

CHAPTER II

REVIEW OF RELATED LITERATURE

- 2.1 Communication Skills in English
for Adults
- 2.2 English Language Skills for Special
Purposes
- 2.3 The Use of Different Media for
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- 2.4 Auto-Instructional Programmes in
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CHAPTER II

REVIEW OF RELATED LITERATURE

A review of available literature related to the investigation currently being reported, serve multiple purposes. By putting the problem into perspective, such a review provides a sound rationale for the present investigation and helps in producing a more definitive statement of the problem. It also establishes a relationship between completed research in a field and the specific topic under investigation. Identification of a problem, development of a research design and determination of the size and scope of a problem, all depend to a great extent on the ease and intensity with which relevant literature is reviewed. The literature thus reviewed includes studies both Western and Indian. The overwhelming experience of the U.S.A. in teaching English as a foreign language has been aimed at the linguistic and cultural assimilation into an English language nation of indigenous groups and more especially of immigrants having other languages as their mother tongue. The United Kingdom by contrast is not an immigration country. Its TEFL experience has been concentrated overseas on the teaching of children in schools and students in colleges and universities and on the training of teachers of English. English being a foreign language in India, very few studies have been undertaken with a view to

developing language skills in adults, although studies in the following areas have been conducted.

- (i) Bilingualism and bidialectalism
- (ii) Language and verbal learning
 - (a) Sequences in language and development
 - (b) Oral language acquisition of children and its implication for teaching and learning
 - (c) Attempts to establish criteria of functional literacy
 - (d) Importance of oral language
 - (e) Interaction of cognitive, social and language development
- (iii) Literature, humanities and media (only surveys)
- (iv) Teacher education
- (v) Teaching and evaluation
- (vi) Written and oral communication and status surveys.

As may be seen from the above classifications, it is evident that not much has been done by way of preparing instructional material for developing communication skills in English. Whatever is available focus generally on

- (i) child adolescent learners and
- (ii) single language skills (reading, writing etc. separately).

In reading the following section, these facts may be borne in mind.

Since the present study had as its main objective, the preparation of instructional material in English for adults to develop their language skills, a review of related literature will have to be extensive enough to cover many areas. The fact that the concepts and practices advocated by educational technologists have been accommodated into the preparation of the instructional material calls for further comprehensibility in the review. Considering the diversity of dimensions involved in the present study, some sort of grouping had to be undertaken to present the review in a manner that would be both valid and neat. To facilitate this purpose, the review is being presented under the following sub-titles.

- (i) Communication skills in English for adults (general)
- (ii) English language skills for special purposes.
- (iii) The use of different media for language development.
- (iv) Auto - instructional programmes in English.

Each of the sub-titles is further divided into two representative categories; (a) Indian and (b) Western studies.

2.1 COMMUNICATION SKILLS IN ENGLISH FOR ADULTS (GENERAL)

Since communication refers to both the verbal and written modes of expression, the present investigation has tried to concentrate on both these aspects of communication. Although most of the literature reviewed focus on the oral skills in

language development there are a number of studies which take into consideration writing skills along with oral skills too.

(a) Western Studies:

Viney and Curtin (1980) after extensive research prepared a short intensive course for adults who need English for practical purposes such as business trips, professional work and everyday communication in English-speaking countries. The approach is situational with the emphasis on developing listening and speaking competence. "Survival English" consists of a student's workbook, c65 cassette, student's key book and teacher's guide.

Morrow and Johnson (1980) prepared an intermediate level course, illustrating the use of English in a variety of social situations for a variety of purposes. 'Communicate' was designed particularly for adult students visiting or intending to visit Britain for business, pleasure or study. The course is a product of comprehensive research and tackles the language needs of adults from two angles. Each main unit is divided into two parts; one of these is situational, teaching adults the language they will need in a range of places such as shop and railway stations or to talk about a number of topics such as food or travelling. The second part of the unit is functional, teaching students how to use English for a variety of purposes, to complain, to apologise, to appreciate, etc.

English Language Department of Oxford University Press prepared a major new three-part course for adults taking the adult learner of English from complete beginner stage to upper intermediate level. Bliemel, Fitzpatrick and Quetz (1979) collaborated in the production of 'English for adults' which is communicative in approach. For each part there is a coursebook, a progress book, a course-leader's hand book and a set of two tapes/cassettes. A similar course, with the same title 'English for adults' was published by Prentice Hall International Publications (1979) which familiarize students with English as it is spoken in the United States of America today. Both the courses are the results of team-researches.

Lewis (1979) designed a course containing one hundred and thirty three exercises which make a direct attack on those problems which prove a source of constant anxiety to foreign students of English. 'English you Need' was published by Riversdown publications.

Teachers at the British Council's English Language Institute produced a collection of supplementary material which gives oral/aural practice in a wide range of items within the English verb-system. Present and past continuous and simple perfect and non-perfect, active and passive, three types of conditional 'will be', 'going to' and 'be about to' combine with story-line situations to produce almost all the shades of meaning of which the verb-system is capable.

'Tense-time' by Abrens (1979) was published by Longmans.

Two skill-builders from Collier Macmillan are co-authored by Bodman and Lanzanon (1979). Extensive research has produced two best-selling readers for adult ESL students 'No Hot Water Tonight' and 'No Cold Water Either', featuring the realistic adventures of immigrants learning to adapt life in an American city. Coping skills are stressed through dialogues, readings, and competence-based exercises.

Dixon's (1979) 'Modern American English' primarily emphasizes verbal communication, but also concentrates heavily on reading and writing and thus provides all of the elements necessary for the achievement of both spoken and written English.

Palmer and Kimball (1979) in collaboration produced 'Getting along in English' which contains communication activities involving students in conversations through dialogues and situations. At first partially controlled for practice the material then allows students to use imagination in creating their own conversations.

Rutherford (1979) of the American Institute, University of South Carolina prepared 'Modern English' a two-volume text-book for non-native speakers of English at the high elementary through the high intermediate levels of study. Linguistic in orientation, yet highly accessible to both

teachers and students, the text emphasizes the uses as well as the forms of language and assigns primary importance to the function of language as a vehicle for communication and expression. It draws on recent research findings in linguistics, sociology and educational psychology and applies these findings in non-technical terms to the teaching of English as a second language. Each of the two volumes contains units that offer instruction and practice in grammar, sound and spelling, word function, reading and writing. In keeping with his emphasis on language as communication, Professor Rutherford includes contextual exercises wherever possible, frequently explains facts of grammar with reference to social situations and includes a considerable amount of material that focusses on English beyond the sentence level.

Kenan (1979) Felder (1979) and Henderickson (1979) have prepared intermediate and advanced level readers which contain articles that are richly illustrated with the specific aim of developing communicative competence. 'Fact and Fancy', 'Light and Lively' and 'The spice of life' owe their authorship to Kenan, Felder and Henderickson respectively and are products of researches undertaken individually. The last of the three provide for each selection, abundant learning activities and exercises that help students comprehend, consider and express themselves about the articles they read.

Harris (1980) prepared a stimulating three-level course 'Practical English' 1, 2 and 3 to teach students the most common structures of English and to enable them to understand and participate in conversations, express themselves well in writing and read popular books and periodicals. The programme teaches the four basic language-skills - listening, speaking, reading and writing, with an emphasis in book 1 on oral communication and increased attention to reading and writing in books 2 and 3. Harris takes an inductive approach to teaching grammar. The course makes use of illustrated dialogues, oral exercises, drills, work books and cassettes. (Although details regarding the publication of 'Practical English' are not available, considering its relevance it has been included here.)

Haycrafts' (1978) 'Conversations in English' and Lugton, Judy and Newton's (1978) 'Fast and Fluent' are short intensive courses for intermediate, advanced and adult learners of English. 'Kernel One' by O'Neill (1979) is a course for secondary and adult learners of English; clear, easy-to-grasp, functional, useful language with constant reference to individual's involvement.

A new venture in EFL publishing is 'Contact English' by Hicks (1978). The materials for a mainly oral course develops far beyond the confines of a student's text book.

EFL :- English as a Foreign Language.

The course takes adult-students from beginner level to intermediate in two consecutive but self-contained parts. Each part has three components, teacher's book, student's book and recorded material.

(b) Indian Studies:

Although a few studies have been undertaken and instructional material developed which focus on English for special purposes (ESP), hardly any work has been attempted to devise a general course in communicational skills in English for adults. However, the following studies may be quoted which bear relevance to the present investigation.

Jog, of I.I.T., Bombay prepared a language-lab programme 'Say it correctly' in English with an emphasis on competence in communicational skills. The objects of the course is two-fold : to establish in the students' mind some of the basic grammatical patterns of English and to enable him to use these patterns with facility. All the lessons (15 in number) in this course have been recorded which can be used in the language laboratory or by using a single tape-recorder in the small groups.

Panchal (1973) of H.M. Patel Institute of English designed a three-year course in English for adults in Gujarat without any schooling.

Mukherjee (1976) prepared 'A Lesson in Polite Forms' to impart basic knowledge regarding polite conversational usages in English.

Whatever else is available by way of relevant literature or studies conducted in India appear under any one of the following three sub-titles, for reasons of their suitability in the respective categories.

2.2 ENGLISH LANGUAGE SKILLS FOR SPECIAL PURPOSES

In recent years, there has been a growing interest in the area of English for specific purposes and a relatively large number of studies have been undertaken and books published and a flourishing industry has grown which provides for English language teaching for overseas learners in Britain. Ever since the first perspective of Chomsky's transformational grammar gained acceptance in linguistic and educational circles, there has been increased efforts towards better communication-skills in English. Not only in the West, but the world over considerable work is done to help people in different walks of life to master the English language that would help them in their different fields of knowledge, places of employment, etc. ESP refers to a limited range and pattern of communication.

(a) Western Studies:

'An English course for Professional Student' published by University of London Press Ltd., is a course researched and designed by Candlin (1964) for professional civil service executives and local government examination and serves as a

study manual for adults seeking to improve their English for professional, commercial and official purposes.

'English for secretaries' was researched, developed and written by the Oxford University press English language teaching development unit in 1978. It is an intermediate language course designed to help the foreign secretary who needs English in order to function effectively and confidently in her job. It is assumed that the secretary already has basic knowledge of English. The course includes practice in pronunciation, remedial grammar, exercises and drills, situational dialogues and rhythm, intonation and stress exercises.

A Macmillan press publication 'English for the office' by Moore (1979) is a comprehensive practice book for all students of commerce who need to be able to use English effectively and efficiently in the day-to-day work in the office. The course covers the complete range of general secretarial language including import-export correspondence, postal and telecommunication exchanges and international payments.

'Talking business' by O'Reiley, Moran and Ferguson (1979) is a course on the spoken English of business for higher intermediate and advanced students. The dialogues cover various business situations including the initial exploratory meeting, the negotiation of a contract, the making of delivery arrangements and the investigation of export facilities.

A Macdonald and Evans Ltd. publication 'English for Business Students' by Gartside (1969) is meant for school-leavers to various professional bodies, for commercial, secretarial work, composition, essay writing, precis writing, comprehension and interpretation, business letter writing, summarising and report writing.

'English for the Business Student' by Jones (1964) was successfully used for adult students giving instruction in the use of telephone, reference books, précis of correspondence, preparation of reports, agenda and minutes etc. for commercial courses in secondary schools, technical, commercial colleges and establishments of further education and evening classes.

The Bellcrest series 'English for business' (1973) is an advanced intermediate course on the language of business and commerce, published by Oxford University Press and the B.B.C. The material consists of the Bellcrest file, a handbook accompanying the B.B.C. series entitled the Bellcrest story and a teaching package which comprise a student's book, a teacher's book, a series of thirteen tapes and tape-companion. The course aims to train the skills of communication in English in common business-social contexts.

English for science and technology, a first course in technical English by Beardwood, Templeton and Webber (1980) is a course for foreign students at secondary schools,

college or within industry, who need English for their technical occupations and studies. These materials are the result of extensive research and experimental teaching at a large technical college overseas. The texts with the aid of diagrams present genuine technical concepts, information and description. Teacher's book, reading-tapes and cassettes, drill tapes and cassettes, make the course both effective and self-contained.

'English as a Foreign language for Science Students' by Brookes and Ross (1980) is a course that solves problems of limited time available to most foreign scientists by concentrating on the most relevant linguistic structures. Exercises are supplied at the end of each section and further exercises and drills are suggested in the teacher's books as well as hints on teaching method and suggestions for schemes of lessons.

Jupp and Hodlin assisted by Opienski and Laird (1975) prepared 'Industrial English' an example of theory and practice in functional language teaching, a research product taking into account the needs of Asian employees in Southall, Britian.

The following is a list of ESP literature that are produced as a result of individual and team work.

ESP :- English for Special Purposes.

1. Cochrane, Keys to English law, A course book for foreign students, CUJAS, 1979.
2. Edwards, Know your Nursing English, Hutchinson, 1979.
3. Ferguson and O'Reiley, English for international banking, Evans, 1979.
4. Goldblatt, Know your Commercial English, Hutchinson, 1979.
5. James, Jordan and Mathews, Listening Comprehension and Note-taking course, S/B cassette, Collins, 1979.
6. Rowlands, Management English, Hodder and Stoughton, Kent, 1979.
7. Leech, English in advertising, English language series, Longmans Green & Co. Ltd., 1966.
8. Lindsay and Steel, English Comprehension for Technical Students, Macmillan & Co. Ltd., N.Y., 1963.
9. Barnett and Clive, English for Medical Students, Methuen Educational, London, 1976.
10. Pearson, English in Biological Science, Ed. O.U.P. 1978.
11. Allen & Widdowson, English for Social Studies, H.G. O.U.P., 1978.
12. Pre-session Course. LTIC, British Council, 1978.

Delta System Inc., Publication of ESL series.

13. English for Doctors and Nurses.
14. English for Bank Cashiers.
15. English Telephone Conversations.
16. English for Hotel Staff.

(b) Indian Studies

Widdowson (1979) opines that the aim of teaching a language is the ability to use language naturally in any situation. Our country is becoming increasingly aware of this fact and a reasonable amount of work has been in this direction during the past decade.

At the request of the Andhra Pradesh dairy development Corporation, the department of Extension services designed a special course in the use of English for corporation - employees.*

Patel (1972) designed a remedial course in spoken English at the X standard level on the basis of contrastive studies of English and Gujarati.

The technical Teachers' training Institute, Madras evolved 'English Communication', new study materials incorporating technical vocabulary, technician's need, etc.

The average level of attainment in English of the school-leavers, an analysis of the language used in the prescribed engineering text-books of the British authors, a comparison

* CIEFL Bulletin (April, May, June 1980)

of that language with the English used by popular Indian authors of corresponding text-books, the job requirements of technician in Indian industry, the new communicative approach to learning and teaching English and the modern techniques of self-aided study have been incorporated in the preparation of the course.

The following five studies conducted at the Central Institute of English and Foreign Languages, Hyderabad at the M.Litt. level are specific in nature.

Bhatia (1978) prepared "A Remedial Language Laboratory Course in Spoken English for the students of Rajasthan.

Datta (1980) conducted a study entitled 'A Functional Approach to ESP Course Design'. Her recommendations regarding the manner and method to be adopted in the preparation of instructional materials for ESP courses would be helpful to anyone undertaking such a venture. She prepared study materials for High School pupils, in Geography.

Ushakumari (1978) conducted a study bearing the title 'An Analysis : Designing a Special Purpose Course for Students of Commerce'.

Jalota (1978) conducted a similar study entitled 'Working Towards a Special Purpose Academic Course in English for Students of Commerce in Punjab'.

Mohanraj (1980) completed a study in the teaching and testing of writing skills at the undergraduate level and has

recommended improvements in the preparation of materials in such a manner as to effectively impart the skill of writing in English to college students.

Vamdatta (1976) conducted an investigation bearing the title 'English for Students of Economics'. The project aimed at carrying out a student-oriented need-based operational research. It was concerned with the needs of the post-graduate students of Economics in the universities of Gujarat as regards the comprehension of their subject books in English. It dealt with the solution of a practical problem namely the students' inability to get access to knowledge in economics treasured in specialised books in English and consequently their failure to use English for library purposes. The study thus explored the field of developing English as a library language. The study recommends the production of teaching materials for the post graduate students of economics whose academic success is severely affected by inadequate English.

Datta (1977) makes a case for ESP material preparation involving an inter-disciplinary approach, involving team work.

Exercises in Spoken English, Part 2, study materials prepared by the Department of Phonetics and Spoken English, C.I.E.F.L., Hyderabad, deals with all the twenty four consonants in English. They have been recorded on tape, the recordings of which are available.

2.3 THE USE OF DIFFERENT MEDIA FOR LANGUAGE DEVELOPMENT

As against the traditional lecture-method, with the growth in linguistic science, psychology and educational technology, various media are used for the purpose of language teaching. Radio, television, films, tape-recorders, language laboratories, audio-visual, audio-lingual, audio-textual exercises, programmed learning material and team-teaching are some of the more advanced techniques used in learning a language today.

(a) Western Studies:

Project G.B. (Mary Glasgow Publications, ELT 3) is a series of nine multimedia programmes providing up-to-date background material on Britain and motivating language practice materials. Each programme contains a student's book containing simple dialogues and interviews, texts giving background information, photographs, charts, diagrams, reproductions of realia and cartoons, as well as activity sections involving the students in further exploitation of subject and reinforcement of the language presented. A teacher's book, a c30 cassette or tape providing a selection of dialogues and interviews from the student's book, 35 mm filmstrips or slides to encourage students to talk in English and enjoy as much as possible.

Gersna (1975) of the University of Pittsburg conducted an investigation into improving language arts skills through fine arts experiments. The LAFA programme was experimentally proved to have been beneficial in listening, reading, composition, capitalisation, interest in school and appreciating human accomplishment and activity.

Brown (1968) describes a simulation, conversation strategy that involves the students in a situation in which he is confronted with a somewhat unpredictable communication. Brown recommends having the students to go through the conversation several times, with suggested responses given before they are on their own. Such exercises can teach language; audio-lingual performances with the aid of optical equipment could eventually involve the student in interacting with selected cultural concepts.

The studies of Grittner (1969) and Banatty and Jordan (1969) reveal machine-aided instruction to be effective in semi-individualized and highly motivated intensive language-learning. Electro-mechanical optical equipment has an unlimited capacity to assist the teacher. But emphasis must be on content and organization of the instructional materials used and what combinations of teaching strategies and equipment promote effective and efficient learning for the individual student.

Computer-assisted learning (CAI) is recommended by Collett (1980). Carver, Cousin and Abrens (1980) found

micro-teaching a useful medium for English language-teaching. The strength of CAI lies in remediation which can be given with exactitude so that the learner will know where to focus attention when faced with a similar situation. Total supervision is exercised in the learning process. Once criterion performance is attained the student skips over redundant material and uses his time more effectively, an aspect missing in foreign language programmed learning courses. CAI is highly experimental, controversial and costly.

Fox (1980) developed 'lost property game' for more interaction and involvement by every student. Explaining to the class the nature of the lost article was an effective way of getting the learners to talk and thus improve their speech skill.

Ur (1980) demonstrated 'the conversation class' where each group is presented with a task which calls for student interaction during its performance and some sort of tangible result at the end in the form of a plan suggestion, decision, etc., which may or may not call for writing.

'Teaching observed' by Macmillan is a new training package for the teachers of English which was released in 1977 as part of the joint BBC and British Council ELT Material Scheme, funded by the British Ministry of overseas development. There are 13 twenty five minutes colour films, a text book for trainees and guidance notes on the use of the materials for the tutor.

Hennebury (1978) of Drake University successfully made use of visual aids and long and short dialogues for teaching English to Vietnamese adult basic - education students.

'English by Radio' programmes in English are broadcast daily to Europe, the U.S.S.R., Far East, South and South East Asia.

Liesching (1979) a British Council officer at the ELTI in London, Patterson (1979) and Caridia (1979) have demonstrated the effective use of Radio and games for English language teaching.

Locke (1979) of the British Council, Naples demonstrated and recommended the use of TV for English teaching.

The use of film in language teaching was amply demonstrated by Cremer (1979) and Strutt (1979) on overseas workers in British Industry for language training.

Cloze tests and extensive reading materials were used successfully by Adkins (1979).

Condon (1979) demonstrated the use of treasure-hunts for English practice.

Banks (1979) used small ads as teaching aids and found the results good.

Wellman and Lloyd (1979) recommended the use of song to impart English language skills to students.

(b) Indian Studies:

George (1966) inquired into the scope and effectiveness of audio-visual instruction in improving English teaching. He found that the achievement of pupils taught by using audio-visual aids is greater than that of pupils taught by usual methods.

Vaswani (1976) recommends the use of television in imparting English language skills.

Dewal (1973) used a film-strip to teach contractions.

Bruton (1976) suggests that difficulties of usage are best taught by building up situations based on familiar materials which culminate in the use of a new structure or a new form whose meaning is made apparent by the material used.

Ongoing Programmes

Srinivasan of the department of M.S. University Baroda, makes use of a language Lab and language films to impart foreign language skills to adult students. He recommends the use of the same media for the teaching of any foreign language.

Central Institute's English by radio courses accompanied by teacher's notes and student's companions to support the teaching in the class room for the primary and secondary age groups are being broadcast from 25 air stations in the country. CIEFL has been broadcasting radio lessons in English for

classes VII to X in Andhra Pradesh for over a decade. The institute has a closed circuit television unit which is being used experimentally to explore the possibilities of applying the new technology to language teaching in Indian conditions.

Language laboratories are used by CIEFL, Hyderabad, H.M. Patel Institute of English, Vidyanagar, Institute of English, Calcutta, Regional Institute of English, Bangalore, and St. Xaviers College, Ahmedabad. At the H.M. Patel Institute of English, Vidyanagar, there is a 20 position language laboratory which is equipped with an epidiascope, and overhead projector, record players, gramophone discs, tapes and cassettes and various printed materials to go with them. A closed circuit and four monitors are being used by the same institute.

Projectors, tape recorders and linguaphone are used by ELTI, Allahabad, State Institute of Language Studies (English division), Jaipur, ELTI, Bhopal, Institute of English, Patna, and Regional Institute of English, Chandigarh.

2.4 AUTO-INSTRUCTIONAL PROGRAMMES IN ENGLISH AND OTHER LANGUAGES

Ever since Skinner inspired some of the members of Earlham College, Richmond, Indiana in 1958 to teach numerous subjects in the curriculum and remarkable success reported with programmes in Russian and Spanish, programmed courses have been developed, tested and comparative studies undertaken

which have statistically established the efficacy of programmed material in language-learning.

(a) Western Studies:

Rocklyn and Moren (1960) developed a programmed course of spoken Russian to infantry soldiers. Vocabulary and grammar were confined to minimum and self-instruction incorporating tape-recorder and a form for recording responses were used. Posttest established a satisfactory degree of competence by all students.

An ambitious pilot-project was carried out at Harvard University by Morton (1960) using a tape-recorder. An intensive course covering a total of 249-415 hours in and outside class-rooms sought to give 80% fluency in Spanish at the end of a semester. No work on reading and writing was included. Fifteen out of twenty students finished the course successfully and achieved high grades.

Carroll's self-instructional programme (1963) gave satisfactory results. It compared three operational modes viz. the familiarisation mode, the learning mode and the testing mode.

Carpenter and Green (1963) presented a course in English by programmed material, teaching machines and filmstrips. No significant difference was seen in learning outcomes in comparison with the traditional methods. However, programmed treatment produced higher scores and lower variance on the unit tests.

Grell (1963) compared effectiveness and efficiency of programmed learning method and conventional text book method in teaching spelling to fourth grade children. It was found that PLM had no superiority over text books but it offered economy of practice-time.

McNeil (1964) conducted a study comparing the programmed and conventional reading practices which revealed that the problems related to teacher - behaviour in the class room do not operate in the auto-instructional procedure.

Stolurrow (1963) found that retarded children who were taught the linguistic skills (vocabulary and comprehension) performed better when taught through PLM. Edgerton and Olshansky (1962) taught spelling with the help of a teaching machine. He experimentally proved that the machine-group gained significantly more than the controlled group.

Representative studies which have concentrated specifically on adults and older persons are described by Stewart and Chown (1965) Taylor and Reid (1965) Dodd (1967) Neale et al (1968) Jamieson (1969) Green (1970) Evans (1975) and Mackie (1975).

All these studies suggest that there is no simple method which can be called programmed learning which is appropriate for everyone at a given age doing a given task. Two conclusions that can be drawn though are that older learners probably like to work with programmes for longer sessions than do

younger ones and that the more activity that is built into the programme, the better. There is also some evidence that older learners prefer a more discovery-oriented approach than a didactic 'telling' approach.

English Language Services, Inc., Washington, has developed books and workbooks in English language. There are about thirty tapes with each book and workbook. This package called 'English 900' is designed to cover both spoken and written aspects of the language.

'CENCO Programmed Learner' is yet another package containing six programmes two on spelling, two on structures and two on vocabulary.

'Spelling 1500' is a highly successful text by Hook (1976), University of Illinois, which continues the use of inductive methods in the form of programmed instruction, to help the student master the spellings of some troublesome words. Included in the latest edition are new units on works from home-economics, business, secretarial work, carpentry, masonry, plumbing mechanical and electrical work.

Markle (1962) developed a programmed course on vocabulary development. Ferguson and O'Reiley (1979) developed a complete teaching package for mixed ability classes which covers all four skills.

'English 901' a basic course with programmed workbooks, tape-recordings and teacher's manual - is meant for adult

students of ESI published by Strevens and English Language Services.

Sullivan (1964) developed two programmes, one on syntax and one on grammar. Hughes (1965) developed a programme on 'the full stop'.

West (1964) developed one on 'commas'. Other programmes developed are on 'reading' by Buchann (1966), and Syntax by Roberts (1964). Ryan (1973) prepared a programmed self-teaching guide for adults to spell better.

'Quest' an academic skill programme by Cohen, King and Knudsving (1973) is a self-instructional text book for courses in study-skills and orientation that applies the techniques of analytical questioning to the basic academic skills of reading, listening and note-taking, preparation for examination, composition and self-management.

Three programmed courses in grammar and usage by Bluementhal namely English 3200 (1962), English 2600 (1962) and English 2200 (1962) are self-pacing and self-correcting, which provide efficient, thorough, individualized instruction in grammar, usage, sentence-building, capitalisation and punctuation. The student works through the text one step at a time, each step calling for a written response that requires both thinking and concentration. Each of the three programmes from English 3200 to English 2600 down through English 2200 is geared to a slightly lower level of difficulty and assumes a less sophisticated facility with language skills.

Deighton (1979) prepared a series of three auto-instructional programmes for vocabulary and reading, spelling and grammar and usage. The tone of the three volumes is clearly addressed to adult-readers and the examples and content of the exercises and tests further reflect adult-interests and concerns.

'New routes to English' is a programmed text to teach basic English skills by Sampson (1979). Combining careful instruction with numerous and varied exercises and self-tests, this self-contained text-workbook is designed for students of average intelligence and abilities who need to improve their skills in one or more of the basic areas of grammar, punctuation, spelling and vocabulary. It comprises twenty units each of which introduces twenty five new vocabulary items, twenty five new-spelling words and several of the more important rules of grammar. Numerous exercises are interspersed throughout and each unit concludes with a test.

'How to pass high on the Graduate Record Examination' by Gruber (1965) and Test of English as a Foreign Language by Moreno, Babin, and Sculton (1974) are non-programmes which contain help for adults in developing their linguistic skills.

'Let's speak English' a programme by Chapman (1972) is a Bell and Howell publication for immigrant and overseas learners.

'Talk English' a Heinemann Publication is a programme prepared in collaboration by Jupp' Milne and Plowright (1971).

(b) Indian Studies:

Joshi (1972) of Central Institute of English and Foreign Languages, Hyderabad, prepared programmed remedial material for the first year degree students in Maharashtra, whose medium of instruction was their mother tongue. Following are the findings:

(i) Learning by programmed method was more effective, permanent and interesting than by the conventional method and it was suitable to slow learners.

(ii) PLM was found to be an effective device for self study and useful for remedial teaching.

Mehta (1973) developed and validated a programme in English for developing reading ability at the initial stage. The performance of the experimental group who studied with self-instructional programme was found to be much superior than that of the teacher-taught group with respect to both acquisition and retention of reading skills in English.

Gupta (1973) attempted to develop a self-instructional programme in the basic sentence patterns of English for the undergraduate students and to make an empirical study of the programme on the basis of field-testing. The findings are not available.

Dewal (1974) under the U.G.C. project developed four programmes on 'tenses' 'Contractions' the behaviour of 'S' and 'an introduction to morphology'.

H.M. Patel Institute of English sponsored by the Ford Foundation and the University grants commission prepared auto-instructional materials in English for the elementary level.

A programme on 'prepositions' was prepared by Bhattacharya and published by the Regional College of Education, Bhubaneswar. The year of publication is not known.

The Educational Technology Co-operatives, Madras, prepared and published a programme on the 'degrees of comparison'.

CIEFL prepared a full package of programmed and non-programmed material for beginners.

Riswadhkar and Desai of E.S.D.A.G. Teacher's College, Ahmedabad, prepared a programme on noun-clauses in English.

Shah and Goodadara's programme on 'Indirect narration' in English was published by the State department of education, Ahmedabad.

Ongoing Study

Joseph of CASE, Baroda, is engaged currently in 'Evolving a Strategy of Teaching English Grammar at High School Level'. His study aims at comparing three types of programmes in teaching high school grammar. A review of literature related

A review of literature related to the present investigation both in India and in the West, brings to focus four important considerations which call for further research in the area of English language teaching in our country. The following points may be stated as deserving urgent consideration.

- (i) Conspicuous negligence of Indian adults' language needs in English.
- (ii) Lack of stress on oral skills in English.
- (iii) Failure to explore the possibilities offered by educational technology through research undertakings.
- (iv) Failure to heed to whatever research findings and suggestions available.

The first point under consideration refers to the general negligence of Indian adult's needs in English. A study in the area of English language teaching, as carried out by English Language Teaching Institutes in the country and the various university departments of English make the fact plain that adults have generally escaped the attention of those in authority, except in the case of adults who are in the teaching profession (as during inservice sessions) and trainee teachers. At the beginner-stage there have been efforts towards better reading materials and supplementaries and improved methods of teaching too. At the secondary and intermediate levels, remedial measures have been undertaken. Schools have had radio-programmes exclusively broadcast for different classes

at regular intervals. But the average adult's need for English language skills are yet to be taken cognizance of. The CIEFL in its report (1979) of the fourteenth Annual Conference of English Language Teaching Institutes in India devotes a paragraph to English for the underprivileged and elaborates the need for well-designed crash courses, intensive courses, and remedial courses and materials for school-dropouts and adults.

The second inference concerns the lack of stress on oral skills in English. In the western countries, even in the school curriculum, provision is made for speech improvement. While such courses generally focus on public speaking skills, group techniques etc., elementary rules of speech, etiquettes that make for acceptability in good society and the significance and necessity of mastering conversational skills are stressed. An impartial exploration into the practices that exist in our class rooms at whatever age or academic levels would throw light on the inevitable truth that inspite of the transformational grammarian's elevation of the communication skills in a language, it is still the art of writing that is considered preeminent. As a result, even a person who would be in a position to analyse the parts of speech in a sentence or transform one type of sentence to another (complex to simple, affirmative to negative, active to passive etc.) finds himself helpless when he has to respond casually to a query in English or to make a suggestion in a group or just find his way about in a new place. The supremacy of a

capacity to comprehend speech and respond, using speech, need a fresh emphasis in today's context, seeing that relatively speaking oral skills are least provided for in the total learning experiences provided by our educational institutions all over the country.

The third limitation perhaps has been the greatest snag that has come in the way of efficiency in language-teaching in our country, because the western world has been and increasingly so keeping up with advances in the scientific developments that contribute to the betterment of language teaching and learning. Educational technology is concerned with trying to find systematic ways of applying existing experience and knowledge of resources and methods to problems of education and training. In other words, educational technology is the development and application of systems, techniques and aids to improve the process of human learning. Although taking tips from western practices we in our country have taken the first step in exploring various media like radio, television, tape-recorder, linguaphone and language laboratories and have had programmed learning materials prepared at different levels, for varied purposes, in various parts of the country a sustained and coordinated endeavour to integrate the different media for effective educational purposes remains merely at the conceptual level as far as English language instruction is concerned. Just as the principle of programmed learning had

been employed to apply a systematic and scientific approach to the design of self-study materials, so also the same principles could be employed in developing a systematic and scientific approach to the design of total courses. Three types of activity are essential to the application of such a systems approach. Firstly, a detailed analysis of the task must be done and the training requirements must be carried out leading to a statement of learning objectives. Secondly, these objectives should be further analysed in terms of the consumer and content and a draft course structure synthesised finally and significantly. This draft course structure must be subjected to a thorough process of evaluation to determine whether the objectives set initially are indeed being met. Such an approach has been described variously as 'systems approach', 'training by objectives', 'training technology', 'instructional technology' and 'educational technology'.

More researches undertaken on the above lines can be of great value to an adult learner of English who seeks to develop his communicative competence.

The fourth and last consideration - failure to heed to whatever research findings and suggestions available' is not a typical drawback in the area of language teaching alone. It applies to almost every field of knowledge in our country. To call for further language teaching-revolution or counter revolution undervalues much that has been achieved.

Language teaching as currently practised appears to abound in quite specific problems which it lies within the power of class room teachers to resolve within the existing framework of methodology and organization. The various developments which constitute important breakthroughs have yet to be fully exploited. Though many practical problems have already been solved, fully effective teaching awaits an intelligent, collective approach in the light of research findings to suit different situations. A reference here may be made to books 1-8 by Sullivan Associates - a programmed reading series for adults published by McGraw Hill Publications. This series takes an adult from letters of the alphabet (book 1) to functional reading (book 8). Books 2-7 bear the titles 'the sounds of the letter', 'from words to sentence', 'sentence reading', 'paragraph reading', 'consecutive paragraphs' and 'content analysis' respectively. Such a sustained and long-term endeavour can be undertaken in any part of the world, in any given language, to develop any one or more language skills.

By the mid 1960s the emphasis shifted from programmed learning to a multimedia approach to language teaching. Programmers realising the folly of setting out with a medium in search of a message began to concentrate on what might be learned (the message) before deciding how it should be taught. This wider concept allowed programmers to escape from thinking limited to machines and tests alone and to think

in terms of larger systems of programmed instructional packages rather than single programmed text books, of packages which contain tapes, slides, visual aids, programmed and conventional instructional material and in terms of whole courses. Such findings should guide further, practices in the preparation of instructional material, designing of courses and sequencing of teaching methods. Placed against the existing realities of today's context the above mentioned four considerations can be seen from two entirely different angles. On one hand there is the needy adult whose specific needs are in the area of speech, as expressed by them. On the other there are all the possibilities offered by educational technology, all the research findings in the area of adult-learning practices and the concepts and theories made available by the advances in linguistic science.

A well-designed course, incorporating the principles educational technology stands for and taking into consideration the needs and capacities of the adult learner - this is the need of the hour. The present investigation is a modest venture in this direction. A detailed account of the research problem, its objectives, the procedure adopted by the present study and the statistical techniques employed in the analysis of data are presented in the following chapter.

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