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ENGLISH LANGUAGE

WHAT IS LANGUAGE?

Since the dawn of history, man has been trying to unravel the mystery which seems to surround this divine gift of articulate speech. He has been trying to peer into its origins buried deep in the debris of his prehistory and has been trying to understand its nature. As regards the origin, many scholars have admitted that, "it is not possible to reconstruct the vestiges of original language and may never go beyond the realm of speculation."

The position can be best described in the words of an eminent British linguist, S. Pit Corder: "We just have to admit that language is such a complex phenomenon that no one viewpoint can see it as a whole. The question we really need to ask is not which view is 'right', but which view is useful, which view is relevant to language teaching. Can we say that any one of the approaches to language as knowledge as behaviour, as skill, as habit, as an event or as an object can be safely discarded by the language teacher?"

He further adds: "The first way we can approach language is as a phenomenon of the individual person. It is concerned with describing and explaining language as a matter of human behaviour. People speak
and write, they also evidently read and understand what they hear. They are not born doing so; they have to acquire these skills. Not everybody seems to develop them to the same degree. People may suffer accidents or disorder which impair their performance. Language is thus seen as a part of human psychology, a particular sort of behaviour, the behaviour which has as its principal function that of communication.

Emphasising this principal function of language, Block and Trager call it a “system of arbitrary vocal symbols by means of which a social group co-operates”, while Whiteall defines it is, “the patterned, rhythmmed and segmented code of vocal signals.” Likewise, Aitchison calls it a, “patterned system of arbitrary sound symbols.”

From some of these observations the practical language teacher should gain some insight into the psychology of language learning and note the following principal features of language to arrive at his own working definition of language:

Language is speech (vocal).
Language is a system.
Language is structured (segmented)
Language is patterned.
Language is a code.
Language is arbitrary.
Language is behaviour.
Language is a social as well as an individual phenomenon.
Language must be learnt (i.e. one is not born speaking a particular language).
Human language is different from that of animal language. Though animals, birds etc. do not possess a verbal language but they succeed in communicating different things by barking, mewing, chirping, etc. In fact, animal communication has certain limitations and therefore cannot express abstract concepts.

Human language is creative in nature. We create new sentences which nobody might have heard or read in the past. This is what we call, 'linguistic creativity.'

Language is primarily speech. "Language is most completely expressed in speech. Writing does not represent intonation, rhythm, speech and junctures" (Robert Lado, 1971: 50).

Language is a code. When a speaker or writer writes, his message is encoded. The message which is encoded by a speaker or writer is, in fact, decoded by listener or reader. The code is already known to the listener-speaker and the reader-writer. That is the reason why they understand what is conveyed to them. It has both content and expression. Language acquisition and production is also considered as a skill.

LANGUAGE AS A SYSTEM

From the principal features of language, it is seen that language is basically a system of vocal sounds, the principal function of which is communication or signaling of meaning. Language does this signaling
with the help of a number of inter-dependent systems and that is why it is sometimes called a system of systems.

The various systems that operate at different levels of this complex system are:

- A system of organising sounds.
- A system of making words.
- A system of arranging words.
- A system of organising meaning.
- A system of visual symbols for writing (for written language).

A system implies restriction of choice and inter-dependence of the member making up the system. In any system there are a limited number of items which operate according to some established patterns with reference to one another. Language is a system of systems, there are a limited number of items in each system which function according to some established patterns.

If the steady flow of language as it passes by the fine point of the present moment could be differed into its major elements like a ray of light passing through a prism, we should observe that it separates into three broad bands. These bands may be labelled audio-lingual, gestural-visual and graphic-material in simpler terms we may call them talk, gesture and writing (Osgood, Charts E. and Thomas A. Sebeok, 1954).
Since the items in a language (i.e. a syllable, a word, a phrase etc.) are composed of smaller items arranged in a limited number of ways, language is said to be structured at different levels. Therefore, corresponding to the five levels, a language has the following structures:

1. Phonological Structure
2. Morphological Structure
3. Syntactic Structure
4. Semantic Structure
5. Graphic Structure

Except the graphic structure, which is primarily concerned with the visual representation of the spoken language, the other four constitute a hierarchy of organisation – the semantic being the deepest and the phonological being the most superficial layer of organisation. Similarly within the structures themselves the items are organised in a
hierarchical order where a structure is made up of other structures that are immediately below it in rank.

LANGUAGE STUDIES

Linguistically speaking, language studies can be of the following types:

FIGURE No. 2

LANGUAGE INDICES

Language Indices

\[ \text{L}_1 \quad \text{L}_2 \quad \text{L}_3 \quad \text{TL} \]

\[ \text{FL} \quad \text{CL} \quad \text{ML} \quad \text{DL} \]

\[ L_1 = L - \text{one, i.e. mother tongue} \]

\[ L_2 = L - \text{two, i.e. second language} \]

\[ L_3 = L - \text{three, i.e. third language} \]

\[ \text{FL} = \text{Foreign Language} \]

\[ \text{CL} = \text{Classical Language} \]

\[ \text{ML} = \text{Modern Language} \]

\[ \text{DL} = \text{Dead Language} \]

\[ \text{TL} = \text{Target Language} \]

A. Mother tongue \((L_1)\): \(L_1\) is the mother tongue of a child. It is the first language and is essentially the language spoken and/or used by the
mother of the child. The child acquires his mother tongue because it is unavoidable and indispensable for him.

B. Second Language ($L_2$): A second language may be defined as the language which a child/person learns consciously after or with the mother tongue.

C. Third Language ($L_3$): A third language is the language which a child/person learns after having learnt the first language and the second language. A child learns a third language either out of need or compulsion or pleasure. In a multi-lingual country like India, children have to learn a third language at school, for it is on the prescribed course.

D. Foreign Language (FL): A foreign language is a language spoken in a foreign country. A mother tongue in a country can be a foreign language for another country. That way every language is a foreign language. A language may be a foreign language, for it may be foreign to the people of another country.

E. Classical Language (CL): A classical language is a language which is traditional in nature and has a rich literature as well as an elegant past. Latin, Greek, Persian, Sanskrit, etc. are considered classical languages.

F. Modern Language (ML): A modern language is one which is used by the modern world. For instance, English is one of the modern languages in the world now.
G. **Dead Language (DL):** A dead language is a language which is out of use and is no more used by people for communication. It exists only in literature. People do not speak or write it. It is not live. In other words, people do not communicate through it. Many linguists are of the opinion that languages never die and it is derogatory to label a language as dead. They argue that language is dynamic by nature, how can it die? So long as people read it, it cannot die. There are linguists who argue that if a language is not used as a tool of communication, it is as good as dead. Some people call Sanskrit a dead language in India. The subject is still debatable.

H. **Target Language (TL):** A target language is one which is learnt as a target. It is a purposeful activity. Any language can be a target language.

**ROLE OF ENGLISH AS A LANGUAGE IN THE INDIAN CONTEXT AND WORLD OVER**

For almost two centuries now, English has been playing an important role in the Indian educational system as well as in our national life. It is generally held that the British introduced English in our educational system in order to produce clerks for their colonial administration and to produce what Lord Macaulay called, “a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.”
But those who can take a dispassionate view of the issue agree that in reality Macaulay may not have been the villain of the piece he is usually made out to be. It is quite likely that he stoutly supported the Anglicist, because he could see the benefits that would accrue from the learning of English. Even ardent patriots like Raja Ram Mohan Roy, were in the vanguard of the Anglicist movement for “dissemination of useful knowledge of science and literature through the medium of the English language,” and Macaulay may have encouraged this movement with the sincere belief that a knowledge of English would prove beneficial to the Indian people. And indeed, though the British system of education had the intended result of turning out vast armies of pen-pushers, as it is still doing the learning of English which this system emphasized proved beneficial in more than one way.

In the first place, it helped the growth of nationalism which ultimately freed the country from British yoke. Our national leaders drew their inspiration from the writings of the great thinkers like Ruskin, Carlyle, Abraham Lincoln and others who wrote in English. It is also interesting to note that the founder of the Indian National Congress, Allan Octarian Hume, was an English man.

English also served as a great unifying force in our struggle for independence. It is through this language that the leaders from the four corners of our vast country could communicate and chalk out their common plans of action.
Even now, English is playing this important role of communication, as the national link language for the purpose of inter-state correspondence and as the language of trade and commerce between different parts of the country.

Study of English has enriched the Indian languages and literature. All the Indian languages have freely borrowed words from English and have coined words and phrases on English models to enrich their vocabulary. The influence of world literature on the vernacular literature of India is also directly attributable to the popularity of English literature in India.

English has also greatly contributed to the growth of knowledge in India, particularly in the field of science and technology. It has brought home to us the different developments in the international scene and helped us in properly understanding the world situations.

With the attainment of independence the role of English in our education as well as in our national life came to be seriously questioned. It became apparent that English could not continue to occupy the privileged position it had been occupying under the British. There was a lot of controversy over the status of English in changed context and the dust raised by that controversy has not settled down yet. It is unfortunate that many of our leaders equated English with an instrument of colonial exploitation and saw it as a shameful badge of our slavery. Worked up by this conviction, and in some cases guided by the political motive of
gaining cheap popularity with the masses, they raised a great hue and cry to banish English lock, stock and barral from the Indian soil.

However, wise counsel prevailed and they continued use of English for the following purposes seems to have been recognised by all:

- As a national link language
- As an international link language
- As a library language

**ENGLISH AS A NATIONAL LINK LANGUAGE**

The Constitution of India, adopted in 1950, has envisaged Hindi as the only official language of the Union of Indian and English was to continue for 15 years from the date of adoption of the Constitution. This was vehemently opposed by the southern states. As a result, Parliament enacted in 1963 the Official Languages Act, 1963 providing for continued use of English for an indefinite period. Prime Minister Nehru also assured the Southern states that English would continue to be the Associate Official Language until such time as the non-Hindi States agree to accept Hindi as the only official language at the country.

Besides being the Associate Official Language for inter-state, communication and communication between the states and the centre, English is the only language which is understood by the educated people, all over the country. Without English both official and private communication between many parts of the country will be completely
cut off. In this connection, the clear and emphatic opinion of Jawaharlal Nehru is worth quoting:

"If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such gap or hiatus must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future."

The Indian Education Commission (1964-66) has also recommended the continuance of English in the interest of national integration and for higher academic work. It is therefore apparent that English must continue as a national link language for quite sometime to come.

ENGLISH AS AN INTERNATIONAL LINK LANGUAGE

English is the most widely spoken language in the world. It is the mother-tongue of more than 300 million people and another 200 million use it as their second language. Until recently it was believed that Chinese, which was supposed to be the mother tongue of over 700 million people, had the largest number of speakers in the world. But it has now come to light that 'Chinese' consists of a number of mutually
English therefore occupies the unique position of being the language used by the greatest number of people in the world. But the more significant aspect of English is its ‘distribution’. While Chinese is confined only to the Chinese sub-continent, English is spread across the globe. Apart from being the native or first language in countries as widely apart as the United Kingdom, the United States of America, Australia, Canada, New Zealand and South Africa, English is an important second language almost everywhere in the world.

Even in India it is not only a popular second language but also the mother tongue of a small Indian community, the Anglo-Indians. According to the 1971 census nearly 2,00,000 Indians use English as their mother tongue. Besides, quite a few Indian States and Union Territories, viz. Nagaland, Meghalaya, Arunachal Pradesh, Mizoram, and Sikkim, have adopted English as the official language. Mr. M. C. Chagla, when he was Chief Justice of the Bombay High Court, once ruled that English was an Indian language, and the Supreme Court upheld this judgement. The Sahitya Academy of India recognises English as one of the Indian languages; and Jawaharlal Nehru even wanted to include it in the Eighth Schedule of the Constitution, thus giving it statutory recognition as an Indian Language.
The same situation obtains in many countries in Asia and Africa where English is not spoken as a native language. Even in countries like Russia and China the demand for learning English as an important foreign language is increasing. In Italy, the birthplace of most of the languages at continental Europe, there is now a strong movement to make English an associate official language of the country.

Because of this great popularity and worldwide distribution, English has the pre-eminent claim to be the medium of international communication. In fact, English has ceased to be the language of its native speakers only— it has already attained the stature of a world language. If a person knows English he is sure to be understood anywhere in the world. With the tremendous advance in modern transport and communication systems, the world is growing smaller and smaller.

Today we are in closer contact with the different parts of the world than our forefathers could ever dream of. To express our views in the committee of Nations and to develop trade, commerce and diplomatic relations with other countries, we need to have a common medium of communication. A common language is also a great cementing force, for it is through a mutually intelligible language that Nations can better understand each other.
English is therefore going to play an important role in the world 
affairs and it will be to our own advantage if we continue to learn 
English as an important foreign language that has attained the status of 
second language.

ENGLISH AS A LIBRARY LANGUAGE

Perhaps the most important role that English has to play in India 
today is as LIBRARY LANGUAGE. This term, used by the Indian 
Education Commission (1964-66), popularly known as the Kothari 
Commission, seems to be an extremely happy choice.

It is generally agreed that the mothertongue is the best medium of instruction and the commission has recommended the use of mother tongue as the medium of instruction upto the highest level of education. But the Commission has also said that no student should be awarded a university degree unless he has acquired some proficiency in English. This is as it should be, for English can rightly be regarded as the key to the store-house of knowledge.

Books on all branches of knowledge are available in English. Besides, more than 60% of the world’s technical journals, newspapers, periodicals etc. are published in English. It might be possible to translate some of the books into the regional languages of the country, but not even the richest country with the most sophisticated translating machine
can ever hope to cope with the ever-growing stream of knowledge that is being spread through these publications.

Therefore, to keep themselves abreast of the latest developments in the field of science and technology our students will have to acquire a reasonable amount of proficiency in English.

The importance of English as library language can be described in words of the Radhakrishnan Commission:

"English however must continue to be studied. It is a language which is rich in literature—humanistic, scientific and technical. If under sentimental urges we should give up English we should cut ourselves from the living stream of ever-growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible. Its effects would be disastrous for our political life, for, Nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance."

“Our students who are undergoing training at schools which will admit them either to university or vacation must acquire sufficient mastery of English to give them access to the treasures of knowledge,
and in the universities no student should be allowed to take a degree who
does not acquire the ability to read with facility and understanding works
of English authors."

MORE TERMS DEFINED

Let us very briefly discuss some very important terms which are
often used while talking about language. These terms are Esperanto,
Lingua-Franca, Dialect, Idiolect, Lingo, Register, Vernacular, ELT,
CLT, Matalanguage, etc.

1. Esperanto: It is an artificial language designed for use by all
nations.

2. Lingua-Franca: It is a language used for communication between
the people of an area in which several languages are spoken. For
example, English is the principal lingua-franca in India.

3. Dialect: It is a form of a language (grammar, vocabulary and
pronunciation) used in a part of a country or by a class of people.

4. Idiolect: Idiolect is the total amount of a language that any one
person knows and uses. For instance, someone may ask you, "Is
the word 'precarious' part of your idiolect?"

5. Lingo: It refers to a foreign language. The word 'Lingo' is used
in a jocular and derogatory sense. It is an informal word and
should be used carefully. 'Lingo' also refers to special words or
expressions used by a particular group. 'Lingo' also connotes 'jargon'. You may also come across a phrase like 'Local lingo'.

6. Register: It is a linguistic term meaning the range of 'vocabulary, grammar etc. used by speakers in particular social circumstances or professional contexts.'

7. Vernacular: It is a language or dialect spoken in a particular country or region, as compared with a formal or written language.

8. ELT: It is an umbrella term and refers to the English Language Teaching including the content, approaches, methods, procedures, devices, techniques practices and theories of teaching English.

9. TEFL: Teaching English as a Foreign Language.

10. TEMT: Teaching English as a Mother-tongue.

11. TESL: Teaching English as a Second Language


13. CLT: Communicative Language Teaching

14. Meta-language: Language or set of symbols used in talking about or describing another language, etc.

ENGLISH IN OUR SCHOOL CURRICULUM

While recognising the importance of learning English, we have to admit that it cannot occupy the same place in the school curriculum as it did in the past. Now we can afford to continue its teaching with the same objectives, or lack objectives, under the changed conditions. For
almost 200 years English dominated the school curriculum. It was the medium of instruction not only at the university level but also at the school level until the early thirties of this country - First language Literature.

It is now realised that this state of affairs cannot continue and that the teaching of English should be made more practical and language-oriented in order to achieve the limited objectives of learning this important foreign language.

The three-language formula, first suggested by the National Integration Commission (1962) and later recommended by the Indian Education Commission (1964-66) envisages compulsory study of English either as a second language ($L_2$) or as a third language ($L_3$) for the duration of six years or three years respectively in non-Hindi speaking areas, and as a second language of six years’ duration in Hindi-speaking areas.

The Regional Language or the first language ($L_1$) is to be taught from Class I to Class X and the second and the third languages are to be introduced in Class V and Class VIII respectively. In Hindi-speaking areas the third language should be a modern Indian language other than Hindi. The mother-tongue or the regional language should be the medium of instruction at all levels of education.
All the States have accepted the three-language formula with necessary modifications to meet local requirements. However, there is a feeling that the Hindi-speaking States are not seriously implementing the recommendation relating to the third language in their regions, and as a result, the 'three language' formula seems applicable to non-Hindi regions only. At the same time it is also realised that our students will have to learn all the three languages for different purposes to be served by each of them. The expected level of achievement in these languages will however, depend on whether the language is learnt as $L_1$, $L_2$ and $L_3$.

In the State of Maharashtra until June, 2000 English is introduced in the fifth standard as a third language. By the time the student completes secondary education he would have studied it at least for six years. However, from June, 2000 English is introduced in the first standard as a school subject in Non-English Medium schools.

OBJECTIVES OF TEACHING ENGLISH IN SCHOOLS AS THIRD LANGUAGE

The objectives of teaching English are geared to the needs of learners and the position of English in the socio-economic and the cultural life of the Nation. The objectives spelt out in terms of language abilities of listening, speaking, reading and writing skills in the Upper Primary and Secondary levels are the same. The abilities however vary from course to course and from stage to stage in the degree of attainments.
The psychology of language learning also tells us that the four basic skills namely listening, speaking, reading and writing reinforce each other and even for the development of a single skill, some amount of the emphasis on the other skills will be found beneficial.

The objectives of teaching English at the school stage may therefore be summed up as developing in the pupils the following skills and knowledge:

i. To understand English with ease when spoken at normal conversational speed.

ii. To speak English correctly and fluently.

iii. To read English with comprehension and at a reasonable speed so as to use it as a library language for gathering information and for enjoying reading.

iv. To write neatly and correctly at a reasonable speed.

v. To enjoy simple poems in English.

vi. To acquire knowledge of elements of English for practical command of the language.

vii. To translate common English words, phrases and sentences into their functional equivalents in mother-tongue and vice-versa.

viii. To develop interest in English.

(T. C. Baruah, 1985 : 11)
The above list gives the skills in the broadest terms. But to be of any practical use to the classroom teacher, they have to be broken down into their various components. The aim at the school stage is to enable the students to use English in ordinary every day situations, such as: carrying on ordinary conversation, listening to radio and T. V. news and talks, in English, reading non-technical prose, enjoying simple poetry, writing personal letters, applications, reports, etc.

The terminal outcomes of Learning English in the primary and upper primary stages are that the learner develops:

THE ABILITY TO UNDERSTAND ENGLISH WHEN IT IS SPOKEN (The Skill of Listening)

The learner

- understands simple statements, questions, commands.
- follows directions given orally.
- follows simple narrations or descriptions.
- maintains his/ her listening attentions for a reasonable length of time.
- listens to English programmes on radio and watches programmes on television.
THE ABILITY TO SPEAK INTELLIGIBLY
(The Skill of Speaking)

The learner

- speaks intelligibly while making statements, asking questions, giving instructions, reporting events.
- narrates simple experiences and series of events within the range of his/her linguistic ability.
- converses in familiar social situations.
- uses polite expressions in appropriate contexts.

THE ABILITY TO READ ENGLISH INTELLIGENTLY AND IMAGINATIVELY
(The Skill of Reading – aloud and silent)

The learner

- develops correct reading habits.
- grasps meaning of words and sentences from the context.
- understands notices and written instructions.
- follows sequence of ideas and facts.
- forms the habit of reading for pleasure and information.

THE ABILITY TO WRITE CORRECTLY
(The Skill of Writing)

The learner

- writes neatly and legibly with correct spelling and reasonable speed.
- uses appropriate vocabulary and constructs sentences correctly.
- writes paragraphs, letters, simple narrative pieces.
- writes accurate descriptions of people, places and things.
To attain the objectives the guidelines have been laid down for the effective implementation of the syllabus in English (given by MSCERT).

**APPROACHES, METHODS AND TECHNIQUES - STRUCTURAL APPROACH**

The syllabus incorporates structural items (language items) which form the core of the COURSE CONTENT for each year. They have been arranged in such a way that the earlier structures facilitate learning of the latter ones. The text book writer and the teacher may change the order of the structural items, if necessary.

Illustrations given against each language items, determine the scope of the structural items to be learnt at a particular level. The other aspects of the same may be introduced in higher classes.

**SITUATIONAL APPROACH (MEANINGFUL LEARNING)**

Language is primarily used to communicate thoughts, ideas, feelings, etc. The teachers are advised not to teach structural items in isolation but to use them in the situation which would appeal to the learner and inspire him to use the language in his own context whenever required. The communicative aspect of the language should never be ignored.

**AURAL-ORAL APPROACH**

Each structural item used in a particular situation should be presented orally first on each occasion so that the learner gets
opportunities to develop the ability of listening. Optimum efforts must be made to involves the learner in speech and conversation.

MULTI-SKILL APPROACH

In the early stage, emphasis is being laid on developing the oral skills, as they facilitate learning the skills of reading and writing. It is not desirable to ignore reading and writing at the same time. So, balance in the development of all the four skills has to be maintained.

ORAL WORK

The first year syllabus is expected to be implemented orally. However, reading and writing could be introduced and practised incidentally. The learner should be exposed to the use of the language and encouraged to act and take part in conversation.

In upper primary classes, about four weeks in the beginning of every year could be devoted to oral work. During that period the language learnt in the earlier classes could be practised in the form of remedial work which would help the learner to regain confidence and facilitate the process of learning further.

The syllabus emphasis the crucial role of oral work which should be freely resorted to during the entire period of learning English, as it is the quickest means of practising and ensuring assimilation of new constructions and their usages.
The teacher should realise the importance of pronunciation in language learning, stress should be laid on fluency. Practice in pronunciation will be conducted as an integral part of language learning class.

READING

Knowledge of the letters of the alphabet is not essential for acquiring the mechanism of reading. So the learner should be initiated to the skills of reading right from the beginning. ‘Look and Say’ is the most useful method for introducing, READING in the early stage. For which teachers are advised to prepare their own flash cards and reading charts. No doubt the black-board is the most useful device which could conveniently be used for ‘learning to read’. The teacher should understand that the Reader Textbook is not the only device for teaching reading.

The skill of reading aloud is important but more important is the acquisition of the skill of silent reading with a fair degree of speed and comprehension.

The learner must be encouraged to read more and more books for pleasure and information. Simplified and graded material should be made available at all stages.

USE OF THE READER

The learner should be asked to read the lesson after he has acquainted himself with the use of all the language items used in it. The
Reader (Text book) is not a device for introducing the language items but a source that supplies interesting material to reinforce what has been learnt orally. It also provides excellent samples of modern usages and demonstrates how to use the language in connected sequences in real-life situation which cannot be contrived within the limits of the classroom.

The Readers must be used in such a way that it accelerates the process of achieving the goods of learning English as well as the larger goals of education.

WRITING

Practising strokes forms the background to ‘learn to write’. Then the formation of the letters of the alphabet (small and capital) should follow. Only the print script is desirable at this stage.

In the early stage of writing (copying) the learner must be asked to copy words, phrases and sentences from the blackboard and paragraph from the book. Once he has acquired the mechanism of writing he should be involved in practising exercises on language items learnt orally. Periodical dictation exercises form an effective method of teaching the skill of writing.

Graded copy books should be made available to pupils for this purpose.
COMPOSITION

The teaching of composition will begin with oral work at the preliminary stage. It should follow oral and written exercise on the matter read and should lead to reproduction of stories, simple description of familiar objects, scenes, people, narration of events with the help of guidelines and linguistic cues.

GRAMMAR

The chief aim of the teaching of English is to develop comprehension and direct expression. Hence, teaching the formal aspect of grammar is not expected at this stage but the functional aspect, that is, explanation at the usage of language items may be done as a short-cut to quick understanding.

USE OF MOTHER TONGUE

The mother tongue, of learner should not be used indiscriminately. It should be used, if necessary, to explain the meaning of content words, the behaviour of language items and certain points of usages.

POEMS

Poems are to be learnt for pleasure. The rhythm of the language is acquired incidentally through poems. Each Reader should include some simple and enjoyable poems for recitation.
VOCABULARY

A list of content words is given in syllabus. About 150/200 words may be used in the fifth standard and the number may be increased in subsequent years so that the learner would have mastered about 1500 words at the end of standard VIII. Some other words occurring naturally in the course of conversation but not listed, may also be taught by the teacher. Similarly, freedom is given to add to, or to subtract from the select vocabulary to the extent of ten per cent. Thus there is ample scope for initiative and experiments on the part of enterprising and imaginative teachers or Text book writers.

HOMEWORK

Homework need not be merely textual. Activities and tasks enjoyable by the learner should be set and they should be asked to use appropriate language. The assignment may include collecting pictures and naming them, writing names of members of the family, relatives, friends etc. visiting places of words and talking to people in English.

USING LANGUAGE INFORMALLY

Some of the structural items, phrases, vocabulary items (words) included in the syllabus for all the classes could be presented and practised whenever the occasion arises. For this the teacher need not hesitate even to change the order of the structural items. He should first use it in the oral work as it would fit well in the context. This would
help him to create the proper atmospheres for learning and conduct activities in the class.

Here are just a few items for incidental learning:

Social manners
Numerals
Ordinals
- Day, Date, Time, Weather etc.
Commands
Verbs and Perception

READERS (COURSE BOOKS)

Readers should be written in accordance with the syllabus laid down for each class. They should provide interesting and useful materials for developing all the skills (Listening, Reading, Speaking, Writing) of language learning. It is desired that the materials is the Readers would expose the children to the use of the language in the modern way of life. The balance should be stuck between Indian and foreign background.

Poems should be selected very carefully only for recitation and comprehension at this level.

Exercises should be employed for intensification of language patterns learned orally as well as for composition.

EVALUATION

Learner’s behavioural changes in achieving the final goals should be observed and recorded for the assessment of teaching/ learning
process. It is not only the end product but the process of learning that matters in this regard. Various tools of evaluation should be adopted at each level to suit individual differences among learners.

Periodical tests and sessional examinations are to be administered to supplement the assessment of the individual.

To make results a true index of the learner's attainments:

a) all the skills should be tested.
b) questions should be objective based.

OBJECTIVES AND THEIR SPECIFICATIONS OF TEACHING ENGLISH TO STD VIII

1. The Skill of Listening

The student

listens with comprehension to a sequence of sentences up to a period of 20 minutes.
listens with concentration to the news and other informative programmes on radio and T.V. and gives the major points afterwards.
listens to native English accent (e.g. BBC).
listens to a short passage/story/play and understands the central idea or thought.

2. The Skill of Reading

The student

reads aloud a playlet with some dramatization.
reads aloud a non-textual paragraph.
reads with fluency
reads silently (with progressive elimination of finger used and mouthing).
3. The Skill of Speaking

The student

uses the proper intonation for statements, questions, commands and question-tags.

uses sentential pauses and breaks.

asks wh- questions.

makes a longer speech
(a) inquiry
(b) narration
(c) reporting

talks about himself / herself

4. The Skill of Writing

The student

writes complex sentences.

writes descriptive and narrative compositions with the minimum of hints (upto 25-30 sentences).

makes up stories (upto 10-15 sentences).

writes simple leave/ job applications, news-letters, complaint letters etc.

gives the summary of a passage.

recognises a paragraph as a writing unit.

uses the many ways of writing a dialogue.

punctuation: dash, hyphen, colon, quotation marks.

5. The Skill of Reproduction

The Student

conveys an oral message word by word.

writes to dictation words and sentences with increased speed.
writes a short textual/ non-textual poems from memory.
substitutes one word for a phrase within a sentence.
paraphrases a word.
lists words belonging to the same area of meaning (e.g. farming) from a given passage.
suggests an end for an incomplete short story.
makes commentary.
makes notes
read - write
listen - write
gives a heading to a paragraph by way of one line summary.
translates from the mother tongue to English single sentences or sequences of 3-5 sentences.

6. The Skill of Conversation

The Student

discusses in a group a topic without any help from the teacher.

discusses a radio/ TV programme.

discusses playlets/ stories, poems not given in the textbooks.

7. Miscellaneous Skills

The Student

solves a crossword puzzle.

fills in the forms.

makes use of an illustrated dictionary.

prepares his/ her own glossary.
LANGUAGE ITEMS OF TEACHING ENGLISH TO STD. VIII

1. Compounds with (Every/ some/ any no)
   Everything/ something/ anything/ nothing.
   Everyone/ someone/ anyone/ no one (none).
   Everybody/ somebody/ anybody/ nobody.

2. Prepositional phrase used adjectively
   The box under the table is mine.

3. SVO V-ing (E)
   I saw the bird sitting on the roof.

4. Out of/ into
   After sometime we came out of the shop.
   Take this and throw it into the fire.

5. Through/ across/ along
   The dog jumped through the ring.
   Draw a line across a sheet of paper.
   We walked along the sea shore.

6. Adverb clause of time with ‘when’
   (present, past, future tense)
   The pupils stand up when the teacher enters the classroom.
   I noticed him when he came out of the well.
   I shall come to you when I finish my work.

7. Adverb clause of place where/ wherever
   Chitra spent some years where her aunt lives.
8. Must/ mustn’t
   It is very late.
   I must go now.
   You mustn’t drink dirty water.

9. Ought to
   You ought to do your homework everyday.

10. Adjectival clause with who (whom)
    This is the man who killed the snake.
    The man whom you met yesterday is my teacher.

11. Adjectival clause with ‘which’
    He showed me the shirt which he bought yesterday.

12. (a) Adjectival clause with ‘that’
    (b) Adjective clause deletion of relative pronoun.
    Here is the book that you asked for.
    Show me the picture you painted.

13. Adjectival clause with ‘whose’
    I know a person whose son is in Japan.

14. To infinitive (object of the verb)
    We must try to speak English.

15. To infinitive (purpose)
    Rajanna went to the post office to buy stamps.

16. Gerund (subject and object)
    Walking is a good exercise but I love cycling.
17. Formation of adverb by adding ‘ly’
   happy - happily
   slow - slowly

18. Present perfect with ‘since’
    I have known him since 1974.

19. Present perfect with ‘for’
    I have known him for ten years.

20. Adverb clause of time with
    ‘as soon as’
    No sooner than
    As soon as Pradip reached the river, he jumped into it.
    No sooner did he complete his home work, then he went out to play.

21. Adverb clause of condition with ‘if’ (probable condition)
    If you come, I shall give you the book.

22. Let’s
    Let’s go out for work.

23. Passive voice
   (a) Simple present  The flag is hoisted on 15th August.
   (b) Simple past     The story was told by Krishna
   (c) Simple future   The result will be declared soon.
                      with ‘by’ without ‘by’.

24. Reported speech (statements)
    The teacher said “Boys, Gopal is ill.”
    The teacher told the boys that Gopal was ill.
25. (a) Should (obligation)
(b) have to (compulsion)
Nandoo is ill. He should go to the doctor.
It is raining. You have to take an umbrella with you.

26. too- to
Bindoo is too weak to climb the hill.
He is too short to touch the ceiling.

27. enough
The old woman has enough money to live comfortably.

28. get + adjective
Get ready for the next programme.

29. Exclamation
What a beautiful scene!

30. - ing forms of verbs as
Object of prepositions.
Neelima is fond of reading.

31. So do I
"So do I" I think Mohan will get first class this year.
Neither do I
"Neither do I" "I don’t think it will rain this afternoon."

32. Prefer - to
I prefer coffee to tea.

33. I think so
"I think so" "Is the train late today?"
34. I hope so
   "I hope so" "Will be win the prize?"

35. How questions
   How do you make ice-cream?

36. How/ when/ where + to infinite
   (forming a noun phrase)
   I don’t know how to drive a car.
   Please tell us when to pay the fees.
   They don’t know where to go for a picnic.

37. (a) Reflexive pronoun
    (b) Emphatic pronoun
    I hurt myself.
    She herself made the bangle box.

38. Adjective clause with when/ where
    Winter is the time when we put on warm clothes.
    This is the house where Tukaram was born.

39. Reported speech
   (Yes-no, and Wh-questions)
   He asked me, “Do you work in the Government office?”
   He asked me whether I work in the Government office.
   The Officer asked the peon, “Why are you late?”
   The Officer asked the peon why he was late.

40. Such + adjective
    I like such bright colours.

41. ‘a’ meaning every
    My neighbours go to the market once a week.
42. Either
   Neither (pronoun)
   I don’t want either of the two.
   Here are two books. Neither is good.

43. Passive voice
   Present perfect tense
   Ramesh has been awarded a prize by the Head Master for grand success in the examination.

44. Passive voice
   Past perfect tense
   The thief had been caught by the police even before we lodged a complaint.

45. Used to (habitual past)
   I used to play cricket when I was young.

VOCABULARY FOR STANDARD V- VIII

With a very few exceptions only, the basic forms of the words are given. The other forms of the verbs, the derived pronominal forms, irregular plurals of nouns, agent noun forms, the forms of the cardinal and ordinal numbers other than those given here, are all to be taught, but only the simplest cognates and idiomatic collections should be used at this stage.

Addition to and substraction from this list, upto ten per cent, is permitted, provided that the changes made are in conformity with the principles underlying vocabulary selection for this stage.

The suitable vocabulary for this stage s given in APPENDIX – 14.
LANGUAGE AS SKILL

Language is primarily spoken. Language is often called a 'skill' rather than a 'subject'. Though a skill does not altogether preclude intellectual activity, it is more a matter of 'doing' than of 'knowing'. In learning the mothertongue, the first skill that a child acquires is the ability to understand to spoken work – the skill listening.

Next, he tries to reproduce these sound sequences to express his own desires and needs and thereby acquires the skill speaking. For an illiterate person, these two basic skills constitute his language ability.

The abilities to read and write are matters of literacy. But since we want our pupils to be literate in the language the skills of reading and writing are also included as basic language skills in the school course.

Language is therefore called a ‘complex skill’ comprising:

i. the skill of listening
ii. the skill of speaking
iii. the skill of reading
iv. the skill of writing

Language is essentially a skill. It is not a content-subject like science, social studies, commerce etc. which aim at imparting information and fill the human mind with knowledge.
According to B.S. Bloom's Taxonomy of Educational Objectives, there are three domains which are as follows:

<table>
<thead>
<tr>
<th>TABLE No. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Affective Domain</th>
<th>Psychomotor Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Exposition</td>
<td>Impulsion</td>
</tr>
<tr>
<td>Understanding</td>
<td>Receiving</td>
<td>Imitation</td>
</tr>
<tr>
<td>Application</td>
<td>Responding</td>
<td>Manipulation</td>
</tr>
<tr>
<td>Analysis</td>
<td>Valuing</td>
<td>Precision/Control</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Organization</td>
<td>Co-ordination/Articulation</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Characterization</td>
<td>Naturalization/Habit formation</td>
</tr>
</tbody>
</table>

As mentioned earlier that content-subjects deal with cognition which is an action or process of acquiring knowledge by reasoning or intuition or through the senses. Briefly speaking, content-subjects come under cognitive domain. Hence, the objectives of teaching the content-subjects are information or knowledge-oriented. People acquire knowledge by learning content-subjects.

Poetry and aesthetics fall into affective domain, for they affect the heart, not the mind like the cognitive domain. Poetry is to be appreciated, not analyzed. By analysing poetry, we kill the spirit of poetry.
All skill-subjects including singing, dancing, swimming, playing, painting, drawing, driving etc. are under psychomotor domain. Since language is a skill, it certainly comes under psychomotor domain.

A skill may be called the ability to do something well. Swimming, playing etc. are skills which people reform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action).

It must be remembered that language is a complex skill involving four sub-skills, which are as follows:

**FIGURE No. 3**
LANGUAGE SKILLS

Language Skills

- Listening
- Writing
- Speaking
- Reading
INTERRELATIONSHIP OF LANGUAGE SKILLS

The four language skills, viz. LSRW can be further classified into two parts:

FLOW CHART No. 1
TYPES OF SKILLS

Skills

↓

Productive Skills  Receptive Skills
(Active skills)   (Passive skills)

↓  ↓

Speaking  Writing  Listening  Reading

The above diagram makes it crystal clear that there are two main language skills, namely, ‘productive skills’ and ‘receptive skills’.

‘Speaking’ and ‘writing’ are called ‘productive skills’ because while using skills a learner uses not only active but also produces sounds in speaking and symbols (letters etc.) in writing.

On the other hand, ‘listening’ and ‘reading’ are considered ‘receptive skills’ because here a learner is passive and receives information either through listening or reading. The person is at the receiving end of the communication channel. The receptive skills such as listening and reading are different to the productive skills, i.e. speaking and writing.
The following table gives us a better idea about these skills:

**TABLE No. 2**

**LANGUAGE SKILLS**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Oral</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive</td>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Productive</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
</tbody>
</table>

The same idea can be shown through a Flow Chart given below:

**FLOW CHART No. 2**

**SKILLS**

Skills

↓

Aural-oral skills

Listening

Speaking

Graphic-motor skills

Reading

Writing

Listening and speaking demand the exercise of the auditory (ears) and speech (mouth) organs. Therefore, we call these skills 'Aural-oral skills'.

Reading and writing involve the visual (printed text) and the psycho-motor (mind) organs. Hence, they are called Graphic-motor skills.
It must be noted carefully that in most situations we have to use more than one skill simultaneously. For instance, listening and speaking go together. The same is the case with reading and writing.

According to Robert Lado, "more fundamental than whether the correct order of teaching the skills is listening, speaking, reading and writing is the fact that reading and writing are partial skills and exercising them constitutes partial language experiences, whereas speaking and listening are total language experiences. The person that learns the total skills can more easily learn the partial ones than vice-versa" (Language Teaching, 1971: 43).

We can categorise the four skills into two other ways:

**FLOW CHART No. 3**

**CLASSIFICATION OF LANGUAGE SKILLS**

```
Skills ↓ ↓ ↓ ↓
Proper Skills ↓ ↓
Listening Speaking
Casual Skills ↓ ↓
Reading Writing
```

'Proper skills' are frequently used by all. One just cannot put aside listening and speaking. While reading and writing are casual skills in that they are used casually. One can live without reading and writing but not without listening and speaking. The point is that listening and
speaking are more important than reading and writing. It does not mean that reading and writing should be rejected.

**SUB SKILLS INVOLVED IN THE FUNDAMENTAL SKILLS**

Listening, speaking, reading and writing are basic language skills.

A. **Listening**: It involves the formation of proper auditory images of 'phonemic components' such as the use of vowels and consonant sounds, stress, accent, pitch, pause, juncture, intonation and the rhythm of language in isolation and in combination and also the reception, identification, perception and their discrimination from the mother-tongue equivalents (in the second language context) and acquisition or development of communicative competence at the receptive level.

According to Jane Wills, enabling listening skills include:

1. Predicting what people are going to talk about.
2. Guessing at unknown words or phrases without panicking.
3. Using one's own knowledge of the subject to help one understand.
4. Identifying relevant points, rejecting irrelevant information.
5. Relating relevant points (note-taking, summarizing).
6. Recognizing cohesive devices, e.g. 'such as', 'which' including link words, pronouns, references, etc.
7. Recognizing discourse markers, e.g. 'well', 'she another thing is', and 'Now, finally...
8. Understanding different intonation patterns, and uses of stress, etc. which give clues to meaning and social setting, and,

9. Understanding inferred information, e.g. speaker's attitude or intentions

(Jane Willis, 1981: 134).

B. Speaking: It involves the articulation of all the components referred to above and development of communicative competence at the productive level.

To John Munby (1978), the sub-skills of speaking are as follows:

1. Articulating sounds in isolate forms.

2. Articulating sounds in connected speech.

3. Articulating stress pattern within words.

4. Manipulating variation in stress in connected speech.

5. Manipulating the use of stress in connected speech.

6. Producing intonation patterns and expressing attitudinal meaning through variation of tone or nuclear shift.

7. Expressing attitudinal meaning through variation in pitch, pitch-range and pause

(J. Munby, 1978: 123).
C. **Reading**: Reading is a very complex but important skill.

Reading involves decoding print or deciphering print. Reading is basically comprehension, interpreting or making sense of a given text, etc. Jane Willis (1981) gives a list of reading skills which are as follows:

1. Recognizing words and phrases in English script.
2. Using one’s own knowledge of the outside world to make predictions about and interpret a text.
3. Retrieving information stated in the passage.
4. Distinguishing the main ideas from subsidiary information.
5. Deducing the meaning and the use of unknown words, ignoring unknown words/ phrases that are redundant, i.e. that contribute nothing to interpretation.
6. Understanding the meaning and implications of grammatical structures, e.g. cause, result, purpose, reference in time (e.g. verb tenses, ‘He could swim well’, past, ‘He could come at 10 a.m.’ future).
7. Recognizing discourse markers; e.g. therefore + conclusion, however + contrast, that is + paraphrase, e.g. + example.
8. Recognizing the function of sentences – even when not introduced by discourse markers; e.g. example, definition, paraphrase, conclusion, warning.
9. Understanding relations within the sentence and the text (words that refer back to a thing or a person mentioned earlier in the sentence or the text, e.g. which, who, it).

10. Extracting specific information for summary or note-taking.

11. Skimming to obtain the gist, and recognise the organization of ideas within the text.

12. Understanding implied information and attitudes.

13. Knowing how to use an index, a table of contents, etc.


D. **Writing**: Like reading, writing is also a complex skill.

According to T.C. Baruah, some of the components of the writing skill are as given below:

1. Writing the letters of the alphabet at a reasonable speed;

2. Spelling the words correctly;

3. recalling appropriate words and putting them in sentences;

4. using appropriate punctuation marks;

5. linking sentences with appropriate sentence – connectors and sequence signals (e.g. pronouns, definite article, etc.);

6. organizing thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences;
7. evaluating the significance of a word or a sentence in the overall context of the written passage;
8. using the form and register appropriate for the subject-matter and the audience (T.C. Baruah, 1985: 265-66).

SPEAKING SKILLS

Speech is primary. We speak when we want to express our ideas, opinions, desires and to establish social relationships and friendship. Also as (a) language as a system for the expression of meaning (b) the primary function of language is for interaction and communication, (c) the structure of language reflects its functional and communicative use and (d) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse, there is every need to develop the skill of speaking in our learners.

In our spoken communication we use ‘transactional language’ or ‘interactional language’. Transactional language contains factual information. It is also for conveying a message as interactional language. Written language is transactional. Another example of transactional language is the language that a police man uses when he wants to give directions to a bus driver.

Interactional language is also message based but it is that language which is used to establish and maintain social working. In
such a communicative situation where interactional language is used the content is not as important as the ability of the speakers to establish and maintain relationships.

When we are trying to teach our learners speaking skills, we have to make them become aware of two types of language that they will have to use in different contexts, to communicate what they desire to express. Before that we should make them know the speech mechanism.

THE SPEECH MECHANISM

A Speech Event: A speech event involves a series of operations. A concept is first formulated in the speaker's brain and its linguistic codification transmitted by the nerves to the speech organs, which are set in motion. The movements of these organs set up disturbances in the air, and these sound waves are received by the listener's ear. His nervous system carries the message to the brain, where it is interpreted in linguistic terms. The speaker and the listener must share the same linguistic code in order to communicate effectively.

Spoken words have always precedence over the written words. Bloomfield in his book languages (P.21) says, "we write the spoken word. The written or the printed word is but a symbol of the spoken word." Ballard points out, "Speech training should have precedence over learning to read, in point of time as well as in point of importance."
For cultivating good speech habit attention must be paid to pronunciation because it is the root of good speech. So it is important to be acquainted with the fundamentals of pronunciation.

WHAT IS PRONUNCIATION?

Pronunciation is the use of a sound system, stress, rhythm, intonation, fluency and pause in speaking. Pronunciation can always be studied from two points of view: the phonetic and the phonological.

PHONETICS

It is the study of the way humans make, transmit and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions:

'Articulatory phonetics' is the study of the way the vocal organs are used to produce speech sounds.

'Acoustic phonetics' is the study of the physical properties of speech sounds.

'Auditory phonetics' is the study of the way people perceive speech sounds.

PHONOLOGY

It is the study of the sound systems of languages, and of the general properties displayed by these systems. By contrast with phonetics, which studies 'all' possible sounds that the human vocal apparatus can make, phonology studies only those contrasts in sounds (the phonemes) which make differences of meaning within language.
THE ORGANS OF SPEECH

Language is primarily a speech. We produce sounds with the help of various organs in the mouth which are generally called the organs of speech. Everybody has the same organs of speech. Therefore, we can say that all human beings can produce any of the sounds of human speech.

The organs of speech can be divided into three groups:

FIGURE No. 4
GROUPS OF ORGANS OF SPEECH

The Respiratory System consists of the following organs:

A. The lungs
B. The muscles of chest
C. The wind-pipe ('trachea')

The Phonatory System is formed by 'the larynx.' It is generally called 'voice-box'. It is box-like space at the top of the wind-pipe, containing the vocal cords which produce the voice.

The Articulatory System: Its consists of the following organs:

A. The nose
B. The mouth
The mouth includes the following:

A. The tongue
B. The teeth
C. The roof of the mouth
D. The lips

The schematic diagram given below depicts the organs of speech:

**FIGURE No. 5**

ORGANS OF SPEECH (SCHEMATIC DIAGRAM)

(A.C. Gimson, 1980:11)

The **Larynx** : It is also called the voice-box. In fact, it is the throat. It is located just inside the Adam’s Apple. The air from the lungs comes through the wind-pipe or trachea, at the top of which is the larynx. In the larynx are two ‘vocal cords’ (folds), which are like a pair
In the head we have the ‘organs of articulation’ and two cavities. The two cavities are: (i) the oral cavity, and (ii) the nasal cavity. The ‘oral cavity’ is the mouth and the ‘nasal cavity’ is the nose.

The shape of the mouth cavity depends on the positions of the ‘tongue’ and the ‘lips’. The roof of the mouth can be divided into the following three parts:

1. the ‘alveolar ridge’ or teeth ridge having hard convex surface just behind the upper teeth;
2. the ‘hard palate’, (the hard concave surface);
3. the ‘soft-palate’ or the ‘velum’ at the back, with the uvula at its end (see Fig. 5).

The fleshy structure hanging loose at the extreme end of the roof of the mouth is called the uvula.

The soft-palate acts like a valve is opening and closing the ‘nasal passage of air’. If the soft-palate is ‘raised’ so that it touches the back-wall of the pharynx, the passage into the nose is closed. The air then cannot escape through the nose at all. Sounds during the production of which the air escape only through the mouth are called ‘oral sounds’. The closure of the nasal passage of air by raising the velum is called ‘velic closure’.

If the soft-palate is lowered, the passage into the nose is opened. With the soft-palate lowered, if the passage into the mouth is blocked,
the air from the lungs will escape into the outer atmosphere only through the nose. Sounds during the production of which the air escapes only through the nose are called ‘nasal sounds’. By lowering the soft-palate, therefore, a ‘velic opening’ is effected and thus the nasal passage is opened.

There are some sounds during the articulation of which the air escapes simultaneously through the nose and mouth. That is, the velum is lowered, thereby opening the nasal passage, and the oral passage is also open. Such sounds are called ‘nasalized sounds’. Many Indian languages have such sounds. For example, the vowel in the Hindi word /ā- kh/ eye is a nasalized vowel. Nasalization is marked in phonetic transcription by adding the tilde / ~ / above the vowel symbol.

The Tongue : The tongue is a very important organ of speech. It can take up a very large number of different positions for the articulation of different vowel and consonant sounds. The tongue have five parts which are as follows :

A. the tip       B. the blade    C. the front
D. the back     E. the root

The extreme edge of the tongue is called the ‘tip’. Immediately after the tip is the ‘blade’ and it is the part of the tongue that lies opposite the teeth-ridge when the speech organs are at rest. Beyond the blade is the ‘front’ of the tongue which lies opposite the hard palate when the speech-organs are at the rest.
Beyond the front is the back of the tongue, which is lies opposite the soft-palate when the speech organs are at rest. Even beyond the back of the tongue is its root (T. Balsubramanian, 1981: 11-12).

The Lips: The lips play their part in the articulation of certain consonants. For example, the initial sound in the English words, pill, bill and will are produced with the lips tightly shut. Also, the lips play an important part during the articulation of vowel sounds. The lips assume different positions — spread, neutral or rounded — for different vowel sounds. For example, the vowel in the English word 'see' is produced with spread lips, that in the word 'sat' is produced with neutral lips and that in the word 'shop' is produced with rounded lips.

THE AIR-STREAM MECHANISM

We inhale and exhale air. When we inhale air, no sound is produced but it is not so in the case of exhaling air from the lungs. Sound is produced when air is exhaled from the lungs. Technically speaking, for the production of speech we need air-stream mechanism. There are three types of air-stream mechanism. They are as follows:

A. Pulmonic
B. Glottalic
C. Veleric

A. 'Pulmonic air-stream mechanism' is one which consists of the lungs and the respiratory muscles, which set the air-stream in motion.
B. 'Glottalic air-stream mechanism' is one in which the larynx, with the glottis firmly closed, is moved up or down to initiate the air-stream.

C. 'Veleric air-stream mechanism' is one in which the back of the tongue in firm contract with the soft palate also called the velum, is pushed forward or pulled back to initiate the air-stream.

THE TYPES OF AIR-STREAM

We have just seen that the air-stream mechanism is of three types.

Let us note that the air-stream is of the following two types:

FIGURE No. 7

TYPES OF AIR STREAM

\[
\text{Air-streams} \quad \begin{array}{c}
\text{Egressive} \\
\text{Ingressive}
\end{array}
\]

1. 'The Egressive air-stream' is one in which the air is pushed out (It must be remembered that for the sounds of English and most of the Indian languages we generally make use of an egressive pulmonic air-stream, that is, the air is pushed out of the lungs).

2. 'The Ingressive air-streams' is one in which the air is pulled out (It is interesting to note that Sindhi language has some sounds produced with an ingressive glottalic air-stream).
SPEECH SOUNDS

Speech sounds are those sounds which are produced by the human being the organs of speech. Speech sounds are very broadly divided into two categories which are shown in the following diagram:

FIGURE No. 8
TYPES OF SPEECH SOUNDS

Speech Sounds

Vowels

Consonants

1. **Vowel Sounds**: The vowel sounds are those sounds during the production of which the air escapes through the mouth freely and we do not hear any friction, (without interference any speech organ). In other words vowel-sounds are made without audible stopping of the breath by the tongue, lips, etc. For instance, /i/, /e/, /u/ etc. are vowel-sounds.

2. **Consonant Sounds**: Consonant sounds are those speech sounds during the production of which, the air escapes through the mouth with friction (with interference of any speech organ). In other words, consonants sounds are produced by completely or partially obstructing the air stream being breathed out through the mouth. For example, /b/, /f/, /t/ etc. are consonant sounds.

SPEECH SOUNDS IN ENGLISH

In English we have 44 sounds. Of these 44 sounds, 24 are consonant sounds and 20 are vowel sounds. Of the 20 vowel sounds 12
are pure vowels (monothongs) and 8 are called dipthongs (glides). Out of the 12 pure vowels, 5 are long vowels and 7 are short vowels. Of the 8 dipthongs, 3 are centring dipthongs and 5 are closing dipthongs.

There are 6 types of consonants sounds in English. They include 6 plosives, 2 affricates, 9 fricative, 3 nasals, 1 lateral and 3 approximants (semi-vowels).

The vowel and consonant sounds in English are shown in the following diagram:

FLOW CHART No. 4
SPEECH SOUNDS IN ENGLISH

44 Speech Sounds

20

\[ \downarrow \]

24

\[ \downarrow \]

Vowel sounds

12

\[ \downarrow \]

8

\[ \downarrow \]

Monothongs

\[ \downarrow \]

12

\[ \downarrow \]

Dipthongs

\[ \downarrow \]

8

\[ \downarrow \]

3

\[ \downarrow \]

5

\[ \downarrow \]

Centering

\[ \downarrow \]

5

\[ \downarrow \]

Closing

\[ \downarrow \]

Long vowels

\[ \downarrow \]

Short vowels

\[ \downarrow \]

Consonant sounds

6 Plosives

\[ \downarrow \]

2 Affricates

\[ \downarrow \]

9 Fricatives

\[ \downarrow \]

3 Nasals

\[ \downarrow \]

1 Lateral

\[ \downarrow \]

3 Approximants

\[ \downarrow \]

(semi-vowels)

Description and classification of sounds and to improve the speaking skills according to sub-skills are explained in the programme made by the researcher.
STATEMENT OF THE PROBLEM

The problem for research is, therefore, stated and explained as follows:

DEVELOPMENT OF A PROGRAMME TO IMPROVE THE ENGLISH SPEAKING SKILLS OF MARATHI MEDIUM STUDENTS OF STANDARD EIGHTH – A CRITICAL STUDY

DEFINITIONS OF TERMS USED IN THE TITLE OF THE STUDY

The various terms used in the statement of the problem are defined for the sake of clarity and also for limiting the scope as follows:

DEVELOPMENT OF A PROGRAMME

For the purpose of this study, ‘Development of A Programme’ means preparation of a remedial programme by the researcher for the errors commonly made by VIII standard Marathi Medium students in spoken English for improving their English speaking skills.

ENGLISH SPEAKING SKILLS

For the purpose of this study, “English Speaking Skills” refers to the skills in the use of oral English language of VIII standard Marathi medium students.
MARATHI MEDIUM STUDENTS

For the purpose of this study, "Marathi Medium Students", means students of VIII standard studying in schools where Marathi is the medium of instruction and where 'English' is taught as a third language.

A CRITICAL STUDY

The term 'Study' is defined as 'Application of the mind to do something for the purpose of learning'.

For the purpose of this research, where errors in spoken English of students are studied, 'A Critical Study' means a minute and careful identification and analysis of the errors after the tests prepared by the researcher is administered to the sample and appropriate programme prepared for reduction of errors.

SIGNIFICANCE OF THE STUDY

Language is primarily speech, and knowing a language is often defined as the ability to understand and speak the language. It has also been noted that the development of the other skills, namely reading and writing would be comparatively easy if they are based on oral foundation.

Development of the aural-oral skills therefore has a crucial role to play in a second language teaching programmes. The two skills are usually referred as 'listening' and 'speaking', but these terms are rather vague and they do not tell us much about the nature of the skills. To be
of any practical help to the classroom teacher, these complex skills are to be defined in more precise terms. In other words, teacher should know exactly what each of these skills consists of. Equipped with such a knowledge of the components of the skills the teacher can proceed to teach and test them with a greater degree of objectivity. He would know the relative importance of the different aspects of these skills, all of which now seem to demand equal attention. This would save him time and energy to concentrate on the more important aspects of a skill, ignoring the less important ones.

Various attempts have been made to analyse these complex skills to arrive at their basic components. The analysis of the two skills (the skill of listening and the skill of speaking) given below list only the more obvious and therefore easily recognizable components.

To develop the skill of speaking basic requirement is skill of listening attentively to correct pronunciation of any language. As well as the skills ‘Listening’ and ‘Speaking’ are the basic skills of any language. Therefore these two skills have more aspects like follows:

THE SKILL OF LISTENING

A person who understands spoken English can:

a. recognise the characteristic English speech sounds in isolation as well as in combination;

b. distinguish such sounds from similar sounds in his mother tongue;
c. understand the lexical meaning of words in context and grammatical meaning of structures;
d. understand the meaning conveyed by stress and intonation patterns;
e. grasp the mood of the speaker and the theme of the discourse.
f. anticipate words and structures from the context for understanding speech at normal conversational speed;
g. guess the meaning of an unfamiliar word from the context.

THE SKILL OF SPEAKING

A person who speaks English can;

a. produce the characteristic English speech sounds and sound patterns, both in isolation and in combination;
b. use appropriate stress and intonation patterns;
c. use appropriate words and structures to express the intended meaning;
d. recall words and structures quickly;
e. organise his thoughts and ideas in logical sequence;
f. adjust his speech according to his audience, situation and subject matter.

The two skills of listening and speaking are always grouped together under a single heading of 'aural-oral skills' because they usually function together and constitute the basic language skills.
In development of ‘Speaking skills’, training in ‘Listening skills’ ensures further development of higher skills of reading, writing and conversation.

Hence, the researcher has identified the ‘speaking skills’ to be researched on the last class of upper primary level i.e. Standard VIII as this is the foundation for Secondary Education i.e. IX and X standards.

The results of the study can be used by the teachers, text book writers, software producers and course designers of English.

1. For formulating special pedagogical procedures for the teaching of spoken English based on the results of the study.

2. For developing teaching material for improvement of speaking skills.

3. Programme prepared by the investigator can be used by the teachers a preventive and corrective measure for the common errors the students of VIII Standard Marathi Medium make while speaking English.

OBJECTIVES OF THE STUDY

GENERAL OBJECTIVE

To study critically the commonly occurring errors in spoken English of Marathi medium students of Standard VIII and development of appropriate programme to improve the English speaking skills.
SPECIFIC OBJECTIVES

1. To identify the commonly occurring errors committed while speaking English by the students of VIII standard.
2. To analyse the errors and categorise them according to different aspects of pronunciation.
3. To study the sex difference among students in control group before the traditional teaching.
4. To study the sex difference among students in experimental group before experimentation.
5. To prepare and administer the programme to improve their English speaking skills.
6. To study the sex difference among the students in the control group after the traditional teaching.
7. To study the sex difference among the students in the experimental group after the experimentation.
8. To study the effectiveness of the programme.

HYPOTHESES

1. There is no significant difference between the scores on the pretest of boys and girls in control group.
2. There is no significant difference between the scores on pretest of boys and girls in experimental group.
3. There is no significant difference between the scores on the pretest of the experimental group and the control group.
of lips placed horizontally from front to back. They are joined in the front, but can be separated at the back, and the opening between them is called 'the glottis'.

The flow of air or the other way of the flow depends on the vocal cords. If the vocal cords are drawn 'firmly' together to close the glottis, the air flow will completely get stopped and the sound that gets produced is called 'a glottal stop'. The figure 'a' given above shows this position diagramatically.

**FIGURE No. 6**

DIAGRAMS OF THE VOCAL FOLDS

(a) tightly closed as for (?); (b) wide open as for breath, loosely together vibrating as for voice

(A.C. Gimson, 1980: 12).

When we breathe in and out, the 'glottis' is open, i.e., the vocal cords are drawn wide apart. This is the position of the glottis for breathing (see Fig. 'b' above). When we produce speech sound with the vocal cords drawn apart, such sounds are called 'breathed or voiceless sounds'.

In other words, voiceless sounds are produced when the vocal cords do not vibrate. For example (p, t, k, tʃ, f, θ, s, ʃ, h) as in pin, tin, kin, chin, fin, shin and him.

If the vocal cords are held loosely together, the pressure of the air coming from the lungs makes them vibrate, that is, they open and close regularly many times a second. This vibration of the vocal cords produces a musical note called 'voice,' and sounds produced in this way are called 'voiced sounds'.

In other words, voiced sounds are produced when the vocal cords vibrate. For example all vowel sounds and the consonants vibrate. For example all vowel sounds and the consonants (b, d, g, dʒ, v, ð, z, ʒ, m, n, n, ɲ, l, r, j, w) as in the English words, bin, din, gun, join, vain, them, zoo, pleasure, mine, near, sing, love, red, yellow and win.

The number of times the vocal cords open and close in one second is known as the frequency of vibration, and this determines the pitch of the voice.

The Pharynx: The 'pharynx' or 'pharyngal' cavity is above the voice box. This acts as a resonating chamber for the sounds produced by the vibration of the vocal cords. The partial or complete stoppage of the air-stream can be achieved by modifying the shape of this cavity that makes the soft-palate or the tongue act.
4. There is no significant difference between the scores on the post-test of boys and girls in the control group.

5. There is no significant difference between the scores on the post-test of the boys and girls in the experimental group.

6. There is no significant difference between the scores on the pre-test and post-test of the experimental group.

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

DELIMITATIONS

1. The sample is drawn from Ichalkaranji city in Maharashtra state, India.

2. This being an experimental study, the school sample represents 10% of co-educational Marathi medium schools.

3. The subject sample represents 50% of the students. This being an experimental study.

CHAPTER SCHEME

The present study is presented in five Chapters.

The Chapter-I deals with the 'Introduction.' It is presented in three sections. In Section I, some information about English language, is explained. The information about language as a system, English language and its role as a language in the Indian context and the world
over; English in our school curriculum, objectives of teaching English in schools as third language is explained. Section II deals with the speaking skills. Information about language as skill, interrelationship of language skills, sub-skills involved in the fundamental skills, speaking skills, the speech mechanism, a speech event, pronunciation, the organs of speech, the air-stream mechanism, the types of air-stream, speech sounds in English, are explained. Section III deals with this research. In this section the statement of the problem, definitions of the terms used in the title of the study, significance of the study, objectives of the study, hypotheses, and limitations of the study are presented.

The Chapter-II deals with the 'Review of Related Literature and Research'. It includes reviews of the literature and researches related to improve the English speaking skills. It is presented in two sections, namely, Researches abroad and Researches in India. At last importance of this present study is explained.

The Chapter-III deals with 'Plan and Procedure' of the study. It is presented in two sections. Section I is about basic assumptions, research design, sampling design and the sample. Section II is about procedure and collecting data. This section presents preparation of tests, scoring procedures, establishing reliability, validity and tool, administration of pre-test, selection of sample, analysing errors, preparation of the programme and plan for the experimental treatment,
administration of the programme, administration of the post-test and evaluation.

The Chapter-IV deals with ‘Analyses and Interpretation of Data’. It is in pursuance of the objectives and hypotheses, stated in Chapter-I, the analysis of the raw data is done and the processed data is presented in tabular and graphic forms for interpretation and drawing results.

The Chapter-V deals with ‘Summary and Conclusion’. This study is summarised chapterwise findings, conclusions and educational implications of the study is given and some suggestions are recommended for further research.