CHAPTER: ONE

INTRODUCTION

Language is the means to express our thoughts, feelings and emotions. It helps one to express oneself freely. Amongst all the languages, English enjoys the foremost status in the world. This language has played a major role in educational, political, social and economic as well as scientific advancement of mankind.

Language is both a product of the faculty of speech and a collection of necessary conventions. These have been adopted by a social body to permit individuals to exercise that faculty. Speech is heterogeneous and as a whole it involves many areas – physical, physiology and psychological. It belongs not only to the individuals but also to the society. Man developed his speech with the development of his mind and personality. The expression of human personality in words is called language. When man began to think, he employed symbols, gestures, sounds, emotional cries and pictorial art to express his thoughts, feelings and desires. Thus, language is a set or group of sounds expressing human thoughts, ideas and feelings. In fact, thoughts and language co-exist. They cannot be separated from each other. According to Indian tradition, language is a system of signs in which the union of meanings and sound-images are the essential things.

The Greek word ‘logos’ means word or language or thought, hence it indicated that in the mind of God there co-existed thought and language from the beginning. The terms, which we use in language teaching, are ‘second language’, ‘foreign language’, ‘bilingualism’, ‘language learning’ and ‘language acquisition’. As a language teacher we would use terms that are not ambiguous. But the reality is that the terminology we need in language is often confusing.

India is a multilingual country. In this type of social context, speakers use more than one language. A community is a group of people and their use of language for different purposes is determined by conventions. Language is linked with social act because it is also used for establishing social label for individual identification.
Hence, a community is a group of people who share conventions, values, behavioural norms and a heritage, real or assumed. Language is an element, which is used by community for sharing and exchanging purposes. It is called linguistic community. Languages do not occur in isolation. Language is also concerned with internal systems like grammar and vocabulary, literature and other aspects of language. Human beings make use of resources available from others and this makes language more effective.

The teaching of English as a second language in India is one of the most controversial issues. There are different opinions related to this issue. There are some who believe that grammar should not be covered in the curriculum of English. On the other hand, there are others who are of the opinion that grammar should be in the process of teaching of English. The aim of grammar is to make students aware of the mistakes they make and thus they may be more careful to find out their mistakes and form a habit of the usage of correct language.

In the remote past, immediately before Independence and afterwards for a few years the medium of instruction in high schools and colleges was English all over India. In those days, students easily acquired proficiency over English as they were taught all subjects in English. It was treated as our mother-tongue hence special technique or method for teaching English was not paid a due attention.

After Independence, vernacular language was accorded priority to English in most of the states as a medium of instruction first in high schools and then in colleges. English was taught as a second language. Most of the teachers went on teaching English by using old fashioned or traditional methods based on conventional grammar or translation method. They concentrated simply on teaching grammatical terminology with some haphazard and irrelevant examples. This method did not bring the fruitful result. The standard of English was gradually deteriorated. The learners could not develop a language sense. The pitiable plight of the students learning English as a second language drew the attention of the government to evolving a new technique for acquiring proficiency in English.
English is a language, which is rich in literature. If we had not known the importance of this language, we would have been deprived of our progressive thoughts and knowledge. If we had not known the importance of this language, our involvement as well as participation in modernist movement of thoughts would have become nil.

HISTORY OF LANGUAGE:

As per Oxford Dictionary the term ‘History’ is defined as, (a) ‘A relation of incidents’, (b) ‘A written narrative constituting a continuous methodological record, in order of time, of important or public events, especially those connected with a particular country, people, individual etc’, and (c) ‘The formal record of the past, especially of human affairs or actions’.

History therefore is a re-telling of what actually happened in the past, of incidents connected with something. Internal and External are the two ways of looking at the ‘incidents’, at the events and changes, in relation to the past that actually happened to the English language. Written records such as chronicles including general histories, histories and dictionary of language, books about different aspects of language and minor records are the sources for the history of a language.

In the internal history, we consider language as an autonomous system, in which we examine the changes in the structure and word stock of the language without any reference to the external circumstances. Language itself is observed as a kind of organism with its own laws of change. So many different people speak language; hence the pronunciation or the sound values of a language are expected to change as time passes. In the external history such languages in the sound system occur as a result of contact with some other language or languages.

ORIGINS OF ENGLISH:

The history of language is in a sense, the history of people because language is a means of communication for the people. This language came into existence in Britain by Germanic tribes, the Angels, Saxons and Jutes, and was influenced by Latin and Greek. St. Augustine and his followers converted England to Christianity.
Today, in the most parts of Europe and Asia, the modern Indo-European languages are spoken. Inflection in structure and common word-stock are the two common features of all Indo-European languages. Pure Indo-European language is the ancestor language. It is reconstructed according to the data of classical languages.

Language bearing common features is believed to be from one family. The common features or similar properties are there because the concerned languages descend from a ‘common parent’. It is not co-incidence. At some juncture and at some geographical area, one language was spoken which after some duration of time was fragmented into a number of ‘sibling’ varieties became different which was later on recognized as separate languages. The modern Indo-Aryan and the Dravidian group of languages of India are the best examples. Punjabi, Gujarati, Marathi and Bengali have similar sounds, words and features of grammar. Hence they belong to Indo-Aryan family. These are the languages of the great Northern Plains. The same theory is true for Tamilnadu, Malyalam, and Kannad, which is said to belong to the Dravidian language family. In the same way, the Indo-Aryan languages are similar to the Iranian family. Indo-Aryan is an ancestral family, which was broken into varieties and after a long period of time it became two separate languages i.e., Modern Iranian and Indian languages. In this way, different languages are developed by fragmentation of language and sub languages. There are number of reasons for breaking up of a language into different dialects, sub-dialects, varieties and sub languages. Language starts changing when so many persons in different situations speak it. Language is also changed when people come in contact with each other. Geographical division is also one of the reasons for such natural changes.

Mother tongue was accepted as the medium of instruction in the postcolonial period. Many authorities of language planning believed and UNESCO recommended that a child psychologically, socially and educationally feels more comfortable while learning through mother tongue. The multilingual character of Indian society was ignored due to imposition on the use of mother tongue.

Ancient India was a great source of inspiration. Its civilization and culture had exercised a tremendous influence over the Asian Countries. Most of the Asians had travelled to Nalanda and other universities to quench their thirst for knowledge. But
later on with the fall of the Hindu Empire, the Britishers succeeded in expanding their colonialism in India.

English proved to be a more effective means to spread Education, Christianity and the Western Culture. It enhanced political, social, economic and scientific progress. The highly educated leaders under the influence of Western Culture brought about social reformation and India got rid of orthodox views and evils of social customs.

Benjamin Lee Whorf established the relationship of the language with culture, society and the individual. It cannot be studied in isolation. According to him, “languages primarily reflect rather than create socio-cultural regularities in values and orientations”. There is a kin relationship between linguistics and culture, act and react with each other. There is direct connection between the structure of community and the language it speaks. Malinowski who had exercised a tremendous influence on the British Linguistics also observes the fact that, “Language is essentially rooted in the reality of the culture, the tribal life and customs of the people”.

ENGLISH LANGUAGE TEACHING IN INDIA: FROM THE SOCIOLINGUISTIC SPECTRUM:

One cannot deny the fact that language is a social phenomenon because language is not only about learning lexical items and grammatical features but it is also about the learning of language in social context. The learning environment is a very important aspect for a teacher to establish inside a classroom or school in which a learner is made comfortable in the learning environment and must be encouraged to develop skills of language. It will also help a learner to express language independently. They must be provided ample opportunities to express their thoughts, ideas, and experiences through language. There is always a purpose behind learning the language. Language does not only mean all about knowing lexical features and rules of grammar but also about fulfilling its concrete use in social context.

Linguistic features have an impact on each individual used in some or the other way when used in any context. It provides a structural analysis of a body of
language data. A linguist’s approach is scientific. A linguist’s approach deals with the substance of language in isolation from any sociological or psychological factors affecting its use. The school of linguistics focuses on the task of explanation of our language use. They have explored the process by which an individual acquires a language and uses it. They discover what is universal in language as they are interested in what general laws govern our acquisition of language. Apart from the learning of the mother-tongue they have concentrated their attention on foreign language learning. A Sociolinguistic component is connected with some non-linguistic features of the social context may be of the social setting, the speaker, the listener, the audience, the addressee and so on. The highly developed sociolinguistics indicators or markers not only have the social influence over age groups, social contexts but can also depend upon the care taken on speech and hence we have stylistic as well as social distribution. A set of linguistic rules is used to express meanings. English being a global language in a multilingual country, a variety of English teaching learning situations prevails depending on various factors.

ATTITUDE TOWARDS THE LANGUAGE TEACHING:

Brian Cambourne in his book “The Whole Story: Natural Learning and the Acquisition in the Classroom” (1988), compares the literacy teacher to a classical anthropologist, saying the following:

“………. The teacher becomes like a classical anthropologist. Like an anthropologist she alternates between participant observer, detached observer and collector of artifacts. At times she observes the ‘members of the tribe’ from a distance, recording her observations for later analysis, At other times she asks questions of various information about what they know and think and about the ways they produce the artifacts, all the time recording their responses. Her records become her store of knowledge. From this store of knowledge she tries to construct what reality is for the tribe and culture she’s observing. In the case of the teacher building a store of knowledge about literacy development, the reality she is trying to construct is how each one of her pupil’s knowledge and skill in literacy and all that it entails is changing and developing over time…..”
The 18th and the early 19th century attitude towards language was that of an organism. Language was supposed to follow the cycle like any human organism i.e., birth, growth and decay. This put stress upon the historical study of language and achieved the importance of the stable aspects of language. Since script marked a label of permanence to the language, learning a language had to be viewed as manipulating a code.

In the late 19th and the early 20th century the attitude towards language changed. There was tremendous change. The biological concept regarding language was changed into a world’s radio stations as well as scientific and technical periodicals. Especially, good reference books are written in English.

No doubt, English is used in India as a medium of instructions in schools, colleges and universities. But, it is also used in its administration. One must not forget that English is also the court language. The highly educated and position holders in the society love to talk in English.

Every classroom has students who are different from each other from many points of view. Each student belongs to a different social, economic and cultural background; each student has different strengths and weaknesses, different interest, different intellectual level, different ways of expressing themselves, different capacity of grasping knowledge. Teacher has to be aware of variation in her classroom. The teacher should know her students well. She needs to be a good observer in the actual classroom teaching.

**STATUS OF ENGLISH LANGUAGE IN INDIA:**

In India, teaching of English is more content-based rather than skill-based. This is the reason why the students lay behind in writing and speaking skills. The other skills like listening and reading are equally neglected. At the Secondary School level, the students learn how to write applications, letters to friends, essays and stories. It is only exam oriented because the students learn only to pass in the exam as they don’t consider the task of learning the second language seriously.
However, it is observed that the teaching of English at the primary and secondary level is more or less limited to grammar method, structural method or translation method because structures and vocabulary are taught on this basis. It is believed that this would help the students construct correct English sentences with the help of the structures learnt at the previous levels. It is a different scenario when the learner reaches at the higher level and are more exposed to learn literary texts in English language. Unfortunately it is seen that those students who have acquired formal English learning skills at school level often prove to be weak in using the language. They are unable to speak or have normal communication with correct English and pronunciation. There are several reasons behind it like social background, influence of mother tongue, lack of confidence, less efforts and lack of vocabulary and interest in learning the language. The same problems are faced by them when it comes to writing. To get through the final examination the students learn leave applications, stories, paragraphs, essays but many a times they forget after the examination. In college, a student has to learn how to write invitation letters, formal letters, informal letters, office orders, business letters, appointment letters, notices, telegrams, descriptions etc. There is a gap between what the students learnt in schools and colleges and what is required to be done in society while one is in service after completing education.

In India English was introduced two centuries ago by the East India Company for Trade and Commerce. Lord Macaulay in his famous minutes of 1835 proposed to produce through the medium of English Education, a class of persons “India in blood and color but English in tastes, in opinions, in morals and intellect”. English was soon introduced as a subject at all levels of education and it was the medium of instruction for all subjects at schools and colleges. Thus, English education gradually but surely acquired a supreme status by the 19th century replacing Persian and other Indian rivals. It also encouraged the growth of Nationalism and political institution, Sir William Bentinck supported Macaulay’s policy.

English as a foreign language has always occupied a unique position in the educational system in India and continues to be a major tool of international communication in the world today though it received a severe blow after independence. It received a hostile treatment not only at the hands of our political
leaders but also some scholars. After Independence, in India many controversial issues and problems regarding the place of the English language in the School, Colleges and University curricula were observed.

“Learning through the mother tongue is the most potent and comprehensive medium for the expression of the student’s entire personality”, was declared by the Secondary Education Commission 1956.

According to many political leaders and due to historical reasons, English had occupied a principal place in India. English rulers exploited the Indians and treated them as inferior masses, hence the Indians did not want to give importance to English language”. But in 1949, the importance of English in India was shown in the debates of Constituent Assembly, whereas Hindi was considered as a threat by South-Indians. It was seen as dominating power of North Indian over South. The most elite class of the society was in favour of English though others had fought for their country. The Schedule VIII of the Constitution included fourteen Indian languages but English was not included in it. English was declared to be an associate official language for fifteen years and Hindi as an official language of the Union. The leader of Hindi tried to bring pressure upon the people of India to adopt Hindi as the only official or national language but they failed. C. Rajagopalachari, believed that the concept of imposing Hindi on non-Hindi speaking Indians would harm the harmony of the country. Nehru, in his speech delivered on 7th August 1959 assured the people of the non-Hindi speaking areas that English would continue to be an alternative language.

In 1961, the Government of India proposed a three language formula which was reconstructed by the Kothari Commission (1964-66) in order to facilitate the same. The idea behind three languages formula was that among Hindi speaking people in the North Indian states, the other language from south, east or west India would be thought as the third language. Instead of the languages from one of these states people chose Sanskrit. West Bengal and Orissa are also listed in it. The people in South felt that it became compulsion for them to learn a North Indian language but it was not true in reversal situation. Majority of the people in the country were against the enthusiasm of the Hindi leaders. The efforts of both the South and the East were to emphasize the importance of English differently. i.e., Tamilnadu and Mizoram adopted two language formulas in their education pattern- Native language and English, while some states adopted English as official language.
After Independence, there prevailed a belief among some Indians that English should also quit India along with the Britishers. Because of the selfish motives of the Britishers in India, a deep sense of feeling was established that we must have our own national language. The relation and status between the ruled and rulers had been so widened that it cannot be forgotten. Therefore there was a strong controversy regarding placing English in system of education. Thus, the educationists and the policy makers felt the need to reorient educational policy matter. Due to this, there had been continuous change of decisions as to what status English should be placed. As such, English was the language for international communication. Some of the Indian education sectors were of the opinion that English should be removed or hand over to a lower place. On the other hand, some other states wanted to weaken the importance of the study of English. Some of the educationist believed that children’s talent could be easily brought out through the mother tongues rather than a foreign language. They thought that the use of English language as a medium of instruction would hinder the development of children and waste of time and energy.

Many political leaders in Gujarat were of the opinion that English language should have a subordinate position in India. Mahatama Gandhi was against educating the Indians in English because that would lose their respect for the nation. Maulana Azad and C. Rajgopalachari realized that this would create a special effect on education as well as governmental education because English had been the language of administration. Pt. Jawaharlal Nehru believed that the abolition of English would be a great setback for our future. English rulers exploited the Indians and treated them as inferior masses hence the Indians did not want to give importance to English language.

Due to imposition of English language by the British our patriotic feelings were hurt but gradually we began to realize the importance of English and its relevance to us. The Official language Committee states that “English is unquestionably the foremost medium of international communication ------- we in India happen to have a considerable measure of linguistic competence in the English language and it would be only foolish to throw away the advantage”. English language and literature has been the tool to arise curiosity among the Indian Renaissance thinkers and writers towards the Western learning. In the 19th century it brought about tremendous change in social and cultural aspects. It revitalized spiritual energy also.
With the demands and new developments in language and with the emergence of communicative approaches and proficiency in communicational skills the methods and approaches have been changed. Dr. Radhakrishnan had rightly said, “to reject English language would be the wanton assassination of a valuable source of world culture”. Hence due to historical reasons, English had occupied a principal place in India. The syllabi have been reframed or restructured but at the same time either the students or the teachers put fewer efforts in teaching learning process. As a result they fail to meet the need to use the language for functional purposes. To develop an ability amongst the students to understand and be understood in English within the context and constrains of particular situation is much rather than giving them theoretical or analytical knowledge.

After Independence, there was a strong controversy regarding placing English in system of education. Thus, the educationists and the policy makers felt the need to reorient educational policy matter. Due to this, there had been continuous change of decisions as to what status English should be placed. As such, English was the language for international communication.

Some of the Indian education sectors were of the opinion that English should be removed or hand over to a lower place. On the other hand, some other states wanted to weaken the importance of the study of English. Some educationist believed that children’s talent could be easily brought out through the mother tongues rather than a foreign language. They thought that the use of English language as a medium of instruction would hinder the development of children and waste time and energy.

The educationist and administrators were of the bitter opinion that English should not be taught as a compulsory subject because it is very difficult for those learners to learn foreign language who do not have adequate knowledge of their mother-tongue. If we abolish English language our nation will not keep pace with other countries. It is undeniable truth that English was considered as a matter of prestige in India even though the British left India before six decades.

English possesses one of the richest literatures in the world. “It is the medium of expression for a transcendental epic like Sir Aurobindo’s “Savitri”. English has
promoted international understanding, increased cultural exchanges and job opportunities all over the world. English has developed tremendous vocabulary and idiom because it has been used by a variety of people for various purposes. English vocabulary and idiom can express finest nuances of human thought and feeling. English language has borrowed freely from others and given freely to many of them. “Learning through the mother-tongue is the most potent and comprehensive medium for the expression of the students’ entire personality” was declared by the Secondary Education Commission.

**STATUS OF ENGLISH LANGUAGE IN GUJARAT:**

The state of Gujarat was a part of the Bombay State before 1960. In those days English was taught from standard V. The state government began to realize that the teaching of English in Gujarati medium was of no use. The qualified teachers were not available to serve the purpose. The government thought of introducing English from standard VIII so that less number of qualified teachers of English will be needed to teach English. The policy of the government to introduce English was not well accepted by the people because they wanted to have teaching of English from standard V. Private schools initiated to start teaching English from standard V at their own expenses without any grant.

The Government of Gujarat agreed to public demand and with an intention to teach English to their children, laid a policy to start teaching English from standard VI. The training programme for teachers to teach English efficiently was organized to develop their competency as qualified teachers. When the government changed, it declared English to be introduced as a voluntary subject at the primary level. Private secondary schools that had standards V, VI and VII continued with enthusiasm to teach English from standard V. They did not change their decision. The education department of the Government got a new syllabus framed for standard VI and VII for the schools to implement it and teach the text book that was prepared by the state. The syllabus was more or less similar that of standard VI and VII prepared by the Gujarat state school text book board. In Gujarat, English was a compulsory subject at the secondary level and integrated syllabus for standards VIII, IX and X was in implementation. As English was a voluntary subject at the primary level, there was no
running syllabus from standard V to X. There was repetition of the syllabus in standard V, VI and VII. Thus the learning of English for the students became uninteresting.

The educationists of the society expressed their desire to introduce two streams of English i.e., for those who start learning English from standard VIII and those who learn English at the primary level. The Government did not think it appropriate to introduce two streams of English as in that case the students who studied English from standard VIII will feel inferior to those students who studied from standard V. Hence, the state of Gujarat for standard VIII, IX and X produced textbooks of only one level. In Gujarat English has been made compulsory only for standard VIII and IX. The secondary schools encouraged the students not to study English in standard X so that their result is not spoiled by failing in English at the S.S.C examination held by the Gujarat State Secondary Examination Board. The students studied English as compulsory subjects in standard VIII and IX. The students who did not study English at S.S.C have to study in standard XI as a compulsory subject and in standard XII as a voluntary subject. These types of frequent changes deteriorated the level of education in English. In the age of globalization this issue needs to be treated seriously for the better future of the students.

V.K. Gokak has rightly said “Teaching of English is in a chaotic state today. Though English has been included in our curriculum as a second language or as a language of utility, there are still certain problems that need special attention. The educational system requires an appropriate syllabus to fulfil the needs of the modern learners”.

At present in Gujarat the parents have become aware about the significance of English in education so they prefer to enrol their children in English medium school. Moreover many colleges offer professional courses in English medium. The medium of instruction is English so they don’t want their children to suffer or feel inferior in studies because of the medium.
In order to develop a language skill among the young learners, special attention was focused on sounds, words and structures as elementary aspects of language learning. The English language has been recognized as the means of international communication so its importance should not be overlooked. The teacher should take meticulous care to give more exposure of the English language to the learners. In order to achieve this goal the learners need to be made more aware of the order of words, the form of words and the function of words.

**THE EDUCATION SYSTEM 10+2+3:**

A revolutionary change was brought about in the system of education from primary to university level when Kothari Commission laid emphasis on the consistency and harmony in implementation of the 10 + 2 + 3 education system in all the states of India.

During the Emergency Period (1975 – 1977), it was to plan to implement this system of education but the government of Janta Party was greatly against the enforcement of this plan on the ground that each state was free to frame its own education policy without any intervention by the Central government. Later on when the government of Congress Party succeeded the existent government, 10+2+3 education system was made compulsory but each state was free to frame out the syllabi by corresponding teachers to meet the present requirement of the state government accordingly.

According to this system in Science, Social Science, Aesthetic Art and Physical Education students who acquired education at least for ten years were expected to know how science and other subjects have their importance in their daily life. The ultimate aim of education was to bring the educational institutions and society closer to one another and thus set up a support between them.

One aspect of this new system of education that arrests our attention is that students were inspired to learn more by doing the work themselves than by cramming. Their burden to memorise was reduced to the minimum. So far as learning of English as a second language was concerned they were exposed to structural methods of
learning the language. As a result students learned by themselves the way in which they should use the words in the context or structural method without any strain and stress. They were not required to cram the rules of grammar for speech performance.

The semester system and internal test evaluation examination at a stipulated period of time would also result in the direct participation which they are exposed to. In order to make 10+2+3 education system a great success the suggestions mentioned below should be taken into consideration:

1. In order to translate 10+2+3 education system into action the syllabi should be framed in such a way that the learning process is useful in life in a more practical way.

2. In order to achieve the desired result of this new method of education the expert will have to find out how students of different classes can realise the importance of education in their life by turning their learning into doing something new.

3. Teachers also should be specially trained in such a way that they can properly guide students to meet the requirement of this new system of education. This will be the best way to bring a drastic change by setting up a new precedence of education.

4. The institutions of education should be more dynamic by evoking response from the parents and guardians of the students. If these institutions have full-fledged co operations from the parents, they themselves would start taking interest in their education and progress.

5. In order to retain the consistency and set up a link with 10+2 education system, universities will have to frame out new syllabus for degree courses (three years) in the respective subjects for the 10+2 successful candidates seeking admission in colleges for higher education.
NEED FOR REMEDIAL COURSE:

It has been generally observed that the most talented students of Gujarat cannot show their best performance in competitive examinations either written or oral only because of their not being proficient in the English language. Therefore, the candidates of other states are more proficient in English and are easily absorbed in the posts of higher category through such competitive examinations. Comparatively the candidates of Gujarat State who have not developed any aptitude for learning English lag behind. The reason is quite obvious that the educationists of Gujarat State have totally ignored the importance of English to keep pace with the advanced technology, commerce and industries. Here English is taught as a compulsory subject from the 5th standard.

An overwhelming majority of students go for higher education in colleges without English. Therefore, there arise the problems on behalf of these students who are deprived of the benefit of learning English for three years, say, from 10th to 12th standard. How this gulf can be bridged at the undergraduate level?

Many students spare a lot of time in doing their English home-work. This may affect their study of other subjects. This also creates a bias mind for this particular subject. The marks of English in 12th standard are not considered at the time of admission to higher study so they simply manage to pass somehow. Even in B. A. course of S.N.D.T. Women’s University, it was compulsory to pass in English but the marks are not counted in the aggregate result. Hence a systematic study is required to develop interest in this subject.

Teaching and Learning of English are the two processes and roles of a teacher and learner. There will always be a scope of making errors however efficient the learner might be and however good the teacher might be. Committing of errors on the part of the students is an undeniable fact. It is a very common phenomenon even though the student has studied the language for a year. Sometimes teacher becomes frustrated when she finds that desired goals are not achieved at the end of the class or the learners have not been able to learn what they had taught them for such a long time. There are many reasons for students committing errors. It also depends upon
normal human behaviour of students and teachers besides the syllabus, teaching material, teaching methodology and class-room environment. Here, is the role of a teacher to provide remedies because the learner will continue to make errors. Once the weakness of the student is found or the area of error has been spotted, it becomes easier for a teacher to design remedial activities, exercises, stimulation so as to motivate the students and develop interest in learning. The teacher also needs to analyse the errors of the students and see how frequently they commit the error in the same grammatical area. The effective teaching should be planned in order to reduce the frequency of error by giving more and more exposure to the language. The cause of error will help the teacher to carry out remedial activities and deal with the situation.

“Remedial Teaching” is one of the most important concepts in the process of language learning and teaching situation. The term “remedial teaching” stands for teaching as remedy (removing the errors of the learners: curing the weaknesses of the learners). Remedial teaching can prove to be beneficial in teaching second language to the learners of India because they are very weak in English Language. The learners are very careless towards their ‘mistakes’ or ‘errors’. They completely ignore them or show no interest in improving them; in some situation the teachers are also not competent enough in teaching. A remedial course is based on error analysis. The purpose of remedial teaching is to draw the attention of the learners towards their errors and correct them. Thus their errors are reduced to some extent by showing the causes of errors and giving them practice in sentence patterns and writing. Perhaps it becomes difficult for a teacher to check errors of the learners at the time of teaching so remedial teaching is required and must for them.

Remedial teaching and materials have to be planned strategically so that it enables the learners to overcome the difficulties that they come across in using English in different skills. The target of any language teacher in the language classroom has been to get the learners to learn the target language and use it effectively.
STUDENTS OF F.Y.B.A. AT S.N.D.T. WOMEN’S UNIVERSITY:

The syllabus of compulsory English at F.Y.B.A. affiliated to S.N.D.T. Women’s University is different from other Universities. The design for (admission) selecting the principal, subsidiary and compulsory subjects are equally different from other colleges affiliated to various universities. Most of the learners fear to offer English as a compulsory subject or maybe they wish to offer compulsory English but they do not have confidence in themselves because they have not learnt English in school from STD X to XII. This is the most pitiable plight of our learners in Gujarat. The learners who have not studied English for three years are compelled to offer English at the college level. Hence, it becomes very difficult to bridge the gap of these three years because the learners did not learn English at the higher level because it was an optional subject.

So far as Gujarat University is concerned the learners were divided into two categories- the learners who offered English as an optional subject and the others who passed their standard XII without English. Accordingly, ‘A’ stream or ‘B’ stream; higher level or lower level is introduced for them. The syllabus for both the streams and levels is different depending upon the abilities of the learners. In spite of this, the learners who are average or weak mainly find it difficult to learn compulsory English for three years. They cannot cope themselves with lower level English. The reason is quite obvious.

There are some learners in the college who are unable to read or write the simplest sentences. They cannot write correct spelling of their full name or fill up the admission form correctly. It becomes difficult for the learners and the teachers to deal with the situation at the initial stage. The learners fail to get good marks in internal and external examinations.

The learners who have studied English till XII are free to offer Compulsory English and the learners who did not have English till XII have to offer Hindi as compulsory subject. The F.Y.B.A. and S.Y.B.A students in Compulsory English have five lectures and one tutorial per week. The T.Y.B.A. students in Compulsory have four lectures and two tutorials per week. The students who offer English as their
Principal subject do not fare well in their studies. They are forced by their parents to offer principal English because there is demand for this language. To such students, this type of learning seems to be boring and burdensome.

The students have to study a collection of short stories i.e., Yuva Katha, A Basic Course in Written English and Writing Skills by Shirin Kudchekar. There are many grammatical items to be learned in different forms of writing. They have to learn to write a paragraph on a given topic, note, messages, letters, and essays, arrange the sentences in order. No doubt, the syllabus is good but the students who have not learnt English for three years find it hard. There are average learners who are ambitious to learn, to speak and write English well. There are poor learners who feel inferior in the class though they may be doing well in the other subjects. The teacher is one in a class room who has to deal with various groups of students with different interest and needs.

The students who offer Principal English are also not much competent in English. They have to study poems and novels in which they are supposed to do critical appreciation of the poem and thematic study of the novel covering all literary aspects. Due to lack of command over English, vocabulary and poor expressions, they fail to learn it properly. The second paper of Principal English is purely based on Language and Communication. It is a study on classification of grammatical items, figures of speech of a poem, play or a novel. The students cannot do justice to these papers, if they are not able to understand and comprehend. When they come to college, they take their studies very lightly. The students face lot of problems and cannot complete the work assigned by teachers in the class. They either fail or get fewer marks in internal tests or examination. They feel frustrated and hence tend to give up the idea of doing B.A. with English and wish to do B.A. with Gujarati or Hindi.

Our education system is not very effective. It is examination- oriented. The students study from examination point of view. The teachers are concerned with completion of the syllabus. There are very few teachers who pay attention to each and every individual student in the class- room and see whether they understood or developed ability to use English in their day-to-day life situation.
Keeping the above facts in view, learners should be made to know the language in a communicative context first and then they should be taught how the grammar affects the language behaviour. Let them feel and experience the language with structural patterns and then switch over to the grammar as experience precedes concept.

Today, English is a means of global communication. English, though a foreign language, has always occupied a unique position in the educational system in India. Though it received a great setback after Independence, it continues to be a major language. Earlier, English as a language was considered to be a status symbol but now it has become a necessity for us. Thus English has spread throughout the world. The predominant role of English in medicine, science, technology and literature has been accepted all over the world. Even in countries like Japan, Russia and China English has its own position. English is the first language in USA, UK, Australia and New Zealand. It is a second language in France, Russia Commonwealth countries. English is used for various purposes like business communication, journalism, academic conferences, day-to-day communication, advertisement, as a medium of instruction in schools and colleges, mass media communication, even as a solid tool for literary expression.

With the ever growing need and desire to learn the English language, and advancement of technology during the last few decades, the perception and scenario of English Language Teaching in India has changed tremendously. To acquire the skills of learning English is seen in students as well as parents because it provides opportunity and opens new prospects for higher education and their future endeavor. The teaching of any language is determined by the aims for which it is being taught.

**ENGLISH - A LIBRARY LANGUAGE:**

A report of the Education Commission 1966 says: “A student who completes first year degree course should have command over English, capable to communicate and express himself with ease and fluency. Hence, it should be made compulsory right from the school to study English as a language. English should be considered as the ‘library language’.
The graduate students and scholars need to consult libraries for higher education and knowledge. English is considered as a path towards the storehouse of knowledge. The Radha Krishnan Commission in 1984 recommended that to keep ourselves abreast with the expanding and ever-growing knowledge English should be studied in high schools and universities. It aims to enable the learners attain knowledge that is not available in the mother tongue or regional language. The learners of India will have to use English at a later stage to get information in the field of science, commerce, economics, technology and literature. There is majority of works that have been translated into English. Thus English is also the major international language of literature and printed information.

English plays an important role in higher education. In fact, to maintain the standard of education and achieve higher education, we shall have to retain English as a Library Language. Thus English as library language is also very important in higher education. English is being learnt and used all over the world. Emphasizing the importance of knowledge of English, The Radha Krishnan University Education Commission observed, “English 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 ever growing knowledge”.

From the above statement it becomes clear that scientific discoveries can be brought to our country only through English. In fact, good reference books are found in English especially in Science subjects also. It is possible only through adequate knowledge of English that the revolutionary changes can be brought in various fields like agriculture, medicines, industry, transport etc.

The Kothari Commission has said that no student is considered to have qualified for a degree unless he has acquired a reasonable proficiency in English. The Kothari Commission (1966) maintained that, “while the goal is to adopt the regional languages as media of education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important “library language” would play a vital role in higher education.
The implications of English as a library language are in two main folds: (I) All teachers in higher education should be able to teach in the regional as well as in English. Hence, they should be bilingual, (II) It is must that post-graduate students should be competent enough to understand the lectures and use reading material in the regional language and English as well.

Looking to the above facts, it is essential that emphasis should be laid on all the four skills (i.e., listening, speaking, reading and writing) while learning English. Learning English only for reading purposes can be learnt through speech. A reader will be unable to grasp the thought and spirit of foreign languages unless he gains command over language orally. To create the ability of comprehending writings it is necessary to teach English as a language of comprehension. The teacher should help a learner to understand the basic grammar, structure of language and enrich vocabulary in order to comprehend English.

**LANGUAGE ACQUISITION:**

Psychologists are a recent branch of linguistics developed in the sixties. It studies the psychological processes connected with the acquisition and use of language. Its most important area of investigation has been language acquisition by children. Language acquisition is the process whereby children achieve a fluent control of their native language. Normal children master most of the structures of their language by the age of five or six. Children imitate the language used by the people around them. But psychologists argue that imitation is not enough in acquiring language. It is not merely by mechanical repetition that children acquire language. They also acquire it by natural exposure. Both nature and nurture influence the acquisition of language in children. David Crystal in his book “Linguistics” points out the fact that certain features of the language competence are present in the brain of a child right from the beginning. “Child’s brain contains certain innate characteristics which ‘pre-structure’ it in the direction of language learning. To enable these innate features to develop into adult competence, the child must be exposed to human language. It must be stimulated in order to respond.”
Behaviorism is concerned with utterances that make. Behaviorists study under which conditions utterances are made. Learning language is controlled by the conditions under which it takes place. Variations will occur in learning ability according to learning experience. Every utterance and every part of it is produced as the result of the presence of some kind of ‘stimuli. It elicits response. Behaviorist teaching whether in classroom or language laboratory or at home relies more on analogy than on the rules for teaching the structure of the language. Behaviorist teaching discourages the learner to construct sentences according to previously learned set of rules because it may hinder the instinctive production of language. Traditional method of teaching does not resemble the ‘natural’ learning process. In behaviorist method of teaching the child attempts to construct new forms on the analogy of the forms of language that he has already acquired be habit. When he is exposed to the language he comes to recognize and operate the structure of the language in an unconscious way. New response can be evoked from the learner not by giving rules to the child, but by arranging each drill repetition. The learner constructs his new response from his previous response. The child will acquire exactly the same grammatical structure from the response of the drill to which he is constantly being exposed. With enough reinforced repetition of the structure the ‘rule’ will be acquired in an unconscious way. It will be more conducive to spontaneous language use. Recognition of structures in speech is an essential aspect of learning a second language.

According to Rivers, “Foreign –language learning is basically a mechanical process of habit formation.” To Nelson Brooks: “………language learning is concerned with the formation and performance of habits”. Thus language learning can be carried out without the conscious use of one’s cognitive process.

In the present study to make the learners to use a second language an attempt has been made to teach language in a natural way by providing ample opportunity to interact in a classroom.

The empiricist behaviorists say that all knowledge derives from experience. They believe that child’s mind is like blank-sheet of paper. Learning a language is a process of getting linguistic habits printed on this blank-sheet of paper. Language
acquisition is the result of stimulus response activities. Imitation, repetition, memorization, reward, reinforcement facilitate this process of language acquisition. According to John Locke the best way to learn English or a second language is the oral approach. English should be “talked into “with any native child who is not English in a perfectly natural way. He further says language to be learnt is not made by rules or art, but by practice and its common use of the people. The habit of learning English can be formed from those who regularly speak English.

The acquisition of comprehension abilities is different from the acquisition of production abilities. In spite of these differences, there is a close relationship between the acquisition of comprehension abilities and that of the production abilities. At about eight to ten months the infant’s production of speech like sounds begins to shift from babbling to true speech production. He begins to communicate something rather than just producing sounds. The child is now using sounds in a regular and systematic way. When language production begins a child says his first word. His ability to conceptualize objects begins. He hears the sounds and is able to produce them systematically related to objects and events in his environment. He realizes the sounds of language that can refer to objects and events.

Over the next few months the frequency of babbling diminishes markedly and the number and variety of recognizable utterances increases. These utterances are generally short and most often correspond to the words of the adult language in abbreviated form. Thus giraffe is likely to come out as ‘raffe and elephant may be e’phant.

The early utterances of a child, the word, would be classified as a noun if used by an adult. Children quickly develop “names” for things that they encounter- things to eat and drink, animals, clothes, toys, people, etc.

Generally, the child’s early vocabulary also includes a few words related to actions. When the child wants to be lifted up he simply uses the word ‘up’. Thus the child often uses the words such as bye…bye, up, and put, out, which are not verbs to describe actions.
ACQUISITION BARRIERS:

In India most people attempt to learn another language during their teenage or adult years, in a few hours each week of school time with a lot of engagement in other activities done in vernacular. In advanced age adults’ tongues get stiff from pronouncing English words so naturally they cannot cope with the new sounds of second language. There is fundamental difference between acquisition and learning. Acquisition means using language as a native tongue. It refers to the gradual development of ability in using it naturally in communicative situations. The term ‘learning’ however, applies to a conscious process of accumulating knowledge of vocabulary and grammar of a second language. Those learners whose second language experience is a primary a learning one fails to develop the proficiency. However, even in ideal acquisition situations, very few learners seem to reach native-like proficiency in using a second language. In order to learn second language the learners should be exposed to the English speaking community or sources like radio news, television news in English constantly and they must be made to use it frequently. The language learning should be the sole medium of communication in any environment.

ENGLISH -LINK LANGUAGE:

India is a multilingual country where Indian constitution has recommended more than 15 languages. In India, according to census more than 389 languages or dialects are spoken. No doubt Hindi is the National language for inter-state links. In today’s age of globalization no country can afford to remain aloof. Every nation needs to be connected politically, economically, culturally with the rest of the world. It helps us to remain in contact for international business and western culture. In fact, English can be used to communicate with other cultures besides with members of English speaking community.

THE TEACHING OF GRAMMAR:

The theory of language consisting of organization of words into sentences is known as Grammar. When English Grammar began to be written first in England
authors followed the order of topics traditional in Latin Grammar and rules of correct usage were framed on the basis of Latin syntax. The famous grammar of Lindley Murray appeared in 1795 which set the standards for school books in Grammar. It aimed at teaching ‘the art of speaking and writing the English language with perfection to write or speak properly’.

Apart from spoken English taught to the students, equal emphasis should be laid on writing practice. As a matter of fact, the teacher constantly uses the blackboard as a teaching aid and learners are gradually habituated to visualizing the written words when they are said to read them. Thus writing proves to be an effective teaching device.

Every language has its own grammatical nouns. Grammar is a study of characteristics and specialization of a language. The aim of Grammar is to establish the rules and principles which are to be followed by the speakers and writers. Grammar is a major component of language which establishes the relationship between words. A language is constituted in a meaning arrangement of words and sentences by its Grammar.

Dr. Sweet defined Grammar as ‘the practical analysis of a language, its anatomy’. It presents the facts of a language under certain categories and deals only what can be brought under general laws and stated in the form of general rules.

The teaching of Grammar has been a complex process. There are many who are in favor of its teaching and there are equally many critics who are against of any grammar teaching in schools. There are various views of how much and what kind of grammar should be taught. Modern researchers in linguistics and language teaching truly believe that actual sense of the language is required to understand, speak or read English. No specific grammar training is required in teaching different aspects of language. In short, Grammar is not a separate subject but it is an important component of the English course.

In order to develop a language skill among the young learners special attention was focused on sounds, words and structures as elementary aspects of
language learning. The English language has been recognized as the means of international communication so its importance should not be overlooked. Teacher should take a meticulous care to give more exposure of the English language to the learners. In order to achieve this goal the learners need to be made more aware of the order of words, the form of words and the function of words. That is why C. S. Bhandari, a language expert at English Language Teaching Institute, Allahabad reiterates “The grammar that is to be taught, therefore, should be one that describes the functioning of language and not one that lays down the rigid rules about its behaviour and use”

In order to understand this fact in its real perspective from ‘The Active English’ published by the Oxford University Press would be sufficient to prove that how the living English is dynamic.

1. The girl is happy. (Use not as --- as and rewrite)
   1a. the girl is not as happy as her brother.

   This is the evidence of the modern use recognized in the language. The traditional grammar emphasized the point that there should be ‘not so --- as’ e.g., “The girl is not so happy as her brother”. Here we notice that the old grammatical rule is not rigidly followed.

   Keeping the above facts in view, learners should be made to know the language in a situational context first and then they should be taught how the grammar affects the language behaviour. Let them feel and experience the language with structural patterns and then switch over to the grammar as experience precedes concept.

**GRAMMAR POSSESSES THREE DIFFERENT MEANINGS:**

First of all, it is through grammar the larger meanings are conveyed by organizing or arranging the words. Secondly, the area of linguistic science is closely related with the description and analysis of formal language patterns thirdly, grammar can be identified as linguistic etiquette-
OBJECTIVES OF TEACHING GRAMMAR

To know the structures of English Language

To enable the learners to construct the right formal language patterns

To broaden their mental insight of reasoning and correct observation

To develop a scientific outlook amongst the learners

To teach grammar as a rule-controlled etiquette

TYPES OF GRAMMAR

Perspective Grammar (Theoretical Grammar)
It is the traditional grammar that emphasizes on rules and forms

Descriptive Grammar (Functional Grammar)
It’s focus is on the functional side of the language

Structural Grammar
It is taught through structure of sentences
METHODS OF TEACHING GRAMMAR

Language teachers have a number of English Language teaching methods and approaches. Our traditional methods and approaches of teaching simply help the students to develop their ability to frame correct sentences. The investigator’s aim is not only to develop the skill to construct correct sentences but also the use of language in communication. No doubt, this ability enables the students to write or speak in English competently only if they make use of these sentences in different situation and context at different levels in their social or peer groups. In fact the students are unable to perform a simple communicative task because they don’t try to use the acquired knowledge of grammar in practical life. They may be structurally competent but unfortunately communicatively not competent. In this context, D. Hymes (1971) rightly argues; “there are rules of ‘use’ without which the rules of grammar would be useless” (K. Johnson and K. Morrow, 1981).

Along with the knowledge of Grammar, communicative task is to be performed. They should get opportunities and exposure to use the language in speaking and writing through methods like Role-play, Debate, Group discussion, Question / Answers, Assignments etc. Their reading and writing skills need to be developed by bringing awareness in them. They have to put conscious efforts on this area. Our students mostly fail to communicate or express their ideas, thoughts and feelings because of lack of practice.

MEANING AND DEFINITION OF REMEDIAL TEACHING:

Teaching and learning of English are the two ways that largely depend on the teacher and learner as well. There will always be the chances of students making
errors and scope for correcting them however good the teaching will be. Many teachers feel exhausted at the end of the day at the performance of the students. The students are unable to reproduce what they had learnt. The result or performance of the student generally in Formal education pattern is judged by her result rather than her skill in using the language correctly.

F.L.Billows* in his book, Remedial Exercises writes: ‘Remedial teaching is a morale-building and an interest-building enterprise for the students’. The remedial teaching is followed after actual classroom teaching. The diagnostic tests are used to identify the difficulties of the students in learning English language. The causes of learning difficulties are identified which are prepared on various aspects of language of English. Remedial work proves to be a rewarding exercise if it is properly organized. Remedial teaching is a continuous process for the teachers and learners as well.

**REMEDIAL TEACHING:**

There are many causes of mistakes and errors while the students are learning a second language in a large class where individual attention is hardly possible. The performance and achievements differ from student to student due to mix group of students. There are slow learners who need special techniques of teaching. And there are bright students in the same class who learn, understand and respond much faster. We have to consider the home background, parental attention or their negligence, India’s sociological background is also responsible for the quality of learning. We have also to take into account the kind of efforts that the teachers put to teach the second language. Teaching a second language is a dynamic process as it is not static.

Many students fail in English as one pursues for higher studies in college and university because English is an important language, certainly in the field of science, technology, trade, commerce. The students from any other medium face more and more difficulties as they have to understand and use a lot of English in their careers. The students continue making errors in such situation but it is the teacher’s responsibility to provide remedies. Remedial Teaching has to be planned carefully

after understanding the error in the verb form, preposition, articles or any other grammatical item. Once the error has been spotted, various activities like discussion, role play, group discussion, stimulation etc can be designed as a part of Remedial teaching.

Pit Corder has classified mistakes and errors. Slips are committed due to carelessness or fatigue need to be corrected carefully. Mistakes in spoken English may be divided into different heads i.e., (a) Lack of confidence and fluency in speaking. (b) Influence of the mother tongue on the use of English. (c) Errors of pronunciation, stress and intonation. (d) Errors of structures, phrases, flat expression. (e) Lack of vocabulary. (f) Incomplete or wrong answers. “Systematically analyzing errors made by language learners make it possible to determine areas that need reinforcement in teaching” (Corder, 1974). According to Corder (1967) errors were treated as a problem that should be abolished as early as possible. In fact, errors are now looked upon as a tool that enables the learners in the learning process. The errors can be regarded as device for researchers to do research work and know the level of learners. The learners’ errors are sometimes beyond their control and conscious efforts. The error analysis is a kind of linguistic analysis that highlights the errors the learners make. Error analysis is very important for learners and teachers.

As per the observation of Yoakam L. A. and Simpson R. G.* regarding remedial teaching we find the meaning of remedial teaching in their words as: “Remedial teaching is actually old, since good teachers from time immemorial have always tried to correct the errors in children’s reading and set them on the right track. The new remedial teaching has received a stimulus from the testing movement however it has been given a name borrowed from the medical profession. It has for its purpose the development of effective techniques for the correction of errors in all types of learning. As yet, it has been more effectively used in the skill subjects than in the social studies. This is probably because the errors in learning may be more easily detected in the former than in the later.”