CHAPTER - I
INTRODUCTION

1.1. A Brief History of English Language Teaching

In the history of English language teaching, English language teaching reformers have contributed many methods, approaches, procedures and strategies of teaching English language, depending upon the needs of the learners. As mentioned by Richards and Rodgers in *Approaches and Methods in Language Teaching* in the 19th century, the French writer C. Marcel (1793-1896), the English thinker T. Prendergast (1806-1886) and the French intellectual F. Gouin (1831-1896) have initially contributed to language teaching innovations. The Grammar-Translation Method, the Direct Method, the Bilingual Method, the Audio-lingual Method, Total Physical Response, the Silent way, Community Language Learning, Suggestopedia, Neuro-Linguistic Programming, Communicative Language Teaching, Natural Approach, Co-Operative Language Learning, Task-based Language Teaching and other methods, approaches, strategies, and classroom teaching procedures have contributed both optimistic and pessimistic results. Though these above-mentioned methods, approaches and techniques have contributed to English language teaching, the language teachers and trainers in the higher education, find it still a herculean task to impart English language skills to the ESL learners. M. E. S. Elizabeth, in her book *Methods of Teaching English*, writes:

Eclectic approach means the collection of all good points of different methods and then using them for teaching something. In teaching English, different methods and approaches have been popular. Each method has some good points and a few draw-backs also. Naturally any one method does not serve the purpose of teaching well for all
times and in all types of teaching situations. Moreover, a good teacher does not become a subordinate to any single method. (65)

In today’s handy-gadgets’ dominating world, the students/learners have all the opportunities to know and find out all the latest methods and approaches in English language teaching and learning. But the learners in higher education, as mentioned by M. E. S. Elizabeth are unable to experience the eclectic method of learning English language. Even teachers are deprived of their autonomy to design and implement an eclectic approach in their classroom teaching.

1.2. The Need for Interdisciplinary Approach in English Language Teaching

The researchers in English language teaching have succeeded in collaborating with other disciplines to enhance English language skills of the learners. So, it is indeed a great need for the researchers to focus on inter-disciplinary approach in English language teaching.

According to Bradley Horn, “English language teaching (ELT) professionals are reaching out to colleagues from other disciplines (including health history, humanities, math, psychology, science, social studies and sociology) at primary, secondary and tertiary levels to develop innovative courses, materials and instructional approaches” (2).

The successful inter-disciplinary approach in English language teaching is experimented and proved by Bradley Horn in his article Interdisciplinary Collaboration: Two Heads are Better than One. A Sampling of Interdisciplinary Efforts Involving Language Professionals tabulated by Bradley Horn in his article is given below:
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Setting and level</th>
<th>Nature of the Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkoudis (2005)</td>
<td>ESL (Australia) grade 10</td>
<td>ESL and science teachers collaborate to plan an instructional unit on genetics.</td>
</tr>
<tr>
<td>Bernache, Galinat, and Jimenez</td>
<td>ESL (USA) grade 7 and 8</td>
<td>ESL and content teachers co-teach core content subjects (Language Arts, Social Studies, Science, Math, and Health).</td>
</tr>
<tr>
<td>Bunch, Lotan, Valdes and Cohen</td>
<td>ESL (USA), grade 7</td>
<td>Language Arts and Social studies teachers collaborate with university faculty to develop a curriculum for linguistically diverse students.</td>
</tr>
<tr>
<td>(2005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cargil and O’Connor (2006)</td>
<td>EFL (China), post-graduate</td>
<td>English for academic purposes and content-area faculty collaborate to present workshops to Chinese scientists seeking to publish their research in English.</td>
</tr>
<tr>
<td>Feryok (forthcoming)</td>
<td>EFL (Malaysia), teacher training</td>
<td>University mathematics and language studies faculty collaborate to prepare secondary school content instructors to teach English-medium math courses</td>
</tr>
<tr>
<td>Hurst and Davison (2005)</td>
<td>EFL (Thailand, International school), grades 9-12</td>
<td>EFL and content teachers collaborate to plan the core academic curriculum (History, Civilization, and science).</td>
</tr>
<tr>
<td>Iancu (2002)</td>
<td>ESL (USA), bridge program in higher education in higher education intensive English program</td>
<td>ESL and content professors (in, e.g., History, Sociology) collaborate in the design of bridge courses that incorporate content, tasks and assignments from regular university classes.</td>
</tr>
<tr>
<td>Johns (1997)</td>
<td>ESL (USA), university freshman</td>
<td>ESL and discipline-specific faculty collaborate in an integrated curriculum that links general education literary, and campus-orientation classes and study groups.</td>
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<tr>
<td>Author(s)</td>
<td>Setting and level</td>
<td>Nature of the Collaboration</td>
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<tr>
<td>Leung and Franson (2001)</td>
<td>ESL (UK), grades K-12</td>
<td>Language support and content teachers engage in <em>Partnership Teaching</em> to develop curricula that are responsible to mainstreamed ESL Learners.</td>
</tr>
<tr>
<td>Lopez Torres and Perea Barbera (2002)</td>
<td>EFL (Spain), university</td>
<td>English for specific purposes instructors collaborate with university faculty, industry and an interdisciplinary research group to develop an ESP course for shipbuilders.</td>
</tr>
<tr>
<td>Martinez(2002)</td>
<td>EFL (Argentina)</td>
<td>EFL teachers and their students, who already have expertise in an academic area, collaborate in the implementation of an advanced-level course focused on the writing of experimental research article.</td>
</tr>
<tr>
<td>Nagano and Koyama(2000)</td>
<td>EFL (Japan), university</td>
<td>English and engineering faculty collaborate to develop and teach a content-based EFL course.</td>
</tr>
<tr>
<td>Orsi and Orsi (2002)</td>
<td>EFL (Argentina), workplace ESP</td>
<td>English for specific purposes teachers work with industry management to design and deliver an ESP course.</td>
</tr>
<tr>
<td>Perry and Stewart (2005)</td>
<td>EFL (Japan), liberal arts college</td>
<td>Language and content teachers team teach task-based modules in anthropology, literature, politics, psychology, religion and sociology.</td>
</tr>
<tr>
<td>Schneider and Friendenberg (2002)</td>
<td>ESL (US), university</td>
<td>Sociology professor and language professional collaborate to shelter complex course content.</td>
</tr>
<tr>
<td>Stapp(1998)</td>
<td>ESL (US), workplace</td>
<td>Language instructor and employer collaborate in development of workplace English course.</td>
</tr>
<tr>
<td>Stewart and Perry(2005)</td>
<td>EFL (Japan), liberal arts college</td>
<td>ESL and content faculty team teach humanities and social science classes.</td>
</tr>
<tr>
<td>Stewart, Sagliano, and Sagliano(2002)</td>
<td>EFL (Japan), liberal arts college</td>
<td>ESL and content faculty team teach humanities and social science classes.</td>
</tr>
</tbody>
</table>
Though successful efforts were made by language professionals through interdisciplinary approaches, there are challenges faced by language trainers even today. Therefore, in this research work, the researcher has merged counselling cum interview, and diagnostic tests at the students’ entry level to identify the English language learning problems of the students, and training strategies from physiotherapy to solve the problems of the learners at the tertiary level. In the current scenario of higher education scenario, training the students with English language skills is a challenge for almost all the ESL teachers. The language learning mentality of the students in the higher educational institutions with the current global development is difficult to understand and revisit the language training programmes. In this background, the statement of the problem of this research work is given under the following headings.

1.3. Overview of the Research
1.3.1. Need for the Study

This study arose from an awareness of the importance of English as a means of oral communication and its effective use among the learners at the collegiate level. It is disheartening to find hardly any research in this field with interdisciplinary approach is done in India. Some researches carried out in foreign countries with interdisciplinary approach. But they confirmed themselves material production and curriculum designing for the ESL learners. Functional aspect of oral communication is the area needed to be discovered. Hence, the investigator felt an urge to explore this area. A group of first-year undergraduate students, who needed English for their academic progress and to communicate during job-interviews and for getting jobs in future, were identified with low proficiency in English.
1.3.2. Significance of the Study

This study will draw the attention of the language teachers, curriculum designers, and textbook writers to this area of English language teaching strategy. Though many English teachers have realised the importance of oral communication, they do not have a standard method or material. This study will help them to think further on this line where, with their autonomy, they can adapt Psycho-physiotherapeutic strategies to suit their learners.

In most of the textbooks, the attention given to acquire language skills is focused on only written mode. The teachers confine themselves only to teach the writing skills to make their students score high marks in the annual examinations in the schools and colleges. So, this study draws the attention of the teachers to focus on the Psycho-physiotherapeutic strategies.

Language learning is basically “habit formation”, Successful language learning need not involve intellectual understanding of grammatical rules at all. With the Psycho-physiotherapeutic strategies given in this study, any student can enhance the competence to acquire English language skills. The practical utility of the uses of communicative skills in day-to-day life is given importance.

The Psycho-physiotherapeutic training strategies developed by the investigator, if found effective, may be tried out on a large scale by teachers of English. Textbook writers can produce the language curriculum, giving special thrust to the development of the communication skills of the learners through the Psycho-physiotherapeutic strategies. The findings of the present investigation will be helpful in doing so.
1.3.3. Review of the Related Research

1.3.3.1. Importance of the Review of Related Research

A comprehensive knowledge of the review of related research makes the investigator familiar with previous researches done in the related area, the writings of recognized experts, what is already known and tested and what is still unknown. This provides a background for the development of the study or experiment undertaken.

It gives the investigator an idea of the quantum of the work done in the field, makes him scrutinize the methodology used and directs him to work along useful lines. This brings the investigator to the proximity of a solution. It is in this context that studies on English language teaching at the collegiate level are reviewed in the following stages in view of their relevance to the present study.

1.3.3.2. A Review of Related Researches Done in India

Though a lot of researches have been carried out in this field in the West, these researches may not be of great relevance to the Indian context. Moreover, taking the first language of the speakers, Tamil, into consideration, learning English as a second language in Indian environment is quite different from that of the learning processes experienced in the West.

As far as a review of related research carried out is concerned, not much seems to have been done in English language teaching at the collegiate level. A few M. Phil. and Ph.D. theses done in English language teaching are reviewed below:

1) V. Saraswathi, in her thesis “Towards communicative design in EOP: A study in Applied Linguistics”, confined her study to the needs of B.A., B.Sc., B. Com., students of Madras University. She had not only presented an approach course design in EOP for learners at the tertiary level in Tamil Nadu but also
developed EOP material different from existing material in the text on business English. She concludes that her design and approach would yield good results; since classroom experiences suggest that learners enjoy being treated as thinkers and problem solvers.

2) K. Jallaluddin’s, “A Study of the Course Book, Communication Skills in English, introduced by Osmania University for First-Year Degree Students”, examined different types of approaches in comparison with Communicative Approach. He concluded that Communicative Approach in English language teaching was more effective than the existing approaches and methods to language teaching. Further more he explained the effectiveness of communicative proficiency test, which would focus on “content validity” and “face validity”, and also test the integrated skills among the students.

3) D. Samuel Gnanadurai Rajkumar, in his “Impact of Video Assisted Instruction on Language Teaching at Secondary Level” says that video-assisted instruction has positive impact on teaching the students in the various dimensions of learning English such as knowledge, understanding and expression.

1.3.3.3. The Inferences drawn from the Related Researches Done in This Area:

1. Not much of research has been done in enhancement of the learners’ competence to acquire English language skills at the collegiate level.

2. Most of the works are centered on phonological aspects of learning English.

3. Either a group of learners of a class or a section of a class in a school is chosen by the investigators themselves. It is limited to a single group of learners of a particular school or a classroom.
4. The investigators have failed to prepare proper activity-based and graded material, and therefore, the functional aspects of English language teaching and learning are neglected. The materials used are not prepared and based on the textbook prescribed.

5. The researches that have been done earlier have adopted one or two Approaches, Methods and Techniques in developing one or two language skills in the learners.

6. These experiments have been conducted either in an urban or in a rural social set-up.

7. Comparatively, little action-research in second language acquisition is carried out in actual classrooms at the collegiate level.

8. Only a little room is created for the development of all the four language skills in the individuals, especially in oral communication, perhaps, due to lack of time and practical problems such as lack of infrastructure, non-cooperation of the learners and the teachers, and lack of proper planning and implementation on the part of the investigators.

1.3.4. Significance of the Area of Research

After learning English in schools and colleges, it is usually observed that people use English mostly to read and write. There are a host of other things which one can reasonably predict that students will want to do with English - to greet, introduce people, ask for information, apologize, warn, advise, persuade, complain and so forth. Yet, how often are students taught how to do things? A student who has learnt English for many years, knows grammar well, and he may have a wide range of
vocabulary, and good pronunciation. Yet, when the question of oral communication arises, the student finds difficulty in performing even the most basic communicative tasks in English.

The inability to effectively communicate in English is one of the important reasons for the candidates from Tamil Nadu for lagging behind the competitive examinations. One can come across an advertisement like “Fluency Development Course in English” in the newspapers and magazines. The advertisers boast themselves of training doctors, lawyers, engineers and teachers. A copy of the advertisement is attached in the Appendix-D. There might be some truth in it. The point to be noted is that, even after obtaining University degrees, more than ninety percent of the students find it difficult to converse in English.

One may observe that many students, who can write lengthy essays in examinations, are incapable of speaking a couple of correct sentences of their own. V. Saraswathi observes

The English curricula in schools and colleges do not include spoken English. It is not uncommon to find people speaking the “printed word” as they have learnt their English primarily through the written medium, ... and unless they are able to speak fluently in English, it is difficult for them to achieve official success as well as social mobility. There is an urgent need to redesign the English curricula, assigning due importance to spoken English. If we fail to do this, we, the English teaching community, would fail in our duty by hastening retrograde step in education. (Towards Communicative 44-45)
1.3.5. Statement of the Problem

A major group of students, who complete their higher secondary education, enter into Arts and Science colleges. These Arts and Science colleges are affiliated to universities. Some students join the universities to graduate themselves in any one of the Arts or Science Subjects. The syllabus and curriculum are designed according to the global needs by the universities and autonomous colleges. The conditions of the students, who enter into the colleges, are from various academic backgrounds. Though there are various influences from socio-economic, cultural, religious, geographical and other similar backgrounds on their education, the training strategies in academic background play an important role on the students’ higher education. Students in India have two major educational sectors namely government and private. In private sector, schools with CBSE, ICS, IGCS, Matriculation, Samacheer, Anglo-Indian syllabi and other national and international schools focus on their own targets of producing the maximum pass percentage of the students in the examinations. The focus of the investigator is on the students, who enter into the Arts and Science colleges from various backgrounds like rural, semi-rural, urban, and semi-urban areas, because many are the first generation learners. The language training till higher secondary level is focused only on the marks scored through the written skills of the students in English, and not on the other skills like listening, speaking and reading in English. Public schools and private schools focus on the pass percentage but not on the quality of the skills acquired by the students. This has influenced the higher educational institutions and the universities too. The result of this educational scenario is that the pass percentage of the graduates is large in number in the higher educational institutions but the quality of the students’ English language skills is not
proportionate to the placement record of the students or to the postgraduate admissions in metropolitan educational institutions. So, to enhance the learners of English with all the major skills and to make the learners acquire English language skills in educational institutions and universities, a new strategy is evolved to cater to the needs of the students from various educational backgrounds and with different English training strategies in higher secondary institutions. So, in order to enhance the students’ competence to acquire English language skills at the higher educational institutions, an interdisciplinary approach, namely Psycho-physiotherapeutic strategies, are evolved by the researcher.

1.3.6. Purpose of the Study

The purpose of this study was to discover solutions to the statement of the problem mentioned above through evolving Psycho-physiotherapeutic strategies and experiment them with a sample set of not less than fifty first-year undergraduate students, and systematically describe the essence of the learning experiences of those learners’ competence while acquiring proficiency in English skills through Psycho-physiotherapeutic strategies.

1.3.7. Methodology

Psycho-physiotherapeutic training strategies were used to explore the experiences of the learners while acquiring proficiency in the English language skills. The researcher counselled and interviewed a purposeful sampling of fifty first-year students, who were enrolled in undergraduate programme at St. Joseph’s College (Autonomous), affiliated to Bharathidasan University in Tiruchirappalli. It was identified that these sampling students were in need of Psycho-physiotherapeutic strategies to gain competence, and acquire LSRW skills in English.
Susan B. O’Sullivan’s steps in clinical reasoning/decision-making including patient/client management, examination, evaluation, diagnosis, prognosis and plan of care intervention, outcomes, patient’s participation in planning, evidence-based practice, documentation, cognitive procession styles, self-monitoring strategies, communication and teaching skills were adopted to form a few stages in physiotherapeutic diagnosing and training strategies in English language teaching. Then, the data collected before the language training programme and after the training programme were analyzed. Findings, implications, recommendations, scope for further studies and social relevance of the present study are presented in the concluding chapter.

1.3.8. Research Objectives

The study was undertaken with the objective of producing an interdisciplinary strategy called Psycho-physiotherapeutic strategies to enhance the competence to acquire English language skills of ESL learners. Therefore, the researcher focuses on the effectiveness of the Psycho-physiotherapeutic strategies. The study also attempts to find the learner’s learning attitude towards PPTS. Based on the objectives, the following research questions are answered along with their null-hypothesis.

1.3.9. Research Questions

1. Do we asses all the English language skills (LSRW) of the learners at the entry level?
   If Yes, how? If No, why?

2. Do we admit the learners to learn communicative English?

3. Are we aware of the English language needs of the learners? Do we have a system in our educational institutions to find out the English language needs of the learners at the entry level?
4. Do we design the syllabus or revise the syllabus based on the needs of our students or on the experience of the teachers?

5. Do the trainers compile and design material of their wards, or the standard material prepared for the previous set of learners is used?

6. Do we identify the real problems faced by the learners?

7. Do we counsel our students individually in relation with their English language development before the start of the language training programme?

1.3.10. Hypotheses

1. There will be significant differences in the competency of acquiring English language skills of the ESL learners before, between and after the PPTS implementation and execution.

2. There will be significant differences in the quantity of the words of the ESL learners in the training course before, between and after the PPTS implementation and execution.

3. There will be significant differences in the grammatical correctness in ESL learners’ spoken output before, between and after the PPTS implementation and execution.

4. There will be significant differences in the involvement of the learners in learning communicative skills in English before, between and after the PPTS implementation and execution.
The following null hypotheses were formed to test the significance of the findings of the study.

1. There are no significant differences in the competence of acquiring English language skills of the ESL learners before, between and after the PPTS implementation and execution.

2. There are no significant differences in the quantity of words of the ESL learners in PPTS in English language training course before, between and after the PPTS implementation and execution.

3. There are no significant differences in the grammatical correctness in ESL spoken output before, between and after the PPTS implementation and execution.

4. There are no significant differences in the involvement of learning before, between and after the PPTS implementation and execution.

1.3.11. Study Design

The study was conducted on a group of the fifty first-year undergraduate learners of St. Joseph’s College (Autonomous), which is an Arts and Science College affiliated to Bharathidasan University, Tiruchirappalli. The researcher interacted with these learners for over a period of one semester regularly both in the classroom and in the campus. He followed Psycho-physiotherapeutic method to teach communication skills in English. First, data regarding the students’ higher secondary marks, strengths in language learning, and limitations with regard to learning strategies were collected and documented. Then, by using Psycho-physiotherapeutic strategies, students were taught to overcome their problems in acquiring communication skills in English.
1.3.11.1. Steps Involved in the Design of the Study

- Identifying the problems
- Evolving and testing Counselling cum interview as a strategy
- Adapting physiotherapy strategy
- Evolving and experimenting the psycho-physiotherapeutic strategy, conducting pre-tests and post-tests
- Interpretation and Analysis of the data
- Findings, discussions and recommendation of the study

The participants were fifty Indian ESL learners, whose mother tongue was Tamil. Counselling cum interview method was administered for all the learners. A questionnaire was given to the students to record their own assumptions, expectations and experiences on it with a Nominal-polytomous model (tool). Prognostic test was administered in the oral mode for the students before they were admitted to Psycho-physiotherapeutic English language training classes. When this pre-test/prognostic test/diagnostic test was conducted, the needs of the learners from the trainer’s point of
view were noted. The pre-test was a spoken task on a selected topic for five minutes, closely following the students’ previous level exit spoken exam model. That is the expected basic communication of the students at the undergraduate programme at the entry level. After the pre-test, the students were given language training on how to develop basic oral communication in English language, and the learners were asked to involve themselves in continuous meaningful training for two hours a day, six days in a week for a period of one semester (ninety days and one hundred and fifty hours). They were given feedback on their oral performance regularly in the PPTS English language course. Meaningful interventions were offered to facilitate the learners to acquire English language skills.

After the treatment period, a post-test was conducted, following the same pre-test criteria. Both quantitative (oral output through tests) and qualitative (interviews) methods of data collection were used.

The qualitative method enabled the researcher to understand the learners’ attitude towards PPTS, which could not be understood otherwise from the quantitative data. The quantitative data was descriptively and inferentially analyzed using SPSS, and the qualitative data was collected through semi-structured interviews and feedback form.

The qualitative data of the pre-test and post-test were analyzed, using paired samples t-test on SPSS. The interview was recorded, transcribed, coded into main categories and subcategories, and interpreted.

1.3.12. Organization of the Study

In phase-I of the counselling cum interview method, the learners were able to express their views on learning difficulties, experiences of the previous learning
methods, procedures, materials, tests, classroom language learning ambiance, teaching aids, language trainers cum teachers, needs and expectations. This helped the English language trainer/English language teacher/researcher not only to identify the problems of the learners but also to find out the level of English language of the learners according to their experiences and to identify the slow and fast learners, and to plan the English language course. The students are psychologically strengthened and prepared to get into the class to learn English with a rapport created between the students and the language trainer in the counselling cum interview session.

In phase-II, in the prognostic test or diagnostic test, the students were able to present their entry level knowledge by participating in the listening, speaking, reading and writing tests conducted by the researcher. The performance of the students in the diagnostic test was recorded and documented.

In phase-III, the plan of the course was designed with assumed interventions. Materials from web resources, and textbooks were collected, and based on the performance of the learners in the diagnostic tests, and based on the materials collected, classroom procedures were designed. The execution of the planned course along with feedback, formative assessment and LSRW skill training charts were designed.

In phase-IV, the English language training programme was executed with the data collected in phases I and II. Meaningful interventions based on feedback and formative assessment were executed. The classroom activities of the English language learning course were recorded.

In phase-V, the data collected in phase I, II and IV are analysed, and the performance of the controlled group is tabulated. The performance of the students at
the entry level and at the exit level is presented in pie-charts, bar diagram and graph. Inferences for each level are also presented in this phase.

In phase-VI, findings, implications, recommendations, scope for further studies and social relevance of the present study are presented. Based on the experiences and observations of the researcher in the present study, findings are listed. Research areas to be explored concerning the current study are mentioned in the scope for further studies.

1.4. Psycho-Physiotherapeutic Strategies in English Language Teaching

This is a combination of Psychotherapeutic and Physiotherapeutic strategies, adopted by the language trainer to identify the English language problems of the students through counselling cum interview and to suggest psycho-physiotherapeutic solutions to make the students overcome their problems and acquire the English language skills. The students are psychologically relieved from the fear of speaking in English by making them participate in the counselling session arranged by the language trainer. This one to one counselling method helps both the English language trainer and the English language learners to be aware of the psychological problems that are pertaining to English language teaching and learning mutually. On the part of the language trainer, he or she should be able to identify the fast learners and the slow learners and their problems pertaining to their psyche and English language learning. This would support the English language teacher to design the English language units according to the needs of his or her learners in the heterogeneous classroom. In this context, Rahul Sogani presents the following table outlining basic, intermediate and advanced skills:
<table>
<thead>
<tr>
<th>Basic</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanical skills and study skills:</strong></td>
<td>Using a dictionary, further exercises in spelling and punctuation.</td>
<td>Using a dictionary and a pronouncing dictionary, consulting other reference materials.</td>
</tr>
<tr>
<td>Spelling, punctuation, use of capital letters arranging words in alphabetical order, consulting a glossary and The New Method English Dictionary (West and Endicots, 1935)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>Use of 2500 words of General Service List and common phrases.</td>
<td>Use of appropriate words and phrases in a variety of familiar contexts.</td>
</tr>
<tr>
<td>Understanding and use of a basic list of 1500 words, e.g. the minimum adequate vocabulary of West (1960).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>Past continuous and perfect, reported speech, active and passive voice, simple transformation of sentences.</td>
<td>Transformation of sentences, reported speech.</td>
</tr>
<tr>
<td>Simple past, present and future tense, present continuous and perfect, a few common prepositions, articles, questions and negatives, possessives quantity and comparison, auxiliaries such as ‘can’, ‘say’ and ‘must’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening:</strong></td>
<td>Short passages and dialogues.</td>
<td>Longer passages and narratives including conversation.</td>
</tr>
<tr>
<td>Comprehension of short sentences or sequences of sentences and simple dialogues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speech:</strong></td>
<td>Asking questions and giving information in familiar situations.</td>
<td>Participating in conversations, making short speeches, narrating events.</td>
</tr>
<tr>
<td>A few common questions and responses, e.g. greetings, introduction, telling the time, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td>Silent reading and comprehension of longer passages on familiar topics of about 250 words based on the General Service List.</td>
<td>Comprehension of expository and narrative prose on a variety of subjects using unfamiliar words and phrases. Finding information, following arguments, making inferences interpreting attitudes and characters.</td>
</tr>
<tr>
<td>Silent reading and comprehension of short passages using the minimum adequacy vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>Intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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<td>------------------------------------------------------------</td>
</tr>
</tbody>
</table>

(106-108)

1.5. The Goal of Psycho-Physiotherapeutic Strategies

It is a common challenge to any English language trainer not only to identify English language problems of the learners but also to decide on the classroom methods of teaching that would enhance the learning of the English language learners. Therefore, the goal of Psycho-physiotherapeutic strategies are to identify the psychological problems of the English language learners, and to design the English language units to enhance the English grammatical skills of the learners in a heterogeneous classroom.

1.6. The Need for Psycho-Physiotherapeutic Strategies in English Language Teaching

Though there are various reasons, some of the important reasons are discussed below.

1.6.1. To Identify the Psychological Conditions of the Learner

The learners’ previous English language experiences were recorded in the initial counselling process to identify problems like the learners’ mental alienation from the English classroom learning, alienation from the material, alienation from the English language teacher in the classroom, alienation from the peers, and even from themselves. These alienating factors are the primary reasons for the failures in the modern English language teaching and learning processes.
The fear of committing mistakes in the learning process is another obstacle to teach English language to a learner of English as a second language. The language skills are inclusive of both passive and productive skills. A learner of English language finds it very easy to participate in a class where training in passive skills rather than productive skills is offered. The second language learners are reluctant in performing or in practising the language skills like speaking and reading in front of the peer group only because of the psychological fear.

The sense of irrelevance of the English language skills for the learners is another factor that affects the teaching and learning process in the classroom. The target of any student is to pass the final examination with the portions allotted for that particular semester for that particular academic year.

1.6.2. To Identify the Learning Methodologies of the Learner

Almost in all the educational institutions, summative test focuses on methodologies wherein English language teachers teach the students from the prescribed English text book without knowing the previous learning methods and experiences of the learners. These summative examinations focus on the students’ results but the real learning of the English language by the learners is not assured. As stated by Maria Justina in her dissertation, *Activating L2 Speakers Skills in Regional Medium Learners at the College Level*, learner himself would become resource “The learner is the best resource by means of which the teacher can arrive at effective method to make the class interactive and interesting” (i).

1.6.3. To Identify the Learners’ Expectations to Learn English Language Skills

In psycho-physiotherapeutic process, the students are asked to disclose their expectations in the learning of English language skills. This includes the procedures,
methods, evaluation, classroom interaction, feedback and intervention in which both the English language trainer and the learners participate.

1.7. Definition of Psychology

Psychology, a branch of science, deals with the study of human mind. Oxford Advance Learner’s Dictionary defines Psychology as “the scientific study of the mind and how it influences behaviour” (1225). M. Manivannan, in his book entitled Psychology of Learning and Human Development, states that “Psychology is based on observable facts and actions as factual evidence of all living organisms. It is also a study of mental process, personality, perception, attention and interaction with others” (3). Thus, Psychology is the process which involves the understanding of human behaviour through the analysis of the mind from different perspectives of education, environment, physiology, industry and so on.

As M. Manivannan points out, Psychology has various branches as it deals with the behavioural part of the mind. These branches are classified under two categories.

1. Pure Psychology

2. Applied Psychology


The other fields such as Educational Psychology, Clinical Psychology, Industrial Psychology, Legal Psychology, Military Psychology, Political Psychology, Consumer Psychology, Sports and Exercise Psychology, Environment Psychology are placed under applied Psychology.
Pure psychology is the study of mind behaviour in common rather than the practical use by applying it. Applied Psychology is the one in which psychology is applied to various fields in order to analyse the influence of human behaviours in those fields.

1.8. Clinical Psychology

Clinical Psychology is a branch of psychology, which deals with the treatment of patients with psychological disorders or inabilities. It aims at diagnosing, mitigating and curing the psychological problems and disorders with the help of counselling. For example: Counselling as the basic treatment in curing patients’ psychological problems in the Physiotherapy treatment.

1.9. Educational Psychology

Educational Psychology can be understood and also be defined in various ways. Some of the definitions of Educational psychology are listed below:

- Skinner defines Educational psychology as “Educational Psychology is the branch of Psychology which deals with teaching and learning”. (qtd. in Manivannan 9)
- Anderson states that “Educational Psychology is a subject to be studied, an area or field of knowledge, a set of applications of laws and principles from a field of knowledge to a social process, a set of tools and techniques and a field of research.” (Manivannan 9)
- For A.E Woolfolk, “Educational Psychology is a discipline concerned with understanding and improves the teaching and learning processes, it uses the theories and methods of psychology as well as its own unique theories and methods”. (Manivannan 9)
M. Manivannan, in his book entitled *Psychology of Learning and Human Development*, defines Educational Psychology as “a branch of applied psychology which deals with teaching and learning by incorporating psychological principles”. (9)

Therefore, Educational Psychology can also be defined as the process of study of the complex mind of the teacher and learners in which the problems of teaching-learning processes can be resolved using strategies, approaches and techniques by the integration of Psychology with education.

1.10. Correlation of Clinical Psychology with Educational Psychology

As mentioned above, Clinical Psychology deals with the need of psychological relief of the patient by conducting a process of counselling, evaluation, diagnosis and so on. In Physiotherapy, this technique has been used first to know about the illness, injury or disability which affects the patients, and also to understand the psychology in which the patient stands still. The patients may get relief through the counselling session in which the therapist psychologically cures the problems in their mind and make them happy.

Thus, in education, psychology has been used both in teaching and learning process, in which both this applied branch of psychology deals with both the teacher and learner psychology. Learning is only a part in education. Education comprises both learning and teaching processes. Educational Psychology also is associated with learning and teaching through the behavioural part of the mind in teachers and learners.

The researcher relates Clinical Psychology with Educational Psychology as some of the strategies or approaches or techniques used in Clinical Psychology can also be used in the field of education.