forming the basis of whatever social cohesion we can attain and determining

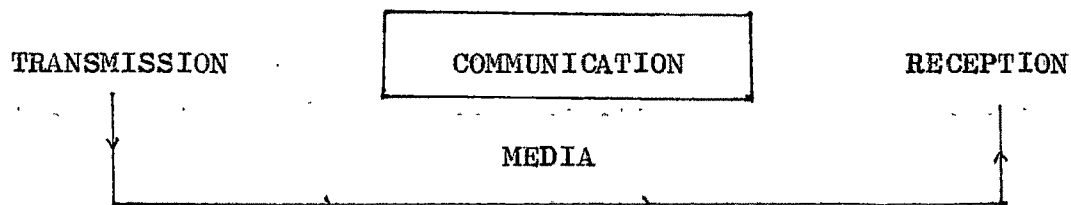
in large measure the way we look at the world. Human beings need language to grasp things intellectually and to get others to do so. To a large extent language defines our very humanity. Our ability to think as well as our ability to express our thoughts is limited by our ability to use language, subsequently, our power of understanding the thoughts of other people is limited by our own ability to use language ourselves.

Whether we attribute language to thought or to thought that is expressed in speech, there is one significant purpose that it serves in human living together - communication. Without speaking and listening all human society as we know it, would be impossible. Language is the transmitter of thought, the shaper, the interpreter and the conveyor of man's social doings. It is the strongest of the bonds in any social group and is at the same time the symbol and safe-guard of their common life. Non-verbal communication which involves facial expressions (a frown or a smile) or body postures (tilt of the head or a wave of the hand) is quite common among human beings. But it is verbal communication that shares an idea, conveys a message and records a truth permanently.

Communication experiences are basic to earning a living, spending leisure time, developing widening interests and cultivating extensive and varied tastes. Even more important, language experiences are essential to problem-solving and creative endeavours. In order to live and perform in our

modern world, one must communicate ideas to others through symbols of speech-words. Even in the most limited environment one cannot escape thinking, observing, experiencing, speaking and listening. And there are few environmental settings where language-skills of listening, speaking, reading and writing do not play a vital role.

The medium of communication may be an interchange of thoughts written or spoken; or radio, telephone, telegraph or TV or encoded in sound-wave, 'acoustic'. But whatever the medium, communication is the first function of language. A graphic representation of communication may be expressed as



The process we call communication, in fact, is an art by which one person's ideas are transferred and made the property of two or more. Thus it involves at least two persons, one to present the idea or thought by means of speaking or reading and one to listen.

Language is more than a system of communication, it is also a social convention which one must observe under penalty of being misjudged. Social life is impossible without communication and the development and power to communicate has played a vital role in the evolution of societies since the first men banded together. As an index of social culture,

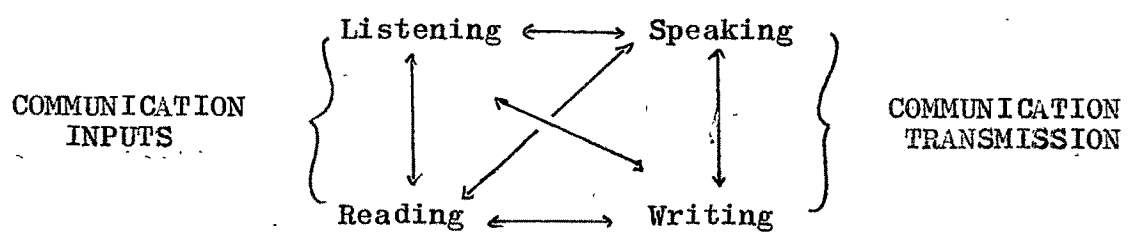
language enables us to perceive the characteristic features of our personality in relation to those of the community at large. Hayakawa (1978) illustrates the power of words through Mitts,

"Words in the newspaper make him pound his fist on the breakfast table. Words his superiors speak to him puff him out with pride or send him scurrying to work harder. Words about himself which he has overheard being spoken behind his back worry him sick. Words which he spoke before a clergyman some years ago tied him to one woman for life. Words written down on a piece of paper keep him at his job or bring bills in his mails every month which keep him paying and paying. Words written down by other people keep them paying him month after month."

The above quote illustrates the role of language in the functioning of society. Life would be a gaping void without language; all the perceptions that exist in the mind, all the explanations for an existence and the infinite questions which are puzzling are directly linked to language.

Language then is a human phenomenon that touches every activity of life, is linked with all areas of existence, serves as a vehicle of thought and is an indispensable tool in the development of human civilization. A person cannot depend on his own experiences for his information; language used by neighbours, friends and relatives is the main source of his information. Language is what makes progress

possible - language in its spoken or written form, language that is read and language that is listened to. The four main language skills namely listening, speaking, reading and writing are interrelated so closely that 'communication' would be a misnomer if a singular use of one language skill is called that. The interrelationship between the four skills may be presented as:



The language arts being a vital link between other subject areas is a fact that cannot be denied. If you cannot speak you cannot share your experiences, ask questions or exchange views. If you cannot read a book, a sign, a magazine, a newspaper - all remain unintelligible to you. If you cannot write, you cannot write down your inference of a science experiment, a composition or a project report. If you cannot comprehend (listen and understand) you cannot follow a simple arithmetic problem or develop thoughtful responses to situations in your environment that demand solutions. Language plays a key role in unifying a vast and complex world and in providing individuals with outlets for developing diverse skills and abilities. It is through

language that concepts are developed, that meanings are clarified, that ideas are shared, that skills are acquired and that evaluation is carried on. This process which begins early, goes on through the child's growing years into adulthood where language usage reaches a more mature and sophisticated stage and besides the mother tongue one feels the need for additional languages for communication with the wider world outside other than his own speech community.

The 'Communications-revolution' through which we are living, with the news magazine, the comic book, the tabloid newspaper, the paperback book, the LP record, the tape recorder and the electronic computer compels an individual to equip himself with better communicative facilities in as many languages as possible. There is a great awakening to this great need all over the world today. More and more the demand for foreign language learning, particularly among adults who realise the fact that they are living in a shrinking world, where distance between nations and linguistic divisions is growing less by the day. Robert Lado (1964) explains this great movement in language learning by referring to the four main forces at work; i) the dramatic advances in linguistic science, ii) new techniques of teaching, iii) invention and mass production of recording and viewing equipment and iv) an extraordinary interest in learning foreign languages.

A characteristic feature of the latter twentieth century has been in the direction of foreign language learning. Science and technology having made transport and communication easier and quicker and thus having drawn nations closer to each other, - coupled with the vanishing resources which drive people from their own surroundings to foreign lands and cultures in search of a livelihood - have made major contributions to the increasing demand for foreign language learning. To understand and to be understood by those who speak alien tongues, to discern and appreciate foreign cultures - why, for mere survival, one has to master as many languages as possible today. German, French, Russian, Arabic and English are the most sought-after languages today among which English by its intrinsic worth, stands aloft drawing learners of all levels from every nook of the globe.

1.3 ENGLISH LANGUAGE IN THE NATIONAL AND INTERNATIONAL CONTEXT

Over thirty years ago, Prof. C.L. Wren foresaw the current status of English as a world-language when he observed that the vast expansion of English cultural and commercial influence coupled with the dominance of the material civilization of the United States of America would result in English becoming an international auxiliary language of the world. Today it is virtually impossible to estimate the number of people in the world who have acquired an adequate working knowledge of English in addition to their own and perhaps

other languages. The purposes for which English is learned and the situations in which such learning takes place are so varied that it is difficult to define and still more difficult to assess what constitutes an adequate working knowledge for each situation. It may however be safely stated that English is learned at some level of the educational system of nearly every country in the world, both in highly developed countries and in those in the process of development. In the words of Halliday et al (1964) "English is no longer the possession of the British or even of the British and the Americans, but an international language which increasingly large number of people adopt for at least some of their purposes without thereby denying (at least in intention) the value of their own languages"

Apart from serving the infinite communicative needs of the native speakers, English remains the language in which some of the most important works in science, technology, medicine and other fields are published. It is widely used for such purposes as meteorological and airport communications, international conferences and the dissemination of information over radio and TV networks of many nations. It has been the language of communication in government, commerce, industry law and higher education for a number of developing countries especially in the former British colonies. Many of them (ours being one) have multilingual populations and need a common language for internal communication. As the Encyclopedia

of Education has it, " for communication with the world outside India, he (in India) will also need other languages (other than Hindi and the regional languages). His natural first choice is English both because of India's history and because English is the most widely used language of all".

English language then is not to be viewed as the English man's monopoly but as a valuable communication-tool which would equip an average Indian adult for meaningful life in any part of the world. In the opinion of Kabir (1959) "leadership in the modern world cannot be achieved without the knowledge of the lives and history of the peoples of many lands. English is a symbol of this contact and it provides us a major window to the outside world". Shri Aurobindo (1977) attributed our political freedom itself to the instrumentality of the English language through which we learned about liberty, democracy and equality and recommends it for national integration. According to this great scholar, philosopher and educationist, India's mission in the world cannot be carried out through any of her own regional languages, but only through English. To quote him, "the root of the tree of world culture entered the Indian soil in the shape of English through which India will transmit the water of spirituality and divinize the world". Guha (1977) in his introductory remarks at the Twelfth Annual Conference of English Language Institutes held at Hyderabad

referred to English as 'one of the Indian languages'. Nayak (1977) goes one step further when he points out that like Hindi, Bengali and Oriya, English is one of India's national languages because it is the mother tongue of the Anglo Indians who are the citizens of India (the Anglo-Indian community is one of the politically recognised minorities).

In the light of the above observations regarding the intrinsic worth of the English language and its utility in the Indian context, if we dispassionately view the current standard of English, it remains deplorably low. Nagarajan's (1976) diagnosis of this malady that prevails on the English language scene of the country is worth quoting. According to him,

"The English language in India shares atleast two characteristics of its existence with the cow in India. The cow is held in reverence by many Indians who believe that its worship confers on its devotees even on its superstitious devotees an infinite wealth of the unseen world 'the paraloka'. The worship of the English language is similarly believed by many to confer on its devotees the nearly infinite riches of this world 'the ihaloka'. Secondly the cow is in a state of perpetual decline in India; its average yield of milk is going steadily down. We worship the cow but we do not think it is necessary to look after it. However we will not let it die in peace. Similarly the English language in India has been steadily declining for a long while but we are resolved to let it neither die nor flourish."

This indiscreet attitude towards English needs rectification, if we as a nation are to keep pace with the advances that take place around the world. The speed with which Science and Technology have been gaining ground, causing drastic urbanization, is a fact to be reckoned with than to be ignored. This invincible fact - 'urbanization', calls for a more considered outlook on the teaching and learning of the English language in our country.

1.4 ENGLISH AND THE FUNCTIONAL LITERACY PROGRAMME

The idea of education as a life-long process has been expressed by philosophers and educators throughout centuries. It has been predominant in the thoughts and writings of Confucious, Plato, Sir Thomas More, Comenius and Benjamin Franklin, to cite examples widely separate in time and place, although any reasonable manifestation of their ideas could be traced only after the Industrial Revolution. With franchise extended, occupationally and politically ways of life changed and in Great Britain and the United States as of necessity 'adult education' received great emphasis. A major contribution to development around the world, the adult education programme is a process of liberating people from those obstacles that limit them from achieving their full potential as human beings.

Although Laubauch (1940) in "India shall be literate" traces the seed-sowing of adult-literacy in India to the year

1894, it was not until very recently that any visible systematic organisation was set up for the purpose. October 1978 saw the nation formally launching upon the massive National Adult Education Programme, which proposes to cover a hundred million illiterates in the age-group 15-35, during the sixth plan period. As can be visualized from the objectives of the National Adult Education Programme (NAEP) literacy which is functional has been awarded preeminence, as against a restriction to the threes 'r's which is clearly insufficient.

What is literacy but mastery of language skills? Communication facility (speech) in one's own language perhaps is the first skill that a child learns. His living environment requires it of him and the constraint that is laid upon him externally is responded to by the child when he picks up the language that is heard around him and becomes accepted as part of the community that he is born into. Now, a child can function in its everyday life with mastery over its own language, for its social circle is very small and hence needs limited. On the other hand consider the case of an adult human being confronted with many life situations which demand communication to different kinds of people at different levels in different languages. Visualize an adult who is forced out of his linguistic group on account of a job. Think of someone whose job-prospects take him out of his own country to live with and work among people who speak unknown tongues? Mastery in one's mother tongue is commendable, but

a functional knowledge in as many languages as possible is what achieves for him a life of usefulness and fulfilment. If self-reliance and self-confidence are prescriptions for a wholesome living and if the main goal of education is a well-integrated personality, communication facility in as many languages as possible perhaps deserves considerable priority in any educational strategy, particularly any educational programme designed for adults.

An average adult's need for communicative facility in many languages on one side and the international, national status and utility of the English language on the other - if considered in a related manner, would give rise to a very important issue in the field of education, - the Indian adult's need for communication in English. Apart from the inherent glories of English language in terms of its historical, political, educational and cultural value, there are certain down-to earth considerations which necessitate the mastery of it by the adults in our country. The regional, geographical and linguistic barriers that exist in our sub-continent require a common language for national and social integration. Integration implies understanding and understanding in turn implies communication that is unfettered and uninhibited, which brings us to the media of communication - mainly speech. Speech involves language which both the speaker and the listener understand for practical purposes. English was and has remained the main unifying force, the cementing and

cross-fertilising factor in our country before and after independence. Education, employment opportunities, business and trade take people away from their own linguistic groups to live with those who speak unknown tongues in our own country. In such situations, it is easier perfecting English language skills that are already familiar to an adult (having acquired them at the school/college levels), than launching upon a fresh endeavour of learning a totally new language of the region, of which one would be a temporary resident worker.

A second consideration is doubly valid today when the treasure hunt prospects force Indian adults out of the country in large numbers. Job opportunities in the Middle-East virtually support a number of Indian states today. In the absence of facilities of learning Arabic or other local languages it becomes imperative that the thus migrating population from our country be equipped with communicative skills in English. The Sunday Magazine, dated Jan. 21, 1978 reviews the difficulties Asian Women face in Britain, where they (among other problems) are confronted with an alien culture and an unknown language. Since language and culture are two sides of the same coin, mastery of the English language can be a great boon to those intending to migrate to English speaking countries, which would not only equip them with communication facility but also orient them towards better understanding of the culture of the people with whom

they have to live and an appreciation of their values and a whole-hearted flow with the main stream of life which is both commendable and rewarding. Whitley (1969) relates the cultural maladjustments of 'West Indians', Indians and Pakistanis to their omission to learn and be fluent in the English Language.

A third consideration is based on the recommendation of George (1977) of C.I.E.F.L., Hyderabad, who strongly recommends the study of English language for the weaker sections of society which would ultimately contribute to our country's social and economic development. Instead of denigrating an existing condition that perhaps creates a gap between social classes, if that particular factor is made uniformly available to all, that would be an ideal effort. To quote Mehta (1980) "Reaching Education to the remotest part of the country to one and all as a social objective is a Herculean task where language has a specific contribution to pay and where a foreign language like English has a precise role to play. We can no longer think even of a section of the Indian masses, rural or urban being deprived of their privilege to be benefited by using a means of communication in order to enjoy the fruits of democratic citizenship with the literacy that is truly functional and useful." Eighty percent of the country's population lives in rural areas and consists of a large disadvantaged section which for lack of proper planning and effective implementation of suitable educational programmes has remained

deprived of the benefits of good and sound education. Facilities and opportunities for acquiring even a reasonable degree of proficiency in English are not available even to students in these areas. As a consequence, they suffer from a severe handicap in competing with those from more affluent sections of society and the urban areas, who have access to better facilities for learning English. Learning of the English language should be promoted not by way of creating an impediment for any student at any given stage but should be available as positive help in the form of reading service at every stage of education, including the post graduate level or even after that. English should be used for augmenting knowledge and not for elevating status. If this role of the English language as a positive instrument of knowledge is accepted, then facilities for its learning at various levels should be made available to all individuals according to their own needs.

1.5 ENGLISH FOR ADULTS

Since the second world war, the demand for English has been soaring high all over the world, with American activities extended into the Far East, South East Asia, parts of Europe and French speaking as well as English speaking Africa. In the United States and Britain there are numerous language schools, university departments and other agencies which provide for adult-needs in English. Language schools for immigrants is a common feature. Literature which focus on

adults and their communicative needs, with a situational approach, aided by auto-instructional texts, work manuals and cassettes are in plenty. B.B.C. Radio programmes prove a great boon to learners of all stages and levels. The all round effort thus put in by state level agencies go a long way in equipping the migrated adults with the acutely needed communicative skills in English. But in our country, while students of various capacities and stages have remedial help offered to them besides regular formal sessions, the adult who is out of formal learning situation finds the lack of adequate English an acute problem. It is not until they are done with academics and out at a job perhaps that they realize the need for English communicative facilities. The technical men fail to follow the directives of their bosses who speak unknown tongues, secretaries remain ignorant of what is dictated to them. Office goers, inspite of Bachelor's and Master's degrees are still dependent upon their more enlightened colleagues to draft out a letter of application or write a report in English. Why? Occasions are not rare when business executives and highly placed officials are unable to face an audience and speak impressively for a short while or file in their income-tax returns independently. House-wives are confronted with embarrassing and helpless situations while meeting children's school authorities and at other occasions. The list could be longer. In Gujarat, the awakening to the need for communication skills

in English is demonstrated beyond slightest apprehension, in the presence of a number of English Improvement Classes.

English Improvement Classes function in the cities and towns of Gujarat for adults who seek to develop their spoken and written skills in English. While in some cases (Symcom for instance in Ahmedabad) English was introduced to help in business and technical courses, there are others (like Productivity Councils) who function for college students, business men, office-goers and house-wives. Most of the adults who are registered for the courses are either employed or dropped out of college; just graduated or seeking employment, some still students. The number of such classes is increasing rapidly and enrolment in each group growing too. In Baroda alone, there are over twenty such classes and in Ahmedabad over twenty-five. Surat, Bharuch and Vidyanagar have a number of such classes functioning too. Private individuals and agencies, public enterprises and university departments sponsor and conduct these classes. Men and women in the age group 15-40 on an average, who have had formal education upto SSC level (minimum) and above attend these classes which are generally of a short duration. There are courses which last for three months and there are those which run for just four weeks. Most classes are in the evenings and attended by students, college-drop-outs, technicians, typists, secretaries, teachers and house-wives. School-leavers, graduates and even post graduates enroll themselves

for these courses. Despite the heterogeneity in the composition of these classes, there are two common denominators on the basis of which they may be equated. They are all adults, and their intrinsic motivation is very high.

This indeed is a spectacular manifestation of the felt need among the general public for developing communication skills in English. A close observation of the various English Improvement Classes in the state would bring to the surface a number of revealing factors, some of which would call for research solution and justify the need for studying the requirements of adults desirous of mastering communication skills in English.

1.6 SIGNIFICANCE OF THE STUDY

The investigator, therefore feels that in order to help the adults acquire and retain the various skills of English language, a need-based programme which takes into account adult-needs is essential. Reading or learning by heart dialogues or conversations depicting alien, life and situations can hardly help Indian adults in their communicative needs. They need material in keeping with real life situations which confront them with the necessity of having to communicate through the medium of English. While at a booking counter, while appearing for an interview, while travelling, at the bank, at an airport and in many other situations Indian adults need English. For functions as varied as enquiring, shopping, apologizing, sympathising, reassuring, agreeing and disagreeing,

adults invariably need speech and writing skills in English. Not the sort of speech or writing translated or transferred from their mother-tongue, but according to acceptable speech and writing patterns in English. In conversing with equals, superiors and subordinates there are typical ways and usages to be employed. Certain sounds and their pronunciation, certain types of sentences and their intonations, certain words and their stress patterns which are peculiar to English and prove a stumbling block to Indian adults have to be sorted out and given special treatment which can benefit them.

If adults are exposed to learning situations that are both need-based and result-oriented, it is likely that they would be in a better position to master the much needed skills in English. There has to be a two-way approach; from the content aspect as well as the techniques to be employed in imparting skills. The teaching points should be appropriate to the adults and the method of teaching effective.

The present investigation gains its validity from two observations that are obvious to any one who would study the situation that exists in the English Improvement classes that are mushrooming in the cities and towns of Gujarat. Firstly, there is no set curriculum or syllabus for the said courses except, those that are specified by the individual teachers, one reason being their non-formal nature. As a result (as with all non-formal courses) there is no specific literature worth the name available for the purpose, which can be useful

to Indian adults. Teachers use foreign publications in the preparation of classes and what is available by way of Indian products, they decry with one voice. The literature that is available produced abroad, for reasons of their exorbitant costs and lack of comprehensibility to the average Indian adult, does very little service to their needs. Further, the fact that they are not soil-born poses contextual difficulties to the learner who is not likely to receive the exposure to spoken English around him, which the adults for whom the literature was originally intended would in the United States of America or the U.K.

The second observation relates to the method employed by teachers in imparting the language skills. One of the major social and educational changes taking place throughout the world in the second half of the twentieth century is a revolution in the learning and teaching of languages. In its most advanced form, language teaching today bears little relation to the same occupation as it was carried out twenty years ago; specialised materials based on linguistic analysis and incorporating the principles of programmed instruction, language laboratories with twin-track tape-recorders and simultaneous film-strip projections, intensive teaching in small classes with follow-up sessions on an individual basis in a language laboratory booth, regular objective testing to assess rates of progress, specialised training and equipment for teachers--these are some of the hall-marks of modern

methods of language teaching. In spite of such advancements in the field of language teaching effected by linguistics, sociology, psychology and technology, the English Improvement Classes have not availed of the available resources. The traditional 'bucket theory' that knowledge and virtue can be transmitted literally from a teacher's mind to the consciousness of a learner seems now to be obsolete! Unlike children, adults are capable of individual and independent work and for this reason they should be provided with scope for auto-instructional possibilities. The traditional teaching method which does not measure learning as much as it does teaching, perhaps should not be the only technique that a teacher in the given context should pursue. Various techniques like programmed learning material, discussion, practical work, assignments and library work, along with the lecture method should be of immense value from the learners' point of view. The educational, psychological, sociological issues that educational technology stands for may be utilized efficiently for the purpose at hand. For achieving instructional objectives, not one single technique, but a set of techniques integrated into one whole, is perhaps needed the most.

To quote Chedzoy (1980) "a language course should seek to extend the verbal powers of the students in both the oral and written modes. We should try to help a student to speak clearly, confidently, with appropriate tone, in a

variety of public situations, to read aloud with fluency and feeling ----- to develop his capacity in speech and writing, to describe, explain and argue clearly."

Seen in the light of the above observations, and the existing situation, the present investigation seeks to answer the following research questions:

1. Seeing the demand for English among adults, can a course be designed and instructional materials produced which take into account:
 - (a) adult's special needs
 - (b) adult psychology
 - (c) highest gain in the shortest time and
 - (d) individual differences?
2. Can the methodology of teaching incorporate the concepts and practices adopted and recommended by educational technology making instruction suitable to various ability levels and more efficient at the same time?

Matter and method (course-content and teaching methodology) have to be considered at the same time and a solution arrived at. The present investigation is an attempt at designing a course in English for adults with their particular needs and expectations kept in view, and in accordance with the psycho-socio-linguistic concepts current in language teaching and with the principles of educational technology predominating the procedure.

The adult learner for reasons best known to the psycho-linguists requires a different approach altogether than what is used at the child adolescent levels. They are well-motivated and they know what they want to learn and they will not be satisfied with any thing short of their expectations. The guidelines provided by Cazden (1972) Kennedy (1973) Glearson (1973) Philips (1973) and Macnámara (1972) in their adult-child interaction studies* should prove a great boon to anyone who envisages a language course for adults. Taken together their research findings imply that "whole, meaning-focussed, authentic, personally relevant, here and now, purposeful, relaxed language interaction and language attitudes on the part of adults are correlated with wide success in languages acquisition." The present study has drawn greatly from the above research findings and by tackling both the 'content' and 'method' aspects of English language teaching, a modest attempt has been made to create language attitudes which would provide for greater language interaction and subsequently ensure skills development.

* More information regarding these studies are not available.

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