Chapter - I

INTRODUCTION
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1.1 Introduction:

As a teacher of English methodology for diploma in Teacher Education from one and half decade, the researcher has been observing that, the students of primary classes have many problems of learning English language. They have problems of appropriate listening of English, appropriate speaking of English and appropriate reading of English. They have also problems of perfect writing of English language. Because of lack of perfect writing of English language, the students are getting less marks in their examinations. The student’s less marks in examinations are creating negative complex in the students about learning and presenting English language. The negative complex in the students is not only affecting their school achievements but also it is affecting the whole career of the students in modern educational and social system.

Through the detail study of the syllabus of English language of primary classes, the researcher has noted that, pre-activities of writing skill are from 1st to 4th standard. The writing of English language from alphabets to short composition begins from 5th standard. If appropriate attention is given on the development of writing skill of students of 5th standard, sound base of writing can be build up for upper classes in primary education, secondary education and higher education. The student’s sound base of writing can be helpful to them in competitive examinations also. So the researcher has decided to do the research on this topic.
1.2 The place and role of English language in India

English, the language, originally of people of England, was received in India as the language of higher-education and administration under British Rule. Charles Grant, the chairman of the company, enforced to introduce English in India. Lord Maculay’s educational policies rooted English in Indian education.

English was inter-provincial language till independence. It was language of foreign rules to Indians. Just after the independence, its existence in India was questioned. But in Indian constitution in its part X VIII in Article 343 (2) it is mentioned that English should be continued as language of official purpose of the union, for period of fifteen years from the commencement of the constitution. In 1961, the Prime Minister Nehru pronounced in the parliament that English would continue to be as associate official language at the center indefinitely.

India is a multi-lingual country. Indian culture has various dimensions. For communication of the people of different languages and different cultures in India, English is very important. It plays immense role as link language to communicate Indians.

21st century is a century of science, computer technology, information technology and nano-technology. In this century, the world has become global village. In the era of global village, English plays important role as language of communication.

From the opening of the 21st century, there is much impact of mass media on Indian people. Most of the channels of mass-media use English as language of interpretation and communication with common people in India. As a result of this, English is going to become language of common man in India. So its role in India is significant.
1.3 The place of English language in Indian school curriculum

Indian Education commission recommended three language formula. The commission recommended compulsory study of English as a second language [L-2] or a as third language [L-3] for the duration of six years or three years respectively in Hindi speaking areas and non Hindi areas. Mother tongue or the regional language should be the first language [L1]. Hindi should be second language [L2] and English should be Third language [L3].

1.4 English as third language

Third language is that language, which is taught after acquisition of first and second language.

As per recommendation of Kothari Commission three language formula is being used in Indian curriculum. Before India, three language formula was used in United States of Soviet Russia (U.S.S.R.)

In India, in Hindi areas, Hindi is being taught as first language and English is being taught as second language. In non-Hindi areas the regional language of communication in school, is being taught as first language. Hindi is being taught as second language and English is being taught as third language.

In Maharashtra English was made compulsory in 1972 as third language from standard 5th to 10th.

The Government of Maharashtra decided to teach English, along with the mother-tongue from standard 1st in December 1999. From educational year 2000-2001, English is being taught as associate language from 1st standard in Maharashtra.
1.5 The need and the importance of English language in primary education.

Learning of any language is a process of imitation and practice. It is a habitual process. So getting sufficient practice it is necessary to learn English language from primary level. Because of learning language from primary level, the students can learn language naturally with ease, without any negative complex. They get confidence in learning and presenting language. So it is necessary to teach English language from primary education.

Modern world is the world of science, computer technology, information technology, mass-media and mass-communication. English is language of mass-media and mass-communication, so acquisition of English language is very important from primary level.

In the world of globalization, privatization, business industry and research, acquisition of English language is significant.

1.6 The importance and aims of written English.

The importance of written English

O.P. Bhatnagar states importance of writing English as, Written English is a discipline by it self, It is the most important of judging the linguistic performance and competence of a person.

Aims of written English

As per mechanical skills of writing and comprehension of writing aims of written English are as following.

1. Formulation and composition of letters.
2. Writing of correct spellings.
3. Writing of correct sentences
4. Knowledge of punctuation marks.
5. Co-ordination of thoughts.

The researcher has seriously considered these aims while doing the research.

1.7 **The principles of curriculum construction.**

The principles of construction of curriculum for life centered education are as following.

1. The activity principle.
2. Principal of preparation for life.
3. Adolescent motivation
4. Conservative principle
5. Principle of creativity
6. Adapting to the maturity of the pupil.
7. Relevance to pupils experience.
8. Adaptation to individual differences.
9. Cultivation of the critical sense.
10. Flexibility
11. All-round development of body, mind and spirit.

1.8 **Aims of teaching English as third language in primary education**

1.8.1 **Aims of teaching English for Standard 1st and 2nd.**

- To make the student aware of the difference between his/her mother-tongue and English.
- To exploit the student’s competence in his/her mother-tongue to enrich his/her English as well as mother-tongue.
- To build a sound base in primary skills to facilitate the learning of
secondary skill later.

1.8.2 Aims of teaching English for standard 3\textsuperscript{rd} and 4\textsuperscript{th}.

- To enable the student to perceive the difference between his/her mother-tongue and English especially at the level of lexicon and syntax.
- To enable the student to articulate in English using his/her abilities of articulation in his/her mother-tongue.
- To enable the student to achieve secondary skills correlating them with primary skills learned previously.

1.8.3 Aims of teaching English for standard 5\textsuperscript{th} to 8\textsuperscript{th}.

The student enjoys

- The student enjoys learning English.
- The student learns to use English with confidence.
- The student learns to co-relate English with his/her context/environment.
- The student understands the importance of learning English in his/her general education.
- The student becomes gradually independent in his/her use of English.

1.9 Main objectives of teaching English as third language from standard 5\textsuperscript{th} to 8\textsuperscript{th}.

To enable the student to-

1. consolidate and extend his/her use of English.
2. build upon English learnt in the previous classes (std. I to IV).
3. understand English spoken, in and out side the classroom.
4. act/ do thing as per oral instructions.
5. listen for enjoyment.
6. follow simple narrations or descriptions.
7. listen with attention for a reasonable length of time.
8. speak intelligibly with confidence and fluency.
9. speak with proper pronunciation.
10. learn to speak English appropriately, in and out side the classroom.
11. conserve in familiar social situations.
12. read with comprehension.
13. develop correct reading habit.
14. grasp meaning of words and sentences from the context.
15. read for pleasure and for information.
16. read aloud meaningfully with acceptable pronunciation.
17. read silently and independently.
18. write in a neat and legible hand with correct spelling and punctuation marks.
19. write with ease and confidence.
20. write with appropriate structure and idiom.
21. learn and use different forms of writing (letters, stories, reports, etc.)
22. learn to write independently
23. learn to develop his/ her own style of writing.
24. develop his/ her vocabulary.
25. develop an implicit understanding of English syntax and grammar.
26. learn interact with teachers and his/her classmates in English.
27. use reference materials such as dictionaries, directories and so on.

1.10 The specific objectives of teaching English as third-language for standard 5th.

Listening:
To enable the student to:
1. enjoy the rhythm and understand the gist of songs and poems.
2. enjoy and understand stories.
3. show an awareness of stress patterns.
4. listen and write words.
5. distinguish between simple intonation patterns.
6. understand simple statements, questions, requests and commands and act accordingly.
7. understand conversation connected with familiar topics.
8. listen with concentration for 5-7 minutes.
9. understand simple English spoken by various persons.
10. enjoy skits/plays and notice sequence of incidents.

Speaking:
To enable the student to:
1. learn to speak with proper pronunciation.
2. understand and reproduce contrastive sounds.
3. recite with enjoyment poems/ songs with proper rhythm.
4. learn to interact appropriately according to the roles.
5. learn to give short/ long responses in various contexts.
6. describe objects, pictures and processes.
7. attempt to narrate stories/ events/ incidents.
8. learn to open a conversation.
9. learn to use appropriate expressions.

Reading:
To enable the student to:

1. identify commonly used words at sight.
2. make the intelligent guesses about the pronunciation of new words.
3. read aloud from the text book / the black board and other sources.
4. show an understanding of punctuation marks in his/her reading.
5. read and act accordingly.
6. read aloud taking proper pauses.
7. read his/her part in dialogue with understanding.
8. read poems in rhythm.
9. learn to read silently.
10. guess meaning of new words from contexts.
11. acquire ‘skimming’ and ‘scanning’ skills.
12. read with concentration and interest.
13. read maps, charts, numbers, etc.
14. use dictionaries, directories, etc.

Writing:
To enable the student to:

1. develop the habit of writing neatly and legibly (size, shape,
proportion, direction, distance, etc.)

2. write on one line.

3. copy letters, words and sentences.

4. complete sentences.

5. take the dictation of familiar words and short sentences.

6. enrich vocabulary by taking part in language games.

7. write words on given clues.

8. write words in given topic.

9. complete the known story with missing words.

10. enjoy writing independently.

11. rearrange story/events.

12. write answers of questions.

13. write numbers in figures as well as words.

14. write compositions using provided guidelines.

1.11 Evaluation code for evaluation of English language for 5th standard

O - oral  W-written  P - project

O1  Recite/sing

O2  Listen and show / draw / do / classify

O3  Games

O4  Read aloud*words*sentences*passages

O5  Conversation (teacher – student)

O6  Conversation (student-student)

O7  Look, remember and tell*words*sentences.

O8  Look at the pictures and tell*words*phrases*sentences.

O9  Listen / Read and rearrange.
O10  Listen / Read and tell (Guided speech)
O11  Listen / Read and answer.
O12  Listen / Read and make inferences.
O13  Listen / Read and enact (Role play)
O14  Listen / Read and tell, speak on your own (Free speech).

W1   Read and choose the correct letter.
W2   Arrange words in alphabetical order.
W3   Look, think and write.
W4   Read the text and find the words.
W5   Changing sentences.
W6   Rearrange in the proper sequence.
W7   Read and answer.
W8   Information transfer.
W9   Listen / Read and write / Read and complete (Guided writing).
W10  Listen and write (Ditto)
W11  Read and make inferences.
W12  Read and classify*words*sentences*passages
W13  Listen / Read and write, on your own (Free writing)

P1   Preparing word cards.
P2   Dictionary / Reference work
P3   Retelling / Rewriting with the help of mother tongue
P4   News paper cutting.
P5   Interviews
a) putting questions.
b) Answering questions.
c) Role play
d) Recording information.
P6 Dramatizing stories.
P7 Collecting puzzles, riddles, jokes
P8 Additional reading.

1.12 **Number of linguistic activities of writing skill in text book of 5th standard.**

All the linguistic activities in the textbook of 5th standard ‘MY ENGLISH BOOK FIVE’ are prepared by the syllabus body on the basis of principles of construction of curriculum.

The text book of 5th standard of new syllabus (Pra.Shi-S/Pa. Pu / 2003-04 / MEB 5 / 50) was first time published in educational year 2004-05. The text book was revised in the educational year 2008-09. The writing activities in the text book which was published in 2004 were 85. The writing activities in the revised textbook were 101. In the revised textbook 16 were added by the syllabus committee.

This addition of 16 activities of writing skill indicates that there is need of more work for achievement of specific objectives of writing skill on the basis of research.

Total number of teaching days for 5th standard English are 180 days. In the textbook of English of 5th standard 35% weightage is given to writing skill. Out of 180 days 35% days means 63 days, are required to complete the syllabus of writing skill of 5th standard.
1.13 **B. F. Skinner’s theory of programmed learning.**

In 1954 B. F. Skinner developed theory of programmed learning to improve teaching methods of various subjects. Any programme based on ‘programmed learning’ consist of teaching items that carries the students gradually to be learned. If the student is correct about learning he gets reinforcement and moves to the next step of learning. If the student makes a mistake he identifies his mistake, he corrects himself and then moves to the next step for complete achievement. The teaching programme of ‘programmed learning’ is set of frames all in inclusive. The programme will do teaching-learning process through a response mechanism. In this programme, learning process is divided into large number of very small steps from lower difficulty level to higher difficulty level. At each step student gets reinforced about learning material. Teaching-learning material based on ‘programmed learning’ reduces energy and time of learning. It makes the teaching-learning process enjoyable. When obstructions in the teaching-learning process are reduced, the time and energy is also reduced.

The main intention of the researcher of doing research is to make teaching learning process of English simple and easily comprehensive in minimum possible time and money. So the researcher has decided to form remedial programs for the improvement of writing skill of 5th standard students on the basis of B.F. Skinner’s ‘programmed learning’.

On the basis of the above theory title of the research is

1.14 **Title of the research**

THE DEVELOPMENT OF PROGRAMMES TO IMPROVE ENGLISH WRITING SKILL.
1.15 The statement of the research

THE DEVELOPMENT OF PROGRAMMES TO IMPROVE
ENGLISH WRITING SKILL OF MARATHI MEDIUM STUDENTS OF
STANDARD FIFTH

1.16 Functional definitions of the words used in the statement of the research.

Functional definitions of the words, in the statement of the research makes meaning of the words more correct with reference to particular research. Because of functional definitions of the words in the statement of research, the research work takes proper direction. It becomes easy for the researcher to do the work.

The functional definitions of the words in the research statement of the research are as following:

- Development of Programmes: For the purpose of this research 'Development of programmes' means preparation of remedial programmes (lesson plans) of creative measures, by investigating the errors commonly made by fifth standard Marathi medium students, in writing English language, for improving their writing skill.

- English: With reference to this research 'English' is third language which is being taught for fifth standard in Marathi medium students in Maharashtra.

- Writing Skill: For the purpose of this research 'writing skill' refers to the English writing skill in the use of fifth standard Marathi medium students learning English as third language.

- Marathi Medium Students: For the purpose of this research 'Marathi Medium students' means, the students of fifth standard, taking their education in the schools of Maharashtra where Marathi is the medium
of instruction and where students are learning Marathi as first language, Hindi as second language and English as third language.

**Standard Fifth**: Standard fifth is the last standard in the curriculum of primary education as mentioned in the action plan on Education Policy of 1986.

1.17 **Objectives of the research**

1.16.1 **Meaning of objective**: "objective is what you are trying to achieve"

Objectives of the research give proper direction to the research work. When the objectives of the research are fixed it becomes easy for the researcher to prepare a plot of research.

1.16.2 **Objectives of the research are as following**:

1. To prepare a model (structure) for investigation, collection and analysis of errors in English writing of 5th standard students in Marathi medium schools.

2. To prepare standardized achievement tests for investigation and collection of errors in English writing of 5th standard students in Marathi medium schools.

3. To develop remedial programmes to improve English writing skill of the students of 5th standard in Marathi medium schools.

4. To test the effectivity of developed remedial programmes by stating null hypothesis.

1.18 **Assumptions of the research**

1.18.1 **Meaning of Assumption**:

Assumption: "A belief of feeling that is true or that will happen although there is no proof". 

Assumption: Assumption means taking things for granted, so that the situation is simplified for, logical procedure.
1.18.2 Assumptions for the research:

Assumptions with reference to this research are as following:

1. The students of 5th standard in Marathi medium schools, must achieve better writing skill of English language.

2. English writing competency of the students of 5th standard must be developed, as per the specific objectives of writing skill of 5th standard.

3. The teachers of 5th standard must try to develop English writing skill of the students of 5th standard.

1.19 Hypothesis of the research

1.19.1 Meaning of hypothesis:

1. Hypothesis: "Hypo" means tentative or subject to the verification. 'Thesis' means statement about solution of the problem."  

2. Hypothesis: "Hypo" means composition of two or more variables which is to be verified. 'Thesis' means position of these variables in the specific frame of reference."  

3. Hypothesis: "A hypothesis states what we are looking for. A hypothesis looks forward. It is a proposition which can be put to test to determine its validity. It may prove to be correct or incorrect."  

4. Hypothesis: "The word 'hypothesis' is made up of two Greek roots which mean that it is some sort of 'sub statement', for it, the presumptive statement of a proposition which the investigation seeks to prove."  

1.19.2 Hypothesis for the research:

The research of the researcher is experimental research of investigation of errors of writing skill and development of remedial programmes for the
students of 5th standard of Marathi medium schools in Maharashtra.

For testing the effectivity of developed remedial programmes the researcher has stated following null hypothesis.

**Meaning of null hypothesis:**

Null hypothesis is a hypothesis which indicates that there is no significant difference between scores of any two groups. That is, there is zero difference between the scores of any two groups.

If null hypothesis is rejected, it indicates that there is significant difference between the scores of any two groups. If null hypothesis is accepted it indicates that there is no significant difference between the scores of any two groups.

**Null hypothesis of the research**

There is no significant difference between the scores of the post test of the experimental group and post test of the control group.

**1.20 The population of the research**

**A. Accessible population**

The accessible population will be 313 students of 5th standard in educational year 2009-10 in Saraswati Vidyalaya, Latur.

**B. Target population**

The students of 5th standard in Marathi medium schools in educational year 2009-10 in Latur city will be target population of the research.

**1.21 The sampling of the research**

The sampling of schools for the investigation and categorization of errors of writing.

There are 92 schools of Marathi medium in Latur city having 5th standard class. Out of 92 schools 10% schools, in which there will be more
than 200 students will be selected for investment and categorization of errors of writing.

The method of sampling: Random sampling method will be used for selection of schools.

The sampling of students for the experiment

Out of 9 schools from which errors will be investigated, one school will be selected for the experiment. Two groups of 30 students having equivalent marks in the standardized tests will be selected for the experiment.

1.22 The tools investigation and categorization of errors of writing

A model (structure) based on the statement of the research, main objectives of the research, types of writing specific objectives of writing and evaluation code of 5th standard, will be prepared for collection of errors of writing.

Standardized achievement tests of writing will be prepared by the researcher for collection of errors of writing.

1.23 The analysis of (research data) errors of writing of 5th standard Marathi medium students.

The collected errors of writing will be analysed as per types of writing a) copy writing, b) dictation, c) orthography, d) composition.

The errors will be analysed as per specific objectives of writing.

1.24 The development of remedial programmes

The remedial programmes will be developed as per types of writing and specific objectives of writing skill. So that students achievement of writing skill as per each objective of writing skill will be tested.
1.25 The research method

There are three types of research method of A) Survey Method B) Historical Method C) Experimental Method

A) Survey Method

Survey method deals with the present and attempts to determine the relationship between existing non manipulated values.

B) Historical Method

Historical method deals with investigating, recording and interpreting the past events as a means of seeing the present in perceptive.

C) Experimental Method

Experimental method deals with what will be. In this method there is a focus on discovering the basic relationship among phenomena as a means of producing and controlling their occurrence.

The research of the researcher is related to development of remedial programmes of writing. These remedial programmes will be innovative programmes. So for testing the effectivity of the programmes experimental method will be used by the researcher.

1.26 The Research Design

Research design: The pre-test post-test equivalent group design

\[ RO \times O_{12} \quad O_{12} \quad O_{24} = \text{pre-tests} \]

\[ RO \times O_{34} \quad O_{24} \quad O_{4} = \text{post-tests} \]

1.27 Variables affecting the experiment

Independent variables, dependent variables and intervening variables will be properly analysed and controlled by the researcher.

1.28 The testing of effectivity of developed remedial programmes

The effectivity of developed remedial programmes will be tested by stating null hypothesis.
Null hypothesis - There is no significant difference between the scores of post test of the experimental group and post test of control group.

1.29 The scope of the research

Scope in relation with objective: This research will be related to the specific objectives of writing skill of English language of 5th standard.

Scope in relation with content: This research will be related to activities of writing skill of English language in the text book of English subject of 5th standard of Marathi medium schools in Maharashtra.

Scope in relation with time: This research will be related to the textbook of English language of 5th standard which was published in educational year 2004-05 and revised in educational year 2008-09.

1.30 The limitations of the research

The problems investigated and the results of the research will be related to the students of 5th standard who will be learning English as third language for the educational year 2009-10 in Latur city in Maharashtra.

1.31 The importance of the research

In the process of the research, the researcher will investigate errors of English writing commonly made by the students of 5th standard in Marathi medium schools. The researcher will prepare and implement the remedial programmes to make teaching learning process easily comprehensive and interesting. The implementation of the remedial programmes will improve English writing skill of the students of 5th standard. The students will get proper direction of better English writing, which will be helpful to the students to get expected marks in examination and using English language in day to day life as per their standard. The remedial programmes will be helpful to the students to build their sound base of English writing for their future.
This research will be helpful to the teachers to make their teaching process interesting and easily comprehensive. In this way this research will be important for the students of primary classes and teachers too.

1.32 Chapterization

Chapter I: Introduction

Chapter I ‘Introduction’ will consist of the need of research, the place of English language in Indian curriculum. This chapter consist of importance and aims of writing. Basic research terminology will be included in this chapter.

Chapter II

‘Review of related literature and related research’ will consist of abstracts of reports of committees and commissions of English language in India. The previous research studies related to the research will be included in this chapter.

Chapter III

‘Research methodology’ will consist of meaning, definition and type of research for the research.

In third chapter there will be details about tools of analysis of data, process of formation of programmes, and testing effectiveness of developed programmes on the basis of standardized achievement tests, having equal difficulty level.

Chapter IV

‘Analysis and interpretation of data’ will be related to testing of null hypothesis, for testing the effectiveness of developed programmes.
Chapter V

'Summary and conclusion', this chapter will consist of summary of all chapters and conclusion of the research study.

1.33 Period of Completion

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<tr>
<th>Chap. No.</th>
<th>Name</th>
<th>Period</th>
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<td>Chapter 1</td>
<td>Introduction</td>
<td>May 2007 to Dec. 2007</td>
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<tr>
<td>Chapter 3</td>
<td>Research Methodology</td>
<td>June 2008 to March 2010</td>
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<td>Chapter 4</td>
<td>Analysis and interpretation of data</td>
<td>April 2010 to May 2010</td>
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<tr>
<td>Chapter 5</td>
<td>Conclusion Writing of Thesis</td>
<td>June 2010 July 2010 to Dec. 2010</td>
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1.34 Summary

In short, the first chapter 'Introduction' consist of basics of research terminology. This chapter consist of the need of research, the importance of research. The aims of writing and importance of English in Indian curriculum is also included in this chapter.
References