CHAPTER I

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Education is the key to all processes of development especially human development. Catalytic action of Education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. Education is fundamental to all round development of human potential both material and spiritual. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goal of socialism, secularism and democracy enshrined in our constitution. Education develops manpower for different levels of economy and empowers the poor masses to become self-reliant enough to participate in the process of nation development. Education is thus an instrument for developing an economically prosperous society and for ensuring equity and social justice.

India has one of the largest systems of school education but it needs to be ensured that it also responds to the quality concerns related to school education. Educational planning, institutional networking, teacher preparation and recruitment, exam and certification and monitoring and management are the subsystems of the larger educational system. There are about 8.5 lakh elementary schools and nearly 1.5 lakh secondary and higher secondary schools. 50 lakh school teachers are involved in teaching in elementary education. Teacher, the key factor in all educational development needs to be
professionally equipped with teaching competencies, commitment and
determination to perform their best. The world needs more teachers, better
teachers and more committed teachers, and India is no exception.

1.1. LANGUAGE

Language is the ‘species-specific’ and ‘species-uniform’ possession of
human beings. Language is arbitrary and ubiquitous. It is present everywhere
in our thoughts and dreams, prayers and meditations, relations and
communications. Language dissipates superfluous nervous energy, directs
motion in charms and incantations, and transfers knowledge form one person
to another, from one generation to another.

In real sense knowing a language is a key part of being a human a near
universal achievement in our species, yet unknown, in its full-blown form, in
any other species. Without language, our social interaction would be grossly
impoverished and cooperative endeavours would be a thousand times more
difficult. Without language the transmission of information and the
acquisition of knowledge, would be enormously impaired. Without language
there would be no science and no culture. Language is at the heart of and
essential for, a huge range of human activities and achievements.

Encyclopedia Britannica (1997) defined Language as “a system of
conventional spoken or written symbols by means of which human beings, as
members of social group and participants nits culture, communicate”.
The Dictionary of Linguistics (1992) defined language as “A system of communication by sound, through the organs of speech and hearing; among human beings of a certain group or community; using vocal symbols possessing arbitrary conventional meanings”.

Webster New International Dictionary (1995) defines language as “audible articulate human speech as produced by the action of the tongue and adjacent vocal organs. The body of words and methods of combining words used and understood by a considerable community, especially when fixed and elaborated by long usage, a tongue”.

1.1.1. CHARACTERISTICS OF LANGUAGE

- Language is verbal, vocal, and language is sound.
- Language is a means of communication.
- Language is a social phenomenon.
- Language is non instinctive, conventional.
- Language is arbitrary.
- Language is symbolic.
- Language is systematic.
- Language is unique, creative, complex and modifiable.
- Language is both linguistic and communicative competence.
- Language is human structurally complex.

1.1.2. LANGUAGE SKILLS AS AN INTEGRATED SYSTEM

Language appears in several forms like oral language, written language etc. Listening, speaking, reading and writing all are linked through an integrated language system. The acquisition of these language skills follows a
general sequence of development. As shown in the figure the different language forms have an underlying language core that integrates the four forms of language. Experiences with each language for strengthen the underlying language core, which in turn improves the individual's facility in other language forms.

Language is an integrated, whole system, and many areas of learning depend upon mastery of language and facility with verbal symbols. As the child matures, language plays an increasingly important part in the development of the thinking processes and the ability to grasp abstract concepts.

![Diagram of Language Forms and Integrated Language Core]

*Fig-1  
Language Forms and Integrated Language Core*

People usually develop the oral skills of listening and speaking first, and these are considered the primary language system. Reading and writing
are considered the secondary language system because we are dealing with a symbol of a symbol. Listening and Reading are input or receptive skills and speaking and writing are output or expressive skills. The integrating mechanism between the input and output is the brain or central nervous system. The integrating process is often referred to as the 'information-processing system.' The relationship between input and output skills is shown in the following figure.

![Diagram of the relationship between the four forms of language: listening, reading, integrating process, speaking, and writing.]

**Fig: 2**

**Relationship Of The Four Forms Of Language**

1. **2. ENGLISH AS SECOND LANGUAGE**

   Becoming bilingual is a way of life. Total commitment, total involvement, and a total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language. English is likely to remain the basic international media of communication. It is the primary vehicle for fostering and transmitting information. 75% of e-mail of world, 80% of computer data, 85% of information of the world is in English (Thomas, 1996).
In this global village, English has become necessary for mobility and social and economic success. English is the language of opportunities because it takes one outside one’s own community, to places where more opportunities are available for professional and economical reasons. English is pragmatically viewed as a ‘window of the world’.

English which is not the language of agriculture in India is the language of our agricultural universities because all modern knowledge on agriculture is available in English. English which is not the language of day to day business in the market place, is the language of business management courses in the universities in India. It is also the language of International business and also medium of instruction in higher education including courses.

1.2.1. SECOND LANGUAGE LEARNING

The ‘knowledge’ of a language means the ability to use that language. And what does the ‘use’ of a language mean? It means to speak, to listen to and comprehend the meaning of utterances, to write and to read and understand the meaning of what is written. So in teaching a language what the teachers should do is not to speak at length of the rules of grammar but to make the learners develop the four skills of the language namely, listening, speaking, reading and writing through communicative teaching.

Knowing English means knowing how to communicate in English. This involves the productive skills (speaking and writing) and the receptive
skills (listening and reading). The purpose of learning a language is to achieve the Communicative Competence of that language.

‘Knowing English’ involves not only producing language correctly but also using language for particular purpose. When learners are able to perform the communicative functions that they need, they achieve Communicative Competence in the language. English has a rich vocabulary and its vocabulary is complicated mixture of Germanic and Roman words and is really complicated. In order to be fluent in English we need to have a command of the language.

When a language is described, the ‘description’ is not confined to the features of grammar alone. It also comprises description of sounds, shapes (structures) and meanings. Since the primary use to which any language is put is ‘speaking’, the description of sound is very important. Hence the description comprises the following items:

- How the sound are produced (its articulatory features)
- On what syllables are the stress placed
- What intonation patterns are used?

Learning a new language necessarily involves developing four modalities in varying degrees and combinations, listening, reading, speaking and writing. Among language teachers these modalities are known as four language skills. Culture and grammar are sometimes called skills, too, but these are somewhat different from the four skills. Both of these intersect and
overlap with listening, reading, speaking and writing in particular ways. The term skills mean ability, expertness, or proficiency. Skills are gained incrementally during the language development process.

The general objectives of School Education includes developing language skills Listening, Speaking, Reading, Writing, Thinking and Communicative skills, verbal and visual need for social living and effective participation in the day to day to activities.

1.2.2. LANGUAGE AS COMMUNICATION PROCESS

Language provides a way for people to communicate with each other. There are other methods of communication as gesturing, body language and sign language. The communication process between two people consists of sending a message and receiving a message. The important communication is written communication.

1.2.3. ORAL COMMUNICATION

Spoken English is essential to the study of English literature. Unfortunately the teaching of English literature in Indian classrooms is confined primarily to the explication of literary texts rather than the communication of the experience they offer. Unless a student is trained in oral skills ‘literary experience’ will remain unknown to him or her.

Speech is the sum total of a number of factors which include, manipulation of voice, the appropriate attitudes, behaviour patterns, communicative skills, linguistic competence, the substance of that which is
communicated and how it is communicated. Therefore speech and communication cannot be divorced from each other. Speech was picked up by imitation rather than by instruction and where these were absent, it was learnt up by all improvised and improvised methods.

Communication does not take place through the linguistic experience of concepts and functions. It takes place as discourse, whereby meanings are negotiated through interaction.

1.3. COMMUNICATIVE COMPETENCE

The word communication is derived from the Latin word for ‘commonness’ including the prefix ‘com’ which suggests togetherness, joining, cooperation, and mutuality. Therefore, communication is defined as ‘a mutual exchange between two or more individuals which enhances cooperation and establishes commonality. Communication is also seen as dynamic, not static and as depending on the negation of meaning between two or more persons who share some knowledge of the language being used. Communicative Competence refers to competence or ability to communicate. It concerns both spoken or written language and includes all four language skills.

1.4. ELEMENTARY EDUCATION

The Elementary Education in India is one of the largest in the world. There has been massive expansion of Elementary Education during the post-independence period. Elementary education is the most ‘crucial stage’ of
Education spanning the first eight years of schooling and laying the foundation for the personality, attitude, social confidence, habits, learning skills and communicating capabilities of pupils. The basic skills of reading, writing and arithmetic are acquired at this stage. Values are internalized and environmental consciousness is sharpened during the period when a child receives elementary education.

1.4.1. TEACHERS AND TEACHER EDUCATION

Presently teacher performance is the most crucial input in the field of education. The teacher training is not planned and organized properly to develop the spirit of inquiry, initiative, scientific temper, conceptual clarity, linguistic skills, effective speaking and writing which teachers are expected to impart to their students. The Teacher Education scheme envisages setting up of DIETs in each district to provide academic and resources support to elementary education teachers and non-formal and adult education instructors.

The Government of India established DIETs after adoption of the National Policy on Education 1986, as one of the centrally sponsored schemes for restructuring and reorganization of teacher education at school level. The DIETs are expected to train and orientate the elementary school teachers, both pre service and in service education, headmasters, heads of school complexes and officers of education department up to the block level, instructors and supervisors of non-formal and adult educate members of village Education
Committees (VEC) community leaders, youth and other volunteers who wish to work as educational activities.

The National Policy of Education (NPE) 1986, and Plan of Action - 1992 (POA) have stressed the need for a complete revamping of teacher education. The DIETs are for providing academic and resource support for elementary level teachers and also for Non-formal and Adult education. The DIETs have to undertake fresh responsibilities and develop competence in the respective areas as enumerated below,

- Universalisation of Primary Education (UPE)
- Early Childhood Care and Education (ECCE)
- Women’s Education with emphasis on giving a gender perspective to the entire educational process.
- Education for promoting equity and justice among SC and ST and other educationally backward sections of society including minorities.
- Vocationalisation of the entire educational process.
- Examination reforms, modularization, multiple entry and exit points.

1.4.2. COMPETENCY BASED TEACHER TRAINING PROGRAMME

The constitution of India provides for free and compulsory education for all children up to the age of 14 years. Educational reformers and researchers planned so many schemes to achieve the goal of Universal Primary Education (UPE). Yet today, even after a lapse of more than 55 years after independence, much still remains to be done particularly in rural parts of India. Children have to be moulded and guided for proper development of
their innate talents and for that purpose; the teacher must possess the required competencies, skills and the bent of mind.

Competence is nothing more than an improved modern term applied to an ancient human value; for example, the right way of doing thing is the competent way; the right way to perform a job, the right way to live and work in association and cooperation with others. In other words it means a desired quality of job performance. The qualities of competence are enthusiasm, fluency, industry, neatness, originality, adaptability and thrift. The training for competence has always been and still is largely training for creating abilities or qualities that are placed in actual job situation /context. Competence does not result from possession of great amount of knowledge. It must become functionally operative at the appropriate time. Knowledge must be integrated into a pattern of behaviour to serve a useful purpose.

Applied to teachers, competency means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as the processes, methods and means of conveying them in an interesting way, involving the activities of students. In short a competent teacher makes the teaching learning process a joyous experience for children and also to himself/herself.

Teacher Education is a research based understanding of teachers competencies. Contextual, Conceptual, content, Transactional, Evaluative, Management Competencies related to preparation of Teaching and Learning
Materials (TLM), working with parents, Colleagues and Community, Organization of school activities, use of computers and Video discs are the major concerns of Teacher Education.

1.5. LANGUAGE LEARNING STRATEGIES

All appropriate language learning strategies are oriented toward the broad goal of Communicative Competence. Development of Communicative Competence requires realistic interaction among learners using meaningful, contextualized language. Learning strategies help learners participate actively in such authentic communication. Such strategies operate in both general and specific ways to encourage the development of Communicative Competence.

1.5.1. FEATURES OF LANGUAGE LEARNING STRATEGIES

All language learning strategies,

- Contribute to the main goal, communicative competence
- Allow learners to become more self-directed
- Expand the role of teachers
- Are problem-oriented
- Are specific actions taken by the learner
- Involve many aspects of the learner, not just the cognitive
- Support learning both directly and indirectly
- Are not always observable
- Are often conscious
- Can be taught
- Are flexible
- Are influenced by a variety of factors
Strategy training is most effective when students learn why and when specific strategies are important, how to use these strategies, how to transfer them to new situations. Strategy training must also take into account learners’ and teachers’ attitudes toward learner self-direction, language learning and the particular language and culture in question. As a strategy trainer, the language teacher help each student to gain self-awareness of how he or she learns as well as to develop the means to maximize all learning experiences, both inside and outside of the language area.

1.6. META COGNITIVE STRATEGIES

Second language learning is, to a certain extent, a conscious process. During this process, the learners have to transfer the knowledge of their first language to the acquisition of the second language. Further they have to compare and contrast the features of their first language and those of the second language. If necessary they can even ‘unlearn’ certain features of the first language which are not present in the second language. Some structures may not be the same in other Indian languages. So the learners of English should ‘unlearn’ the sequence in their first language, in the case of this particular sentence, so that they will acquire the structure of the English sentence easily. Hence some sort of ‘self-monitoring’ is useful when the learners begin to practice their second language. Meta Cognitive strategies are helpful to the English learners to plan, monitor and evaluate their learning successfully.
'Meta cognitive' means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Meta Cognitive strategies include three strategy sets, Centering learning, Planning learning and evaluating learning. Meta Cognition is essential for successful learning. Language learners are often overwhelmed by too much "newness" unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and nontraditional instructional approaches. With all this novelty, many learners lose their focus, which can only be regained by the conscious use of Meta Cognitive strategies such paying attention and over viewing/linking with already familiar material. (Rebecca L. Oxford, 1995)

1.7. AFFECTIVE STRATEGIES

The term 'affective' refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Some of the affective strategies are lowering anxiety, encouraging oneself, and emotional temperature.

The affective domain is impossible to describe within definable limits according to H. Douglas Brown. It spreads out like a fine-spun net, encompassing such concepts as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk taking and tolerance for ambiguity. The
affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language far more effective and enjoyable.

**New role for Teachers**

By tradition eachers expect to be viewed as authority figures, identified with roles like parent, instructor, director, manger, judge, leader, evaluator, controller, and even doctor who must 'cure' the ignorance of the students. According to Harmer, the teacher instructs. This is where he explains exactly what the students should do'. These familiar roles will stifle communication in any classroom, especially the language classroom, because they force all communication to go to and through the teacher.

The specter of role change may discomfort some teachers who feel that their status is being challenged. Others, however, welcome their new functions as facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician and co-communicator. New teaching capacities also include identifying students' learning strategies, conducting training on learning strategies and helping learners become more independent. In this process, teachers do not necessary forsake all their old managerial and
instructional tasks, but these elements become much less dominant. These changes strengthen teachers’ role in making them more valid and more creative. Their status is no longer based on hierarchical authority, but on the quality and importance of their relationship with learners. When students take more responsibility, more learning occurs and both teachers and learners feel more successful.

1.8. MEDIATED LEARNING EXPERIENCE

Reuven Feuerstein’s theory of Mediated Learning Experience stresses the importance of affective strategies and the role of the mediator in bringing modification in the cognitive behaviour of the learners. Using a mediated approach and encouraging the learner to think of ways to make learning tasks easier, the trained mediator leads the learner to recognize the need to apply a rule or principle in order to solve the problem before the learner. (Learning to Learn: Mediated Learning Experience and Instrumental Enrichment, Feuerstein, Hoffman M. Rand, Jensen, Tzuriel, Hoffman D, 1991)

According to Feuerstein’s theories, a change within an individual requires a process, and that process relies on a number of factors which are significant. They are,

- The individual recognizing the need to change
- The belief that change can occur
- The means and methods to make it happen
- The correct programme of intervention
The skills, generalization and principles derived from the programme

The application of those generalizations into real life situations

Feuerstein states that we all have the capacity to change. He talks about the child’s potential instead of his static measured intellect. The theory of Structural Modifiability suggests that the brain is a living organism which is capable of adapting and changing. Instead of adapting the environment to suit the low functioning child, Feuerstein’s theory invites us to think how we can modify the child to adapt to the environment by giving him the cognitive tools he needs to become an active and autonomous and active learner. Feuerstein speaks of a ‘passive acceptance approach’ which allows acceptance of the low level functioning of an individual as static or immovable, thus perceiving the individual as a closed organism. He also states that we should perceive the child, an open system that is receptive to change and therefore modifiable.

The role of the mediator plays a vital role to bring modifiability in the learner. Feuerstein asks the mediators to turn the pointed finger away from the child and her disabilities towards them and ask

‘Have I done everything possible to change this child?’

‘How to bring about change in the child?’

‘And what programme do I use to bring about that change?’

‘How to bring about change in the child?’

The ‘how’ is answered by applying Feuerstein’s method of intervention called, the Mediated Learning Experience which places the role of the mediator as central to the child’s ability to change. This is the
qualitative aspect of the method. It is the mediator who has the role to act as an interpreter of the world for the child by filtering the stimuli with which the child is presented. Mediated Learning Experience has successfully applied his methods to a very wide range of populations with specific learning difficulties, including gifted underachievers and dyslexic children in mainstream school.

Economically disadvantaged, ethnic minorities who live in communities that contain contaminated sites are disproportionately exposed to high levels of toxic pollutants such as lead, mercury, cadmium, nickel, chromium, etc., causing brain damage, learning disabilities and many other problems. These individuals also belong to groups that have the highest morbidity and mortality rates in the United States. Data from twenty cognitive interventions using Feuerstein’s Instrument Enrichment / Mediated Learning Experience (FIE / MLE) to teach critical thinking skills to groups of these individuals across the country show increases in cognitive modifiability enhancement in motivation, self-esteem, and feeling of competence.

1.9. NEED FOR THE STUDY

The idea of quality in Education has been central to the reform of curricula at the national level. This emphasis has undoubtedly been influenced by business concepts of quality (Mckay, 1998). Quality is important not only for those who are paying for instruction, an issue of value for money, but also for those understating the task of designing and implementing a curriculum
an issue of professional achievement. Competent teachers can only achieve the goals of teaching in their profession. Hence developing competent teachers depends upon the strategies and principles implemented by the teacher educators.

Any learning involves both cognitive and affective factors. In order to enhance the Communicative Competence with special reference to the ten skills selected for the English language education for the Diploma in Teacher Education course, both the Meta Cognitive and Mediated Learning Experience principles are taken into consideration. Meta Cognition is nothing but teaching the learners ‘Learning how to learn’ and Mediated Learning Experience is ‘Learning to learn’ principles.

By experience, the researcher perceived that the effect of Meta Cognition and Mediated Learning Experience could enhance the Communicative Competence of the learners. However, an experimental study on the topic in the classroom would throw more light and reveal new facts which will facilitate a scientific analysis of the issues. Hence the researcher prefers to pursue her research in this area. Before proceeding further, it is necessary to review the related work done already by the writers and scholars so that repetition can be avoided. In order to understand better the effectiveness of the both the principles, a through review of the related studies was carried out in all the three variables, Communicative Competence, Meta Cognition and Meta Cognition and presented in the next chapter.