PREFACE

In the present linguistic environment in India, where many languages have attained importance English enjoys a peculiar academic and semi-official status. The ESL (English as a Second Language) class is highly problem posing. The students who have been exposed to the English Language for not less than five years in their secondary school phase find it difficult to generate their own language at the college level. In order to meet the situation remedial teaching is largely resorted to. A spurt of interest in the learners' errors ended up in error analysis becoming a research subject rather than a help to pedagogic practice as the errors identified involved the whole of grammar.

After several years of teaching English as a Second language at the College level I have started questioning the much resorted to teaching practice of frontal presentation with an aim of obtaining uniform rate of achievement. As a variation to this teaching practice I had decided to watch the result of a methodology based on the output of the learner. I started with the axiom that generation of language is more important than identification.

What was conceived of by me in a very nascent form was given an experimental design by my research supervisor, Dr. A. Joseph, Director, Academic Staff College, whose rich experience as a methods person and a teacher-trainer, enabled me to conduct and report the experiment with scientific precision. His interest in practice-oriented research enabled me to understand the advantages of learning by doing.
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