CHAPTER 3

PRINCIPLES OF COURSE DESIGN:

(i) THE DEVELOPMENT OF THE BASIC, INTERMEDIATE AND ADVANCED COURSES AT S.N.D.T. UNIVERSITY

3.1 Introductory: The teaching-learning situation.

Chapter 3 will be devoted to the principles underlying the development of the courses in Spoken English specially designed for S.N.D.T. University. Before proceeding to determine the objectives and learning outcomes, it is necessary to consider various factors in the teaching-learning situation. The first factor to be discussed is the learners and their needs.

3.1.1 The learners and their needs.

Which are the relevant factors regarding the learners which one must consider as a preliminary to course construction? Age, sex, social background, are three important factors. These in their turn will determine the experience, interests and future needs of the learners and may also have a bearing on motivation. Older learners will have a wider experience of life, greater social awareness and more mature interests. Sex also affects the range of experiences to which the learner has been exposed, the range of interests and the 'purposive domain' and 'setting', to use Munby's terms, that is, the purposes and situations for which the learner must be equipped. It is taken for granted that all boys on graduation will take jobs; therefore they will require the language in the occupational
domain. With girls, social background plays an important part in determining whether the girl will work after leaving college. This is partly related to economic need and partly to the degree of orthodoxy prevalent in the family. Social background affects interests, attitudes, experience of life. It also determines the extent to which the learner is likely to require English for social purposes.

Educational background is the next important determining factor. The relevant aspects at the time of commencement of a new course of studies are the general level of education, the level of proficiency in the language and the academic and linguistic aptitudes of the learner in so far as these can be ascertained with any degree of accuracy. Next come the relevant aspects during the period of learning. Is the language being learnt at a university or is it being learnt in special classes or extension courses? If at a university, is it the medium of instruction? What are the other components of the course in English apart from the Spoken English course?

Within this framework what information can be obtained regarding the S.N.D.T. University students, both on the basis of the facts that can be definitely ascertained and on the basis of observations based on experience? A considerable amount of information regarding the social background, academic proficiency and future needs has already been presented in Chapter 1 so it
will only be summarized again in brief. In the first place the course is being developed for a women's university. Thus the student population covered is homogeneous in one respect; it consists entirely of women students. The age at entry is around 17 or 18. The social background is largely urban, metropolitan or small town. The economic background ranges from upper middle class to working class. From what it has been possible to ascertain regarding the family background, it would appear that only a few students have parents who are graduates. This is so even in the case of families engaged in trade or business who are economically well off. The majority of Marathi-speaking students expect to work after leaving college, while the majority of Gujarati-speaking students do not expect to be permitted to work. Some of the students may, after marriage, enter a social environment where they will require English for general social purposes. Some will require it for advanced studies. All the students from the colleges located in Bombay and possibly also in the other large cities, Ahmedabad, Poona and Baroda, may need English occasionally in transactions in banks, offices, railway stations or shops.

All students enrolled in colleges in Maharashtra under the present set-up will have studied English as a compulsory subject for eight years from the Vth to the XIlth standard. The level of proficiency that should have been attained can be ascertained
from the syllabus and text-books for standards V to III. It should in theory be quite high. The enormous gulf between the proficiency supposed to have been attained in theory and that actually attained has already been dwelt on in Chapters 1 and 2. We may assume very limited proficiency in reading, barely sufficient to comprehend simplified stories unaided, scarcely any proficiency in listening comprehension, writing or speech, a basic vocabulary far short of the 2000 word vocabulary which forms part of the school syllabus and scarcely any control over grammatical structure.

The medium of instruction is the students' mother-tongue — Marathi, Gujarati or Hindi. The other components of the Compulsory English course have been discussed in Chapter 1 and will be found in Appendix A.

3.1.2 The teaching situation.

The constraints imposed by the teaching situation must next be considered. Here the variables are the size of the class, the number of periods per week, the teacher-student ratio, teacher proficiency, the availability of hardware and software.

The total number of periods available for Spoken English is two tutorials per week in B.A. Part I (one-third of the total teaching time for English) and one tutorial period per week in B.A. Part II (one-sixth of the total teaching time for English). Spoken English can only be offered as an optional enrichment course in B.A. Part III. The course-units have been prepared on the assumption that there will be two 15-week teaching terms.
Thus 60 45-minute periods are available in Part I, 30 in Part II and 30 may be provided in Part III. The maximum number of students permitted in a tutorial is 26. Therefore the teacher-student ratio is 1 to 26.

Teacher proficiency ranges from teachers with complete control over grammatical structure, near-native pronunciation and fluency equal to that of a native speaker, to teachers who will make some of the very errors in grammatical structure and pronunciation that we are seeking to eradicate. No college possesses a language laboratory of its own. One college (the researcher's own) has access to a language laboratory. But the laboratory contains only ten booths and the equipment does not function satisfactorily. The English department of the college however possesses a tape-recorder and a cassette-recorder. A few other colleges also possess tape-recorders or cassette-recorders.

The system of examination at S.N.D.T. University permits of weightage given to Spoken English in the final marks awarded. Internal assessment accounts for 30 per cent of the marks per paper. Spoken English is covered in internal assessment.

In the light of all the background information regarding the learners and their needs and the constraints imposed by the teaching situation, the objectives and learning outcomes for Spoken English have been drawn up for each of the three years. The target level to be attained has been determined by the
students' actual level at entrance. This has naturally influenced the nature of the course materials. The topics, situations, roles and functions have been selected on the basis of what it has been possible to ascertain regarding the students' experience, interests and future needs. As the courses are for students in the faculty of Arts, one cannot be more precise regarding their future needs.

3.2 **Objectives and learning outcomes.**

The objectives and learning outcomes for B.A. Part I have been laid down by the Board of Studies in English. These have been retained, but the objectives have been amplified and the learning outcomes spelt out with far greater specificity. No objectives have been laid down by the Board for B.A. Part II or B.A. Part III. The objectives and learning outcomes for Part III as set forth below may be regarded as tentative, to be revised after the course has been tried out. The objectives and outcomes for Part I and Part II were revised after actual experience of teaching the courses for these two years.

3.2.1 **B.A. Part I.**

**Objectives:**

1. to develop the ability to speak or converse briefly in simple but grammatically correct English in everyday situations, on everyday topics, in personal roles;

2. to develop the ability to employ English for referential, conative, personal and phatic purposes in everyday situations;
(3) to develop the ability to speak with a reasonable degree of fluency, intelligibility and naturalness;

(4) to develop the ability to employ the vocabulary covered in the course-book for communicative purposes;

(5) to develop the ability to comprehend English spoken somewhat slowly and deliberately with control over vocabulary and sentence structure;

(6) to develop the ability to pronounce English in a manner approximating to the sound-system of British English.

Learning outcomes: The student

(1) speaks or converses briefly on topics pertaining to everyday life such as the following: family, friends, classmates, subjects of study, habits, likes and dislikes, daily occurrences at home or in college, housework, food, clothes, books, games, films, functions, outings, vacations, illnesses, tests, examinations;

(2) speaks or converses in the personal roles of family member, friend and acquaintance, as well as the transactional roles of student and customer;

(3) speaks or converses in the above roles in everyday situations such as the following: chatting with a friend, making a new acquaintance, inquiring about occurrences in the college or at home, searching for something, seeking information, making arrangements for an outing, offering food in the home or at a restaurant, shopping .
for clothes, linen, food supplies, toilet articles or stationery;

(4) performs the following speech functions when speaking on the topics and in the situations listed above: referential (conveying information), conative (making inquiries and requests), personal (conveying feelings and opinions), phatic (maintaining a conversation);

(5) speaks or converses in grammatically correct English, preserving word order in statements and questions, observing concord, morphological features (such as noun and verb inflexions for singular and plural), and distinctions in systems basic to English (such as articles and tenses);

(6) speaks or converses in a fluent, intelligible, natural manner both when initiating a conversation and making a response, without stumbling, hesitation or awkwardness;

(7) employs the vocabulary in the course-book for communicative purposes;

(8) comprehends English spoken at slow speed, with careful enunciation, confined to everyday vocabulary and employing short sentences;

(9) maintains the vowel and consonant contrasts as well as the syllable stress and sentence stress patterns normal to British English.

3.2.2 B.A. Part II.

Objectives:

(1) to develop the ability to speak or converse at.
moderate length, with a greater degree of accuracy and amplitude than in B.A. Part I, on a wide range of topics within the student's experience, in a wide range of situations within the student's experience, in personal as well as transactional roles;

(2) to develop the ability to use the language for the performance of all the common functions arising in normal social inter-relations;

(3) to develop the ability to employ complex sentence patterns with a fair degree of accuracy;

(4) to develop the ability to employ a wide range of vocabulary for communicative purposes;

(5) to develop the ability to comprehend English spoken at normal speed with a limited amount of control over vocabulary and some restraint imposed on the use of complex embeddings;

(6) to develop the ability to pronounce English in a manner approximating to the sound system of British English.

Learning outcomes: (It is assumed that the student can perform the operations listed in the learning outcomes for B.A. Part I) : The student

(1) speaks at moderate length or maintains a conversation on topics such as the following: subjects of study (in a more detailed and discriminating manner than in B.A. Part I), books, hobbies and other fields of interest, personal problems, family problems, household problems and arrangements, household gadgets,
recipes, travel bookings, plans, itineraries, illnesses (with
the accuracy necessary for communicating with doctors), college
and university regulations and requirements, (with the accuracy
necessary for communicating with the authorities concerned),
social problems within the student’s range of experience (such
as the position of women in the family and in society);

(2) speaks or converses in personal roles as well as in
the following transactional roles: student, customer, patient,
stranger making inquiries;

(3) speaks or converses in the following situations;
maintaining a conversation with a teacher, maintaining a
conversation with a new acquaintance, participating in a group
or class discussion, consulting a doctor, making inquiries or
seeking assistance at a hospital, making inquiries or seeking
assistance in the college or university office, making inquiries
at a shop, station, cinema, laundry, making a complaint at any
of the above;

(4) performs the following speech functions when speaking
on the topics and in the situations and roles listed above;
referential: conveys information (with greater accuracy
and amplitude than in B.A. Part I), gives directions,
gives explanations, conveys reasons and purpose, conveys
messages, explains rules, procedures and processes,
expresses the concepts of possibility and probability;
personal: seeks and offers help, expresses willingness
or refusal, expresses liking, preference, dislike, expresses feelings including degrees of feeling (with greater exactitude than in D.A. Part I), expresses opinions supported by reasons, expresses thanks, apologies, congratulations, good wishes, sympathy, argues, finds fault, complains, blames, expresses agreement, contradicts, expresses doubt, uncertainty, certainty, lack of knowledge;

comitive: makes and asks for suggestions, seeks and gives advice, makes and responds to inquiries, asks the way, encourages, persuades, dissuades, asks for permission, asks to have conveyed to a third party thanks, apologies, congratulations, good wishes, sympathy;

phatic: uses appropriate formulas for greetings, introductions and farewells, maintains and continues a conversation in a social situation, observes the tone, manner and use of grammatical forms appropriate to casual conversation (such as question-tags and short answers), begins and maintains a desultory conversation with a stranger, extends an invitation;

(5) speaks or converses in grammatically correct English as outlined in the learning outcomes for D.A. Part I, preserves the correct word order in the noun phrase, adjective phrase, catenative constructions, relative clauses, adverbial clauses and noun clauses, makes use of complex sentence patterns:
(6) speaks or converses fluently, sustains the conversation or discussion when the other participants fumble, draws out the other participants;

(7) employs a wide range of vocabulary related to the topics of conversation outlined above;

(8) comprehends English spoken at normal speed with the consequent employment of short forms and elisions;

(9) comprehends English in which there is a limited amount of control over vocabulary and some restraint on the use of complex embeddings;

(10) maintains the vowel and consonant contrasts as well as the syllable stress and sentence stress patterns normal to English.

3.2.3 B.A. Part III.

Objectives:

(1) to develop the ability to speak or converse with the degree of fluency normal to fluent Indian speakers of English;

(2) to develop the micro-skills necessary to discourse in the areas of pronunciation, grammatical structure, vocabulary, expression of concepts, textual cohesion, discoursal coherence, tone and feeling, gesture and facial expression;

(3) to prepare the student for participation in communicative situations, both social and transactional, beyond her present range of experience;
(4) to extend the student's knowledge so as to enable her to become a more effective participant in communicative situations.

**Learning outcomes:** (It is assumed that the student can perform the operations listed in the learning outcomes for B.A. Part II). The student

(1) comprehends English spoken at normal and even rapid speed without any control over vocabulary or structure;

(2) speaks and converses fluently in the educational, occupational and social settings in which she is normally placed;

(3) speaks and converses fluently in settings which are either public or private, familiar or unfamiliar, professional or non-professional, culturally similar to or different from her own, non-intellectual, moderately intellectual or intellectual, hierarchic or egalitarian, informal or moderately formal, moderately demanding, involving peer groups as well as groups which are mixed as regards age and sex;

(4) comprehends lectures on her subject of specialization;

(5) speaks or converses in the role of an employee with superiors, colleagues, subordinates and members of the public in occupational settings such as government offices, private offices and educational institutions;

(6) speaks or converses in the role of a member of the public seeking information or assistance from organizations such as government offices, private firms, banks, libraries;

(7) speaks or converses with other Indians or with
foreigners in a social setting in an intelligent, well-informed manner;

(8) discriminates sounds in connected speech such as reduction of unstressed vowels and modification of sounds at word boundaries;

(9) recognizes and manipulates stress in connected speech for indicating information units, for emphasis and for contrast;

(10) recognizes and manipulates stress in connected speech for meaningful prominence and for rhythmic considerations;

(11) understands and produces the following intonation patterns: falling tone with statements, imperatives and wh-questions; rising tone with Yes-No questions, wh-questions, non-final clauses; fall-rise tone for the expression of attitude;

(12) understands and expresses conceptual meaning, especially: quantity and amount; definiteness and indefiniteness; comparison and degree; time; location and direction; means and instrument; cause; result; purpose; reason; condition; contrast;

(13) understands and expresses relations within the sentence, especially: elements of sentence structure; modification structure; modal auxiliaries; intra-sentential connectors; complex embedding; focus and theme;

(14) recognizes and uses indicators in discourse for: introducing an idea, developing an idea, transition to another idea, concluding an idea, emphasizing a point, explaining or clarifying a point already made, anticipating an objection or contrary view;
(15) initiates, maintains and terminates discourse appropriately.

3.3 The Basic Course in Spoken English

The next stage is to demonstrate how the courses were designed, keeping the objectives and learning outcomes in view at each level. The starting-point is the Basic Course for B.A. Part I. It has repeatedly been stressed that a knowledge of usage and of use, of the code and its use for communication, must proceed side by side. But with students beginning at the level of the S.N.D.T. B.A. Part I entrants, no progress in the use of the code can be made when not even the basic elements of the code have been assimilated. Hence it was decided that the core of the syllabus must be grammatical. But consideration was also given to the roles the student would be required to fill and the functions she would have to command. Lists of situations in which students would have to use the language and topics on which they would have to speak were drawn up independently for reference side by side with the list of grammatical items. These situations and topics were to be covered systematically, they were not simply to be used as a means for the contextualization of grammatical items.

The method chosen was that of presentation and practice of the grammatical patterns through dialogues. The lists of situations and topics were kept side by side for reference when constructing the dialogues. Every effort was made to make the dialogues natural. Practice was provided through substitutions.
at a given point in each dialogue. Some language games were also included to provide practice in the patterns.

No list of speech functions was prepared for the Basic Course. But the broad macro-functions discussed in Section 2.3.2 have been very thoroughly practised in the course. It was not necessary deliberately to strain to achieve this end; the dialogue method made it inevitable. It was pointed out in Chapter 2 (Section 2.3.2) that the referential and conative functions are the ones which students must learn to command, with the personal and phatic ranking next in order of priority. It was also pointed out that the conative and phatic are the ones neglected in traditional courses. These are the ones, then, which require particular attention. Every time a student makes a statement about a person or event, the referential function is in evidence, with the personal also if an opinion is expressed. Statements about intentions or plans combine the referential and personal. So adequate coverage is given to these two functions.

In the dialogues questions and requests appear frequently. Both these may be said to represent the conative function. Since a question is a request to the addressee for an answer, it requires something of the addressee. Thus training in the directive or conative function is extensive. As regards the phatic function, it may be said that many of the conversations are such as serve to pass the time pleasantly or to establish pleasant relationships. The speakers are not really as much concerned with each other's activities, interests and opinions,
as with keeping a conversation going. Thus, though pointed
reference is not made to the phatic function, it is also extensively
practised.

3.3.1 The grammatical syllabus.

The over-all emphasis when designing the grammatical
syllabus has been on structure rather than system. Among the
criticisms levelled against a 'structural' syllabus, one is that
greater attention is directed to the teaching of systems rather
than to the teaching of structure proper which is a matter of
word order. This criticism is not true of the designing of the
course in use in schools in Maharashtra, though it may well be
ture of the manner in which it is taught. However it is
certainly true of most remedial courses. It will be remembered
that the raison d'etre for the Basic Course was in part the
conviction that greater emphasis on sentence structure would
result in greater fluency and grammatical accuracy. Hence the
syllabus takes structure as its starting-point. When items in
a system, such as that of number or tense, are practised, it is
within the framework of the sentence patterns already taught.
The note for the teacher at the end of the Basic Course provides a
lesson-wise break-up of the grammatical items in tabular form,
including complete sentence patterns, elements of structure,
function words and items in systems. The terminology used is
that with which teachers would be familiar. The term 'Structural
Items' has been used as a general heading since that also is a
term with which teachers are familiar.
The five 'basic' sentence patterns are first introduced in Lessons 1 to 18 as follows (reference is to the June 1978 edition. This is the course in the form in which it is now being taught as a compulsory course after undergoing two revisions.):

Lessons 1 to 6. Subject + Verb + Subject Complement.
Lessons 7 to 11. Subject + Intransitive Verb.
Lessons 12 to 14. Subject + Transitive Verb + Direct Object.
Lessons 15 and 16. Subject + Verb + Indirect Object + Direct Object.
Lesson 17. Subject + Verb + Object + Object Complement.
Lesson 18. Revision of the last two patterns.

Great care has been taken to restrict the patterns used in the dialogues to those already introduced and to exclude rigidly such patterns as have not yet been introduced. Within each section again there is careful grading. The first lesson begins with 'Subject + be + adjective' followed by 'Subject + Linking Verb (other than 'be') + adjective. Other types of Subject Complement are introduced step by step in subsequent lessons as follows:

Lesson 2: the noun as Subject Complement;
Lesson 3: the adverbial of place;
Lesson 4: the possessive form of the pronoun and noun.

The minor pattern 'Preparatory 'there' + be + noun + adverbial of place' is introduced after 'Subject + be + adverbial of place' as it is the only acceptable pattern when the noun in question is preceded by the indefinite article. Adverbs and adverbial phrases of manner, time, place and frequency are introduced one at a time in the second set of lessons, those based 'on the pattern 'Subject + Intransitive Verb'.

In this first set of eighteen lessons, within the framework of the patterns already introduced, a great deal of practice is incidentally provided in concord as well as in questions and negatives. Thus the system of number as well as the question and negative transformations are brought in but these are not explicitly mentioned in the syllabus as the emphasis is on basic sentence patterns. Although the question form involves a change in word order, the underlying clause pattern is not altered. Questions and negatives are therefore regarded as transformations of basic patterns and not as patterns with an independent structure of their own.

To a very limited extent some expansion of the noun phrase and the adjective phrase is also brought in in these first eighteen lessons. Thus Lesson 5 contains the following noun phrase patterns:

- adjective + noun
- adjective + 'one'.

It also contains the following adjective phrase patterns:

- intensifier + adjective
- adjective + prepositional phrase.

In addition the system of comparison of adjectives is introduced in this lesson. The system of countability as a further detail in the noun phrase figures in Lesson 13.

Once the five basic sentence patterns have been systematically presented it becomes possible to employ them freely in the rest of the course. They are thus employed in
the next set of lessons, Lessons 19 to 25, which introduce further expansion of the noun phrase as follows:

Lessons 19 and 20: the concepts of definiteness and indefiniteness with singulars, uncountables and plurals.

Lessons 20, 21 and 22: pre-nominal modifiers consisting of a variety of determiners and determiner phrases:
- some/any;
- many/much/a large number of/lots of;
- some of these/all these/one of these/two of these;
- one of my;
- my whole;
- your other.

The following occur as noun phrase heads:
- many/much/only a few/only a little/none;
- both mine;
- these two.

The next set of lessons deals with post-nominal modifiers:

Lesson 23: prepositional phrases as post-nominal modifiers.

Lessons 24 and 25: relative clauses with the relative first as subject, then as object in its clause. The noun modified by the relative clause likewise functions sometimes as subject, sometimes as object. (The treatment of relative clauses as post-nominal elements in noun phrase structure follows the treatment of these clauses in Systemic Grammar as 'rank-shifted.' The reasons for this decision were discussed in Section 2.2.5.)
Lessons 26 to 48 centre round the verb phrase. Lessons 26 to 31 are devoted to the more common tenses, the Simple Present, the Present Continuous, the Past, the Present Perfect and the Future. Naturally verbs in these tenses have occurred in earlier lessons but in this set of lessons attention is directed specifically to tenses. Each tense has a lesson to itself and the contrasts between the uses of pairs of tenses such as the Simple Present and the Present Continuous are worked into the dialogues. 'Used to' and 'going to' for past and future time also occur. Tense is of course a system but the formation of the Perfect and Continuous tenses is also a matter of structure as they involve the use of auxiliaries. Lessons 32 and 33 introduce passives. The passive form occurs in the Present, Present Perfect, Past and Future tenses, each presented through separate dialogues.

The next set of lessons, lessons 34 to 40 deal with the modal auxiliaries: - can, could, may, must, need, should, ought to, have to, had to. These express the meanings of: - ability, request, suggestion, possibility, permission, obligation, necessity, duty. Short answer, question tag and so/nor patterns are systematically presented both with auxiliaries and with 'do' 'does' 'did' as 'operators' in the absence of auxiliaries.

The final set of lessons dealing with the verb phrase, Lessons 41 to 48, present the catenative patterns in succession:
Given the limitations of time on the one hand and the imperative need for adequate drilling on the other, it was decided to bring in complex sentence patterns only towards the end of the course, postponing a fuller treatment to the second year. Accordingly Lessons 49 to 54 are concerned with Noun Clauses and Lessons 55 to 60 with Adverbial Clauses. The Noun Clause patterns are as follows:

verb + that - clause (e.g. He says that...; I know (that)...)  
verb + noun/pronoun + that - clause (e.g. She told me (that)...)  
verb + if - clause (e.g. I wonder if...)  
verb + noun/pronoun + if - clause (e.g. Let's ask the Principal (if...)
verb + wh - clause (e.g. I know who...)  
verb + noun/pronoun + wh - clause (e.g. Can you tell me when...)

The presentation is, as usual, graded, with changes in tense in the subordinate clause being gradually introduced in 'that clauses'.

The Adverbial Clause patterns are:

- clauses of time beginning with when, after, before, whenever, as soon as, till;
- clauses of reason beginning with because;
- clauses of purpose beginning with so that;
clauses of concession beginning with although;
classes of condition beginning with if, if not, unless.

Subsequent to the preparation of the course, the writer came across an account of a piece of research by Wigdorsky which, if the sample of data can be considered as representative, would seriously affect the view taken of the importance to be accorded to the various items in the syllabus. A corpus of approximately 6000 pages by contemporary writers plus approximately ten hours of recorded uninhibited conversation was examined to determine the frequency of grammatical forms. The surprising discovery was made that out of 300,000 verbal groups 86.4 were in the affirmative. The Simple Present and the Simple Past each accounted for one-third of the tenses employed. However, observation goes to suggest that in oral communication, questions, negatives and tenses other than the two mentioned are very frequently employed. Hence the decision to give importance to these forms appears to be justified.

3.3.2 The role of grammatical explanation.

All the patterns in the syllabus are presented through dialogues, sometimes interspersed with language games. Lado's principles quoted in Chapter 2 (Section 2.4.1) are hence relevant to the designing of the course. In particular an effort has been made to follow principle 3, the establishment of the patterns as habits, principle 6, teaching the problems, principle 8, teaching through graded steps, and principle 11, the importance of practice.
A crucial decision that had to be taken related to the amount of explicit grammatical explanation to be provided in the body of the lessons as well as by the teacher in the class. The opinion expressed by Rivers represents a whole body of expert opinion. She points out that mechanical practice makes a certain skill readily available only if the student is conscious of the interrelationships within the structure practised and of the part of the pattern that may be manipulated to achieve specific purposes. The writer however had found over a period of years that elaborate explanations that seemed extremely lucid to the teacher failed to clarify the point so far as the average and below-average student was concerned. Even when the point was grasped, there was no internalization of the rules resulting in the construction of correct sentences. It was this that led to the decision to try a different approach and conduct an experiment to see whether an approach through habit-formation yielded better results. Even in courses such as those produced by the Michigan Institute, which are committed to a belief in habit formation, there is a stage when a brief grammatical point is made. This occurs after a number of examples have been presented and it is the students themselves who are expected to discover the point at issue. It was thought that in the Basic Course greater assimilation of the patterns might take place, with a better chance of a carry-over into the skill of writing, if attention was briefly drawn to the new point being taught. The students were not to be made to feel in any way, however, that this was a course in remedial grammar.
There was also a danger that the very limited time at one’s disposal might be frittered away in grammatical explanations.

Thus the course-designer was faced with a dilemma. On the one hand the teacher might end up with very little time for practice. On the other hand the failure to provide explanations might result in a failure to comprehend and to assimilate the patterns. Two solutions suggested themselves. One was to concentrate on explaining the choices available between items in a system, such as articles or tenses, while allowing structure to be assimilated without explanation. The other was to concentrate on problem areas, linguistic features which either have a different form in the mother tongue or do not occur at all. Research with Czech students by Libuše Dušková confirms what most Indian teachers of English have experienced, and what Lado also insisted upon, that mother tongue interference accounts for a large proportion of errors in word order, sentence construction and government.3 She concluded that contrastive analysis could predict learning problems, not only in areas where the source and target languages differ, but also in the case of linguistic features unknown in the source language, such as the English system of articles.

While no systematic contrastive analysis was undertaken, some study of the systems of the mother tongue and English, together with a consideration of learners’ errors, made it possible to draw up a list of linguistic features which are of
frequent occurrence in English and which result in errors
through mother tongue interference. The Basic Course includes
the following problem areas:

(i) the question form;

(ii) the use of 'do' 'does' 'did' as operators in the formation
of questions, negatives, question-tags etc.;

(iii) question-tags, short answers, so/nor constructions;

(iv) the articles, in particular the definite article, and
other determiners which do not occur in the students'
mother tongue;

(v) prepositions;

(vi) the position of adverbs;

(vii) the distinction between the use of the Simple Present
and the Present Continuous;

(viii) the distinction between the use of the Simple Past and
the Present Perfect;

(ix) the passive;

(x) catenative patterns;

(xi) constructions with 'if' and 'unless';

(xii) changes of word order, tense and person in reported
speech and in other types of noun clauses.

Several of the problem areas are matters of structure
rather than system. Was it therefore sound to expect the
students to assimilate patterns which differed from those in
the mother tongue without any explicit comment or attention-
pointers? Ultimately in the second draft of the Basic Course
(1977), the version used in the experiment, indications of the
patterns used were given at the head of the lesson or preceding the dialogue. A very few explanations were also given. The amount of explanation to be provided in the classroom was left to the discretion of the teacher. When the course was again revised, however, all indications of the patterns were removed from the body of the lessons and were listed at the end for the guidance of the teacher under the heading 'Structural Items'. Explanatory notes were still further reduced and teachers were advised not to spend any time in explanation. Separate grammar periods were available for discussion and follow-up. The reasons for these decisions will be given in Section 3.3.11 when discussing the successive revisions of the course.

3.3.3 Roles.

Although the core of the syllabus was grammatical, systematic consideration was also given to roles, topics and situations. In the Basic Course the following roles predominate as they predominate in the student's day-to-day life: friend, acquaintance, member of a family, student, consumer of goods (when buying something), utilizer of services (for instance, when making inquiries at a railway station), hostess, guest. One of the criticisms of the June 1977 version of the course was that whereas students would naturally tend to talk in English to teachers rather than to fellow students, not enough dialogues had been introduced between student and teacher. An effort was made to rectify this in the June 1978 version and the point will be taken up again in Section 3.3.11.
It is true that S.N.D.T. Arts students do not talk to their friends or family in English. They often regret, however, that they are not able to communicate easily with girls from an English-medium background, who, for their part, cannot use Hindi easily as a common medium of communication. Apart from this consideration, however, a very large number of dialogues involve a conversation between friends because the students in the classroom will, when repeating the dialogues, actually be talking to their own friends. In all other roles one student in the pair would have to be playing a role — say that of a teacher, office clerk or shop assistant, a role which that student may never be called upon to play in actual life. If the students are to think of English as a living language, the 'natural' language for its native speakers to use on all occasions, paradoxically enough it seemed that the best procedure was to make them use it in roles in which to them it would not ordinarily be natural to use it. This argument also justifies the inclusion of dialogues with family members, the role in which the native language would inevitably be used by S.N.D.T. Arts students and therefore the one in which the use of English gives that language the most native 'feel'. A further consideration that led to the predominance of these roles is that it is in these roles that the simpler structures and the more informal registers are used.

3.3.4 Topics.

An effort was made to identify the topics about which students tend to converse or may be required to converse.
the basis of observation and exchange of impressions with other teachers, the following list was prepared for inclusion in the course:

(i) their families, friends, classmates;
(ii) their habits, likes and dislikes;
(iii) daily occurrences at home, housework, upbringing;
(iv) their village homes;
(v) happenings in the classroom;
(vi) subjects of study, classes which they have joined;
(vii) the loss, misplacing or breakage of some article;
(viii) clothes and other belongings, presents;
(ix) food, cooking, utensils;
(x) films, actors and actresses;
(xi) articles bought or to be bought;
(xii) books, games, music;
(xiii) festivals, picnics, trips, vacations;
(xiv) functions, college associations;
(xv) plans for the evening or for next day;
(xvi) tests, examinations;
(xvii) illnesses, accidents;
(xviii) careers;
(xix) Bombay as it used to be in the past.

In their roles as student, consumer or utilizer of services students might be required to talk about the following topics:

(i) application forms for scholarships etc;
(ii) articles to be bought at a shop — toilet articles, stationery, food supplies or household linen;
(iii) food to be ordered at a restaurant;
(iv) directions;
(v) railway tickets and timings.

3.3.5 Situations.

The situations in which students would be required to use English were also listed. Pit Corder refers to Gumperz’s categorization of situations as ‘personal’ and ‘transactional’ and points out that most speakers will use their $L_1$ (the mother tongue or first language) for personal situations so that their $L_2$ (a second or foreign language) will be required only for transactional situations. While this is undoubtedly true, it must be pointed out that in a country and urban environment where so much prestige attaches to the $L_2$, the range of personal situations in which the $L_1$ speaker can participate becomes unduly restricted because of the absence of communicative competence in $L_2$. The discussion on roles above is relevant at this point. The arguments advanced there in support of the predominance assigned to the roles of friend, acquaintance, family member, also justify the predominance of personal over transactional situations. Indeed the one is a corollary of the other. Transactional situations figure more largely in the Intermediate Course.

There is a considerable overlap between situations and topics. However the list of situations is given in full:

(1) chatting with a friend, getting to know someone;
(ii) inquiring about occurrences in the college or at home;
(iii) doing the housework, cooking, searching for something, packing;
(iv) before or after the examination;
(v) asking for something, thanking someone;
(vi) making an appointment, making arrangements for an outing;
(vii) talking to a foreigner;
(viii) at a friend's house, at a party;
(ix) at the college office;
(x) at a restaurant;
(xi) at a tailor's;
(xii) at a railway booking office;
(xiii) shopping for food supplies, toilet articles, clothes;
(xiv) illnesses and the doctor's visit;
(xv) a telephone conversation.

3.3.6 The dialogues: naturalness versus control.

A fundamental issue that had to be resolved was: was it possible to construct dialogues which were natural and yet controlled? Some experts in the field have taken the view that it is impossible to bring about a reconciliation. Widdowson asserts:

"(Recent methodology) has stressed two needs - a structural approach to grading and an oral approach to presentation; and these are mutually incompatible if the language taught is to be genuine language represented on all levels."5

He goes on to state:

"(If the teacher) stresses naturalness, then he must necessarily neglect repetition, and if he stresses repetition, he must neglect naturalness."6
Wilkins is equally emphatic:

"An interesting point about virtually all modern courses derived from a grammatical syllabus is that the intensive practice materials involve the repeated production of sentences having like structures. Such sentences are not related to one another thematically as would be the case in natural language use. Equally, in natural language interaction, sentences of identical structure scarcely ever co-occur."\(^7\)

Byrne’s attitude is more helpful. He distinguishes four stages in the teaching of speech: the presentation stage, the practice stage, from practice to production and the production stage. He begins with a warning that the recent stress on ‘mastering the system’ has led to the result that students acquire a great deal of language that they may never use.\(^8\) But his own scheme envisages that in the early stages the emphasis is on ‘practice in manipulating the fixed elements of the language.’ It is only subsequently that they proceed to practice in the expression of personal meaning.

When engaged in writing dialogues that should be natural as well as controlled, considerable trouble was taken to avoid the pitfalls indicated above. An attempt was made to teach ‘the system’ while at the same time teaching ‘genuine language’ and avoiding such language as the students will never use. Wilkins states that in natural language interaction sentences of identical structure scarcely ever co-occur. One can think of a number of types of interaction in which they may do so. In the Basic Course the juxtaposition of two occurrences of the same structure was introduced only if it could be done unobtrusively and naturally. Otherwise repetition was secured
through substitutions. An instance of the first kind is the long dialogue in Lesson 6 in which two students get talking in the common-room or canteen. After considerable effort this dialogue was composed making use solely of Linking Verb patterns, the only patterns taught up to that stage. Other instances are the dialogues with the $S + V + D.O.$ pattern (Lesson 12), the dialogues with $S + V + O + O.C.$ (Lesson 17), the longish dialogues revising the indirect object and object complement patterns (Lesson 18), the first dialogue with the definite and indefinite articles (Lesson 19) and the dialogue beginning: 'Kusum made some sheera for the party' (Lesson 25). In this last instance the device of contrastive stress was resorted to in order to devise an exchange in which repetition of the identical structure would be natural. Elsewhere it was through substitutions that repetition of a given structure was ensured. One instance out of many may be cited, the dialogue beginning: 'Where's my ticket?' (Lesson 3).

Throughout the course considerable pains were taken to avoid sentences or sequences of sentences that seemed unnatural. One simple device whereby an exchange that might otherwise appear like a grammar drill consisting of, say, a question and answer, could be developed into a genuine conversational exchange, was to require the first speaker to make a response, even something as brief as 'O.K.' Since normal conversational exchanges do not consist only of question and answer, but of statement and question, command and protest, question and suggestion, all
these types of exchanges figure in the course.

There are a few cases in which dialogues felt to be somewhat unnatural were allowed to remain, when, in spite of repeated efforts, they could not be improved upon. The composition of dialogues with a variety of determiners fitted into the same dialogue was found to be difficult. The dialogues using 'two of these' and 'one of these' (Lesson 22) are rather unlikely. They were retained since it was felt that practice in the handling of determiners was important. The dialogue beginning: 'Nayana's writing a novel' (Lesson 27) is quite unlikely but it was retained since it was amusing because of its unlikeliness.

As Allen puts it:

"A good text-book writer tries to ensure that each of the examples usefully exemplifies a sentence type and is at the same time an acceptable utterance-token."

This is what the course-designer attempted to ensure and the task has not proved to be inherently impossible.

3.3.7 The dialogues: fluency versus correctness.

The next major issue to be resolved was the extent to which free conversation should figure in the course. If communicative competence was to be the goal, both fluency and grammatical accuracy were essential. But the strategies that best served the purpose of attaining one of these aims might impede the achievement of the other. The attainment of fluency calls for a great deal of practice in framing sentences in novel
situations. The early introduction of spontaneous speech, however, immediately opens up the possibility of grammatical errors. Hence the dilemma faced when designing such a course is that if a great attempt is made to ensure accuracy before allowing the students to speak on their own, one runs the risk of continuous mechanical repetition without assimilation, culminating in a breakdown of grammatical accuracy itself when the transition to independent production is ultimately made. Thus the aim of securing grammatical accuracy is itself not fulfilled and fluency is neglected. On the other hand, if spontaneous speech is encouraged from the beginning, there are no grounds for expecting that grammatical accuracy will be acquired on its own in due course.

Howatt, in his discussion of this dilemma favours an emphasis on fluency even if it entails the unlearning of wrong habits at a later stage. He believes that inaccuracies persist in spite of the most stringent teaching methods. In case pupils prematurely give up learning, if accuracy has been stressed at the expense of fluency, they will not have learnt enough to be of practical use, whereas if fluency has been stressed, their performance may be faulty but they will be able to use the language. Rivers points out the adverse effect on motivation if students are not able at an early stage in the course to say anything worthwhile in an actual communication situation. Neither the long-range goal of eventual facility in conversation nor the immediate goal of correct responses in the classroom may provide sufficient incentives to carry the
Wilkins also opposes an insistence on correctness:

"Another feature of the behaviourist approach... is the insistence on the advantages of ensuring that pupils' utterances are always correctly framed. If what they say is correct, what they learn will be correct. In contrast to this we must now consider the possibility that a correct response does not necessarily indicate that the person is learning, and that an incorrect response may be a satisfactory sign that learning is proceeding normally. A pupil might be able to construct English or French forms correctly under tightly controlled conditions where what is required may be little more than imitation, but as soon as he is put in a free situation we may discover that he has not in fact mastered the rule. Alternatively there are some kinds of mistakes resulting from over-generalisation ... which could be considered to show a reasonable sensitivity to the rule-structure of the language. The correction of such errors may assist the learner to accurate use of the rule more rapidly than a system which expects him to repeat only correct forms."

Spolsky's opinion of programmed courses could apply to courses of the type under consideration:

"Programmed foreign language instruction has not yet been shown to be capable ofgoing beyond language-like behaviour to produce language competence."

On the other hand writers on the subject have also emphasized the importance of acquiring a mastery over the code before proceeding to practice in its use. Rivers herself states:

"In the teaching of the speaking skill, we are engaged in two processes: forging an instrument and giving the student guided practice in its use. The forging of the instrument requires much practice in the arbitrary associations of the new language: lexical items, morphological and syntactical patterns, sentence types. At this level the student is asked merely to manipulate the elements of the foreign language code."
She goes on to insist that:

"the phonological, morphological and syntactical habits of the foreign language must be practised to a point of overlearning if they are to become part of the student's permanent repertoire so that he is able to use them at any moment without conscious effort." 15

The decision relating to the introduction of free conversation was influenced not only by the arguments and points of view just mentioned, but by previous experience in the teaching of the speaking skill at S.H.D.T. University. A brief account of the conversation classes conducted prior to the current experiment will therefore be in order at this point. Conversation classes had been conducted for a number of years for small groups on a voluntary basis. Motivation was high and students were found to gain considerably in confidence. The conversations were unstructured and spontaneous, and correction of grammatical errors was deliberately kept to a minimum lest it should inhibit the students. Later contact with the students showed that they had appreciated and enjoyed the classes. It seemed however that even minimal grammatical correctness could not be achieved by this method.

Before the experiment described in the thesis was conceived of, a small-scale experiment was conducted in June 1976 with a small group of students who had appeared for the B.A. Part III examination and were awaiting the results. Three of them had attended conversation classes at an earlier stage. The object of the experiment was to determine whether an intensive course of five hours a day for twenty days might
achieve what could not be achieved by means of more limited exposure over a longer period. The time was distributed over rehearsed dialogues, prepared discussions and pronunciation practice. Records and film strips were used to provide an English environment. The rehearsed dialogues were to be read aloud several times by the students in pairs. They were then asked to write a similar dialogue of their own, practice it with their partners and then say it before the class. Some of the topics were: exchanging recipes, showing a visitor round the college, a conversation with a new acquaintance at a party. For the discussion, points were given in advance. Students were to discuss the topic the following day, including any additional points that might occur to them. Some of the topics were: the relations between parents and children, the choice of a partner in marriage, the censorship of films and plays.

The dialogues were long and the attempt to base them on particular patterns had proved unworkable. Students were not able to construct dialogues of their own according to the model and repeat them without looking at the script. As regards the discussions, unless the topic related directly to their own experience or their subject of specialisation, they had nothing to contribute of their own. Thus, though the students enjoyed the course and gained in confidence and to some extent in fluency, there was hardly any improvement in grammatical accuracy. The total gains as revealed in the final test were not commensurate with the effort put in.
It was in the light of this background that the decision was taken to organize the new course on highly structured lines. Where fluency had been accorded priority, no grammatical accuracy had been attained. Accordingly it was decided to give priority to accuracy and judge the results. So far as the speaking skill was concerned the students could be regarded as beginners. Hence the stress was firmly laid on the mastery of the code, on syntactic manipulative competence and the internalization of rules. Through controlled substitution, practice of this nature was provided. But free substitutions were also required in several dialogues in order to train students in the personal expression of meaning. To take only one instance, in Lesson 20, in the dialogue beginning: 'Have we any dals in the house?' students are asked to substitute other uncountable or plural nouns of their own choice.

A further stage in the expression of personal meaning is reached with the construction of dialogues by the student based on a given model. For instance, in Lesson 12, the dialogue to be constructed with the opening sentence: 'Does your brother like music?' is to be modelled on the one beginning: 'Does your sister like games?' Thus not only is control over structure ensured but ideas for keeping up the conversation are also suggested. The long dialogue on shopping in Lesson 18 is similarly used as a model. There is greater relaxation of control in later lessons. Some of the subjects on which students are asked to compose their own dialogues are films, games, music (Lesson 26), a doctor's advice to a patient (Lesson 36) and the
upbringing of the speakers (Lesson 43). In most of these some guidance is given regarding the patterns to be used along with some suggestions regarding the content of the dialogue. It is by these methods that the student is given an opportunity to use the code for the expression of personal meaning. When discussing the various revisions of the course this problem will be taken up again.

3.3.8 Games.

Together with the dialogues, a few language games were included. All the games require the use of the language item being taught through that lesson. Familiar games were adapted when they lent themselves to the purpose, others were invented. Books on language games were also consulted. Some games involve guessing and miming, others depend on memory. In some games two teams compete. Variety and interest are thus increased.

3.3.9 Register.

The problem of register, of the choice of language which is socially and stylistically appropriate, also demands attention. The English of informal conversation and the English of slightly more formal transactions (in a shop etc.) was the register selected. But was this to be the English used by native speakers or by Indians? If the latter, by Indians with what degree of 'inwardness' with the language? It was pointed out to the writer that a native English speaker would not ask for a 'blouse-piece' but would use the expression 'a length of dress material'. The person who made the point agreed that such a foreign expression'
could not be used and 'blouse-piece' was legitimately used in an Indian context. But where does one draw the line? What about 'pant-piece' which students propose as a substitution and which they evidently use? The course-designer does not use it and finds it unacceptable. On the other hand phrases such as 'I'm afraid', in 'I'm afraid I can't come with you', apparently took a great deal of explaining and several teachers suggested that it was too unfamiliar to Indians and should be left out. The course-designer however uses the expression frequently and has retained it.

The choice is partly dependent on whether one considers English to be a second language or a foreign language. In a study of the teaching of English as a foreign language in ten countries conducted by The International Association for the Evaluation of Educational Achievement it has been pointed out that communities which use a second language tend to create their own norms for that language. Hence the teacher is faced with a dual set of norms as the teacher of a foreign language is not. It was pointed out in Chapter 1 (Section 1.5) that the position of English in India, though corresponding in many respects to that of a second language, also corresponds in some respects to that of a foreign language. Thus in the matter of register the solution seems to be to try and adopt the speech of the Indian speaker who is acknowledged to possess a high degree of proficiency in English.

3.3.10 Pronunciation.

The teaching of pronunciation was one of the objectives
of the course. What priority was to be assigned to it? Limitations of time as well as the limitations of the teachers both suggested that it be given relatively low priority. Facility in communication on the other hand demands a pronunciation that is at least intelligible. Many native English speakers have declared that it is an 'unEnglish' intonation rather than faulty production of vowel and consonant sounds that renders the speech of foreigners unintelligible to them. Intonation, however, is the area that most Indian teachers find most difficult and it is quite unrealistic to expect them to reproduce in their own speech the complex intonation patterns described in accounts of English intonation, still more to expect them to guide the students in the reproduction of these. Hence only the relatively simple concepts of a fall or rise in pitch at the end of the sentence are introduced in the first two lessons after which it is the teacher who must serve as a model and ensure that students render the patterns in the same manner.

Recent research by Gillian Brown has revealed that Yes-No questions are more often said with a falling than a rising intonation.\(^7\) None the less in Lessons 1 and 2 falling intonation is associated with statements and Wh-questions and rising intonation with Yes-No questions as well as Wh-questions which show interest or friendliness. Not only do earlier works on intonation make a similar distinction but the student will not be wrong if she uses a rising intonation with a Yes-No question. On the other hand if she uses a falling intonation she may run the risk of sounding impolite. Besides, other researchers have
different findings to report. Harris reports that 85% of the Yes-No questions in his data were spoken with rising intonation.18

Since the teaching of intonation is so difficult, the course concentrates on the production of vowel and consonant sounds and stress. Stress is marked throughout and the concepts of syllable stress and word stress are introduced in the first two lessons. A later lesson has a note on the manner in which stress marks the difference between the noun and verb forms of words such as 'progress' in which the spelling of the two forms is identical. The concept of rhythm, which is linked with stress, is not specifically mentioned. Here again it is hoped that some teachers at least will serve as a model for the class to imitate. If it had been possible to use a separate form of marking for secondary stress this would have been done. However the printing press did not have this facility. It was suggested to the course-designer that in that case only the tonic syllable which carries the nuclear stress involving a change in pitch should be marked. As the concept of stress is strange to the students it was finally decided to mark all stresses in spite of the fact that they would have varying degrees of prominence.

As regards individual sounds, restrictions of time permitted only the teaching of 'problem' sounds, that is, vowel and consonant sounds that do not exist in the mother tongue. Research by Brière suggests that some of these may prove inherently more difficult than others.19 Rivers is of the view that students must be taught the entire articulatory system of
the foreign language, otherwise mouth adjustments become more
difficult. She also points out that by concentrating on
problem sounds the teacher often trains students to produce
these in such a distinctive and restricted way that the speaker
sounds ridiculously pedantic or pretentious to a native speaker.
The S.N.D.T. Basic Course however does not aim at a very accurate
pronunciation and time for practice is extremely restricted.
Most of the English vowels are in any case problem sounds for
Indians. A list of the problem sounds follows. They are taught
in lessons which happen to have a number of words containing
these sounds.

Vowels

[i] e.g. 'sit' and [iː] e.g. 'seat'.

[i] corresponds to hrasva \(\frac{1}{2}\) in Hindi, Gujarati and
Marathi do not have this sound.

[iː] corresponds to dirgha \(\frac{3}{2}\) e.g. 'see' or 'seed'
except before voiceless consonants where it corresponds
to Gujarati and Marathi hrasva \(\frac{1}{2}\) e.g. 'seat'. Gujarati
and Marathi speakers consequently confuse [i] and [iː].

[u] e.g. 'book' and [uː] e.g. 'boot', 'boon'.
The correspondence is the same as with [i] and [iː] and
consequently leads to the same kind of confusion.

[ə] e.g. 'sat' and [e] e.g. 'set'. There is no vowel in the
mother tongue corresponding to [ə]. [e] is more open than
the corresponding \(\frac{3}{2}\).
There are no corresponding vowels. Gujarati, Marathi and Hindi speakers substitute \( \text{\textipa{\textfl}} \) for \( \text{[e]} \), \( \text{[ei]} \) and \( \text{[\textipa{\textfl}]} \).

There is no vowel corresponding to \( \text{[\textipa{\textfl}]} \). \( \text{[\_ac]} \) may be regarded as a lengthened \( \text{\textipa{\textfl}} \). Gujarati, Marathi and Hindi speakers use \( \text{\textipa{\textfl}} \) for \( \text{[\textipa{\textfl}]} \) and \( \text{[\_ac]} \).

There are no corresponding vowels for any of the three. Gujarati, Marathi and Hindi speakers substitute \( \text{\textipa{\textfl}} \) for all three.

**Consonants**

\( \text{[t]} \) e.g. 'ten' and \( \text{[d]} \) e.g. 'den'.

Retroflex sounds are substituted for alveolar.

\( \text{[\_th]} \) e.g. 'thick' and \( \text{[\_th]} \) e.g. 'this'.

The aspirated dental plosives \( \text{\textipa{\textfl}} \) and \( \text{\textipa{\textfl}} \) are substituted for the dental fricatives.

\( \text{[v]} \) e.g. 'vine' and \( \text{[w]} \) e.g. 'wine'.

The frictionless continuant \( \text{\textipa{\textfl}} \) is substituted for both.

\( \text{[s]} \) e.g. 'sit', \( \text{[\_s]} \) e.g. 'shut', \( \text{[z]} \) e.g. 'zoo' and \( \text{[\_s]} \) e.g. 'pleasure'.

Many Gujarati speakers confuse \( \text{[s]} \) and \( \text{[\_s]} \) even in their own language. Hindi is the only language of the three that contains \( \text{[\_s]} \). Gujarati speakers substitute \( \text{[\_d\_h]} \) and Marathi speakers \( \text{[\_d\_h]} \). Similar confusion is created with \( \text{[\_s]} \) which exists in none of the three languages.
Many Marathi and some Gujarati speakers use \([p^h]\). Yardi has demonstrated that in certain environments Marathi \([u:\]) and \([i:\]) become lowered and centralized, corresponding thus to English \([u]\) and \([i]\). It may be possible to assist Marathi-speaking learners to acquire the English sounds by drawing their attention to this feature.\(^{22}\)

As in the matter of register, so in the matter of pronunciation, the question of a model arises. Gillian Brown is of the view that where English is a second language, the best native English should be offered as a teaching model, where it is a foreign language it should be a British (or American) model of educated English of the present generation. She points out the need for an adequate description of native English if it is to be adopted as a model. Although we have stated earlier that English must be regarded as a second language rather than a foreign language in India, no adequate description of Indian English exists. There are wide differences within the country itself. Attempts have certainly been made to establish the underlying common elements of a 'pan-Indian' pronunciation, but these are confined to vowel and consonant sounds only, with no account of stress, rhythm or intonation.\(^{24}\) (Common Indian 'errors' in these last are pointed out.) Such an attempt has been most systematically made at the Central Institute of English and Foreign Languages, Hyderabad, and the department of Phonetics there advocates the adoption of Indian English pronunciation as described by them as a standard. The researcher however does...
not find that their findings correspond in all respects with her own observations nor does she regard their sample as adequate. A fundamental objection to the system advocated by them is that phonemic distinctions are not invariably maintained (for example, the distinction between [t] and [d]) while much is made of allophonic variation (for example, initial aspiration of the voiceless stops [kʰ] [pʰ] [tʰ]). It has been maintained that any abnormality, including allophonic, can lead to a lack of intelligibility. On the other hand to expect the adoption of R.P. as a standard, even if it be R.P. taken in a broader sense, would be quite unrealistic. The speech of only a very few educated Indians preserves the rhythm, intonation or vowel quality of R.P. Nor do even good speakers always reduce function words to their weak forms in unstressed positions, for instance pronouncing 'from' as [frəm], 'to' as [tə]. One can hope at best therefore to use as a model an Indian pronunciation which (a) preserves all the phonemes of R.P. together with their distribution but ignores allophonic variation (such as that between 'clear' and 'dark') and does not seek to preserve the exact quality of R.P. vowels; (b) meticulously observes the stress patterns of English; (c) corresponds to English rhythm only in so far as each word is not said distinctly and separately but words are grouped together with the unstressed syllables said more quickly;
(d) corresponds to English intonation only in so far as a tone group which should definitely end with a fall in pitch does not noticeably end with a rise or vice-versa.

Most S.N.D.T. University teachers do not approximate even to this standard, though some can artificially maintain it by an effort for the duration of a classroom lesson. It is therefore desirable to have a recording of the entire course on cassettes, using good Indian speakers rather than British speakers whose pronunciation one cannot expect the students to acquire. This recording may be used by the teacher when preparing the lesson or may be played on occasion in the class. Notes on problem vowels and consonants as well as an introductory note on stress and intonation are provided in the course-book while stress is indicated throughout.

3.3.11 The revisions of the course.

The stages undergone in the preparation of the course still remain to be described. The preparation of the first draft took the better part of a year. This draft was tried out with a group of eighteen students in April 1977. The students met for two hours a day for five days a week for four weeks. Except for one adult, an Iranian lady who wished to join the College of Nursing conducted by the University, the students were all from S.N.D.T. College and had just appeared for the B.A. Part I examination.

In the light of the experience gained, a revision of the course was undertaken, involving additions, alterations and
omissions. The additions were as follows:
(a) additional dialogues and language games providing further practice in a given pattern, for example, two language games involving the use of articles;
(b) more independent dialogues to be constructed by the students, for example, the dialogue beginning: 'I badly need some cooking oil';
(c) new material on (i) introductory 'there', (ii) 'used to', (iii) contrasting stress in the noun and verb forms of the same word, (iv) w/v, (v) t/d, (vi) u/u;

Omissions were made (a) when it was necessary to shorten lessons, for example, a game on nationalities in Lesson 2;
(b) when a dialogue appeared to be unnatural, for example dialogues based on nouns as modifiers, on the order of adjectives, on the specifying and classifying use of the genitive, on adjectives, participles and gerunds as modifiers (on the whole it was found to be extremely difficult to construct natural dialogues providing practice in noun phrase structure);
(c) when a pattern was found to be difficult, for example, the relative as object of a preposition;
(d) when some exercise was found difficult to handle in class, for example, an account of what was happening in the street.

Alterations were made
(a) to make dialogues read more smoothly (these were minor verbal changes);
(b) to avoid giving offence, as when a younger sister says 'Don't mix' or 'Do it yourself' to an older sister.
The second draft was ready in June 1977 and was used in six local colleges, in ten tutorial groups involved in the experiment and four other groups. It was also used as an enrichment course in the N.C. Gandhi Mahila College at Bhavnagar. The experience of teaching this revised version and the suggestions of other teachers resulted in yet another revision. At a workshop for the teachers further suggestions were made which were also taken into account in the process of revision. (Even the latest version should not be regarded as final. It may be modified as a result of further experience.)

The first problem that had arisen when teaching the course in 1977-78 was the difficulty of completing each lesson within one period. Particularly in the second term it proved impossible to complete the lessons. The next problem that caused concern, both to the course-designer and to the teachers engaged in the teaching of the course in 1977-78, was the failure by a large number of students to attain either fluency or correctness of expression. It was agreed that free conversation should be introduced earlier and on a larger scale. But it should always be based on a model already practised. This suggestion was endorsed at the workshop. Another major suggestion made at the workshop was that the course should include more situations involving a dialogue with a teacher. Possible situations in which a student would have to use English within the college context should be borne in mind. At a university like S.N.D.T., students primarily need English to communicate with their
English teachers. They may be required to carry out a task, take a message, make a brief announcement, make or answer an enquiry or just respond politely in a friendly conversation. The Spoken English course should prepare them for these situations. The scheme for tests which was drawn up at the workshop accordingly included the performance of a task such as the delivery of a message.

Opinions differed regarding the advisability of making explicit mention of the structural framework of each lesson within the body of the lessons. It was finally decided that no mention of it should be made within the lessons but the structural syllabus should be printed at the end of the booklet for the guidance of the teachers.

The revision of the course was carried out with this background in mind. The third version of the course consisted of sixty lessons whereas the second version had consisted of forty-eight. The matter from Lesson 20 onwards was spread out over more lessons. The course-designer had considered the alternative of postponing the introduction of complex sentences to the second year. This did not seem at all advisable, since there are many daily-life situations in which complex sentences cannot be avoided and the course would not have been a complete unit in itself if they had been omitted. Fortunately, with the shortening of the vacations, the abandonment in several colleges of a terminal and preliminary examination and the consequent lengthening of the teaching term, it was possible to plan for
fifteen weeks of teaching in each term with two tutorials a week for Spoken English.

More time was made available for oral practice by reducing the time spent on grammatical explanation. Except for a few tables such as the tables introducing catenative patterns and a few headings such as those pointing out the use of articles and other determiners, no indication is given in the lessons that the dialogues contained in it conform to a particular sentence pattern or practice a particular contrast in a grammatical system. Grammatical explanations such as the explanation of the use of the articles and grammatical terms such as the terms for the tenses likewise appear very rarely. (When the course is further revised these may be deleted altogether.) The entire structural syllabus is printed at the end of the booklet. It was felt that the teachers should be given no opportunity for dilating on grammar, thus using the new course materials as a peg for traditional techniques of explanation and rule-giving. On the other hand the provision of the structural syllabus would enable them in the grammar period, though not in the periods for Spoken English, to relate their teaching to material already practised primarily as speech.

The second version of the course had abided very closely by the graded order of sentence patterns. For instance, in the first few lessons which confine themselves to sentences with linking verbs, a sentence such as 'What's your father?' was used in preference to the more natural 'What does your father do?' or.
'Where does your father work?' In the third version, although the grading has still been adhered to rigidly, an effort has been made to omit or alter constructions which might seem unnatural. Again in the second version, for the sake of practice, a pattern was sometimes repeated in a dialogue when it would be more natural to use short answers or pro-forms. Instances of this will be found among the dialogues using relative clauses. When revising the course a great effort was made to redesign the dialogues so as to bring in repetition and yet adhere to normal speech. Sometimes this proved impossible. In such cases the need for repetition was given priority and the dialogue was retained even if it was slightly unnatural. Further attempts will be made to redesign these dialogues before the course is given its final form.

In the effort to make the course conform more closely to real-life communication, several dialogues were omitted which resembled drills, for instance, the table practising adverbial positions (p. 17, June 1977 edition). Conversations which were natural but rather pointless and too obviously introduced to practise a given pattern were also omitted, particularly as the lessons containing them tended to be too long. An instance is the dialogue beginning: 'What is Kusum smiling at?' (p. 42, June 1977 ed.). A language game based on the contrast between question-tags with rising and falling intonation was also left out (p. 52, June 1977 ed.). The students had been instructed to
remain silent if the tag had falling intonation. But in real-life situations statements followed by tags with falling intonation are characteristic of phatic communication. While the falling tone indicates that the speaker is not really asking a question, it is an invitation to keep up the 'small talk'. Students should be taught to recognize this as a signal for further communication. Asking them to remain silent is misleading and so the game was omitted.

Other alterations and omissions were made when dialogues proved too complicated and difficult. One such instance is the description of Christmas celebrations (p.48. June 1977 ed.). This seemed a little like a guided composition exercise and the students stumbled when reading it aloud. The dialogue on shopping in Lesson 18 was altered so as to bring the model more in line with the substitutions. Originally, in the model dialogue, the customer is buying towels, while the students are asked to construct a dialogue in which they ask for material for a blouse to match with a skirt or bell-bottoms. Students could not use the model effectively. So in the revised version in the model dialogue the customer asks for material for a blouse to match with a sari.

Interest was a major factor kept in view during the revision of the course. The course-designer had received two suggestions which she considered well worth following up in order to add to the interest of the course. One was that the
themes of the dialogues in a given lesson should be related. In spite of much effort, however, this did not prove to be feasible. The other suggestion was that humour should be provided in the form of jokes or amusing anecdotes. Once again a great effort was made to work in jokes or amusing anecdotes within the framework of the structural syllabus but the course-designer was not able to go very far in this direction. One long dialogue based on an amusing anecdote was added (Lesson 31, June 1978 ed.). The first dialogue in Lesson 6 was expanded to make it more amusing. That was as far as the course-designer could go in providing humour. More explicit directions relating to expression, gesture or movement were also added to make the course more amusing.

It had been suggested that conversations based on pictures might add to the interest of the course. To include pictures as part of the course booklet was impossible. Hence it was left to the teachers to make use of pictures if they so desired.

At the end-of-the-year meeting of teachers who had participated in the experiment in 1977-78, a list of topics was drawn up which, according to the teachers, were the usual topics about which students chatted among themselves. All these were systematically worked into the course in order to add to the interest. Examples are the following themes for dialogues in the June 1978 edition: jewellery, a wedding, enrichment courses, cricket. When selecting topics that would interest students, the course-designer had in mind the urban middle-class student
population that attends the colleges affiliated to S.N.D.T. University in Bombay. After experience is gained of teaching the course in other cities and towns where the University has its affiliated colleges, a further study will have to be made of students' interests.

The revised course (June 1978) contains several more dialogues between teacher and student than the June 1977 edition, in accordance with the decision taken at the workshop to which reference has been made earlier in this section. Besides these, four of the original dialogues have been altered so as to include the teacher as one of the participants. As a result some dialogues correspond more closely to a real-life situation. An instance is the dialogue in Lesson 7 beginning: 'Who sings well in your class?' This is the kind of inquiry a teacher might well make when arranging an entertainment programme. In other cases the teacher gives instructions, pulls up a student for remaining absent or asks a student to convey a message. There are also dialogues initiated by the student, asking for information or requesting permission to leave early. These are all situations which frequently arise and the student must learn to speak or respond appropriately and politely. In the classroom one student in each pair plays the role of the teacher.

It was stated earlier in this section that it was decided to increase the number of independent dialogues to be constructed by students. Many of the teacher-student exchanges just discussed
are of this nature. The independent dialogues are introduced at appropriate points so that they fit in with the structural syllabus. How far it is possible to control the course of these dialogues so that the structure-patterns intended to be produced are actually produced remains to be discovered when the course is tried out.

The above account of the changes entailed in the process of revision indicates the main lines along which revision took place. To sum up, the main objectives in the revision were:

(a) to increase interest;
(b) to prepare the students for real-life communication by improving communicative competence;
(c) to seek to ensure that a transfer took place from facility in participating in structured dialogues to facility in the expression of personal meaning.

The new version (printed in June 1978) has been taught in 1978–79, 1979–80 and 1980–81. A few ideas for incorporation in future editions have been mentioned in Chapter 4 which deals with the actual experience of teaching the courses. They have been included in that chapter rather than here as they arise naturally out of the experience of teaching the course.

3.4 The Intermediate Course in Spoken English.

The account of the design of the Intermediate Course will deal largely with the third version, used as a Compulsory Course Unit in B.A. II for the first time in 1979–80. A brief account
of the earlier versions will first be given.

3.4.1 The Intermediate Course: preliminary versions.

The first and second versions of the Intermediate Course consisted of the following types of lessons:

(a) Dialogues based on grammatical structure. Some structure patterns practised in the Basic Course were revised and several new ones were introduced.

(b) Independent dialogues related to common situations.

(c) Dialogues introducing ways of expressing gratitude, regret, condolences, congratulations, good wishes.

(d) Discussions on topics of common interest.

The differences between the two versions were minor and were in part occasioned by the differences between the two versions of the Basic Course studied by the two batches of students with whom the course was tried out. Thus some dialogues from the first version of the Intermediate Course had been transferred to the Basic Course and had therefore to be removed from the Intermediate Course while some dialogues omitted from the Basic Course as being too difficult were fitted into the Intermediate Course. A few alterations were also made keeping in mind the factors of interest and level of difficulty as observed in the first try-out.

At the outset, when the entire set of three courses was planned, the course-designer was firmly committed to a grammatical syllabus as the foundation of the course in the first two years.
It was envisaged that, through frequent practice, the use of the patterns would become a matter of automatic habit. The Intermediate Course was regarded as a transition from a syllabus with a grammatical core to a syllabus with a situational or functional core. Consequently as many as twenty out of thirty lessons were designed along similar lines to the lessons in the Basic Course and contained dialogues with no thematic inter-connection, as they were designed to teach grammatical structure. Three lessons contained independent dialogues related to common situations, three introduced polite conventions of expressing gratitude etc. and four consisted of discussions on topics of common interest. (As these versions were radically recast, they have not been included in the appendices.)

It was not possible to collect a sufficiently large number of students for the try-out of either of the first two versions. An attempt was made to try out the first version with the same batch of eighteen students who had undergone the first try-out of the Basic Course in April 1977. But some students had left the college and difficulties with timings led others to drop out, till eventually only a group of four students completed the course. The second version was tried out with students who had studied the second version of the Basic Course in 1977-78. It was decided to offer the Intermediate Course as an 'Enrichment Course' for them. Time-table problems made it impossible for the researcher to undertake the teaching, but the University
was fortunate enough to be able to appoint a native speaker of English, with teaching experience as well as a degree in Applied Linguistics. A batch of twenty students had expressed their willingness to join. However there was a considerable amount of confusion over the time-table arrangements for the entire set of Enrichment Courses and eventually only about a dozen students completed the course. The teacher reported that the course had proved beneficial to the students and they had been interested and responsive. She also made certain suggestions, pointing out which structure-patterns she felt were particularly useful and which dialogues had turned out to be dull or difficult. As the Intermediate Course was finally designed on quite different principles, these suggestions are not reported here.

3.4.2 The Intermediate Course : 1979-80.

After two years of experience of teaching the Basic Course, it was realized that merely through repeated exposure students did not assimilate the patterns of the language to the extent to which it was hoped they would assimilate them. Partly, as will be pointed out in Chapter 9, this was because the process of habit formation demands much greater exposure than could be provided in the classroom and the students did not follow up the class practice with additional practice at home. Thus one would be justified in arguing that the method did not get a fair trial and one should not, on the basis of the limited experience obtained, conclude that a reliance on
habit formation is not a sound method of language teaching. In the situation prevalent in S.N.D.T. University, however, even if the student population in future years is better equipped and more highly motivated it is unlikely that the extent of exposure and practice can be increased to the point at which it might begin to yield results.

Hence it seemed futile to continue with the same approach in the second year. Besides it was felt that a collection of unrelated dialogues, included in the same lesson only because they were based on the same grammatical pattern, could be successfully taught for one year, since the whole experience of learning to speak English was so new to the students. But such an approach would become uninteresting and highly monotonous if continued through a second year. So as an experiment it was decided to re-design the Intermediate Course on notional or functional lines. The experiment has proved so successful that the new course materials will be retained substantially as they are. This does not mean, it must be insisted, that the Basic Course should be redesigned along similar lines. It is only because of the foundations laid in the Basic Course that the students could benefit from the Intermediate Course. It was only as a result of the constant drilling of a certain pattern, without the student's being conscious of the element of drill, combined with the gradual progress from basic to more complex patterns, that the students acquired the command over the
language needed to handle the yet more complex patterns, with their miscellaneous grouping, to be found in the Intermediate Course. The failure of earlier courses based, though not so systematically, on a situational or functional approach, bears out this contention. The researcher's view in this regard was also supported by colleagues at S.N.D.T. College who had taught the Intermediate Course.

The main focus in the Intermediate Course was to be on the communicative use of language. Chapter 2 (Section 2.4) dealt with some of the possible types of syllabuses on which such a course could be based, notably a situational syllabus, a functional syllabus and a notional syllabus. Outlines of such syllabuses were examined as well as courses in speech, reading, writing and integrated courses based on these approaches. The courses by Methold and by Binham mentioned in Chapter 2 suggested some lines of approach. The researcher also referred to the unpublished thesis by John Munby (later published under the title, *Communicative Syllabus Design*, and extensively discussed in Section 2.4), D.A. Wilkins' book on *Notional Syllabuses* and Leech and Svartvik's *Communicative Grammar of English*. Situations had been systematically introduced in the Basic Course so that most of the situations in which students might need to use English during their college career had been covered. Naturally the Intermediate Course would also make use of situations, since language can only be used in situations.
But a list of situations, with labels such as 'shopping', appeared to provide too restricted a range for the many ways in which language is used in normal discourse. Notional categories appeared too abstract to form the basis of a course at this level, though it might be maintained that the categories of 'possibility and probability' (Lesson 22), and 'doubt and certainty' (Lesson 23) are instances of notional categories.

Finally it was decided to use as a starting-point Jakobson's formulation of the factors involved in verbal communication (Section 2.3.2). Lessons were designed in terms of 'speech acts' or 'micro-functions' to use the term employed by Munby. These micro-functions can be grouped under Jakobson's broad heads of the referential, emotive (the term 'personal' is preferred here), conative and phatic functions. Thus the referential function, which involves the seeking and giving of information, predominates in the following lessons:

7. Plans, itineraries.
8. Asking the way and giving directions.
9. Recipes.
10. Inquiries and responses to inquiries.
28. Consulting a specialist; inquiries at a hospital.

The personal function, which involves the expression of intentions, attitudes and emotions, predominates in the following
The conative function, in which the attempt to influence or assist the addressee is to the fore, predominates in the following lessons:

2. Suggestions and advice.

7. Making plans.

13. Requests for permission.

15. Conveying thanks, apologies, congratulations, good wishes, sympathy.


There is, of course, a considerable overlap of functions. Offering or requesting help is a matter concerning the personal desire of the speaker, besides involving the addressee in the offer or request. Asking the addressee to convey thanks or apologies to a third party involves the expression of gratitude or regret by the speaker. Making plans or suggestions, again, requires the speaker to put forward her own proposals while also expecting concurrence or counter-suggestions from the addressee. Thus in all these instances the conative and personal functions
overlap. The referential and personal functions overlap in Lessons 22 and 23. The assertion of probability and possibility (Lesson 22) and of doubt and certainty (Lesson 23) relate both to the context regarding which the assertion is made (referential) and the speaker's own degree of certainty (personal).

Finally there are conversations where the phatic function is to the fore. The speakers are not primarily interested in giving or seeking information or in expressing or eliciting opinions, although they may perform these speech acts. The main purpose of these conversations is just to pass the time pleasantly, the maintaining of contact between addressee and addressee being more important than the content of what is said. While a larger number of the conversations in the Basic Course fell into this category, some of the conversations in the Intermediate Course, such as the expression of preferences, may also be said to serve primarily a phatic function. The phatic function predominates in the following lessons:

3. Conversational English.


It may be objected that the labelling of the lessons is not always in keeping with the functional approach. Whereas 'making inquiries' or 'expressing preferences' may be termed micro-functions, 'recipes' refers to the topic of the lesson, the micro-function being the giving of information, while 'asking the way' indicates the situation, the micro-function
being the soliciting of information. In answer to this objection, three arguments may be advanced. In the first place, a reading of the literature on the subject makes it evident that since this is a new area of research, there is an absence of unanimity regarding terminology and categorization. What some writers would treat as functional categories, others might treat as notional categories. Instances are the concepts of possibility, probability, doubt and certainty. In the second place it must be remembered that the titles of the lessons are primarily meant for the guidance of students and are intended to indicate to them the main focus of the lesson. And this leads on to the third point, that the approach must of necessity be a practical and hence an eclectic one, concerned not so much with categorizational accuracy as with introducing the student to the wide variety of language activity which she will need for language use.

Revision of the course on the basis of a functional framework led to the writing of a very large number of new dialogues as well as suggestions for independent dialogues by the students, naturally many more than in the Basic Course. Many opportunities were also provided for the teacher to initiate an oral exchange on a subject not linked with the lesson. A special effort was made to include 'aural cues' as a starting-point for conversations since it was observed when testing students in B.A. Part I that students failed to understand
or totally misunderstood what was said to them. The 'ural' aspect of the 'ural-ural' skills had been neglected and it was necessary to rectify this. Indeed it was observed again when teaching the Intermediate Course that failures in communication were often the result of failures in aural comprehension. The point will be discussed in Chapter 4.

For students who do not select the Advanced Course in Spoken English as an Enrichment Course, the Intermediate Course serves as a terminal point. Hence, although sustained argument and discussion belong more appropriately to an Advanced Course, three lessons involving the discussion of subjects of interest to the students have been introduced in the second term. Play-reading has also been introduced, making use of scenes from Ibsen's *Pall's House*, a play which has been prescribed as the 'Literature' component of the B.A. Part II Compulsory English syllabus. Play-reading affords an excellent opportunity to speak with natural feeling and conviction and introduces variety into the course.

The earlier versions of the Intermediate Course were based largely on a grammatical syllabus. In the process of re-writing the course, such dialogues as could fit in with the new functional syllabus were retained, provided they sounded like actual specimens of conversation. All those which sounded rather contrived or resembled grammar drills were discarded. As a result a fair amount of practice is provided in several of
the patterns introduced in the Basic Course, notably the object complement, the passive, catenative constructions, relative clauses, adverbial clauses and noun clauses. In addition the following patterns, not included in the Basic Course, have been introduced for the first time in the Intermediate Course:

(a) 'too' + adjective + infinitive;
(b) 'what a' + adjective + noun;
(c) 'how' + adjective;
(d) the classifying use of the indefinite article;
(e) the possessive form of the relative;
(f) the past continuous tense;
(g) the present continuous, the future continuous and the simple present tenses with reference to future time;
(h) modal auxiliary + perfect infinitive;
(i) wh-word + infinitive;
(j) the infinitive of purpose;
(k) introductory 'it'.

At no point is the student's attention drawn to these grammatical items. But all the above patterns, with instances of their use, are listed in the Introductory Note for the Teacher in case the teacher wishes to single them out for further attention in the periods devoted to the teaching of grammar.

The main emphasis in the course, then, is on the teaching of language functions, with some attention given to situations, topics and grammatical patterns. After a year's experience of
teaching the course no need has been felt for any revision. Supplementary materials for use with audio-aids can, as will be indicated in Chapter 4, make up for the main drawback of the course, namely the lack of sufficient exposure to English spoken at normal speed which would result in the ability to follow questions and conversational openings. Rather than attempt to introduce a greater amount of listening practice into the course itself, which would result in a reduction of the time devoted to speech, it appeared preferable to provide additional materials in the form of software.

3.5 The Advanced Course in Spoken English.

If the core of the syllabus in the Basic Course is grammatical and in the Intermediate Course functional, in the Advanced Course the main objective will be to develop the micro-skills involved in speaking and listening with a view to preparing the student for the unfamiliar. On completion of the course the student should be able to use English for her needs in the social, occupational and educational domains. However carefully one may seek to ascertain the actual situations and provide speaking experience within them, it is impossible in a general-purpose course aimed for Arts graduates to ascertain with any degree of precision the situations which the student will encounter. While some thought has been given to job situations as well as other transactional situations in which students may expect to use English, the emphasis in the
classroom will be on training the students in the language skills required so as to enable them to face not only that particular situation but any unforeseen situation with confidence. At first glance this may not be apparent from the outline of the course which follows. It may appear as if the focus is on situations. But in the actual teaching the teacher will be expected to use the occasion to point out features of pronunciation, of the expression of conceptual meaning, of sentence structure and of discourse structure both in the models which will be provided and in the recordings of the students' own speech. Greater attention will be paid to pronunciation and to discourse structure as time did not permit of adequate attention to these features in the first two years. Some language functions which did not receive detailed attention in the earlier years will also figure in the Advanced Course.

As the Advanced Course is to be offered as an enrichment course to selected batches only, it is envisaged that in addition to the thirty regular periods provided, individuals will have separate sessions for recordings which will later be played to the class. Models for the talks and for the conversations in varied situations will also be pre-recorded and played to the class. An analysis of the recorded materials will enable the students to notice features of pronunciation such as the use of weak forms, stress and intonation patterns, as well as elements of discourse such as the manner of initiating discourse,
introducing a new idea or anticipating objections. While the students may not themselves be expected to use the weak forms of vowels in rapid speech and resort to elision or assimilation of sounds at word boundaries—hence the articulation of these has not been included in the learning outcomes—they should be expected to comprehend normal or rapid speech employing these features.

Research on these features has been carried out by Crystal and Davy\(^ {26} \) as well as by Gillian Brown\(^ {27} \) and their accounts can be employed as check-lists while preparing and examining the recordings made for the Advanced Course. These authors have been impelled to study features of the conversation of native speakers because they have observed the difficulty experienced by a large number of foreign students at British universities in following normal spoken English. Brown points out that taped and recorded courses use a form of English known as 'slow colloquial' and students get the notion that this or an even more deliberate style is the kind of English they will hear in lectures at British universities. While this might have been true in the forties and fifties the style of lecturing has altered since then and lecturers adopt an informal style with a 'throwaway' instead of a 'clipped' form of articulation. She believes that for production slow colloquial is the only practicable model, but for reception students must be provided with specimens of natural speech so that they may be able to
follow the kind of speech they will hear from British speakers.28

Crystal and Davy provide recordings of fifteen spontaneous conversations and analyse the style which turns out to be very different from that of most tape-recorded materials. They observe that the characters in tape-recorded dialogues meant for foreign learners

"do not get all mixed up while they are speaking, forget what they wanted to say, hesitate, make grammatical mistakes, argue erratically or illogically, use words vaguely, get interrupted, talk at the same time."29

Those students who intend to visit Britain or expect to meet speakers of British English may listen to Crystal and Davy's recordings. In the S.A.D.I. Advanced Course there is no necessity to train the students to follow the English of native speakers of the language. But they should be able to follow the English of fluent Indian speakers. Unrehearsed talks or conversations may therefore be played to them. These are not entirely to be regarded as a model for imitation but rather as examples of actual speech, not speech which is carefully structured and articulated for the benefit of learners. Obviously one does not want to train the students to 'get all mixed up', 'make grammatical mistakes' or 'argue illogically'. But the materials can be used not only for training in comprehension but also to point out features of pronunciation which they must learn to recognize if not imitate, and features of discourse connection which they may need to employ. It remains to be seen how far such materials can be successfully produced and exploited.
to the maximum in the classroom.

A tentative outline of the Advanced Course is given below. (Some specimen lessons are included in Appendix B.)

**Pronunciation.** (5 lessons). Attention will be focused on features of stress and intonation, including contrastive stress in sentences, pitch changes on the tonic syllable, the demarcation of information units through tone groups and the employment of the commonest intonation patterns. The materials prepared by the Central Institute of English and Foreign Languages will be used, supplemented by exercises from other books and freshly prepared exercises.

**At a party.** (2 lessons). The students will learn how to play the role of the hostess as well as of a guest from start to finish. A longish unscripted conversation will be played straight through. Then sections will be played for practice in listening and repeating or listening and responding. The class will analyze features such as the employment of weak forms or the use of connectives. An attempt will be made to associate pitch range and pitch change with the expression of feelings such as surprise, fear, sympathy, excitement, disappointment, enthusiasm, interest, concern, unconcern, anxiety.

Subsequently the students themselves will enact the roles of hostess and guests.
Seeking information or assistance at a foreign library, a travel agency or a bank and answering inquiries at the inquiry counter. (2 lessons). (The students may actually be sent to libraries, banks or travel agencies in the vicinity after preliminary practice in class.)

In these dialogues the student learns to play a role as a member of the public making inquiries and as an employee answering inquiries. So she is prepared for both the social and the occupational fields. An effort will be made to process these dialogues in terms of the communicative events, communicative activities and communicative key suggested by Munby. For instance, the person making inquiries at the library and the assistant at the counter would both participate in the communicative event: interchange between a member of the public and an assistant regarding membership rules and procedure for enrolment. For the person making the inquiry some of the activities might be: drawing attention, seeking information, asking for a concession, asking for a form, paying fees. The assistant might be required to handle the following activities: supplying information, withholding any concession, referring the inquirer to a higher authority, warning, supplying a form, receiving fees.

The key might supply the following attitudinal tone for some of these activities on the part of both participants: pleasant, cordial, polite, well-inclined, helpful. On the other hand the assistant might be forced to be impersonal, wary,
correct, cold, firm, in case the inquirer were inclined to ask for too many concessions.

A model for one of the situations will be supplied for students to analyse. It will be necessary to investigate as to whether the type of processing suggested above is of greater assistance to the student than a mere model. The students will then role-play for the other dialogues, thinking up all the possible variants.

Interviews for a job, a scholarship, admission to an advanced course of study. (3 lessons).

The model supplied will be the interview for a job. In this lesson the technique of discourse analysis will be used and an investigation will be conducted as to whether it can assist in equipping the student for unexpected variants in the situation more effectively than the type of straightforward model often provided in courses in conversation. Adapting the scheme employed by Sinclair and Coulthard (see Section 2.3.4), the following units have been set up:

**Rank I. Transaction.** (The entire interview.)

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>Structures</th>
<th>Classes of exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary (P)</td>
<td>PM(M²...M^n)T</td>
<td>P: Initial Boundary II.1</td>
</tr>
<tr>
<td>Medial (M)</td>
<td></td>
<td>M: Interviewing II.3</td>
</tr>
<tr>
<td>Terminal (T)</td>
<td></td>
<td>T: Final Boundary II.2</td>
</tr>
</tbody>
</table>


Rank II. Exchange.

II.1 Initial Boundary

Elements of structure | Structures | Classes of move
---|---|---
Admit (Ad) | Ad (Ack) | Ad: Summoning III.1
Acknowledge (Ack) | | Ack: Polite Rejoinder III.3

II.2 Final Boundary

Elements of structure | Structures | Classes of move
---|---|---
Conclude (Con) | Con Ack | Con: Winding-up III.2
Acknowledge (Ack) | | Ack: Polite Rejoinder III.3

II.3 Interviewing

(Each exchange covers a fresh topic).

Elements of structure | Structures | Classes of move
---|---|---
Initiation p/a (I) | IR(R)C... | I: Inquiry III.4
Reaction a/p (R) | | { Declaration III.6
Counter-reaction p/a (C) | | { Role-switch III.8

[p = member of panel]
[a = applicant]

Rank III. Move.

III.1 Summoning

Elements of structure | Structures | Classes of act
---|---|---
pre-head (pre) | (pre)h(post) | pre: mute invitation IV.1
head (h) | | hi: mute invitation IV.1
post-head (post) | | { invitation IV.2

post: ease-setter IV.3
### III.2 Winding-up

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>Structures</th>
<th>Classes of act</th>
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<tbody>
<tr>
<td>pre-head</td>
<td>(pre)h(post)</td>
<td>pre: starter IV.4</td>
</tr>
<tr>
<td>head</td>
<td></td>
<td>h: dismissal IV.5</td>
</tr>
<tr>
<td>post-head</td>
<td></td>
<td>post: promise IV.6</td>
</tr>
</tbody>
</table>

### III.3 Polite rejoinder

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>Structures</th>
<th>Classes of act</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>h</td>
<td>h: thanking IV.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rejoinder to IV.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rejoinder to IV.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>information</td>
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</table>

### III.4 Inquiry

<table>
<thead>
<tr>
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<th>Structures</th>
<th>Classes of act</th>
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<tbody>
<tr>
<td>pre-head</td>
<td>(pre)h(post)</td>
<td>pre: starter IV.4</td>
</tr>
<tr>
<td>head</td>
<td></td>
<td>linker IV.10</td>
</tr>
<tr>
<td>post-head</td>
<td></td>
<td>h: seek information IV.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>check on IV.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>post: prod IV.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rephrase IV.14</td>
</tr>
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</table>

### III.5 Response

<table>
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<tr>
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<th>Structures</th>
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<tbody>
<tr>
<td>pre-head</td>
<td>(pre)h(post)</td>
<td>pre: starter IV.4</td>
</tr>
<tr>
<td>head</td>
<td></td>
<td>h: Supply information IV.15</td>
</tr>
<tr>
<td>post-head</td>
<td></td>
<td>Supply additional IV.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hodge IV.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>agree IV.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>explain IV.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>promise IV.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>post: qualify IV.20</td>
</tr>
</tbody>
</table>
### III.6 Declaration

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>Structures</th>
<th>Classes of act</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-head</td>
<td>(pre)h(post)</td>
<td>pre: starter IV.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>linker IV.10</td>
</tr>
<tr>
<td>head</td>
<td></td>
<td>h: state IV.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>offer IV.22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>refuse IV.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comment IV.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>protest IV.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accept IV.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>regret IV.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>advise IV.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prod IV.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>explain IV.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>post: qualify IV.20</td>
</tr>
</tbody>
</table>

### III.7 Demand

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>Structures</th>
<th>Classes of act</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-head</td>
<td>(pre)h(post)</td>
<td>pre: starter IV.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h: request IV.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>require IV.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>insist IV.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>post: qualify IV.20</td>
</tr>
</tbody>
</table>

### III.8 Role-switch

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>Structures</th>
<th>Classes of act</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-head</td>
<td>(pre)h(post)</td>
<td>pre: starter IV.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h: passing initiative IV.32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>taking initiative IV.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>post: qualify IV.20</td>
</tr>
<tr>
<td>Linguistic realizations of acts (illustrative only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>IV.1</strong> mute invitation</td>
<td>smile, hand extended to indicate seat.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.2</strong> invitation</td>
<td>Mrs….? Come and sit down.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.3</strong> ease-setter</td>
<td>I hope you didn’t have any trouble finding your way.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.4</strong> starter</td>
<td>Well then…</td>
<td></td>
</tr>
<tr>
<td><strong>IV.5</strong> dismissal</td>
<td>That’s all we need to ask you.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.6</strong> promise</td>
<td>We shall let you know if we can make you an offer.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.7</strong> thanking</td>
<td>Thank you.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.8</strong> rejoinder to apology</td>
<td>That’s all right.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.9</strong> rejoinder to information</td>
<td>I see.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.10</strong> linker</td>
<td>To come to the next point.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.11</strong> seek information</td>
<td>Why was it you left your last job?</td>
<td></td>
</tr>
<tr>
<td><strong>IV.12</strong> check on information</td>
<td>You say in your application you were last employed at…</td>
<td></td>
</tr>
<tr>
<td><strong>IV.13</strong> prod</td>
<td>We’d like to know a little more about that.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.14</strong> rephrase</td>
<td>What I mean is — do you know much about the working of a firm like ours?</td>
<td></td>
</tr>
<tr>
<td><strong>IV.15</strong> supply information</td>
<td>I had a part-time job as a receptionist.</td>
<td></td>
</tr>
<tr>
<td><strong>IV.16</strong> supply additional information</td>
<td>I’m learning German at present.</td>
<td></td>
</tr>
<tr>
<td>IV.17 hedge</td>
<td>Well, there were some reasons.</td>
<td></td>
</tr>
<tr>
<td>IV.18 agree</td>
<td>Yes, you can think it over.</td>
<td></td>
</tr>
<tr>
<td>IV.19 explain</td>
<td>We cannot create dissatisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>among our present staff by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>starting you at a higher point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in the grade.</td>
<td></td>
</tr>
<tr>
<td>IV.20 qualify</td>
<td>...if you will allow me.</td>
<td></td>
</tr>
<tr>
<td>IV.21 state</td>
<td>Let's begin by taking a look</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at your qualifications.</td>
<td></td>
</tr>
<tr>
<td>IV.22 offer</td>
<td>We could appoint you as — on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a starting salary of —.</td>
<td></td>
</tr>
<tr>
<td>IV.23 refuse</td>
<td>No, it will be impossible to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>give you any increments.</td>
<td></td>
</tr>
<tr>
<td>IV.24 comment</td>
<td>Well you must bear in mind this</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is a permanent post.</td>
<td></td>
</tr>
<tr>
<td>IV.25 protest</td>
<td>But madam, I was getting a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>distinctly higher salary in my</td>
<td></td>
</tr>
<tr>
<td></td>
<td>former post.</td>
<td></td>
</tr>
<tr>
<td>IV.26 accept</td>
<td>Thank you, I shall be very glad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to accept.</td>
<td></td>
</tr>
<tr>
<td>IV.27 regret</td>
<td>I'm sorry, I shall be losing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>too much financially.</td>
<td></td>
</tr>
<tr>
<td>IV.28 advise</td>
<td>I would advise you to complete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>your B.A. first.</td>
<td></td>
</tr>
<tr>
<td>IV.29 request</td>
<td>May I have time to think it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>now?</td>
<td></td>
</tr>
</tbody>
</table>
IV.30 require we shall need a certificate from your present employers.

IV.31 insist I'm afraid we must have the certificate from your present employers.

IV.32 passing initiative: Is there anything you would like to ask?

IV.33 taking initiative: Excuse me, there are a few points on which I'd like some clarification.

The student is naturally only required to play the role of the applicant. The two other types of interview can be built up by the class and teacher together.

Agreement and disagreement. (1 lesson).

Argument – protest, concession, exception. (1 lesson).

Narration (incident on a journey, explanation for delay, account of a book or a film), (2 lessons).

Description (of a place or person when giving an account of a journey or for purposes of identification). (2 lessons).

Recorded discussion. (3 lessons). Two students at a time discuss some aspect of their subject of specialisation or some topical issue. When the recording is played in class, the teacher and other students comment on the form, the tone, the ideas, the use of connectives, the development of the theme, pronunciation.

Group discussion. (5 lessons). The entire class is divided into groups of four or five. Subjects of concern to the students such as 'the choice of a partner in marriage' may be discussed.
The conduct of the discussion may then be analysed in terms of: the introduction of the topic; supplying additional arguments in support of a point; introducing a new point; giving a new direction to the discussion; emphasising a point; anticipating an objection; explaining or clarifying; objecting; interrupting; protesting; challenging; responding; stalling; summarising the discussion.

Lectures. (5 lessons). The teacher delivers or plays pre-recorded short talks on subjects such as a news item read in the paper that day, research conducted by the Faculty of the University, an article or book of interest. The students ask questions. Students record short talks on some aspect of their subject of specialisation or some item of interest. The talks are played to the class and analysed from the point of view of ideas; organisation; the introduction of the subject; the development of a point; the transition to a new point; modifying; rephrasing; concluding.

Introduction of a guest speaker and vote of thanks. (1 lesson).

It will be noted that connected discourse at some length followed by analysis plays a large part in the Advanced Course. Pre-recording is desirable to avoid embarrassment and allow of analysis. On the other hand, on some occasions, the student must speak to the group directly if the situation is to resemble real-life situations. This will also permit the teacher to comment on non-verbal features such as gestures and head movements. Talking about a wide range of topics will extend the student's
range of knowledge and interests. Occupational and other transactional situations will prepare her to participate in similar situations in actual life. But the main emphasis will be, through a training in the skills of discourse, to equip her to participate in unforeseen situations.

3.6 Concluding remarks.

Taking as the starting-point the needs and level of the learners and bearing in mind the constraints imposed by the teaching situation, a course in three stages was planned. Specifications of the objectives and learning outcomes for each stage were first prepared. The first year's course was designed according to a grammatical syllabus in order to achieve the minimal control over the language as a system which is a necessary preliminary to effective use of the language for communication. But although this imposed limitations on the range of sentence-structure employed, the language was always used in a communicative situation. The second year's course was based in the main on a functional syllabus, extending the student's ability to use the language for a range of communicative functions. This itself for many students would be a terminal point. But for those who desired further extension of their ability to use the language in unfamiliar situations, the third year's course was designed to train them in the skills of discourse. By the end of the three-year course it was thus hoped to equip the student to speak English with confidence in all the situations she was likely to encounter after graduating from the University.
References.


15. Ibid, p.164.


23. O. Brown, op.cit, p.55.


28. ibid, Chapter 1.

29. Crystal and Davy, op.cit, p.3.