

# **CHAPTER I**

## **INTRODUCTION**

The Govt. of Maharashtra, as an Education Policy matter, initiated the teaching of English as a compulsory subject to the primary level (St. I to IV) of the Marathi medium schools. Prior to that, English as a compulsory subject was introduced from St. V. The induction of the teaching of English at the primary schools was a welcome decision with a handful of practical impediments. The general fear of English as a foreign language, the psychological inhibitions of the primary school teachers, students, the parents and the general social, cultural environment threw a few doubts about the success of the policy. One of the crucial issues at the beginning was the primary school teacher with insufficient resources as a qualified teacher imparting learning in the English language. The qualification for the primary school teacher is SSS/HSc and D.Ed. The teacher had exposure to the English from St. V to X and later on to the St XII. At D.Ed. Programme he had a paper of English methods. In this framework the students get minimum exposure to the spoken aspects of the English as language. The Govt. of Maharashtra considered all the aspects of the implementation of the teaching of English at the primary level and started a State wide comprehensive training programme for the primary school teachers.

On this backdrop, The research project attempts a study the teaching of English at Marathi medium primary level schools in rural area of Latur Taluka. The rural area has its own peculiar problems with respect to the social, educational environment, awareness of the parents, the willingness of the efficient teachers to stay in the rural area, the competence both of the teacher and the taught, the necessary equipment and the physical teaching learning facilities etc. Taking into account the scope and limitations of the Minor Research Project, it tries to account in brief the nature of the English language, its induction in India, the govt. policy about English, the role and objectives of the Govt. of Maharashtra in introducing English at the primary level schools, methods and approaches used for facilitating learning, and the observations and findings.

English has been with India since the early 1600's, when the East India Company started trading and English missionaries first began their efforts. A large number of Christian schools imparting an English education were set up by the early 1800's. The process of producing English-knowing bilinguals in India began with the Minute of 1835, which officially endorsed T.B. Macaulay's goal of forming "a class who may be interpreters between us and the millions whom we govern - a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect" (quoted in Kachru 1983, p. 22). English became the official and academic language of India by the early

twentieth century. The rising of the nationalist movement in the 1920's brought some anti-English sentiment with it -- even though the movement itself used English as its medium.

Once independence was gained and the English were gone, the perception of English as having an alien power base changed; however, the controversy about English has continued to this day. Kachru notes that "English now has national and international functions that are both distinct and complementary. English has thus acquired a new power base and a new elitism" (Kachru 1986, p. 12). Only about three percent of India's population speak English, but they are the individuals who lead India's economic, industrial, professional, political, and social life. Even though English is primarily a second language for these persons, it is the medium in which a great number of the interactions in the above domains are carried out. Having such important information moving in English conduits is often not appreciated by Indians who do not speak it, but they are relatively powerless to change that. Its inertia is such that it cannot be easily given up. This is particularly true in South India, where English serves as a universal language in the way that Hindi does in the North. Despite being a three percent minority, the English speaking population in India is quite large. With India's massive population, that three percent puts India among the top four countries in the world with the highest number of English speakers. English confers many advantages to the influential people who speak it -- which have allowed it

to retain its prominence despite the strong opposition to English which rises periodically. Indian English is a distinct variety of the English language. Many Indians claim that it is very similar to British English, but this opinion is based on a surface level examination of lexical similarities. Of course, one must keep in mind that not every linguistic item is used by every Indian English speaker and that a great deal of regional and educational differentiation exists.

English is a West Germanic language that was first spoken in Anglo-Saxon England in the early Middle Ages. The languages of Germanic peoples gave rise to the English language. The best known are the Angles, Saxons, Frisii, Jutes and possibly some people such as Franks, who traded, fought with and lived alongside the Latin-speaking peoples of the Roman Empire in the centuries-long process of the Germanic peoples' expansion into Western Europe during the Migration Period. Latin loan words such as *wine*, *cup*, and *bishop* entered the vocabulary of these Germanic peoples before their arrival in Britain and the subsequent formation of England. After the Anglo-Saxon settlement, the Germanic language displaced the indigenous Brythonic languages and Latin in most of the areas of Britain that later became England<sup>[citation needed]</sup>. The original Celtic languages remained in parts of Scotland, Wales and Cornwall (where Cornish was spoken into the 18th century), although large numbers of compound Celtic-Germanic place names survive, hinting at early language mixing. Latin also remained in these

areas as the language of the Celtic Church and of higher education for the nobility. Latin was later to be reintroduced to England by missionaries from both the Celtic and Roman churches, and it would, in time, have a major impact on English.

The English language underwent extensive sound changes during the 1400s, while its spelling conventions remained rather constant. Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. English was further transformed by the spread of a standardized London-based dialect in government and administration and by the standardizing effect of printing. Consequent to the push toward standardization, the language acquired self-conscious terms such as "accent" and "dialect".<sup>[16]</sup> By the time of William Shakespeare (mid 16th - early 17th century),<sup>[17]</sup> the language had become clearly recognizable as Modern English. In 1604, the first English dictionary was published, the *Table Alphabetical*.

Increased literacy and travel have facilitated the adoption of many foreign words, especially borrowings from Latin and Greek since the Renaissance. (In the 17th century, Latin words were often used with the original inflections, but these eventually disappeared). As there are many words from different languages and English spelling is variable, the risk of mispronunciation is high, but remnants of the older forms remain in a few regional dialects, most notably in the West Country. During the

period, loan words were borrowed from Italian, German, and Yiddish. British acceptance of and resistance to Americanisms began during this period. The *Dictionary of the English Language* was the first full featured English dictionary. Samuel Johnson published the authoritative work in 1755. To a high degree, the dictionary standardized both English spelling and word usage. Meanwhile, grammar texts by Lowth, Murray, Priestly, and others attempted to prescribe standard usage even further.

Early Modern English and Late Modern English vary essentially in vocabulary. Late Modern English has many more words, arising from the Industrial Revolution and the technology that created a need for new words as well as international development of the language. The British Empire at its height covered one quarter of the Earth's surface, and the English language adopted foreign words from many countries. British English and American English, the two major varieties of the language, are spoken by 400 million persons. Received Pronunciation of British English is considered the traditional standard. The total number of English speakers worldwide may exceed one billion.

The history of the British Empire has added to the spread of the English language. English is an important language in many places today, like in Australia, Canada, Hong Kong, the Republic of India and Pakistan, South Africa, and the United States, English is the main language. Because the United Kingdom (the country where England is)

and the United States have historically been powerful in money-making and government, many people find it helpful to learn English to communicate in science, business, and diplomacy. This is called learning English as an additional language, English as a Second Language (ESL) or English as a Foreign Language (EFL).

English uses strange spelling when written. Sounds for the letters and combinations look the same but can be very different. For example "ough" is different in through (threw), rough (ruff), dough (doe) or cough (coff). This makes it a very hard language to learn. Many English speaking countries spell words differently. There is a difference between some spellings in America on the one hand and the United Kingdom and many other countries (such as those of the British Commonwealth) where English is the main language on the other hand. These different ways of spelling are sometimes called "American English" and "British English". For example "colour" is spelled "color" in the USA, and "programme" is spelled "program" in the USA. Even the word "spelled" is different in British English, where it is spelled "spelt". However, with greater globalization, or globalisation (or spreading around the world), and the spread of US culture through television and US computer programmes, some British people now sometimes use American English terms.

English is spoken in many countries around the world. It is the first language of the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. There are about 375 million native speakers (people with first language as English), which makes English the second most spoken language in the world. About 220 million more people speak it as a second language and there are as many as a billion people who are learning it.

The British first arrived in India in the early 1600s and soon established trading posts in a number of cities under the control of The East India Company. By 1765 the Company's influence had grown to such an extent that the British were effectively controlling most parts of the country. This date is often taken as the start of what is referred to as *The Raj* — a period of British rule in India that lasted until Independence in 1947. Initially English was only taught to the local population through the work of Christian missionaries — there were no official attempts to force the language on the masses. But by the 1700s, English had firmly established itself as the language of administration and many educated Indians were demanding instruction in English as a means of social advancement. By 1857 universities had opened in Bombay, Calcutta and Madras. English was increasingly accepted as the language of government, of the social elite, and of the national press.

After Independence, India became a nation state, and it was intended that English would gradually be phased out as the language of administration. But there was no simple solution as to which language should replace it. At first Hindi, the most widely spoken language, seemed the obvious choice, but following violent protests in 1963 in the state of Tamil Nadu against the imposition of Hindi as a national language, opinion has remained divided. In a country with over 900 million people and more than a thousand languages, it is difficult to choose a single national language, as mother tongue speakers of that language would automatically enjoy greater social status and have easier access to positions of power and influence. Even Ghandi, a proponent of a native variety as a national language, accepted that his message was most widely understood if expressed in English. So, although English is not an indigenous language, it remains as an 'Associate Language' in India, alongside Hindi, the 'Official Language of the Union of India' and eighteen 'National Languages', such as Bengali, Gujurati and Urdu, that have a special status in certain individual states.

Despite continued pressure from nationalists, English remains at the heart of Indian society. It is widely used in the media, in Higher Education and government and therefore remains a common means of communication, both among the ruling classes, and between speakers of mutually unintelligible languages. According to recent surveys, approximately 4% of the Indian population use English. That figure

might seem insignificant, but out of the total population this represents 35 million speakers — the largest English-speaking community outside the USA and the UK. In addition there are speakers of English in other parts of South Asia, such as Pakistan, Bangladesh and Sri Lanka, where English plays a similar role. English is virtually a mother tongue for many educated South Asians, but for the vast majority it remains a second language. This means there are speakers whose spoken English is heavily influenced by speech patterns of their ethnic language, alongside those whose speech reveals nothing of their racial background and some who are ranged somewhere in between.

In 1835, the British Government in India designated English as the medium of education for schools and universities. During over a century of British rule, English grew in popularity as a language of power, prestige and convenience. Although it was a foreign language at that time, native Indians were quick to take to the language, and even those opposed to British rule would voice their resistance primarily in English. Even after India gained its independence from Britain, English continued to be widely used, and, in fact, the new constitution makers deliberated and wrote the Indian Constitution in the English language. While Article 343 of the Indian Constitution designated Hindi as the official language of the Union, it also provided for the continued use of English language for all official Union purposes for a period of 15 years. After nine years, the Official Language Commission of India recommended extending the

use of English; a recommendation that has been subsequently echoed by several other committees over the years. English came to be known as an ‘associate official language’ or an ‘associate additional language’. Recognition of the need to train English teachers led to the establishment of several institutions, such as the English Language Teaching Institute and the Central Institute of English, and several Regional Institutes of English. The varieties of English one comes across in India may be considered to be distinct variants of the language. They evolved out of British English imbibing several features of pronunciation, grammar and semantics from the native languages of India. A superset of all those varieties could be referred to as ‘Indian English’. Indian Variants of English (IVE) is, however, a more apt phrase for these varieties. There is a great deal of regional variation in terms of pronunciation within Indian English. Similar to the different regional accents of English in Britain, Indian English has very distinct pronunciation patterns in the different regions of India. The different areas, such as North-Eastern India, Bengal, Orissa, Andhra and Karnataka, as well as Tamil Nadu, Kerala, Maharashtra, Gujarat, Panjab and Bihar, all add different flavours of pronunciation.

Comparing ‘Indian English’ with British Received Pronunciation (BRP), we find many cases of Indianisms. A few examples are: (a) Diphthongs in BRP corresponding to pure long vowels in Indian pronunciation (e.g. ‘cake’ and ‘poor’ pronounced as ‘ke:k’ and ‘pu:r’,

respectively); (b) The alveolar sounds ‘t’ and ‘d’ of BRP pronounced as ‘retroflex’ (harsher sounds); (c) the dental fricatives and replaced by ‘soft th’ and ‘soft d’ (e.g. ‘thick’ pronounced as ‘thik’ rather than ‘ik’); (d) ‘v’ and ‘w’ in BRP are both pronounced somewhat similar to ‘w’ in many parts of India and they are usually merged with ‘b’ in Bengali, Assamese and Oriya pronunciations of English (e.g. ‘vine’ and ‘wine’ are both pronounced somewhat similar to ‘wine’, whereas ‘vet’, ‘wet’ and ‘bet’ are all pronounced as ‘bet’ in Bengali speech). Some words that are not found in Englishes elsewhere are used in Indian English. These are either innovations or translations of some native words or phrases. Examples here would include cousin brother (for male cousin), prepone (advance or bring forward in time), and foreign-returned (returned from abroad). There are also examples of Indianisms in grammar, such as the pluralization of non-count nouns (e.g. breads, foods, advices) and the use of the present progressive for the simple present (I am knowing).

The status of English in India is different from its status in, say, a Western European country. In contrast to a country like Germany, where it is a foreign language, English is a second language in India, and, as such, it is widely used in the media, education, administration, non-localized business, etc. In the majority of cases, spoken and written English are learnt through formal education. Even for those who learn and use English as their first language at home, there will be constant exposure to one or more regional languages, as well as the local variety of

English. While school textbooks are written in Standard English, students will also be continuously exposed to many varieties of Indian English outside of the classroom. Given this and the fact that spoken language instruction will always be greatly influenced by the regional flavour or variety used by the teacher, exposure to Standard English may be limited just to the grammar.

Though English was the medium of school and university education during the British regime, it is now mainly used as the medium of instruction in English-medium schools in the country. English-medium schools of varying standards (locally known as ‘convent schools’) exist in most cities and towns. Some of these schools insist that students only speak in English within the school premises. In other schools, English is taught as a subject within the curriculum. At university level, the usage of English becomes more intense. It is the medium of instruction and examination in all the prestigious institutes of technology, institutes of medical sciences, agricultural universities, and university departments of engineering and technology. It is also the favoured medium of instruction and examination at post-graduate level for many subjects in the majority of universities. Newspapers both in terms of the number of periodicals and the numbers of copies printed, English newspapers are quite popular. Most of the major national newspapers are published in English and are popular in cities and

towns. It is clear that English newspapers are maintaining circulation figures roughly similar to those of Hindi newspapers.

The radio network known as All India Radio (AIR) is a major channel for radio broadcasts. It runs programmes in English, Hindi and other regional languages. Prime time slots are allotted for news in English and Hindi. Until about a decade ago, Doordarshan, the television channel owned by the central government used to be the only channel available to Indians. It had, and still has, programmes in English including frequent news bulletins. The advent of satellite television and the availability of many channels, such as Star TV, Zee TV and a large number of local channels, have opened up the skies to entertainment and news. Scores of service providers (known as Cable TV Operators) provide many such channels through cable networks throughout many cities and towns and even in rural areas. These channels broadcast many programmes in English and regional languages. Sports commentaries, which have wide audiences, are delivered in English, Hindi and in some regional languages. Newscasters, particularly on AIR and Doordarshan, try to maintain an accent close to British Received Pronunciation. Until about a decade ago, the diction of the newscasters on AIR was regarded as a model for pronunciation. However, the diction of newscasters and anchorpersons on some of the satellite channels is now closer to the regional varieties of English. CNN, BBC and some other

international channels have proved to be very popular with urban audiences.

India is now seen as a major centre for software development. A significant number of international software companies have set up branches in India. English is the main language used in computing and Indian software engineers are proficient in English. International software companies see this as a positive feature when recruiting Indian software engineers and setting up branches in India. The Internet is proving to be a popular medium of communication in India. Inexpensive Internet cafes have popped up on many corners in cities and towns. As predicted elsewhere in the world, English has evolved as the major language of the Internet in India too. Although people try to communicate via the Internet using regional languages (often typed in with makeshift transliteration methods), English is still the popular language for Internet use.

The Internet is also providing Indians with a powerful medium for the offshore development of software. In contrast to the conventional offshore development of software, with programmes written in India under subcontracting, more recently, a 'processing' type of offshore operation, such as medical transcription has become very popular. In this process, for instance, a medical transcription agency in India receives oral dictations of medical prescriptions, surgery procedures, etc, sent either on recorded media or through the Internet as compressed sound files,

which they would input and return. Some international organizations that need to respond to customers throughout the day and night have set up branches in India, with operators responding to questions in American English.

The Union Government has been trying hard to implement Hindi as the language of official communication. Several organizations that belong to the central government conduct what they call 'Hindi Week' to inculcate the use of Hindi among administrators. Various state governments also have been trying to establish the use of local languages in administration. However, educated Indians, especially in cities and towns, tend to use English language in their communications with administration.

India is a multi-lingual and multi-ethnic country. Languages belonging to four different families are spoken in India. The language families are: Indo-Aryan (a branch of Indo-European), Dravidian, Tibeto-Burman and Austro-Asiatic. In 1950 the states in the country were reorganized to roughly coincide with linguistic boundaries. Thus, for instance, Telugu is spoken by a majority of speakers in the redefined state of Andhra Pradesh. Eighteen languages were given recognition by the government. Each of the states has one or two of these languages designated as its official language(s). In rural areas, people are usually monolingual. In the urban areas, a good amount of bilingualism is encountered. In large cities, one comes across persons who even may not

know the local language. In the public sphere we find some differences in the usage of English. The roman script is still the preferred medium for writing signboards and restaurant menus, etc. It is easier to find a railway timetable printed in the roman script than it is to find one printed in a regional script. Although the Department of Posts and Telegraphs of the Union Government encourages the dispatch of telegrams in Hindi language, a good number of them are still composed in English. In hotels and restaurants in cities and towns, one is able to converse in English at the reception, and to place an order in English at medium to large restaurants. In several southern Indian states, personnel at the counters of railway and bus stations, owners of small shops, drivers of taxis or autos (3-wheeled motorized vehicles), as well as many others, have sufficient command of spoken English for communication. An Indian who knows English does not hesitate in speaking in that language with a foreigner (who is anticipated to know the language). For instance, an Indian dignitary who knows English would readily converse in English with a visiting foreigner or deliver a talk in English at an international forum. This can be contrasted with the medium that delegates or dignitaries from other countries use in similar circumstances. Except in a few areas, English-knowing Indians do not have antagonism towards English.

English language in its different variegations continues to thrive in India. It is a major medium of communication in technical and scientific

education, governance, personal interaction among the educated, public information, broadcasting, news media etc. Education in the medium of English language is still valued. It is the main language used in the field of computing and internet-related enterprise. It is an essential tool of interaction between a foreigner and an Indian. India has been hospitable to English and each benefit from the other.

Officially English has a status of assistant language, but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show that they know English. English symbolizes in Indians minds, better education, better culture and higher intellect. Indians who know English often mingle it with Indian languages in their conversations. It is also usual among Indians to abruptly move to speak fluent English in the middle of their conversations. English also serves as the communicator among Indians who speak different language. English is very important in some systems – legal, financial, educational, business – in India. Until the beginning of 1990s, foreign movies in India weren't translated or dubbed in Indian languages, but were broadcast in English and were meant for English speakers only. The reason Indians give such importance to English is related to the fact that India was a British colony (see Europeans in India).

When the British started ruling India, they searched for Indian mediators who could help them to administer India. The British turned to high caste Indians to work for them. Many high caste Indians, especially the Brahmans worked for them. The British policy was to create an Indian class who should think like the British, or as it was said then in Britain “Indians in blood and color but English in taste, in opinions and morals and intellect”. The British also established in India universities based on British models with emphasis on English. These Indians also got their education in British universities. The English Christian missionaries came to India from 1813 and they also built schools at primary level for Indians in which the language of instruction was local language. Later on the missionaries built high schools with English as the language of instruction which obliged the Indians who wanted to study to have a good knowledge of English. The British rulers began building their universities in India from 1857. English became the first language in Indian education. The ‘modern’ leaders of that era in India also supported English language and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. Many new schools were established in which the language of instruction was English. According to the British laws the language of instruction at university level was English and therefore schools that emphasized English were preferred by ambitious Indians. Even after India’s independence, English remained the main language of India.

Officially it was given a status of an assistant language and was supposed to terminate officially after 15 years of India's independence, but it still remains the important language of India.

Even today schools in India that emphasis English are considered better schools and the same is the case at university levels, even though there is a trend towards Indianization. In the 1970s and 1980s about one third of the Indian schools had English as their first language. For most of these students, English is their first language and it is easier for them to communicate, read and write in English than in Indian languages, including their mother tongues. Just like the Americans, Australians or even the British who have their unique English words and phrases, the Indians also have their own unique English. The Indians and the Indian English language press uses many words derived from Indian languages, especially from Hindi. Other than that, the Indian accent is sometimes difficult for non-Indians to understand. There are some Indian pronunciations that don't exist in non Indian languages. The British also had problems with that and they caused some changes in Indian words so that they could pronounce them. Even the Indians started using these changed words and made them part of their English. Two examples of such changed words are currey and sari. Just as in the Caribbean, the English Language arrived in South Asia as a result of colonisation. Unlike its history in the Caribbean, however, English has always co-existed in the Indian subcontinent alongside thousands of local

languages. So for most of the population, it has only ever been a second language.

English is the de facto national language of India. It is a bitter truth. Many Indians would say that India's national language is Hindi. They would say it with pride if they are from the north and with a good-natured grouse if they are from the south. But this is a misconception. The fact is that, according to the Indian Constitution, the country does not have a national language. In the years that followed the nation's independence from the British in 1947, there were efforts to hoist Hindi as the national language, but regional linguistic sentiments were high. In the southern state of Tamil Nadu, men immolated themselves to protest what they thought was the colonizing power of Hindi. As a compromise, Hindi was downgraded to one of the two official languages in which the government would conduct its business.

The other official language was English, which has long been considered a default language, a foreign language. But this is no longer true. Since independence, the influence and reach of English have grown immensely. It is impossible to arrive at a credible figure for the number of Indians who understand English (a lot), who can read it (many) or who can write it (very few). But what is indisputable is that in India today, English has the force and quality of a national language. Alarmed at the power of English, India's cultural elite and politicians have tried, through

public policy and sometimes violence, to promote Indian languages. In Mumbai, for instance, every shop is required to announce its name in Marathi even though most of the people in the city can read English but not Marathi. In the recent past, thugs have beaten up shopkeepers who did not comply with the requirement. Accepting that English is the national language would have benefits that far outweigh soothing the emotions of Indian nationalism. It is to emphasize this point that Chandra Bhan Prasad has built a temple to the Goddess English in an impoverished village in the northern state of Uttar Pradesh. People like Mr. Prasad, who want to liberate the poorest segment of the population, the Dalits, through the extraordinary power of English, view Indian culture and all related sentiments with suspicion. It was that same culture that had once deemed the Dalits “untouchable,” relegating them to the lowest of the low in the caste hierarchy. In Mr. Prasad’s temple, there is an idol in robes, wearing a wide-brimmed hat. Very soon, Mr. Prasad said, he would encourage young Dalit couples to include a ritual in their wedding ceremony in which they would sign the letters A, B, C and D on a piece of a paper. “That would be a promise they make that they will teach their children English,” he said. He also plans to adopt an Islamic tradition and fix a loudspeaker in the temple from which a recorded voice would chant the English alphabet, from A to Z , every day at 5 a.m. All these are just symbolic gestures, he said, and the best he

can do in the absence of genuine political support for making English the national language.

In our country English is important for a number of reasons. India is a land of diversity. Different people speak different languages. A person of Tamil Nadu does not speak Hindi. So he can't understand Hindi of a person from North India. However he can understand in English. So English is a link language. Different people can communicate with one another with the help of English. Secondly, all advanced knowledge in science, technology and medicine is available in English. The results of the latest researches come to India through the medium of English. If we give up English, we will lag behind in the higher fields of study. Today the world has become one family. It is all due to English. English is an international language. English is the language of the Constitution, the Supreme Court, the High Courts and official departments. English is now firmly rooted in the soil of India. It has become a part of Indian life. Thus English has great importance for the integrity of India. It has to be second language in our country for the better development of the country. The study of English language in this age of globalization is essential. English language is the most important language of communication between different countries. In India, people of different states have their own language. English Language has come to us as a connecting link among various states of India.

## **CHAPTER II**

### **TEACHING OF ENGLISH IN MAHARASHTRA**

English as stated by Timothy J. Scrase “is not only important in getting a better job, it is everywhere in social interaction. If you can’t speak it then you are a nobody”. This view makes it clear that English occupies a place of prestige in our country. People belonging not only to a different language groups but also to the same speech community make use of English in their inter-personal communication. In big metropolis of India, it is really difficult to come across any educated person who can speak any Indian language well without avoiding the use of English words. Its importance is not just in how many people speak it but in what it is used for. It is the major language of trade and commerce, news and information in this world of globalization. It is the language of higher education and research, maritime communication, international air traffic control and it is used even for internal air traffic control in countries where it is not a native language. Thus it has attained the status of a global language in the ever changing economic context. Commenting on the increasing popularity which English language enjoys now-a-days Timothy J. Scrase remarks: “English is an international language. You feel humiliated if you can’t speak English. People think you are dumb.” The view expressed above makes it clear that English

language enjoys a respectable position in the Indian context. In India English is seen not only to be the key to economic prosperity, but for the social value as well. Parents, especially, those belonging to the upper and middle classes, expect their children to get the best type of education and they think that it is possible only through English medium. On the other hand, people from the lower classes emulate the model-setting behavior of the upper and middle classes. This increasing demand for English has resulted in the mushrooming growth of English-medium schools all over India. Still, there was a bitter controversy among Indian educationists with regard to the place of English in system of education and there has been due to this a constant change of decisions as to what position English should hold in the present setup.

Language planning for school education in India can be seen more as a question of status planning rather than acquisition planning. The language debate in education in the formative years of India's independence not only brought in awareness among the stakeholders of education, it also enabled the policy makers to fully attempt to realize the constitutional vision of equality of opportunity, linguistic rights of every linguistic and ethnic community and moving towards the goal of achieving universal access to education. The Three-Language formula which emerged as a political consensus on languages in school education was a strategy to accommodate at least three languages within the ten years of schooling. The Central Advisory Board on Education (CABE), the

oldest statutory body on education in India, initiated the discussion on languages in school education in 1940's and this continued to be a major concern in their discussions until 1960. CAGE identified five major issues which required attention:

- The number of languages to be taught at various levels of school education.
- The introduction of second and third languages.
- The place and role of English.
- The place and role of Hindi.
- The teaching of Sanskrit and minor language(s) in school.

The CAGE devised the three-language formula in its 23<sup>rd</sup> meeting held in 1956 with a view to removing inequalities among the languages of India. It recommended that three languages should be taught in the Hindi as well as non-Hindi speaking areas of the country at the middle and High school stages and suggested the following two possible formulae:

1(a) (i) mother-tongue or

(ii) regional language or

(iii) a composite course of mother-tongue and a regional language or

(iv) a composite course of mother-tongue and a classical language or

(v) a composite course of regional language or a classical language.

b) Hindi or English

c) A modern Indian language or a modern European language provided it has not already been taken under (a) and (b) above.

2. (a) as above

(b) English or a modern European language

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

The three-language formula was simplified and approved by the Conference of Chief Ministers held in 1961 as follows:

- The regional language or the mother-tongue when the latter is different from the regional language.
- Hindi or any other Indian language in Hindi speaking areas, and
- English or any other modern European language.

CABE also deliberated in detail on the study of English as a compulsory subject as recommended by the Education Ministers Conference held in 1957:

- English should be taught as a compulsory language both at the secondary and the university stages, students acquire adequate knowledge of English so as to be able to receive education through this language at the university level.

- English should not be introduced earlier than class V. The precise point at which English should be started at the middle stage was left to each individual state to decide. A comprehensive view of the study of languages at school was undertaken and concrete recommendations were made by the Education Commission between 1964 and 1966. The commission having taken account of the diversity of

the Indian context recommended a modified or graduated three-language formula:

- i. The mother-tongue or the regional language.
- ii. The official language of the Union or the associate official language of the Union so long as it exists; and
- iii. A modern Indian or foreign language not covered under (i) and (ii) and other than that used as the medium of instruction.

The commission's observation on the status and role of English is of importance from the point of view of language planning and the way the language was perceived by policy planners. The commission said:

“English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the central government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university”. Thus, this brief historical scan of the evolution of the language policy in India tells us how the apprehension about the dominance of English (as a colonial language which signifies the master's language) has been naturally alleviated by the role which the language has attained. Today every child and parent wants the English language.

The three-language formula envisaged that language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource. Home language or mother-tongue of children should be the medium of instruction in primary schools and that this would lead to harmonious personal development and contribute to a pedagogically sound high quality education. This vision was proposed by the Education Commission in 1964-66 and was reflected again in the National Curricular Frameworks from 1975, the National Education Policy (GOI 1986), and the Programme of Action (GOI 1992). In 2002 just over 92 percent of primary schools were teaching through the mothertongue; ten years earlier the figure was almost identical, just below 92 percent. Rural schools showed an increase of less than one percent in their tendency to use the mother-tongue while urban schools showed a decline of less than one percent over the ten-year period. Moreover, it also shows that as far as the upper primary stage is concerned, more than 91 percent of schools were using the mother-tongue in 2002, an increase of just over 02 percent points compared to 1993. In 1993 rural upper primary schools were about 03 percent more likely to use mother-tongue compared to urban schools. By 2002 the proportion of both rural and urban schools using the mother-tongue had increased, but the rate of increase was slightly higher in the rural

schools. Overall, then, more than 90 percent of schools at the primary and upper primary stages teach through the children's mothertongue.

However, the pattern regarding the use of English as a medium of instruction is rather different. In 1993 English was used in 05 percent, 16 percent and 18 percent of primary, upper primary and secondary schools respectively. But in 2002 the equivalent figures were 13 percent, 18 percent and 26 percent. In other words, the tendency of schools to offer English as a medium of instruction had increased at every level over the decade, with the most rapid increases occurring in primary and secondary schools. It is also interesting to note that the number of states/UTs offering education at primary and upper primary levels through the medium of languages other than the majority language increased. It is observed that at least two languages are available as the medium of instruction in each state/UT.

The National Policy on Education (NPE) periodically reviews the position of the three-language studies in Indian states. English language teaching situation presents a mixed picture in the state of Maharashtra. The standard of teaching English varies according to the type and need of the schools in the state. The disparity in the quality of English language education experienced by children further intensifies the already existing divide between English language rich and English language poor children. For the children in the schools in Maharashtra, English is a compulsory subject of study at primary, secondary and

higher secondary stages. Hence, it is for the schools to rear up and supply sufficient number of young people with the kind of command of English necessary for communication with the outside world. Still English holds a place of prestige in our country and in the state of Maharashtra too. Added to it is the hope of better prospects if English is learnt well. Naturally the parents of school going children are eager to send their ward to schools where English is taught well. The medium of instruction in universities as well as other institutions of higher education in quite a number of states including the state of Maharashtra is English. In Maharashtra there are ordinarily four different types of schools as far as the status of teaching English is concerned:

- i) English medium schools- Where mother tongue/or Hindi is taught merely as a subject. They also cater to the need of non-regional language speaking group.
- ii) Schools where English is a predominant language. These schools usually have mother-tongue / or regional language as medium of instruction at the primary stage and English as an optional medium at secondary stage.
- iii) Schools where English is an equal partner with the mothertongue. Good teaching of English is necessary in these schools; and
- iv) Schools where English is studied merely as a foreign language. When such schools come into being, the regional language will be the medium of instruction for all subjects even at the highest level.

The present situation of English language teaching in the varied context of India is summarized by Kurrien. Kurrien identifies four different types of schools according to the teacher proficiency (TP) and the exposure of pupil to English in and outside school, i.e. the availability of English in the environment of language acquisition (EE) as given below.

- i] ↑↑TP,↑↑EE (e.g. English medium private/government- aided elite schools) proficient teachers; varying degrees of English in the environment, including as a home or first language.
- ii] ↑TP, ↑EE (e.g. New English-medium private schools, many of which use both English and other Indian languages): teachers with limited proficiency; children with little or no background in English; parents aspire to upward mobility through English.
- iii] ↓TP,↓EE (e.g. Government-aided regional – medium schools) : schools with a tradition of English education along with regional languages, established by educational societies, with children from a variety of background.
- iv] ↓↓TP, ↓↓EE(e.g. Government regional medium schools run by district and municipal educational authorities) : they enrol the largest number of elementary school children in rural India. They are also the only choice for the urban poor (who, however, have some options of access to English in the environment). Their teachers may be the least proficient in English of these four types of schools.

The difference in the teaching-learning situation, learners' exposure to the language outside the schools and parental support further divides each category into many levels. As Prabhu observes that: "typologies of teaching... should thus be seen as an aid to investigating the extent of relevance of a pedagogic proposal", rather than as an absolute categories. Thus, a teaching situation decides where a school stands.

Most of the schools in Maharashtra especially the rural schools today fall under the fourth category where we have children with almost nil or no exposure to the language, teacher's language proficiency is in question and here are the parents who cannot support their wards in learning the language. In Maharashtra as far as the teaching of English is concerned there was no uniformity in the teaching of English before 1960. It was only in 1968 that the uniform syllabus at primary level was implemented and from 1972 English as a compulsory subject was introduced from the fifth standard, when children are about ten eleven years of age. This age is the most appropriate stage where a child can learn a foreign / second language. In this context W.F. Mackey remarks: "in the introduction of a second language, practice in schools throughout the world varies from starting at the age of five to the age of fourteen. In some countries, national and social ideas prompt the early introduction of second language. In countries where the native language has no recorded literature, a second language is introduced early enough in the

primary school to permit the second language to be used as a medium of instruction. In most European countries, however, a second language has been introduced only after the age of ten.”<sup>42</sup> It is evident from the statement that there is not the uniform policy regarding the introduction of English language in the school curriculum in Indian context also. It is being introduced in class I or class III by 26 states or union territories out of 35, and seven states or UTs introduce it in class IV or V.

In the past the distinction between the rural and urban was being made on the basis of the age factor for teaching English. As a result some of the Indian states began the teaching of English at the age of eleven, at the same time, it was began at the age of fourteen in some of the states. In several Indian states the teaching of English begins at the age of 8-9 i.e at class III. The demand for English emerges from many factors, as recognized by the Position Paper on the Teaching of English produced by NCERT in connection with the National Curriculum Framework- 2005 as: “English in India today is a symbol of people’s aspirations for quality in education and fuller participation in national and international life... The level of introduction of English has now become a matter of political response to peoples’ aspirations, rendering almost irrelevant academic debate on the merits of a very early introduction.” From the statement it becomes evident that today peoples’ aspiration about the knowledge of English language is increasing day-by-day in India. A working knowledge of English, as it is believed, will be a valuable asset for all students and

reasonable proficiency in the language will be necessary for those who proceed to the university. That's why most of the states are seen interested in the early introduction of this language in the school curriculum.

Realizing the increasing importance which the English language enjoys now-a-days, the government of Maharashtra has introduced the study of English as a subject from the first standard in all the non-English medium schools in the state from June 2000. Thus, it has opened a new horizon to the school going generation of the 21st century.

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune and Maharashtra State Board of Secondary and Higher Secondary Education, Pune has launched a new series of graded textbooks entitled as 'My English Book' for the Ist to VIIIth standards from June 2013, based on 'Primary Education Curriculum-2012' to reflect the guidelines and expectations of the 'Right of Children to Free and Compulsory Education Act- 2009' and 'National Curriculum Framework-2005' respectively. Based on the recommendations of 'National Curriculum Frame Work-2005' and 'The State Curriculum Framework - 2010' 'English Reader: a coursebook in English' for IXth and Xth standards and 'Yuvakbharati: A course book in English' for XIth and XIIth standards were introduced in the state of Maharashtra from June 2012. National Council of Educational Research and Training (NCERT) is making a continuous effort to review and revise the school

syllabi from time to time. It draws up the syllabus of English looking on the one hand into the needs of the students and on the other the position of English in the socioeconomic and cultural life of the nation.

Any curricular reform ought to take into consideration the fact that whatever appears relevant and essential today may not be suitable for tomorrow. The curriculum of English in the state of Maharashtra bases itself on the diverse characteristics of the state with its multiplicities. As John L. Clark remarks, a curriculum addresses the common as well as the individual aspirations: “given the diverse and conflicting values that exist within any large social group, and given a democratic concern for the valuing of such diversity, it would seem necessary for any contemporary curriculum to attempt to embody what are agreed to be common aspirations, and yet leave space for individual interpretation within and beyond these, to accord with the individual characteristics of each teaching and learning context”. Goals for a comprehensive language curriculum needs to bring in aspects of language, culture, practices of people in the learning process in accordance with the local needs and concerns so that learners are able to connect with real life situations. A curriculum in language education should aim for: “... a cohesive curricular policy based on guiding principles for language teaching and acquisition which allows for a variety of implementations suitable to local needs and resources, and which provides illustrative models for use.” A syllabus, which is a medium to realize the aims of language education, is

driven by various needs and concerns that a curricular frame work aims to achieve. The main objective of a good syllabus is to enable the learner to achieve proficiency in the language in different domains. The syllabus should reflect:

- i) assumptions about language learning.
- ii) appropriate themes the texts embody.
- iii) objectives of teaching learning English.
- iv) knowledge of methods expected of teachers who use the text book.
- v) ideas on how learning materials will be constructed (what? and How?)
- vi) ideas on how learning is to be evaluated.

The state run schools which mostly fall under the fourth category of schools would need to provide a curriculum that ensures at least minimum level of exposure to the language, materials that would present the language in contexts through authentic texts, and activities where children would engage with the language and interact and develop communication skills, proficient teachers who would ensure enabling conditions for learning the language in meaningful contexts, and an examination system that would not threaten the learners and declare them a failure because they could not pass the mark of 35 percent in the subject. Do our state curricula provide such conditions so that the learners feel comfortable being in school, particularly learning English language? Let's see through an analysis of the curricular statements and syllabi of English language teaching in Maharashtra.

The objectives of any English teaching course, as Ram Kumar Sharma opines, are the development of four basic skills- listening, speaking, reading, and writing to the best of pupils ability. In the beginning of his learning the pupil should be occupied with the following pursuits:

- i. The acquisition of an intelligible pronunciation.
- ii. The acquisition of guided and prompted talking.
- iii. The acquisition of a working vocabulary.
- iv. Practice in the reading of English.
- v. Practice in transcribing and in simple writing.

According to Sharma “during the first four years of English teaching we should intend to develop in the learners the ability:

- i) to understand very simple English spoken at normal speed within the vocabulary and structures laid down in the syllabus.
- ii) to speak very simple English with an internationally comprehensible pronunciation and intonation, as far as the environment permits, within the vocabulary and structures laid down in the syllabus.
- iii) a) to read aloud fluently within the vocabulary and structural range of the syllabus.
- b) to read similar material silently with reasonable speed and to show evidence of comprehension by answering questions either in English or in the mothertongue.

iv) to build simple sentences and paragraphs within the range of the syllabus without having to provide the ideas themselves.

The objectives of English language teaching in Maharashtra are delineated at two levels for primary stage. Level I for classes I & II, and level II for classes III, IV and V. The objectives spelt out for upper primary stage i.e for classes VI,VII, and VIII are similar to those spelt out for classes III,IV and V with a slight change in the objectives spelt out for class VIII. The objectives spelt out for secondary and higher secondary level are different from each other which are enlisted as:

**Level I:** Objectives for (classes I&II) - The course aims at helping children learn English joyfully through graded and engaging activities in a child-friendly and child- centred manner; making the child free of fear, trauma and anxiety, and helping the child to express views freely. In the syllabus an attempt has been made to give children the systematic exposure to English, so that gradually, the children get a grasp of the language.

**Level-II:** Objectives for (Classes III, IV, V and VI, VII)- The Course aims at building confidence among students, and at a balanced development of all the four language skills through an activity oriented, child-friendly, and eclectic approach which made use of a variety of methods and techniques.

**Level-III:** Objectives for (Class-VIII) - The Course aims at building the students' confidence and proficiency through a number of rewarding experiences. To facilitate this, the students are provided a series of

graded activities that encourage them to use English on their own sensitively and creatively. A variety of translation tasks and many activities that promote self-learning and group work are also included in the book.

**Level-IV:** Objectives for Secondary Stage (Classes IX & X)- The major objective of teaching English at the secondary level is to consolidate and extend the language abilities already acquired. In the course of two years, students are expected to develop a broad-based conceptual understanding (cognition) of the idiom of English and to learn to make effective use of English in real life contexts (application). The syllabus at this stage envisages the following general objectives of teaching and learning English as a second or third language. To enable students to-

- i) learn to use English appropriately.

- ii) understand spoken English used in and outside the school.

- iii) speak with confidence using appropriate vocabulary, grammatical forms and acceptable pronunciation.

- iv) comprehend written texts in English (both textual and nontextual).

- v) write in simple and acceptable and reasonably correct English.

- vi) acquire the necessary communication skills required for their day-to-day social interaction.

- vii) cultivate a broad, human and cultural outlook.

- viii) facilitate self-learning.

The syllabus at this stage also envisages the following skill-wise specific objectives of teaching and learning English as a second or third language as:

**a) Listening Skill -**

To enable the student to:

- i) enjoy and appreciate various types of poems read aloud.
- ii) understand meanings of words, phrases and sentences in context.
- iii) guess meanings of new words and phrases.
- iv) understand statements, questions, commands, requests and other such statements.
- v) understand and respond appropriately to directive language, e.g. instructions, advice, requests and warnings.
- vi) maintain his/her attention for a reasonable length of time.
- vii) listen for a global understanding so as to be able to give main points.
- viii) follow simple narrative, descriptive and other such prose texts read aloud, so as to answer questions set on them.
- ix) enjoy and appreciate stories, short plays and short narrations read out in the class.
- x) take dictation keeping pace with the speed of the speaker.
- xi) understand and interpret spontaneous spoken discourse in familiar social situations.
- xii) listen with understanding news, commentaries, short speeches, and such other programmes on Radio/TV /Tapes /CD's etc.

xiii) listen with understanding to telephonic conversation.

xiv) understand nuances conveyed through stress and intonation.

xv) Infer a speaker's attitude / intention and the message given in his speech.

### **b) Speaking Skill:**

To enable the student to :

i) enjoy reciting poems with appropriate rhythm.

ii) make meaningful use of words, phrases, and sentences in context.

iii) use a variety of words and phrases in different contexts.

iv) learn to speak fluently and intelligibly on a given topic for a reasonable period of time.

v) answer orally the questions set on narrative and descriptive passages.

vi) produce simple statements, questions, commands, and requests.

vii) converse appropriately in formal and informal contexts.

viii) express his/her ideas coherently and logically.

ix) narrate events, stories, and experiences in brief.

x) describe state and process that he/she observes.

xi) participate in discussions, debates, and conversations.

xii) use variety of expressions for complementing, requesting, apologizing etc.

### **C) Reading skill -**

To enable the student to:

- i) read aloud effectively with correct pronunciation, stress and intonation.
- ii) read aloud with appropriate pace and pauses showing awareness of punctuation.
- iii) read aloud poems with appropriate rhythm.
- iv) read silently with reasonable speed, depending on the type of text.
- v) read silently textual and non-textual material for overall / global understanding (skimming), for finding specific information (scanning), for detailed understanding (intensive)
- vi) guess / predict appropriately while reading.
- vii) deduce the meaning of words, phrases with the help of context.
- viii) read informative material such as notices, advertisements, road signs, and news headlines.
- ix) learn to chunk or group sentences into appropriate sense groups / grammatical groups.
- x) learn to use a dictionary and such other reference material.
- xi) read to understand themes ideas, emotions, expressed in the text and to respond appropriately.
- xii) understand logical sequence of sentences in the text.
- xiii) read for pleasure extensively the texts within the range of his/her imagination.

#### **d) Writing Skill-**

To enable the student to:

- i. master the mechanics of writing including the use of punctuation marks, capital letters, and spellings.
- ii. write correctly, neatly and legibly with a reasonable speed.
- iii. write grammatically acceptable and situationally appropriate forms of English.
- iv. write answers to questions on textual / non-textual reading material.
- v. frame statements, questions, commands and requests for their appropriate use in different contexts.
- vi. develop a paragraph on a given theme considering coherence, logical sequence and connective devices.
- vii. write formal and informal letters with the help of given points.
- viii. develop a story with the help of given outline / points.
- ix. write short imaginary write-ups e.g. personal essays, compositions, with the help of guidelines.
- x. write short reports based on interviews, events, and talks.
- xi. write a short conversation with the help of given guidelines.
- xii. transfer the information from non-verbal to verbal forms such as from tables, charts and maps to write-ups.
- xiii. fill in a variety of forms in given formats such as admission form and bio-data form.

**Level-V:** Objectives for Higher Secondary Stage (Classes XI and XII):

Higher order skills are introduced to enable learners to:

- i) develop his/her language skills to a fair degree of proficiency.

- ii) to acquire communication skills in English useful in real life situations.
- iii) to enrich his/her vocabulary.
- iv) to use English with appropriate grammatical forms.
- v) to develop reference skills and inculcate self-study habits.
- vi) to use English not only as a library language but also as an important language of communication.
- vii) to cultivate a broad, humane, and cultural outlook.

Thus, in the state of Maharashtra, the teaching and learning of English language aims at the all round development of the student by means of joyful and graded activities; and by giving the student a systematic exposure to the language, enables them to grasp it absolutely. It also enables them to understand and use English sensitively and creatively. The syllabus of English at each level in the school education aims at building students confidence and proficiency to survive in an age of globalization and information technology.

### **CHAPTER III**

## **TEACHING OF ENGLISH IN MARATHI MEDIUM PRIMARY LEVEL SCHOOLS IN MARASHTRA**

Government of Maharashtra with the help of Central Government determined to improve the English of school students by introducing various policies like Government Resolution Supra 1099:180/99/PRASHI-5. Government of Maharashtra has passed the resolution to start teaching English at the primary level from first standard onwards. It has been observed that day by day parents' interest is increasing to take admission of their children in English medium schools, though English medium schools are not getting grant from government. English is international language. Our country has accepted free economy, which has increased demand of English language. Now English language is main medium of instruction. The books of computer and internet in communication are available only in English version. In other language such books are available in translations only. If we need to achieve target by teaching advanced knowledge for that we should have proper knowledge of English language. English language is taught from standard V in Marathi and other medium schools except English schools. Due to late start of English language teaching in Marathi medium schools, the students remain poor in that language. Many students fail in English subjects at the secondary school examination.

Marathi medium students get less knowledge of English language completed to English medium students. In this age of competition, Marathi medium

Students lack behind. Hence it is necessary to give same prominence to English language comparing to Marathi and other regional languages in education system. Every student should be given knowledge of their mother tongue in the 21 century; and that he should be fluent in mother tongue no doubt but at the same time he should have knowledge of English too. Today English language has more importance and uses too and it is useful to students for higher education. Therefore, English language should be taught from the 1st standard itself. English should be taught as a subject. Mother tongue should not spoil and degrade it.

While keeping in mind above problem, the Government of Maharashtra decided that English subject will be taught from 1st standard itself in all Marathi medium schools. This notification of government for teaching English for 1st standard itself came to be effective from the academic year 2000.

Implementation of English syllabus in primary schools:

- Year 2000 to 2001 ----- 1st to 4th standard all the students have the 1st standard syllabus.

- Year 2001 to 2002 ----- 1st standard syllabus will be the same. Remaining 2<sup>nd</sup> Standard syllabus will be for 2nd 3rd and 4th standard.

· Year 2002 to 2003 ----- 1st & 2nd standard syllabus will remain same. Remaining 3rd standard syllabus will be for 3rd & 4<sup>th</sup> standard.

· Year 2003 onwards-----1st to 4th standard everyone has own syllabus. In addition to above, the Government of Maharashtra has approved 5 teaching period of English in a week in Marathi medium schools.

The Maharashtra education department (primary education department) stated in letter No. SPA 1099/180/99 PR.-5, 30 Dec. 1999, to start teaching English from standard 1st in all non-English medium schools. The government letter dated 28th February, 2006 has declared on revised syllabus to evaluate English subject knowledge of students of 1st to 4th standard. The Government of Maharashtra has seen that present evaluation in the primary schools is not being satisfactory, so it decided to improve the syllabus of primary school students to improve the quality of teaching. The Government of Maharashtra declared to implement English in primary education from standard 1st to 4th. (Section No. SPA 2006/(48/06)/PR-5, Dated 28th Feb. 2006) It was brought in force in 2009-10 in all non-English medium schools. All the primary schools started implementing and evaluating as per new method of teaching from standard 1st to 4th.

The government has stopped taking written examination of the students of standard 1<sup>st</sup> and 2nd level. Instead, the government ordered

to take written examination on syllabus objectives. The listening, speech and conversation skills should be done on informal evaluation, observation and test. This evaluation is a part of teaching techniques and should be included into teaching process. Regarding standard 3rd and 4th level, first semester examination will have 50 Marks, test which will include four language skills. Every year two semester examination should be taken at the end of first semester and at the end of second semester. First semester syllabus should be for first semester examination on and second semester syllabus should be for second semester examination. In the first semester examination will be conducted for 50 marks. 10 Marks should be allotted for daily participation, which includes informal language activities presented in the class. 20 marks should be allotted for practical works, which covers informal listening at synthesis, word understanding and words knowing, dialogue practice, defined words and sentences by seeing pictures etc. 20 marks should be allotted for writing, under it; informal written test should be taken on syllabus and activities which are written in the book. First semester should be of 50 marks and 2nd semester should be of 100 marks. The teacher should evaluate continuously in oral exam and should maintain the register to evaluate learning and teaching skills. Evaluation should be done easily. Both examinations should be done in playing atmosphere on school level. Students' participation in Language activities are presented in the class. Listen at synthesis, word

understanding and words knowing, dialogue practice, defined words and sentences by seeing pictures etc. Written test is taken on syllabus and activities are written in the book.

There is wide divergence in the various aims of language teaching and learning. Quist (2000) discusses a 'clash of cultures' in language teaching in universities, between the liberal tradition which emphasises the cultural and intellectual aims of language teaching and learning in Higher Education, and the instrumental paradigm which emphasises 'real-world' skills with "an emphasis on speaking and interpersonal skills at the cost of writing or accuracy" (Quist 2000: 131). The CRAMLAP questionnaire responses reflected this clash in aims and methodology in Regional and Minority Languages teaching and learning, broadly reflected within the 'Philological' and 'Communicative' traditions, but there was often little in the responses to suggest theoretical reflection.

Debate and developments around the methods of language teaching and learning have been ongoing since the time of Comenius in the 17<sup>th</sup> century, if not before. The complexity of contexts and the greater appreciation of the issues lead us to the conclusion that the panacea of a single, universal, optimum method for teaching and learning modern languages does not exist. Instead, teachers now acknowledge the need to adopt an informed eclectic approach, incorporating elements from the range of methods available. Most language teaching today emphasise oral communication, although many Higher Education programmes,

including some CRAMLAP questionnaire respondents, place greater emphasis upon grammatical mastery and reading.

In attempting to define what ‘method’ is, we can consider Edward Anthony’s tripartite distinction of Approach, Method and Technique (Anthony: 1963). This distinction was developed and recast by Richards and Rodgers (1982, 1985) as Approach, Design and Procedure, encompassed within the overall concept of Method, “an umbrella term for the specification and interrelation of theory and practice” (Richards & Rodgers 1985: 16) where *Approach* refers to the beliefs and theories about language, language learning and teaching that underlie a method whereas *Design* relates the theories of language and learning to the form and function of teaching materials and activities in the classroom. *Procedure* concerns the techniques and practices employed in the classroom as consequences of particular approaches and designs. Brown draws a distinction between methods as “specific, identifiable clusters of theoretically compatible classroom techniques” (p15), and methodology as “pedagogical practices in general...Whatever considerations are involved in ‘how to teach’ are methodological” (ibid.). ‘Methodology’ here can thus be equated to Richards and Rodgers’ ‘Procedure’. Pedagogic approaches are typically informed by both a theory of language and a theory of language learning. For example, audiolingualism was informed by a structuralist model of language and by behaviourist learning theory (Richards and Rodgers 1986).

The twentieth century saw new methods emerging with regularity in what Marckwardt (1972:5) saw as a cyclical pattern of “changing winds and shifting sands” with each new method breaking from what preceded, while incorporating some of the positive aspects of its predecessors. This mortality of language learning methods, to use Decoo’s phrase can usually be attributed to the neglect or lack of one particular component (Decoo 2001: 4.5) Brown summarises:

A glance through the past century or so of language teaching will give an interesting picture of how varied the interpretations have been of the best way to teach a foreign language. As disciplinary schools of thought – psychology, linguistics, and education, for example – have come and gone, so have language-teaching methods waxed and waned in popularity. Teaching methods, as “approaches in action,” are of course the practical application of theoretical findings and positions. In a field such as ours that is relatively young, it should come as no surprise to discover a wide variety of these applications over the last hundred years, some in total philosophical opposition to others.

Brown 2001: 17-18

The Classical or Grammar-Translation method represents the tradition of language teaching adopted in western society and developed over centuries of teaching not only the classical languages such as Latin

and Greek, but also foreign languages. The focus was on studying grammatical rules and morphology, doing written exercises, memorizing vocabulary, translating texts from and prose passages into the language. It remained popular in modern language pedagogy, even after the introduction of newer methods. In America, the Coleman Report in 1929 recommended an emphasis on the skill of reading in schools and colleges as it was felt at that time that there would be few opportunities to practise the spoken language. Internationally, the Grammar-Translation method is still practised today, not only in courses, including CRAMLAP respondents, teaching the classical older stages of languages (Latin, Greek, Old Irish etc.) where its validity can still be argued in light of expected learning outcomes, but also, with less justification, in some institutions for modern language courses. Prator and Celce-Murcia (1979:3) listed the major characteristics of Grammar-Translation:

- Classes are taught in the mother tongue, with little active use of the target language;
- Much vocabulary is taught in the form of lists of isolated words;
- Long, elaborate explanations of the intricacies of grammar are given;
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words;
- Reading of difficult classical texts is begun early;

- Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis;
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue;
- Little or no attention is given to pronunciation.

Decoo attributes the grammar-translation method's fall from favour to its lack of potential for lively communication.

A greater attention to grammar (focus on form/ structure) has now re-emerged as well as appropriate integration by teachers of structures into content focused lessons. But the explicit teaching of grammatical paradigms in isolation is rare nowadays.

While Henri Gouin's *The Art of Learning and Studying Foreign Languages*, published in 1880, can be seen as the precursor of modern language teaching methods with its 'naturalistic' approach, the credit for popularising the Direct Method usually goes to Charles Berlitz, who marketed it as the Berlitz Method. The basic premise of the Direct Method was that one should attempt to learn a second language in much the same way as children learn their first language. The method emphasised oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules. Richards and Rodgers summarized the principles of the Direct Method as follows (2001: 12)

- Classroom instruction was conducted exclusively in the target language;
- Only everyday vocabulary and sentences were taught;
- Oral communication skills were built up in a carefully graded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes;
- Grammar was taught inductively;
- New teaching points were taught through modelling and practice;
- Concrete vocabulary was taught through demonstration, objects, pictures; Abstract vocabulary was taught through association of ideas;
- Both speech and listening comprehension were taught;
- Correct pronunciation and grammar were emphasized.

Decoo identifies as its weakness the lack of insight into the reality of the classroom situation for most learners, in its aspiration to a mastery of the language that few could achieve.

Many of the elements of the Direct Method listed above will be familiar to teachers in Higher Education, which, however, now includes more language use tailored to the needs and experiences of the students, and also a return to 'focus on form' (language structures)

The Audiolingual/Audiovisual Method is derived from "The Army Method," so called because it was developed through a U.S. Army

programme devised after World War II to produce speakers proficient in the languages of friend and foes. In this method, grounded in the habit formation model of behaviourist psychology and on a Structural Linguistics theory of language, the emphasis was on memorisation through pattern drills and conversation practices rather than promoting communicative ability.

#### Characteristics of the Audio-Methods:

- New material is presented in dialogue form;
- There is dependence on mimicry, memorization of set phrases, and overlearning
- Structures are sequenced by means of contrastive analysis taught one at a time;
- Structural patterns are taught using repetitive drills;
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation;
- Vocabulary is strictly limited and learned in context;
- There is much use of tapes, language labs, and visual aids;
- Great importance is attached to pronunciation;
- Very little use of the mother tongue by teachers is permitted;
- Successful responses are immediately reinforced;
- There is a great effort to get students to produce error-free utterances;

- There is a tendency to manipulate language and disregard content.

(adapted from Prator & Celce-Murcia 1979)

This resembles the Audiolingual approach as it is based on a structural syllabus but it emphasises the meanings expressed by the linguistic structures, not just the forms, and also the situations or contexts chosen to practise the structures. It can be found in courses dating from the 1970s which are now criticised for not achieving the hoped-for results. As they were based on behaviourist psychology, the Audio-method and Oral-situational approach were limited by their neglect of cognitive learning. The drill-based approach in the classroom re-emerged in early Computer Assisted Language Learning (CALL) software where it was perceived to motivate pupils and develop autonomous study and learning. CALL is now more sophisticated and can foster cognitive learning as well.

Noam Chomsky is identified with the *Innatist* or *Nativist theory*. As seen in the discussion under the age factor, Chomsky claims that children are biologically programmed to acquire language, as they are for other biological functions such as walking, which a child normally learns without being taught. While the environment supplies people who talk to the child, language acquisition is an unconscious process. The child activates the Language Acquisition Device (LAD), an innate capability or

blueprint that endows the child with the capability to develop speech from a universal grammar.

With the Chomskyan revolution in linguistics, the attention of linguists and language teachers was drawn towards the ‘deep structure’ of language and a more cognitive psychology. Chomsky’s theory of Transformational-generative Grammar focused attention again on the rule-governed nature of language and language acquisition rather than habit formation. This gave rise in the 1960s to Cognitive Code Learning where learners were encouraged to work out grammar rules deductively for themselves.

Deductive Learning	Grammatical explanations or rules are presented and then applied through practice in exercises
Inductive Learning	Learners are presented with examples. They then discover or induce language rules and principles on their own

Cognitive code learning achieved only limited success as the cognitive emphasis on rules and grammatical paradigms proved as off-putting as behaviourist rote drilling.

The 1970s saw the emergence of some alternative, less-commonly used methods and approaches, such as Suggestopedia; The Silent Way; Total Physical Response. An overview table of these 'Designer' methods is provided by Nunan (1989: 194-195) and Brown (2001: chapter 2). Decoo (2001 §4.2) makes the important point that new methods such as these may succeed initially when introduced by skilled and enthusiastic teachers or personalities and are delivered in experimental or well financed situations with well behaved, responsive and motivated students and small classes. Problems arise, however, when attempts are made to widen such methods out to less ideal situations, with large classes, low motivation and discipline issues. Nevertheless, such methods may continue to thrive in privileged circumstances with motivated teachers, as has been the case with the Silent Way or Suggestopedia, which continue to find supporters throughout the world.

If 'Method' involves a particular set of features to be followed almost as a panacea, it can be suggested that we are now in a 'Post-Method' era where the emphasis is on the looser concept of 'Approach' which starts from some basic principles which are then developed in the design and development of practice. Accordingly, the Richards and Rodgers model (1985) might be recast as follows, without the outer shell of 'Method'.

The Natural Approach, with echoes of the ‘naturalistic’ aspect of the Direct Method, was developed by Krashen and Terrell (1983). It emphasised “Comprehensible Input”, distinguishing between ‘acquisition’ – a natural subconscious process, and ‘learning’ – a conscious process. They argued that learning cannot lead to acquisition. The focus is on meaning, not form (structure, grammar). The goal is to communicate with speakers of the target language. Krashen summarises the input hypothesis thus:

We acquire language in an amazingly simple way – when we understand messages. We have tried everything else – learning grammar rules, memorizing vocabulary, using expensive machinery, forms of group therapy etc. What has escaped us all these years, however, is the one essential ingredient: comprehensible input (Krashen 1985: vii).

Unlike Chomsky, moreover, Stephen Krashen's linguistic theories had a more direct relationship to language learning and acquisition, thereby bringing them to the attention of language teachers around the world. Krashen, along with Terrell, developed the "input theory," which stresses maximum amounts of passive language or what Krashen (1979) refers to as ‘i+1’ (input + 1), language input that is just a little beyond the learner’s current level of comprehension. Krashen contends that through context and extra-linguistic information, like a mother talking to her

child, hence the ‘natural approach’, learners will climb to the next level and then repeat the process. The message is more important than the form. The input is one way, from the teacher, and learners will participate when ready. Nunan’s overview of the Natural Approach (1989, 194-195), adapted here, and outlines its characteristics:

<p>Theory of language</p> <p>The essence of language is meaning. Vocabulary not grammar is the heart of language</p>
<p>Theory of Learning</p> <p>There are 2 ways of L2 language development:</p> <p>Acquisition a natural sub-conscious process;</p> <p>Learning a conscious process. Learning cannot lead to acquisition</p>
<p><i>Objectives</i></p> <p>Designed to give beginners/ intermediate learner communicative skills. Four broad areas; basic personal communicative skills (oral/written); academic learning skills (oral/written)</p>
<p>Syllabus</p> <p>Based on a selection of communicative activities and topics derived</p>

from learner needs
<p>Activity types</p> <p>Activities allowing comprehensible input, about things in the here-and-now. Focus on meaning not form</p>
<p>Learner roles</p> <p>Should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication</p>
<p>Teacher roles</p> <p>The teacher is the primary source of comprehensible input. Must create positive low-anxiety climate. Must choose and orchestrate a rich mixture of classroom activities</p>
<p>Roles of materials</p> <p>Materials come from realia rather than textbooks. Primary aim is to promote comprehension and communication</p>

The Natural Approach was based upon Krashen's theories of second language acquisition, and his Five Hypotheses:

Krashen's Five Hypotheses
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<p>The <i>Acquisition/Learning Hypothesis</i>: claims that there are two distinctive ways of developing second language competence:</p> <p><i>acquisition</i>, that is by using language for “real communication”</p> <p><i>learning</i> .. "knowing about" or “formal knowledge” of a language</p>
<p>The <i>Natural Order hypothesis</i>; 'we acquire the rules of language in a predictable order'</p>
<p>The <i>Monitor Hypothesis</i>: 'conscious learning ... can only be used as a Monitor or an editor' (Krashen &amp; Terrell 1983) and cannot lead to fluency</p>
<p>The <i>Input Hypothesis</i>: 'humans acquire language in only one way - by understanding messages or by receiving "comprehensible input"'</p>
<p>The <i>Affective Filter Hypothesis</i>: 'a mental block, caused by affective factors ... that prevents input from reaching the language acquisition device' (Krashen, 1985, p.100)</p>

For Krashen, a conscious knowledge of grammar rules is of limited value and can at most enable the student to ‘monitor’ production (Krashen 1982: 15).

Influenced by Krashen, approaches emerged during the 1980s and 1990s which concentrated on the communicative functions of language.

Classrooms were characterized by attempts to ensure authenticity of materials and meaningful tasks. Communicative Language Teaching (CLT) emerged as the norm in second language and immersion teaching. As a broadly-based approach, there are any number of definitions and interpretations, but the following interconnected characteristics offered by Brown (2001: 43) provide a useful overview:

- a) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
- b) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
- c) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip

students with the skills necessary for communication in those contexts.

- e) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- f) The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

The communicative approach was developed mainly in the context of English Second Language (ESL) teaching. The question must be asked, however, how universal can its application be? Decoo (§4.3) points out that one can relatively easily reach a fair level of communication in English, which has a relatively simple morphology ( e.g. simple plurals with 's', no adjectival agreement, no gender markers, etc). Neither is mastery of the highly irregular orthography of English a priority in an oral communication approach. French, for example, requires mastery of an enormously greater number of elements to reach a similar first year communicative level (different articles in front of nouns, gender, adjectival agreement, numerous verbal forms etc.). It is fatal for the progression and motivation of the learner to ignore this complexity. This construction, and the other distinctive features of Irish, are not

inordinately difficult when taught in structural context, but it is different to English and other languages and requires appropriate adaptation if the communicative approach is to be adopted. The same can of course be said about other languages as well. Harley (1991) distinguished between experiential and analytic teaching in immersion classrooms. Johnstone (2002 Chapter 5) sets out the two modes in a figure which draws on and adds to Harley's distinction: Experiential and analytic immersion teaching-

EXPERIENTIAL	ANALYTIC
Message-oriented focus	More focus on the L2 code (e.g.grammar, vocabulary, sound-system)
Exposure to authentic L2-use in class	Clarifies form-function-meaning relationships
L2 is the vehicle for teaching and learning important subject matter-use in class	Provides regular feedback to help learners restructure their developing internal representations of the L2 code
Teachers tend to do much or most of the talking	Provides guidance on the use of L2-learning strategies
Assumes learners acquire the underlying L2 rule-system	Assumes that cognitive processing is needed, in addition to experiential

through ‘use’ and ‘absorption’.	acquisition.
Dangers: Learners’ L2 development may ‘fossilise’ (reach a plateau) and they may show a tendency for ‘smurfing’ using small number of high-coverage items (e.g. ‘chose’, ‘aller’, ‘faire’) rather than develop to express more precise meanings	Dangers: May over-emphasise accuracy; may pay too much attention to form rather than to form-function-meaning relationships.

Johnstone 2002 Ch.5: Adapted from Harley, 1991

Johnstone summarises here that “good practice would ensure that both modes (‘Experiential’ and ‘Analytic’ teaching) were activated to avoid the dangers that arise if one of them is allowed to dominate the other”. Gass and Selinker (1994) have advanced the idea of ‘intake’, wherein the input, (vocabulary, grammar and expressions) needs to be internalised by the pupil before meaningful output is possible. The teacher needs to ensure that the input is ‘taken in’, that is, recognised, understood, and acquired by the pupils.

Long (1996) developed the Interaction Hypothesis which focuses on the notion of *interaction* as a stimulus for effective output. Genuine communication through interaction can clearly be linked to constructivist theory. In this hypothesis, the process of interaction when

a problem in communication is encountered and learners engage in negotiating for meaning, engenders acquisition. Input becomes comprehensible through the modifications from interaction. Again, feedback also leads learners to modify their output. Activities to develop interaction include group and pair-work. Swain's Dictagloss, where pupils collaborate to reconstruct dictated texts (Kowal and Swain 1994, Swain 2000b) is now well established as an interaction activity.

Interaction can be developed through a task-based approach which permits a "problem-solving negotiation between knowledge that the learner holds and new knowledge" (Candlin and Murphy 1987:1). The pupils interact with each other, and the teacher, thereby encountering new language which they can assimilate and then use. The role of the teacher is to provide suitable tasks to facilitate this process. An effective way of developing tasks is through use of exemplars or 'recipes' which can be adapted to particular needs. The task-based approach to language learning will be discussed later.

If we accept with Mitchell and Myles (2004: 261) that "there can be 'no one best method'...which applies at all times and in all situations, with every type of learner", we recognise that the diversity of contexts requires an informed, eclectic approach. To quote Nunan:

It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the

development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which are also in keeping with the dynamics of the classroom itself (Nunan 1991: 228)

## **CHAPTER IV**

### **CONCLUSION**

English language is considered as a second language and not a foreign language in India. It is used in administration .It means English has a good status in India. There is a craze of learning English language among Indians. Even in the rural area pupils are eager to learn English language. Convents are opened everywhere. The parents in the rural area also want to send their children in convents. They think their children should get the knowledge of English language and speak English fluently. In schools where the medium of instruction is Marathi, teachers also introduce English language to the students of primary level. The students of the 1<sup>st</sup> standard recite the pomes of English language with actions without knowing the meaning of them. This scene is seen everywhere. But the actual learning of the students of the school of Marathi medium starts from 5<sup>th</sup> standard. The students have to think about the meaning of English words, sentences; they have to understand the meaning of paragraphs, lessons, prose etc. Considering the age, level of the students, the teacher teaches English language by using different types of methods. While teaching, the teacher has to face many problems, but the teacher by using different types of techniques, methods tries to solve the problems.

English language is not our mother tongue. We can speak our mothertongue i.e. Marathi fluently. We do have not to take much effort to learn and speak our mother tongue. While learning English, we have to take efforts. When the learner comes to learn English language, the teacher has to face many problems. When the learner comes to learn English language, he/ she is confused, frightened. There is a fear in his /her mind about English language. Before learning English language he/ she have learned that English language is very difficult and it is impossible to learn English language. To learn English language is not the business of common man. In short, the learner is already prejudiced. This type of thinking hampers to learn language. With fear and confusion, it is impossible to teach English language. Background of the learner also plays the vital role in learning English language. Generally the learner comes from the rural area so it is difficult for him/her to learn English language. In the area in which he/she lives, there is no one to speak with him/her in English language. The learner does not get any chance to communicate with anyone outside the class and without practice; it is something difficult to learn English language.

The syllabus of the particular year is prescribed. The teacher has to complete the syllabus within a limited time. In a limited time, the teacher has to cover all the points which are in the syllabus. Because of the limitation of the time and the compulsion of completing the syllabus, the teacher has no time to execute his/her plans and to teach the learner

more and to introduce the learner new points which are not in the syllabus. Learners have their aim and it is only to pass. Learners have to face the exam at the end of every year. In the exam, questions are based on the prescribed syllabus .If the learner is unable to solve the questions properly; there is a fear of failing in the exam. So the learner concentrates on the topics of the syllabus to face and pass the exam. It means he/she learns English from the examination point of view. In short, the learners learn English compulsory. The prescribed text book of English suffers in many ways. The points contained in the text books are many times very disinterested. The learners feel very bore while reading the book. The points included in the book, many times, don't attract the attention of the learners. The subject matter is hardly related to the surrounding environment of the learners. The vocabulary, the structure also present difficulties to the learners. Sometimes they are not according to the mental level of the learners.

Supervision of English teacher's work lies in the hands of the Head master. If the head master is against the English teacher, he/she tries to discourage the English teacher .He/ she deliberately tries to find the faults in the teaching of the English teacher though he/she is unaware of the techniques , methods of the English language teaching. This type of situation discourages the teacher for doing any work with more interest.

Audio-visual aids help to make the teaching effective. Audio-visual aids like linguaphones, tape recorder, film strips etc. play important roles

in the teaching. But we generally find, these aids are not available in the schools. In the absence of these aids, the sound of English and correct pronunciation cannot be taught.

Sometimes, there is no good seating arrangement in the schools, the room is dark and is not airy. In such kind of situation, the teaching cannot be effective. The teacher as well as the learner cannot concentrate on their work. If there is a crowd of learners in the class, it is impossible for the teacher to provide his/her attention towards every learner. And because of it, it is impossible for him/her to teach effectively in the class.

These are some problems to which the teacher has to face while teaching English language. Some problems which are given above can be solved with the help of the school. If the school takes interest, the problems like the lack of audio-visual aids, proper seating arrangement, proper rooms etc. can be solved. If the authority of syllabus designing is given to the teacher, the teacher by considering the interest, need of the learners can develop suitable syllabus for the learners. The teacher can attract the attention of the learner towards English language by using different techniques, by implying different activities in the class. The teacher should motivate the learner towards English language. A normal human child begins to use language to fulfill his/her physical needs. When we learn our first language, the need to understand what others is saying and getting them to understand our meaning is the motivation factor. We learn second language to get the knowledge of other culture,

to get the information available in another language. To motivate the learners towards English language, the teacher should tell the importance of English language in the world.

To create interest among the learners regarding English language the teacher should distribute various attractive photos among the learners and ask them different types of questions based on the photos. E.g. the questions like whose photo is this? What is given in the photo? Did you like the photo? , why did you like the photo? Why didn't you like the photo? This type of questions should be asked to the learners. The teacher can arrange discussions on the different points. The points should be interesting and based on day-today's affair. Looking at the points, the learner should feel something to participate in the discussion. With the help of different games , the teacher can make his/her teaching effective. The learners find them enjoyable and if they are properly designed, they give learners valuable communicative practice. Games help and encourage learners to sustain their interest and work. Games are encouraging and motivating. Every learner wants to take part in the game .And if anyone wants to take part in the game ,it is essential for him /her to understand what others say or what others write ,it is also must for him/her to express his/her own point of view or to give information. It means games encourage the learners to interact and communicate with others.

The teacher can use picture strip story. The teacher gives a strip story to a learner. The learner shows the first picture of the story and asks the other learners what the second picture will look like. The other learners guess about the next picture. The teacher can ask different types of questions to make the learner to speak. The questions should be related to the learners and the questions should be interesting. They should be according to the age, level of the learners. First the teacher should understand in which subject the learners are interested then the teacher should ask them on that subject. The teacher can create an atmosphere in which the learner can communicate with other. Some functions should be arranged in the class where the learners can get a chance to express himself/herself.

The use of role plays is also important in teaching of English. They give learners an opportunity to practice communicating in different social contexts and in different social role. Role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but yourself into an imaginary situation. The learners play the role of others. It is a very joyful activity. The learners can become anyone they like for a short time. Relia is also important in the teaching of English language. Relia refers to any real objective we use in the classroom to bring the class to life. In the class while teaching, the teacher can produce real things before the learners. E.g. If the teacher is going to teach the names of the fruits or vegetables,

it is better for him to present all these things in real form. The learners can touch, feel and smell them and it is a memorable incident for the learner. The learner put all these things in his/her mind because he/she experiences them.

The nature of the teacher is also responsible for his/her effective teaching. The teacher should be co-operative and good by nature. He/she should be kind towards the learners. There is a fear in the mind of the learners about the teacher. If the teacher is sympathetic towards learners , the learners can tell their problems in learning a language and considering the problems of the learners , the teacher can change his/her method , techniques of teaching. By using these different techniques the teacher can make his/her teaching effective. It is widely agreed that learning takes place when activities are engaging and memorable and the techniques play the same role in the teaching of English language. With the help of these techniques, the teacher can make his/her teaching interesting and catchy. He/she can drive out the fear of learning English language from the minds of the learners. These techniques create interest among the learners who begin to learn English language. Children are always keen to discover new things, but to learn a new language is a uniquely rewarding experience at any age. For children, the feeling of accomplishment that comes with their first steps toward a second language, may foster in them a deep passion and wider learning in general. Because children are a special “window of

opportunity" in which language learning is intuitive and natural, is the convenience and pleasure of the experience that can boost their confidence and their desire for new discoveries. School should be a place where all children grow, not only in height and not only possess much wisdom, but in curiosity, courage, confidence, independence, patience, ability and skills for mutual respect and understanding. Because the English language is included in the Plan Lessons from grade III shows that there are still opportunities to improve, especially in teaching methodology, but also the implementation of different methodologies and strategies more effectively.

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