

CHAPTER – I

INTRODUCTION



Chapter - 1

Introduction

Language is the vehicle of thought. Primarily it is oral or spoken and then it comes to writing. English is now the richest language in the world with its million vocabularies and there is no country, which is not teaching the language to its youngsters, as it is felt in dispensable to its rational and international transactions.

Language as a vehicle of communication is the very crucial to the whole process of education, since it is through language that everything is taught and learnt in a majority of teaching-learning situations, including the classroom. Though, there are certain non-verbal means and methods through which learning can take place, they are rarely used and it is mostly through language that education is imparted in schools.

English is regarded as a world language. These days English is taught in India as a second language as well as a foreign language. English is an easy language to learn. The place of English in present day curriculum clearly indicates the lack of uniform policy. In teaching English to our students our aim should be to enable them to use English with ease and comfort. They should be able to speak and write English effectively and develop an ability to understand the basic pattern of the culture of English speaking people. English provided a medium for understanding technology and scientific development.

1.0 Importance of English language

The importance of English could be well understood taking into consideration three vital points of its significance, namely, English as an international language, as a link language and as a library language.

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, Indian and 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 worldwide opportunities for employment. In a globalized world, English being truly global language acts as link between the people of the globe.

English as an link Language

English is serving as link language at two important levels. First, English is responsible for our contact 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.

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".

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

1.1 English Language teaching in India (According to NCF (2005)

Traditionally English was taught by the Grammar Translation Method. In the 1950's the structurally graded syllabus were introduced as a major innovation into the state system of teaching English (Prabhu 1987). After 1970's, structural approaches 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 researcher shows that teachers had no clear objectives in mind for each class.

1.2 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 mushrooming of private English medium schools and the early introduction of English in state school system (Khan 2005).

1.3 Origins of the Three Language Formulas

The central Advisory Board of Education in 1956 examined at Length the complex problem of the teaching of the Languages in relation to the needs of the country and the requirements of the constitution. It devised a formula, known as 'Three Language Formula' which was simplified, and approved by the conference of chief minister held in 1961. The impelling considerations were more political and social, than educational. In effect, the formula establish equality with regard to the study of language between Hindi and Non-Hindi areas by recommending that, as against the third language Hindi, which pupils in the non-Hindi areas have to learn, another Indian language (besides Hindi and English) should be studied by pupils in the Hindi areas.

Generally, when students approach teachers for grammar teaching, they differ in their needs. Some being under the influence of 'word magic', believe that the terminology of grammar rules with confidence and correctness. Some dislikes new terms but want to learn the rules they can apply to speak and write without errors. Some have no idea about what it means to know grammar; they learn it in the belief that only those who know their grammar can communicate well. So here the researcher tells us about grammar.



1.4 What is grammar?

To learn a language certain rules and practices are to be carefully learnt, and such is the case with English. A textbook on grammar is not just a mere manual of several rules and norms for learning skills and cultivating the act of writing but to understand\ generalize language deeply behind it. The term grammar is used in a number of different senses the grammar of a language may be understood to be a full description of the form and meaning of the sentences of the language or else it may cover only certain, variously delimited, parts of such a description.

The importance of grammar

The importance of grammar we can understand by asking one question. Can we build a house without a plan? You know we cannot. We need to plan where to have the kitchen, the bedroom, the hall, the bathroom, the stairs and how much space each should have. And then we build according to our needs.

Similarly we cannot think of language without grammar. If language is the home, grammar tells us where we put what different parts of speech.....noun, verb, adjective, adverb, preposition, conjunction, pronoun and interjection and how we use them to express own needs grammar tells us where and how we use words in sentences, sentences in paragraph and paragraphs in letters, essay, assignment, seminar papers, project work, and in speeches.

Richard (1976) says “the second language learner does not merely have to learn the rules of linguistic system itself. He also has to learn how perform in the new language. Formal language teaching particularly at the intermediate

and advanced levels, is concerned with turning competence into performance: with translating a general capacity for second language reception and production into the particular set of performance capabilities required.”

The grammar taught in schools should be pure grammar of function not of four forms. To be of real use of language learners and teachers, therefore a description of the grammar of a language needs to do more than simply lay out the forms and structures of the language. It needs to show what they are form and how they are used.

Grammar tells us how languages behave unless we know the language to some extent we cannot understand or appreciate its grammar. Our approach to grammar should be through a corpus of language.

Grammar as ‘Dr. Sweet’ defines it is ‘the practical analysis of a language. “English grammar especially for school purpose is a description of the main laws of the structures of current English coached in terms which are sufficiently precise”. In order to understand the role of grammar in second language teaching it may be a good idea to try to answer the following three interrelated questions.

- What is grammar?
- Why grammar?
- How much grammar in the classroom?

• **What is Grammar?**

This is a very important question for language learners. Grammar is a system for them, which shows how the sentences of English language are interrelated. It is grammar that makes language so essentially a human

characteristic. In processing sentence-forming principles, grammarians have to answer a set of questions, what are the parts of a sentences type?.

- **Why grammar?**

Before we view the main arguments for grammar in language teaching, we should keep in mind in different ways in which the term “grammar” is used. Grammar cannot teach anyone how to write well or speak appropriately. Also grammar grind which forms part of normal schooling, often does more harm than good.

Grammar has an important place in once knowledge of a second and foreign language. It can provide a sound knowledge of usable rules, especially when teaching focuses on aspects of grammar that constitute the basic building blocks of the language. Specifically, it can do the following. Knowledge of rules helps one monitor language production, oral and written. Knowledge of essential grammar is necessary for the good use of a dictionary. Such knowledge has become indispensable for users of learners dictionaries which now offer much fuller and more reliable information not only on word meanings but on the grammatical and pragmatic behavior of words. Especially for grown-up learners knowledge of grammar build confidence in their use of language. It also helps them spot, explain and root out errors.

- **How much grammar in the classroom?**

In general grammar is best learnt when it grows from language in use rather than when it gets taught as a systems of rules which are not yet anchored in pupil’s own use of language. The following point, suitably adapted to the

stage of learning and ages or abilities of learners, may therefore prove useful in presenting grammar in class.

Early teaching of grammar may begin with examples of sentence structures or patterns. Drills to provide practice may, where necessary, be included. What must be seen as essential however, is adequate provision for a meaningful use of the language.

The essentials of grammar

There are certain parts of grammar which would assist the teacher to lead his pupils to speak and write good English. These can be usefully taught. The following syllabus is suggested tentatively.

A. The sentence.

- The structure of simple sentence (the subject and the predicate or the subject, verb and object)
- The structure of the complex sentences
- The nature of noun, adjective and adverb clauses.
- The difference between main and subordinate clauses
- The function of each clause in complex sentences.

B. Analysis

- Analysis of simple sentences into subject and predicate.
- Analysis of complex and compound sentences into clauses.

C. Idiomatic Usages

- The sequence of sentence of tenses, direct and indirect forms of speech, a rough idea of the usage of a, an, the.
- The use of the particular prepositions with particular words.

D. Parts of speech

There classification by the functions they perform in the sentences.

Traditional grammar of English standardly recognize eight parts of speech

e.g.	Noun	-	boy
	Pronoun	-	I
	Verb	-	be
	Adjective	-	big
	Adverb	-	quickly
	Preposition	-	at
	Conjunction	-	and
	Interjection	-	oh

The part of speech classification plays a central role in the organization of grammars. A major section of the work will typically consist of a set of chapters each of which is devoted to a particular part of speech.

Grammars generally provide short definition for each part of speech and it will be helpful to preface our discussion with a representative set of such definitions.

In VIII standard, English grammar portion is having parts of speech, tense, voice, degree of comparison, article and so on in syllabus but Researcher covers parts of speech, antonym prefix, suffix, article and punctuation. Here the description of parts of speech.

A noun is a word used as the name of a living being or lifeless thing. Like (Mary, horse, hat, London). Pronoun is a word used instead of a noun. Like (He, She, it). The verb is that part of speech that predictors, assists in prediction, ask a question, or expresses a command, or it is an action word. Like (The wind blows, He is blind). The verb is that part of speech by which we ask a question. Like (The wind is blowing, Is the wind blowing?). An

adjective is a word that modifies a noun or pronoun i.e. a word that is used with a noun or pronoun to describe or point out the living being or lifeless thing designated by the noun or pronoun. An adverb is a word that modifies a verb, an adjective or another adverb. A preposition is a word that indicates a relation between the nouns or pronoun which may be a verb, an adjective or another noun or pronoun. Like (I live in this house). A conjunction is a word that joins together sentences or parts of sentences. Like (Sweep the floor and dusty that furniture). An interjection is an outcry to express pain, surprise, anger, pleasure, or some other emotion, as, ouch! Oh! Alas! Why!

E. Degree of comparison

When we think of two or more than two things, persons, groups, comparison automatically occurs. Better, intelligent, goods are adjectives. Hard, fast are adverbs. So when compare, we use adjectives to describe action. We use adjectives and adverb in three different sentences structures to express comparison. Positive, Comparative, Superlative. Comparison is either unequal or equal.

F. Antonyms/Synonyms:

When we say two words or expression are sonorous with each, we mean they have the same meaning as each other. These two words are then known as synonyms. For example, Adequate-Sufficient. When a word has a meaning opposite to the meaning of another we call it an antonym. For example, Good-Bad and Pessimistic-Optimistic.

G. Prefix and suffix

When we add a letter or a syllable to a word, affixing occurs and we get a new word. An affix can be a prefix or suffix. All letters that appear at after the word are suffix and before the word are prefix. e.g. quick-ly and in-correct.

H. Punctuation

Punctuation has a definite role to play in communicating sensibly through the written mode. While writing, we need to make various stop which help to give or receive messages. To punctuate, we generally use: full stop (.), colon (:), semicolon (;), comma (,), Question mark(?), exclamation(!), dash (-) quotation mark and apostrophe (').

The exclamation mark is used after Words (interjection) like Hello! Hi! and Emotions (what a mess!) The comma is used to punctuate a list of items: like At the farewell party we had: mixed rice, pulav, white rice with Sāmbhar, chips and papad. In direct speech: "Tell me, "he asked, "how you know all that." After person's name while addressing like Somu, will you stop the nonsense? The question mark (?) is used after a question in direct speech. When are you leaving? The full stop (.) is used at the end of all statement sentences. I need your help. The colon (:) is used To introduce a quotation Jesus said: Love thy neighbor, like thyself." To prevent list of items: My wife asked me to buy: Kitchen Knife, a gas lighter, a boar of mate. The semicolon (;) is used When there is a pause (stop) longer than that is necessary for a comma. You do your job well; I will pay you well.

J. Articles

The word a, an, and the are usually called articles. They are called articles as they have some special significance as the Part of speech. They are really demonstrative adjectives- There are two types of articles . 1) Definite article- The, 2) Indefinite article-A, An.

Definite article : The is used to indicate a particular persons (s) or things (s). It is the same for singular and plural numbers and for all genders. It is used before a uncountable noun.

E.g. the doctor came here. (The doctor means a particular doctor).

Indefinite Articles : A is used before a word beginning with a consonant sound. E.g. A tiger lives in forest. An is used before a word beginning with a consonant sound.

1.5 Need of the study

Language is not only a rule-governed system of communication but also a phenomenon that to a great extent structures our thought and defines our social relationships in terms of both power and equality.

In a country like India, most children arrive in schools with multilingual competence, poor socio-economic background and begin to drop out of the school system because, in addition to several other reasons, the language of the school fails to relate to the language of their homes and neighborhoods. Most children leave schools with dismal levels of language proficiency in reading comprehension and writing skills, even in their own native language. In addition to a variety of socio-political reasons that adversely impinge upon our educational system in general, some reasons that are primarily responsible for these low levels of proficiency include :

lack of any understanding about the nature and structure of language and process of language teaching learning.

The quality of grammar can be maintained only when it is ensured that students are achieving marks in grammar due to their understanding of basic rules and laws of grammar and not learning steps as grammar.

By this research researcher wants to know about the influence of Demographic variable like parents occupation and qualification, gender of student, type of school, medium of instruction etc. on students English grammar knowledge so that this findings may help to develop material interesting and relevant for teaching learning English grammar.

1.6 Objectives of the study

- 1) To find out the difference between boys and girls in respect to their grammatical knowledge.
- 2) To find out the difference between the students of CBSE and state board syllabus in respect to their grammatical knowledge.
- 3) To find out the difference between government and private school students in respect to their grammatical knowledge.
- 4) To find out the influence of father's education on the grammatical knowledge of the student.
- 5) To find out the influence of father's occupation on the grammatical knowledge of the student.
- 6) To find out the influence of mother's education on the grammatical knowledge of the student.
- 7) To find out the influence of mother's occupation on the grammatical knowledge of the student

1.7 Hypotheses of the study

- 1) There is no significant difference between boys and girls with respect of their grammatical knowledge in English.
- 2) There is no significant difference between students of state board and CBSE board with respect of their grammatical knowledge in English.
- 3) There is no significant difference between students of government and private school in respect of their grammatical knowledge in English.
- 4) There is no significant influence of father's education on the grammatical knowledge of students.
- 5) There is no significant influence of father's occupation on the grammatical knowledge of students.
- 6) There is no significant influence of mother's education on the grammatical knowledge of students.
- 7) There is no significant influence of mother's occupation on the grammatical knowledge of students.

1.8 Statement of the problem

The present study is undertaken to find out the grammatical knowledge of VIII class student and it is titled as:

“Study of Grammatical Knowledge of VIII Class Student with Reference to Certain Demographic Variables”

1.9 Delimitations of the study

Following are the delimitations of the study:

- 1) The study was delimited to the elementary school of Bhopal.

- 2) The study was delimited to the class VIII Student only.
- 3) The study was limited to- Parts of speech, degree of comparison, articles, prefix and suffix, Antonyms and punctuations in grammar.
- 4) The study was conducted on only four types of school viz. CBSE Government and private and state board Government and private.
- 5) From each school only one section of class VIII was taken and numbers of student present were finally taken as the sample size which came out to be 400 i .e. the results of the study on the basis of 400 students.