Chapter One

INTRODUCTION

1.1 Introduction

Today’s world is totally globalised. It is age of competition and many more changes. Changes are the only one strong base of every performance. Changes are the real stepping stone of development in every field and every man is interested in language to some extent. Language is in and around us. Just for a moment imagine yourself without language. There will be no interactions, no expression of ideas and views of people. It means language is an essential part of human life.

Everyone from birth to death uses it. Without language the life of human beings could be meaningless, because only signs and gestures are not sufficient to express the thoughts, ideas and views. Even animals and birds communication with one another through sounds and smells so, the communication among animals and birds have remained instinctive. But human communication is not instinctive it is acquired. Man alone of all creation is gifted with the power of speech, which distinguishes him from the animals and birds. No doubt birds, insects and animals produce particular sound in a given situation but these sounds cannot be called ‘speech’ and hence they do not ‘talk’. Speech or talk means nothing but language. Any language is an essential part of human life. Everyone from womb to tomb makes use of it. According to O. Jespersen, “Language is to give expression to thoughts and feelings.” (1) Hence, language is a medium of speech, Speech of socialization. In other words, language may be defined as, ‘a system of communication which consists of a set of sound and written symbol which are used by the people of a particular country for talking and writing.’ Man has to change according to the environmental demands. The 21st century is called as ‘an era of Science and Technology’. Hence, it is necessary to adopt ourselves with changing scenario. Though, we call to English as a foreign language but today it becomes a means of communication all over world. Hence, it is an international language. In multilingual country like India is blessed with variety of languages. There is such a variety of rich languages in India that it has become a unique feature. Each state has its own regional language and Hindi enjoys the state of the national language. English
language plays the role of international language. Whatever may be the language purpose of each is the same, i.e. communication, expression, recoding and thinking.

1.2 The Background of English

Anglo-Saxon passes over into Middle English [From 1100 to 1400] ending with such author as Chaucer and Grower. It had three divisions- Northland and Southern. But Middle, English had a large number of dialects. This is important especially for those who desire to specialize in phonetics. Old English came to an end beginning of 12th century up to 15th Century. It was a period of Middle English with the growth of trade and commerce through colonization. During the British era English was the language of Administration. The Britishers believed that if the upper classes of population were taught English, they would act, as intermediaries in the two classes and modern knowledge would filter down from English to vernaculars. And after passing the Macaulay’s Minute in 1835, English became the medium of instruction of all levels in schools.

The study of vernaculars and suffered as result of there was a protest against this which was voiced in various education commissions appointed from time to time, and the Calcutta University Commissions of 1917-1919 sought to adjust the claims of both English and vernacular, as English for international communication and scientific subject and vernaculars for dear and intimate things in life. Though English is considered as rich or well-formed language but it is not clearly transferred to the students or to various fields. When we consider the position or the status we may add the example of a strong horse but he is not able to win the racecourse. We got freedom in the 1950s we are independent physically but not psychologically. There is large impart of colonized culture, customs, language, practices etc. so there is a process of acculturation that is why hybridization in each and every field occurs. So we can’t form English as a standard language in India. Though, English is not used in standardized way, but India English is been forming a separate variety of English. India English is different than that of other e.g. American English, British English and French English etc. These Varieties are different in pronunciation, spellings, Usages and various linguistic aspects. When we consider the linguistic aspects like semantics the meaning of utterances is different.
Leech has referred seven types of meaning for showing the lexical, situational and contextual meanings.

The contact with English opened to us in vast literature. The study of English has imbued us with liberal ideas. The Indian language has become more forceful, expressive and business based because of the contact with English literature. It is language of international diplomacy. It is the tourist’s current coin.

After 1920 and right up to the dawn of Indian Independence, historical events via:- National Movement, The round table conference, The economics Deadlock and The World War –II followed in quick succession. The cumulative effect of these events was that the British environment could not implement any change in regard to their policies of education and medium of instruction. Thus English continued to dominate the curriculum of Indian Schools, Colleges and Universities.

1.3 Place of English in School Curriculum at secondary level

It is necessary to look towards English as an important language. English language has achieved a prior place in curriculum. Various commissions were appointed from time to time to suggest the place of English in the school curriculum. Yet it was not in favour of abolishing it completely. It further stated, ‘English, however, must be continued to be studied. It is a language which is rich in literature, science and technology. In 1952, another commission was appointed known as secondary Education commission which stated, “it should be recognized that even in regard to many of the diversified courses of instruction as matters stand at present, a knowledge of English will be extremely useful for understanding the subject matter and for further study of the same subject.”

Kothari Commission has suggested three language formulas for secondary syllabus. In Maharashtra, for instance, the state has adopted the scheme of study of languages as: for the schools of Marathi Medium. Marathi is the first language (L1). Hindi the Union Language (L2) and (L3) English as International link language. It is venerated as a language of library.

Marathi medium student are learning English as a third language. English is not their mother tongue so they make many mistakes during their learning. Usually they are not able to write elements of writing such as spelling, verbs, letters, Proper punctuation mark. Many Students of
Marathi medium are not able to write correct English even after completing their S.S.C. Examination because they spend most of the time in the school, where medium is in Marathi and their environment is also in Marathi. Marathi is their home language. They do not get opportunity to listen, read and write in English outside of the classroom.

The condition of teaching-learning of English language is not so far good in the present time. In most of the states of India, English is taught from V standard. States like M.P., U.P. and Bihar abolished English from their curriculum for some time because it was a symbol of slavery of the British for them. The hostility is still going on Maharashtra State introduced English from 1st standard but till it has experimental base and endless antagonism. There is security of good English teachers in schools most of school do not have good base of English language. Most of the teachers themselves do not have sufficient proficiency and active vocabulary so the result is that the students taking training of English language under these teachers, so that students cannot achieve mastery over this language.

1.4 Importance of English Language

English language has been holding, is holding and will continue to hold a unique position in India. No doubt it a language barrowed from six Hundred miles away and it belongs to an entirely different nation. But this doesn’t mean that we have no relationship with it. It has been dominating the scene in the past. In fact, it is the language of the world civilization. Its richness, its flexibility, its elegance, its dignity seem to have made it universally popular. Education is decentralized. English links them together. During the struggle for Independence, our leaders belonging to different regions of the country having their different regional languages though they could converse through this language. It also Links India to the world in fields of technology, education, trade etc. The following points illustrate how important English in our country.

- **The Place of English as international Language**

   English is the foremost language of the world. It is great not only on account of its original production but also because it has proved to be such an effective medium for translation
of the literary and the technical books of the world. It is the official language of the government of the India. It is the language, which is used in all services and those who want any decent employment cannot afford to do the same without English. It is the source of International contact. It helps us to come in contact with the people of the world because of its being the educated classes in India. Our association with English is very long. It is our friend and we have become used to it.

Now it is not as foreign and strange to us as other European languages are. It is the richest language in the world in respect of literature. It is the means to take part in UNO. It is not possible to take part in the activities of this organization without having a sound knowledge of English. It has a commercial value for this. We cannot do our business with other parts of the world without knowing English. It is widely used and is a greatly developed language of worldwide utility. Its knowledge is the master key to the technical and scientific treasure of the world. Its knowledge is a way to higher education. It is a source of world unity.

During The period of British rule in English was taught as a language of the literature, but now it is to be taught mainly for its working knowledge.

According to Macnee, “The aim of teaching English has three folds Literary, Cultural and Linguistic, but the chief aim throughout the school must be linguistic” (2)

There are people in large numbers who advocate the English should be banished from Indian Scene. These people believe that Hindi is never being the mirror of our culture. It can never represent our culture, it can never communicate our intellectual heritage to future generation ” (Jain R.K. 1968, Pg.51) There are people on the other side and they are in no way in less number, who believes that English should continue to be the official language. They go to the believe that English should continue to be the official language They go to the extent of calling English as the only National Language as it is used in all parts of India. English is the language of international trade and commerce, which is spoken by 250 million people around the world. Each nation must learn to move outside its own narrow orbits and establish channels of such communication than English.

English offers us convenience of maintaining relation with the rest of the world of borrowing the freshness and vigor of the free exchange of ideas from all the nation of the worlds.
In India too English has so far served as the unifying language against the background of various cultures and regional language.

Mr. M.C. Chhagla the former union Education Minister had declared that India needs a chaos. Hindi is to be our official language and so longs as Hindi comes out of her narrow home, English is to be continued. Time has changed a lot .conditions have changed. With all these changes a change in the policy of retaining English is inevitable.

The three language formula was devised by the Central Advisory Board (CABE) and approved by the chief minister’s conference (1961). There are persons who believe, the instead of the two languages, three languages should be learnt by a child during his schooling. They advocate the study of the Hindi and English as compulsory subject and the third the regional language or the mother tongue. English is one of the major vehicles of the culture of the modern world.

The Place of English as Official Language-

English is known for its official use. We need to use this language for the many purposes. It is used at office level, industry level. We also use this language at educational field. It helps to know more about ourself deeply. It is used for higher degrees which helps us to understand many things about our workstyle.

It is noted that V.K. Gokak highlights the current Vocabulary in English teaching-learning process. The Official Language Commission stresses upon the ‘Language Comprehension’ and ‘Widening the Vocabulary’ which are at the basis of teaching-learning of English language. (4)

“English language is the greatest gift of Goddess Saraswati to India” (5)

-C. Rajagopalachari.

- Language of science and technology:

The standard books of science, medicine, engineering etc. are available in English only. So it becomes absolutely necessary for us to know English. The Knowledge of English, in fact, serves as the key to all scientific and technical Information.
Utility of the language in Trade, Industry and Administration:
We may step into any trade, industry or administrative work, we find that Correspondence is done mainly in English continues to dominate at the center being at the important place.

English – a window of the world:
English is the window to the world of knowledge and it serving as the Gateway to the new century’s thought and culture. It may science, commerce, Literature, medicine, social advancement etc. all that is learnt slowly by that Person who knows English.

A foreign language already known to Indians:
English is a language prevalent in our country since long. Many people already know this language. So the idea that we should learn some other Language may be French or Russian does not suit. For learning some new Language, everybody will have to make some efforts from the beginning. As far as English is concerned, we know it already.

English- A rich and beautiful language:
English is indeed a very rich and beautiful language. A writer can express his thoughts wonderfully with the choice of words and idioms in English. English has undoubtedly a highly developed literature. In Both the quantity of thoughts and qualities of style makes this language unrivalled.

Passport for Employment:
A successful passport for employment is knowledge of English, as we know from the social conditions Prevailing all around, provides a privileged provides position to a person. There are so many jobs for which a person with prospectus of employment is not there only in our country but also in other countries of world.

1.4.1 Views of Great Persons about English
Following are the views of great person about English through it we will come to know importance of English according to them.

1. **Palmer:-**
   ‘It is by knowing another language that we become conscious of us. He knows no foreign language knows of his own.’

2. **The University Education Commission:-**
   ‘Student desirous to go for higher training or vocational course must acquire sufficient mastery of English to give access to the treasury of Knowledge.’

**Dr. Kothari Commission (1964)**

The commission presented a modified or graduated three languages formula. For the vast majority of Students only one language i.e. the regional language should be taught at the lower primary stage. (Classes I-IV)

In classes V-VII, i.e. at the higher primary stage the mother tongue or Hindi or mother tongue or English should be taught compulsory & the third language should be taught on an ‘optional basis.

In classes VII-X The commission has made it ‘Obligatory’ to study three languages. The Commission states, ‘student should be an obligation to study the official language of the associate language which he had to select at the higher primary stage.’

### 1.5 Need of Research Topic Taken and Its Justification in Present Era

English Language is the need of the World. So learning the language we need to go the details of it. Where same thing we need to do for this English language. For making the command over the English language we have to adopt the skills like LSRW, **Writing and speaking skills** are the expressive skills where they develop our command over the language and **listening and reading skills** are receptive skills where they develop our comprehension of the content. These four Skills to learn any Language skills are most important so as to develop fourth skill that is writing. English is like all the European languages are characterized by its system of spelling. This system of spelling is very complex and almost frightening. But it has been
observed that this is the area where the students make maximum mistakes. And hence this has become one of the important areas of the study.

Writing of English is another expressional Skill. It implies communication in the written form and is also one of the active skills in language learning. Apart from the mastery of the mechanics of writing, the skill presupposes the command of using proper words and sentences patterns suitable to the topic. The standard to be aimed at this context is the ability to write on matters of daily interest and for the common forms of correspondence to friends, relatives, officials, etc. writing constitute one of the major problem areas for students learning English as the second/ third language. The skill of writing can be developed through tracing drills, transcription drills, paragraph writing, guided compositions, etc. Free writing, précis writing can be used at the higher level to develop writing skill. It is the expressional skill and like all other skills, requires practice and repetition. Our students already know how to write when they start learning English. It is not necessary, therefore, to teach them how to hold the pencil or paper etc. this exercise in penmanship is already done at the primary stage. However, as they learn the new script while learning English, they should be taught the topics based on writing skill and should also be taught how to write them. Apart from gracefulness in writing, writing also needs accuracy and speed. As the English spellings are erratic this constitutes another problem area for our students. Writing is one of the major communication skills in English language. The skill of writing can be developed through three stages- manipulation stage, Structuring, Communication. Manipulation is primary stage of acquiring the skill of writing. It includes a psychomotor ability. Pupils must be taught how to sit, how to get hold of pen and pencil and stage includes the skill of controlling the small muscles of the fingers, wrist and securing co-ordination of the hand and eyes. After enough practice of writing letters, pupil must be taught how to organize letters into words and the words into phrases and sentences. This stage includes using proper capitalization, punctuation marks and proper space in the words and sentences. Writing is a communication skill. Thoughts and feelings can be communicated properly when proper words at proper place are used. From researcher’s experience, a researcher felt the need to find errors in the writing of English to English to suggest a programmed to eliminate mistakes in writing. And students must know the correct rules and skills of writing because grammar is the skeleton of a language. If the students master the different skill of writing of language then there is every possibility that he
she will read and write language correctly. So it is necessary to find out why students make mistakes in writing of English subject.

So the researcher wants to identify the errors and wants to improve it in written work of students. So, for making command over the English subject we need to emphasize on expressive skill especially writing skill. It is basic but important skill which useful for improvement in writing. So there are some specific objectives researcher has draft out as she is dealing with the 9\textsuperscript{th} std. Like other subjects in the school English is also taught according to the objectives, which was set for it. In modern times also there are certain objectives according to which English is being taught.

1.5.1 Objectives of teaching writing Skill from 9\textsuperscript{th} std. textbook

To enable the students to

1. To master the mechanics of writing skill with its perfection.

2. To write grammatically acceptable and appropriate forms of English.

3. To write answers to questions on textual/non textual through reading.

4. To develop a paragraph on a given theme and also requires logical sequences for its writing.

5. To write formal and informal letters with the mentioned points.

6. To develop a story with suitable title through points.

7. To write reports based on speech, interviews, school events and daily talks.

8. To write short conversation with help of given guidelines.

9. To write short imaginary write-ups. E.g. personal essay, compositions with help of guidelines.
1.6 Statement of the problem

The need and importance of the study has led the researcher to state the undertaken research problem as follows.

“Development and Efficacy of Teaching Writing Skill Package in English”

The researcher has done research for solving above problem in various secondary level Schools of Marathi Medium especially for 9th std in Pimpri Chichwad area in Pune district of Maharashtra state.

1.7 Conceptual Definitions

1. **Efficacy**: “Producing result that is wanted or invented producing a Successful reason”.

2. **9th Std. Students**: Students who are pursuing their education in 9th std. of Marathi mediums under Maharashtra state Board of secondary and Higher Secondary Education in Maharashtra state.

3. **Writing Skill Package**: Printed material and set of writing work which consists letter writing, paragraph writing, Story Writing, Speech writing, punctuate the sentences. etc.

1.7.1 Operational Definitions

1. **Efficacy**: It is difference between achievement of pre-test and post-test.

2. **9th std. Students**: Students of selected schools from Pimpri Chichwad Corporation Area from Marathi medium

3. **Writing Skill Package**: The Package which consisting development in writing of English.
1.8 Objectives of Research:

1. To study the difficulties of 9th std. students in English writing.
2. To develop writing skill package to overcome the identified difficulties.
3. To develop the writing skill package for its effectiveness.
4. To test the effectiveness of writing skill-package by implementing it on 9th std. students of Marathi medium.

1.9 Assumptions of Research:

The researcher has assumed the following facts and information for the present study.

1. Students learning in Std. 9th have fall shot in English writing skill.
2. They have not sufficient practice of writing skill.
3. The school teachers have not sufficient knowledge about the use of specific methods used for teaching writing skills of English.

1.10 Hypotheses:

On the assumptions as stated above and the experience of the Researcher for the hypotheses for the present study are –

- **Research Hypothesis:**
  
  There is significant difference between means of the achievement in writing skill before and after using the writing skill package.

- **Null Hypothesis:**
  
  There is no significant difference between means of the achievement in writing skill before and after using the writing skill package.
1.11 Method of Present Research:

For this present study, the Survey cum Experimental method is selected with single group design.

1.12 Scope of Present Research

This research is related to 9\textsuperscript{th} std. students of Marathi mediums of Maharashtra state Board of secondary and Higher Secondary Education in Maharashtra state.

1.13 Limitations of Present Research

1. The researcher has no control over the change in achievement level of the students due to personal practice and coaching.

2. The researcher has no control over the interest, attention, motivation of the students.

1.14 Delimitations of Present Research

1. This study is confined to the 9\textsuperscript{th} students of Marathi mediums of Maharashtra state board of secondary and higher secondary level.

2. This study is limited for students in Pimpri Chichwad Corporation Area.

3. The research study is limited about the topic of writing skills which are prescribed by the state board in 9\textsuperscript{th} std. syllabus like Paragraph writing /letters/speech/ make punctuations.

4. This study is limited to the 500 Students of selected schools.

5. This study is limited to the Maharashtra state board of secondary and higher level of Marathi mediums.
1.15 Conclusion

In this chapter introduction, need and importance, objectives, assumptions, operational definitions have discussed. This chapter has given us detail information about English Language and its background, views of great people about this language and its impact on today’s era. It also includes detail description of statement of problem their conceptual and operational definition, specific objectives with research objectives. The next chapter is related to review of related literature.
References