CHAPTER ONE

INTRODUCTION

In this chapter, the background and importance of English in India will be discussed. A brief discussion of the various methods of teaching English will also be done here. This will be followed by the need and objectives of the study.

1.1 Importance of English

English due to its international importance is a language to be aspired for. N. Krishnaswammy and Lalitha Krishnaswamy (2006, p.1) have rightly said:

Much like oil or the microchip, English, today, is used globally. Life will become paralyzed if petrol and computers are not available anymore. Similarly, we may find it difficult to function if we don’t understand or speak English.

There are various factors which contribute to the importance of English language. They make it one of the most important languages in the world. It is for this reason that English occupies an important place in our educational system.

English is the language of the British. They ruled over India for more than 150 years. Naturally, the people of India needed to learn the language of the rulers. As a result, English language became important in the pre-independent India. In the beginning, the British wanted to communicate with the Indians. So, they started teaching English to the Indian. Later on, they
wanted to divide Indian people. So, they introduced English and gave importance to the English knowing Indians. English language became necessary for getting a job. This gave rise to the importance of English. During the British rule and even today English is used as an important official language. A good knowledge of English is necessary to do official works efficiently. English is used in the courts. The judges write their judgment in English. Though the discussion in the court totally goes in Hindi or any regional language, most of the books of law are in English. As compared to other languages we can communicate with more number of people by using English. It helps us in communicating with people belonging to different regions of our country and different countries of the world.

As in the official matters, in trade also English is used on a large scale. It facilitates communication between the traders of different areas. This is a scientific age. Different instruments and machines are used in daily life. To use them efficiently, English is needed. For example computers are very important today. But they cannot be used unless the users know English language. The recent books on the subjects like environment science are available only in English; even for the subject of history and philosophy the standard books are available only in English. To benefit from these books, English language is needed. The southern states of Indian do not accept Hindi. In such situation, English can work for the unity of India. It has been correctly said that English is our major window on the modern world.

Indians can know about the good things of other countries, through English. At the same time, they can show their potential to the world in English. In the past, Swami Vivekananda had impressed the foreigners by giving the Indian philosophy in English. At present, there are many writers like- Arundhati Roy, Kiran Desai, etc. who have received the Booker prize for
novel. If Swami Vivekananda or Kiran Desai did not know English, they would not have been successful in their attempts.

Apart from these reasons, English has become important in India because of globalization. Those who want to work in multinational companies need a good command over English. English was, in the beginning, a language used only in England. Now it is used all over the world. Braj Kachru has discussed about the three circles of English: The Inner Circle, the Outer Circle, and the Expanding Circle. In the Inner Circle it is used as a first language by some 375 million people, mainly in the USA, Canada, Britain, Ireland, Australia, New Zealand, and South Africa. It has achieved special status as a second language in over 70 countries, such as India, Ghana, Nigeria and Singapore, spoken by at least another 400 million. This second circle is the Outer Circle. Lastly in the Expanding Circle, it is taught as the most important foreign language in most of the prestigious schools/colleges of the remaining countries of the world like Russia and China. The number of such foreign learners of English must be more than a billion.
1.2 English in India before 1947

English language came to India in the 17th century with the East India Company. It was formed to conduct trade with India and other countries in the east. Initially the British tried to learn Indian languages to communicate with Indians. They started special colleges for this purpose. They also took the help of the translators. However, the attempts to introduce English in India were made by the Christian missionaries who came primarily for propagating their religion rather than engaging in commerce or spreading the English language. The missionaries set up Christian institutions in different parts of the country, and these institutions became the main centers for the spread of English language in India.

The East India Company took the responsibility of establishing the education system in India. The Indians were also realizing the importance of the English language. As A.P.R. Howatt (2004, p.145) notes:

By 1830s, the Indian middle classes were becoming very demanding. They realized that English was the language required for a secure future in government job, so why was English not taught in the secondary school? Private schools offering this service were already doing good business, particularly in Calcutta. The state was set for the first ‘big moment’ in the imperial history of English language teaching.

Meanwhile, some movements were started by the leaders like Raja Ram Mohan Roy to introduce western scientific education through English. He wanted to replace traditional Sanskrit and Persian teaching. He firmly believed that English would be more useful to Indians than any of the Indian languages for their advancement in academic, social, economic, political and
scientific fields. To take a decision on the issue, a committee was formal. Lord Macaulay was the chairman of this committee. He advocated English as the medium of instruction in the place of Sanskrit and Persian.

Lord Macaulay wanted to make the people “Indian in blood and colour but English in taste and opinion”. He thought the members of this class would spread their knowledge i.e. the ideology of the rulers through English.

Macaulay’s purposes were:

i) to create the dominance of British culture over the Indians and to have the control over the minds of the Indian people through English.

ii) to train Indians and make them fit for the employment.

The British Government gave preference in jobs to the Indians who had the knowledge of English. But when their political powers increased, they created the British Indian provinces like Bengal, Madras and Bombay. In these provinces three universities were established. The type of English Education introduced here was similar to that in Britain. British students studied English literature as part of their cultural and literary heritage. It was believed that education was for training the mind and teaching the morals. English was the mother tongue of the British. So they did not feel the need to teach English language. But this was not the situation in India. Indians needed the teaching and training in English language but the planners / rulers put emphasis on learning English literature. So Indians lacked the communication skills. The English of Indian people was ridiculed as ‘Babu English’. But some of the Indians acquired fluency in English by studying in England and through their hard work. But they were small in numbers. Still the study of English helped the Indians in their struggle for freedom. It helped them to enrich Indian languages and literature.
A number of Indian students found poetry, drama and other writings difficult to get their degrees. Meanwhile, many new colleges and universities were formed. The system of English Education founded on English literature continued till the independence.

1.3 English in India after 1947

Even after the country attained its much-awaited independence from the British rule in 1947, the popularity and the social prestige of English did not diminish even a whit. Rather, it is becoming increasingly more firmly entrenched in the Indian soil. English was given the status of an associate official language of the Union of India in 1963. None of the succeeding governments, belonging to different hues and colours, has ventured to tinker with its privileged status as the associate language. Although Hindi is the national language of India, English continues as a working language for all official purposes mainly because of the pressure of the southern states: these states are opposed to giving a dominant status to Hindi as they believe that it will put them in a disadvantageous position vis-à-vis the Hindi-speaking northern states in all transactions and competitions. Until 1979, English alone was the medium of all civil services. Though candidates can now choose any of the official languages as the medium of examination for civil services examinations, this policy decision of the Government of India has not affected the social status of English in India in any manner whatsoever. Universities and schools were increasing rapidly in India. English was not limited to a few elite schools and colleges. But there were complaints about the standards of English. The government appointed many commissions to improve the standard of English in schools and colleges. All these commissions reaffirmed the importance of English. For instance, University Education Commission (Dash, B. N., 2004, p.9) says:
English, however, must continue to be studied. It is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English we would cut ourselves off from the living stream of our growing knowledge.

The Secondary Education Commission (Dash, B. N., 2004, p.10) emphasized the same in similar tone:

The present position of India in the international sphere is partly due to the command that educated Indians have acquired over English. Many eminent educationists and scientists have therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English.

In 1958, the Central Institute of English was started in Hyderabad. Regional institutes were established in Bangalore and Chandigardh. But nobody tried to change the literature based system of English. Till now English was studied mainly for education and administration. But because of the revolutionary developments in science, technology, travel, trade, communications and entertainment, English got a new role as the international language of communication.

The Press in India (2001) document published by the Registrar of Newspapers for India gives circulation figures for newspapers published in various languages within the country: According to it English newspapers have the second largest readership of 7.85 million people. The same document also shows that during the year 2000, the circulation of several local language newspapers fell, whereas the circulation of newspapers in Hindi, English,
Marathi, Malayalam and Bengali increased. Circulations for Hindi newspapers and for English newspapers increased by 5% and by 4.7%, respectively. Most of the major national newspapers are published in English and are popular in cities and towns.

Prime time slots are allotted for news in English and Hindi in the All India Radio. The advent of satellite television and the availability of many channels, such as Star TV, Zee TV, Headlines, BBC, CNN and a large number of local channels, have opened up the skies to entertainment and news. Sports commentaries, which have wide audiences, are delivered in English.

At present, India is a major centre for software development. A significant number of multinational software companies have set up branches in India. English is the main language used in computing and Indian software engineers are proficient in the usage of English. International software companies see this as a positive feature when recruiting Indian software engineers and setting up branches in India. Internet also proves to be a popular medium of communication in India. Inexpensive Internet cafes have popped up on many corners in cities and towns. As predicted elsewhere in the world, English has evolved as the major language of the Internet in India. A major chunk of the World Wide Web is in English. English is the window of the world and it continues to be the language of opportunity, employment, science, technology and electronics. Computer-mediated communication is closing the gap between spoken and written English. It encourages more informal conversation in language and tolerance for diversity and individual style.

The job opportunities in Call Centers and BPOs have given rise to the demand of spoken English. As a result, various courses are developed for teaching spoken English. The uses of language laboratory and Computer Assisted Language Learning (CALL) have created new change in the teaching
of English. The audio cassettes and CDs are being used on a large scale to learn the spoken language. Various softwares of English teaching are developed and used by a growing number of people. There are many private institutions that run the courses of spoken English. Especially in big cities, the language trainers are helping the learners to acquire the required proficiency over the communicative skills in general and the spoken skills in particular. Now Television channels are also working towards improving spoken English. NDTV Imagine is running a programme 'Angrezi Mein Kehte Hain'. All of them cannot be termed as chap. Dr. Deepti Gupta (2005) rightly says:

The irony of situation is that while academicians label these learning centres 'shops' or 'commercial institutes'. It is these establishments that are a major influence behind the changing face of the ELT paradigm in India.

1.4 English in Maharashtra

Geographically speaking, there are three types of area within the state. They are: (I) rural, (ii) urban, and (iii) cosmopolitan. In rural area, the language used for day-to-day conversation is the regional language Marathi. In urban area, both Marathi and Hindi are used for social intercourse. But in the cosmopolitan cities like Mumbai, Pune, Nagpur etc., majority of the educated people use English for day-to-day and intellectual communication. The use of English is one of the most important problems in Marathwada. When the constitution was adopted in 1950, both English and Hindi had their claims to being recognised as an official language. But Hindi came to be unanimously adopted as an official language and English remained an associate official language for an indefinite period.

Approximately, 70% people, particularly, in rural area, read the regional language newspapers, that is, Marathi while 30% people, particularly
in urban area, are bilinguals and they prefer to read the newspapers in both languages: Marathi and English. Most of the advertisements in regional language newspapers are in English. Nowadays, they are given in Marathi also. The language used at the railway station, ration shops, post-office, and other public places is Marathi. However, instructions are usually written in English. The taxi-drivers and the auto-drivers prefer the use of Marathi and Hindi to that of English in their usual communication. In the restaurants in rural area, people speak Marathi rather than English. In the hotels in urban area, generally speaking, all the three languages Marathi, Hindi and English are used. But in big cities, people frequently use English. Even the waiters receive orders in English without any difficulty. They are well-trained people equipped with their degrees and diplomas in catering and hotel management.

In the TV programmes, people are interested in Marathi and Hindi channels. The most popular channels are zee, sony, star plus, sahyadri, etc. In rural and even in some parts of urban area, people have difficulties in understanding programmes in English. However, the youngsters in the metropolitan cities like to see English movies and programmes. They are greatly interested in the programmes on B.B.C. channel. In educational system of Maharashtra, English is used as a medium of instruction. In Marathi medium schools and colleges, English is used as a second language. The students have English as just one subject. The medium of instruction is Marathi. Usually, so far as other subjects are concerned, they prefer to use Marathi as a medium for communication for academic and non-academic purposes. Most of the students are poor in English and hence are not in a position to follow the lecture in that language. A teacher has to explain English text intermittently in Marathi. So, the method used here for teaching is translation-grammar method. These students avoid to actively participate in English debates, seminars, conferences, etc.
But in English medium schools, students have their instruction in English. Marathi and Hindi are taught just as second languages. These students have adequate language competence in English. They always take a lot of interest in participating in debates and seminars conducted in English. The students' confidence is clearly noticeable in their performance both in written and spoken forms of English. The teaching method followed here is direct method. The parents in the rural part prefer to send their children to Marathi medium schools. On the contrary, the parents in the urban areas always prefer sending their children to the English medium schools. So, the English medium schools are becoming more and more popular in towns and cities. People are now conscious of the fact that English is the language that offers them opportunities for bright prospects.

Now-a-days, Maharashtrians have realised that English can play an important role as a global language of international culture and communication. People's consciousness that east and west can share common thoughts and cultural heritage provides an optimistic view that the status of English in Maharashtra will be far better than can be imagined in the years to come. Previously, English was taught from fifth standard in the non-English medium schools of Maharashtra. Now it is taught from the first standard even in the non-English medium schools. In the past, the syllabus was literature based but now it is skill-based. Earlier the evaluation system centered on the written skill only, from the year 2006-07 the oral test is introduced in the secondary and higher secondary schools.

After this background of the past and present of ELT in India, the discussion of the various methods of teaching English language is given:
1.5 **Grammar Translation Method**

Grammar translation is the oldest method of teaching and learning language. In Europe this method was used to learn Greek and Latin. The students learnt the rules of grammar of classical languages for hundreds of years. They also studied the long lists of vocabulary of Greek and Latin. Such schools were identified as grammar schools. The study of the ancient languages provided mental discipline and intellectual development. But they were not used for communication. After the study of Greek and Latin grammar, the students had to translate sentences and texts into their mother tongue. They also had to compose sentences in those languages. Pointing at its origin A.P.R. Howatt (2004, p.151) says:

> It began in Germany, or more accurately, Prussia, at the end of eighteenth century and established an almost impregnable position as the favoured methodology of the Prussian Gymnasien after their expansion in the early years of the nineteenth century.

The Grammar translation method made the language learning like the learning of mathematics. It provided the knowledge of language rather that the ability to use it for communication outside the classroom. The main focus of teaching and learning was on grammar and translation. In this method, the importance was given to academic knowledge. So this method was also called as the academic method of teaching a language. It is also known as the 'traditional method'.

In the Grammar translation method, classes are held in mother tongue. There is a little use of the target language. Grammar provides the basis for teaching. The stress is given on the forms of the language-parts of speech, syntax and language analysis. Vocabulary is taught in the form of lists of
isolated words. The reading of texts in the target language begins early. The purpose is to study literature. The context of the text is not given much importance. The main focus is on reading and writing. The text contains long selections from great writers.

The Grammar – translation method was used for a long time. It is still used in some parts of the world. In this method, explanations of grammatical points are made in the mother tongue. This helps the students to find out similarities and differences between the grammar of the mother tongue and that of the target language. Vocabulary learning becomes easy and takes less time as the meaning of words is given in the mother tongue. The learners’ knowledge of the mother tongue is used by it. Those who follow this method get a good command of the written language. It is easy to teach and test. The importance is given to the accuracy of the language.

This method is criticized to be unnatural. The natural order of learning a language – listening, speaking, reading and writing is not followed in this method. In this method there is too much stress on rules and exceptions. But the training in using the language is not given the importance. It does not teach people to use the language for some external purpose outside the classroom. This method encourages literal translation but it is not always possible to create exact translations from one language into another. This is so particularly in the case of idiomatic and figurative language. For the purposes of translations, artificial sentences are constructed to show grammatical points. Real life language is not used for translation.

This method was particularly used in schools. But it also found some use outside. In 19th century, communication in foreign languages was in great demand in Europe. The result was that material based on translations were prepared for useful phrases and conversations.
1.6 Direct Method

The Direct Method is also known as the Natural Method. It came as a result of the reform movement. N. Khrishnaswami and Lallitha Krishnaswami (2006, p.35) opine:

The reform movement was founded on three basic principles: the primacy of speech, the centrality of the connected text as the kernel of the teaching-learning process and the absolute priority of an oral methodology in the classroom.

This method was also the result of a new interest in spoken language towards the end of the 19th century. The International Phonetic association was formed in 1886. Phonetic symbols were introduced. These symbols were used in this method to create good pronunciation habits. The use of the mother tongue was considered undesirable. Listening is learnt through listening practice, speaking is learnt though speaking practice. Grammar is not directly taught. Learners acquire the knowledge of grammar by practicing with complete and meaningful sentences.

This method gives primary importance to speaking and introduces pronunciation work from the beginning. There is no translation or the use of the mother tongue. Grammar is introduced only indirectly. Conversations and dialogues are used. Vocabulary is taught by pointing to objects or pictures or by performing actions. No textbooks are used in the beginning.

Sometimes, any method that does not use the mother tongue is called the Direct Method. Oral interaction between the teacher and the class is the main mode of learning. The interaction is primarily done through the form of the structured conversations. The idea is that the learners should think in the foreign language from the beginning.
This follows the natural method of learning a language. As the foreign language is used throughout, the learners develop a feeling for the language. They also learn correct pronunciation. In this method, translation is avoided. So the learners are forced to think in the target language. They try to express themselves in the target language from the beginning. Learning the foreign language becomes interesting because they are actively engaged in the classroom. It has practical use because the conversations and dialogues are useful in real life.

At the same time, it should be noticed that this is not a complete method of learning a language. Reading and writing are neglected in this method. It is suitable only for a small number of adult learners. So, it may not be suitable for schools which have large number of students. Ideally, the teachers have to be native speakers. Otherwise, teachers have to be fluent in the foreign language. The success of the method depends on the energy or inventiveness of the teachers. As the mother tongue is avoided, it becomes difficult to explain the meanings of new words. As grammar is not given importance, learners have to draw their own conclusions about grammar.

This method has been adopted by Maximillian Berlitz in his schools for teaching foreign languages. So, it is known as the 'Berlitz' method. It is still used in the many parts of the globe. In this method, the learners are immersed in a 'bath' of foreign language form which they can absorb the new structures and vocabulary. Language skills are gradually developed by means of question and answer, dialogues between the teacher and the learners.

1.7 Dr. Michael West’s New Method

Dr. Michael West was an educationist. His work in the field of English language teaching is very important. He studied the problems of Indian students and gave a new method of teaching English.
This method came as a reaction to the Direct Method. It is also known as reading method. It focuses on the problems of bilingual students. It considers the needs of foreign language learners. It gives importance to the development of reading skills and the vocabulary of daily use. It considers speaking as a secondary skill. The reading method arose simultaneously in India and America. In America, Coleman argued that a reasonable goal for short term courses should be the ability to read the foreign language for enjoyment and for vocational purposes.

It is a utility based method. It is a method especially for Indian students. It considers that a child should listen and understand a language and then speak it. For good listening, it provides Readers and Rapid Readers. So, reading is useful to make them aware of the structural pattern of English. This method aims at developing two kinds of words: 1) The words we use in our talking 2) The words we talk about. Dr. West gives importance to the first kind of words.

This method neglects the development and importance of speaking skill. It is an unnatural method because it considers reading first and speaking next. It neglects loud reading and gives importance only to silent reading. This method does not help in the development of correct pronunciation. Just reading of books does not help in using the language in practical life. Vocabulary is taught in isolation. Poetry and grammar are also neglected.

Dr. West’s contribution to the teaching of English in India is great. But in the present situation we have to agree that speaking in English has become the need of the day. Dr. West’s idea that Indian students do not need to speak in English in their practical lives is not correct today. So, his method which develops the passive skill of reading only cannot help Indians in these days of globalization because Jill Kerper Mora (1999) states:
The approach is for people who do not travel abroad for whom reading is the one useable skill in the foreign language.

1.8 Audio-lingual Method

During World War I, there was a great demand in the U.S.A. for personnel who had the knowledge of different languages like German, French, Italian, Japanese, Chinese, Malay etc. There was a great need of these people to act as interpreters, translators, code-room assistants, etc. to help the American army. Therefore, a special language training programme was started in 1942. It was known as Army Specialized Training Programme. The purpose of the programme was to train students in foreign languages in a short time. The invention of the tape-recorders and language laboratories helped this programme as aids for teaching during 1950’s.

Initially, it was known as ‘aural oral’ method because its aim was to develop listening and speaking skills first, then the skills of reading and writing. Later the name was changed to the audio-lingual method. It was adopted for general teaching of English. This method stresses on teaching the spoken language through dialogues and drills. The students listen to the dialogue either from a tape or read by the teacher. They repeat the dialogue sentence by sentence. They imitate and repeat the dialogue. So, this method is also known as the ‘min-mem’ method, that is mimicry and memorization. The audio-lingual method based itself on principles from American structuralism and on the Behaviorists theory of learning. J. C. Richards (2005, p.58) says:
Audio lingualists demanded a complete reorientation of the foreign language curriculum. Like the nineteenth century reformers, they advocated a return to speech based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching.

Language is primarily speech and not writing. So, the stress was on understanding and speaking a language before learning to read and write it. Speech comes before reading and writing, hence students should listen before they speak, speak before they read and read before they write. The Audio lingual method followed the Behavioristic theory that a language is a set of habits. A habit is learnt by doing something again and again. Students learn dialogues and structures by heart and reproduce them. There is little or no grammatical explanation. Translation is not used. There is much use of tape recorders, language laboratories and other kinds of teaching aids. The pronunciation of the native speakers was considered standard and was followed.

The Audio lingual method is practical and communication oriented. The stress is not on learning a language for its own sake. It is on the actual use of language. The language skill is acquired through dialogues and drills. Students get inspired because they are able to use the language. The Audio lingual method laid the base for the use of modern technology for language teaching and learning. So TVs and computers can be used to learn languages. According to the Audio lingual method foreign language learning is basically a mechanical process of habit formation. Enough attention is not given on grammar. Its success depends completely on teachers and the motivation of the learners. In ordinary classrooms, this method is not successful.
The tape recorders provide recorded voice. They never become tired. The language laboratory became the most modern aid for the teaching of languages. Even today the language laboratory plays an important role in learning language. The language laboratory had mechanical and electronic system. It provides the facility of presenting dialogues, etc individually to the learners. It has a number of booths each with a head-phone and a tape recorder. With the help of headphones, they can listen to a cassette without disturbing others and without being disturbed by others. Tape recorders are helpful for recording their own speech. It can be monitored by the teacher. In this way booths have a double track tape recorder with a teacher’s-track and a learner’s track.

The learner can listen to the master track but he cannot delete it. He can compare his own speech with the model present on the master-track. Then he can delete the practice track and make a new recording.

The language laboratory gives the advantages of improving oral skills and it makes it convenient to the learners to use it anytime they want to practice at their own pace. But its success depends upon the material used for listening and practice.

1.9 Structural Approach

After the World War II, teaching of English as a second / foreign language became more popular. There were great improvements in industry trade, travel, tourism and technology. The result was that there was greater mobility of people across countries and continents. English was becoming the language of international communication and there was a great demand for English language courses. Harold Palmer was a British linguist. He had earlier taught English in Japan. He introduced the idea of teaching English through sentence patterns. Following Palmer’s idea, A.S. Hornby codified the basic sentence patterns of English in his two books, Guide to Patterns and Usage in
English (1954) and the Teacher of Structural Words and Sentence Patterns. This was responsible for the development of Structural Approach. According to structural approach, the mastery of the basic structures will give practical command over the language. A structure is a sentence pattern, that is an arrangement of words in a specific order. The structural approach was developed as an alternative to the Direct Method in America. The American linguist, Charles Fries, disagreed with the Direct Method in which grammar was not directly taught. He was of the opinion that grammar or the structures should be the starting point in teaching languages. This approach developed independently in Britain and America. It was popular particularly in the late 1940's and 1950's. As APR Howatt (2004, p. 307) says:

The Structural Approach attracted high level institutional support in the US throughout the 1940s, mainly in the teaching of foreign languages to Americans. For example, the huge programme at the Army Language school in Monterey, California: 'some idea of the size of the operation can be gained from the fact that in 1959, over 450 teachers were giving instruction to some 2,000 students in 28 different languages.

In this method sentence structures and forms are learnt in a carefully graded order. Each one should be set up by practice before the next one is introduced. In the same way, the vocabulary items are selected and graded. Each form is used in different parts of one sentence. Spoken language is given importance. Structures are orally taught before they are presented in the written form. Structures are introduced and presented according to the situation. All the objects in the classroom like the furniture, doors, windows are used for language practice. In the same way pictures, drawings, objects are
also used. The Situational Approach was strongly influenced by the Behaviouristic Approach. This approach advocated that language is a set of habits and, language learning is habit formation.

This method makes students skilled in 250 basic structures which constitute the frame of English language. The structures are carefully selected, graded and systematically presented to the students. The structures are learnt one by one through proper repetition and revision. The knowledge of the structures gives a sense of achievement and pleasure to students. Students remain active in the classroom. The importance is given to the speech and students learn to speak.

Along with the advantages, this method has some disadvantages. Only the mastery of the structures does not give fluency of speech and expression. The learning of structures becomes mechanical. Drills are used either individually or in groups. There is a lack of suitable teachers who will teach according to the structural approach.

The oral structure teaching led to the creation of situations to introduce a structure and demonstrate its meaning. The purpose of situations in the classroom is to make the learners able to internalize the structure and use themselves. Sometimes pictures and short texts were also used to create situations in which the structure can be presented and practiced. In this way, after learning a number of structures the learners can take part in communication.

This approach was introduced in India in 1952 by the then government of Madras. Later it spread to the other states of India. The Regional Institute of English was started at Bangalore for teacher-training and preparation of textbooks. But the teachers started using the traditional grammar in place of using the graded structures and controlled vocabulary. There was a lack of
suitable materials to adopt the structural approach. The lack of trained teachers was a major problem with structural approach.

1.10 Communicative Approach

There were fresh developments in 1970s in the way English was taught. The previous methods were considered unsatisfactory because they were based on a narrow interpretation of language. Noam Chomsky was against the view of language learning as habit formation and pointed at the creativity and uniqueness in sentence formation. People can create sentences which did not exist before. So language must be based on a system of mental rules. Dell Hymes pointed out that communicative competence was more important than grammatical knowledge. Henry Widdowson made a difference between the terms 'use' and 'usage'. Usage means grammatical rules which make us able to form correct sentences. Use is the accomplishment of communication in real life. Only grammatically correct use of language is not sufficient. Language has to be used in a proper manner in a society.

In Europe, there was a great demand of rapid language teaching to adults who were wandering from country to country in search of work. The adults required the ability to use the language for limited communication rather than the complete knowledge of grammar. In short, they wanted to be able to use the language to ask for directions or to find accommodation. David Wilkins worked out in 1972 what he called notions and common functions like requesting, accepting, offering, complaining etc. In this way, the emphasis shifted from the teaching of rules and structures to the practice of language in meaningful situations.

The Communicative approach gave the importance to activities, problem solving and role play for the learning of a language. The purpose was to make students to communicate with each other in the classroom and with others outside. The previous methods emphasized linguistic competence
whereas communicative method emphasized communicative competence. Right in the beginning we have to consider William Littlewood’s (1991, p.1) opinion:

One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of languages, combining these into a more fully communicative view.

This method gives importance to use and appropriateness rather than language form. Language learning means not just learning of rules but learning to communicate meaningfully. First the fluency comes in the language and then the accuracy. Errors are regarded as natural in the learning process. Emphasis is on students’ initiative and interaction. Encouragement is given to students to communicate in the target language from the beginning. They do not follow a lesson passively. They involve themselves in activities. The teacher does not dominate the classroom but just works as a facilitator of learning. The language material used should be as realistic as possible. Students will be encouraged to work in pairs and small groups on tasks and activities. Real communication is given the importance rather than memorization of rules and lists of vocabulary.

Students are able to use the language from the very beginning. So, this method is more motivating than other methods. Students learn real language for real life because the importance is given to authentic materials. Grammar, vocabulary, pronunciation and context are integrated in the act of communication.

This method is difficult to put into practice. Teachers will find it easier to teach rules of grammar, lists of vocabulary of a prescribed lesson than act as a facilitator of learning. Teachers must be energetic, professional and
competent. They should have adaptability. All teachers cannot handle a communicative classroom. Learners must have a minimum command of language. Otherwise they commit so many mistakes or they cannot communicate at all. Communicative competence is more difficult to test than grammar and vocabulary.

This approach got tremendous popularity all over the world. Many books have appeared under the label of communicative approach. Central Board of Secondary Education has introduced a course. It is known as Interact in English. It is for the 9th and 10th standards. The course is developed with the help of the British Council. This course has adopted a Communicative Approach. The emphasis is on the ability to communicate effectively in real life. It has the policy of learning by doing. It contains plenty of activities to promote the use of English fluently, appropriately and naturally.

### 1.11 Skill-based Approach

In the recent years ELT has become skills oriented. Any language has four main skills – listening, speaking, reading and writing. Listening and reading are the receptive skills or the passive skills whereas speaking and writing are the productive skills or active skills of a language.

A child learns his mother tongue by listening to it. He has a constant exposure to his mother tongue. He tries to imitate what he hears and in a natural way he starts speaking in his mother tongue. The same idea is to be followed in case of the second language also. But the problem is that we do not have an adequate exposure to English. In some cases the immediate need for communication is also absent. So, most of the Indians neither listen nor speak English in our day-to-day life. Films, Radio and T.V. should be used as a means of listening English. Care should be taken that the learners listen to correct English. If they listen to the wrong pronunciations and pick up those under the influence of their mother tongue, it becomes difficult to correct them.
at higher stages. Teachers need to improve their own language and pronunciation so that the students get a good model to follow. Language labs and tape recorders can help in this regard. Selection and gradation of the listening material should be done. Only one item should be listened at a time. The specific difficulty areas should be concentrated. Listening should be checked out with the help of questions.

Speaking is the second skill in language acquisition. For teaching speaking skill, the teacher needs to create a real situation in the classroom. The learners should be motivated to speak. They may be introduced the sound system of English. They can be shown the difference between the phonemes in the mother tongue and that in English. This will help to correct their pronunciation. The students should be given ear training. Role-play and drills are useful for the beginners. Interactions and seminars can be used at the higher level. Oral composition can also prove helpful.

Reading skill depends on two ideas - one is recognition, another is comprehension. It is useful for the development of an understanding of the language. Model reading by teachers helps in developing the pronunciations of the students. Loud reading by the students gives them fluency of speech whereas silent reading helps in developing comprehension, imagination and critical thinking. Instead of teachers if the standard tapes are used, it will be helpful not only to give the students an idea of correct pronunciation but also to motivate them to learn the target language.

Writing skills come at a later stage but it is well known fact that in India teaching of English starts with writing. The result is that the learners can write at least something on the given topic but they are not able to express themselves orally. Among the good types of compositions, the teachers should begin with guided compositions and gradually the free compositions should be introduced. The importance of coherence and cohesion should be emphasized.
Development of a good hand-writing is also an important aspect that cannot be neglected when we think of writing skills.

The separation of the four skills cannot be and should not be done. Listening and speaking are interrelated. In the same way, reading and writing are also related to each other. There is a need of integration of the four skills because in life also these skills are used simultaneously. For example, students listen to a lecture and write down the main points of it. Later on, they speak on that topic with their friends. In this discussion, they read out the points from the notes of the lecture. A teacher, therefore, has to provide full opportunity of using and improving all the four skills.

Integration of skills is a very good thing. At the same time, it is true that different people need different skills. A sales person needs to practice speaking and listening more than the other skills. On the other hand, a journalist needs writing skills more. Thus, the skills method whether integrated or separated has practical advantages. Among the four skills, speaking is different from all the other three because it cannot be done alone. A person can listen to radio, read a book, or write a letter alone but he cannot speak alone. The learners should try to use each and every opportunity to speak to their teachers or companions. Foreign learners should try to speak the target language as much as possible without worrying about the mistakes.

1.12 The Silent Way

In 1972, Caleb Gattegno developed a new method of language teaching. It came to be known as the Silent Way. As the name suggests, this method uses silence as a teaching technique. Needless to mention that it is the teacher who is silent and not the student. This method was especially devised for teaching the foreign languages. Being one of the methods which follow the humanistic approach, this method gives importance to the independence of the student. Teacher is just a monitor and facilitator. Another important feature of
this method is that it is very much activity based. It encourages an active participation of student. As Jack C. Richards (2005, p.85) remarks:

Language tasks and activities in the Silent Way have the function of encouraging and shaping student oral response without direct oral instruction from or unnecessary modeling by the teacher.

In the Silent Way, language teaching begins with pronunciation. Extensive practice is the key principle of this method. Like structural approach selection and gradation of words and structures is done. But, unlike the earlier approach the syllabus s constantly examined and redesigned. The functional words are taught first. Active vocabulary finds a prominent place in the syllabus. To avoid mother tongue influences, no translation is done. Rote repetition is also not allowed. This saves the process of learning from becoming mechanical. Instead the use of language is taught with the help of meaningful contexts which brings the method closer to reality. The formal tests are also avoided and observation by the teacher is used as a tool of evaluation.

In this method, the teacher’s silence has many purposes. It helps students to focus their attention. It gives them some space to think and answer. It provides them a chance to correct themselves. At the same time, it must be clear that a ‘silent’ teacher does not mean an inactive or dull kind of a teacher. He has many things to do. Presenting the teaching material to the students, helping them with hand gestures and especially encouraging them to cooperate with the fellow students are his jobs in the class room.

The teaching material is to be separately designed. This method makes use of specially made rods, coloured word charts and fidel charts for various purposes. Though these teaching aids can enhance the process of learning,
their availability is a major question. Again, there is the problem of training the teachers to use such a comparatively novel method. Yet, the significance of this method cannot be neglected as it works on Kohler's principle of insight or creative problems solving.

1.13 Community Language Learning

This is a recent approach in ELT. Charles A Curran developed it in Chicago. It aims at making learning more learner centered. Here the students work together and decide upon the elements of the course work. The teacher works as a counselor though his role keeps changing as per the demands of the situation. Explaining the role of a teacher, Curran suggested that the teacher should work in a detached manner. He should make the student understand his own problems and arrive at a solution. In a way, he should be the 'catalyst' in the process of problem solving.

Like, the Natural Approach, this method demands a certain level of comprehension before using the language for spoken purposes. So, the teacher will first get in touch with the sounds of a foreign language and then try to attach meanings to the lexical units and finally construct a correct sentence.

With the advent of information technology, a number of on-line communications are witnessed. The social networking sites are being used for community language learning where the learners communicate with each other and get an access to the foreign language. Mutual correction works as a tool in the process.

There are certain barriers in this approach. The learners, due to the lack of experience, cannot decide upon the relevant exercises. Then, if it is a multicultural classroom, the number of varieties does not allow the learners to arrive at a standard model of the foreign language. Similarly, the problem of attitude also arises. It becomes a challenging task for the teacher to develop a healthy learning environment. For example, when both foreign and native
students are present in the classroom, they may form groups and dislike each other for various reasons. At the same time, we cannot neglect the fact that the needs of foreign and native students differ from each other. In short, while pursuing community language learning, the teacher should be very resourceful and tactful. As Jack C. Richards (2005, p.97) opines:

Community Language Learning places unusual demands on language teacher …. They must resist the pressure to teach.

1.14 Suggestopaedia

Suggestopedia is another recent development in the field of language teaching. Georgi Lozanov, a Bulgarian thinker, developed it in 1970s. This method claims faster language learning than the traditional methods. It makes use of ‘suggestions’ by the teacher to develop the linguistic capabilities of the students.

Lozanov believed that true learning is possible when the learner’s mind is free of the external tensions. When the learner’s mind does not have any sort of social burden, the difficulties in the process of learning are minimized. Established or traditional norms restrict human intellect to think in a particular way. If the teacher could provide the learner some liberation from these norms or modes of thinking, spontaneous and natural acquisition of knowledge, skills and habits becomes possible. It is for this reason that this method gives importance to the conscious as well as subconscious levels of human mind.

To make the student feel comfortable, the physical surrounding and atmosphere in the classroom are maintained well. Art and music are used as tools of teaching. The lesson consists of either three or four parts. In the first part the teacher introduces the teaching items. In the second part, the teacher
presents the text and the students either repeat it or listen to the teacher calmly. In the third part the students reproduce what they have learnt.

Throughout the lesson, the classical music is played in the background to create a playful environment. The technique of dramatization is also used by the teacher. Sometimes the students are made to sing classical songs or play language games. Though the teacher has a major role to play, it is expected that he should act like a consultant and partner in the process of learning. He should take part in the songs, games, dramas and other activities. The most important point is that he should have a humanitarian outlook towards the students. As this method is different from the earlier ones, it is suggested that the teacher should have a special training of using this method. Otherwise, there is a possibility of having negative impact on the learner’s mind.

In suggestopedia, the teaching material is varied and huge. It needs to be properly structured according to the needs of the class. Long sessions can be useful for the grown-ups but for children the lessons must be short as well as matching the characteristics of their age. As this method makes use of classical arts, it requires specially designed text books. The personal qualities of the teacher affect the classroom practices at large. He needs to have a genuine interest in his work. Positive attitude of the teacher is the key factor in bringing results. Similarly, the role of parents is also taken into consideration. The teacher should consult the parents and inform them about the method used in the class. As this method works on attitude formation rather than habit formation, the consent support of parents is essential. If the method is used with a good purpose, it can have positive effects on health of the learner and of the society. Talking about the course work Jack C. Richards (2005, p.102) says:
A suggestopaedia course lasts 30 days and consists of ten units of study. Classes are held four hours a day, 6 days a week. The central focus of each unit is a dialogue consisting of 1,200 words or so, with an accompanying vocabulary list and grammatical commentary. The dialogues are graded by texts and grammar.

Though the method has a number of merits, it is criticized for being unscientific. The critics also feel that it makes use of music to hypnotize the learners. The talk of social change did not please the then Bulgarian Communist authorities and Lozanov was even arrested in 1978. At this point of time, UNESCO investigated the methodology and gave a positive report. Wikipedia has reported it in the following words:

Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods. We have arrived at this consensus following a study of the research literature, listening to the testimony of international experts, observing films portraying Suggestopedia instruction and visiting classes in which Suggestopedia is practiced.

1.15 Total Physical Response

James J. Asher was a professor of psychology. He developed a new method of English Language Teaching. It is known as Total Physical Response or TPR. The basic idea behind the development of this method is that learning a second language is similar to learning the first language. So the passive skills of listening and understanding are given more time than the productive ones. The teacher gives commands and the students follow. In the
process the physical movement also plays an important role. Though this method was developed in 1970s, it has not yet received much popularity. Pointing at this, Jack C. Richards (2005, p.78) remarks:

Total Physical Response enjoyed some popularity in the 1970s and 1980s because of its support by those who emphasize the role of comprehension in second language acquisition.

The method is very attractive for the beginners. The teacher plays the role of parents and goes on giving various commands. Simple games can also be used. Teaching action words becomes very easy with this method. Innovative teachers can use this method to teach tenses and even story telling. This method provides space for maximum participation of the students. It is useful for the disabled students. It keeps the students active involved. It's easy to use and does not require much preparation on the part of the teacher. It can be used in a heterogeneous class. But, the problem is that for elders, this method becomes less useful. It does not allow the students to think and communicate in a creative way. For them, instead of the commands by the teacher, group activities need to be introduced and the teacher has to work as a facilitator.

1.16 Need for the Study

In Maharashtra State, majority of the students opt for Marathi Medium schools. Previously, these students used to begin learning English from Std. V. Now it starts with Std. I. Yet, both English Medium and Non-English Medium students generally make mistakes while speaking in English. The errors become a stumbling block in their expression. So, a study of the problems faced by the students seems significant as it can give data to suitable remedial measures. All these facts speak a lot about the significance and need of the study.
1.17 Objectives of the Study

This humble study aims at the following.

1. Testing the spoken performance of the higher secondary level students.
2. Locating the main areas of weaknesses.
4. Finding out reasons of the errors.
5. Providing remedial techniques for the improvement.

1.18 Hypothesis for the Study

It is assumed that the junior college students lack spoken competence. They make errors in grammar and pronunciation. They also lack confidence and fluency of speech. Among them, English medium students have an upper hand over the non-English medium students so far as speaking skill is concerned.

1.19 Scope of the Study

This study deals with

1. Higher secondary level students of Nanded City.
2. Speaking skills of the students.
3. The confidence level of the students.
4. Errors in grammar.
5. Errors in pronunciation.
6. Fluency of speech.
7. Comparison of English and Non-English Medium students.
8. Methods of teaching English.
9. Techniques for developing speaking skills.

1.20 Limitations of the Study

Due to the restrictions of time and the scope of study, the following limitations are seen in the present study.

i. It is done with the 10+ level students from traditional colleges only and the students from technical institutes are not the focus of study.

ii. The sample is taken from the colleges in the Nanded City. The colleges in the rural areas are not touched.

iii. It deals with the four specific aspects of speaking.

iv. In case of grammatical errors, ten particular problems have been identified for study.

v. So far as pronunciation is concerned, just the ability of reading out the words correctly is checked.

vi. The study identifies the problems and suggests the solutions but the actual application of the solutions is not tested.

1.21 Method of the Study

The study is based upon a survey of the higher secondary colleges in Nanded city. It makes use of qualitative analysis to a large extent. Quantitative data is also provided. The study follows the procedure given below.

- Preparing the questionnaire.
- Interviewing the students.
- Recording the interviews.
- Analyzing the errors.
- Suggesting suitable techniques for the improvements.

1.22 Tools for the Study

As discussed above, questionnaires and interviews are the major tools for the study. To know the confidence level of the students, a questionnaire of 100 marks are prepared. Students are asked to fill up the questionnaire. For the purpose of interview, a list of 15 questions is prepared. Students have to answer them orally. To analyze the errors in pronunciation a list of 30 words is prepared. These words are selected on the basis of the areas of difficulty faced by the students. In order to check the fluency of speech, a short passage is given to the students for reading. With the help of a stop watch the time taken by them for reading the passage is counted.

1.23 Sample for the Study

The research is done with 150 students of Std. XI and XII of different colleges in Nanded City. These students are selected on random sampling basis. They are from the three media- English, Marathi and Urdu (50 from each).
1.24 Works Cited


