CHAPTER I

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1.10 OVERVIEW

This chapter brings out the conceptual framework of the study so as to provide the introductory phase of the report. It comprises nine sections. The first section outlines the overview of the entire chapter. The second section gives definitions, meaning and explanations for the concept of education. The third section highlights the importance, uses and objectives of English in general. The fourth section brings out the importance of teaching English as a second language in India and deals with the technology, methods and strategies of teaching English, diagnosis and the need for remediation in English language. The fifth section brings out the Remedial Intervention through Communicative Approach - a Task Based Approach. The sixth section deals with evaluation, diagnostic test, and achievement test. The seventh section briefly defines psychology, educational psychology, aptitude, attitude, achievement motivation and family climate. The eighth section gives an account of the background of the study. The last section is documentation.

1.20 EDUCATION

The imperative character of education for individual growth and social development is now accepted by everyone. Investment in the education is considered as most vital by all modern nations. Such an investment understandably acquires top priority in developing countries. Education in one sense or another, appears to be as old as the human race, though in course of time it’s meaning and objectives have inevitably undergone certain changes. The root meaning of education is given as bringing up or leading out or making manifest the inherent potentialities in a pupil. Broadly speaking, education refers to any act or experience that has a formative effect on the personality of an individual. Such a view of education will include all of life’s experiences. In a technical sense, however, education refers to the process by which society, through its different institutions, deliberately transmits its cultural heritage to its youth its accumulated values, knowledge and skills from one generation to another.
Education is often regarded as synonymous with learning, as the acquired experience of any sort—intellectual, emotional or sensory motor. Education is a product of experience. It is the process by which and through which the experience of the race i.e., knowledge, skills and attitudes are transmitted to the members of the community. John Dewey speaks of “education as that reconstruction or reorganization of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences.” Education is a threefold process of imparting knowledge, developing skills and inculcating proper interests, attitudes and life values.

Life involves a constant and continuous modification of experience. Ideas change, attitudes and skills undergo an alteration. Education is the process of helping the child to adjust to this changing world. Such an adjustment is not a ‘somehow’ one but a superior adjustment. The best type of education is that which guides the immature child to live his life richly and abundantly, at the same time to contribute to social betterment. Webster defines education as the process of educating or teaching. To educate is further defined as “to develop the knowledge, skill, or character of...” Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Unfortunately, this definition offers little unless we further define words such as develop, knowledge, and character.

What is meant by knowledge? It is a body of information that exists “out there”—apart from the human thought process that developed it. If we look at the standards and benchmarks that have been developed by many states—or at E.D.Hirsch’s list of information needed for cultural literacy, we might assume this to be the definition of knowledge. However, there is considerable research leading others to believe that knowledge arises in the mind of an individual when that person interacts with an idea or experience. This is hardly a new argument. In ancient Greece, Socrates argued that education was about drawing out what was already within the student. The latest ideas embedded in the mind are formed into proper shape by the impact of the new knowledge gained. A reaction takes place and new refined thoughts and ideas spring forth. There is a dangerous tendency to assume that when people use the same words, they perceive a situation in the same way. This is rarely the case. Once one gets beyond a
dictionary definition—a meaning that is often of little practical value—the meaning we assign to a word is a belief, not an absolute fact. Here are a couple of examples.

Eric Hoffer says, “The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents and children are students together.”  

According to Emma Goldman, “No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of the child. The effort of every true education should be to unlock that treasure.”

Education should bring out the curiosities lingering in the child’s mind, enable it to learn more and produce its own concepts, born out of the effect of learning. The thirst to learn more should also be kindled in the learner.

In the words of Ayn Rand, “The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past and he has to be equipped to acquire further knowledge by his own effort.”

Bill Beattie opines, “The aim of education should be to teach us rather how to think, than what to think—rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.”

That sort of innovative thinking is the true result of learning, proving that learning has really taken place.

As per Bishop Creighton’s words, “The one real object of education is to leave a man in the condition of continually asking questions.”

These quotations demonstrate the diversity of beliefs about the purpose of education. How would you complete the statement, “The purpose of education is...”? If you ask five of your fellow teachers to complete the sentence, it is likely that you’ll have five different statements. Some will place the focus on knowledge, some on the teacher, and others on the student. Yet people’s beliefs in the purpose of education lie at the heart of their teaching behaviors.

Education has no function except that of leading persons to perform properly the activities which constitute an enlightened, humanistic civilization. In Buckingham’s words, “education contemplates something
more than the round of common experience, something richer and more joyous than the repetitious elemental facts of life.¹¹.

Education is a human development effort that contributes towards the cultural transformation of citizens. It is a powerful instrument of social, economic and cultural development. If education is to achieve this end, it must be planned to enable every individual in a society to develop his innate potentialities and aptitudes to the maximum extent, so that the country can achieve full economic growth and healthy social order. Education is thus both a product of, and a feedback from, the developmental process.

“Education is the aggregate of all the process by which a person develops abilities, attitudes and other forms of behaviour of positive value in the society in which he lives”. Thus education is concerned with the transmission of knowledge. The transmission of knowledge includes three major divisions: 1) “the determination of goals or objectives, 2) the manipulation of materials and methods so that these objectives are achieved, and 3) the evaluation or appraisal of results obtained.”¹² Only when all these steps are fulfilled, does real education get imparted. These three features are inevitable to any learning. Besides these features, it is also important to see what role a language, especially English language, plays in the field of education.

１.３０ English Language

“Language in contact in multi-lingual setting forms a system network. Each language in this network represents a bundle of features and has a contrast value based on the role(s) played and functions performed by it, relative to the roles played and functions performed by other languages”. It implies, it is a setting that assigns a role to language in contact. It is on the basis of roles, the languages are sub categorized into mother tongue, first language, second language and foreign language. Each one has a cluster function at a stage. The multi-lingual and pluri-cultural nature of the socio-cultural settings in India makes it clear that it needs more than one language for national cohesion, cultural integration and social and aerial mobility. With the different languages having different roles to play, they are complementary and hence they can co-exist peacefully in the Indian setting. The language that promotes such a co-existence is English. English, as it has been said will continue to function as the associate official language besides the dominant state languages. However, the functional values of
English are more than just being a link language. English promotes a set of very important communicative functions in our multi-lingual setting as an intra-national link language. It is the promoter of inter-state mobility contributing in some nature to national unity and integration. English also has important functions to serve internally in addition to its functions as our “window to the world”. At the individual level English continues to be the language of opportunity, a language of upward social mobility and the language used for transactional purposes, hence the multi-functional dimension of English.13

A functional approach to language, according to Halliday (1973, pg: 7) means... investigating how language is used: trying to find out what are the purposes that language serves for us, and how we are able to achieve these purposes through speaking and listening, reading and writing”. In order to get a clear picture of English language, it would be useful to find the answer to the following questions:

What are the topics and situations that necessitate the use of English?
Who are the users of English?
What are the domains in which English complements and/or supplements the functional load carried by the Indian languages?
How does language vary according to use?
How should we go about, (i) starting the objectives of teaching –learning English in functional terms, and (ii) reorganizing our syllabuses, teaching and testing materials, and teacher-training programmes. 14.

THE USERS OF ENGLISH ARE:
- University and college students, and school students (trained at English medium schools),
- Teachers teaching at schools, colleges and universities,
- Officers and clerks working at all-India establishments, prestigious state establishments, railway, postal, shipping, airlines, and travel offices,
- Mid-level and high-level workers working at prestigious hotels, restaurants and business establishments,
- Scholars participating in all-India seminars, workshops and conferences,
- All-India newspapers, magazines and journals,
- All-India bodies (government and non-governmental) communicating
with state-level bodies,  
- All-India bodies conducting competitive examinations for recruitment to all-India services,  
- Doctors, lawyers, and other professionals conducting their business,  
- Members of prestigious clubs and other recreation centers, and  
- Relative writers writing their novels, stories, plays, poems and essays in English.  

In such situations what can be the broad objectives of teaching and learning English?  
- To become proficient user of the language.  
- To become communicatively competent.  
- To understand how to use the language and also the rules of language behaviour. (Use and Usage)  
- To acquire competence and effectively perform by using the language appropriately suited to different contexts.  
- To become acquainted with the different elements of language such as vocabulary, structure, syntax, sentence pattern and meaning, focusing on strategies.  
- To acquire the four basic skills of language: Listening, Speaking, Reading and Writing and their sub-skills leading to a very effective and meaningful social interaction.  

However these objectives may not be the only objectives of teaching English, for the objectives of teaching / learning English depend on the needs of the learners. For instance the students of engineering or medicine need not develop their literary skills. They may be interested in getting more of the linguistic competence than literary competence. In general the language skills required will vary according to their linguistic need and competencies expected of them. Any language development programme will include in it the following:  
Policy, Objectives  
Design  
Materials  
Teacher  
Learner  
Setting.
Hence, learning of the language should take place in such a way that it helps learners make use of the language to fulfil their requirements or needs; and to develop their skills, thereby serving the society better. Any language teacher should be aware of the background of the language which is taught in schools as a second language. Keeping this in mind the investigator highlights the background of English as a second language in India.

1.3.1 ENGLISH AS A SECOND LANGUAGE IN INDIA

In India, English has been taught as a second language since the time language got a role in educational curriculum. Since then, with the changing need and scenario language has been taught with a different objective. Language in India has had its impact since the time of British rule. English language has been taught with the perception that it holds a key to the comprehension of applied literature in English. Right from the initial years of language learning, a tradition dominated by the teaching of the literature of the language has been an essential part of any language teaching of a development programme.

Indian elite, during the freedom struggle, felt that English could never become a living language in Indian milieu. Contrary to this perception, with a growth of awareness, literary and technological advancement, the scope and intensity of English for intra-group and inter-group is getting radically transformed day by day. The modern day society provides more opportunities than before for Indians to interact among themselves through English or by a frequent shift from an Indian language to English or vice versa. The use of English language in post colonial India in a way, reflects the nation’s capacity to accept and make a language as foreign as English, as her own. This has become evident from our transactions in academic, technological, commercial and administrative sectors and also in mass media, tourism and entertainment circles. English which was once a language of the elite has more or less now become a language of the non-elite too. 17

It was a period of time when the attitude towards language teaching and learning changed with the changes in the perception of the utilitarian value of language.
In a multi-lingual country like India where we have regional languages with a great literary tradition, there has been the need for a lingua-franca, an official language for inter-state communication, besides for trade, commerce and understanding different languages and communication systems in different countries. The pronouncement made by the then Prime Minister of India, Pt. Jawahar Lal Nehru in Parliament is worth noting, “English will continue to be an associate official language at the center”. This implies the issues involved in giving such a status to English and the perfect awareness at the highest levels of the issues involved. When there were attempts to make Hindi an official language, this observation of the Prime Minister has gained a lot of currency. Notwithstanding the political implications of such a declaration, the Government of India also recognized the fact that Hindi must develop ultimately as the link for inter-state communications but felt that the process of development involved the expression of modern concepts in the language. That process could consume a lot of time and till Hindi developed suitably, English would continue to serve the purpose that it has served so far, as a medium of inter-state communication. Later the official language commission had the following to suggest; English would continue to be the medium of instruction at the university level. Retaining English in the educational curriculum at some point of time became the point of discussion in all educational forums and academia. To retain English was the consensus opinion that emerged at the end. English, they felt should be retained for national integration. It was observed, the tendency of regional languages to become the media of university education, though desirable in many ways, may well lead to isolation of such universities from the rest of India, unless there is a language, linking all Indian languages; such a common link can only be English. Also to facilitate this teaching of scientific and technical subjects, they felt English alone could serve the purpose. English thus earned the status of the link language.

The University Grants Commission also argued for maintaining English as a link language, till such a time all technical and scientific common words including well known international terms were included in the technical terminology based on international usage and were common to most of the Indian languages. This view of University Grants Commission was endorsed by the National Integration Council then.
Languages communicate experience and in the process a contact language gets developed. For instance, English in the Indian city has gradually been transacting the bounds of the culture of its origin. It has been the primary source of interface with the Indian languages through translations and interpretation in the multi-lingual ethos of the country like ours. When English thus retained its use in India it had to undergo different roles.

It is generally observed that the first language of the learner is acquired and second language is learnt. This implies the dichotomy between the terms ‘learning’ and ‘acquisition.’ Learning is a conscious process. It is systematic and is through a formal system. Acquisition, on the other hand is not a conscious process. It can be informal, non-systematic and flexible. What distinguishes ‘learning’ from ‘acquisition’ is the process involved in the two. Can all languages be acquired? The answer can be affirmative provided the conditions required for acquiring the first language prevail in second language situation too. First languages are acquired because the opportunities are more for interacting in the language. There is constant exposure for the learner to the different elements of language such as sound, vocabulary and so on. For acquisition to take place, the conditions must facilitate learning besides having a favorable attitude to the language and higher level of motivation. The number of hours of contact with the language should be more. In acquiring a new language, what is more important is exposure, which is quantitatively high and qualitatively enriched. Above all, there should be a strong felt need on the part of learner to acquire the language in question. Language can be better acquired if a learner is in what is called “an acquisition-rich-environment”. English too can be acquired if our learners are in acquisition-rich-environment. Do our learners have such environment for successful acquisition of English? It would be wise to find out the essential features of such an environment.

**CONDITIONS REQUIRED FOR SUCCESSFUL ACQUISITION:**

- High level of motivation.
- Interesting materials.
- Need based curriculum.
- A set of classroom procedures that promote the learner’s involvement and participation.
- Knowledge of effective learning strategies.
Facilitative climate for learning in the classroom.
Humanistic approach used by the teacher.
Exposure.
Effective evaluation and procedures.
Inbuilt mechanism for effective feedback in evaluation and assessment systems.
Effective remedial measures etc.,

English today is an international language. It is the mother tongue in about a third of the area of the world and is learnt in almost all countries. About 58% of the original publications in the world are published in English (U.N. Survey Report, 1969.) In most of the African and Asian countries, it is studied as a second language. English in India is used as:
(i) One language in the three language formula, (ii) a tool language, (iii) the medium of university education and (iv) a language for advanced studies. The starting point varies from Standard III in Tamil Nadu to Standard VIII in other states such as Gujarat.

In order to make the teaching of such an international language effective, certain objectives should be achieved while teaching the language at different levels; namely – primary and secondary.

**PRIMARY LEVEL OBJECTIVES**

In South India, at the end of Standard III, a pupil should be able to:
- Understand statements, questions, short talks and passages read to him on a subject within his experience (within the scope of the syllabus), when said or read at careful conversational speed.
- Ask and answer questions orally relating to his experience and to what he has read (within the range of the syllabus).
- Read with fluency and understand simple passages (within the vocabulary and structural range of the syllabus).
- Express himself clearly in writing with reasonable accuracy, (within the linguistic range of the syllabus), on subjects within his experience.

The above objectives require a pupil at the end of standard VII/VIII to know and acquire the ability to use with a fair degree of accuracy over 200 basic structures of English and 1000-1750 vocabulary items.
SECONDARY LEVEL OBJECTIVES

In addition to the objectives listed above, at the end of the standard IX/X, a student should be able to:

- Understand a passage read to him from the prescribed material or a talk of the same linguistic level on a subject of general interest within his experience.
- Ask sensible questions and reply intelligently to questions based on the above.
- Carry on a sensible conversation with clarity of expression on passages from the prescribed materials or on a topic of the same linguistic level within his experience.
- Arrange and present his ideas intelligently on a topic selected by him.
- Understand the main ideas in a passage of simple English within the same linguistic level within his experience.
- Express himself in writing with relevance and clarity on a subject of general interest within his experience.
  
  A topic chosen from a subject within the curriculum.

The vocabulary should be brought up to a level of 3000/4000 words, 2000/2500 words of active vocabulary (e.g. in the Higher level list-report of a study group appointed by the Ministry of Education, Government of India, pg.166-186,) and 1000/1500 words of passive vocabulary (the same publication, pg.186-195.) “For a successful completion of the first degree course, a student should possess an adequate command over English, be able to express himself in it with reasonable ease, understand lectures in it and avail himself of its literature.”(E.C.R. 1966, pg.15,1.57)

To achieve these objectives and to lay a firm foundation at primary and secondary levels; we must ensure the effective use of modern methods and techniques and an adequate attention must be given to all four basic language skills. Reading and writing shall receive more attention at the high school level to prepare students for the skills they will need most in later life. Oral practice, however, will still be necessary. To develop these four skills of Listening, Speaking, Reading and Writing (LSRW) in learners, teachers of English employ suitable methods and strategies as per the needs of learners in their classrooms.
1.40 TEACHING OF ENGLISH LANGUAGE - DIFFERENT METHODS AND STRATEGIES

Teaching the language is a much more difficult task. It requires different types of methods, techniques and teaching aids. The selection of these methods and techniques depends upon the nature of content, learning objectives, learner’s abilities and student’s entry behaviour. The learning objectives and content analysis provide the basis for effective presentation of teaching. In order to bring the desirable change in the behaviour of the learner, the teacher has to employ various devices: teaching strategies and teaching tactics. ‘Teaching strategy is the means to achieve learning objectives’. E.Stones and S.Morris have defined the term ‘teaching strategy’ comprehensively in the following manner: “Teaching strategy is a generalized plan for a lesson which includes structure, which would bring about the desired learner behaviour, defining the goals of instruction, and an outline of planned tactics necessary to implement the strategy. The lesson strategy is a part of a highly developed scheme of the curriculum.” This definition of teaching strategy involves two aspects: (1) a generalized plan for the presentation of a lesson; and (2) it includes desired learner behaviour in terms of goals of instruction. Teaching strategy seeks to establish the relationship between teaching and learning in view of achieving the objectives. Teaching strategies include broad methods of instruction e.g., a lecture strategy, a tutorial strategy, a case-study strategy and programmed instruction strategy. They can be regarded as a broad way of operation.

Teaching method is a style of the presentation of content in classroom. M.Varma has defined the term method in the following manner: “Method is as abstract as logical entries that we can distinguish between manner and methods, in reality, they form an organic whole and matter determines method analogously as objective determines means; content and spirit determine style and form of literature”. M. Varma has presented a broad meaning of the term ‘method’. According to him matter is important for determining method. The common teaching ‘matter may be of three types, hence all the methods can be classified under three heads–

Telling Methods–Lecture, Questioning, Discussion, etc.

Showing Methods–Demonstration, Excursion, Laboratory work etc.
Doing Methods–Project, Role playing, Practical, etc.

Broudy (1963) has stated that “Method refers to formal structure of the sequence of acts commonly denoted by instruction. The term ‘method’ covers both strategies and tactics of teaching and involves the choice of what is to be taught and in which order is it to be presented”. Method is more general, it includes techniques also. The teaching techniques are ways of implementing a method. Different techniques may be employed within one method of teaching.  

Teaching strategies and methods though seem to be the same in meaning, are quite different from one another. Some points of difference have been discussed here:

Teaching method is based on classical theory of human organization – task - centered, whereas teaching strategy is based on modern theory of organization - task and relationship centred.

The content and mode of presentation are the main elements of teaching method. The matter determines the method (telling, showing and doing).

The behavioural objectives and learning conditions are two basic elements of teaching strategy. The objective determines the strategy of (Cognitive, Affective and psychomotor) teaching.

The assumption regarding teaching strategy is that teaching is a science, and the method assumes that teaching is an art.

The term strategy has been borrowed from military science (technology) and method is the term of pedagogy.

Teaching strategy employs macro-approach to teaching, whereas method uses micro-approach to teaching.

The effectiveness of teaching strategy is evaluated in terms of achieving objectives by administering criterion test. The teaching methods are evaluated in terms of mastery over the subject matter by using achievement test.

The strategies are implemented by tactics of teaching and methods are implemented by techniques of teaching. The tactics are more concerned with learning structure, whereas techniques are concerned with mode of presentation and nature of content.

The main focus of a teaching strategy is to achieve the objective by creating appropriate learning conditions. The teaching method aims at the effective presentation of subject matter to have the mastery over it.
Some teaching methods are also termed as teaching strategies, e.g., lecture is used as both method as well as strategy. The lecture strategy refers to realizing some specific objectives but lecture method refers to the mode of presentation of some specific content. In selecting appropriate teaching strategy, task analysis, learning conditions and learning objectives are crucial factors, but subject-matter determines the method though the same subject content can be used for achieving different types of objectives.

Objectives have been developed in learners, the skill to communicate accurately and appropriately at any level of education. However the studies conducted in this direction have found the realisation to be highly minimal. The reasons for this may seem obvious and they include lack of infrastructure, inability on the part of teachers to get to terms with the learner’s requirements, use of contrived situation in language teaching, ill conceived teaching / learning materials, lack of creative classroom teaching technology and non awareness of the needs of the learners with low level of motivation, less favorable attitude to learning of English and the absence of conducive climate for learners besides traditional testing and evaluation procedures, which do not assess the proficiency by emphasizing the achievement in language learning, a failure to cater to the effective dimension of the learning. In short, the existing scenario with the changing objectives, the teacher in the classroom does not seem to focus on learners’ involvement and participation; a very important dimension to the whole teaching learning process. The research in English language teaching reveals the need to focus on the process of learning and the shift thus is one from ‘product’ to ‘process’. In the context of the changes taking place in the field, the role of the teacher also changes to that of a facilitator who will not only be appealing to the cognitive dimension of learning but also to the affective feelings and needs of the learners at the said level. The teachers have also to feel the need to be a catalytic agent for learning, to an agent of change, looking for ways which will facilitate learning processes and thus become a learner acquiring not only language skills but also strategies required for effective acquisition of the language, realizing that the main functions of English could be then inter-personal and instructional. This implies yet another objective of teaching English which not only makes
learners learn the language but also enables them to play their communicative roles effectively.

Krishnamachary C. Raman (1985) observes that the language teaching has to be based on a model that will capture the synergic process of language learning which will include properties such as thinking and enquiring, silence and contemplations etc.,

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THE SYNERGIC MODEL

Oral Composition

- Listening
- Speaking
- Understanding with Critical Thinking
- Creative Production

Reading

Writing

Written Composition

It is argued that a dynamic synergic model of language learning will bring us a creative process. This implies that language learning is a creative process. What then will be the role of a teacher?

In the light of understanding the above model of teaching, it is imperative to look at the language learning and teaching as a process rather than a product. During the process of language learning what matters more is the way in which the learners at the said level become fluent, accurate and appropriate both in language use and production. Thus the learner has to involve his / her own effective strategies to listen to and articulate in English, thus equip himself / herself to communicate well. Also he / she has to acquire the skills of perception; Listening, Reading and Production; Speaking and Writing.

For the above overview, one can understand the shifting of language teaching principles such as shift from ‘teacher-centredness’ to ‘learner-centredness’, and from ‘learner centredness’ to ‘learning centredness’. In other words the shift in focus from product to the process and the emphasis on learner participation and involvement.
THE ROLE OF FORMAL INSTRUCTION IN SECOND LANGUAGE (L2) ACQUISITION

Bialystock (1981) hypothesizes that learners formulate two distinct kinds of knowledge, “explicit” and “implicit” (P. 34). The former refers to knowledge that is analyzed and abstract. It is available to learners as a conscious representation, so that if called upon, learners are able to say what it is that they know. Explicit knowledge is not the same as meta-linguistic knowledge (i.e., knowledge of grammatical terms), although this may help in its articulation. Implicit knowledge refers to knowledge that is intuitive and procedural. It is not consciously available to learners. Native speakers, for example, are generally unable to describe the rules they use to construct actual sentences. Both explicit and implicit knowledge can be used in communication, but there are limits on learners ability to access the former. Effective participation in face-to-face conversation, for instance, requires implicit knowledge.

A key issue is the relationship between explicit and implicit knowledge, in particular, whether the two types of knowledge are completely distinct (Krashen, 1981) or whether one type changes into the other (Sharwood Smith, 1981). The position we wish to adopt lies somewhere in between these. Our position is based on studies which have investigated the effects of formal instruction on the acquisition of grammatical knowledge. For detailed reviews, see Ellis, 1990 and Long, 1988.) These studies suggest the following tentative conclusions:

Formal instruction helps to promote more rapid Second language (L2) acquisition and also contributes to higher levels of ultimate achievement. There are psycholinguistic constraints which govern, whether attempts to teach learners specific grammatical rules result in implicit knowledge. Formal instruction may succeed if the learners have reached a stage in the developmental sequence that enables them to process the target structure (Pienemann, 1984). Conversely, it will not succeed if learners have not reached the requisite developmental stage. Practice is not sufficient to overcome these constraints. There is no clear evidence to suggest that having learners produce sentences that model the target structure results in its acquisition as implicit knowledge. Studies by Schumann (1978), Ellis (1984), and Kadia (1988), among others, suggest that formal instruction directed at developmental or difficult grammatical structures has little effect on performance in spontaneous language use. (The term developmental
refers here to structures that are acquired in stages and involve the learner passing through a series of transitional phases before mastering the target structure. Examples of developmental structures are negative and interrogatives). It is possible, however, that formal instruction directed at relatively simple grammatical rules will be successful in developing implicit knowledge, as such forms do not require the mastery of complex processing operations.

Formal instruction is effective in developing explicit knowledge of grammatical features. There is substantial evidence to suggest that formal instruction is successful if the learning outcomes are measured by means of an instrument that allows for controlled, planned language use (e.g., an imitation test, a sentence-joining task, or a grammatically judgement task). It is in this kind of language use that learners are able to draw on their explicit knowledge. Studies by Kadia (1988); Lightbown, Spada, and Wallance (1980); Schumann (1978); and Zobl (1985) all support such a conclusion.

Formal instruction may work best in promoting acquisition when it is linked with opportunities for natural communication (Spada, 1987).
Ellis (1990) suggests that the main mechanism by which formal instruction works is by developing explicit knowledge of grammatical features which, subsequently, helps learners to acquire implicit knowledge. Explicit knowledge contributes to second language (L2) acquisition in two major ways. First, knowing about grammatical features makes the learner more likely to notice that feature in input and, therefore, to acquire it as implicit knowledge. But implicit knowledge will not be achieved until learners are ready to integrate the second language (L2) feature into their inter-language systems and, in many cases, this will be subject to developmental constraints. Second, explicit knowledge can be used to construct planned utterances, which then serve as input for the language processing mechanisms. Third, the role of explicit knowledge can, however, be a limited one because there are restrictions on how much explicit knowledge the typical learner can acquire. As indicated above, formal instruction can accelerate knowledge while failing to contribute directly to implicit knowledge of specific linguistic features. Also, explicit knowledge plays only a “monitoring” role in communicative language use. Fourth, this is a positive role, however, because it accelerates the process of acquiring
implicit knowledge and may even be necessary for the acquisition of certain kinds of grammatical rules that evidence suggests (Hammerly, 1987) cannot be acquired solely by means of input derived from communicative language use.’

This model, shown schematically in Figure, has a number of implications for formal instruction. First, it suggests that the goal of formal instruction should be directed at explicit rather than implicit knowledge of simple rules (see Conclusion 4 above) and also developmental rules if the learner is ready for these (see Conclusion 2 above). It is not possible to predict easily and with sufficient precision when these conditions have been met. At the present time, it is more useful, therefore, to limit the formal instruction to explicit knowledge.  

**MODEL OF INSTRUCTED SECOND LANGUAGE ACQUISITION**

![Model of Instructed Second Language Acquisition](image)

Over the period of time, however same the language learning and teaching objectives have been, approaches to language learning / teaching have changed to their focus. There have been teacher centered approaches and methods. Linguistically the term ‘approach’ is defined as a set of co-related assumptions about language and language learning. And method has been defined as a set of classroom procedure used by the teacher to realize the objectives of teachings and to transact the materials in hand effectively. On the other hand a technique, a part of classroom procedure is defined as a device, trick or strategies used by a teacher to accomplish goal of teaching. Different methods have accomplished themselves for the use of different techniques.
<table>
<thead>
<tr>
<th>Theory of language</th>
<th>Theory of learning</th>
<th>Objectives</th>
<th>Syllabus</th>
<th>Activity types</th>
<th>Learners roles</th>
<th>Teachers roles</th>
<th>Roles of materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language is a set of structures; related to situations</td>
<td>Memorization and habit formation</td>
<td>To teach a practical command of the four basic skills. Automatic, accurate control of basic sentence patterns. Oral before written mastery.</td>
<td>A list of structures and vocabulary graded according to grammatical difficulty.</td>
<td>Repetition, substitution on drills, avoid translation and grammatical explanation; learners should never be allowed to grammatical difficulty.</td>
<td>To listen and repeat, respond to question and commands, learners have no control over content; later allowed to initiate statement and ask questions.</td>
<td>Acts as a model in presenting structures; orchestrates drill practice; corrects errors, tests progress.</td>
<td>Relies on textbook and visual aids; textbook contains tightly organized, structurally graded lessons.</td>
</tr>
<tr>
<td>Language is a system of rule governed structures, hierarchically arranged.</td>
<td>Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis.</td>
<td>Control of the structures of sound, for an order, mastery over symbols of the language; goal; native-speaker mastery.</td>
<td>Graded syllabus of phonology, morphology and syntax. Contrastive analysis.</td>
<td>Dialogues and drills, repetition and memorization pattern practice.</td>
<td>Organisms that can be directed by skilled training techniques to produce correct response.</td>
<td>Central and active teacher dominated method. Provides model, controls directions and pace.</td>
<td>Primarily teacher oriented. Tapes and visuals, language lab often used.</td>
</tr>
<tr>
<td>Language is a system for the expression of meaning; primary function – interaction and communication.</td>
<td>Activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner promote learning.</td>
<td>Objectives will reflect the need of the learner; they will include functional skills as well as linguistic objectives.</td>
<td>Will include some/all of the following: Structures functions, notions, themes, tasks. Ordering will be guided by learner needs.</td>
<td>Engage learners in communication, involve processes such as information sharing, negotiation of meaning and interaction.</td>
<td>Learner as negotiator, interactor, giving as well as taking.</td>
<td>Facilitator of the communication process, participants task and texts, needs analyst, counselor, process manager.</td>
<td>Primary role of promoting communicative language use, task based materials, authentic.</td>
</tr>
<tr>
<td>Basically a structuralist, Grammar based view of language.</td>
<td>L2 learning is the same as L1 learning; comprehension before production is ‘imprinted’ through carrying out commands (right brain functioning). Teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers. Sentence-based syllabus with grammatical and lexical criteria being primary, but focus on meaning not form. Imperative drills to elicit physical actions. Listener and performer, little influence over the content of learning. Active and direct role with teacher as the director of a stage play and students as actors. No basic text; material and media have an important role later. Initially voice action and gestures are sufficient.</td>
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<tr>
<td>Each language is composed of elements that give it a unique rhythm or spirit. Functional vocabulary and core structure or a key to the spirit of the language.</td>
<td>Process of learning a second language are fundamentally different for L1 learning. L2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness then active trial. Near-native fluency, correct pronunciation, basic practical knowledge of the grammar of the L2. Learner how to learn a language. Basically structural lessons planned around grammatical items and related vocabulary, items are introduced according to their grammatical complexity. Learners response to commands, questions and visual cues. Activities encourage and shape oral responses without grammatical explanation or modeling by teacher. Learning is a process of personal growth. Learners are responsible for their own learning and must develop independence and responsibility. Teachers must teach, test, get out of the way. Remain passive. Resist temptation of model, remodel, assist, direct exhort. Unique materials, coloured rods, colour coded pronunciation and vocabulary charts.</td>
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</tr>
<tr>
<td>Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes.</td>
<td>Learning involves the whole person. It is a social process of growth from child-like dependence to self-direction and independence.</td>
<td>No specific objectives. Near native mastery is the goal.</td>
<td>No set syllabus. Course progression is topic based, learners provide the topics. Syllabus emerges from learners’ intention and the teacher’s reformulations.</td>
<td>Combinations of innovative and conventional. Translations, group work, recording, transcription, reflection and observation, listening, free conversation.</td>
<td>Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.</td>
<td>Counseling/parental analogy. Teacher provides a safe environment in which students can learn and grow.</td>
<td>Material comes from reality rather than textbooks. Primary aim is to promote comprehension and communication.</td>
</tr>
</tbody>
</table>

The essence of language is meaning. Vocabulary not grammar is the heart of language. | There are two ways of L2 language development: 'acquisition' – a natural subconscious process, and 'learning' – a conscious process learning cannot lead to acquisition. | Designed to beginners and intermediate learners basic communicative skills. Four broad areas; basic personal communicative skills (oral/written); academic learning skills (oral/written) | Based on a selection of communicative activities and topics derived from learner needs. | Activities allowing comprehensible input, about things available currently now. Focus on meaning not form. | Should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication. | The teacher is primary source of comprehensible input. Must create positive low anxiety climate, must choose an orchestra a rich mixture of classroom activities. | No textbook, which would inhibit growth. Materials are developed, as course progresses.
Rather conventional, although meaningful texts if recommended

| Rather conventional, although memorization of whose meaningful texts if recommended | Learning occurs through suggestion, when learners are in deeply relaxed state. Baroque music is used to induce this state. To deliver advanced conversational competence quickly. Learners are required to master prodigious list of vocabulary pairs, although the goal is understanding not memorization. Ten units courses consisting of 1,200 word dialogues graded by vocabulary and grammar. Initiatives, question and answer, role play, listening exercises under deep relaxation. Maintain passive state and allow the materials to work than on them rather vice versa. To create situations in which the learner is most suggestible and present material in a way most likely to encourage positive reception and retention. Must exude authority and confidence | Consists of texts, tapes, classroom fixtures and music. Texts should have force, literary quality and interesting characters. |

Thus with a judicious mixture of the various strategies listed above, numerous activities can be planned and executed in the classroom, resulting in the effective learning of the language, focusing more on communication and the ability to use the language in situations where it is essentially needed, rather than merely acquiring theoretical knowledge of the language.

DIFFERENCE BETWEEN TRADITIONAL AND COMMUNICATIVE APPROACH

Quins suggests that Communicative approaches can be distinguished from traditional approaches to language pedagogy in a number of ways. They are set out in the following table:

<table>
<thead>
<tr>
<th>Traditional approaches</th>
<th>Communicative approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Focus on learning: Focus is on the language as a structured system of grammatical patterns</td>
<td>Focus is on communication</td>
</tr>
<tr>
<td>2 How language items are selected: This is done on linguistic criteria alone.</td>
<td>This is done on the basis of what language items, the learners need to know in order to get things done.</td>
</tr>
<tr>
<td>3 How language items are sequenced: This is determined on linguistic grounds.</td>
<td>This is determined on other grounds, with the emphasis on content, meaning and interest.</td>
</tr>
<tr>
<td>4 Degree of coverage: The aim is to cover the ‘whole picture’ of language structure by systematic linear progression</td>
<td>The aim is to cover, in any particular phase, only what the learner needs and sees as important.</td>
</tr>
</tbody>
</table>
| 5 | **View of Language:**  
   A language is seen as unified entity with fixed grammatical patterns and a core of basic words. | The variety of language is accepted, and seen as determined by the character of particular communicative contexts. |
|---|---|---|
| 6 | **Types of Language used:**  
   Tends to be formal and bookish. | Genuine everyday language is emphasized. |
| 7 | **What is regarded as a criterion of success?**  
   Aim is to have students produce formally correct sentences. | Aim is to have students communicate effectively and in a manner appropriate to the context they are working in. |
| 8 | **Which language skills are emphasized?**  
   Reading and writing | Spoken interactions are regarded at least as important as thoughts conveyed in writing. |
| 9 | **Teacher/Student roles:**  
   Tends to be teacher-centred. | Is student-centred. |
| 10 | **Attitude to errors:**  
   Incorrect utterances are seen as deviations from the norms of standard grammar. | Partially correct and incomplete utterances are seen as such rather than just ‘wrong’. |
| 11 | **Similarity/dissimilarity to natural language learning:**  
   Reserves the natural language learning process by concentrating on the form of utterances rather than on the content. | Resembles the natural language learning process in that the content of the utterance is emphasized rather than one form. |

The communicative approach is much more beneficial and highly useful to students who are on the threshold of choosing their career in life. Trade, commerce, technology, every field requires good communication skills and proper use of language to express the views, ideas and expectations of the speaker, making it effectively comprehended by the listener, through effective communication. Hence it is this sort of communicative approach that is needed in schools and educational institutions, at present, educating the learners and instilling a sense of confidence in them to use the language as an effective ‘tool of communication’. In case the learners have some deficiencies, it is the duty and responsibility of the teacher to see that the deficiencies are removed and the learners become proficient in language usage. For this the teacher must employ a suitable remediation to help the learners.
1.50 REMEDIAL INTERVENTION

As the learner is the focus of attention in language teaching; any course will therefore have to be geared to his needs both from the sociological and pedagogic points of view. It is of course with this aim that all courses are designed. Yet, teachers in the classroom discover that at the end of the course, learners have not reached the desired proficiency in the target language. Teachers tend to attribute this lack of proficiency to the inability of learners. Hence they resort to techniques of remedial work as a way out of this situation in an attempt to make learners reach the desired proficiency. Thus it could be seen that the concept of remediation represents the human will to attain perfection.

Remediation as a solution to tackle deficiency in learners has remained a strategy for teachers ever since the language teaching faculty began its attempt to impart the learning of a second language. It is necessary to point out that conscious attention to remediation is a peculiar phenomenon in teaching a second language. It is a fact that in the learning of the mother-tongue, constant exposure to the language leaves no room for the concept of remediation itself. Whatever remediation takes place is almost always incidental and never persisted with. It could be reasonably asserted that remediation in second language has hitherto received very little attention inspite of the fact that there is an all-round need for it.

It is very important to mention that before carrying out any sort of remediation, the strengths and weaknesses of learners are to be diagnosed. In other words, a diagnostic test is a pre-requisite for designing a course in remediation. Or it will not be wrong if we say that a teacher carrying out a course in remediation is very similar to a physician prescribing medicines to cure a patient of his disease. But it is rather surprising that a doctor is expected to cure disease, a teacher is not. A teacher is thought of as merely one who teaches. It would be very apt if a teacher is thought of as one who cures the ills of disadvantaged learners.31 It was discovered that the students of standard XI have not acquired the expected proficiency in English Language Usage even after their eight years of exposure to English language. Hence, the investigator employed a Remedial Intervention programme to help learners of standard XI improve their English Language Usage using A Task Based Approach.
1.5.1. COMMUNICATIVE APPROACH - TASK BASED APPROACH

Education with its correlated activities of teaching and learning involves communication as well as reciprocal interaction between the teacher and pupils, as channels of realizing its objectives. ‘Communis’ is a Latin word, meaning ‘common’. Hence communication is having common experience with other people. The word communication means a wide variety of things to different people. The following are some of the widely accepted definitions for communication.

“Communication means sharing of ideas and feelings in the mood of mutuality.”

“Communication involves interaction which encourages give and take.” This provides feedback to persons involved in exchanging ideas.

“Communication is a process of sharing of experiences till it becomes a common possession.”

“Effective communication is a two-way process including feedback and interaction.”

It is rather difficult, if not increasingly impossible, to provide children with actual first-hand experiences as the world becomes increasingly complex. Obviously some substitute experience must be evolved and used to enable children to understand and conceptualize their world. This is the essence of communication as an integral part of teaching.³²

The strong version of communicative language teaching, however sees language ability as being developed through activities which actually simulate target performance. In other words, class time should be spent not on language drills or controlled practice leading towards communicative language use, but in activities which require learners to do in class what they will have to do outside.³³

Task based approach to language learning is based thus on the principle that language learning will be more effective if learner involvement is ensured. A task is a problem solving activity, which lends itself to the learner getting and using a set of linguistic skills which he / she has in him / her and a task is one which promotes communication which is possible only if language teaching is highly interactive. A task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.”
Communicative language teaching is task based. This means the role of the teacher is one of a facilitator’s role. He is a manager of the classroom and is one who creates situations that are likely to promote communication. During these activities he acts as an advisor, answering students’ questions and monitoring their performance. ‘At other times he might be a ‘co-communicator’. Communicative language teacher thus uses learner-centred methods. The learners get actively engaged in the process of joyful learning.

**IMPLICATIONS OF TASK BASED APPROACH**

- A task involves learner involvement.
- The result of processing is understanding languages.
- A task means that language teaching is more communicative.
- Provides a purpose for a classroom activity which goes beyond practical use of language for its own sake.
- A task then refers to a range of work plans which have the overall purpose of facilitating language learning from the simple and bright exercise to more lengthy activity such as group problem-solving or simulation and decision making.

**THE COMPONENTS OF A TASK/ACTIVITY**

- Goals
- Input data
- Activities
- Settings
- Learners’ role
- Teachers’ role

The advocacy of Task Based Teaching

The advocacy of task based teaching is also based on the belief that language is a dynamic resource of the creation of meaning in terms of learning. It is generally accepted that we need to distinguish between “Learning that” and “know how”. In other words, we need to distinguish between knowing various grammatical rules and use the rules appropriately and accurately when communicating. A communicative language teaching which emphasizes on meaning, levels itself to designing task for learning on the promises that a greater concern with capacity for communication rather than a series of communication with the activity of learning a language, will enhance language learning. Thus a task based approach focuses upon pre-
determined objectives. Communicative language teaching puts the stress on the learner’s ability to distinguish between the form he/she has mastered as part of a linguistic competence and a communicative function which he/she performs.

Tasks, or Activity structures, refer to activities that the teacher assigns to attain particular learning objectives. These might include completing worksheets, reading aloud, dictation, quick writing, and memorizing dialogues. According to Tikunoff (1985), class tasks vary according to three types of demands they make on learners: response mode demands (the kind of skills they demand, such as knowledge, comprehension, application, analysis/synthesis, evaluation); interactional mode demands (the rules governing how classroom tasks are accomplished, such as individually, in a group, or with the help of the teacher); and task complexity demands (how difficult the learner perceives the task to be). Teachers have to make decisions not only about the appropriate kinds of tasks to be assigned to learners, but also about the order of tasks (In what sequence should tasks be introduced?); pacing (How much time should learners spend on tasks?); products (Is the product or a result of a task expected to be the same for all students?); learning strategies (What learning strategies will be recommended for particular tasks?); Participation (Should all learners be assigned the same tasks?); and materials (What are the sources and materials available for completing a task?)

The concept of task has been central to studies of active teaching: as noted earlier, the amount of time, learners are actively engaged in academic tasks is directly related to achievement. Active teaching is thus said to be task oriented. Effective teachers also monitor performance on tasks, providing feedback on how well tasks have been completed.35

The use of Remedial Intervention through Task-Based Approach in English language teaching as an innovative technique would become fruitless unless it is evaluated properly by the teacher. As teaching and testing go hand in hand the investigator prepared the students for testing. Such comprehensive and pervasive testing is called evaluation.

1.60 EVALUATION

Contemporary education recognizes evaluation as an integral part of the instructional process. Modern educational procedure divides the responsibility of the teacher into three distinct areas; (i) Planning
instruction, which includes the setting up of the objectives, (ii) directing instruction, and (iii) Evaluating instruction. These functions are, or should be of equal importance. Even the most skilful teacher has not carried his task to its ultimate conclusion until he has evaluated the actual results of this instructional procedures in terms of pupil achievement and growth.\textsuperscript{36}

Evaluation is the process of collecting evidences about students attainment or growth on the basis of which judgements are formed, which in turn are used for making decisions. Therefore, information gathering, judgement forming and decision making are the three components of evaluation.\textsuperscript{37}

Evaluation is a continuous process and is concerned with more than the formal academic achievement of students. It is interested in the development of the individual in terms of the desirable behaviour changes in relation to his feelings, thinking, and action. Learning, to be effective, must bring some behavioural changes in the student as he progresses through the secondary school programme. Educators in the past were primarily interested in measuring the achievement of students based solely on the results of test scores. Today educational measurement is considered as an important aspect of evaluation.\textsuperscript{38}

In addition to providing information about individual pupils, a good evaluation programme will provide data, enabling a teacher to determine the effectiveness of his teaching and to what degree have the ideas, concepts, processes, skills, understandings, and attitudes, which have been the objectives of his teaching, been learnt by his pupils.\textsuperscript{39}

Evaluation is a diagnostic process before it is a judicial one. Its ultimate purpose is to determine our success in the task. We have accepted fostering the best growth of children. To the degree that we help it serve that purpose, it is a dynamic and valuable function and will contribute to the liveliness and value of the school’s teaching learning programme.\textsuperscript{40} The investigator made use of Diagnostic test to find out the weak areas in English Language Usage before giving Remedial Treatment.

\textbf{1.6.1 DIAGNOSTIC TEST}

The recent trend in psychology is the use of diagnosis as an aid to adjustment. Diagnosis of an individual’s traits and potentialities is essential to the selection of adequate material for effective adjustment. Diagnostic and remedial techniques are important as the basis of improved
techniques of teaching and guidance. The pupil who is physically strong and healthy, who is mentally alert, who is emotionally stable and whose home and school environments are well fitted to his needs and interests is usually a well-adjusted and successful learner. If he lacks anything in his environment or in himself the result may be maladjustment. The deficiencies of adjustment require remedial techniques. Redirection and readjustment are not possible, unless the source of difficulty is discovered. The task of discovering such difficulties in other words, diagnosis is the function of educational leaders. The scientific approach to an understanding of the nature of the individual's disordered behaviour requires objective study before any treatment is suggested. Diagnosis reveals the existing disorder.

Diagnostic evaluation is used to determine an individual's strength and weakness, that are left unresolved by the standard corrective prescription of formative evaluation in order to improve performance. In diagnostic evaluation standardized and teacher-made tests are used. This type of test is often used to determine why a student is having difficulty, such as difficulty in reading, mathematics or other subjects, inspite of the use of prescribed alternative methods of instruction. In citing a medical analogy Gronlund states “formative evaluation provides first aid treatment for simple learning problems and diagnostic evaluation searches for the underlying causes of those problems that do not respond to first aid treatment.” This type of evaluation is much more comprehensive and detailed. 41

Diagnosis embodies as detailed a study as is possible of all the factors that may facilitate or retard an individual's progress in any form of activity. It includes an analysis of personal factors such as physical constitution, general learning ability, special abilities or disabilities, degree of emotional or social adjustment, work habits and achievements. The investigator made use of an achievement test in order to find out the effectiveness of Remedial Treatment and to compare the performance of the students in different groups.

1.6.2 ACHIEVEMENT TEST

As learning is one of the major goals of education, evaluation of amount learned i.e., achievement is often used in educational research. Many standardized achievement tests are available to the research worker.
Some are intended to measure the student’s knowledge of specific facts, whereas others, especially the more recent tests, attempt also to measure the student’s understanding and mastery of the basic principles. Although achievement tests have been criticized on social grounds, they are probably the most valid, reliable and useful measures available to the educational researcher.

Administration time for different achievement tests varies greatly; some test batteries take as little as fifty minutes, whereas others require two days of testing to administer the entire battery. Achievement test batteries also differ in subject matter coverage. The Wide Range Achievement Test, for example contains tests in the areas of reading, spelling and arithmetic, and requires less than thirty minutes to administer. In contrast, the intermediate level of the Metropolitan Achievement Test contains tests of word-knowledge, reading language, spelling, mathematics, science and social studies. Testing times is approximately five hours spread over six sessions.

Achievement is defined as the accomplishment or proficiency of performance in a given skill or body of knowledge. Achievement objective is commonly a measure of the students’ ability in terms of standardized test results. Achievement refers to accomplishment, success in bringing about a desired end or the degree or level of success attained in scholastic or academic work.

A major problem in developing achievement test is to select content sufficiently common to the curricula of most school systems so that the test will have a satisfactory level of content validity. Another aspect of content validity that one should consider when framing the test is the degree to which the test is up to date. When the research conditions call for measures of very specific knowledge, it is often necessary for the research worker to develop an achievement test for use in the research project. It is a fact that the students differ in their potentialities as revealed by means of various types of psychological tests. Teaching techniques need adaptation to the mental ability-level of students. Psychologists, especially educational psychologists render a great deal of assistance in this regard.

### 1.70 PSYCHOLOGY

Psychology is the science that systematically studies and attempts to explain observed behaviour and its relationship to the unseen mental
processes that go on inside the organism and to external events in the environment.\textsuperscript{45}

Davis discusses the importance of psychology as follows:

“Psychology has made a distinct contribution to education through its analysis of pupil potentialities and differences as revealed by means of various types of psychological tests. It has also contributed directly to the knowledge of pupil’s growth and maturation during the school years.”\textsuperscript{46}

Nothing can be said to be taught until it is learnt. Students in a classroom vary in their ability to learn. Devising appropriate teaching – learning strategies remains one of the chief responsibilities of psychologists. Towards this end, they have formulated a number of learning theories suited to the nature of the learning tasks and the nature of the learners. Some are Gifted while some are Mentally Retarded. A vast majority, of course, fall midway between two extremes. Teaching techniques need adaptation to the mental ability-level of students. Psychologists render a great deal of assistance in this regard.

Children in Nursery Schools need entirely different atmosphere of freedom, activity and scope to manipulate work. Play-way method would appeal to them to learn almost all subjects. Psychologists would help in this regard.

Psychology helps us in understanding the process of remembering and various methods of learning that would ensure retention. They also study the phenomenon of forgetting and several ways of arresting the loss of memory.\textsuperscript{47} Educational psychology also throws light on language teaching and learning.

\textbf{1.7.1 EDUCATIONAL PSYCHOLOGY}

Educational psychology is a systematic study of the development of the individual within the educational settings. It helps the teacher to her harmonious development of the student into a responsible and participating citizen, a sensitive and reflective human being, a productive and creative person. Educational psychology is an applied discipline which combines the two different fields - Education and Psychology. It is a scientific study of human behaviour by which it can be understood, predicted and directed by education to achieve goals of life.

Blair has discussed the importance of educational psychology in the following words: “Modern teacher, if he is to succeed with his work, should
be a specialist who understands children, how they grow, develop, learn and adjust. He should be a diagnostician who can discover special difficulties of children and at the same time possesses the requisite skill for carrying forward the necessary remedial work. He should also be performing important educational and vocational guidance functions. No person untrained in the methods of psychology can possibly fulfil the obligation and tasks which are the responsibilities of the teacher.”  

Kelly has analysed the task of educational psychology as follows:

To give a knowledge of the nature of the child; To give understanding of the nature, aims and purposes of education; To give understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology; To present the principles and techniques of learning and teaching; To give training in methods of measuring abilities and achievement in school subjects; To give a knowledge of the growth and development of children; To assist in the better adjustment of children and to help them to prevent their mal-adjustment; To study the educational significance and the control of emotions; and To give an understanding of principles and techniques of correct training.  

Educational psychology helps teachers in accomplishing the aims which are also its goals and objectives. Educational psychology aims at helping the teacher in widening and enriching his own personal life by the enrichment of his knowledge, by the edification of his thought level, by modification of his attitudes, his goals, his ideals, his standard of values, his conduct and his feelings. In this way educational psychology tries to discharge the cultural aim. Educational psychology aims at helping the teacher in bringing about improvement in the quality of his instruction and in promoting increased improvement in the teaching service at schools. From this angle, the aim of educational psychology is to train a teacher professionally. It aims at promoting, as has been mentioned earlier, effective learning and teaching and at fostering the growth and development of wholesome personality by increasing the teacher’s ability for intelligent self-direction in the changing social order. It enables the educator to understand human nature better. In this manner, educational psychology helps a teacher to motivate effectively the child and direct him suitably towards aptitude for learning and growth.
1.7.1.1 APTITUDE

An individual’s aptitude plays a vital role in his performance, so the investigator had used it as one of the variables. When we speak of an individual’s aptitude for a given type of activity, we mean the capacity to acquire proficiency under appropriate conditions, that is, his potentialities at present, as revealed by his performance on selected tests that have predicative value. The various types of aptitude tests largely possess, in common, the characteristics of testing the individual’s potentialities in terms of specific abilities resulting from the inheritance and general experience but of disregarding the abilities resulting from specific training or education.50

Aptitude tests are aimed at predicting the student’s later performance in a specific type of behavior. Tests are available to measure aptitudes for many specific school subjects such as foreign language, art, music, and mathematics. Examples of such tests are the Modern Language Aptitude test, the Orleans Hanna Algebra Prognosis Test, and the Metropolitan Readiness Tests. Aptitude Tests to measure skills needed in various occupations are also available. These include tests of sensory capacities, mechanical aptitude, and aptitude for selling.

Aptitude tests are often used in educational research initially to equate groups that are to receive two different experimental treatments. Aptitude tests also are used in research to identify students of a particular aptitude level for special study. For example, the research worker may wish to identify students who have very low aptitude for learning a foreign language in order to determine whether a method could be developed to teach foreign language effectively.51 These tests are highly helpful in determining the level of the students ability and to plan further strategies to improve and add to the students’ abilities.

The term Aptitude, as we have defined, indicates one’s promise, probability of success or failure upon training. It is predictive and prospective. One could perhaps save time and energy before embarking upon a training programme whether one has a reasonable chance of gaining proficiency. It is an indispensable tool at the hands of a counselor to suggest a course of studies in which an individual is likely to succeed. All students may learn music at school. Everyone may not have musical aptitude. Under the same environmental stimulation some students absorb
much more and blossom as talented musicians. We may say that these students had real musical aptitude.

An Aptitude is a composite of different component abilities that together make for success. The lower the aptitude, the lower the probability of achievement. However, recently, aptitude has been reckoned in terms of “Time” as well. The higher the aptitude the less time required for learning and mastery. The investigator made use of differential aptitude tests—Language Usage – Spellings test, Language Usage – Sentences test and Verbal Reasoning test to find out the aptitude of students for English Language Learning.

1.7.1.2 ATTITUDE

A person’s attitude towards his/her subject brings out changes in his performance, so the investigator has made use of this variable in this study. One aspect of an individual’s personality is his/her attitude. According to Thurstone. “An attitude is the sum total of a man’s inclination and feelings, prejudices or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic”. Attitude tests are aimed at predicting the students’ later performance in a specific type of behaviour. Attitude scales are frequently developed to measure the individuals’ attitude towards a particular group, institution, or institutional practice. An attitude is usually thought of having three components; an affective component, which consists of the individual’s beliefs, a cognitive component or knowledge about the attitude object, and a behavioural component, which is the individual’s pre-disposition to act towards the attitude object in a particular way.

Several different procedures have been used to develop measures of attitude. Attitudes are often measured in educational research because of their possible predictive value. A very large number of attitude scales are listed in Measures of Psychological Assessment which purports to measure attitude towards such things as authority, change, death, health, job, mental illness, school and so on. Satisfactory attitude scales can be developed by the research worker to measure the attitude of the students towards teaching/learning English language.

The term ‘Attitude’ is defined by Freeman as “a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one’s typical
mode of response.” It is a tendency to react in a certain way towards a designated class of stimuli. These are the ways in which an individual thinks, feels and acts. Attitudes are not observable. They can only be inferred from behavior. Attitudes are not inborn traits. We acquire them through social interactions. The family plays a paramount role. Parents mould our attitudes. Freedom of thought ought to liberate us from the strange hold of dogmas and superstitions and urge everyone to develop a robust free will and usher in an era of peace, prosperity and plenty. Attitudes are multi-dimensional. They are susceptible to change or modification. Until one experiences a need for change, it remains specific. One’s perception towards his/her profession would also bring desirable changes in one’s behaviour. Hence the investigator decided to develop a scale on attitude towards English language learning.

1.7.1.3 FAMILY CLIMATE

Members of society are drawn from educational institutions, who in turn, emerge from families. The impact of culture on child upbringing is paramount. When children are urged to perform as best as they could for the sheer joy of performance in any worthwhile area of human endeavour they are amazed at their own potentialities! Parents, by setting examples in their own life style, could assist children to strive for excellence in every activity. This cannot be achieved by invidious comparison of one child with another, but by helping each child to improve his own previous performance.

The kind of parent-child relationship that prevails at home decides to a considerable extent the personality traits developed by children. Absolute standards of behaviour, unquestioning acceptance of the parental demands, total submissiveness, absence of explicit exhibition and warmth and acceptance were in vogue in the by gone past. In short it was an authoritarian set-up.

Life-style changed gradually. Parents behaved in non-punitive, accepting and affirmative ways with respect to children’s impulses. Such parents consulted children on family-decisions, gave explanations for family rules, avoided roles as active agents in shaping the child’s behaviour. Reason, but not power, was used to accomplish such parental aims as seem necessary. It can be called a Democratic set-up. Which one would be conducive for nurturing achievement motivation, high academic
achievement, overall development and growth of children? In general the best adjusted children get both firm control and love. Their parents expect mature behaviour and engage in considerable communication. Parents who exercise firm control and are not afraid to make reasonable demands on their children are more helpful in aiding them to gain maturity than the parents who are overly permissive or authoritarian. The investigator made use of family climate scale to see the correlation between family climate and achievement in English.

1.7.1.4 ACHIEVEMENT MOTIVATION

Every year tennis players from over all the world converge at Wimbledon in England to participate in the Lawn Tennis tournament. It is not uncommon to witness the emergence of a winner with a straight sets convincing victory. But, it is uncommon to see a player losing two sets in succession but winning the third set in a tie-breaker and also winning the remaining two sets in a Marathon 4-hour struggle for supremacy! Isn’t it an achievement! Was he awed by the past record of the opponent? Did he get demoralised by the thunderous ovation and support from spectators for his rival? The killer-instinct in a player surfaces miraculously and works wonders at crucial time!

The above episode is an instance of ‘Achievement-Motivation.’ Dormant lies within an individual an incredible zeal and zest to ‘perform’ and ‘succeed’. Whether one capitalises the submerged talent or remains complacent is dependent upon the society and culture one lives in. Almost a century ago, when Japan was crippled by the devastating Second World War and reduced to a non-entity few would have foreseen that the tiny country would emerge World-leader in Electronics industry! How do we account for the emergence of nations from the brink of disaster? It is due to the indomitable human spirit and Motivation of Excellence. David Ausubel, the profounder of Meaningful Reception Learning and Expository Teaching, perceives three components in achievement-motivation. These are:

a) Cognitive Urge, which is task-oriented. The individual attempts to satisfy his Need to Know and Understand. The reward of discovering new knowledge resides in the carrying out of the task.
b) Self-Enhancement, which is ego-oriented, represents a desire for increased Prestige and Status gained by doing well scholastically or otherwise. It leads to feelings of adequacy and Self-Esteem.

c) Affiliation, is a dependence on others for approval. Satisfaction comes from such approval irrespective of the case, so that the individual uses academic success simply as a means of recognition by those on whom he depends for assurance. Parents play an active part in the young child’s affiliation needs. Later the teacher and the peer group become approval-agents. An achievement-motivated individual is likely to exhibit self-assurance, Positive outlook, Pragmatism, Hope and Faith in a bright future while an individual lacking in achievement-motivation would exhibit all-round Pessimism, Distrust and Despair. The investigator made use of an Achievement Motivation scale (Deo-Mohan) in her present study to find out the correlation between Achievement in English and Achievement Motivation.

1.80 THE BACKGROUND OF THE STUDY

The investigator has been serving as a teacher of English language for more than twelve years at a Government Higher Secondary School in Tamilnadu, India. The investigator felt that the conventional method of classroom instructions does not cater to the learners’ needs in presentation of language in an effective way. Teaching is basically teacher–centered, mechanical and product–oriented. Till date very few attempts have been made to study the effectiveness of Task–Based approach in the teaching of English at the higher secondary level in presentation of the content. Most children from Government and Corporation Schools do not perform well in English. They basically have a fear for the language, nurture a misconception that it is difficult to learn and speak English. These inhibitions are mainly due to the fact that they hail from the economically backward strata of the society and do not have any exposure to the language at all. Based on the activities listed in the strategies/methods of language teaching, the teaching of English could be made simple, interesting and arousing their interest in learning, practising and using the language on their own, effectively. Remedial measures in areas such as structure of sentences, aiding them to frame simple sentences, expressing themselves clearly, short and brief expressions that would precisely convey their ideas
are all implemented, so as to encourage them to read and speak without depending on external sources for help. Ultimately, students should develop the confidence to answer in English in interviews, communicate effectively with their classmates, teachers, higher officials in workplaces, convey their ideas clearly in meetings, conferences, at banks, in business transactions, etc., Since accuracy is needed in conveying one's ideas, those areas of English usage where students tend to commit mistakes often, such as Prepositions, Articles, Voice of the verb, Transformation of sentences and Degrees of comparison are all focused upon. Ample situations wherein the spoken skill is essential, are provided and thorough prodding, prompting and through help initially, students are made to build their conversational skills and develop fluency in their speech and written expression. In the light of this discussion, the researcher felt the need for analyzing the effectiveness of using a Task – Based approach (A real and communicative task) as a remedial measure to make learners become accurate in their language use and thus enabling them to master effective and meaningful communication and accuracy.
5. *Ibid*, p.2
7. *Ibid*, p.2
8. *Ibid*, p.2
10. *Ibid*, p.2
15. Varma *op.cit.* ,1984, p.174
16. *Ibid*, p.10
20. *Notes on Teaching English (H.S)* Regional institute of English South India, Bangalore. p – 1(Manual)
27. Ibid, pp. 70 – 71
33. Ibid, p. 26
34. David Nunan *op.cit.*, p 10
37. Benjamin S.Bloom,*Taxonomy of Educational Objectives Book I, Cognitive Domain*, 1956, p.185
38. Dash *op.cit.*, p. 14
40. Ibid, p.267
41. Dash *op.cit.*, p.22
44. Borg, *op.cit.*, pp. 265 – 267
49. Kelly, W.A., “The Functions of the Course in Educational Psychology

pp. 232 – 234


52. Dandapani, *op.cit.*, p.467

53. L.L. Thirstone and E.J. Gave, *The Measurement of Attitude*, 1929,
pp. 6 – 7


55. Dandapani, *op.cit.*, p.211
