

## **CHAPTER-1**

# **INTRODUCTION**

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## **1.1 Introduction**

The introductory chapter contains the basic important aspects of the research. It includes the background, the problem, objectives, hypothesis, significance and limitations of the research. The chapter also throws lights on historical and current condition of ELT in India. In this chapter there is also brief information about various methods and approaches of ELT. It also reflects the primary education system, objectives and problems of teaching English in Gujarat at Upper Primary School (referred to as “UPS” hereafter) level.

## **1.2 Background**

Large numbers of studies have been taken up these days in universities and institutions across India to understand various issues in the educational development. Many researches have been undertaken on different subjects to solve the problems of education. Apart from other aspects such as development of science and mathematics, one has to think first about the language abilities that are at the base of all the cognitive development.

If one thinks to improve and wants to bring development in the Indian education system, first one should focus on primary education because primary education is the most important pathway in one’s journey towards the world of knowledge and education. Therefore an effective primary education is highly necessitated in a country like India which gives prime importance to education in its progress. One of the major facets of primary education system is the “teacher” who occupies the pivotal position. Without qualitative and adequate teachers, it is very difficult to impart effective education. Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and proficiency for effective teaching.

### **1.3 Importance of Language**

The main purpose of language is communication. It is quite impossible for any human being to survive without communication. In order to meet the communicative skills one must have the mastery over the language. In order to acquire this skill one has to learn the use of the language. But learning and teaching of language are quite different in present circumstances. To use the language practically is important rather than knowing its rules and regulations.

Language is primarily speech. With the widening range of human thoughts and actions, human language have co-operated in the act of expression and communication. Language also edifies the understanding and ability of a person. Language accumulates even thinking skills also. In general, language teaching has many aims. Some of them are Cultural, Educational and Social.

#### **Cultural**

Every language reflects its own culture as it happens with man. The men of literature like poets, authors, novelists, dramatists have played an important role in keeping the language alive. Language works only when the proper, suitable environment is set for it. Words, phrases and structure are provided by the society. Language can hardly be separated from culture. Culture itself can be expressed through language. It can analyze, even experience the changes in culture, which bring immediate impact on language. For example teaching of English in India has helped in understanding the western culture.

#### **Educational**

Language is directly related with education. They often go together. A child is educated with the help of language. However the process of learning the language is partly natural. Language brings self expression. A person can think and express in the independent way. Thinking is certainly a part and parcel of language. A person with extraordinary command over the language can easily succeed in the sphere of education. Therefore it is

worth noting that both education and language is complimentary to each other. Language is like a raw material to have fine product of education. Hence the English language has got prime importance in today's educational system.

### **Social**

A society can never exist without a language. Language skill is sometimes called hereditary. Language has almost become a requisite factor. Even if one comes across a new type of society, one is supposed to express his/her selves through the new language. A person with commendable hold over the language is sure to establish good social reports with other people. Thus language leads to proper understanding and communication with people. Language is called one of the most important characteristic forms of human behavior, because of its close touch with the society.

## **1.4 ELT in India: A Historical Perspective**

To study the present status of English Language Teaching in India, one should be well aware about the history of ELT in India, because it is said that history corrects and guides future actions of human beings. The brief history of ELT in India can be divided into the following periods:

### **Earliest Period (1765-1813)**

The Britishers who had come in India as traders were afraid of teaching their language in the beginning because they had lost their colonies in America by imparting English education. As time passes and when these traders started becoming masters after the battle of Plasi in 1757, they opened institutions of classical learning, namely Calcutta, Madras (1781) and Banaras Sanskrit College (1791).

### **The Charter Period (1813-1834)**

In 1813, the charter of East India Company was renewed with an education clause added to it. Indian leaders like R.M. Roy made increasing demand for teaching of English,

opposing oriental education.

### **Macaulay's Period (1834-1853)**

During this period the well known person Macaulay strongly recommended Western learning through the medium of English language.

### **Wood's Dispatch Period (1854-1881)**

As an effort and recommendation of Macaulay in Wood's period the number of English medium schools and colleges started by leaps and bounds. As a result of it neglecting the vernaculars started during this time.

### **The Period of Commission (1882-1935)**

The commissions of 1882, 1902 and 1919 have tried to adjust the claims of English and vernaculars by assigning to them different spheres of activity in Indian education.

### **The Period of Struggle for Independence (1935-1965)**

In this period when India became free in 1947, it had to face the language problems like the problem of finding a national language for national identity, national unity and national integration. The language problem became more acute in case of India being a multi-lingual, multi-religious, multi-social and multi-cultural land. As per the census report of India in 1951, there were 845 dialects and 15 major regional languages. In such a linguistic situation it was very difficult to find a lingua franca to solve this problem. Finally in 1950, the constitution of India finally laid down that Hindi and Devnagari Script should be the official language of the union of India and it laid down a period of 15 years for effecting the change over from English to Hindi.

But this change from English to Hindi had become apparent that the proposed change was not possible. In 1959, Prime Minister Nehru in a speech in Loksabha assured that, the non-Hindi people would continue English as an associate language so long as the

non-Hindi speakers wanted it. And assurance that was made good under the official language Act of 1963 became the cause of mass agitation and violence during the madras State Anti-Hindi Conference in 1965. And the Act was amended in 1967 which provided for the use of English as an associate language without any time limit. Thus this restoration period of English came and its status was modified by the Education Commission in 1964-66. Though Hindi was the official language, English rules the most.

Thus the history of ELT in India in post-independence time enjoyed high status and after independence also its demand was increased day by day. As Dr. Radhakrishnan, the chairman of Education Commission of India in 1948-49 recommended the continuance of the study of English. His opinion was that,

“English should be studied in high-schools and in the universities in order that we might keep ourselves in touch with the living stream of ever growing knowledge.”

Again in 1951-52 Dr. A.Lakshamana Swami Mudaliar, the Chairman of Secondary Education Commission also recommended the study of English in diversified course. In 1955, the University Grants Commission appointed a committee under Pundit H.N.Kunzru to examine the problem of the medium of instruction at the university stage. The committee also recommended adequate proficiency in English. And so on Dr.S.Kothari in 1964 recommended English as a library language in the field of higher education.

### **1.5 ELT in India Today: A Shifting Paradigm**

It is very factual that today India has such a vast infrastructure for teaching English to so many learners and the fact that quite a large number of institutions like Central Institute of English and the National Council of Educational Research and Training are constantly engaged in the process of experimenting with methods and materials of teaching English.

English started life in India as not just a foreign language, but as a much-hated language. From the despised instrument of oppression to the reluctantly adopted lingua franca to the status symbol of the upper classes to its position today as a second language, English has come a long way. In fact, it would not be an aberration to label it a first language for some echelons of Indian society. Just as the status of the language underwent constant reinvention, the whole ELT paradigm also travelled the complete gamut of modification. In the closing years of the twentieth century when English began to emerge as the global language, the Indian classroom was transformed because of the change in the environment of the learner.

The liberalization of the Indian economy ushered in all kinds of reasons to learn the language. While earlier in the century students who had specialized in English joined either teaching or the civil services, now a whole new spectrum of job opportunities has opened up. There are now call centers that need trainers to equip their employees with communication skills, there are multinationals who have been recruiting marketing staff that needed to be taught spoken English, there are medical transcription centers which need efficient translators and reporters. Those desirous of immigration to the west needed professional help for clearing tests like the IELTS. Hence, the avenues where ELT came to be required in India are unlimited today.

In spite of the slower rate of evolution, English Language Teaching in India has been widening in its approach and methods. The result is that there is an increasing tendency, scope and intent of reaching the end of the ELT cone. At its own eccentric pace, ELT in India is today in step with the rest of the world today. Where the issue of methodology is concerned, ELT seems to be in three transient stages according to the different levels of the paradigm and its demands:

1. The first level is that of the institutions run by the government, mainly primary, secondary and higher secondary schools. Since the primary goal of these institutions is to provide education at affordable and subsidized levels to the public, ELT teaching cannot be

placed at the widest end of the cone for the basic reason that the teachers there do not have much access to latest research and materials for reasons economic as well as geographic. Most of these institutions are the sole providers of education in rural and remote settings where they can fulfill adequately the basic requirements alone. In the urban locales the planning bodies are now moving towards up gradation through teacher training, syllabus modification and improved resources. In another decade or so, this level of ELT should be more communicative in nature with language and literature fully integrated.

2. At the second level are those institutions that are semi-government or are run by private managing bodies, assisted through government funds. These also include undergraduate colleges and postgraduate universities. Growth and development can be seen here in spurts. In some classrooms, teachers have reached the widest end of the cone, are aware of learners needs and adjust methodology accordingly and use a judicious blend of interaction and communication in the class. In others, an observer feels caught in a time warp with pure talk-chalk lectures that are mostly teacher-centered. The positive observation is that there are practicing teachers between these two poles, who are trying to change their teaching practice and are looking at alternate methodology. Just as there is a mixed bag of teaching practice, the institutions also range from indifferent to proactive. While there are places where even a small audio player is not accessible, there are administrators who have invested heavily in state of the art, perfectly equipped language laboratories.

3. The third level comprises pure private sector academies that undertake to make learners proficient English users within a stipulated period, of course by charging a fixed amount of fee. Since time means money for them, they are equipped with the latest materials like interactive multimedia software. Jobs in the academic area are few and far between, so an increasing number of qualified teachers find their way to these places. The teacher profile gets younger and younger, resulting in increasing amounts of innovation and experimentation where methodology is concerned. While teachers belonging to the first level are content to remain followers, the second level is being influenced by the third. When learners are in a rush as they need part-time employment or have an IELTS to clear, they often join academies in addition to their undergraduate classes.

When communicative language teaching was introduced in India in the 1980s, it was a dismal failure for the first few years because of the lack of the right context. This context stands established in India today, so learners are receptive and are actively encouraging more learner-centered classes. The context of the whole teaching situation started changing around the year 2000. Socio-economic factors played a major role in this change that is dynamic even today. The liberalization of the Indian economy led to the entry of many international brands into the learners' mindset. Call centers, shopping malls and trade fairs, all need young personnel, fluent in English. There is a mushroom growth of institutes and academies of the third category above, offering the whole range of proficiency in English from clearing the IELTS to speaking fluently. The Internet has played a major role in creating a resource-rich environment by giving a wide range of exposure to English. Becoming web-savvy has emerged as the need of the day and this is possible only through English. Now students have started to develop communication skills in a less threatening environment by using various sources of technology such as chat rooms, discussion forums, emails and now a days joining through social networking groups on Facebook, Twitter, WhatsApp, Skype, Gtalk, etc. It brings tremendous change for the craze over using English online. These are just a few of the factors that have created a panacea for the deadlock that ELT had found itself in.

ELT in India has come a long way from year 1880 when only 60% primary schools used English as the medium for teaching. Up to 1940, the grammar-translation method flourished and the spread of English remained confined to education and office circles, yet again in a haphazard manner. By 1970, structural linguistics started making its presence felt in Indian classrooms in the shape of drills and exercises. Around this time, all professional courses began to be taught in English, which had also become established as a library language and a subject for independent study. As compared to its establishment as an autonomous subject in other English-as-first-language countries around 1940, ELT emerged as an autonomous subject in India as late as 1980. Similarly, the language laboratory also became a part of the ELT paradigm around 1985 as compared to the 1940 of these countries. CALI or Computer Assisted Language Instruction reached most

classrooms in 1960 but it came to the Indian classroom around 1985; at present, in some places it has evolved into CALL or Computer Assisted Language Learning. Both CALI and CALL have not been adopted widely due to the obvious constraints of finance and the typically Indian mindset that learning cannot take place without the presence of a human teacher. While it is true that multinationals, call centers and some private institutes are encouraging CALL, it is CALI that has gained wider acceptance. Communicative Language Teaching reached both regions (India and the West) between the years 1970 – 1980, with the difference that the Indian context was not ready for CLT. Hence, it took around two decades to gain acceptance among learners and teachers. Language-literature integration gained recognition among teachers around the same time. India after 1995 has made up for the slow elephant years by broadening the apex of the ELT cone with a generous mix of so many methodologies that come under the generic category of CA or the Communicative Approach.

The results of all the changes listed above stand reflected in the classrooms where CLT is still practiced. The whole process of curriculum change is riddled with cumbersome and time-consuming procedures in India, so in spite of the limited success of CLT, it has not been removed from courses. This, in the long run, has been for the better because while on the one hand, the teachers have been able to familiarize themselves with its approach and methodology; on the other hand, the changed and changing context has encouraged its growing success today. Since learners are a part of the whole context, they are aware of the growing need for proficiency, both linguistic and communicative, in English. Today, more and more students take up part-time work (that requires proficiency in English) along with their studies, this was earlier an aberration, now is the norm. So, the question of proficiency in English still remains the same because most of the people in India started to know English but failed in proficiency.

## **1.6 ELT in Gujarat**

Gujarat becomes a separate state in 1960. Till then it was a part of the Bombay state. After

the bifurcation, the Bombay has introduced English from class V and Gujarat has introduced it from class VIII. It was to be taught in classes VIII and IX as a compulsory subject. It was to be an optional subject from X. The integration committee on secondary education held on 26<sup>th</sup> May-1960 declared that English could be taught voluntarily from class V to class VIII. The Gujarat government was anxious about the poor state of affairs in English language teaching and it announced a decisive policy on 2<sup>nd</sup> June-1960. But the results were not satisfactory. The Gujarat government has done a lot to better the state of English in Gujarat.

In the Desai committee report, the following decisions were stated:

- English would continue to be taught in standard VIII, IX, X and XI as a compulsory subject.
- School would be allowed to teach English as an optional subject from standard V and VII after school hours and the expenditure on this will have to be borne by the school from that private funds.
- An intensive course would be provided to students of standards VIII to XI by assigning more time in terms of hours to the English subject in the school timetable and adopting suitable method of teaching English effectively of their convenience.
- We can say that the situation of English in the state of Gujarat has remained in a state of flux. Till today students have lots of problem in the use of English .Since English has enjoyed the status of the medium of instruction in the higher studies in India, students desirous of studying out of state faced great difficulties in pursuing their education due to their inadequate knowledge of English. According to L.R.Desai (1961) committee report students need English for higher studies and for job opportunities.

“In the secondary school, our attempt should therefore be to lay a solid foundation of linguistic skill and power in English, which should enable the pupil even after leaving secondary school to continue the process of developing additional linguistic skill and power awarding to his need.”

Different methods have been used to teach English effectively. But not all the methods have been adopted in Gujarat. From 1960s to 1990s, the structural approach and the audio lingual method were reflected in the textbooks, but most of the teachers used the grammar translation method in the classroom. Now from 2004 communicative language teaching method has been used. The functional approach has been adopted. The textbooks are focused on the functions of the language. The functional approach is an outcome of CLT. Now students learn to use the language first and then learn it. They are now made to communicate in English in the classroom.

It has been observed that developing the curriculum as well as the new paper style in English is a priority of education in Gujarat. The Education Department of Gujarat has been projecting several programs to enhance the proficiency of English among the youth of Gujarat. In the last several years, the office of the commissioner of higher education, government of Gujarat has initiated three different programmed to improve the expertise of English language among the students of Gujarat, namely DELL (Digital English Language Laboratory), SCOPE (The Society For Creation and Opportunity through Proficiency in English) and KMPF (Knowledge Management Program for Faculty).

### **1.6.1 Primary Education System in Gujarat**

India's education system is divided into different levels such as pre-primary level, primary level, upper primary level, secondary level, higher secondary level, undergraduate level and postgraduate level. The Indian government lays emphasis on primary education up to the age of fourteen years, referred to as elementary education in India. The Indian government has also banned child labor in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labor are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country.

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Program (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programs.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in Gujarat and many states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for universalization of Education for All is the ‘Sarva Shiksha Abhiyan’ which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

### **1.6.2 Aims and Objectives of Teaching English in Gujarat at UPS Level**

Indian people consider English as a second language. It is studied as a compulsory second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in Gujarat is to help students to acquire practical command of English. In other words, it means that

students should be able to understand, speak English, read and write English. These are the basic aims of teaching English. The teacher should keep in mind the aims of teaching English. The teacher should always emphasize on the aims of teaching of English. It will help to teach effectively. These aims are as:

- 1) To enable to listen English with proper understanding.
- 2) To enable to speak English correctly. It means that producing sounds with the proper stress and intonation.
- 3) To enable the students to read English and comprehend and interpret the text.
- 4) To enable the students to write English correctly and meaningfully. For example, writing letters, applications, description and accounts of day to day events.
- 5) To develop confidence and competence in listening, speaking, reading and writing.
- 6) To enable the students to communicate in the class through different language activities.
- 7) To enable to acquire knowledge of the elements of English.
- 8) To enable to develop interest in English.
- 9) To increase students' ability to use planning, drafting and editing to improve their work.
- 10) To enable students to express themselves creatively and imaginatively.
- 11) To enable students to speak clearly and audibly in ways which take account of their listeners.
- 12) To enable students to become enthusiastic and reflective readers through contact with challenging and text level knowledge.
- 13) To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

### **Broad objectives**

When due account is taken of intrinsic abilities and varying circumstances, the English language curriculum should enable the students,

- To gain pleasure and fulfillment from language activity.
- To develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture.

- To learn to understand the conventions of oral language interaction and use oral language in a variety of social situations.
- To expand his/her vocabulary and develop a command of grammar, syntax and punctuation.
- To become fluent and explicit in communicating ideas and experiences.
- To explore and develop ideas and concepts through talk, directed discussion and writing.
- To identify and evaluate the key points, issues and central meaning of a text or oral presentation and organize efficiently the information gained.
- To justify and defend opinions and present a coherent argument orally and in writing.
- To use oral language to manipulate images in problem-solving.
- To express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing.
- To organize, clarify, interpret and extend experience through oral language activity and writing.
- To explore and express reactions to poetry, fiction and the arts, and refine aesthetic response through oral language activity and writing.
- To create, develop and sustain imaginary situations through talk, discussion and improvisational drama.
- To compose, relate and write his/her own stories and poems.
- To explore, experiment with and enjoy all the playful aspects of language.
- To develop print awareness, an understanding of the purposes of print, and a control over the different ways meaning is derived from print.
- To develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary.
- To develop an appropriate range of comprehension strategies.
- To develop an awareness of the richness and diversity of reading material available and read from a variety of texts of gradually increasingly complexity.

- To choose his/her reading material and engage in and enjoy sustained silent reading.
- To develop a sense of discrimination with regard to the use of language and images in the media.
- To write for different purposes and different audiences.
- To write in a variety of genres appropriate to school and outside needs.
- To learn to edit and refine writing and develop a sense of appropriate presentation.
- To develop a personal style of writing and learn to distinguish and to use appropriate levels of formality.
- To share writing and responses to reading experience with other children, and adults.
- To use computer technology in learning to write and for information retrieval.
- To enhance reading and writing development through the involvement of parents or guardians.

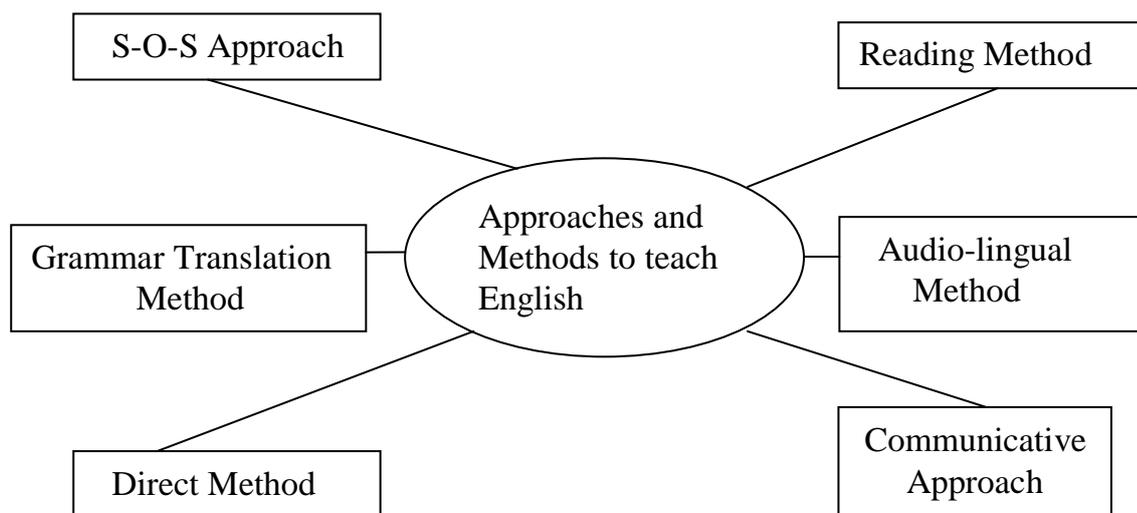
### **1.6.3 Problems of Teaching English in Gujarat at UPS Level**

- From the first Standard English is not introduced as a subject. So, many times teachers of Std. 6 to 8 have to teach them from the alphabets.
- Overcrowded classrooms.
- Students-Teachers ratio.
- Many times teachers have to handle/teach in more than one standard at the same time.
- Teacher's vacant posts.
- Students' background/Students from backward classes.
- In many schools, still special subject teachers are not recruited.
- Many teachers are inefficient in English. As a result they are just teaching English for the sake of teaching only.
- Lack of teaching learning materials.

- Proper tools are not available.
- Problem of discipline in the class.
- Passiveness of students for classroom activities.
- Fear of speaking in English.
- Syllabi are quite lengthy in a Semester System.
- Text books are not prepared as per the level of Government school students.
- Teachers are also appointed for other duties besides the classrooms like the board examination duty, election duty, population counting and in other surveys by Government. So, they cannot give much time in class.
- Lack of smart classrooms facilities.
- Lack of communication from both the sides.
- Lack of vocabulary.
- Students love for mother-tongue.

### 1.7 Approaches and Methods of ELT

Before 1960s, English was taught for literary purpose. The syllabi consisted different stories, poems, anthologies etc. Main focus was teaching English for literary purpose and not for functional one. Let us see the approaches and methods of teaching English.



**Figure 1.1: Approaches and Methods to Teaching English**

### **The Structural - Oral - Situational Approach (S-O-S Approach)**

The Structural Approach was developed at the University of Michigan and other Universities. It came as an alternative to the direct method of teaching English as a second language. It had its roots in Army Training Programs during world war second. The prominent linguists of this approach were Charles Fries, Harold Palmer and A. S. Hornsby. We find its advent in India in 1952.

The S-O-S (Structural-Oral-Situational) Approach is the presentation and practice of carefully selected and graded structures and basic sentence patterns in English. These sentence patterns are useful for the mastery of the language. In structural set up there is too little provision made for the exercises of communicative skills in the classrooms.

This approach does not help the learner to develop essential strategies for dealing with language in use. Here the focus is on usage and this will not help the learner to take part in meaningful communicative interaction in and outside the classroom. What is taught in the classroom is structural isolates and not language functions. These unities are taught adaptively and in a linear fashion.

### **The Grammar - Translation Method**

The Grammar Translation Method is an outcome of the formal teaching of classical languages i.e. Greek and Latin. As it is originated in Prussia it is also called Prussian Method in America. The main features of this method were (i) the teaching of the second language grammar and (ii) the practice technique was from and into the target language. This method aimed at teaching English with the help of grammar and translation.

### **The Direct Method**

This method is also called as reform method, natural method, psychological method and phonetic or oral method. It is evolved as a reaction to Grammar Translation method, in Europe. It is a method in which English is taught directly without translation or

grammatical analysis. So, it seeks direct association between experience and expression, between words, phrases and sentences and their meanings.

### **The Reading Method**

This method is developed by Dr. Michael West for pragmatic reasons. So, it is also called the new method or Dr. West's new method. Reading Method is based on the principle of purposeful silent reading, separate provision for special Readers with select and well graded vocabulary and a judicious use of mother tongue. Reading skill has been emphasized by this method.

### **Audio-lingual Method**

The audio-lingual Method is the result of the increased attention towards foreign language teaching in the United States towards the end of 1960s. It was basically emerged to protect Americans from becoming isolated from scientific advances made in other countries. The main focus of this method is an oral work. Quick and accurate responses are expected of the learners in speech situations. In spite of having the above reviewed approaches and methods (except Communicative Approach) to teach English, the learners have to face so many problems in the acquisition of English as far as communicative ability is concerned.

As a result the actual problems faced by the learners following mentioned approaches are as follows:

- (1) The learners cannot use English in normal spoken or written communication.
- (2) They have got the ability to compose sentences but can't use them to perform various acts of social nature.
- (3) They lack the ability to use sentences to ask questions, to make request, to seek permission, to place order, to seek and impart information, to describe, record and classify.

- (4) The 'structurally competent' but 'communicatively incompetent' learners know the grammar but lack the ability to be appropriate as well as fluent.
- (5) They do not know how to say in English a particular thing at a particular time.
- (6) After completing school education, the students cannot converse in day-to-day situations using appropriate English.
- (7) They cannot express likes, dislikes, inquiries, agreements, disagreements, feelings, ideas, thoughts and about personal information in English.
- (8) They fail to communicate, not because they lack ideas, thoughts but because they have not been taught so far how and when these communicative tasks and acts to be performed.
- (9) The students get very less exposure of listening, speaking and interacting English.
- (10) Many graduates can write well but cannot speak English or cannot communicate effectively.
- (11) They are taught the English language for literary purpose and not for communicative purpose.
- (12) Many times, second language learners think in their mother tongue and translate sentences into second language. So, naturally it takes time to communicate properly.
- (13) Students are not motivated to develop habit of thinking in English.

Up to the advent of Communicative Approach, some linguists argue that, much emphasis was given on the structures and lexical items which did not yield desirable results and found mentioned problems. Then Communicative Approach is introduced in the syllabi to solve language problems.

### **The Communicative Approach**

It was realized that the available methods could not develop the communication skill in the learners. To solve this problem the council of cultural co-operation developed functional syllabus. It was also called functional notional syllabus. Communicative Approach is a natural extension of this functional notional syllabus. The movement regarding this approach took places in 1970s. In the last decade, this Communicative Approach to teach English was introduced in India. An approach tells us what is to be

taught. So, this approach tells us that the main focus is on teaching communication to the students. It indicates that the English teachers should make the students able to use different communicative skills effectively viz. listening, speaking, reading and writing. Hence, this approach was adopted for teaching English from June 1993.

The communicative approach is a learner centered approach. Here the main focus is on meaning and not on form. It tries to equip the learner with both linguistic competence and socio-linguistic competence. Linguistic competence means grammatical competence and socio-linguistic competence is the appropriateness and socio-cultural significance of an utterance. The teacher's task is to highlight both these factors.

Communicative language teaching deals with real discourse, not the components of discourse. The learner encounters a variety of grammatical items as opposed to one item at a time in the structural approach. He learns things by using the language. He is involved in problem-solving activities. In a situation, the learner is confronted by the task of discovering how to learn the language.

### **1.8 Communicative Approach at UPS Level in Gujarat**

Naturally the teachers are expected to concentrate on teaching English as a language of communication and not as a language of literature. Thus, it is clear that, it is the need of the time to teach English communication. If a student of English, doesn't know Tennyson or Wordsworth, will do; but he must know how to speak English in various situations occurring in his day to day life. Hence, the present curriculum of English subject has been designed according to Communicative Approach.

Language acquisition takes place at a high speed at upper primary level i.e. from std. 6th to 8th. Naturally it is advisable to teach English using functional, skill based - communicative syllabus. Learning a language is acquiring 5 skills - listening, speaking, reading, writing and interacting. In order to inculcate these skills, the syllabus for upper

primary schools was prepared as per the recommendations of National Policy of 1986 on Education. The textbooks of English language were prepared by GCERT. These textbooks were based on skill based approach, Communicative Approach. The books were published from the academic year 2012. It is realized that the problems of teaching English (according to the expectations of Textbook Bureau) are faced by the teachers. While using the Communicative Approach for teaching English, the teachers face many difficulties. The concept of Communicative Approach was not clear to the teachers. Hence, there were so many problems in teaching English by Communicative Approach also.

## **1.9 Language Testing**

### **1.9.1 History of a Language**

To know what ‘history of a language’ is, it is needed to know what history is. The oxford English dictionary defines history as,

- (i) ‘A relation of incidents.’
- (ii) ‘A written narrative constituting a continuous methodical record, in order of time, of important or public events, especially those connected with a particular country, people, individual etc.’
- (iii) ‘The formal record of the past, especially of human affairs or actions.’

In history of the English language, there are two ways of looking at the ‘incidents’, at the events and changes, that happened in the past in relation to the English language. (a) Internal, and (b) external. In the internal history, language is considered as an autonomous system. Language itself is seen as a kind of organism with its own laws of change. Here one can examine the changes in the structure and the word-stock of the language without a necessary reference to the external causes. [E.g. the pronunciation or the sound values of a language are bound to change over a period of time on account of the fact that the language is spoken by so many different people.]

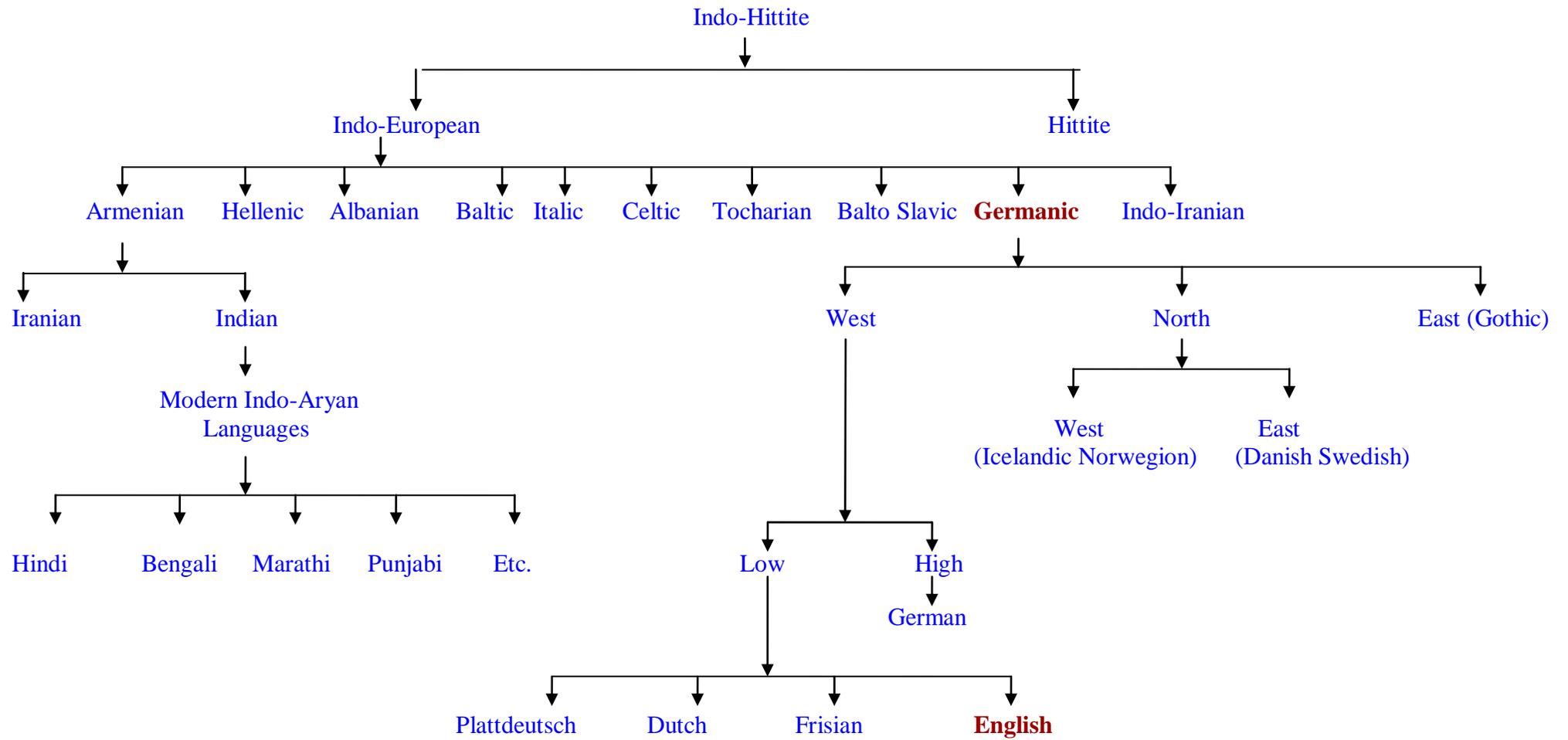
On the other hand, in the external history, such changes in the sound system are seen as

consequences of contact with some other language or languages.

- Robert Cawdrey's *A Table Alphabatical* is the first all English dictionary which appeared in 1604.
- Dr. Johnson's *Dictionary* in 1755.
- The new *English Dictionary on Historical Principles* appeared from 1884 to 1928. ( It was revised and reprinted with a supplement as 'The Oxford English Dictionary' in 1933.)
- John Walker produced in 1791 *A Critical Pronouncing Dictionary* based on the percept that the best pronunciation is one that accord with spellings.
- Daniel Jones in 1917 published the *English Pronunciation Dictionary* to record the pronunciation used by a considerable member of typical southern English people in ordinary conversation.

It is said English perhaps started as the speech of some Germanic tribes in Europe and through a series of changes brought about by migrations, invasion, conversions, settlement and colonization assumed its present position. The Germanic speech group itself constitutes a branch of the Indo-European family of languages.

**Fig No. 1.2: Indo-European Family of Languages**



As mentioned earlier Modern English belongs to the Germanic group of Indo-European languages. In the history of the making of English, some movements and events stand out like;

- Fifth and sixth century migration of the three Germanic tribes, Jutes, Saxons and Angles (now known as England).
- St. Augustine's arrival in 597 and the conversion of England to Latin Christianity.
- 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> century Scandinavian invasions.
- The Norman Conquest in the 11<sup>th</sup> century.
- The revival of learning in the 16<sup>th</sup> century.
- The settlement of North America, Australia and South Africa by the English-speaking people in the 19<sup>th</sup> century and the political colonization of India and others in the same century.

English has started to develop continuously. In this development, it is divided in three main periods. This division of periods is also a matter of convenience but one in which it is possible to recognize certain distinguishing characteristics in each period. The three periods are:

1. Old English : 450 -1100
2. Middle English :1100-1500
3. Modern English :1500-present

### **1.9.2. What is Language?**

The language is the source of the knowledge. It has preserved our ancient culture, wisdom and philosophy. These have been various, often conflicting, views about the nature of language.

According to an ancient linguist of India, Patanjali,

“Language is that human expression which is uttered out by speech organs.”

In the Encyclopedia Britannica, it is defined as,

“A system of conventional spoken as written symbols by means of which

human beings, as members of a social group and participants in its culture communicate”.

According to Oxford Advanced Learner’s Dictionary,

“Language is a system of sounds, words, patterns etc. used by humans to communicate thoughts and feelings.”

### **Language as a system of Communication:**

Collins’s (2014) Essential English Dictionary defines language as,

“1. A system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.

2. Language is the ability to use words in order to communicate. Human being has this ability but animals do not.”

Human beings alone use language for communication. As Dwight Bolinger (1981) mentions,

“Language is species-specific...”

Language is not the means of communication among human being. There are a number of other ways in which men communicate with one another such as gestures, singing, dancing, acting, drawing, carving in wood or stone, the sounding of horns or shells, the ringing of bells and so on. Language is one of the most important characteristic forms of human behavior. It is man’s ability to use language for purposes of communication that distinguishes him from other animals.

Robert Lado, a linguist, is of the following view,

“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.”

**Language as a system of system:**

A language is not a random collection of sounds and forms, but a highly organized system in which each unit has its own place and value. It is said to be structured at the following four levels.

1. Phonological level
2. Morphological level
3. Syntactic level
4. Graphic level

**Animal Communication and Human Communication:**

Human language is different from that of animal communication system. Though animals, birds etc. do not possess a verbal language but they succeed in communicating different thing by barking, mewling, chirping etc. In fact animal communication has no internal structure other than that involved in the actual physical production of signals. The number of signals used is limited, their performance therefore is repetitive. None of the animal communicative system even remotely approaches the variety, complexity and creativeness of human language.

Human language is creative in nature. Human beings can produce a variety of sentences to express a variety of thoughts in a variety of situations. Creativity and innovation may be said to be the distinguished features of language called linguistic creativity.

**Language as a Skill:**

Language is essentially a skill. Language is a complex skill involving four sub skills Listening, Speaking, Reading and Writing. The first two skills are intimately related to each other, though one is a recognition skill and the other is a production skill. In addition, both skills depend almost entirely on the learner's knowledge of the pronunciation of words and the articulation of sounds in the language. Listening and Speaking demand the exercise of the auditory and speech organs. Therefore, we call these skills Aural-Oral skills. Reading and Writing involve the visual and the psycho-motor organs. Hence, they are called graphic motor skills.

### **1.9.3 What is testing?**

Testing is a universal feature of social life. Throughout history people have been put to the test to prove their capabilities. Testing in education and psychology is an attempt to measure a person's knowledge, intelligence, or other characteristics in a systematic way. There are many types of tests. Teachers give tests to discover the learning abilities of their students. They also give tests to see how well students have learned a particular subject. Some tests help people to choose a vocation, and other tests help them to understand their own personality.

Traditionally, language testing at the undergraduate level in Gujarat, as is the case elsewhere in the country is seen and used as an instrument of measuring achievement and, to a certain extent, proficiency in English language. This is true in case of the students who might be planning to specialize in English language and literature. In case of the others, it does not seem to matter whether or not students can write their examinations in any subject of specialization, which they may be following, in correct English. So much for the level of proficiency in English then! These have been complaints that testing of English suffers the serious handicap of testing memory rather than the extent of achievement or the level of proficiency.

There is a lot of published material on discrete point tests, tests designed to measure reading ability, Criterion and norm referenced tests, integrative tests including cloze and dictation tests, tests for measuring spoken and written production, and tests designed to measure communication skills. Much of the printed space in well-known journals is devoted to a discussion on proficiency tests or tests devised to quantify communicative language ability. While the former type of tests were a great attraction in the 60s, 70s and early 80s. In the 20<sup>th</sup> century, the later type of tests pushed them into the second place.

“Testing” is a process of involving the measurement of an individual's knowledge in a subject area in terms of skills mastered. Institutions of higher learning including universities administer tests to assess the extent to which their students have been

successful in mastering certain skills. Testing not only allows the paper-setters or examiners but also ascertain the gaping holes in learning, so as to plug them through remediation.

To define the word “Test” many definitions are given as:

- “As a systematic procedure for observing and describing one or more characteristics of a person with the aid of either a numerical scale or a category system.” (Cronbach, 1970)
  
- A Dictionary of Education (1981) gives the following definition:  
“A test is a compact task or series of tasks designed to ascertain the merit or quantity of something. Educational tests constitute a series of items for which a score is obtained. Depending on how they are constructed, they can serve a purpose.”
  
- The International Dictionary of Education (1981) explains test as,  
“(1) Any method by which the presence of quality or genuineness of anything is determined. (2) Examination to evaluate the performance and capabilities of a student or class (e.g. knowledge of a subject). (3) Procedure for eliciting responses upon which appraisal of the individual can be based (e.g. intelligence). (4) Process of detecting the presence of an ingredient in a compound, or of determining the nature of a substance”.

Following are the important elements of a test as contained in the above definition:

1. A test often implies the presentation of a standard set of questions to be answered for tasks to be performed by a student.
2. The student is to take the test independently.
3. The tests result in a measure (a numerical value of a characteristic of the student).
4. The test often provides a quantitative comparison of the performance of students.
5. It is a technique that yields only a verbal description: for instance, an interview

technique is not a test.

6. A test is to be completed in a given time.

7. Devices such as checklists and rating scales etc. are not included in the test classification even if they yield quantitative results, they are typically filled in by the teacher and do not consist of questions to which the student is not to respond.

#### **1.9.4 What is Language Testing?**

Testing of English language has a long history. Many Surveys, articles on this subject are published at the end of every decade. Alan Davies (1979) is credited with having published the first one covering the decades of the 1960s and 1970s in Language Teaching and Linguistics Abstracts. Peter Skehan had conducted the second well-known survey in 1989 covering a decade from 1979 to 1989 and it was published later in the 1990s in one of the issues of the journal, Language Testing.

Many language test may conjure up an image of an examination room, a test paper with questions, desperate scribbling against the clock or a chair outside the interview room and a nervous victim waiting with rehearsed phrases to be called into an inquisitorial conversation with the examiners. But there is more to language testing than this.

Testing is a significant aspect of any teaching program. In language testing, it is the language that must be tested. Testing the second language is different from that of the testing the mother-tongue. The variables in language testing are as follows:

1. The elements (grammar, vocabulary, spelling, pronunciation)
2. The skills (LSRW)

Language testing is the name given to a type of test designed to measure the linguistic competence of the learners. In Layman terms, language can be divided into sound, grammar and meaning. Sound in the form of pronunciation in oral expression falls within the scope of two sciences that study them. Phonetics (the science of articulation of sounds)

and phonology (the science of sounds that studies production and distinctive features of sounds in a language, stress, rhythm and intonation etc). Their equivalents in written expression are graphitic (the science of formation of graphemes) and graphology (the science of graphemes that studies production, manipulation and distinctive features of graphemes in a language, punctuation etc.). Grammar can be subdivided into four parts: lexes, syntax, morphology including word compound and even etymology. Meaning is governed by two sciences: semantics (the science of meaning that is logic based) and pragmatics (the science of meaning in a social context). Linguistic competence involves all these, and any good test of language skills would take a holistic view of these present simultaneously. We tend to measure competence through performance on task set around points of grammar and usage, comprehension, composition and so on. Unfortunately, oral expression does not figure on testing packages used in university examinations except on professional courses like BBA, BCA, B.E. (IT), MBA etc.

Most of the language tests that are used by institutions of higher learning are achievement or progress tests because institutions use the results from these to make “pass-fail” decisions taken for the purpose of promotion or detention. Achievement tests do not help us to test general ability for learning but the amount of learning that has taken place whatever be the branch of learning. Much depends on the testing practices involved. However, we need to understand the meaning of the word “practices”.

### **1.9.5 Language Testing Today**

Language testing today reflects current interests in teaching genuine communication, but it also reflects earlier concerns for scientifically sound tests. Testing during the last century and the early decades of this one were basically intuitive, or subjective and dependent on the personal impressions of teachers. After the intuitive stage, testing entered a scientific stage, a time that stressed objective evaluation by language specialists. We are now in a communicative stage, a time when we emphasize evaluation of language user rather than language form.

During the long intuitive era, teachers, untrained in testing, evaluated students in a variety of ways. Facts about English often weighted as heavily as skill in using the language. As a result, students had to label parts of a sentence and memorize lists of language patterns (I am, we are, you are, he/she/it is, etc.). Another characteristic of these rather subjective tests was abundant writing in various forms including translation, essay, dictation, précis, and open-ended answers based on reading comprehension. Some of this evaluation was quite sound, especially for advanced students. There was also reliance upon knowledge of grammatical information exemplified by directions such as, “Rewrite the following sentences substituting the present perfect continuous form of the verb.”

The scientific era followed the intuitive stage in testing. During the scientific era, many changes occurred. Testing specialists with linguistic training entered the scene. Careful linguistic description suggested that language mastery could be evaluated “scientifically” bit by bit. Objective tests were devised that measured performance or recognition of separate sounds, specific grammatical features, or vocabulary items. These tests often used long lists of unrelated sentences that were incomplete or that contained errors in grammar or usage. Students completed or corrected those sentences by selecting appropriate multiple-choice items. Subjective written tests began to be replaced by objective tests because the latter could be scored consistently even by untrained people. Specialists started to evaluate tests statistically, looking at the effectiveness of each question and measuring the examination’s reliability and validity. The new tests and statistical procedures contributed to a growing body of language research. Among the interesting by-products were language aptitude tests, which were designed to predict success in learning a second language.

Tests today are mainly concerned with evaluating real communication in the second language. In the communication era of testing, we feel that the best exams are those that combine various sub skills as we do when exchanging ideas orally or in writing. In particular, communicative tests need to measure more than isolated language skills. They should indicate how well person can function in his second language. Fortunately, in

constructing tests today, we don't need to turn our backs on the development of the scientific period. Earlier, as we recall, there was a movement from rather subjective to highly objective testing. Today's tests tend to use the best feature of these two extremes. A relatively new test type, the cloze, reflects this compromise: From a story or essay, words are removed at regular intervals (every seventh word, for example). After considering the context, the examinee has to fill in the missing words. Thus, the task is holistic- that is, grammar and vocabulary and overall meaning are tested simultaneously. But the scoring is quite objective.

Good tests can be written without requiring students to use any of the linguistic terminology so common in earlier evaluation. Secondly, certain exam types are now in rather restricted use- for example, translation tests are seldom used nowadays, although they occasionally show up on tests for advanced students or on specialized tests for translator and on overseas leaving exams where translation is still part of the curriculum. Similarly, précis writing seems generally more appropriate for native speakers or advanced ESL students in an academic setting where the ability to summarize may be important.

Dictation tests, which were criticized during the scientific period, again have rather widespread acceptance. The essay is likewise widely used once more for classroom testing at intermediate and advanced levels. And objective tests are common-place. Over the years they have been used to measure all of the language skills. Now, a principal classroom application of objective exam is to evaluate progress in area such as vocabulary and grammar. Cloze, a relative newcomer in language testing is already being used around the globe.

### **1.9.6 Testing the language elements**

In order to isolate the components of the language skills for both teaching and testing purpose we should look closely on the following equipments.

- (i) Phonology (concerned with pronunciation, stress and intonation)
- (ii) Vocabulary (concerned with word meanings and word arrangements)

(iii) Grammar

**(i) Tests of Phonology**

Tests items designed to test phonology might attempt to assess the following sub skills: to recognize and pronounce the significant sound contrast of a language: to recognize, and use the stress patterns of a language, and to hear and produce the melody or the patterns of the tunes of a language (i.e. the rise and fall of the voice).

**(ii) Tests of Vocabulary**

A test of vocabulary measures the students' knowledge of the meaning of certain words and word groups. Such a test may test the students' active vocabulary (the words one should be able to use in speaking and writing) or his passive vocabulary (the words he should be able to recognize and understand when he is listening to someone or whom he is reading). Obviously, in this kind of test the method used to select the vocabulary items (=sampling) is of the utmost importance.

**(iii) Tests of Grammar**

These tests measure the student's ability to manipulate structures and to distinguished appropriate grammatical forms from in appropriate ones. To test grammar, multiple choice type questions should be asked. The term multiple choice is used because the testee is required to select the correct answer from a choice of several answers (only one answer is correct for each item). The word item is used in preference to the word question because the latter word suggests the interrogative form. Many test items are, in fact, written in the form of statements.

**1.9.7 Testing the language skills**

Four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. In many teaching situations it is desirable that areas of the language are first presented orally before reading and writing are practiced. Where this is the case, it is important for the test writer to include those types of questions which appear relevant to the ability to speak the language. E.g. questions testing the student's ability to manipulate structures encountered in the spoken language and to make the correct response to given stimulus.

Success in traditional examinations all too often simply demonstrates that the student has been able to perform well in the examination he has taken and very little else. For example, the précis exercise (one of the important components of many traditional examinations) measures a skill which is more closely associated with examinations and answering techniques than with language used in real-life situations. In this sense, the traditional examination may tell us relatively little about the student's general fluency and ability to handle the target language, although it may give some indication of the student's ability in some of the skills he needs as a student.

Ways of assessing performance in the four major skills may take the form of tests of:

- (1) Listening (auditory) comprehension in which single utterances, dialogues, talks and lectures are given to the testee:
- (2) Speaking ability, usually in the form of an interview, a picture description and reading aloud:
- (3) Reading comprehension in which questions are set to test the student understanding of a written text, and
- (4) Writing ability, usually in the form of essays, letters and reports.

It is the test constructor's task to assess the relative importance of these skills at the various levels and to devise an accurate means of measuring the student's success in developing these skills. Many test writers consider that their purpose can best be achieved if each separate skill can be measured on its own. But it is usually extremely difficult to separate one skill from another, for the very division of the four skills is an artificial one and the concept itself constitutes a vast simplification of the issues involved in communication.

Accepting the most practical, reliable and valid concept of the word 'test', one has to know in detail about the type of the test

### **1.9.8 Types of Test**

There is a variety of tests according to the purpose, function, design, suitability and utility. As discussed, testing of language is different from that of other subjects. For the purpose of language testing, most useful kinds of tests are:

- (a) Progress Tests
- (b) Achievement/ Attainment Tests
- (c) Aptitude Tests
- (d) Diagnostic Tests
- (e) Proficiency Tests

**(a) Progress Tests:**

Most classroom tests take the form of progress tests, since they assess the progress which students have made in mastering the material taught in the classroom. Progress tests are often given to motivate the student. They also enable the teacher to assess the degree of success of his teaching and helping him to identify areas of weakness or difficulty.

**(b) Achievement/Attainment Tests:**

The term achievement and attainment are generally used to refer to more formal tests which have been designed to show mastery of a particular syllabus (e.g. end of year tests, school-leaving examinations, and public tests). These tests are similar to class progress tests in the sense that they are generally based on a syllabus and measure what has been taught and learnt. However they are rarely constructed by the classroom teacher for a particular class and they are designed primarily to measure individual performance rather than to act as a means of motivating students or reinforcing learning.

**(c) Aptitude Tests:**

Aptitude tests measure the students' probable performance in learning a foreign language, showing whether the student has any special aptitude for learning a new language. Will he experience difficulty in identifying the sounds of the new language or its grammatical structure? Such questions can help us to decide the probable success rate.

**(d) Diagnostic Tests:**

Many progress, achievement and proficiency tests can be used as diagnostic tests to some degree, enabling the teacher to identify specific areas of weakness and difficulty so that he can be able to plan the most appropriate remedial program. A diagnostic test is primarily designed to assess the students' knowledge and skills in particular areas before a course of study begun.

**(e) Proficiency Tests:**

The term "proficiency test" is explained in the following words:

"Proficiency tests measure a student's achievement in relation to a specific task which he will later be required to perform. For example, does a student know enough English to follow a particular course given in the medium of English? Or to do a particular job requiring use of English proficiency tests rarely take into account of any syllabus which the student has followed since they are concerned with future performance rather than past achievement and are often administered to students from various language background." (Heaton, 1975)

While an achievement test looks back on what should have been learnt, the proficiency tests look forward, defining a student's language proficiency with reference to a particular task which he will be required to perform. Proficiency tests are in no way related to any syllabus or teaching program. In fact, many proficiency tests are intended for students from several different schools, countries and even language backgrounds. The proficiency test is concerned simply with measuring the student's control of the language in the light of what he will be expected to do in his further performance. Does the student know enough English, for example to follow a certain university or college course given in the medium of English? Does he know enough English in order to functioned efficiently in a particular type of employment for which he applied? The proficiency test is thus concerned with measuring not general attainment but specific skills in the light of language demands made later on the student for his future course of study or job.

### **1.9.9 Characteristics of a good test**

The following fundamental characteristics are required in a good test:

- (a) **Validity:** A good test should possess validity that is; it should measure what it is intended to measure and nothing else. If a test does this, it is said to be valid.
- (b) **Reliability:** A test cannot be valid unless it is reliable. If the test puts several students in a different order of merit when it is administered a second time (provided that neither teaching nor learning has taken place in the interval), then the test lacks reliability. Furthermore, if two or more examiners award different marks for the same answer, the test also lacks reliability.
- (c) **Discrimination:** Many classroom tests are not constructed with the primary purpose of discriminating between testees, since their aim is to assess the extent to which the class as a whole has mastered a particular syllabus. However, most other tests (e.g. school-leaving examinations) are designed to show the differences as widely as possible among the testees.
- (d) **Back wash:** The term backwash (also sometimes referred to as wash back) refers to the effects of a test on teaching. If a test has good backwash effects, it will exert a good influence on the learning and teaching that takes place before the test or even afterwards in each cycle of teaching/testing.

### **1.10 The Problem:**

**Rajkot Municipal Corporation Upper Primary School Teachers' Proficiency in English: A Study**

### **1.11 Definition of the Basic Terms Employed**

#### **Proficiency (Language Proficiency):**

Good (1973) has explained the term proficiency as:

“(I) the degree of ability, already acquired,  
(II) Skills in a comprehensive sense, including not only motor or manual activities but also activities such as competence in language, book-keeping, economics, mathematics.”(P.441)

“Proficiency refers to the degree of skill with which a person can read, write, speak or understand language.” (Richard, 1987)

“Proficiency is advancement in knowledge or Skill, Progress”. (Webster, 1448)

Richards, Platt and Weber (1987) in their Dictionary of Applied Linguistic defines the term as,

“Language proficiency refers to the degree of skill with which a person can use a language such as how well a person can read, write, speak or understand language.”

### **RMC:**

RMC refers to Rajkot Municipal Corporation.

### **Upper Primary Schools:**

Upper Primary Schools refer to the three years of compulsory primary schooling including standards VI, VII, VIII.

### **Study:**

According to the Dictionary of Education study means:

“(I) Application of mind to a problem or subject.

(II) An investigation to a particular subject or published findings of such an investigation.” (Carter 442)

The New World Dictionary gives its meaning as:

"Careful attention to, and critical examination and investigation of, any subject, event etc; as after study of the matter, the judge gives his decision.” (Webster, 1962)

## **1.12 Objectives of Proposed Research**

1. To construct the proficiency test using the test items based on the areas covered under the study.
2. To estimate the validity of the proficiency test.
3. To estimate the reliability of the proficiency test.
4. To study the proficiency in English in terms of Vocabulary, Functional Grammar and Reading Comprehension of the teachers working in the Rajkot Municipal Corporation (referred to as RMC hereafter) Upper Primary Schools.
5. To compare the proficiency of the teachers in relation to the Sex.
6. To compare the proficiency of the teachers in relation to the Age.
7. To compare the proficiency of the teachers in relation to the Educational Qualification.
8. To compare the proficiency of the teachers in relation to the Teaching Experience.
9. To compare the proficiency of the teachers in relation to the Special Subject/Method.
10. To establish Norms.
11. To suggest remedies.

## **1.13 Hypotheses**

1. There is no significant difference in the mean score of vocabulary of the teachers working in the RMC Upper Primary Schools in relation to the Sex.
2. There is no significant difference in the mean score of functional grammar of the teachers working in the RMC Upper Primary Schools in relation to the Sex.
3. There is no significant difference in the mean score of reading comprehension of the teachers working in the RMC Upper Primary Schools in relation to the Sex.
4. There is no significant difference in the mean of overall score of the proficiency test of the teachers working in the RMC Upper Primary Schools in relation to the Sex.
5. There is no significant difference in the mean score of vocabulary of the teachers working in the RMC Upper Primary Schools in relation to the Age.

6. There is no significant difference in the mean score of functional grammar of the teachers working in the RMC Upper Primary Schools in relation to the Age.
7. There is no significant difference in the mean score of reading comprehension of the teachers working in the RMC Upper Primary Schools in relation to the Age.
8. There is no significant difference in the mean of overall score of the proficiency test of the teachers working in the RMC Upper Primary Schools in relation to the Age.
9. There is no significant difference in the mean score of vocabulary of the teachers working in the RMC Upper Primary Schools in relation to the Educational Qualification.
10. There is no significant difference in the mean score of functional grammar of the teachers working in the RMC Upper Primary Schools in relation to the Educational Qualification.
11. There is no significant difference in the mean score of reading comprehension of the teachers working in the RMC Upper Primary Schools in relation to the Educational Qualification.
12. There is no significant difference in the mean of overall score of the proficiency test of the teachers working in the RMC Upper Primary Schools in relation to the Educational Qualification.
13. There is no significant difference in the mean score of vocabulary of the teachers working in the RMC Upper Primary Schools in relation to the Teaching Experience.
14. There is no significant difference in the mean score of functional grammar of the teachers working in the RMC Upper Primary Schools in relation to the Teaching Experience.
15. There is no significant difference in the mean score of reading comprehension of the teachers working in the RMC Upper Primary Schools in relation to the Teaching Experience.
16. There is no significant difference in the mean of overall score of the proficiency test of the teachers working in the RMC Upper Primary Schools in relation to the Teaching Experience.

17. There is no significant difference in the mean score of vocabulary of the teachers working in the RMC Upper Primary Schools in relation to the Special Subject/Method.
18. There is no significant difference in the mean score of functional grammar of the teachers working in the RMC Upper Primary Schools in relation to the Special Subject/Method.
19. There is no significant difference in the mean score of reading comprehension of the teachers working in the RMC Upper Primary Schools in relation to the Special Subject/Method.
20. There is no significant difference in the mean of overall score of the proficiency test of the teachers working in the RMC Upper Primary Schools in relation to the Special Subject/Method.

#### **1.14 The Design of the Research Process**

The design of the research work is based on the following three stages:

##### **A. Preliminary Work and Expert's Opinion**

Preliminary work for the research is based on the interviews, feedbacks and reviews of the teachers who are teaching English at the UPS. It is a survey-based study, focusing on the types, lengths and contents of tests. After being familiarized with standard tools of testing and proficiency, the researcher will present its possible implementation in the sample classes. Prior to that, a study of the extant English Textbooks in the UPS Standard Six to Eight will help her to arrive at certain conclusions.

##### **B. Constructing the Standardized Test**

The research will be developed by constructing the standardized test in accordance with the opinion of experts. The researcher will prepare a test containing necessary skill-building language items of English. It covers the testing in English grammar, vocabulary, comprehension and communication.

### **C. Implementation of the Test**

After constructing the standardized test the researcher will give it to the selected school teachers of RMC and test their proficiency level. The researcher will analyze the test items and collect the data. Thus from the survey of the test researcher will suggest some points for proficiency improvement of the teachers.

### **1.15 The Significance of the Proposed Research**

Large number of studies is taken up these days in universities across India to understand the issues in the English Language Teaching. Apart from other aspects such as development of science and mathematics, one has to first of all think about the language abilities that are at the base of all cognitive development. The focus on Primary education is the most important pathway in one's journey towards the world of knowledge and education. Therefore an effective primary education system is highly necessitated in a country like India which gives prime importance to education in its progress.

English Language Teaching at present in primary education is far from satisfactory. Voices are raised in various circles concerning issues like indiscipline, lack of fluency, incorrect pronunciation, low level of attainment, boredom (of teachers & the taught) and other similar problems. A major cause of these concerns is the low level of proficiency. Especially, the proficiency of the teachers of English affects the entire process of English Instruction. Without quality teachers, it is impossible to impart effective education. The curriculum, instructional devices and other facilities are secondary to teacher in the learning process.

In the recruitment process of 'Vidyasahayak' Teachers in 2011, Government has started to appoint the 'Language Teachers' who are supposed to teach all the languages at the upper primary level including English also. As a result, in many of the schools, the teachers of languages have to teach English without the proper proficiency in English grammar, vocabulary, comprehension and communication. So, before improving the level of students

it is necessary to study and improve the proficiency of the teachers who are teaching English subject.

### **1.16 The Limitations of the Proposed Research**

1. The study is restricted with limited sample and variables.
2. This research is limited for the upper primary school teachers only and not for lower primary school teachers.
3. Being a paper-pencil test, listening and speaking skills remain untouched.
4. The proficiency test used as a tool is based on the MCQ, subjective questions are not included.

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