CHAPTER - 1
INTRODUCTION

1.1 NATURE OF LANGUAGE:
Language is the most unique faculty of mind human being is endowed with and faculty with which he has been able to establish his superiority over other species. Language alone has helped man to accumulate the treasure of his precious experience, culture and civilization and transmit it from generation to generation.

Besides being an instrument of storing knowledge and cultural heritage language has been an invaluable means of developing the individual's personality and establishing his relationship with the society.

Language is a social institution. In the words of Ben Johnson, "It is an instrument of society." It is the best and most developed means of communication amongst the persons-a means through which persons can understand one another and can have all sorts of exchange of thoughts, feelings and ideas.

Apart from being an indispensable means of intercommunication, language is essential for scholastic education. It is the foundation of all the studies in school and college, a medium through which the child learns different subjects. As such the scholastic achievement of the student is associated with the development of the language ability.
Language is intimately tied to man's feelings and activity. It is bound up with nationality, religion and the feeling of self. It is used for work, worship and play by everyone, be he beggar or banker, savage or civilized.

Because of its pervasiveness, language is the object of study by many branches of learning. Linguistics, Psychology, Anthropology, Education and Geopolitics, to mention a few, deals with language more or less systematically. To the language teacher and the linguist, it is the central subject of study, with the linguist concentrating on its description and the teacher on learning and teaching it.

**The structure of expression**

The structure of language has two parallel substructures: expression and content - and a web of association between the expression is the system of sounds, words, phrases, sentences as spoken, heard felt or imagined independently of their particular meanings. The expression system is most completely observable in spoken language. Content is the system of classified units of cultural meaning and their combinations and relations in a language. Associations are ties between expression and content, when units of expression are perceived, they elicit the associated units of content, and when units of content are experienced, they recall the associated units of expression.

The smallest unit of full expression is the sentence, not the word. We talk in sentences. Words are parts of sentences, they
do not constitute full expression except when a single word is a sentence. For example! Go! John! are single-word sentences.

The general aim of a language course is to develop the language competence among the various age group learners at different levels of formal schooling. The aims and objective can be achieved by encouraging the natural enthusiasm, enriching the student ideas and developing the student ability to communicate ideas, thoughts and feelings through language and by developing the students' language skills. The effective content is essential for the use of abilities in language skills. The development of language skills is generally for the use of the primary objective of language teaching and learning. A language teaching course is to be designed is such a way where all the four language skills – (1) Listening (2) Speaking (3) Reading (4) Writing – are given equal importance and adequate attention. It is important to note that these skills do not develop in isolation. Development of one skill may lead to the development of other skills. Whereas listening and reading are receptive skills, speaking and writing are expressive ones; whereas listening and speaking are oral skills, reading and writing are written ones.

The teacher may adopt different teaching strategies for developing these skills. The selection and gradation of teaching materials, audio-visual aids and use of teaching techniques to be adopted by the teacher will play a decisive role in achieving the targets.
Language plays an important role in education. The study of a language as a subject forms an essential part of any kind of educational system at the primary level. Provision for its study is made right from the primary level to the university level in different kinds of educational systems. Besides its importance as a subject of study in itself, language plays a very crucial role as the medium of instruction in education.

These two essential roles of language in education have given rise to a number of important issues which have attracted attention of educationists, educational planners, teachers and applied linguists.

Language is a product of its social environment it comes into being, acquires meaning and continues as long as it serves the need of communication among the members constituting the social groups.

In the field of philosophy some scholars describe language as an external expression of universal thought.

To the linguists language may be just form and not matter, or it may be a system of vocal sounds or it may be a system of systems - a system of hierarchies or even a hierarchy of systems. To some it may include only vocal symbols, to others it may also include written symbols.
Components of language –

A language is a complex system of habits. The system as a whole can be divided into five principal sub-systems of which three are central and two are peripheral. According to C.F. Hockett (1958) the three central sub-systems are (1) The grammatical system – a stock of morphemes, and the arrangements in which they occur (2) The phonological system – a stock of phonemes, and the arrangement in which they occur and (3) The morphophonemic systems – the code which ties together the grammatical and phonological systems. The two peripheral sub-systems are (1) The semantic system, which associates various morphemes, combinations of morphemes and arrangements in which morphemes can be put with things and situations, (2) The phonetic system – the ways in which sequence of phonemes are converted into sound waves by the articulation of the speaker and are decoded from the speech signal by a hearer.

The linguists have always concentrated on the three central sub-systems without much concern to peripheral systems, but in education while teaching/learning a language the peripheral sub-systems become as important as the central ones particularly the semantic sub-systems.
1.2 LANGUAGE AS MEDIUM OF INSTRUCTION

The use of mother tongue as a medium of instruction has been further advocated in these terms. The best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that work automatically in his mind for expression and understanding. Sociologically, it is means of identification among the members of community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium.

Language plays an important role in the early childhood education in any educational system. A language is not only taught as a subject but is also used as the medium of instruction for teaching different school subjects right from the beginning.

At the primary level, the main emphasis is laid on the development of receptive and expressive skills. Main objective of receptive skills (listening and reading) are to help the child to develop the ability to comprehend what he hears, observes and reads. A child should be able to follow the directions (both oral and written). Main objective for developing expressive skills (speaking & writing) are to develop the child's ability to express himself clearly in logical sequence, and to increase his/her vocabulary. A child should be able to clearly express his thought through oral and written expression.
A teacher may adopt different teaching strategies for developing these skills. The selection and gradation of teaching materials, audio-visual aids and teaching techniques to be adopted by the teacher will play a decisive role in achieving the targets.

1.3 **NATURE OF HINDI LANGUAGE-PHONOLOGY, MORPHOLOGY AND SYNTAX.**

Hindi language is written in Devnagri script and the main characteristics of this script consist in a separate grapheme for every phoneme i.e. it has a separate symbol for each sound. It is a syllabic script and it is generally written in the way it is spoken. Due to its phonetic and syllabic nature, Hindi script is considered more scientific and is easy to learn by pupils. Consequently there should be little possibility of errors in Hindi, unlike other languages which are not so phonetic, but the reality is different from what it appears to be. On observation it is found that the errors in spellings, vocabulary and sentence structure in the written content of Hindi are no less in magnitude than they occur in any other language. Correct pronunciation is necessary for correct language. Wrong pronunciation is cause of wrong spelling and wrong spelling is cause of wrong pronunciation. Hence correct spellings are necessary for linguistic ability. Hindi, apart from being the national language of India, is undoubtedly the most widely spoken and written language in the country. Unfortunately, speakers of standard Hindi are very rare even in the so called Hindi speaking states such as Delhi, Uttar Pradesh, Haryana, Rajasthan, Madhya Pradesh and Bihar.
The reason for this dearth of good speakers of Hindi is the 'standard Hindi', which is rarely spoken at home by even the speakers of the so called Hindi speaking states. What they usually speak at home is a dialect of Hindi such as Avadhi, Brij, Maitheli, Bhojpuri, magahi etc. Here perhaps we are in need to recognise a difference between Mother Tongue (MT) and the first language (Fl.). Standard Hindi as spoken by our radio and television announcers or written in Hindi Text books may be called first language and the dialect (Magahi, Bhojpuri, Maithli, Avadhi, Brij Bhasha etc.) may be given the name of mother tongue. Linguistics is the science that describes and classifies languages. The linguist identifies and describes the units and patterns of the sound system, the words and morphemes and the phrases and sentences, that is, the structure of a language. Linguists observe speech intensively, describe it, classify it and present its structure as completely, accurately and economically as possible.

Linguistic description is divided into phonology for the sound system, morphology for the patterns and parts of words, and syntax for the patterns of phrases and sentences. Allied to linguistics is lexicography which lists and defines the words of a language and presents the result in dictionaries.
**Phonology:**
In phonology the phonemes of a language and their variant allphones are described. It describes different sounds of a language as well as the vowels, consonants and stress. Every language has its specific sound system. Sometimes certain sounds seem to be similar. Phonology helps in describing and discriminating them. The linguist checks each suspicious sound difference to determine whether it represents two different phonemes or two variants of the same phoneme. He thus determines the minimum number of distinctive points (phonemes) that constitute the sound system of the language. Having determined the phonemes, the linguist checks the permitted sequences and describes them linguistically.

**Morphology:**
The smallest part of expression in a language associated with a unit of meaning is known as morpheme. It describes noun, pronoun, adjective etc. It also explains gender, number, verb etc. Morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language like स्पष्ट, सामाजिक, द्विगंध, etc.

**Syntax:**
The linguist describes the patterns of arrangement of words in phrases and sentences and the pattern of agreement among words in syntax. The fact that the word order of the sentence वे वह विद्यार्थी है? is that of a question in contrast to the word order
of the statement 'वह विद्यार्थी है' is part of syntax. It is also a matter of syntax that the adjective precedes the noun in Hindi and English alike ‘नीला घर’ or blue house but follows it in Spanish casa-azul.

The above description shows that the knowledge of phonology, morphology and syntax is necessary to have an analytic understanding of a language.

The relevance of linguistic information and training for the language teacher should be self-evident from the fact that linguistics provides the description of the sound, words and sentences, he must teach and help him to understand the linguistic problems of his students.

1.4 PLACE OF MOTHER TONGUE IN SCHOOL CURRICULUM

Curriculum consists of not only the content of a teaching programme but it covers the whole learning situation i.e. the content, the teacher and the pupil. As compared with a syllabus, a Curriculum covers or should cover all the activities and experiences designed to mould the pupils habits attitudes and train their taste and judgement, so that they may be able to adopt themselves to new or changing situations (Dotterns, 1962)

Various aspects of the school Curriculum have been listed and described in detail by the Plowden report (1967) and Kothari
Commission (1967). Both include mother tongue, Mathematics, Science, Social Studies, Creative activities and Physical education as the important constituents of the primary school curriculum. Among all these aspects mother tongue should be considered as the most important. It is because language permeates school life. Boys and girls in their attempt to master the school curriculum and in the process of growing up have to call upon their language resources. Moreover they are expected to increase their resources by making the language encountered in their school learning a living part of their thinking and communication. Hence a sound foundation of the language must be laid at the primary stage (Rosen 1971).

Among the four skills of language i.e. listening, speaking, reading and writing, the first two begin to develop informally as the child grows in the family. Reading and writing are the formal skills and the primary school has the main responsibility of developing them.

Language has been and probably will be the central part of the school curriculum, especially the curriculum at the elementary grades. Language competence not only contributes to general school success but also plays an important role in the mental health of the child.

Language being the important component not only increases the intellectual, moral and spiritual horizon of the reader, sometimes, it changes the whole pattern of the personality.
1.5 **PROBLEM AREAS IN HINDI LANGUAGE**

Any language consists of four components viz. phonetics, morphology, syntax and semantics. In order to determine problem areas of Hindi language the present study has been delimited to the following three aspects of Hindi language i.e. spelling, word meaning and sentence structure.

The reason for doing so is that problems of phonetics can be remedied through the formation of words only. Thus the phonetics and morphology have been considered important while preparing the remedial programme for writing correct spellings.

The problems related to semantics have been included in vocabulary (synonyms and antonyms) and the problems related to syntax have been included in the remedial programme for the correct sentence structure.

**Spellings in Hindi language:**

Hindi has been considered a phonetic language and there is hardly any variation in written and spoken Hindi, however there are certain situations in which the speaking and writing system of Hindi language does not follow the above rule.

(a) **Wrong or incorrect pronunciation** - It affects both the speaking and written Hindi language. There are various causes of incorrect pronunciation like some speakers pronounce
“आगरा” as आग्रा, “परीशा” as “प्रीशा”, परिषाम as प्रणाम and स्वरूप as स्वरूप and so on, similarly sometimes lack of knowledge also causes spelling mistakes like some people speak शाम as श्याम, डिब्बा as बिबा, गड्डी as गद्दी, वृद्ध as वध्ध, शलगम as शलगम and श्रीमती as श्रीमति।

Another aspect which causes problems even for speakers of Hindi as a first language are regional speech habits. Some Avadhi speakers use to speak रथ as रच्छा, गमुना as जमुना whereas Punjabi speakers speak मन्दिर as मंदिर, मिनट as मिनट and परशान as प्रेशान. Thus wrong pronunciation affect their writing ability. similarly some Urdu speakers speak ज़बान as जुबान, ग्रावत विपाक, स्कूल as इस्कूल, प्रदेश as परदेश. Sometimes due to the effect of English language people speak राम as रामा, कृष्ण as कृष्णा.

(b) Lack of script knowledge causes spelling mistakes

The main source of problems lies in choosing between ट and टू, टू and टू etc. This should not be a serious problem because the differentiation between short and long vowels are regular feature in almost all the languages of India, but in Hindi the choice between a short vowel and its longer counterpart often depends on singular-plural usage and also on active passive voice. Note for instance दबाई त दबाईयां, कली त कलिया उसने पीटा त वह पिटा गया, उसने लूटा त वह लूट गया।
Due to lack of knowledge of the Hindi sounds some Bihari speakers substitute 'स' for 'श' and 'र' for 'द', for example They speak 'शाम' as 'साम' and pronounce 'सड़क' as 'सरक'.

(c) Careless mistakes in writing - due to similarity in alphabetical sounds in Hindi spelling mistakes occur 'घ', 'घ', 'भ', 'भ', 'व', 'व', 'श-श', 'ट-ट'. Sometimes even some highly educated persons do not know the difference between श and श. Although this knowledge is provided at the primary stage yet some people don't know their real formation like श = कृ + ध and ज = ज + म. Similarly some students do not differentiate between गृह and गृह.

(d) Lack of grammatical knowledge - It also causes spelling mistakes like when a word changes from singular to plural it takes different forms in Hindi, due to its grammatical rules like, लड़की as लड़किया not लड़कीया similarly चाकू as चाकूओं and कापी as कापियों. शिशुक changes into शिशुकिना not शिशुक, and कवि as कविमिश्रों.

Similarly prefix and suffix also bring change in different words differently like if we use इक suffix in समाज it becomes समाजिक and when it is used in राजनीति it becomes राजनीतिक. Similarly दिन becomes दैनिक, दुःख becomes दैनिक and नीति becomes नैतिक.
Vocabulary in Hindi language-

The development of Hindi language in primary classes is also dependent upon acquiring vocabulary which mainly consists of words having different shades of meaning including its opposite meaning. The students are often confused in conceptualizing of words regarding its meaning and use. If the word meaning is not clear, its use becomes automatically improper. It is, therefore, essential that the students should be taught the meanings of the words including its opposite meaning properly. If the students lack proper knowledge of meaning and usage of the word, they should be taught the same through remedial programme.

Sentence Structure in Hindi language-

The structure in sentences in one language differs from another language for example in English language subject, verb and object (SVO) system is used for sentence structure while in Hindi language subject, object and verb (SOV) system is used. For example

I go to school

(s) (v) (o) - English

मैं स्कूल जाता हूँ।

(s) (o) (v) - Hindi

In construction of sentences various other functional words are used like conjunction, preposition etc. The correct use of different types of words in a sentence is essential for conveying the intended meaning, therefore proper use of words in sentences must be taught to every child while learning the use of a language.
Remedial instruction not based on a thorough diagnosis is likely to waste time and effort of both the student and the teacher. Moreover remedial work done without an adequate diagnosis is likely to fail. Persons responsible for remedial programme should make every effort to ensure that each child will be successful in overpowering the problems faced in the area of the difficulty.

It is through understanding the underlying causes of the child’s difficulty that an adequate remedial programme can be formulated.

The responsibility of the teacher is to diagnose and correct the language difficulties of the students. The early detection and correction of these problems is therefore essential.

Diagnosis is always directed towards formulating method of improvement for proper remedy. Thus it is essential that the diagnosis should supply all the information pertinent to correct the disability. The diagnosis must be efficient. The diagnosis should be reached by measuring first the relatively common types of problems and then the more unusual ones.
Whenever possible, standardized test procedures should be used. There are two types of assessment used in diagnosing language disability. The first involves the application of precise units and numerically expressed norms, percentile norms or standard score norms requiring measurement by standard procedure. The second is qualitative assessment for which norms expressed in numerical terms, either are not available or not appropriate. The results of normative data obtained from standardized tests, both survey and diagnostic, must be interpreted carefully. The accuracy of diagnosis is increased by the use of numerical data regarding different types of language errors.

Informal procedure should be used to study areas for which standardized tests have not been developed. The diagnostician should explore further, by informal means, any insight into the nature of the particular language disability discovered during the standardized procedures. Often informal assessment procedures supply more insights for planning a remedial programme than does standardized testing. More reading specialists combine formal testing with informal inventories of reading skills, abilities, interests and attitudes for optimal understanding of a child’s difficulty.

Diagnosis should be continuous. Occasionally a child fails to respond to remedial instruction based upon the original diagnosis. In this case, after two or three weeks of instruction, the diagnosis should be re-evaluated, perhaps with additional
measurements and other appraisal. If the remedial instruction has been effective, the needs of the child will be changed and the remedial program may require modification. Diagnosis must therefore be continuous.

**REMEDIAL PROGRAMME AND ITS IMPORTANCE**

Remedial teaching is special instruction intended to overcome in part or in whole any particular deficiency of pupil not due to inferior general ability. For example, remedial programme for spellings, vocabulary and sentence structure after diagnosing different types of language errors related to these areas may be developed.

Once the child’s errors and difficulties have been located precisely, it becomes possible to formulate a remedial programme aiming at correcting the basic errors and re-establishing the child’s confidence in himself and his ability to succeed in the subject.

The remedial teacher studies the diagnostic findings and accordingly arranges a learning situation that will enable the child to overcome his language errors. The remedial teacher’s problem is to appraise materials and methods in order to select combination that will best suit to improve language efficiency.

Bond and Tinker (1957) have described in detail the following basic principles of remedial instruction. Remedial plan must be individualized. It should be based on the assumption that
children learn differently and need programmes that meet their individual requirements. Such programmes must be based on recognition of a particular child's physical and mental characteristics and must be individually designed to be efficient in overcoming his difficulties. Remedial instruction should be specific, meaning thereby that the remedial teacher should emphasize those phases of language development that will correct the language limitations.

A variety of remedial teaching methods should be used - there are many ways for the development of the skills and abilities in language. An effective remedial plan includes a variety of teaching techniques and instructional procedure. In using a variety of teaching methods and techniques, care must be taken that the teaching approaches do not confuse the child. This type of programme must be stimulating. The remedial plan should assure energetic learning. Hence it is necessary to divide the remedial sessions into short periods.

The remedial plan must encourage the disabled readers or writers. One of the first responsibilities of the remedial teacher is to develop in the child a need for learning to read and write. The second is to gain confidence to such a degree that she will know that she has taken personal interest and that she will solve her reading and writing problems. This will increase her sense of personal worth and confidence in herself.
Remedial programmes should not be substituted for enjoyable activities, whatever time is used for giving remedial help, it is important that it does not conflict with activities that are important to the child. Materials and exercises must be appropriate – like they must be suitable in level of difficulty and must have appropriate level of interest for the involvement of the child in attempting them.

The remedial plan must use the effective teaching procedures. The plan must enlist co-operative efforts of outside consultants, classroom teachers and parents and the child himself should have an active part in formulating the individual plan of remediation.