Chapter - I

INTRODUCTION

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1.1   Importance of English Language

Time was, when Sun never set on British Empire. But old order changes, yielding place to new. British no longer rule the world. Nevertheless the English language, which is the most enduring legacy of British rule in India, continues to play an important role in India. English. For over a century and half Indian intellectuals have been studying English and now it is entered into the fabric of Indian culture. The Radhakrishan University Commission (1948) emphasized "English is a language which is rich in literature ...... humanistic, scientific and   technical and if under sentimental urges we should give up English, we would cut off ourselves from the living stream of ever-growing knowledge". English is no longer regarded as a foreign language. The increasing use of English for creative expression and the adaptation of the language by writers like Mulkraj Anand, Bhabani Bhattacharya, Raja Rao etc. in their novels have given rise to notion referred as "Indian English".

English links us and places us in the traditions of European thought and European culture. It is through English we have shared the wisdom of the West and West has shared our intellectual and spiritual heritage. We enjoyed J.S. Mill, Burke, Lincoln, Carlyle and Ruskin. Through this our prodigies like Ramanujan, J.C. Bose and Baba got world recognition.

The importance of English can be considered under three major heads.

1.1.1. English as an International Language:-

· English is regarded as a world language. It is first language of U.S., U.K. and is spoken and read by millions of Europeans. Indians & Chinese as a Second language. It is one of the six official languages of UNO. It is a language of cultural give and take. It opens a world wide opportunities for employment. In a globalized world, English being truly global language acts as link between the people of the globe.

1.1.2. English as a Link Language:

English is serving as a link language at two important levels. First, English is responsible for our contacts with the outside world. We owe a great debt to the English language for contact with Western thought and culture. Second, English serves as a link language between one state and another.

1.1.3   English as a Library Language:

English is a storehouse of knowledge. There is hardly anything important in the world that has not been translated into English. Good reference books are found in English. Kothari Commission (1966) mentioned "in fact English as an important 'library language' would play a vital role in higher education. No student should be considered as qualified for a degree, unless he has acquired a reasonable proficiency in English". We shall have to retain English to stay inform

with the latest knowledge in various fields such as science. medicines. technology and space.

English is likely to have an important place in foreseeable future. The increasing awareness of the importance of English compels us to learn and widen our intellectual awareness. Due to these reasons, everyone at elementary school demands English. It is a compulsory subject from 1st standard in Maharashtra. There is popular demand of English by people to make it a compulsory subject in elementary level.

1.2   Place of English in present day curriculum in India.

The place of English in our school has been a subject of debate ever since independence. When India attained independence. there were certain people who wanted to banish English from the country. Consequently the study of English in several states was delayed. Some states even made it option. However there is an increasing awareness of the importance of English.

English, in India today, is a symbol of people's aspirations for quality in education. It's colonial origins now forgotten or have become irrelevant. It is predicted that by 2010, a surge in English language learning will include a thirst of the world's people (Gradol 1997). The opening up of our own economy in the 1990's has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das 2005). The position of English in our schools can be discussed with the help of following points:-

1.2.1 Introduction of English :Stage of school

The visible impact of the presence of English is that 'everyone' is today demanding it at the 'initial' stage of schooling. The English teaching profession has consistently recommended a relatively late (Class IV, V, VIII) introduction of English and this is reflected in spirit in policy documents. Kothari Commission (1966) recommended a three-language formula at the school stage. The dissatisfaction with the recommendation is evident in the Mushrooming of private English-medium schools and the early introduction of English in state school system (Khan 2005). The level of introduction of English has now become a matter of political response to people's aspirations. There are problems of systematic feasibility and preparedness. But there is an expectation that the system should respond to popular need rather than other-way round.

1.2.2. Variety and range of teaching in India.

The teaching of English today is characterized by, on the one hand, the diversity of schools and linguistic environment supportive of English acquisition and on the other hand, by systematic pervasive classroom procedures of teaching a textbook. English language learning depends on primarily two ingredients.

(a)   The teacher's English language proficiency.
(b)   Pupils exposure to English outside school i.e. availability of English in the environment for language acquisition.

NagArulmani (2000) and Kurrien (2005) classified school into four types and looked into the availability of English learning environment :

1.   English Medium private/government aided elite schools.
2.   New English medium private schools.
3.   Government aided regional medium schools.
4.   Government regional medium schools run by district and municipal authorities.

Out of these four categories of schools, proficient teachers and conducive environment are better in first category and least in last category.

1.2.3 English language teaching in India

Traditionally English was taught by the Grammar Translation method. In the 1950s, the structurally graded syllabus were introduced as a major innovation into the State Systems of teaching English (Prabhu 1987) After 1970s, structural approach had yielded to the cognitive claims of Chomsky for a language as a 'mental organ' and the term 'communicative competence' was introduced to signify extra dimension.
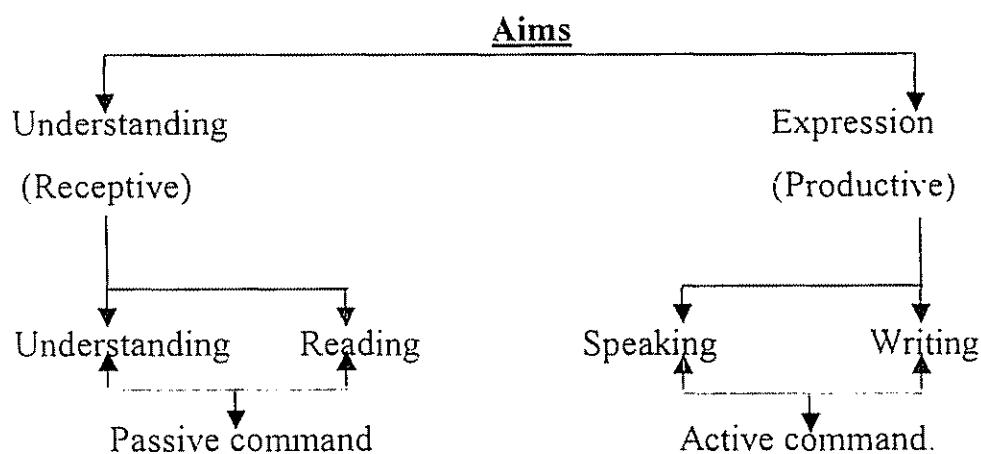
The place of English in present day curriculum indicates the lack of uniform policy. There is little uniformity from state to state and in duration, intensity of the programme of instructions. This results into confusion in English language teaching. The researches show that 'teachers had no clear objectives in mind for each class'

(Ram S.K. 1989) and not clear about fourfold objectives of teaching English (Bhattacharya R. 1984). The misconceptions regarding English language teaching created confusion about aims and objectives of teaching English (Sharma R.K. 1986).

1.3 Aims and Objectives of Teaching English.

The aims of teaching a subject must be clearly known to the teachers. Without the study of these aims of English teaching, teacher cannot develop the four skills among his student. English as a second language should be taught as language and not as a literature. The aims of teaching English in India are to help students to acquire practical command of English. The four basic aims of teaching English are: -

1) To understand spoken English.
2) To speak English.
3) To Understand written English.
4) To Write English.

Aims

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                    Aims
        ┌─────────────┴─────────────┐
        ▼                           ▼
Understanding                  Expression
(Receptive)                    (Productive)
        │                           │
   ┌────┴────┐                 ┌────┴────┐
   ▼         ▼                 ▼         ▼
Understanding  Reading    Speaking    Writing
   ▲         ▲                 ▲         ▲
   └────┬────┘                 └────┬────┘
        ▼                           ▼
  Passive command            Active command.
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According to Bloom, Educational objectives are the desired goals or outcomes at which instruction is aimed. Objectives are a narrow term while aim is a wider term. There are give two main objectives of teaching English.

(1)   Language development.

(2)   Literary development.

At the junior level (Class VI to Class VIII) the main objectives is language development. The four fold objectives of language teaching are:-

1.   Understanding spoken English.

2.   To understand what they read in English.

3.   To speak in English.

4.   To write in English.

The objectives should develop abilities:-

1.   Ability to understand English: It includes

    a)   Ability to recognize English sounds without errors.

    b)   Ability to draw meaning from what is heard.

    c)   Ability to respond in action as reaction to hearing.

2.   Ability to Read English :It includes

    a)   Ability to read simple, prose, poetry with comprehension.

    b)   Ability to read simple sentences with understanding.

3. Ability to Speak English :It includes

    a) Ability to pronounce with right intonation and stress.

    b) Ability to respond in speech as reaction to hearing.

4. Ability to write English.

    a) Ability to form letters.

    b) Ability to spell words

    c) Ability to select right words

    d) Ability to construct sentences.

The aims and objectives of teaching English at school level is language development, not as a literature development. The four major aims are listening, reading, speaking and writing. However there is confusion regarding objectives of teaching English. Besides this, there are many problems in present day teaching English.

1.4 Present situation of teaching English as a Second Language.

It is well-known that in Indian classroom the traditional method of teaching English takes place which is characterized by imparting knowledge through lecture method, dictation and translation of English into vernacular language. The existing system failed to solve the problem of participation of students. Prof. V.K. Gokak aptly sums up the deplorable state of teaching English. He says 'the teaching of English is in a chaotic state today. Pupils are taught English for about six periods a week for six years. It has been estimated that, they hardly know 150 words by the time they join the university'. However the long period of exposure strengthened student's ability to write it, though not to speak it.

The condition of teaching English vary from state to state and even from place to place. By and large the performance of the urban students is better than that of the students in rural schools. Some of the shortcomings, of teaching in our programme of teaching are as follows:-

i)   Lack of clear-cut policy.

ii)   Little understanding of aims of teaching English.

iii)   Dearth of competent teachers.

iv)   Faulty system of examination.

v)   Insufficient provision of audio visual aids.

vi)   Overcrowded classes.

vii)   Shortage of time.

ix)   Unsatisfactory provisions in classroom.

x)   Unsuitable textbooks.

1.4.1 Faulty Methods and approaches of Teaching English

In Indian schools, teachers are still using old translation-cum-grammar method of teaching. The new approaches-Structural and communicative- are not popular with our teachers. Till date Grammar and composition has occupied an important place in the school curriculum. But they mostly do not know the real principles of language teaching. They waste their time by teaching rules of Grammar. Undue emphasis on grammar does not develop four basic skills. Besides this pupils acts as a passive listeners of teacher talk. The teacher talks for most of the time say 70% to 90% of the time. So such type of teaching should be abolished .The Teachers should enable the students to speak, read and write English perfectly.

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F.G. French(1985) permits the use of mother tongue for explaining meaning of words provided we get back into English as quickly as possible. But in our school the object is never followed. Oral work is totally ignored and students do not get opportunity to hear and speak the language. Compositions are dictated by the teacher, the text is translated and the entire emphasis is on the passing of examination. The researches have shown that majority of teacher still use the Traditional approach, which has been universally condemned as wasteful. The result is that speech, which is an important component in language learning, is neglected. The students are provided no practice in speaking the language. They cannot converse in English. They are unable to form any language habits. A majority of teachers themselves are not conversant with the new techniques of teaching the language.

There is another point of view regarding judicious use of mother tongue. It is only the wholesome and discriminating use of mother tongue that needs to be condemned. But there is nothing to say against the judicious use of mother tongue in the English language.

1.5 Role of Mother Tongue in Teaching English.

The mother tongue is as natural for the development of the man's mind as mother's milk is for the development of infant's body. The mother tongue is a language that child learns from her mother. The practice of teaching English through mother tongue is not new in India. In earlier times, Sanskrit was taught with the help of mother tongue. In the same way, English began to be taught with the help of

mother tongue. Justifying the use of mother tongue, Ryburn remarked, 'If sufficient attention is paid to the teaching of mother tongue, it is well taught, habits may be formed in the classroom which will be greatest value in connection with learning of English.'

It can be thus said that the use of mother tongue is helpful in learning English But mother tongue should be used judiciously as and when required, without becoming an over dependent on it.

The different methods and approaches gave different place to the use of mother tongue in teaching English. The traditional approach preferred translation of the English language whereas the new approaches such as structural approach and situational approach gave importance to teaching English in target language.(English)

1.6 Methods and Approaches of Teaching English.

Due to changing form and status of English, many methods and approaches have been adopted to teach English language. The shortcoming of one method or approach gave birth to another method and approach. To achieve the objective of teaching English, the teacher must adopt an adequate technique of method.

1.6.1 Indices of Good method or approach

I. The best method or approach is that through which maximum objectives can be gained.

II. That method or approach is preferred which can be moulded for teaching children of different age groups.

III. The method or approach should follow maxims of teachings.

IV. The method or approach should be suitable for both small and large sized classes.

1.6.2 Different methods and approaches of Teaching English

A) Old methods of teaching English.

 i) Translation cum Grammar method.

 ii) The Direct method.

B) New Methods of Teaching English.

 i) Dr. West Method.

 ii) Substitution method.

 iii) Bilingual method.

C) The Approaches of teaching English.

 i) Traditional approach.

 ii) The Structural approach.

 iii) The Communicative approach.

 iv) The Situational approach.

Out of these approaches, researcher selected the traditional approach and a structural approach of teaching English for the study These two approaches differ in Nature. The Traditional approach is practiced in school teaching. It has no psychological base and no literature of its own, whereas the structural approach is based upon Skinner's theory of reinforcement. It has its own literature.

1.7   Statement of the problem.

A Comparative Study of the Achievement in English language of Class VI Students Studying through Traditional Approach and Structural Approach".

1.8   Research Questions:

The researcher would carried out the study to find answers to following research question :

1)   What aspects of language proficiency does these approaches address?

2)   Which is most effective approach with the elementary school learners?

3)   Under what circumstances does the approach work best? e.g. Has it been turned effective with learners from rural or urban background?

4)   How does the approach compare with other approach when used to attain the specified types of competency?

1.9   Objectives

Researcher, to have the purpose to the study, has formulated following objectives :

1.   To find out the difference in the achievement in English language between the students of Class VI studying through the Traditional approach and Structural approach.

2. To know the difference in the achievement in 'word power' component between the students studying through the Traditional approach and Structural approach.

3. To see the difference in the achievement in 'English Grammar' between the students of Class VI studying through Traditional approach and Structural approach.

4. To find out the difference in the achievement in 'Sentence formation' component between the students of Class VI studying through Traditional approach and Structural approach.

5. To find out the difference in the achievement in 'Comprehension' component between the students of class VI studying through the Traditional approach and structural approach and Structural approach.

6. To know the difference in the achievement in 'Listening Comprehension' component between the students of class VI studying through the Traditional approach and Structural approach.

7. To see the difference in the achievement in students studying in Traditional approach and Structural approach in relations to Gender.

8. To know the difference in the achievement or students studying in Traditional approach and Structural approach in relations to local.

1.10 Hypothesis :

In order to have a direction to the study, research formulated following hypothesis:

1. There is no significant difference in the achievement in English language between the students studying through Traditional approach and Structural approach.

2. There is no significant difference in the achievement in the English 'Word Power' between the students studying through Traditional approach and Structural approach.

3. There is no significant difference in the achievement in English 'Grammar' between the students studying though Traditional approach and Structural approach.

4. There is no significant difference in the achievement in English 'sentence formation' between the students studying though Traditional approach and Structural approach.

5. There is no significant difference in the achievement in English 'Comprehension' between the students studying though Traditional approach and Structural approach.

6. There is no significant difference in the achievement in English 'Listening Comprehension' between the students studying though Traditional approach and Structural approach.

7. There is no significant difference in the achievement in English Language between Urban students studying though Traditional approach and Structural approach.

8. There is no significant difference in the achievement in English language between Rural students studying though Traditional approach and Structural approach.

9. There is no significant difference in the achievement in English Language between Urban and Rural students studying though Structural approach.

10. There is no significant difference in the achievement in English language between Boys studying though Traditional approach and Structural approach.

11. There is no significant difference in the achievement in English Language between Girls studying though Traditional approach and Structural approach.

12. There is no significant difference in the achievement in English language between Boys and Girls studying though Structural approach.

1.11 Need of the Study

It is commonly observed that in English there is poor performance in English among the students coming from regional language medium. schools. This is largely due to ineffective pedagogical practices in teaching English . Therefore, it is a duty of a

teacher to teach and adopt an instructional method, which support him\ her in realizing the envisaged instructional objectives particularly in English language teaching. Teaching methods have an important role to play in the schools . The new syllabus demands new techniques of teaching English. However, it is observed that teachers are using old Grammar translation method of teaching English in the classroom. He\ She translates each and every word into a mother tongue. Though the use of varnacular is teaching English has not been discouraged by experts and researchers, they cautioned the teachers for its judicious usage.

The excessive use of mother tongue, experts opined, may result in literal translation of the English language into mother tongue and English language teaching over the time may degenerate.

To overcome the vernaculization of English teaching and to improve have proficiency in English language of the learner radically new approach to teaching English is needed. Research on various approaches to learning has been conducted in the West but such experiments in India are very few.

In teaching English, there are various approaches - Traditional & Modern .As the approach namely Structural approach ,believed to be effective over Traditional approach , there is an urgent need for experimenting with different learning approaches in order to see their effectiveness in comparison with the traditional approach of learning. This is what exactly the present study intends to do, hence the importance of the study.

1.12 Importance of the Study

The Traditional approach failed to develop needed competencies in students. Therefore different approaches such as structural approach, situational language teaching approach and communicative approach have been evolved. Still traditional approaches were used to taught in classroom. The study will help to highlight the strength and weaknesses of both approaches. There may be possibility to suggest shift from Traditional approach to Structural approach in classroom transaction. It would be a shift from teacher-centered instruction to child-centered instruction.

There is a confusion regarding place of mother tongue in teaching English. The importance of the study lies in making explicit the relative effectiveness of two approaches in teaching English including sentence formation, grammar usage and comprehension. The findings of the study may also inform the teacher regarding the most effective approach in teaching English in Indian School context.

1.13 Delimitations of the study:

Depending upon the focus of the study the present study has following delimitations.

1) The study is limited to two schools - one rural and urban school of Dhule Tehsil only.

2) The study is conducted only on class-VI students selected from specified schools.

3) the study is confined to comparison of specified components in English language .

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1.14 Definition of as Important Terms:

1.14.1. Achievement: Achievement is a general term for successful attainment of some goal requiring.

a) A certain effect.

b) The degree of success attained in a test.

c) The result of certain intellectual or physical activity defined according to objective prerequisites.

In the context of the study the word achievement means, degree of success attained in posttest, which is related to objectives of two approaches.

1.14 .2. Approach and Method :

An approach is a broader term than method. An approach is axiomatic. In the words of Anthony, "It states a point of view or philosophy or an assumption, which one believes but cannot necessarily prove".

Method is overall plan based on some approach. In the words of Anthony, "Methods 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.

Thus approach deals with assumptions and method is a procedure based on some assumptions. In this way within one approach there can be many methods. Since present study is conducted on Traditional and Structural approaches , a brief description of the same is offered here :

1.14.2.1 Traditional Approach:

The Traditional approach contained the different methods lie Lecture method, Grammar translation method and Dictation method. The investigator used grammar translation methods to teach English. The Grammar Translation method came to India with the British. It has not psychological basis but the philosophical basis viz., a foreign language can be easily learnt through translation. In this method, the teacher translates each and every word, phrase and sentence of English. In this method, textbook occupies an important role. The two major characteristics of the approach are:

(i)   The unit of teaching is word;

(ii)   Mother tongue dominates.

The grammar translation method has certain advantages. It saves teacher's labour. It is convenient and easy. It is based on the principle of "from known to unknown". The translation helps to expand vocabulary rapidly.

Its limitation surpasses advantages. Speech is neglected. It doesn't teach pronunciation, Idioms and phrases , which can't current be translated into mother tongue. It emphasizes grammar too much. The learner become passive. The literal translation ruins the sense of beauty. It stops the power of free thinking.

1.14.2.2. The Structural Approach: -

The Structural approach is a direct outcome of the efforts and researches done by British council in Institute of Education, University of London. The basis of this approach is that in learning a

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foreign language, mastery of structure is more important than acquisition of vocabulary. Structural approach means the arrangement of words in such a way as to form a suitable pattern of sentences.

This approach is also known as "New approach " or Aural-oral Approach. In India, Madras (TamilNadu) is the first state to have this approach in vague. Afterwards Central Institute of English and foreign languages (CIEFL), Hyderabad played a leading role in popularizing this approach.

Brewington defines the structural approach as,

"Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement". There are different types of structures, normally.

(i)   Sentence structure .

(ii)   Phrase structure

(iii)   Formula.

(iv)   Idioms

The structural approach laid the foundation of English by establishing drill and repetition of many structures. It enables children to attain mastery over vocabulary. It lays proper emphasis on Aural-oral approach, active methods & condemnation of formal grammar. The structural approach stresses habit formation. It creates appropriate environments.

1.15 Assumptions

i) Since both the approaches were used by the same teacher, the teacher factor was assumed to be neutral.

ii) Prior to the experiment the two groups had their instruction in the tradition approach of teaching . Thus the effect in the achievement of the experimental group if any could only be attributed to structural approach .

1.16 Plan of the Study

Present study is proposed to organize into five chapter. Their description is given below -

Chapter I:- Chapter one is introductory in nature. It introduces problem. In this chapter hypothesis and objectives are presented. It mentions delimitation of the study .

Chapter II:- This chapter meant for the review of related literature . This chapter provides foundation for the research problem. It is organized into 4 parts.

Chapter III :- Chapter three deals with the methodology of this study. Hence, the chapter delineates the tools, administered for the study. It deals with research design sample. Tool used, data collection procedure and statistics used.

Chapter IV:- Chapter four intends for the analysis and interpretation the obtained data.

Chapter V:- Last chapter is of summary and conclusions. The chapter deals with major findings conclusions and Educational Implications of the study.