CHAPTER-I
INTRODUCTION

1.0 Background:

In a multilingual country like India English language has been playing an important role. It has played the role of a link language as well as a library language. It has exercised a great influence over the past two centuries in shaping the political, social, economical, intellectual and cultural life of India and is still serving as a dynamic instrument of social change. The new generation of writers like Salman Rushdi, Kiran Desai, Arudhanti Roy and Vikram Sheth has used English as a tool for creativity. Moreover the language has become a tool for empowerment and mobility. It is therefore extremely significant that National Knowledge Commission is emphasizing the importance of the teaching learning of English language. The objective is to create knowledge and make India a knowledge society. Historical perspectives of English language in India will give better insight to understand the importance of English language teaching.

1.1 Historical Perspective of English Language and English Language Teaching in India:

It is very interesting to visualize a historical scenario of English language in India since nineteenth century to present era.

1.1.1. English in Pre-Independence India:

English was introduced two centuries ago in India by the East India Company initially to trade and commerce. Later the language shaped the political, administrative and educational life of the country in several far reaching ways unforeseen by the reformers themselves. Lord Macaulay in his famous minute of 1835 proposed to produce through the medium of English education, a class of persons "Indian in blood and color but English in tastes, in opinions, in morals and intellect." (Macaulay, 1972, P.249). Educating that class and allowing them to educate the masses was his policy.

English language was soon introduced to all stages of education and it became the medium of instruction for all subjects at school and college level. It was taught for sometime by native speakers in schools and colleges. Later many Indian professors and teachers took their place, mastered the language and taught it very effectively. English education slowly but surely helped the growth of nationalism and political institutions in the country, which in turn helped out freedom movement to a greater extent.

Sir William Bentinck supported Macaulay's policy and advocated the promotion of European literature and science among the natives of Indians. English schools flourished under government patronage and English education was the gateway for jobs to many Indians. The subject of English had acquired great prestige in school and society. Government declared that all the funds appropriated for the purpose of education would be best employed on English education only. As a result English was made the official language of education in 1837.
The later English rulers and scholars appreciated the Indian languages. Some of them like Lord Curzon lamented the adverse effects of English medium on elementary education and supported the teaching of Indian languages for the greater benefits of the masses of learners. Wood's Dispatch of 1854 which is called Magna Carta of Indian education gave quality of status to Indian Vernaculars along with English. But Wood's Dispatch and the Indian education commission's report of 1883 failed to have any impact on vernacular education in India.

By the end of the century, with more and more English medium schools, colleges and universities getting established, English has become the 'prestige' language of India, the language of power and money completely replacing Persian and other Indian rivals. At a later stage, it even became the medium of interaction for the nationalist movement. In addition, the expansion of the print media also fanned the growth of English in urban areas. Indians were proud of their competence in English.

The movement for National Education had started with the first partition of Bengal (1950). The Swadeshi Movement advocated the growth of the medium of education; English being the compulsory subject. Mahatma Gandhi was of the opinion that the mother tongue is the best medium of instruction. He further advocated development of Indian languages. This gave rise to a large number of national schools and universities. The Zakir Hussain Committee (1983) also recommended: "The proper teaching of the mother tongue is the foundation of all education." (Aggarwal 1983, P.54)

In spite of all these efforts, English continued to gain importance in pre-independence India. It became an important tool for acquiring new information and knowledge, technical or otherwise. Even the national Education Movement also used English as a language of transaction because by then, English had become an 'imposed national necessity'. English had assumed an inter-regional character and it was also used as the language of negotiation with the British rulers.

Even the leaders of the freedom movement coming from different parts of the country used it as a means of communication among themselves. They could also use the language of the rulers to subvert their rule.

1.1.2. English in Post-Independence India:

With the adoption of the Indian Constitution in 1950 English was allowed to continue as our official language for fifteen years, during this period Hindi would have developed to take its place of national language. But there was opposition to the introduction of Hindi, from the Southern States. Consequently in 1963 Parliament by an Act decided to accord English the status of associate official language of India for an indefinite period. And that is the position even today. English serves as a link language between States and Centre, as a language of administration and justice in many States. It is a compulsory language in some States, taught from Class III / V / VIII and optional in some States. It is the medium of instruction in professional colleges and universities. Regional languages have vastly developed after the formation of Linguistic States and they are now the media of instruction in schools and colleges even up to PG level in many States.
1.1.3. Views of Commissions and Committees:

The suggestions made by some commissions and committees throw valuable light on the status of English and its teaching in India.

The University Education Commission (1948) headed by Dr. S. Radhakrishnan recommended that English be studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge. This would prevent our isolation from the world, and help us in taking advantage of the wider reach of the English language. The Secondary Education Commission (1952-53) led by Dr. Lakshmana Swamy Mudaliar stressed the importance of dynamic methods of teaching all subjects including English. They stressed in particular, the need for Activity Method and Project Method.

In the Sixties, some attempt was made officially to define the relative status of English, Hindi and the regional languages in the school and college curricula. The conference of Chief Ministers CABE (1961) decided on what is known as the three language formula in schools by which the students will learn: I the regional language or mother tongue when it is different from the regional language, ii Hindi or any other Indian language in Hindi speaking areas and iii English or any other European language.

The Kothari Commission (1964-66) endorsed the three language formula, while recommending Hindi and English as link languages, and English as a library language and a medium of international communication. Two important recommendations were that English should be the medium of instruction in all universities and special units should be set up for teaching English as a skill subject, not so much as literature.

Later, the Study Group appointed by Government of India headed by Prof. V. K. Gokak (1967) recommended that (I) the teaching of English should be done through the structural approach; (ii) the introduction of English should be done not earlier than class V; (iii) the preparation of textbooks and other material be based on controlled lexical and structural items. The Group lamented the falling standards of English at school and college and the poor state of 'Men' 'Materials' and 'Methodology' in schools and Colleges. They stressed their importance in improving the standards of English in schools.

A National Policy on Education was formulated in 1968 largely to implement the Kothari Commission Report. It was noted that regional languages which were already used as media of instruction should be made the media at college level too. The fact that a large number of English medium schools were flourishing all over the country has been side-tracked by the policy makers. The NPE 1968 recommended the strengthening of Hindi as a link language and English as language of science and technology.

The next stage in policy making was the National Policy on Education (NPE 1986) and the programme of action (POA) which reiterated the earlier view on strengthening languages. NPE 1986 asked for the setting up of rural schools, colleges and universities. The Navodaya Vidyalayas were set up under this plan.
The Acharya RamaMurti Committee (1986) had endorsed that the three language formula had 'stood the test of time'. They also emphasized the hours of study and levels of attainment in Hindi and English, irrespective of the duration of study. These competencies should be evolved and specified by the premier institutions kendriya Hindi Sansthan (KHS), the central Institute of English and foreign languages (CIEFL) and Central institute of Indian Languages in Maysore (CIIL) in charge of these subjects.

It is quite clear from these recommendations that nobody has said anything against English and many people including policy makers, administrators and parents even now feel that English teaching should be strengthened at all stages. There is an unmistakable public opinion that learning English voluntarily is for our own good. English and our own languages would mutually gain immensely by being learnt with different levels of competencies for different people.

1.1.4. The National Knowledge Commission and Teaching of English:

The annual report (2005-2006) of National Knowledge Commission includes recommendations on language teaching along with other areas related to education under the access to knowledge paradigm. The 'language teaching' implies the teaching of English language. The recommendations of English teaching broadly deals with the modalities of introducing English in school from class-1, teacher training, language pedagogy and resource support for language teaching-learning. It is for the first time after the independence that at the government level, English has been given a center place in the education system, has been acknowledged that the route to the cohesive intellectual development of the nation lies in strengthening the English base of the nation and there is a place for an early introduction to the language.

The report states: "In the current scenario, an understanding and command over the English language, is a most important determinant of access to higher education, employment possibilities and social opportunities. NKC therefore recommends that the teaching of English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, starting from Class I. Further, NKC has also focused on the need to reform the pedagogy of English language teaching and learning, to reduce the disproportionate emphasis on grammar and focus on creating meaningful learning experiences for the child. Given that language learning is contingent on the environment, all available media including audio visual and print should be used to supplement traditional teaching methods."(p.18)

The commission noted English as a common and effective 'means of communication', 'views its centrality in the curriculum and recommends it as 'a medium of instruction' from the primary level. It recommends that the pedagogy should not test the 'mastery of single text acquired through rote learning'. It acknowledges that language learning takes place as a result of exposure inside as well as outside the class. The recommendations imply changes in approach at all level of the education system, i.e. overall management, material design, test-construction and administration, teacher training and classroom interaction. The classroom teaching will be learner centered and activity based, it will end in active participation of student and creative use of English instead of more memorization.
and repetition. The teaching will help individuals to the learning 'how to learn' and at the same time communication in English in written and oral mode.

1.5 Present ELT Scenario in India:

At the international level, during and after the two World Wars, there were a number of important developments in the area of linguistics and language teaching. There was widespread dissatisfaction with the 'grammar-translation' method, and as a result the direct method was advocated. Structural linguistics, behavioral psychology, and the World Wars saw the emergence of language teaching methods like the audio-lingual method, oral-aural method, situational method- all part of what came to be known as the Structural Approach. The emergence of these methods, in India too necessitated the need for teacher training. Pre-service training for school level teaching was given importance, with changing labels like L.T., B.T., and B. Ed., and there was no focus on in-service training. Usually, the school inspectors were the interpreters of these methods and as a result, these methods became the methods of the school directorate and bureaucratic control increased. The college and university level was not thought fit to require any training. Pre-service training in the colleges of education did not keep pace with the growth of knowledge in the field; at the same time, some English Language Teaching Institutes were established in collaboration with the British Council, which remained in India even after the British left the country. There was some importance given to in-service training at the school level.

The structural syllabus prepared by the London School was brought to India by the British Council and introduced in Madras in 1952. The first English Language Teaching Institute (ELTI) was established in Allahabad in 1954 with the collaboration of the British Council. In 1957, an all-India Seminar was held in Nagpur and that constituted the first move to suggest a new syllabus for teaching English at schools at a national level. The Structural Approach was accepted in India. The Central institute of English (later known as the Central Institute of English and foreign Languages and now the English and foreign Languages University, Hyderabad) was established in Hyderabad in 1958, in collaboration with the British Council, because of the initiative taken by Pandit Jawaharlal Nehru. Its objective was to train teachers of English, produce teaching materials and help improve the standards of teaching English in India. The institute has two Regional Centers at Shillong and Lucknow to serve the needs of the eastern and northern regions. The MELT (Madras English Language Teaching) campaign in Madras resulted in the establishment of the Regional Institute of English, South India (RIE) in Bangalore in June 1963, with financial support from Andhra Pradesh, Karnataka, Kerala and Tamilnadu, to improve the standards of teaching English in the south. One more RIE was set up in Chandigarh and a number of E.LTIs all over India. The institutes were initially active, conducting teacher training courses and producing teaching materials, but very soon, most of them started suffering from political and bureaucratic interference and financial constraints. Some states started State Institutes of English; others appointed Special Officers for teaching English, attached to the Directorates of Education. District centers were also started for the training of teachers at the school level in some states.
Meanwhile, no serious attempt was made to evolve indigenous approaches to the teaching of English in India. Any significant attempt is not made to redefine the goals of teaching English in post-colonial India. All this resulted in an aimless drift. There is lack of political will and administrative skill to implement the policies outlined by the various agencies- Central, State, the UGC, universities, colleges and colleges of education, School Education Directorates, EPLU, RIEs, ELTIs, etc.

However, some vague picture is now evolving in the country about the role of languages: the regional language as the medium in the region concerned, at least at the school level, and the study of English as a language, Hindi and/or English as the link language and as the medium at the higher levels, and English as a library language for reading and comprehension.

In India the ELT situation presents a less satisfactory picture. The four Regional Institutes of English (RIEs) and the English and Foreign Languages University (EFLU), Hyderabad, one of the most important landmarks in the teaching of English in India have been helping the teachers of English at school and college levels. These institutes have been holding workshops and seminars at regular intervals for teachers of English in addition to the regular courses they offer. But these efforts are not enough and much more has to be done, especially in preparing teachers for the task of improving the teaching of English and to enable students to use language appropriately to a given situation.

In India, the teaching of English at all levels is limited to grammar-translation method or structural method. At the primary and secondary level, structures and vocabulary are taught through a structural syllabi and grammar translation method. It is believed that this would enable learners to construct correct English sentences with the help of the structures learnt over the years. At the higher level, these structures are revised and more exposure to English is provided with the help of literary texts. Though the existing teaching approaches and methods have wide application, the learners who learn through these approaches do not 'learn' the language in the real sense. Looking at the practical aspect, we find that the students who have received several years of formal English teaching often show deficiency in the use of language, both spoken and written, in normal communication.

The existing teaching approaches have made the learner structurally competent but communicatively incompetent. They know the grammar but lack the ability to be appropriate as well as fluent. In schools and colleges, teaching of English is more or less content-based, not skill-based. The four language skills: Listening, Speaking, Reading and Writing have been generally neglected.

In spite of the pressing demand for skill development and communicative competence in English language, a traditional General English syllabus still consists of only (1) a textbook consisting of selected passages of prose, poems, one act plays and short stories followed by descriptive/essay type questions (2) a long text, usually a novel, a play in "old English or Middle English language followed by long answer type questions (for non-detailed study), and (3) standard points of grammar and usage-narration, verbs, tense usage, articles, corrections, idioms- with inadequate information. Students get through the examinations easily by cramming from easily available and commercially produced 'Bazaar-notes'.
We still have the same old teacher-centered method of teaching English in schools and colleges. The teacher lectures to a large number of students. There is a one way communication: the teacher becomes the active participant and the students the passive listeners.

One of the difficult problems that a college level teacher faces is the large size of the class. Some colleges have more than 150 students in a class. The college teacher, who is called a lecturer, true to his designation, resorts to lecturing to his students. Whatever may be the suitability of lecturing as a method of instruction in certain other courses, it is singularly unsuitable for teaching language, as being said earlier, learning language is learning skill which can be acquired through practice of the right models.

A few of them have received training and gain experience in teaching special courses like this. But many of them do not have either the training or the experience. Spoken English, grammar and written English units should be assigned to those teachers who have had training and qualifications in English language teaching. There is a pressing need to equip our teachers better for teaching English at the UG level. Thus, the teaching of English in India is examination oriented. We teach the learners textbook lessons using the age old grammar-translation method. This is true of many rural schools and colleges in Gujarat. Even the learners demand that the meanings should be given in Gujarati. No practice in the spoken form of the language is attempted. The learners learn the question answers by heart and reproduce them in the examination. These learners fail to communicate when they are called upon to do so.

.2 ELT in Gujarat:

It is also important to know the status of English language teaching at the school level in Gujarat, which has been presented here.

1.2.1. English at the School Level:

Amidst numerous controversies, the State of Gujarat was formed on 1st May, 1960. The patriotic flavor of the newly born state gave vent to its feelings through a prejudice against English. Even to talk about usefulness of the English was considered unpatriotic. As a result, while in many states of India, English was taught as early as in primary schools, in Gujarat it was introduced as late as 13 year of age (in class VIII). By this age, the brain is not in a very congenial neurological condition for learning a new language. Moreover, in the 60' the approach to the teaching of English was bookish and rule-governed. Ability to translate from and into English and Gujarati was considered the hallmark of learning English. Use of the language in real life situations was not conceived to be important.

English was taught as one of the subjects in classes VIII, IX and X. In class X, which was the year of Public Examination, it was taught as an optional subject. Further during graduation, it was an optional subject. However, if a student desired to opt for English at the college level, s/he was allowed to do so after going through a short 'Bridge Course'. This Bridge Course enabled students to specialize in English as a major subject, thus placing these students at par with those who had been studying English since class VIII without a break.
With a view of giving an impetus to vocational courses, when Gujarat opted for the 10+2+3 pattern of education, English was introduced as an optional subject in classes V, VI and VII. So in class VIII there used to be two categories of students (a) those who had studied English for three years, and (b) those who were total beginners. During the time, once again the subject was compulsory in classes VIII and IX but optional in X, XI and XII as well as at the university level, leaving little motivation for schools to take the teaching of the subject seriously. By the 1990's, however, most schools offered English in Classes V, VI, and VII. By now, the resistance to English was much less. Nevertheless, the approach to the teaching of English was mainly, structural. On the positive side, now some attention was paid to oral work. However, by and large, the focus still remained on the transmission of information about the language, viz rule-memorization and word-lists.

Towards the end of the 80', however, some change was noticed in the textbooks and teacher training programmes. There were a few teachers and teacher-educators trying to relate classroom language teaching with the real language use outside. With increased mobility of people across the globe, use of English was not only considered more acceptable but also desirable. A large number of English-medium schools mushroomed to cater to the demand of the society. Numerous private institutions nourished by offering help to those who wanted to go abroad, appear for competitive examinations, appear for interviews of different kind etc.

At the beginning of the 21st century, many schools have started creating an environment that is conducive to learn English. The textbooks have more open ended content, making it possible to elicit a wide range of responses from learners. Expertise in the use of English is considered necessary for upward social mobility. The approach to teaching the language is more need-focused, more learner-oriented and more life-like.

There is a shift from the existing structural approach to a Modified Communicative (Modcom) approach. The modification part of the 'Modcom' signifies specific Indian and Gujarati perspective, and the communicative part suggests the global perspective.

The overall thrust is towards teaching language for functional purpose, not just providing information about the language but to make learners to learn how to use the language. The approach does not focus upon the teaching of facts about the language; here learners are learning the language to carry out specific communicative functions.

The features of many earlier methods are adapted and adopted in the Modcom approach. It consists of ten ‘ground rules’. They are called 'ground rules' because they form the basis and also because they provide a working model of the new approach. These ground rules are:

1. Initially, speak quite a lot.
2. Do not speak all the time.
3. Focus on meaning.
4. Do not correct the errors immediately.

5. Do not correct all the errors.

6. Allow the students to talk in class.

7. Use Mother tongue freely, but do not translate everything.

8. Please encourage effort to comprehend.


10. Assign Self-learning Tasks.

From the academic year 2006-07 the Government of Gujarat has made English a compulsory subject at the S.S.C. level. From the academic year 2008-09 it has been made compulsory subject at the higher secondary level. This means that now English is a compulsory subject at the secondary and higher secondary levels.

As a result, the communicative approach has been modify accordingly and was named Medcom Approach of teaching English. The syllabus was designed, the books were prepared, the training was given to the teachers and the paper style was also modified. The syllabuses, books, teaching-learning process and evaluation techniques were different. The government of Gujarat has been reforming the syllabuses of all the subjects included in the secondary stage of education according to the outline provided in the National Curriculum Draft. Accordingly in the syllabus of English worldwide i.e. communicative language teaching from earlier syllabus: the concept of teaching was changed. The slogan was to teach the student HOW TO LEARN as it was focused in the National Curriculum Draft 2001. National Knowledge Commission (NKC) report has also suggested that for the development of intellectual abilities in English it is essential to incorporate 'how to learn' through English language into the teaching aims along with the other aims.

There was a shift in the process of teaching and learning from Transmission of Information to Demonstration, Coaching to Mentoring, Covering whole syllabus to Independent study of a few topics, Study of prescribe textbooks to Primary sources, Expert made materials to Authentic materials, Rote memorization of information to Experimentation & higher order thinking and the most striking shift is from Teaching to Learning. Hence the role of a learner was changed accordingly. Now his is an active rather than a passive role that assumes responsibility for learning.

**Learners are:**

- Planner of their learning programme
- Monitor and evaluators of their own progress
- Members of a group and learn by interacting with others
- Tutors to others
- Learning from teachers, students/peers and other sources.
The trend in English Language Teaching (ELT) has thus shifted from traditional or conformity to modernity. The Features of these trends are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Traditional</th>
<th>Modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Usage of the language</td>
<td>Use of the Language</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge about rules</td>
<td>knowledge about use (Meaning)</td>
</tr>
<tr>
<td>3</td>
<td>Stray Sentences</td>
<td>Context</td>
</tr>
<tr>
<td>4</td>
<td>Form (Mechanical Practice)</td>
<td>function (Situation)</td>
</tr>
<tr>
<td>5</td>
<td>Artificial/ Controlled language</td>
<td>Natural language</td>
</tr>
<tr>
<td></td>
<td>(Everything is planned)</td>
<td>(An instrument to attain a purpose, making things happened)</td>
</tr>
<tr>
<td>6</td>
<td>Teaching a language</td>
<td>Acquiring a language, Self learning</td>
</tr>
</tbody>
</table>

Keeping in mind all these aspects of the present trend of ELT, the Government of Gujarat has made some following load changes in the textbooks:

**Table-1.1**

**Broad Changes in the New Text Book**

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figures</td>
<td>Black and white</td>
<td>Colorful: Using four colors and increased in number of Figures</td>
</tr>
<tr>
<td>Textbook size and font</td>
<td>Small</td>
<td>Adequate and legible</td>
</tr>
<tr>
<td>Glossary</td>
<td>Absent</td>
<td>New words are explained and illustrated.</td>
</tr>
<tr>
<td>Volume</td>
<td>Page numbers were limited</td>
<td>Increased page-numbers With a bulky look. Elaborate subject matter with relevant questions</td>
</tr>
<tr>
<td></td>
<td>because of limited coverage of subject matter</td>
<td></td>
</tr>
<tr>
<td>Topic based test</td>
<td>Absent</td>
<td>Relevant and sufficient</td>
</tr>
<tr>
<td>Exercise and self-study</td>
<td>Oriented towards</td>
<td>Simple, informative</td>
</tr>
<tr>
<td>Activities</td>
<td>“mugging up”</td>
<td>&amp; creative.</td>
</tr>
<tr>
<td>Approach</td>
<td>Structural</td>
<td>Communicative</td>
</tr>
</tbody>
</table>

Source: Education Department, Government of Gujarat, Gandhinagar
It was suggested that besides measuring attainment, test should serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners attainment: (a) each language skill is tested (b) questions are of different difficulty levels, and (c) written test contain a judicious mixture of different types of question. Moreover, the department of education initiated the 'Karmyogi Training' to the broad stratum of education sector with the aim of improving quality in delivery system and overall development of students and eventually school. Thus a massive effort on the part of the course-designers and the government was made to modify the communicative approach keeping in mind the global as well as local perspectives. The syllabus is made functional. With an introduction to modcom approach for teaching English the role of a teacher has also changed. The teacher has become a resource person or a consultant rather than a dispenser of all knowledge. He/ she have to train the students for independence instead of fostering dependence.

Teaching implies:

- 'Enabling', 'facilitating', 'creating opportunities' for learning
- Creating environment for exploration rather than more information gathering
- posing problems of novel kinds and equipping the learners with
- letting student learn at their own pace. Giving up Lecturing.
- Encouraging initiative, creativity and thinking
- more interest in progress rather than product.
- Using self-learning techniques and modes.

The teacher of English needs a good deal of orientation to meet the technical requirements of teaching English in the new setup. NCERT (1998) emphasized the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed that if teacher acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, profession commitment on the part of teacher-educators essentially consists not only in doing their best introducing teacher trainees to the competencies that they would need as teacher in school, but also practically inspiring them to include values of the teaching profession. National Curriculum Framework (2005) has recommended competency based curriculum to be followed for teaching English through modcom approach.

However, the significant reforms that have been introduced at the school level English language teaching are not evident at the college level in Gujarat. Most of the colleges have English, at the undergraduate level, as a compulsory subject. The prime purpose of this course is to provide a kind of revision to the students mainly coming from Gujarati medium background. To develop the four skills - listening, speaking, reading and writing is the main objective of such courses. However, this objective is
hardly fulfilled. Most students just cram the answers and a few grammatical rules and thus manage to pass the examinations. Even a textbook with the communicative tasks listed at the end of each lesson is taught using the same traditional methods.

Most university syllabuses in English are still at a very rudimentary stage. The compulsory English textbooks used at this level are mostly conventional collisions of prose and poetry, a list of grammatical and vocabulary items to be covered, and a statement of marks that each question carries in the examination. The points of grammar to be taught are usually not embodied in material that would permit them to be presented in a context. Teaching methodology is lecturing, text explication, translation and dictation of notes. Classroom procedures are teacher centered. Learners' needs and expectations are hardly taken into consideration. Mode of examination is only written without any scope for testing oral proficiency of the learners.

3 Rationale behind the Research:

Taking into consideration the changing scenario of ELT and introduction to Modcom approach, it becomes clear that the emphasis shifted to teach language use in meaningful contexts. Language was seen beyond grammar rules. The term "communicative competence" was introduced to signify this extra dimension. It denotes the ability to use language in a verity of context naturally. A comprehensible input-rich curriculum lays the foundation for spontaneous language growth, with the understanding of spoken and written language as precursors to language production (speech and writing). A number of researchers (Prabhu 1987, Krashen 1985, Elley and Mangubhai 1983) have stressed that language is acquired when attention is focused not on language form, but on the meaning of messages. On this common ground stand such diverse innovations as the Bangalore Project or Communicational Teaching Project (Prabhu 1987), the Communicative Approach (Widdowson 1978), the Natural Approach (Krishnan Terrell 1983), and the Whole Language movement. Moving specifically into the area of literacy acquisition, a number of researchers have stressed the need for a balance of explicit skills instruction and a strongly meaningful language-learning environment (Adams 1990; Snow, Burns and Griffin 1998; Stanovich 2000). The focus of literacy development needs to be both on skills and meaning. The role of meaningful language exposure or "input" for the mind to work on is acknowledged by all cognitive theories of learning and language learning (as opposed to behaviourist theories of learning as habit formation). With English now having been extended to situations where the teacher and the classroom are the sole sources of input, teacher proficiency has to be addressed urgently. (NCERT 06, 14-15) The communicative approach is inclined towards fluency (sustained participation) and not merely towards accuracy (grammatical correctness). Classroom methodology terms like 'communication', 'real life', 'functions', 'appropriacy', 'context' and 'discourse' have gained common currency and the teacher has felt obliged to introspect over his/her new role.
To keep pace with changing time, the teacher of English should take up the task of helping students to acquire the second language, English. The objectives of teaching English language at elementary level are specified in terms of competencies. The content of the text carries these competencies and the teacher instruction is in the form of a note. It is the task of the teacher to follow the note, understand the competencies and use them in developing the prescribed competencies. Introduction of new textbook goes with the teacher's handbook and organization of in-service training programmers. But interaction with the teachers reveals that they are not even aware of the competencies identified and enlisted. The teacher must get a good deal of orientation to meet the technical requirement of English in new set-up. Therefore the need arises to prepare teachers for competency based English language teaching at primary school level.

1.4 Importance of the Research

As being the method master of English language the researcher has decided to empower future teacher of English towards the effective competency based English language teaching at the primary level. She also felt the strong need to improve student teachers' skills of expression in English for effective classroom teaching. The reasons to prepare Expression Skill Development Programme for student teachers of Primary Training College were as follows:

- Language is a skill to be developed rather than a subject to be taught. Skill means proficiency in acquiring language naturally. It can be taught with gradual development of skills by practicing them in familiar context.

- Language is an effective tool of communication at personal and social level. Language proficiency in this sense means use of language in different situations.

- Language is primarily a speech. The new concept of teaching put emphasis on fluent use of language spontaneously in social context. Therefore functional and communicative approach and functional syllabus were recommended in textbooks of primary schools. The four competencies listening, speaking, reading and writing relate the four language skills LSRW. All skills are interlinked and need to be established in effective learning context. Communicative approach prefers learner centered classroom where learner have to be a good communicator. Speaking and writing should be developed so that he can learn language more effectively. The teachers therefore must have language competence in English.

- Expression skill development is essential therefore to increase language proficiency of student teachers in order to empower them for effective English language teaching.

- Competency based curriculum is designed with functional syllabus in primary education but lack of language competency, lack of expressions (oral and written) in English make teachers incapable for effective classroom teaching. The researcher therefore has decided to develop expression skills in pre-service student teachers.

- National knowledge Commission (NKC.07) insisted upon the use of technology to teach language more effectively. Therefore ICT could be helpful to increase language proficiency of student teachers.

In Sixth Survey of education researches about language learning strategies in the process of acquiring a foreign language, teaching testing proficiency in English as a second language for specific
language proficiency were done. But the area of developing language skills of pre-service primary teachers for competency based English language teaching is not explored in research. Though a lot of research has been carried in many parts of the world to teach language effectively, not much has been done in Gujarat to prepare materials suited to the teacher-trainees in education collages of Gujarat. No such training programme is organized for pre-service student teachers to orient them for an effective teaching of English as a second language. This study seeks and analyzes the need of Gujarati learners and proposes a programme with innovative task-based and multi-media materials to help them enhance their expression skills in English language.

1.5 Selection of the Topic:

Today English language has achieved the status of global language. Therefore it is necessary that the fear inhibition of using English language should be removed from the mind of Gujarati people.

Teaching English has been included as a compulsory subject from std.5. If the foundation of primary education is strong its future building can be strong. Language is the basis of all knowledge. If one’s language especially mother tongue is good, clear, scientific and relevant according to grammar rules the whole education will be simple and natural. When the child achieves the level of basic competence by learning through mother tongue at that level he/she is said to be ready for learning other languages or subject.

In NEP 1986-88, prime attention was given to improve the quality of primary education. MLL is the one important step to improve the quality of primary education. Teacher has to be a gardener to unfold the potential of children.

Competence is the foundation of MLL competence emphasizes on developing competencies rather than completing the syllabus. Objectives of teaching languages are kept in mind while determining the competencies of language teaching. Competency-based syllabus is prepared for developing listening, reading {comprehension skills} and speaking, writing {expressional skills} in learners so that they can achieve the level of mastery in these four basic competencies. Teaching of speaking skill in English means competence of speaking; expressing views naturally clearly with good voice and pure language. Similarly teaching of writing skill in English means expressing ideas independently and arranging ideas logically and coherently in written mode. A person can express his/her ideas through the use of language

English was accepted as a compulsory subject from 1998 in PTC for teacher trainees. It is necessary that resources and materials for effective teaching of English should be prepared in local context to make teacher trainees efficient users of their second language, English. In the present study a programme for developing expression skills of second year PTC student teachers is prepared and its effectiveness will be studied. Student teachers can teach competency based English effectively by using this prepared materials of Expression Skill Development Programme.
1.6 Statement of the Problem:

The present research was entitled as:

**Effectiveness of Expression Skill Development Programme in English for Pre-service Student Teachers**

1.7 Objectives of the Research:

The objectives of the present research are as follows:

1. To prepare a diagnostic test to know the difficulties pre-service student teachers face while communicating in English.

2. To develop programme of innovative task-based materials with the help of electronic media to develop expression skills in English among student-teachers studying in Primary Training College.

3. To study the effectiveness of the Expression Skill Development Programme (ESDP) in developing expression skills among student-teachers studying in Primary Training College.

4. To study the relation of certain variables namely gender, educational stream, parental education and area with reference to the effectiveness of Expression Skill Development Programme (ESDP).

5. To study the effectiveness of the programme qualitatively based on the observation of classroom procedure by the researcher and teacher educators, from student teachers’ comments and feedback during experiment phase.

6. To study the opinions of student teachers about the Expression Skill Development Programme for learning competency based English language at primary school level.
1.8 Hypotheses of the Study:

1. There is no significant difference between the mean scores of pretest and posttest of student teachers of control group who were given treatment through traditional classroom teaching.

2. There is no significant difference between the mean scores of pretest and posttest of student teachers of experimental group after completing the learning through Expression Skill Development Programme.

3. There is no significant difference between the gain scores of the control group and experimental group after completing the learning through Expression Skill Development Programme.

4. There is no significant difference between the gain scores of student teachers of science stream and student teachers of general stream after completing the learning through Expression Skill Development Programme.

5. There is no significant difference between the gain scores of student teachers whose parental education is high and student-teachers whose parental education is low after completing the learning through Expression Skill Development Programme.

6. There is no significant difference between the gain scores of female student teachers and male student teachers of primary training colleges after completing the learning through Expression Skill Development Programme.

7. There is no significant difference between the gain scores of student teachers from rural area and student teachers from urban area after completing the learning through Expression Skill Development Programme.

8. There is no significant difference between the gain scores of male student teachers and female student teachers of general stream after completing the learning through Expression Skill Development Programme.

9. There is no significant difference between the gain scores of male student teachers and female student teachers of science stream after completing the learning through Expression Skill Development Programme.

10. There is no significant interaction effect of teaching method and gender on student teachers’ expression skill development.

11. There is no significant interaction effect of teaching method and educational stream (general/science) on student teachers’ expression skill development.

12. There is no significant interaction effect of teaching method and area (Rural / urban) on student teachers’ expression skill development.

13. There is no significant interaction effect of teaching method and parental education on student teachers’ expression skill development.
1.9 Variables:

The present research is an experimental research. Variables involved in the research are as follows:

**Independent Variable:** The independent variable in the present study is teaching method of English. It has two levels:

1. Teaching of competency based English language using Expression Skill Development Programme (ESDP) and
2. Teaching of competency based English language using traditional method.

**Dependent Variables:**

The skills of expression in English language are the dependent variable. Level of achievement in expression skills of English was designed to know the effectiveness of Expression Skill Development Programme.

**Moderator variables:**

- **Sex:**
  1. Male student teachers
  2. Female student teachers

- **Educational stream:**
  1. General stream
  2. Science stream

- **Parental Education:**
  1. Higher Education (Graduation and Post Graduation)
  2. Lower Education (study till 12 std.)

- **Area:**
  1. Rural area
  2. Urban area

**Controlled Variables:**

1. Second year of student-teachers
2. Time period of classroom teaching
3. Subject expert in traditional teaching
4 Time period of programme.
5 Subject matter
6 College environment

Intervening Variables:

1 Novelty to the experiment:
2 Effect of interaction among the groups and between the
groups. (Control and Experimental)
3 Individual differences in motivation during the experiment
4 learning, interests & study habits.

1.10 Area of the Research:

The researcher prepared Expression Skill Development Programme on PowerPoint presentation tool
having animation moral stories and dialogues for conversation, audio aids for pronunciation practice and
printed materials of functional tasks. Expression skills (speaking & writing) in competency based English
language at primary level are the core content of the programme. Hence the present study was pertaining to
the area of ELT, (English Language teaching) and Educational Technology.

1.11 Type of the research:

This research used the experimental pretest posttest design for the implementation of the programme
in a representative sample. The layout of the research design is as follows:

Table 1.2
Two equal groups pretest-posttest design

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>T1E</td>
<td>Expression skill development Programme (ESDP)</td>
<td>T2E</td>
<td>H0:(T2E-T,E)=(T2c-T,C)</td>
</tr>
<tr>
<td>Control</td>
<td>T1C</td>
<td>Traditional teaching</td>
<td>T2C</td>
<td>H1:T2E-T,E&gt;T2C-T,C</td>
</tr>
</tbody>
</table>

1.12 Operational Definitions:

Operational definitions of the terms involved in the research title or related to the present research are as follows.

1. Expression skills Development in English:

English means the content of English language having competencies of listening, speaking, reading and
writing according to competency-based syllabus at primary level, which the student teachers of Primary
Training Colleges learn during their two year course.
'Expression' means things that people say, write or do in order to show their feelings, opinions, views and ideas. We express our ideas and feelings in oral and written mode of expression in a language. Hence speaking and writing are considered skills of expression in English Language.

Skills of expression in the present study refer to a language proficiency of student-teachers of PTC in spoken and written words to grasp and express ideas for effective communication in classroom teaching.

To develop means to gradually grow or become more advanced. In the present research it means improving quality of pre-service student-teachers to ‘Become Better’ in expression skills of English language. Development of expression skills with reference to the competencies of curriculum of English method in second year PTC was considered as expression skill development in English language. To empower them for an effective competency based English language teaching by increasing their language proficiency and communicative competence in expression skills.

2. Effectiveness of a Programme:

A Programme refers to a set of printed materials consist of innovative functional tasks based on diagnosed competencies of speaking and writing (expression skills) in the textbook of English in std.6, 7 and 8. It consists of units having task-based materials, multimedia materials with a workbook for practicing the taught content. It is an essential course through which pre-service student teachers' skills of expression in English can be developed.

In the present study ‘Effectiveness’ refers to the gain-scores student teachers obtained in the posttest conducted to know the communicative competence of student teachers in English language after learning through Expression Skill Development Programme.

3. Pre-service Student Teachers:

A student teacher is one who is learning to teach, i.e. student studying in a teacher education college. Practical experience of teaching in school is provided them. Candidates studying in primary training colleges are considered as pre service student teachers in the present research.

4. Diagnostic test:

Criterion-referenced competency based test of diagnostic type prepared according to the methodologies and pedagogy of communicative language teaching. The test items comprise competency statements of all four skills being prescribed in textbook of std. 7. The components of expression accuracy, appropriateness and fluency are tested through the items which have relevance and appropriacy in terms of the competencies of all four skills viz. listening, speaking, reading and writing to find out difficulty areas of student teachers while communicating in English.
5. Gain Scores:

Gain score is the score achieved by deducting competency based pre test marks of student teachers from their post test marks. Gain scores in the present research are identified to study the effectiveness of the Expression Skill Development Programme.

1.13 Significance of the Research:

The Significance of the present study can be pointed out as under:

1. The 'Expression Skill Development Programme' will directly benefit for the teaching learning process of Competency-based English language of Primary Training colleges. This programme may be used at any stage of teaching i.e. for classroom interaction, presentation, drilling evaluation, assignment or revision and above all for enhancing communication skills of English language.

2. It will help to escort the teachers & teacher-educators of competency based English language teaching towards ‘Expression Skill Development Programme’.

3. On the part of the learners the programme meets the psychological needs of the learners, since some basic laws of learning like programme learning of competencies through speaking and writing tasks, changing of stimulus through action songs, language games etc. verbal and non-verbal communication, testing and active involvement of the learners are followed.

4. The diagnostic test prepared by the researcher would help teacher educators to find out the difficulties of the student-teachers in teaching English at the primary school level in Gujarat. It would help teachers of English to know the language competence of the learners as well as their level in competency achievement of all four skills LSRW.

5. The 'Expression Skill Development Programme' would help student teachers of Primary Training Colleges to teach competency based English language by bringing novelty and interest in routine learning through the use of educational technology and activity based joyful methodology of Modcom approach. It would be effective tool to teach functional syllabus by attain competencies of speaking and writing with an improvement in these skills for better classroom teaching. Researcher would be able to find out learners ability for comprehension and expression skills of English language.

6. The teacher can provide learners with different kinds of experiences and thereby make their teaching style suitable to verbal visual and kinesthetic learners.

7. The competency based tests of speaking and writing skills prepared by the researcher to know the effectiveness of the programme would be helpful to test the communicative competence of the learners of English language.

8. The teacher-made achievement test would be helpful to the researchers as a tool to equalize the groups prior to experiment. The test can also be used to test the grammar unit ‘Tense’ in English language.
9. The call material prepared by the researcher in 'Expression Skill Development Programme' would be of immense help to ELT teachers to improve speech skills of the learners.

10. The workbook would provide supplementary written practice material, which gives extra training in using the functions, structures and vocabulary. It would also be an authentic self learning material for pre-service primary teachers.

11. The ‘Expression Skill Development Programme’ would have a special significance if the primary teachers, teacher educators or the researcher in ELT are inspired and initiated to develop such programmes in the different areas of their teaching the language. They would be helpful to anyone who wants to be a fluent speaker of English language.

1.14 Delimitations of the Study:

In this study the researcher has mainly focused on the programme to develop Expression Skills in English for pre-service student teachers. It is based on the Modcom approach and functional syllabus of competency based curriculum at primary level. A detailed examination of all the other aspects is beyond the scope of the study.

- All the four skills of English language were incorporated in the material production for the programme, but prominence is on expression skills (speaking and writing).

- To study the effectiveness of the programme the components of expression like accuracy, fluency, interactive communication and pronunciation in speaking and logical appropriateness in sequence of sentences, punctuation marks, grammar and presentation of ideas in writing were considered to access in test for speaking and writing skill.

- The present research was carried out on the student teachers of second year PTC of Sheth C. N. Talim Vidyalaya, Ambavadi and Stri Adhpayan Mandir, Sabarmati in the year 2010-11 which were offering English method in teacher education. Due to geographical constraints and others, it was not possible for the researcher to teach two groups simultaneously.

- When the researcher has conducted an experiment Primary Training Colleges were named PTC. Therefore it is mentioned thus wherever required in research.

1.15 Organization of Remaining Chapters:

The remaining chapters are organized as; chapter-2 'Review of the related literature' discusses various theories of language learning which influences either directly or indirectly the advent of communicative approach which is the basis of functional syllabus. Communicative materials have been reviewed and also the review of different research studies both in ELT and in the field of material production was made. The second phase of chapter-2 consists of material development for the programme: its background, importance of instructional materials, factors to be considered in the selection and production of materials and language
learning models used for the production of teaching materials. It is followed by chapter-3 'Research Methodology'. It describes the methodology followed in carrying out the present study. It provides information in detail on populations & sampling, tools used, research design, implementation of experiment, and procedure of analyzing the data. In Chapter-4 the researcher has explained the construction of 'Expression Skill Development Programme', detailed information about how to make the 'Expression Skill Development Programme' is shown in sequential order. Chapter-5 Analysis and Interpretation of the data shows the results obtained from the data. Chapter-6 'Summary, Findings, Implications and Recommendations' in a concluding chapter. It gives a summary of the report along with the major findings, observations, implications and recommendations for future research.

Thus this research report contains the detailed description of all the steps taken to carry out the present research. It also consists of bibliography, appendices and 'Expression Skill Development Programme'.