PART I
CHAPTER -I  INTRODUCTION.

1.1 Position of English in India (A Historical Retrospect)

English enjoyed a position of high prestige throughout the British rule in India. It was the official language of administration of the British Government in India. It was also the language of law and jurisprudence, industry and commerce, science and technology, and the medium of instruction at the University and High School level. It had virtually attained the position of link language amongst the Indian elite coming from various parts of the country. Even in the political field English was the dominant language. The deliberations at the Indian National Congress were conducted and resolutions were drafted in English until the forties of the twentieth century. English had become the 'lingua franca' during the British rule in India.

English was first introduced in this country about 175 years back when the British rule had taken firm roots in Bengal and was being consolidated in other parts. The British Parliament issued a Charter in 1813 to the East India Company and thereby authorised the Governor - General - in Council to spend "a sum of not less than one lac of rupees on the revival and improvement of literature and for the introduction
and promotion of the knowledge of science." The Charter was however silent about the nature of literature that was to be improved and the medium and agency of education through which the knowledge of science was to be spread. This led to a great controversy between the Anglicists and classicists for a period of about 20 years. Ultimately Lord Macaulay, the then member of the Council of Governor General and President of the Board of Education submitted his famous minute, to Lord William Bentinck, the Governor General in Council in 1835. Macaulay's minute resolved the controversy and paved the path for the development of English education in India. He desired to produce through English education "a class of persons Indian in blood and colour but English in taste, in opinions, in morals and in intellect." Dwelling upon the importance of English he observed, "English stands preeminent among the languages of the west. Whosoever knows that language has ready access to all the vast intellectual wealth which all the wisest nations of the world have created." Lord William Bentinck issued a communique, saying, "that the

great object of British Government ought to be the promotion of European literature and Science among the natives of India, and that all funds appropriated for the purpose of education would be best employed on English education alone." The educational policy was further strengthened when Lord Hardinge declared in 1844 that for service in the East India Company preference would be given to those who were educated in English Schools. This naturally led to the growth of English Schools, teaching western literature and sciences. Leading social reformers like Raja Ram Mohan Roy also contributed towards forming favourable atmosphere for English education. With the establishment of provincial Universities at Bombay, Calcutta and Madras in 1857, English education began to spread. All education in the Universities was imparted through English. The adoption of English as the sole medium for higher education, naturally led to its use as a medium of instruction in High Schools. It is surprising to find that regional languages were altogether dropped from University and High School curricula. "The principal object of the English schools was to teach English as a language and to spread some knowledge of western science and literature. They used English as the only medium of instruction, and did not provide for teaching any modern Indian language." 1

The approach to teaching of English in those days was literature oriented. The works of Shakespeare, Milton, Shelley, Scott, Dickens, Hardy, J.-S. Mill and other eminent writers were taught. The aims of teaching English were quite lofty. While addressing the graduates of Madras University in 1869, Lord Napier had said, "The higher education will give you a new basis of national unity, a better knowledge of your country, self government, the Government of India by Indians, and a participation in the intellectual movement of the world." Even the knowledge of English was a passport for Government service. English education therefore, helped to produce 'Baboons' who in their turn, assisted the British administrators to consolidate the British Raj.

But one thing must be admitted. The educated leaders, the elite class, imbied with new ideas due to the study of western literature and philosophy became aware of national problems. They brought about Indian renaissance in all walks of life. Leaders became conscious of their political rights and the National Congress took up the cause of political freedom. Social workers started agitating for social reforms. Though the study of regional languages was suppressed.

"it is no exaggeration to say that it was in the English Classroom that the Indian literary renaissance was born.\(^1\) Leaders like Lokamanya Tilak and Mahatma Gandhi lamented the adverse effects of English education and started the movement for National education; through the media of regional languages. Viewing the deplorable state of Indian students Gandhiji wrote, "Our boys think that without English they cannot get Government jobs. Girls are taught English as a passport for marriage. The canker has so eaten into the society that in many cases the only meaning of education is a knowledge of English. All these are for me the signs of slavery and degradation."\(^2\) The supremacy of English, which had held its sway merely for about a century began to be questioned with the rise of national consciousness.

The real break came in the twenties and thirties of this century when the position of English began to dwindle. With the introduction of diarchy at the Provincial level in 1921, education passed into the hands of elected representatives of Indian people. One of the great achievements of this period

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of transition was the adoption of modern Indian languages as media of instruction at the secondary school level. English was however retained as the medium of instruction at the Universities and colleges and as a compulsory subject at the secondary level. The same situation continued under the Provincial autonomy from 1937 to 1939 and during the period of the second world war. While submitting the Report on Post war Educational Development in India the Sargeant Committee observed, "The medium of instruction in all high schools should be the mother tongue of pupils. English should be a compulsory second language."

1.2. Position of English after the attainment of Independence:

When India became free in 1947, a great controversy raged regarding the language problem in general and the position of English in particular. Some politicians demanded that English should quit India with the English. They argued that the development of Indian languages was neglected due to the over domination of English. The study of English, a language of the former rules who had exploited the country in all possible ways, was a sign of slavery. English, they thought, was a foreign plant.


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transplanted in the India soil and they wanted to uproot it.

But there were others who could take a detached view of the situation and see reason in the continuation of English. They felt that English brought the message of political democracy and a sense of national unity. The study of English had brought Indian people within the orbit of Western civilization. When the dust raised by the controversy began to settle down it was generally agreed that the continuation of the study of English in free India is both desirable and necessary. Thus Pandit Nehru, the Prime Minister of India declared, "One hundred and fifty years of intimate contact has made English an integral part of educational system and this cannot be changed without injury to the cause of education in India. English has to day become one of the major languages of the world and Indians can neglect its study at the risk of less to themselves."¹

English is, no doubt, going to stay in this country for many years to come but its status, role, functions and objectives have been changed. Article 343 of the Indian Constitution declares that Hindi with Devanagari script would be the official language of the Indian union, but

in order to make the transition gradual and acceptable to all shades of opinion " English shall continue to be used until 1965, for all official purposes of the Union. "

This lease of 15 years from the adoption of the Constitution in 1950, was required to be extended further due to anti-Hindi agitations in the South. Pandit Nehru, the Prime Minister of India had to declare on the floor of the Parliament in 1961, that English would continue as an associate official language at the centre almost indefinitely. Thus English retains its status as an associate official language of Central Government for many years to come.

The functions and objectives of English have also been changed. English can no more be the medium of instruction at the secondary stage. Even in the field of University education, the regional languages are being used as media on a larger scale. In certain faculties such as science and technology however, it is still necessary to continue English as a medium since the regional languages have not been developed to that extent. While recommending that as the medium of Higher education, English be replaced, as early as practicable, by an Indian language, the University Education Commission has observed that, " English, however

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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 would cut ourselves off from the living stream of our growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movement of thought would become negligible. English is the only means of preventing our isolation from the world. English being a world language, it is useful in maintaining international relations. It is useful for our cultural give and take with the world. It is also a language of international Commerce. In the words of Pandit Nehru it is "our major window on the world". A knowledge of English is imperative for getting access to modern scientific and technological knowledge. Knowledge of English is also necessary to translate good books in English into regional languages. So the study of English, as a subject, is still necessary in the high schools and Universities.

The Secondary Education Commission (1952-53) found the problem of languages, a thorny question bristling with difficulties. Giving due consideration to all shades of opinions for and against the inclusion of English in the scheme of studies, the Commission has arrived at the conclusion that "study of English should be given due position in Secondary schools."

and facilities should be made available at the middle school stage on an optional basis.¹

The Indian Education Commission (1964–66) considered the language problem in all its dimensions. The Commission has observed, "As, English, for a long time to come, will continue to be needed as a library language in the field of higher education, a strong foundation in the language will have to be laid at the school stage.²" Upholding the recommendations of the Central Advisory Board of Education (1957) to the effect that English should be one of the three compulsory languages at the secondary stage, the other two being Hindi and the mother tongue, the Commission has suggested the following three language formulas:

1. The mother tongue or the regional language.
2. The official language of the Union (Hindi) or the associate official language (English) so long as it exists, and
3. A modern Indian and foreign language not covered under (1) and (2), and other than that used as medium of instruction.

The Commission has further recommended that

(a) Only one language i.e., the mother tongue or the regional language should be taught in the Lower Primary stage (Standards 1 to IV).

(b) At the Higher Primary Stage (Standards V to VII) two languages i.e., the mother tongue and the official (Hindi) or the associate official language (English) should be compulsory, and in addition a third language may be taught on an optional basis.

(c) At the lower Secondary stage (Standards VIII to X) the study of three languages should be compulsory.

(d) At the Higher Secondary Stage (Standards XI and XII) only two languages from the following groups should be studied (1) Modern Indian languages (2) Modern Foreign languages (3) Classical languages - Indian or Foreign.

As most of the states have accepted the three language formula, with certain modifications as per local conditions, English is now taught as a compulsory language at the Secondary Stage and at the University stage up to the first degree. But at the same time it must be admitted that English occupies the position of a second or third language in the scheme of languages. It is one of the compulsory subjects to be studied at the Secondary School and the University. It is no more the medium of instruction at the
Secondary Stage and in most of the faculties at the University stage also; though in certain scientific and technological subjects it is still the medium of instruction.

With the change in the place of English and its objectives in our national life, a concomitant change has been contemplated as regards the syllabi in English at various levels, methods of teaching and scheme of evaluation. Teaching and learning of English can no more be equated with the study of literature as in good old days. The teaching of language, and not literature has been emphasised. English is taught for its utility, as a language of comprehension rather than a literary language. It is felt that the student needs only essential English to give him a working knowledge of spoken and written English. This implies an understanding of basic grammatical structures and essential vocabulary.

Structural syllabi have now been introduced in many states for the teaching of English in Secondary Schools. They are based on the principle of vocabulary selection and, control as well as presentation of structural patterns in English.

The All Indian Seminar on the teaching of English in Secondary Schools, held at Nagpur in 1957, was perhaps the first move in introducing a structural syllabus. The Seminar recommended:
"(i) that the primary aim of teaching English in Secondary Schools should be to enable pupils to understand, speak, read and write the English language

(ii) that within a period of six years, the pupils should be enabled to attain a working knowledge of English, giving them mastery over about 250 basic structures and a vocabulary of 2500 essential words"¹

The study Group in English appointed by the Ministry of Education, Government of India (1965) recommended that 245 teaching points, including both structural and lexical, and a vocabulary of 2000 words for active use and an additional vocabulary of 1500 for passive use be covered by the end of Class X. The new structural syllabus necessitated the change in the method of teaching at the secondary level. The study group therefore emphasised the point that "the teaching of English should be based on the structural approach"². This structural approach of teaching is radically different from


the old "Grammar - Translation method" which was used in old days for teaching the literature oriented syllabus. It is necessary that teachers should be trained in the scientific methods of teaching to teach the linguistic skills of hearing, speaking, reading and writing English.

The evaluation techniques of assessing the performance of students have also undergone a change. Old essay type questions leading to vague answers are condemned. New objective type of questions are being set at the examinations, with the belief that they are more valid and reliable. According to the new evaluation system, the objectives of teaching English should be decided first. Learning experiences to realise these objectives should be given to the students and lastly it should be examined how far these objectives of teaching have been realised by giving an appropriate test. As the technique is quite new, it is necessary, to orient teachers in the new techniques of evaluation.

1.3. Position of English in Maharashtra State

The position of English in Maharashtra State has seen all the ups and downs experienced on the national scene, English was the sole medium of instruction in the Universities in the old Bombay State upto 1947. It was also the medium of instruction at the High School Stage upto thirties and a compulsory language of study later on, also.
From 1948 onwards, a major change took place in the language policy. The teaching of English was discontinued gradually from standards V, VI and VII in the years 1948, 1949 and 1950 respectively and the teaching of Hindi was made compulsory in its place. From the year 1951 the study of English was made compulsory for four years only i.e. from Standards VIII to X, but it was retained only as an optional subject at the S.S.C. Examination which took place at the end of standard XI. Thus English was only an optional subject of study at the S.S.C. Examination from the year 1955 to 1974. However due to the public demand on a large scale especially in cities schools were allowed to teach English as an additional subject on a voluntary basis in Standards V to VII from 1960. This half hazard and shifting policy regarding the teaching of English resulted into a chaotic condition. Various types of students had to be admitted to Std. VIII. Some had studied English for three years. Some for one or two years and some had not studied English at all at the time of seeking admission to Std. VIII. Provision of condensed courses had to be made in respect of those students who had not studied English in Standards V to VII or had studied it in a superficial manner for a year or so. Whatever the measures, which themselves were patchy, a whole generation of students suffered due to the changing policy. The standard of English began to fall down at a tremendous pace.
From 1975 English was again made a compulsory subject at the S.S.C. Examination which now takes place at the end of Std. X. English at present is now being taught as a compulsory subject in all the Marathi medium secondary schools right from Std. V. It is a six year course from Stds. V to X. It is also expected that English should be taught in Stds. V to VII, in the Primary Schools having Stds. V to VII, run by the Zilla Parishads. But due to paucity of competent teachers and general apathy on the part of both students and teachers, English is not being taught satisfactorily in classes attached to Primary Schools. Therefore the provision of condensed courses is still being continued, but strangely enough, neither provision for additional periods in the time table nor the provision for additional appointment of teachers is made. So it is only left to imagination, how the students who did not get an opportunity to study English in Stds. V to VII are going to make up for the loss.

One section of the schools, namely, the English medium schools did not seem to be affected with the changing policy regarding the teaching of English. They were, and still are teaching English as the first language. But in recent times these schools are being overcrowded and the standard of English in these schools has also come down. New English medium schools, especially in rural places are being opened. These new schools are only given recognition but no grant- in-aid is paid to them. These schools are staffed mostly by
incompetent teachers and students neither learn English nor Marathi well. The standard of English of these students is miserably poor.

In Marathi medium Secondary schools, English is taught as a Second language (L2) the other two languages being Marathi and Hindi. It is introduced in standard V, together with Hindi, the federal language. The term "L2" indicates the importance given to this language according to the range of uses to which it is employed. Mother tongue, that is Marathi, is the first language (L1) of the students. It is a vehicle of thought and a means of communication in all the spheres of life of the students. Marathi is also used at home and learnt from the first standard; that is from the very beginning of education. Marathi is the medium of instruction of the students. Therefore Marathi assumes the position of the first language (L1). On the other hand English is put to a limited use, for communication in Simple English and for getting knowledge from books in English, that is for reading comprehension. The students are expected to learn English as a "Library language." Hence English is looked upon as a second language (L2) so far as the Marathi Medium Secondary Schools are concerned.

The syllabus in English, prescribed for Stds. V to X in Marathi medium secondary schools is a structural syllabus.
The syllabus gives a list of about 200 graded structures and a basic vocabulary of about 2000 words. The structures are graded keeping in view the well-established principle of teaching, from simple to complex. Textbooks are specially prepared to introduce the structures at the appropriate moment; and to make provision for enough drilling of the structures. It is recommended that oral work should be freely resorted to, at all stages, as the quickest means of practising and ensuring assimilation of new constructions and usages.

The following general objectives have been kept in view while framing the syllabus with due emphasis on the structural approach:

1. " To enable the pupils to acquire the four skills of listening, speaking, reading and writing; viz.
   a) To understand spoken English within the structures and vocabulary prescribed.
   b) To speak using freely the vocabulary prescribed.
   c) To understand written English within the prescribed vocabulary including that which the pupil has learnt in previous classes;
   d) To write in simple correct English answers to questions from the prescribed textbooks or on topics within the range of their experience.

2. To enable the pupils to write a short composition based on the pictures or out-lines given.
3. To enable the pupils to answer correctly in the mother
tongue questions on an unseen English passage within the
restricted vocabulary and structures.1

From the above objectives, it is clear that comprehension
is the main aim of teaching English in Marathi medium
secondary schools in Maharashtra. Pupils are expected to
attain a working knowledge of English which would enable
them to understand the language, spoken and written, within
the prescribed vocabulary and usages. Under these circumstances
the approach to grammar is expected to be functional only.
Grammar is not to be taught separately but it is to be
correlated with the lessons in the text-book. Examples
in grammar are to be based, as far as possible, on the
reading matter and the vocabulary already known.

1.4 Deterioration in Standards of English.

While writing about the teaching of English in schools
Prof. V. K. Gokak has remarked:
"The teaching of English in our schools is in a chaotic
State today. With the great expansion in education that
has come in the wake of Independence, it has become
extremely difficult to find trained and qualified teachers

1. Syllabus for Standards VIII, IX and X published by
Maharashtra State Board of Secondary and Higher Secondary
Education in September 1981.
for any subject, especially English. The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far-reaching developments in the pedagogy of English. Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 1500 words by the time they join a University. This means they have hardly been able to learn English words at the rate of one word per period. They do not know the commonest structures of English.

And what are the reasons for this chaotic state? The reasons which are so nicely put in a nut-shell by Prof. Gokak need some elucidation.

1.4.1 Lack of a clear-cut and definite policy.

It is a sad truth that the policy regarding the continuation of English or otherwise and its place in education has been changing all the time, especially after 1947. The foregoing discussion regarding the position of English in India and Maharashtra bears testimony to this fact. Those in high places either in Government, administration, politics, or academic circles could not lay down a definite policy.

This shifting policy regarding the place of English in the curriculum led to the decline in the standard of English. The teachers were at a loss to know the exact status of English and the objectives of teaching English which kept on changing. At one time English was the compulsory subject at the S.S.C. Examination in Maharashtra. Then for 20 long years (1955-74) English was an optional subject at the S.S.C.E. For some time English was abolished from Stds. V to VII. Later on from 1960 onwards permission was given to teach English in those standards on a voluntary basis. Under these conditions teachers developed a sort of apathetic attitude and taught the subject only to prepare the students for examinations, without caring for the objectives of teaching English and the new approaches of teaching. As a result, the students also became examination minded and mugged up anything and everything that was taught to them only for the sake of getting through the examination.

The language is not taught from the point of view of developing essential skills of expression - oral and written and therefore pupils are unable to acquire proficiency in linguistic skills. They cannot express themselves in English. They are unable to write even a few correct sentences. They hardly acquire love for reading books in English.

1.4.2. Expansion in Education:

After Independence, education began to expand very rapidly. Secondary Schools and Colleges were started in
rural areas. But this was not a planned effort. Neither the Government, nor the Public cared for creating facilities by providing qualified teachers, equipment, suitable buildings etc. with the expansion of education, the problem of growing numbers in every class has assumed a complex shape. At present 60 to 70 pupils are accommodated in a classroom, which is meant for 40 students only. Especially large classes have become the order of the day, in cities, small and big. The teaching of English, which is a skill-based subject now, suffers very much due to large number of students in the class. Even if the teacher means, it is impossible for him to pay individual attention to every pupil in the class.

The following statistics in respect of Maharashtra State reveal how the number of Secondary Schools, enrolment of students and number of teachers have been growing during the period from 1950-51 to 1979-80.
Table 1.1 Secondary Schools and their enrolment.  

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>No. of Students</th>
<th>No. of Teachers</th>
<th>Trained Teachers</th>
<th>Percentage of trained teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>765</td>
<td>2,02,355</td>
<td>13,377</td>
<td>7,226</td>
<td>54.0%</td>
</tr>
<tr>
<td>1965-66</td>
<td>3,721</td>
<td>8,07,035</td>
<td>55,244</td>
<td>39,359</td>
<td>71.2%</td>
</tr>
<tr>
<td>1979-80</td>
<td>5,681</td>
<td>23,20,374</td>
<td>84,043</td>
<td>79,421</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

Within a period of 30 years the number of schools increased about 8 times, the number of students about 11.5 times and the number of teachers about 8.5 times. During the first fifteen years the increase in schools was about 5 times, in the number of students about 4 times and in the number of teachers about 4 times. In the latter span of 15 years, the increase in the number of schools was a little less than two times, in the number of students about 3 times, and in the number of teachers about one and half times. The rate of increase in all the three items during the first 15 years extending over 1950-65 was higher than the rate of increase during the next 15 years, 1965-80. Nevertheless the period of 30 years saw a tremendous increase in the number of Secondary schools, their enrolment and the teaching

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1. Education Department, Government of Maharashtra—Educational Development in Maharashtra 1968
It is a matter of consolation that the percentage of trained teachers reached a high level of 94.5% during the year 1979-80 as compared with 54% in 1950-51 and 71.2% in 1965-66. This is mainly due to the policy of the State Government to make the training qualification necessary to those who wanted to seek an employment as teachers in the Secondary Schools. Another important feature of the policy of the state Government which contributed to the High percentage of trained teachers was the impetus given to the starting of new colleges of Education (B.Ed. Colleges) during the period 1965-70, as a part of the crash programme. Almost every district had a College of Education and in some districts there were 2 or 3. But training of teachers alone cannot become an antidote for large classes.

1.4.3 Dearth of Competent teachers:

Incompetent teachers are the main source of trouble as far as the teaching of English in Schools is concerned. Most of them are neither graduates with special English nor have they offered English method for their B.Ed. degree. The undergraduate teachers who are mostly in charge of teaching English to standards V to VII in most of the secondary schools do not possess any qualifications beyond the S.S.C. Certificate and the Diploma in Education. The rules framed by the Education Department (Maharashtra State) with respect to the appointment of teachers, are also
responsible for creating this sorry state of affairs.

From the year 1972 onwards graduate teachers can be appointed to teach stds. V to VII, only to the extent of 25% of the total number of posts of teachers sanctioned for all divisions of stds. V to VII. This meagre percentage of graduate teachers (1 out of 4) cannot be filled up by recruiting graduates in English only. In the first place graduates in English are not available in such a large number and secondly the schools are required to recruit graduates in Mathematics and Science also as these are also important subjects and the curricula in these subjects have been revised and modernised. In this connection it has been rightly pointed out by the English Review Committee 1965, under the Chairmanship of Prof. G.C. Banerjee, "There is shortage of teachers of English. Those available have just passed the school final examination having themselves studied English in a village school for 4 or 5 or 6 years. They have little idea of correct usage, and none at all of correct pronunciation. Their vocabulary is limited as is their reading". The foundational years for the teaching of English are in the hands of such incompetent teachers who neither know enough English nor its methodology of teaching.

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These facts are glaringly revealed when the investigator carried out a sample survey of 178 teachers of English in Ahmednagar district. Out of the total number of 146 graduate teachers, only 32 graduates have offered special English at the graduation level. The number of graduates with other subjects is nearly 4 times the number of graduates with special English. Amongst these graduates only 88 teachers (60%) have offered English as one of their methods of teaching for the B.Ed. Out of the 32 undergraduate teachers who have passed the S.T.C. Examination only as their academic qualification, only 11 teachers have offered English Method at the D.Ed. or S.T.C. If the sample, which was a random one, is regarded as the representative of the teaching fraternity in the secondary schools of Maharashtra State, it would not be far from correct to say that the teachers of English at the secondary stage are not adequately qualified both academically and professionally.¹

1.4.4 Faculty methods of teaching

Under the circumstances stated above, it is no wonder to find that teachers use faulty methods of teaching in the classroom. The only method popular with the teachers is the

¹. Note: The detailed findings of the questionnaire issued to teachers in the sample are included in a separate chapter.
Translation method. But this need not be mistaken for the old Grammar Translation method; because the grammar part of the method is totally dropped. Teachers simply go on translating each sentence from the textbook, almost word for word. They do not care for the introduction of structures and drilling of structures. They know nothing about the structural approach and skill oriented teaching. They do not make the students speak in English in the classroom because they are not confident about their own capacity to speak in English. They are unable to detect and therefore correct the mistakes of pupils in their expression both oral and written. The oral method, at all it is used, in the hands of teachers who have no proficiency in oral English, Creates more confusion than understanding. Under these conditions no congenial atmosphere for learning of English is created in the classroom.

The teachers don't care to read the syllabus also. They do not keep in touch with modern methods of teaching. Even though the Maharashtra State Secondary School Examination Board has brought out Handbooks for teachers of English, most of the teachers do not care to read them. There is general apathy towards the new methods and techniques of teaching.

The teacher of English has lost sight of the modern aims and objectives of teaching English in modern India. His aim is only to teach the textbook in his own way, and not the language. His aspiration is to see that his pupils get through the examination and not to orient them in the
skills of listening, speaking, reading and writing English.

1.4.5 Omission of Formal Grammar

With the introduction of new syllabus in English, which aims at comprehension and expression in simple English, the approach to grammar is expected to be functional only. Grammar is to be taught incidentally, as and when it arises out of the text; from the functional point of view. Examples in grammar are to be based, as far as possible, within the vocabulary of the students.

As a consequence of this, teaching of formal grammar has been totally dropped. Barring aside a few exceptions, majority of teachers themselves do not know anything about formal grammar. The generation of teachers of English, which is responsible for teaching English in Secondary Schools at present was brought up in the days when formal grammar was scrapped from the school curriculum. It is interesting to note in this connection, that teachers who have had the opportunity of learning English only for about four years in their school days are expected to carry out the Herculean task of teaching a six year course in English at present. When teachers themselves do not know much of formal grammar, it is natural, that they develop an apathy towards the teaching of grammar functional or formal, whatever it may be.
The policy about grammar is so scrupulously followed by the S.S.C.E. Board, that almost all questions in grammar in English paper at the S.S.C. Examination are based on the textual matter only. Even then a number of students fail in English. Perhaps the highest incidence of failures at the S.S.C. Examination is in English.

The following statistics of the Results of the S.S.C. Examination for six years from March 1979 to March 1984 of the Pune Divisional Board will bear out the fact.

Table 1.2 Results of the S.S.C. Examination 1979-1984.

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall Passing %</th>
<th>Passing % in English</th>
<th>Passing % in Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1979</td>
<td>52.50</td>
<td>59.25</td>
<td>61.46</td>
</tr>
<tr>
<td>March 1980</td>
<td>52.08</td>
<td>52.07</td>
<td>67.24</td>
</tr>
<tr>
<td>March 1981</td>
<td>54.34</td>
<td>61.70</td>
<td>61.63</td>
</tr>
<tr>
<td>March 1982</td>
<td>51.34</td>
<td>61.54</td>
<td>56.45</td>
</tr>
<tr>
<td>March 1983</td>
<td>52.76</td>
<td>57.04</td>
<td>61.61</td>
</tr>
<tr>
<td>March 1984</td>
<td>54.48</td>
<td>56.77</td>
<td>64.92</td>
</tr>
<tr>
<td>Average</td>
<td>52.91</td>
<td>58.60</td>
<td>62.22</td>
</tr>
</tbody>
</table>

Two difficult subjects in which the percentage of passing is the lowest for all the years are taken for comparison. These subjects are namely English II or III and Mathematics. With the exception of the Examination held
in March 1981, at which the passing percentage in English (61.70) and Mathematics (61.63) was approximately equal, it is found that for the remaining 5 years the percentage of passes in English is always lower than that of Mathematics. On an average also it is seen that the percentage of passes in English (58.60) is lower than that of Mathematics (62.22). It may also be concluded that the overall passing percentage is brought down because of the low percentage of passing in English. Those candidates who fail at the examination, mostly fail because of their poor performance in English.

With due acknowledgement and permission, the investigator takes the liberty to refer to a scholarly small scale research study made by Dr. A. V. Gadgil, the then Editor, Maharashtra Education Journal, to locate causes of large number of failures in English at the S.S.C. Examination (Std. X), held in March 1977. After going through a random sample of 100 answer-scripts representing rural, semi-urban and urban areas Dr. Gadgil made a detailed error-analysis of the errors in the answer-scripts, which is reproduced below.
Table 1.3  
Error Analysis  

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category of Mistakes</th>
<th>Approximate percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wrong use of tenses</td>
<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>Spelling</td>
<td>28.0</td>
</tr>
<tr>
<td>3</td>
<td>Punctuation</td>
<td>12.3</td>
</tr>
<tr>
<td>4</td>
<td>Articles</td>
<td>6.0</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>2.1</td>
</tr>
<tr>
<td>6</td>
<td>Wrong use of prepositions</td>
<td>5.4</td>
</tr>
<tr>
<td>7</td>
<td>Non-English constructions</td>
<td>0.2</td>
</tr>
<tr>
<td>8</td>
<td>Nonsensical constructions</td>
<td>10.4</td>
</tr>
<tr>
<td>9</td>
<td>Wrong use of pronouns</td>
<td>3.2</td>
</tr>
<tr>
<td>10</td>
<td>Missing verbs</td>
<td>5.8</td>
</tr>
<tr>
<td>11</td>
<td>Number concord</td>
<td>4.5</td>
</tr>
<tr>
<td>12</td>
<td>Verb concord</td>
<td>7.4</td>
</tr>
<tr>
<td>13</td>
<td>Voice</td>
<td>2.3</td>
</tr>
<tr>
<td>14</td>
<td>Reported Speech</td>
<td>2.2</td>
</tr>
<tr>
<td>15</td>
<td>Unclassified errors</td>
<td>5.0</td>
</tr>
<tr>
<td>16</td>
<td>Wrong question forms</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Keeping aside the errors in spelling, vocabulary and unclassified errors, all other errors are grammatical errors. Even the errors of Non-English and Nonsensical constructions are due to poor knowledge of grammar.

That is to say, nearly 65% errors, made by the candidates are grammatical errors. After making a question wise analysis Dr. Gadgil points out further:

"1) 90% of the candidates find it difficult where not to use the 'articles'.
2) 50% of the candidates were not able to use the definite article 'the' properly.
3) 25% of the candidates found it difficult even to use indefinite articles 'a/an' appropriately.
4) On the average 55% candidates were not able to use prepositions correctly.

Note: It may be mentioned that the questions on articles and prepositions merely demanded supplying of articles and prepositions in the blanks. Besides sentences were bodily lifted from the 'English Reader' itself.

5) Majority of students were unable to write correct word order of jumbled words.
6) About 85% of candidates were unable to join pairs of sentences as directed, though sentences were taken from the Reader.
7) About 90% of the students were unable to do justice to the question 'Rewrite as directed'.
8) 95% of the students were unable to do any justice to the question on reported speech."
9) 78% of candidates were found unable to use correct forms of verbs in the blanks."

The picture depicted by Dr. Gadgil is so vivid and clear that it needs no further comments. The students are found to be miserably weak in almost all areas of grammar, after learning English for a period of six years at school. This abysmal falling of standards in English on the part of students is mainly due to the neglect of teaching of grammar at school by incompetent teachers. The teachers themselves have no grounding in grammar whatsoever. They use faulty methods of teaching, and care less for the realisation of the objectives of English. General apathy towards the teaching of Grammar is really the crux of the problem.
Summary:

1.5.1 English enjoyed a position of high prestige in India before independence. It was first introduced by the British about 175 years back. Being the language of rule, it assumed the position of the official language of administration, language of law and jurisprudence, of industry and commerce, of science and technology. English was also the medium of instruction at the University and High School level. English became the 'lingua franca' of India during the British rule in India.

The approach to the teaching of English, in its heyday was literature oriented. One good effect of English education was that the new generation of educated Indian leaders, imbued with new ideas due to the study of western literature and philosophy, became aware of the national problems. They brought about Indian renaissance in all walks of life. The Indian leaders lamented the total neglect of regional languages of India and the adverse effects of English education.

With the rise of national consciousness, the supremacy of English for about a century, began to be questioned. The real break came in the twenties and thirties of this century, when modern Indian languages were gradually adopted as media of instruction at the secondary school level. Still English was retained...
as the medium of instruction at the Universities and colleges; and as a compulsory subject of study at the secondary school stage.

After the attainment of Independence in 1947, there was a great controversy regarding the position of English in free India. Some wanted to drive away English as they thought, that it was a symptom of slavery. Others wanted that English should be continued to be studied in this country for many years to come as English has assumed the position of a world language. When the controversy cooled down, it was the consensus of opinion that the continuation of the study of English is both desirable and necessary.

English has come to stay in this country but its status, functions and objectives have been changed. English is continued as an associate official language at the centre almost for an indefinite period. Though regional languages are being introduced as media of instruction, in a large number of faculties in Universities, English is still being used as the medium of instruction in the faculties of science and technology. English is still useful as a link language for maintaining international relations and international commerce. It is useful for our cultural give and take with the
world. It is our major window on the world.

All the important Education Commissions appointed after 1947 have pointed out the necessity of continuation of English in this country as a compulsory second language. The famous three language formula accepted by majority of states, makes due provision of the study of English as a second language right from Std. V.

With the change in the place of English and its objectives, there has been a change in the syllabi in English at various levels, methods of teaching and scheme of evaluation. Structural syllabi in English have been introduced and structural approach to teaching has been recommended. The evaluation techniques of assessing the performance of students have undergone a change. There is more emphasis on objective type tests which are more valid and reliable.

1.5.3 Position of English in Maharashtra.

The position of English in Maharashtra has been all the ups and downs experienced on the national scene. Upto 1947 English was the sole medium of instruction in the Universities and colleges. It was also the medium of instruction in High Schools upto the thirties. English was a compulsory subject in the High Schools and colleges throughout.

After the attainment of freedom in 1947, the State Government changed its policy regarding the teaching of English. From 1948 onwards teaching of English was gradually discontinued from Stds. V, VI and VII, and the teaching of Hindi was made compulsory in its place.
Hindi was made an optional subject at the S.S.C. Examination from 1952 onwards and Hindi became the compulsory subject at the S.S.C. Examination from 1955. In 1960, there was again a change in the policy and English was allowed to be taught on a voluntary basis in Stds. V to VII. A third change came in 1972, when it was decided that English be taught as a compulsory subject in Stds. V to X. Thus teaching of English was reintroduced in Stds. V and VIII in 1972, VI and IX in 1973, and VII and X in 1974.

Upto the year 1954 English was a compulsory subject at the S.S.C. Examination. From 1955 to 1974, English remained an optional subject at the S.S.C.E. But from 1975 English has again been made a compulsory subject at the S.S.C. Examination at the end of Std. X. This shift in the policy of teaching English, from time to time, created a chaotic condition in the state.

At present English is taught as a second language (L₂) in Marathi medium Secondary Schools in Maharashtra. The syllabi prescribed for Stds. V to X are structural in nature. The structures are graded according to difficulty level. The main objective of teaching English is to enable the pupils to acquire the four fundamental skills at language, viz., listening, speaking, reading and
writing. Comprehension is the chief aim of teaching English. Structural approach is recommended for the teaching of English in Secondary Schools. The approach to grammar is expected to be functional only.

1.5.4. **Deterioration in standards of English.**

There is a general feeling in all quarters that standards of English are fast deteriorating. The following are the reasons of the decline in standards of English in the country as a whole, and especially in Maharashtra.

1) **Lack of a clear-cut and definite policy.**

The Policy regarding the continuation of English and its place has been changing all the time. At times English is treated as a compulsory subject, and at other times, an optional one. This shift in the policy from time to time has created a chaotic condition.

2) **Expansion in education:**

The country has witnessed a tremendous expansion in education, at all levels, after Independence. In Maharashtra State alone, within a period of 30 years (1950-80) the number of secondary Schools increased by 8 times, their enrolment by 11.5 times and the number of teachers by 8.5 times. As a result of this classes in schools became crowded and
and the teachers were required to handle large classes.

3) **Dearth of Competent teachers:**

The teaching of English is mostly in the hands of incompetent teachers. Most of them neither know enough English nor are they familiar with the latest methods and techniques of teaching English. Majority of them are neither graduates in Special English nor have they studied English method for their B.Ed. degree. Teachers responsible to teach English to Classes V to VII, because of the Government policy, possess the certificates of passing the S.S.C.E. and D.Ed. Examination only, in most of the cases. Thus the teachers of English at the secondary school stage, are not adequately qualified both academically and professionally.

4) **Faulty methods of teaching:**

Teachers use faulty methods of teaching in the class. The only method popular with the teachers is the method of literal translation of English sentences, word for word. They know nothing about the structural approach and skill oriented teaching. There is general apathy towards the new methods and techniques of teaching English.
5) Omission of formal grammar:

Teaching of formal grammar has been completely abandoned as there is no mention of formal grammar in the syllabus. Most of the teachers themselves do not know anything about formal grammar. All that is expected of teachers is that they should teach functional grammar, as and when it arises from the text. But as teachers have no grounding in grammar whatsoever, they can't do justice to the functional grammar also.

As a result of this students are not able to solve questions on grammar correctly, even though all questions on grammar are based on the textual matter. Hence students remain weak in almost all the areas of grammar.
CHAPTER II  THE PROBLEM

Need, Statement of the Problem, Objectives
Assumptions, Limitations, Hypotheses, Significance.

2.1 Need of the Study

The main reason for the decline of English and the corresponding deterioration of standards in English, in the secondary schools, described here to before appears to be the total neglect of the teaching and learning of grammar. Every language is rule governed and the grammar of that language contains the description of these rules and their application. The children are expected to know the rules and make use of them. Thus "language is rule governed behaviour, and learning a language involves internalizing the rules". The rules may not be prescribed as in the old fashioned traditional grammars, but at least they must be described and the students must be aware of them if they want to construct their own sentences in English.

With the introduction of structural syllabuses, many teachers have developed a suspicious attitude regarding the teaching of grammar. They feel that introducing structures and their drilling (it is however

doubtful whether this much minimum work is done in the classroom or not) is all that is expected of them before the teaching of a lesson is commenced. They forget that after all "each structure embodies an important grammatical point"\(^1\). At some stage or the other the students must be able to grasp these grammatical points if we expect them to acquire skills of expression - oral and written. They may not learn the rules by heart, but in order to make use of the rules they must know them. They must acquire some 'competence' (knowledge of rules) if they are expected to show good performance' (use of rules in making their own sentences in English). The terms 'competence' and 'performance'\(^2\) though borrowed from Chomsky, whose works have revolutionised the field of linguistics in recent times, are not used in the strict linguistic sense here.

There is one more misconception in the minds of teachers about the relationship between formal and functional grammar. They think that these two areas of grammar are separate watertight compartments. But


a little thinking on the matter will show that there is no real dividing line between the two areas. It is only for the sake of convenience that the distinction is made. No body can use the forms in a language without having some knowledge about the forms. Some knowledge of "formal grammar" therefore, becomes necessary even though it is to be used for "functional" purposes only. The example of a machine would be helpful in illustrating the point. It is not possible to understand the functioning of the machine without having some knowledge of its parts. In the same way it is not possible to use words and make sentences without having some knowledge about their forms. This leads to the conclusion that teaching and learning of 'English grammar is quite necessary in order to stop the evergrowing deterioration in the standards of English of the pupils studying in Marathi medium secondary schools of Maharashtra.

A distinction is further made between 'knowing a language' and 'knowing about a language', especially in recent times. By knowing a language it is meant that the learner acquires primarily the abilities (i) to understand the language when spoken and (ii) to speak the language, and secondarily, (iii) to read the language and (iv) to write it. On the other hand 'knowing about the language' means the knowledge of phonetic and grammatical structures,
rules of syntax and morphology.

Even a casual observation will establish the fact that a child learns his native language by imitating the speech habits of elderly persons. The child often makes mistakes in pronunciation, selection of vocabulary and construction of sentences, but they are corrected by people round about. Thus a child is equipped with a fairly good vocabulary of some thousand words and the art of framing sentences which are meaningful, before entering the school. The child knows further which sentences are acceptable and which are not. He intuitively develops the knowledge about his native language. How the child acquires this intuition is a matter of conjecture. But the fact remains. The child makes the use of language rules without being able to state them explicitly. At a later stage, however, the study of grammar helps him to get more insight into the language and to decide the correctness of the spoken and written language.

This has a direct bearing on the pedagogy of language teaching. One of the didactic principles suggested in this connection is "Teach the language, not about the language". It was the structural linguists especially, who emphasised

the importance of the use of language over and above the teaching of its grammar. According to them every language consists of certain structures and the constant repetition of these structures through drilling devices is the main concern of the teacher. Thus it is pointed out by Charles F. Hockett, "To learn a language is to learn how to use it—to respond to situations by saying appropriate things in it, to understand what others say in it, and ultimately, to read and write in it. Most native speakers of most languages are unable to describe how they produce the speech sounds they use, and are completely at a loss in describing their grammatical habits. They do not need to be able to give such descriptions in order to use the language." 1

However it is interesting to find, that the same writer further makes an exception to the principle of learning the language and not about it. Thus he states that, "for most learners, a summarising statement of a grammatical habit, inductively made after extensive drill in the habit, helps to tamp it down. But all such statements must be regarded as simply means to an end." 2

To say that teaching of grammar should be treated as a means to an end, and not as an end in itself is quite understandable and acceptable. But to deny the teaching of grammar altogether would be disastrous. The rules may be discovered inductively as recommended by the structuralists, or they may be a part of the cognitive structure of the speaker's mind as pointed out by Noam Chomsky, and may be learnt by intuition. No last word can be said in this connection.

But one thing is quite clear: Language and its grammar are not contradictory to each other; they are complementary. Therefore teaching of grammar cannot be dissociated from the teaching of language. The teaching of language also involves, among other things, the teaching of its grammar.

The foregoing discussion leads to the conclusion that teaching of grammar has still an important place in the teaching of English. Therefore formal grammar should again be introduced in schools. The teachers of English should also have a firm grounding in formal grammar of English. Teachers who are already in service should be required to undergo intensive training in formal grammar. In-service training programmes should be arranged for this purpose. It is worth while to note
the views of F.L. Billows in this connection. He says: "The teacher must have a clear idea of grammar of the language, its structure and usage; everything he teaches must be based on it; he should always be conscious of introducing or practising some point of grammar."

Knowledge about the language assumes much more importance while teaching and learning the second language (L₂). Normally the second language learner starts to learn the second language at a later stage in life, when he has already gained sufficient mastery over the his mother tongue (L₁). He can speak his language fluently and has acquired some proficiency in reading and writing. He has formed certain language habits in his native language; and has certain insights into his language. He has developed some language sense and knows, consciously or unconsciously, which sentences are unacceptable and which are not acceptable in his language, though he may not have heard about these sentences earlier. That is to say he has developed some grammatical sense so to say. Moreover the student already knows certain grammatical terms. Thus students learning in Marathi medium secondary schools, are acquainted with

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some grammar of Marathi when they are exposed to English language in Std. V. They can identify parts of speech in Marathi and know some sentence patterns in Marathi.

One of the best ways of grasping the structures of the second language (L2); and perhaps the best one, is comparison between the grammatical structures of the second language (L2) and the corresponding structures of the first language (L1). Sometimes the words 'target language' and 'native language' are used to connote English (L2) and Marathi (L1) respectively. As the background, in the form of some knowledge of Marathi grammar is already ready, to learn the grammatical structures in English the comparison between grammatical structures of the target language and the corresponding structures in the native language helps the students to learn grammatical structures in the target language better.

2.2 Statement of the Problem:

With these views in mind the investigator has undertaken a research study in the field of English grammar, from the pedagogic point of view. The problem for the study is stated below.

"The contrastive study of grammatical structures of English (as prescribed in the syllabus of English, lower level, for the Marathi medium secondary schools in Maharashtra); and Marathi with a view to suggest a curricular programme in English grammar for Marathi medium..."
Secondary Schools:

The problem is about comparison between English (L2) structures which occur in the syllabi for Stds. V to X, with the corresponding structures in Marathi. English is a compulsory second language for students learning in Stds. V to X in Marathi medium secondary schools. It is also a compulsory subject at the S.S.C. Examination at the end of Std. X. No separate curriculum in Grammar as such, is prescribed, nor any separate textbooks in grammar are prescribed at present. Hence an important part of the problem is to suggest a curricular programme in English grammar. The problem has mainly the following three aspects.

1. Enlisting and grouping the structures of English contained in the syllabi and textbooks for Stds. V to X from the grammatical point of view.

2. Contrastive study of the grammatical structures in English with the equivalent structures in Marathi.

3. Suggesting the curricular programme in English grammar for Marathi medium secondary schools in Maharashtra.

2.3 Objectives with specifications:

The objectives of study together with their specifications are stated below.
2.3.1. To analyse the grammatical structures of English and group them under suitable heads.

The investigator intends to analyse the structures of English, which appear in the present syllabi in English, as a second or third language, prescribed for standards V to X. He also intends to group the structures by classifying them under suitable heads such as word classes or parts of speech, sentence patterns, tenses, clauses, articles, voice, direct and indirect narration and so on. At present the structures in the syllabi are not classified in this manner; but they are graded according to the difficulty level and the frequency of their occurrence in the language in general. For example different tenses appear at different places in the syllabus and they are introduced in different standards. There is no topic-wise arrangement. The same is applicable to clauses and other grammatical items too.

2.3.2 To locate similarities between grammatical structures of English and the corresponding structures in Marathi.

No language is a law unto itself. It is an established fact that there are similarities between languages. Their number may vary according to the origin of languages under consideration. As for English and Marathi, both have the same eight parts of speech and their functions are generally the same. In both the languages the attributive adjective precedes the noun it
modifies e.g. "the black cat", "the white shirt". In simple two word sentences like "Birds fly", "God is", "(The) sun shines" the English sentences and the equivalent sentences in Marathi have the same word order. It is by way of translation, the equivalence of sentences in the two languages can be established.

2.3.3 To find out dissimilarities between the grammatical structures of English and the equivalent structures of Marathi.

As contrasted with the above, there are certain dissimilarities in the structures of the two languages. For example in a simple sentence like, "He opened the door" the sentence pattern in English is S-V-O. (Subject-Verb-Object). But an equivalent Marathi sentence "त्याने दार खोलेले" has the pattern S-O-V. The application of the language habit in Marathi would produce a meaningless English sentence, "He the door opened" which is clearly not acceptable. Similarly in asking a question in English the order of words in the sentence has to be changed as for the statement "John can go.", the question is "Can John go?". But in Marathi the use of intonation is enough to indicate the question "जोन जाऊ शक्तो?" or an addition of a particle "का" is sufficient to turn the statement into a question form- "जोन जाऊ शक्तो का?" The gender system in the two languages works in different ways. Only the males amongst
human beings and higher animals are said to belong to the masculine gender, and the females to the feminine gender in English. While the names of small creatures and things have the neuter gender. In Marathi, on the other hand, the gender system is quite arbitrary. Every animal, human being and even an inanimate thing belongs to any one of the genders. Thus 'bench' and 'blackboard' are supposed to be in masculine gender while 'ink' and 'window' in feminine gender, but 'flower' and 'tree' in the neuter gender in Marathi.

Some of the differences in grammatical structures of the two languages arise due to the different ways of inflections of words. Marathi is a highly inflected language. Nouns and personal pronouns are inflected for case gender and number, verbs for person, number, gender, tense and mood and so on. There are eight cases in Marathi including the vocative and almost all cases excepting the nominative and vocative have case endings. As against this English has a few word inflections. English word inflections consist of two major ones the plural inflection of nouns and the past tense inflection of verbs- and four minor inflections: the genitive, the accusative of pronouns, the inflection for comparison of adjectives and adverbs, and the verbal person and mood forms. There are only four cases in English, including
the vocative, and only the genitive has a case ending.

The difference in the grammatical structures of two languages leads to the problem of interference. The language habits of the native language are carried over to the target language. For example Marathi medium students write sentences like: My father was angry on me, instead of, My father was angry with me.
I went in home, instead of, I went home.
He told to him to go the post office, instead of. He told him to go to the post office.

2.3.4. To discover grammatical structures which are peculiar to English language only.

These structures are unique structures of English. Nothing analogous to them is found in Marathi. For example the use of articles and the use of Indirect narration are special features of the English language. There are no articles in Marathi. As a matter of fact there are no articles in any Indian language. No distinction is made between the Direct and Indirect narration in Marathi.

For Example:

<table>
<thead>
<tr>
<th>English</th>
<th>Marathi equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct: He said,&quot;I will come tomorrow&quot;</td>
<td>तो स्मृगाला (की) भी आर्ने घर्न</td>
</tr>
<tr>
<td>Indirect: He said that he would go the next day.</td>
<td>तो स्मृगाला (की) भी आर्ने घर्न</td>
</tr>
</tbody>
</table>

The same Marathi sentence serves the purpose of both the
Direct and Indirect narration.

A sentence like "तॆ प्रणाल की तॆ दुसऱ दिक्य " would be a very far-fetched and non-Marathi rendering in the Indirect form.

2.3.5 To suggest a curricular programme in English grammar for Marathi medium secondary schools, and to suggest guidelines for the preparation of 'Grammar books' for students.

After analysing the structures of English language and finding out the similarities and contrasts between the structures of the two languages it will be possible to suggest a curricular programme in English grammar. It will also be possible to suggest guidelines for preparing "Grammar books" for students. The problem of interference will also be taken into consideration while suggesting the curricular programme and guidelines for writing books on English grammar for students.

2.3.6 To suggest the methodology of teaching English grammar at the school level.

This is not a purely linguistic study in the field of "contrastive linguistics." At the same time this is not a study which belongs purely to the field of "Pedagogy", the science of teaching. This is a sort of inter-disciplinary study. Hence the investigator intends to suggest appropriate methods of teaching for the teaching of grammar to Marathi medium students. The methods will be
suggested on the basis of findings of the contrastive study of grammatical structures in English and Marathi.

2.3.7 To determine the difficulty level of grammatical structures in English. On the basis of the elements of similarity and dissimilarity between the target and the native language the difficulty level of English structures will be ascertained. The more the dissimilarity, the more the interference of the mother tongue and therefore the higher the difficulty level. As such, the unique structures of English would be treated as most difficult.

2.3.8 To ascertain the views and opinions of secondary teachers, and eminent workers in the field of education, regarding the teaching of English grammar in the secondary schools.

The investigator intends to know the views and opinions of teachers who are actually working in the field of Secondary Education. He desires to know their views regarding the teaching of grammar, the methods of teaching grammar; and so on by sending them a questionnaire. Moreover the experts in the field of education, such as Head Masters of Schools, professors in the colleges and eminent educationists will also be consulted.

2.3.9 To suggest a curricular programme in English grammar for pre-service and in-service training of teachers.

It is intended to suggest an intensive training programme in English language, which would be useful to
both- teachers of English already inservice and teachers in the making at the colleges of Education.
As most of the English Teachers working in Secondary Schools have no grounding in the formal grammar, the programme, it is hoped will be quite useful to them. Moreover, undergoing the programme during the pre-service training stage, the teacher trainees at the B.Ed. Colleges will also be benefitted, to a great extent. This measure, if adopted, will go a long way in checking the deterioration of the standards in English and consequently raising them to an appreciable extent.

2.4. Assumptions:
The research study is undertaken with the following assumptions.

2.4.1. Students whose mother tongue is Marathi and who have completed four years' schooling in a Marathi medium primary school have some knowledge of Marathi grammar. At least, they are acquainted with the names of parts of speech and the grammatical terms such as subject and predicate. Further the students are required to learn elementary formal grammar of Marathi in Stds. V, VI and VII for which textbooks in grammar are prescribed. During the period of three years, students learn parts of speech and their kinds, kind of verbs, tenses, cases, compounds, voice etc.
Students' knowledge of Marathi grammar is further consolidated by giving them a richer course in Stds. VIII to X. They are taught about kinds of sentences, word formation, usages, analysis of sentences, rules of orthography and so on. Thus there are strong grounds to believe that students develop a fairly good knowledge of Marathi formal grammar during the period of their education from Std. V to X. The background of Marathi grammar can be utilised by the teachers of English to develop the Students' knowledge of English grammar.

2.4.2 Similarities between the grammatical structures of English and Marathi can be easily grasped by students, learning English as a second language. Transfer is maximum when the content is alike. Such items can be introduced earlier and students will have no difficulty in assimilating these structures in English.

2.4.3 Whenever the grammatical structures of English (L2) differ from the corresponding structures of Marathi (L1) it is likely that the students will find it difficult to grasp them. The more the dissimilarity between structures of two languages, the higher the difficulty level. The differences in structures is the main cause of interference. By explaining the differences well and by way of drilling, this difficulty can be overcome.

2.4.4 When the target language (English) has certain peculiar grammatical structures for which there is nothing
analogous in the native language (Marathi), the difficulty level of learning these structures would be highest and maximum amount of interference is likely to be caused. Under these circumstances teachers will have to pay special attention, introduce these structures carefully and get them properly drilled.

2.4.5 It is assumed that by way of translation the equivalence of the grammatical structures in two languages can be established for the sake of comparison.

2.5 Limitations:

The following are the limitations of the research study:

2.5.1 Only those grammatical structures of English which appear in the prescribed syllabi for Stds. V to X in the Secondary Schools in Maharashtra State at present will be studied for the purpose of contrastive analysis. These structures will be compared with the equivalent structures in Marathi. The investigator does not endeavour to study all the structure of English language nor that of Marathi language because he thinks that it is a stupendous task beyond any body's capacity.

2.5.2 As has been already pointed out earlier, this study is not a theoretical study in comparative linguistics, or scientific linguistics. The investigator
is tempted to quote the words of Donald Macaulay. " We ought to point out that linguistics is not an easy subject to master. It employs advanced theoretical constructs and rigorous methodology. Moreover it is a subject which does not in the present circumstances lend itself easily to simplification; it is in many ways unestablished, with different schools of thought each promoting its own point of view with regard to aims and methods. The teacher of English therefore cannot be expected to master the field minutely, indeed he should not seek to do so, it is not his field. " It is the study of a teacher and it is meant for teachers of English for Actual use in the classroom. This is an inter-disciplinary study undertaken to study the structures of English with a view to make contribution to the pedagogy of English as a second language; only.

However the investigator may draw upon certain useful terms, not in the strictly rigorous sense but only for practical purposes, from the field of linguistics, as and when they seem necessary.

2.5.3 The term 'grammar' is used only in a restricted sense. In recent years, the term 'grammar' seems to be used in two senses. In the wider sense grammar is synonymous with linguistics and thus includes all the four aspects of a language—phonology (the science of sounds), morphology (word-formation), syntax (arrangement of words in phrases and sentences) and semantics (science of meaning). In the narrower sense grammar is concerned with mainly syntax and morphology, though some use of meaning is not completely ruled out. To quote Frank Palmer, "Grammar is normally used in a technical sense to distinguish it chiefly from phonology, the study of sounds of language and semantics, the study of meaning." It is in this narrower sense the word 'grammar' is used in this study. The area of phonology is not at all touched. The area of semantics is also not touched except for getting at the meaning of words, phrases and sentences by way of translation.

2.5.4 The study is limited to the comparison of English structures occurring in the present syllabi for stds. V to X as prescribed by the Maharashtra State Government for Marathi medium Secondary Schools. This is purely a one way process. Grammatical Structures peculiar to Marathi alone, have not been explained. For example there are eight cases in Marathi as against four in English. Excepting the genitive no
English case has any case endings. Hence it is felt that it is not necessary to discuss the paradigmatic structure of cases in Marathi. Similarly the system of voice works very differently in the two languages. Only Active and Passive voice in English will be studied with their Marathi equivalents, if possible. Other types of voice in Marathi need not be discussed.

2.6 Hypotheses:

2.6.1 There are certain similarities between the grammatical structures of English and the equivalent structures of Marathi. These similarities are likely to be found in the areas of word classes (Parts of speech), grammatical categories such as gender, number, person, sentence patterns; and morphology (word formation).

2.6.2 There are certain differences or dissimilarities between the grammatical structures of English and the corresponding structures of Marathi. These dissimilarities may be found in the areas stated above in 2.6.1. These differences perhaps cause the problem of interference and make it difficult for the learner to grasp the structures of English well.

2.6.3 There are certain grammatical structures which are peculiar to English language. They are so to say unique structures of English. Nothing analogous to these English structures is found in Marathi.
On the basis of the contrastive study a curricular programme in English grammar for Marathi medium secondary schools in Maharashtra could be suggested.

Significance of the problem:
The findings of the study and the conclusions arrived at will be of great help both to the teacher and the taught.

The students will be greatly benefitted because they will be in a position to understand and assimilate the grammatical structures, after having the knowledge of grammatical points which lie hidden behind the structures. They will be able to use the structures of English in their speech and writing in a better manner. The students will be in a position to write and speak correct English.

The report of the All India Seminar on the Teaching of English in Secondary Schools held at Nagpur in 1957 concedes that "formal grammar by the inductive method may be taught in the last three years in order to crystallize the pupil's knowledge of grammar." The report further says that "the teaching terminology should be based on the pupil's knowledge of the grammar of his mother tongue." ¹

If the structures of English are presented to the students by way of comparison with equivalent Marathi structures the students will be in a better position to grasp them. They will be able to understand 'what is correct' and 'what is wrong' in English and thus the number of errors they commit in expression will grow less.

With the help of a separate syllabus in grammar and the text-books in grammar, which, it is hoped, will be prescribed for higher standards from VIII to X, the students will be able to express themselves well in life situations at large but within the vocabulary they have attained so far.

The knowledge of English grammar on the part of students will no doubt be crystallized but at the same time their knowledge of Marathi grammar will also be consolidated, as structures will be taught by the bilingual method. The use of Marathi, if allowed, in writing text-books on grammar, the students will be able to know the grammars of both the languages better.

The pattern of the question paper in English (II or III language) at the S.S.C. Examination from March 1985, published by the Maharashtra State Board of Secondary and Higher Secondary Education, indicates that a weightage of 35 marks out of 100 will be given
to grammatical items alone. So even from a practical point of view the students will be in a position to fare well in solving questions on grammar once they are better equipped with the knowledge of English grammar. They will also be able to show better performance in solving other questions - questions on the text, questions in composition etc. The number of errors in expression will grow less. As a result the passing percentage in English will improve to an appreciable extent.

2.7.2 The teachers of English will get insight in the teaching of English in general, and the teaching of grammatical structures in particular. They will find the contrastive study interesting. They themselves will be aware of the similarities and dissimilarities of structures in both the languages. They will get a better insight in the methods of teaching English as a second language, especially the bilingual method of presentation.

The study will enable the teachers to detect the errors of students in their speech and writing. They will be in a position to correct the students on the spot without allowing the errors go undetected and uncorrected.

Teachers' own knowledge of English grammar will be improved because it is universally accepted that teaching is the best way of learning, on the part of the teacher.
In-service teachers will get an opportunity to undergo the "Intensive training programme in English Language", for which the investigator intends to suggest a curricular programme. By attending the course the teachers will get an opportunity to improve their knowledge of formal grammar. If the same programme is implemented at the B.Ed. Colleges, the trainees at the colleges of Education will also be benefitted.

Summary

2.1 Need of the study.

The main reason for the deterioration of standards in English is the total neglect of teaching and learning of grammar. Every language is rule governed and the grammar of the language contains the description of rules and their application. Rules need not be prescribed and students may not be required to learn them by heart. But at least they should know them.

With the introduction of structural syllabi in English(L2) many teachers have developed a suspicious attitude towards the teaching of grammar. Teachers forget that each structure embodies an important grammatical point. At some stage, the students must be able to grasp the grammatical points if they are expected to acquire skills of expression.

The distinction between 'formal grammar' and 'functional grammar' is arbitrary and need not be carried too far. No body can use the forms without having some
knowledge of forms. Another distinction is also made, in recent times, between 'knowing a language' and 'knowing about a language'. But a little reflection is enough to show that these two are not contradictory to each other. On the other hand language and its grammar are complementary.

One of the best ways of grasping structures of the second language (L2) is comparison between structures of the second language with the corresponding structures of the first language.

2.2. Statement of the Problem:

"The contrastive study of grammatical structures of English (as prescribed in the syllabus of English, lower level, for the Marathi medium Secondary Schools in Maharashtra), and Marathi with a view to suggest a curricular programme in English grammar for Marathi medium Secondary Schools".

The problem has the following three aspects,

(i) Enlisting and grouping of structures of English.

(ii) Contrastive study of grammatical structures in English with equivalent structures of Marathi.

(iii) Suggesting a curricular programme in English grammar.

2.3. Objectives:

The following are the objectives of the study.

2.3.1. To analyse the grammatical structures of English and group them under suitable heads.
2.3.2 To locate similarities between the grammatical structures of English and the corresponding structures in Marathi.

2.3.3 To find out dissimilarities between the grammatical structures of English and the equivalent structures of Marathi.

2.3.4 To discover the grammatical structures which are peculiar to English language only.

2.3.5 To suggest a curricular programme in English grammar for Marathi medium Secondary Schools and to suggest guidelines for the preparation of 'Grammar books' for students.

2.3.6 To suggest methodology of teaching English grammar at the school level.

2.3.7 To determine the difficulty level of grammatical structures in English.

2.3.8 To ascertain the views and opinions of secondary teachers and eminent workers in the field of education regarding the teaching of English grammar in the Secondary Schools.

2.3.9 To suggest a curricular programme in English grammar for pre-service and inservice training of teachers.

2.4 Assumptions

The study is based on the following assumptions.
2.4.1 Students whose mother tongue is Marathi and who have completed four years' schooling have some knowledge of Marathi grammar. Students develop a fairly good knowledge of Marathi grammar during stds. V to X.

2.4.2 Similarities between grammatical structures of English and the corresponding structures of Marathi can be easily grasped by students.

2.4.3 When the structures of two languages differ, students find it difficult to grasp structures in English. The more the dissimilarity, the higher the difficulty level.

2.4.4 The difficulty level of learning unique structures of English for which there are no analogous structures in Marathi, would be the highest.

2.4.5 It is by way of translation that the equivalence of grammatical structures in the two languages can be established.

2.5 Limitations:
The limitations of the research study are as under:

2.5.1 Only those grammatical structures of English which appear in the syllabi in English(L2) for Stds. V to X are studied. Structures outside the syllabi are not studied.

2.5.2 This is not a study in comparative linguistics strictly speaking. It is a study undertaken by a teacher of English for the benefit of teachers of
English. It is an inter-disciplinary study undertaken with a view to make contribution to the pedagogy of English, as a second language.

2.5.3 The term 'grammar' is used in a restricted sense. It is used to mean syntax and morphology of language only.

2.5.4 The study is purely a one-way process of comparing English structures occurring in the syllabi for stds. V to X, with corresponding structures of Marathi. Grammatical structures, peculiar to Marathi alone, are not discussed.

2.6 Hypotheses:

2.6.1 There are certain similarities between grammatical structures of English and equivalent structures of Marathi.

2.6.2 There are certain dissimilarities between the grammatical structures of two languages.

2.6.3 There are some unique structures of English, for which nothing analogous is found in Marathi.

2.6.4 On the basis of the contrastive study a curricular Programme in English grammar could be suggested.

2.7 Significance of the Problem:

The findings and conclusions of the research study will be of great help both to the teacher and the taught.

2.7.1 The students will be in a position to understand and assimilate grammatical structures of English in a
better manner. Their expression in English, both oral and written, will improve. They will be able to understand their own mistakes and correct themselves. Their knowledge of English grammar will be crystallized. Students will fare better in English at the S.S.C. Examination.

2.7.2 Teachers of English will get insight into the teaching of English in general and the teaching of English grammar in particular. They will be in a better position to detect errors of students in their speech and writing of English and correct them on the spot.

Conclusions and Suggestions:

1. Teaching about the language is as important as teaching the language. Teaching of grammar, therefore, occupies an important place in the teaching of English. It is quite necessary to reintroduce the teaching of formal English grammar in the Marathi medium secondary schools in Maharashtra State.

2. It is also necessary to frame a curricular programme in formal English grammar for Stds. V to X. Guidelines for preparing "Grammar books in English" for students of standards VIII to X should be laid down. Methodology of teaching English grammar should also be suggested.

3. Teachers of English should have a good grounding in the formal English grammar. Teachers who are already in service should be required to undergo intensive training in formal English grammar. In-service training programmes should be arranged to serve the purpose.
CHAPTER- III  RESUME OF RELATED LITERATURE

3.1  Research in various aspects of English.

It is no wonder to find that a number of research studies in English, as a language, are still undertaken by scholars in India. This is quite natural because English continues to be studied in this country as a compulsory second language. "There is no denying the fact that English still occupies a somewhat prominent place in Indian life, and as such, in our school curriculum. Research in English, as a component of curriculum has not therefore outlived its life."¹ Research studies are therefore undertaken in various areas of English as a language and its methodology of teaching.

Various aspects of English language such as oral comprehension, common language difficulties, reading comprehension, vocabulary and its development, reading efficiency, silent reading and oral reading, standards in English are critically examined. Scholars are also interested in locating common errors in English, linguistic study of errors; and remedial work in English. Some have compared different methods and approaches to teaching of English as a second language in order to evolve a feasible and reliable method of teaching English in Indian Schools. Critical study of curriculum in English

is made by some and while others have examined the
facilities of teaching English and the standards of
achievement in English at various levels.

Interestingly enough very few studies seem to have
been made in the field of contrastive linguistics from
the pedagogical point of view. The investigator has
come across with only four comparative studies of English
with modern Indian languages. They are mentioned below.
1. Modi J.J., A comparative study of English and
Gujarati syntaxes. 1966.
2. Sharan P.B., A contrastive study of Bhojapuri and
English with special reference to the
teaching of English; and to the influence
of Hindi on Bhojapuri speakers. 1971.
3. Ghanchi D.A., A contrastive study of Grammatical
structures of English and Gujarathi to
suggest a curricular programme of English
for schools. 1972.
4. Pillai V.A., A critical study of the Basic
structures in English and the corresponding
structures in Malayalam and its implication
in the Design of a course for Secondary
Schools. 1976.

A cursory glance at the themes of studies shows that
two studies have been made in the comparison of Gujarati
and English structures, one in the comparison of English
and Malyaham structures and one in the comparison of structures of three languages English, Bhojapuri and Hindi.

So far no study appears to have been undertaken in the comparison of English structures with the corresponding structures in Marathi from the pedagogical point of view. As far as the knowledge of the investigator goes this seems to be quite a new and fresh field into which he has decided to do research work.

3.2 Objectives of research studies in contrastive linguistics.

The following are the objectives of research studies referred to earlier.

(1) To identify, analyse and describe similarities and contrasts between grammatical structures of English and corresponding structures in modern Indian languages viz. Gujarati, Hindi, Bhojapuri and Malyalam respectively.

(2) To predict learning hazards in handling specific grammatical structures of English, on the basis of the findings of contrasts between English structures and the corresponding structures in Modern Indian languages.

(3) To suggest a suitable methodology of teaching the structures of English, emphasising a productive use of contrastive findings.

(4) To prepare sequential curricular programme based on the learning hazards in grammatical structures of English.
In addition to the above objectives, more or less common to all, one research study aims at producing short contrast grammar of English and Malyalam restricting to the area of syntax.

3.3 Sample

So far as the sample for investigation is concerned researchers have selected grammatical structures in English given in the syllabi prescribed by respective state governments. One researcher has included common patterns of speech in English which occur in the expression of people whose mother tongue is Bhojapuri and regional language is Hindi. Another researcher has included phonological aspect and vocabulary in his sample. One researcher has allowed some school pupils, teachers, principals of schools and Inspecting officers to represent the sample. In general basic facts about the language such as sentence patterns, parts of speech, grammatical categories such as number, gender, case, person, voice, tense, mood etc, have been included in the samples.

3.4 Procedures of investigation.

Procedures of investigation adopted by the researchers vary according to the objectives of studies and the samples selected. Comparison between grammatical structures in two languages is made by way of translation. Morphology and syntax are studied by way of analysis. Certain models such as word and paradigm model, base and modifier model are also
used. Discussion of the syntactical devices is resorted to. One investigator has administered a test to students in vocabulary, sentence building and comprehension. He also administered a questionnaire to teachers and took interviews of Principals of Schools and the Inspecting Officers. Another researcher visited some towns in Bihar to note and study various forms of languages under comparison.

3.5 Findings

In general the researchers have arrived at certain similar findings. Morphological systems of English and Modern Indian languages show numerous contrasts in respect of form, function and meaning. Inflectional categories like number, case, gender, person, tense etc. operate in conflicting ways in the two systems and thereby create problems for learning the foreign language. Derivative processes in both the languages show deviations in several respects.

Syntactical structures of English compared with the Modern Indian language differ in many respects. Syntactical signals such as inflection, threefold relationship of agreement and word order at phrase, clause and sentence level are the sources of difficulties. Greater positive correspondence between the source language and the target language leads to fewer barriers in learning the target language.
As far as the comparison of English structures with Gujarati structures is concerned, the researcher has found that a vowel appears between two consonants in Gujarati and words end with vowels, while in English words end with consonants. In contrast to pronouns in English, personal pronouns in Gujarati do not distinguish gender. Pattern of Plural inflections in Gujarati is very complicated in contrast to simple 's' inflection in English. Gujarati does not possess any inflections to indicate comparative and superlative degrees of adjectives and adverbs. There are very few linking words in Gujarati as compared to English.

One researcher has suggested that it would be possible to rearrange the existing structures in the foreign language course on the basis of case and difficulty. He has further pointed out that priority should be given to a structure in the foreign language on the basis of the findings of the contrastive study.

The researcher who has compared three languages viz. English, Bhojapuri and Hindi has arrived at the conclusion that there are a number of similarities and dissimilarities in the three languages, which create difficulties in learning English for speakers of Bhojapuri and Hindi. The affricate in English is an area of great difficulty both for the Bhojapuri and Hindi speakers. Subjunctive mood poses a great problem for Bhojapuri and Hindi learners of English because it is absolutely absent in their languages. The habit of drawing back upon the mother tongue is another
difficulty. System of aspect causes another major problem and students whose mother tongue is Bhojapuri or Hindi are usually confused between the tense and aspect. Subtle difference between the present perfect and past tense in English has no parallel in Bhojapuri and Hindi. Use of auxiliaries creates another significant problem for English language learners of Bhojapuri and Hindi origin. All the researchers claim that their findings would be of great help to curriculum framers, writers of textbooks in English and teachers of English. They have also suggested areas of further research, which would be useful for other research workers to take up research studies.

3.6 Guidance:

Though all the studies, referred to above, are made in connection with other Indian languages one point is common, they are all contrasted with the structures in English, the target language. The present investigator has also undertaken a contrastive study of grammatical structures of English with corresponding structures of Marathi and therefore he feels he can get some guidance from the scrutiny of other studies. He thinks that the scrutiny of related literature can help him in determining the objectives of the study, the sample for the study and the procedures of investigation to a certain extent. Of course the benefits he can draw are limited because the actual field of study is altogether different. No one has so far undertaken research work in the field contemplated by the present
investigator. He has to find his own ways and means to carry out the actual work of contrasting the structures and suggesting a curricular programme in English grammar for Marathi medium Secondary Schools.

In this connection the investigator desires to make one point clear. Purely linguistic studies either in English or in Marathi, or purely contrastive linguistic studies are not taken into consideration because it is felt that these studies do not come under the purview of the area in which the researcher has selected the problem. The present researcher has selected his problem from the pedagogical point of view, and not from the purely linguistic point of view.

Summary:

3.1 As English occupies a prominent place in India even in modern times research studies are undertaken in various areas of English as a language and its methodology. But very few studies appear to have been made in contrastive linguistics from the pedagogical point of view. The investigator has come across with only four comparative studies of English with modern Indian languages, such as Gujarati, Hindi, Bhojapuri and Malayalam. So far no study appears to have been undertaken in the comparison of English structures with the corresponding structures in Marathi, from the pedagogical point of view. It is quite a new and fresh field.
3.2 The objectives of research studies mentioned above are (i) to identify, analyse and describe similarities and contrasts between English structures and corresponding structures of Indian Languages (ii) to predict learning hazards in learning grammatical structures of English (iii) to suggest a suitable method of teaching English structures, and (iv) to prepare curricular programme in English grammar.

3.3 The sample for the studies mainly comprises of grammatical structures in English from the syllabi prescribed by respective state governments. In addition to this some researchers have included phonological aspect and vocabulary. School pupils, teachers, heads of schools and inspectors have also been included in the sample.

3.4 The researchers have adopted various procedures of investigation. They are translation, analysis of morphological and syntactical structures, discussion of syntactical devices, tests to students, questionnaire for teachers, interviews of educationists etc.

3.5 In general the investigators have arrived at the conclusion that morphological and syntactical systems of English and modern Indian languages show numerous contrasts; in respect of form, function and meaning. Inflectional categories like number, case, gender, person, tense, mood etc. operate in conflicting ways and thereby create problems in learning the foreign language. Derivative processes in the language under comparison differ in several respects. Greater positive correspondance between
the source language and the target language leads to fewer barriers in learning the target language.

3.6 The present investigator thinks that the scrutiny of related literature may help him in deciding the objectives of the study, the sample for the study and the procedures of investigation to a certain extent. Of course the benefits he can draw are limited as the actual field of study is altogether different.
4.1 The Background.

The research problem selected by the present investigator belongs to the domain of descriptive research. According to John W. Best, "Descriptive research describes what is. It involves description, recording, analysis and interpretation of conditions, that now exist. It involves some type of comparison or contrast and may attempt to discover relationships that exist between existing non-manipulated variables."¹

The investigator contemplates to carry out a contrastive study between two variables namely the grammatical structures of English and the corresponding grammatical structures in Marathi. He has, of course, delimited the problem by deciding to study only those structures of English which are prescribed in the syllabus of English, lower level, for Marathi medium secondary schools in Maharashtra. On the basis of this comparison he desires to develop generalisations regarding similarities and dissimilarities between the structures of the two languages and predict learning difficulties on the part of students. With the help of findings arrived at, he intends to suggest a curricular programme in English grammar for Marathi medium secondary schools in Maharashtra. By the by, he also desires to suggest methods and strategies of teaching English

grammar at the school level in the light of the contrastive study and its findings; which would be of value to teachers of English for actual implementation in the classroom. In addition to this, the investigator further wants to suggest a curricular programme in formal English grammar for in-service training courses for teachers of English in Secondary Schools, so that the teachers' knowledge of English grammar would be strengthened.

4.2 The Sample

As the study, in major part, comprises of a library study there is no question of sample selection as such. The grammatical structures of English are already listed in the prescribed syllabi for Stds. V to X, and the same are picked up for study. However in order to ascertain the views and opinions of teachers of English in Secondary Schools and eminent persons working in the field of education samples of teachers of English and eminent workers in the field of education have been selected. Hence the sample for the study comprises of the following:

4.2.1 Grammatical structures of English which appear in the prescribed syllabi of English as a second language (L2) for Marathi medium secondary schools in Maharashtra State have been taken up for the study. They are about 275 in number.

4.2.2 A random sample of Secondary Teachers teaching English(L2) to Stds. V to X in Marathi medium Secondary Schools in Ahmednagar district has been selected. Two
hundred teachers were selected at random and they were approached through a questionnaire. One hundred and seventy eight teachers have responded to the questionnaire. This sample is presumed to be fairly representative of all teachers of English teaching Stds. V to X in Marathi medium secondary schools in Maharashtra. The questionnaire is included in the Appendices.

4.2.3 A sample of eminent persons working in the field of education has also been selected. This sample includes professors of English, teacher-educators in the colleges of Education, eminent educationists and Heads of Secondary Schools. They are 15 in number. They are interviewed by the investigator with the help of an interview schedule, which is included in the Appendices.

4.3 Methods and Procedures of Investigation.

The investigator has used the following the methods and procedures for his study.

4.3.1 Collection of Data.

The investigator has gathered the data for his research from various sources. He has collected the grammatical structures of English from the prescribed books of syllabi of English for Stds. V to X. Further he has collected information and material that would be helpful for comparison, from standard works on grammar both in English and Marathi. In order to understand the present position of the teaching of English grammar in
secondary schools and to assess the views of teachers of English regarding the teaching of English grammar, its content and methodology, the views and opinions of teachers have been gathered by administering a questionnaire. The views of eminent persons such as Heads of Schools, professors of English etc., have also been collected, by interviewing them.

4.3.2 Classification of data:

The structures in English are classified according to the grammatical items involved therein. The grammatical structures of English are classified under the following heads.


(B) Parts of Speech: Noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection.

Grammatical categories: number, gender, person, case, tense, voice, mood, degree etc.

(C) Word formation: Compound words, and derived words.

4.3.3 Analysis of data:

The elements of sentences such as subject, verb, object, complement are analysed in both the languages. Word order and syntactical devices such as inflexions, concord, government used to signal meanings are discussed. Segmentation of sentences such as 'Subject'
and 'Predicate' or the 'Noun Phrase' and 'Verb Phrase' is also attempted for the purpose of analysis. Use of anomalous finites and modal auxiliaries in producing various types of sentences is also studied.

Word classes and grammatical categories applicable to them are analysed. Word classes are further analysed in to form words and function words. Functions of various grammatical categories are discussed.

Word formation is analysed from the point of view of the use of affixes (Prefixes and suffixes) Formation of Compound words is also discussed. Of course the discussion of word formation is within the limit of the expected vocabulary of students at the end of Std X, as far as possible.

4.3.4 Appraisal of opinions of teachers and eminent persons:

Data gathered from the teachers, by way of administering a questionnaire is analysed and classified in various tables. The same is interpreted by making use of statistical methods such as finding the mean, percentages, standard deviation etc.

The views and opinions of eminent persons working in the field of education are also analysed and discussed.

4.3.5 Comparison:

Structures of English are compared with equivalent structures in Marathi with respect to syntax and morphology. Syntax is mainly concerned with word order
and concord, "the formal agreement in person, number

gender or tense (or more than one of these combined)
between two or more parts of a sentence". Morphology
is concerned with various modifiers of a base—
inflections, prefixes, affixes, even various prepositions,
pronouns etc. which serve as substitutes for inflection
in analytic languages like English.

There are two fundamental principles of comparison,
as stated by Halliday, McIntosh and Strevens; one is
'describe before comparing' and the other is 'compare
patterns, not the whole languages'. The first is clearly
obvious; one cannot compare how things work if one has
not first described how each of them works. The second
principle is equally important. Therefore the investiga-
gator has decided to compare certain structures of English
language with corresponding structures of Marathi. He
does not intend to compare whole of English and Marathi
languages. Each pattern comparison is made independently
and in its own right.

The same writers, referred to above, point out that
every comparative statement presupposes three steps.

   Longmans 1965.
   Page 157.
3. Halliday, Mackintosh, Strevens. The Linguistic Sciences and
   Language Teaching. Page 113
   English Language Book Society 1971.
(i) Separate description of the relevant features of each language.

(ii) The establishment of comparability.

(iii) The comparison itself.

For the establishment of comparability, it is necessary to show that the two statements in two languages are equivalent. This can be done by reference to translation. Hence the equivalence between the English structures and corresponding Marathi structures is established by meaningful translation of English words, phrases or sentences into Marathi. They are translated into accepted standard Marathi used for writing books etc., and used by the educated Marathi speaking people in their speech, in everyday life. There are dialectical differences in spoken Marathi, found in different regions of Maharashtra. Language spoken by different social strata also differs. These differences are ignored in the study.

Out of the three important approaches towards grammar, namely (i) the traditional grammar (ii) the descriptive linguistics, and (iii) the transformational generative grammar, the investigator has mainly resorted to the traditional approach throughout the study, though at times he has drawn upon certain important concepts, from the other two approaches whenever they are found to be convenient and useful. Thus he has analysed the English structures with the help of the terminology used in the traditional approach. The traditional grammar has provided a method of explaining the patterns that the English language uses to convey meanings. The traditional approach has also
provided a rich terminology to explain the patterns. Even the critics of the approach have to use this terminology to a large extent. Those grammarians who have still continued the traditional approach of the study of English have brought about certain changes in keeping with the times. Historical grammarians of the 19th and 20th centuries - Jesperson, Sweet, Poutsma, Zand voort etc. give a complete and systematic explanation of how English grammatical structures operate in actual usage. Their emphasis is not on 'prescription' of rules as if they are divine laws, as was done in old days; but on 'description' of the language like the advocates of modern approaches. Thus 'It is me' is an acceptable sentence even for the advocates of traditional approach because it is the accepted usage in English now-a-days. No distinction is thought to be necessary between the use of 'shall' and 'will' and there is no objection to the phrase 'different than'.

One more point is important in this context. In countries like India where English is taught as a second language, the traditional approach is quite useful in explaining grammatical structures of English. The grammar of the source language is mostly traditional grammar. Grammar books of Marathi are mostly modelled on the English grammar books written on traditional lines. Marathi grammar, which is being taught in schools and colleges at present, is the traditional grammar.

In the same way whatever English grammar the teachers know at present, is mostly traditional English grammar. They are acquainted with the terminology of the traditional English grammar. Hence the investigator has thought it fit to maintain the traditional approach while discussing and analysing the
structures of English and comparing them with equivalent structures of Marathi.

This approach, it is felt, would also be appropriate from the point of view of students learning in secondary schools. The secondary school pupils in Marathi medium secondary schools are required to study Marathi grammar from Std. V to X. The prescribed syllabus in Marathi grammar comprises of topics from traditional grammar. The terminology used in the text books of Marathi grammar is traditional terminology. Hence for the purposes of comparison, the investigator thinks it fit, to acquaint the students with the traditional terminology of English grammar; to avail of the maximum advantage of transfer.

4.4 Tools and techniques for critical comparison.

The investigator has used the following tools and techniques for critical comparison.

4.4.1 Scrutiny of grammar books. Desk study.

The researcher has referred to a number of books on grammar both English and Marathi, with a view to study similarities and dissimilarities of grammatical structures in the two languages. The work of scrutiny is done with the objective of comparing the grammatical structures of English prescribed for Std. V to X in Marathi medium Secondary Schools, with the corresponding structures of Marathi. This is a sort of desk study by the researcher.

The following important works on grammar have been referred to:
4.4.2. Models and techniques.

In the study of inflections, a part of morphology and syntax which involves inflectional affixes, the investigator has used the Word and Paradigm model.

For example, the stem 'play' has the following inflectional forms. All these forms make a paradigm.

Play, playing, plays, played.

In the same way for the noun 'boy', the paradigm is boy, boys, boy's boys.

In the study of 'derivation' which also involves the use of prefixes and suffixes, 'Item and Process' model is used. For example,

kind, unkind, kindness, season, seasonal.

form, farmer, sing, singer etc.

In the study of compound words the model of 'Item and Arrangement' is used. For example.

sunrise, headache, dining-room, man-servant etc.
For the study of syntax the technique of segmentation is used. Segmentation is done by the model of immediate constituents developed by the descriptive linguists. This is a technique of cutting a sentence into its immediate constituents. In turn, these constituents are again broken into their immediate constituents. This binary cut is applied until ultimate constituents are reached. For example:

Sentence: The boys were playing on the ground.

The technique of substitution frames is made use of while analysing word classes. For example:

'The boys are playing' is a frame.

The words boys, girls, men, women, children etc. can be used in the frame. All these words belong to the same word class, the noun. Substitution frames are also a good drilling device.

For explaining the basic patterns of sentences the investigator has used the technique of phrase structure rules and tree diagrams wherever possible. The technique has been developed by transformation Generative grammarians. Basic sentences are described by using sets of phrase structure rules, to be applied consecutively. These rules are written in algebraic formulae using abbreviations. For example:
(i) \[ S \rightarrow NP + VP \] (This formula is read as "Rewrite \( S \) (Sentence) as \( NP \) (Noun Phrase) Plus \( VP \) (Verb Phrase)"

(ii) \[ NP \rightarrow T + N \]

(iii) \[ VP \rightarrow \text{Verb} + NP \]

(iv) \[ T \rightarrow \text{the} \]

(v) \[ N \rightarrow \{ \text{Man, ball} \} \]

(vi) \[ V \rightarrow \{ \text{hit, took} \} \]

By applying these rules we can get the sentence 'The man hit the ball.' This can be represented with the help of a tree diagram.

\[
\text{Sentence}
\quad
\begin{array}{c}
\text{NP} \\
\text{T} \quad \text{N}
\end{array}
\quad
\begin{array}{c}
\text{VP} \\
\text{Verb} \quad \begin{array}{c}
\text{T} \\
\text{NP} \quad \text{N}
\end{array}
\end{array}
\]

\text{The man hit the ball.}

4.4.3 Questionnaire:

The questionnaire is administered to teachers of English teaching English to stds. V to X in the Secondary Schools of Ahmednagar district. Out of 200 teachers who were approached 178 teachers have responded to the questionnaire. This tool has been used in order to establish rapport with the teachers actually working in the field and to understand their views regarding the teaching of formal grammar, its content and strategies of teaching.

The questionnaire contains both the closed form and open form questions. In the closed form questions teachers are expected to give short responses just like
"Yes", "No" or to check an item from the list of suggested responses. In the open form questions, teachers are given enough scope to give a free response.

The format of the questionnaire used, is enclosed in the Appendices.

4.4.4. The Interview:

The researcher has also used the technique of interview as the data gathering device. He has interviewed about 15 eminent persons in the field of education. They include Heads of Secondary Schools, professors of English, teacher-educators in the college of Education and Educationists.

The purpose of the interview is to understand the views and opinions of the eminent persons regarding the position of English in free India, various aspects of the teaching of English at the Secondary Stage, the content of formal grammar if at all it is to be taught in Secondary Schools, the strategies for teaching formal grammar, academic and professional qualifications of teachers of English, special preparation on the part of the teacher to teach grammar and so on. A schedule for the interview is prepared in order to have a set plan for the interview. The Schedule is enclosed in the Appendices.

4.4.5 Tabulation and use of statistical methods.

Data gathered after administering the questionnaire to teachers is classified and tabulated under appropriate heads. The numerical data thus obtained is analysed and interpreted with the help of statistical measures such as percentages.
mean (average), standard deviation etc.

Summary:

4.1 Background:

The problem selected by the researcher belongs to the area of Descriptive research. The investigator contemplates to carry out a contrative study of grammatical structures of English with corresponding structures of Marathi. The problem is delimited by deciding to study only those English structures which are prescribed in the syllabi for English for Stds. V to X in Marathi medium Secondary Schools. With the help of the findings of the study the investigator desires to suggest a curricular programme in English grammar.

4.2 The Sample

The sample for the study comprises of the following:

4.2.1 About 275 grammatical structures of English appearing in the prescribed syllabi of English (L2) for Marathi medium secondary schools in Maharashtra have been taken up for study.

4.2.2 A random sample of 200 secondary teachers teaching English (L2) to Stds. V to X in Marathi medium secondary schools in Ahmednagar district has been selected.

4.2.3 A sample of 15 eminent persons working in the field of education has been selected for interview.

4.3 Methods and Procedures:

4.3.1 Data gathering. The investigator has collected grammatical structures of English from the syllabi of English (Lower level) for Stds. V to X. A questionnaire has been administered to teachers of English in order to
grammar in secondary schools and to assess the views of teachers regarding teaching of formal grammar, its content and strategies of teaching. The views of eminent persons in the field of education regarding the teaching of grammar have been ascertained by taking interviews.

4.3.2 Classification of data. The structures of English have been classified according to grammatical items, under the following three heads:

(A) Sentence patterns.
(B) Parts of Speech.
(C) Word formation.

4.3.3 Analysis of data:

The elements such as subject, verb, object, complement etc., in both the languages are analysed. Word order and other syntactical devices such as inflexions are discussed. Segmentation of sentences is attempted for the purpose of analysis. Word classes and grammatical categories in both the languages are analysed. Word formation is analysed from the point of view of affixes.

4.3.4 Appraisal of opinions of teachers and eminent persons.

Data gathered from teachers, by way of administering a questionnaire, is analysed and classified into various tables.

The views and opinions of eminent persons are also discussed.

4.3.5 Comparison. Structures of English are compared with equivalent structures of Marathi with respect to morphology and syntax. Two important principles namely
'describe before comparing' and 'compare patterns and not the whole languages' are followed. The comparability between structures of two languages is established by translation of English structures into Marathi. The investigator has resorted to mainly the traditional approach to English grammar throughout the study. The traditional approach is thought to be useful from the point of view of both the teachers and students.

### 4.4. Tools and techniques for critical comparison

The investigator has used the following tools and techniques:

#### 4.4.1 Scrutiny of grammar books

A number of grammar books both English and Marathi have been referred to. This is a sort of desk study by the researcher.

#### 4.4.2 Models and techniques

For the study of morphology and syntax various models such as word and Paradigm model, Item and Arrangement model, Immediate constituents model and Phrase structure rules model have been used. The techniques of substitution frames and tree digrams are also used.

#### 4.4.3 Questionnaire

Questionnaire is administered to teachers of English teaching English to Stds. V to X in the secondary schools of Ahmednagar district. The Questionnaire contains both the closed form and open form questions.
4.4.4 Interview. The investigator has interviewed about 15 eminent persons in the field of education to understand their views and opinions regarding various aspects of teaching English and the teaching of English grammar at the secondary stage.

4.4.5 Tabulation and use of statistical methods.

Data gathered from teachers is classified and tabulated. The numerical data is further analysed and interpreted with the help of statistical measures.
Definitions: Problem of defining grammatical terms.

5.1 Introduction:

Definitions of grammatical terms pose a difficult problem. Traditional grammars make use of a fairly wide technical vocabulary to describe the grammatical concepts such as noun, verb, adjective, adverb, subject, object etc. The traditional grammars often began with a statement of the 'parts of speech', which today would be called "word classes". According to most grammars there are eight parts of speech, viz. noun, pronoun, adjective, verb, preposition, conjunction, adverb and interjection. This kind of classification goes back to the Greek grammarian, Dionysius Thrax, who produced a grammar of Greek in about 100 B.C. Dionysius also recognised eight parts of speech; with a slight difference from those listed above. Six of them were identical to those listed above. But Dionysius had combined nouns and adjectives under one head and had mentioned articles as a separate class. In the same way he had dropped intenjections from his list and had mentioned participles as a separate class. The current conventional classification now common, seems to have begun with Joseph Priestley and has been generally accepted in the grammars since 1850.¹

5.2 Definitions given in Traditional Grammars.

The traditional grammars usually give definitions of the parts of speech and other grammatical concepts. For instance Nesfield defines a noun as "A word used for naming anything" and notes that 'thing' in the definition stands for person.

¹ C.C.Fries. The structure of English. (Page 66)
place, quality, action, feeling, collection etc. The same grammarian defines pronoun as "A word used instead of a noun" and adjective as "A word which adds something to the meaning of the noun," and so on. The sentence is defined as "A combination of words that makes a complete sense." With the addition of "The sense is not complete unless something is said about something else." The subject is defined further as "The word or words denoting the person or thing about which something is said" and the predicate as "The word or words which say something about the subject." Surprisingly enough the traditional grammars often make no attempt to give a definition of the word though they define other grammatical elements in terms of it.

5.3 Criticism against traditional definitions.

These definitions have come under heavy attack from the modern grammarians, especially, the descriptive linguists. For example, Nesfield's definition of the noun uses the word 'etcetra' at the end and thereby all the preciseness of the definition is lost. Moreover it is rather difficult to call words like 'fire', 'peace', 'hope' as things and still they are said to be nouns. The words 'blue,' 'Yellow,' 'red' are names of colours and yet in the expressions 'blue eyes' 'a yellow rose' and 'a red shirt', the words 'blue,' 'yellow' and 'red' are not said to be nouns but they are adjectives.

1. J.C. Nesfield, English Grammar, Composition and Usage, (Page 2)
In the same way the words 'run' 'jump' 'go' are names of actions but they are not called nouns, they are verbs. The common definition of the pronoun, "as a word used instead of a noun" presents even more difficulty. C. C. Fries gives a very nice illustration how different kinds of words can be substituted for nouns and thereby how the clarity of the definition is completely lost. In the sentence "John and James brought their letters of recommendation", the words 'John' and 'James' are nouns, as they are names of persons. These nouns can be substituted by a number of words or phrases but not all of them are called pronouns. The 'verb' is defined as a word used for saying something about something else. This definition has been criticised because most words, in the language tell something about something. Thus the definitions in traditional grammar are often vague. Moreover they are largely notional and are based on
meaning a criterion outside grammar.

5.4 **Circularity of traditional definitions:**

The definitions of traditional grammar are also said to be circular. For example a sentence is defined as "a group of words expressing a complete thought and possessing a subject and a predicate." Similarly the subject is defined as "that part of which something is said in a sentence" and the predicate as "that which is said about the subject." Likewise the words 'fire' 'peace' 'hope', even though it is difficult to call them things, are said to be things because they are used as subjects of sentences and take articles before them. Here things are identified by looking for grammatical characteristics of nouns. In other words things are identified by being referred to by nouns. A definition of nouns in terms of things is therefore completely circular.

According to the traditional grammar an adjective is 'a word used to quality a noun'. It is obvious that the definition of the noun and the definition of the adjective are not parallel. 1 The definition of the noun is based on the lexical meanings and that of the adjective is based on the function of the word in the sentence. The basis of definition slides from meaning to function.

It is further seen that the definition of the adjective is not consistently applied. Thus in the expressions 'the boy's book' or 'his cap' the words 'boy's' and 'his' are not called adjectives, though they qualify the words 'book' and 'cap'.

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1. C.C. Fries. The structure of English (Page 67)

Longman (1971)
The adverb in particular is a most peculiar class. It is quite clearly a 'rag bag' or 'dustbin', the class into which words that do not seem to belong elsewhere are placed.

An adverb is defined as a part of speech which modifies a verb, an adjective or another adverb or adverbial phrase. By definition the adverb has a recursive category in the sense that one adverb modifies another adverb. For example, 'extraordinarily well'.

The problem is further complicated because some words seem to belong to more than one class. Love and work in English seem to be both noun and verb, safe and choice to be both adjective and noun, 'Round' seems to be a noun, an adjective, a verb, a preposition and an adverb - a round of toast, a round ball, to round the Horn, round the bush and make it go round. The word 'steel' in 'steel is strong' and 'steel bridge' seems to be noun and adjective respectively.

5.5 The Modern Approach:

5.5.1 In order to avoid the circularity of definitions and their vagueness some modern writers have tried to classify words into different formal classes. Basing their analyses and descriptions on form and syntactical usage rather than on notional meaning, the linguists redefine English parts of speech. In contrast to the eight parts of speech of the traditional grammar, descriptive linguists define

2. John Lyons., Introduction to Theoretical Linguistics.
and classify parts of speech into two general categories namely (i) form class words, and (ii) function words.

Under form class words they list those parts of speech that carry the primary lexical meanings - nouns, verbs, adjectives and adverbs with certain pronouns grouped in a sub-class under nouns. The form classes are parts of speech that are inflected to indicate changes in meaning such as number, tense, case and comparison.

Under the category of function words the linguists list 10-15 classes of words that have little or no lexical meaning but are important in indicating structural meaning. These function words include such categories as noun determiners (a, the, our), auxiliary verbs (may, can, might), the intensifiers (very, considerably), adverbials (really, fully, too), prepositions (at, of, from) and so on.

Thus C.C. Fries has gone to the extent of suggesting four parts of speech and fifteen groups of function words. He labelled the four parts of speech as classes 1, 2, 3, and 4 and 15 groups by letters A to O. But a little reflection reveals that the four classes suggested by him may normally be called as 'nouns' 'verbs' 'adjectives' and 'adverbs' though Fries warns the readers against this identification of his classes with the traditional parts of speech. Moreover Fries includes adverbs in class 4 as well as in five of his 15 groups. Moreover the labelling of words

1. C.C. Fries. The Structure of English. (Page 113)
Lengman, 1971.
classes with the help of numericals and letters of the alphabet makes his scheme very clumsy. There are difficulties with Fries' classification also.

5.5.3 One major contribution of descriptive linguists is that they have emphasized the point that a part of speech in English is a functioning pattern. Parts of speech are defined by them both according to form and according to syntactic function. For example, James Sledd defines a noun thus: "A noun is any word belonging to an inflectional series which is built like boy, boy's, boys, boys' on either or both of the contrasts between singular and plural numbers and between common and possessive cases, and on no other contrasts." Similarly, Sledd defines a verb as "any word belonging to an inflectional series which marks the difference between present and past tense and whose members will fit into a series like sing, sings, sang, sung, singing." These definitions may be found well and good by those whose mother tongue is English. But for those who learn English as a second language these definitions will create problems as they have no background of the language as such. They must first know what nouns and verbs are before they can learn about their forms and functions. The above procedure may appear to them just like putting the cart before the horse.

In order to overcome the above difficulties it is better to retain the old terms 'simply because it is so much easier to remember them provided that we are careful not to forget that we are using them differently!' Moreover the circularity of definitions should not come in the way if we take in to account the distinction between 'formal' and 'netional' definitions as suggested by John Lyons. The notional definitions of the parts of speech may be used to determine the names, though not the membership. To quote him further, "Let us assume that we have established for English a set of syntactic classes, $X$, $Y$, and $Z$ on 'formal' distributional grounds; and that members of the each of these classes are listed in the lexicon or dictionary, associated with the grammar:

$X = \text{boy, woman, grass, atom, tree, cow, truth}$

beauty, electricity $\ldots$$\ldots$$\ldots$

$Y = \text{come, go, die, eat, love, exist}$ $\ldots$$\ldots$$\ldots$

$Z = \text{good, beautiful, red, hard, tall}$ $\ldots$$\ldots$$\ldots$

By reference to the lexicon, we can decide for each word in the language to what syntactical class or classes it belongs. It is true that not all members of

class X denote persons, places and things. However it may still be true that all of the lexical items which refer to persons, places and things fall within class X, and if this is so we may call X the Class of nouns. In other words we have 'formal' class X and a notional class A; they are not coextensive, but, if A is wholly or mainly included in X, then X may be given the label suggested by the notional definition of A. It is for this reason that the lexical class which has its members, not only boy, woman etc, but also truth, beauty etc. is appropriately called the class of nouns in English.¹

5.6.2 The historical grammarians of the late 19th and 20th century - Jespersen, Sweet, Poutsma and Zandvoort, who have continued the traditional approach, still use the traditional terms. They rely more on the systematic description of the language. They give a systematic explanation of exactly how English grammatical structures operate in actual usage. The forms of words belonging to different word classes and their functions are described by them. Thus observes Otto Jesperson." In dealing with linguistic subjects it is necessary to have names for the various classes into which words fall naturally, and which are generally called parts of speech. It is practically impossible to give exact and exhaustive definitions of these classes; never the less the classification rarely offers occasion for doubt and will be sufficiently clear to students if a fair number of examples are given."² Then


dealing with word-classes, he gives a number of examples of substantives, adjectives, verbs, pronouns, adverbs, prepositions, conjunctions etc.

5.6.3 The present investigator also feels that instead of trying to define grammatical terms such as names of word classes, a task which seems practically impossible, the description or explanation of such terms should be attempted, by giving a number of examples. No attempt be made to define terms such as 'word' and 'sentence' because they are most difficult to define. They should be accepted as 'undefined terms', as they do in new mathematics now-a-days. Other terms should be explained as stated above. This approach is maintained throughout the study henceforth. The grammatical terms are described and explained and more emphasis is given to the forms and functions.

Moreover as F.L. Billows has pointed out "the difficulty in definition does not necessarily imply difficulty in teaching or learning. " Drilling of the pattern with a number of examples and proper explanation of the pattern are enough for the students to comprehend and assimilate the pattern without bothering about the definition.

5.7. **Summary:**

(i) Definitions of grammatical terms pose a difficult problem. Traditional grammars define various grammatical concepts including the parts of speech and other grammatical terms such as subject, object etc. Most traditional grammars enlist eight parts of speech, a classification which goes back to the Greek grammarian, Dionysius Thrax, although the parts of speech suggested by Thrax were slightly different. The current conventional classification now common, seems to have begun with Joseph Priestley and has been generally accepted since 1850.

(ii) Traditional grammars define the parts of speech and other grammatical concepts. For example, Nesfield defines a noun as "A word used for naming anything" and the pronoun as "A word used instead of a noun." An adjective is defined as "A word which adds something to the meaning of the noun"; and so on.

(iii) These definitions have been bitterly criticised by modern grammarians, especially the descriptive linguists. The definitions are said to be vague and lack precision. The definition of the pronoun is quite vague because different kinds of words besides pronouns can be substituted for nouns, thereby completely losing the clarity of the definition. Moreover the traditional definitions are said to be largely notional and are based on meaning - a criterion outside grammar.
The traditional definitions are also said to be circular. For example, a sentence is defined as "a group of words expressing a complete thought and possessing a subject and a predicate. Similarly the subject is defined as "that part of speech of which something is said in a sentence" and the predicate as "that which is said about the subject."

According to the traditional grammar an adjective is "a word used to qualify a noun". Obviously the definition of the noun and that of the adjective are not parallel. The definition of the noun is based on the meaning and that of the adjective on its function.

In order to avoid circularity of definitions some modern grammarians classify words into formal classes. As against eight parts of speech of the traditional grammar, they classify parts of speech into two general categories - form class words and function words. Under form class words they include nouns, verbs, adjectives, and adverbs. Form class words are inflected for number, tense etc. Under the function words the linguists list 10 to 15 classes of words that have little or no lexical meaning. But they are important in indicating structural meaning.

C.C. Fries has gone to the extent of suggesting four parts of speech and 15 groups of function words. He labels the parts of speech as classes 1, 2, 3 and 4 and groups by letters A to O. But a little reflection reveals that four parts suggested by him are nouns, verbs, adjectives and adverbs. Moreover Fries includes adverbs in class 4 and in 5 of his
15 groups. His scheme has become rather clumsy.

One major contribution of descriptive linguists is their emphasis on the point that a part of speech is a functioning pattern. Parts of speech are defined by them according to the form and the syntactic function. These definitions may be found useful by those whose mother tongue is English. But for those who learn English as a second language these definitions may create problems, as they have no background of the English language as such.

(vi) In order to overcome the above difficulty it is better to retain the old terms because it is easier to remember them; provided that we are careful not to forget that we are using them differently. Moreover circularity of definitions need not come in the way if we distinguish between 'formal' and 'notional' definitions as suggested by John Lyons. The notional definitions may be used to determine the names, though not the membership of the word classes.

The historical grammarians of the late 19th and 20th century such as Jespersen, Sweet, Poutsma and Zand voort still use traditional terms. But they rely more on the systematic description of the terms. They give a systematic explanation of exactly how English grammatical structures operate in actual usage.

The present investigator feels that instead of trying to define grammatical terms, a task which seems practically impossible, the description of such terms should be attempted, by giving a number of examples. No attempt be made to define
terms such as 'word' or 'sentence' because they are most difficult to define. They may be accepted as 'underfined terms'. Other terms should be explained and described.