CHAPTER - I
INTRODUCTION
CHAPTER - I

INTRODUCTION

1.1 Education
1.2 Language
1.3 Language Acquisition
1.4 Importance of English
1.5 General problems of Indian speakers of English
1.6 Multilingualism in India
1.7 Indian Muslims and Language Dilemma
1.8 Place of English in present curriculum in India
1.9 Research Questions
1.10 Need and Importance of the Study
1.11 Statement of the Problem
1.12 Definitions
1.13 Objectives
1.14 Hypotheses
1.15 Variables
1.16 Assumptions
1.17 Scope
1.18 Limitations
1.19 Delimitations
1.20 Significance of the Study
CHAPTER - I
INTRODUCTION

1.1 Education:

Education plays a very important role in every society as it offers the specific and skilled manpower to serve various functions in the society. Education is the crucial social factor that initiates the progress of social, economical, and cultural development of the communities. Education helps the society to preserve and to progress. Education has a progressive function as reconstructing new experiences, unfolding new dimensions of knowledge, developing new capacities in the individual and furthering civilization and culture. (Shukla (2008) pp 38-39) Education helps a person to grow, to develop and to be successful in his life. Education enables the person to bring out the best what already exists in him/her. Education according to Swami Vivekanand is the best means for the development of the inner man. It is also the means for making Mankind arise out of his poverty and helplessness. (Bhatia (1983) p.143)

1.2 Language:

Language is a system for the expression of thoughts, feelings, etc. by using spoken sounds and conventional symbols. We cannot imagine the society without language. Human language is flexible, full of variety, non-instinctive and it is acquired rather than inherited.

According to Block B. and Trager G.L., “A language is a system of arbitrary vocal symbols by means of which a social group co-operates.” (Methodology of Teaching English – Paper I, The ICFAI University, (2003), pp 2-3)

Language helps to keep the community together and develops its culture through that language. Language is species-specific. The learning of a mother tongue is always easy as we are not aware of the process of learning. Learning of any second language is a bit difficult for a learner as one has to put in additional efforts to acquire that language.
1.3 Language Acquisition:

Language unmistakably has played a major role in the evolution of human civilization. Language is an essential requirement of the society. Language is an acquired skill so language learning is related to the formation of a set of certain habits. When a language is being acquired in a formal set up, as a second language, it becomes necessary to consider the principles of language learning and factors affecting language learning. Learning a second or foreign language is known as language education. For Urdu medium students, principle of habit formation and principle of practice become main factor in learning English as a second language. Their mother tongue or the language they use at home is not pure Urdu. In schools they learn all subjects, reading and writing in Urdu. This leads certain habits of reading and speaking which affects their acquisition of English writing and speaking which has entirely different pattern of writing and pronunciation. These students rarely get chance of speaking English or practicing English at home. Several social, religious, economical factors are responsible for this conditions of Muslims.

Psychological and sociological factors also affect language learning. If there is no proper motivation, learning takes more time. The readiness of learners of a new language also depends much on environmental opportunities and facilities where the students of Urdu medium may lag behind.

In learning of second language, if parents could reinforce the efforts of students to practice it at home, it will be more fruitful. This is the factor where Muslim parents whose wards are taking education in Urdu medium fall short due to their socio-economic and educational status with some exceptions.

1.4 Importance of English:

English enjoys a place of global language because of its use in business, sports, science and almost every field of life. Lord Macaulay’s recommendations made English an official and educational language of India. English is used for administrative purpose, legal purpose, for trade and commerce. English proves to be an important factor in social life of our country. English is a unifying force and a unifying factor in the interstate and international social life. English is link language in India. It has been rightly marked by Pt. Jawaharlal Nehru that English is our major
window on the modern world. (Sharma, (2008) p.9). If we shut this window to the modern world we will be isolated from the world and the knowledge of the modern world. English language has been crucially woven in our education system also. English provides us the knowledge and information related to all the fields and aspects of higher education. According to Kothari commission. “No student will be considered to have qualified for a degree unless he has acquired a reasonable proficiency in English (or in some other library language).” (Sharma, (2008) p.10)

English is the key to the storehouse of knowledge on International level and a password for global employment. It is becoming language of opportunities. English is the lingua franca of the world.

English, being a very important language, is a compulsory subject in the schools of all mediums till +2 level. The Indian Education Commission of 1966 also recognized the importance of English in this statement, “English should be the most useful library language in higher education.” Due to globalization, the importance of English is increasing day by day. The competency in English is very essential to survive in this world of competition. It should be studied with proper care and attention.

Now a days speaking English is gaining immense importance. It is a clear urgent requirement in the minds of millions and there in lies a challenge and an opportunity. Spoken English is used both for formal and informal oral communication. Speaking is an active skill which enables the person to communicate his/her thoughts or feelings with all its shades. Speaking actively engaged a person with another person or a group of persons. As far as spoken English is concerned, it performs all the above mentioned functions. It brings together two different people of different languages while acting as a link language. In a multilingual country like India, it serves this purpose very well. Spoken English opens doors of better education worldwide. It enables a person to get global employment. Even a person living in a remote corner of any country can go worldwide for better career and better life standard with the help of his abilities in spoken English. Spoken English, irrespective of educational qualifications, can give bread and butter to any person.

English is spoken by more people than any other language. It is a native language of more than 350 million people worldwide. Most of the newspapers, radio
and television broadcasting, telephonic communication are in English language. 75% of emails are in English. English is the international language of diplomacy, business, science and technology, banking, computing, medicine, aviation, tourism, etc.

English, as a language of communication, basically includes four skills i.e. Listening-Speaking-Reading-Writing (L-S-R-W). Language is verbal as it primarily relates to the ability to understand and speak the language. It is oral foundation of the language. The development of other skills like reading and writing is comparatively easy. Speaking and listening are two sides of the same coin and development of these aural-oral skills is very necessary in teaching of any language. In teaching of second language, the learners should be deliberately exposed to the listening material. This helps them to pick up the language, comprehend it and finally produce the desirable responses. (ICFIA 2003 p.55)

English is a global language and you cannot escape speaking English. Without the ability to speak in English one may develop low confidence leading towards avoiding interaction with English speaking people. It has become necessary to survive in the modern age where right from getting admission in nursery to getting admission in college, to facing an interview everywhere English is a predominant language.

In the last few years employment opportunities are becoming global and the importance of English has increased manifold. The importance of spoken English is even more because there are many cases where one knows his subject well but fails to communicate it properly. The practice of spoken English, therefore is quite essential. Learning English in a country where it is not a native language, opens a number of opportunities for the individual. In today’s corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. If one’s spoken English is poor, he or she can not achieve the desired success. Those who can speak good English will probably usurp the ideas and get the credit for all the hard work.

1.5 General problems of Indian speakers of English:

Indian speakers of English face the difficulties in speaking English fluently. Influence of mother tongue is main factor in this. Regional languages may have some sounds which are not found in English or vice a versa which hampers interest in
English speaking as a regional speaker finds it difficult to pronounce those sounds. Dissimilar grammatical patterns of English and related regional languages also create confusion for new learners. They also face problems of poor vocabulary, poor listening facility which is essential for good speaking, family’s low educational background, educational system without much focus on speaking skill and no provision of separate English speaking classes in schools.

Speaking is very important and fundamental mode of communication in human society. Speaking is communicating ideas/thoughts/feelings etc. Speaking well has a dramatic effect on the professional and private life of an individual. Speaking, if well concentrated, can provide a good base for the development of the reading and writing skills.

Reading is a complex skill which includes a number of simultaneous activities. Reading helps to develop the feel and get an insight into the language. Reading helps to understand all registers and to build communicative competence.

Writing is a skill which has to be developed and it is not something that comes naturally to humans like speaking. Writing is a systematic process involving presentation of idea in a precise manner. Speaking and reading provide a firm base for writing. Writing aims at clear and specific communication.

In schools students learn English for language acquisition. They are made familiar with the basic four skills of English language and assisted in acquiring English as a language for practical utility.

1.6 Multilingualism in India:

India is a multilingual country. We have official languages of different states, various regional languages, dialects, slangs, Hindi as our national language and above all English as a need of today’s times. English came to India with British people and remained here after independence also. Hindi is a national language but we do not find 100% acceptance for Hindi as a national language. Due to some reasons, southern states in India are still reluctant to use Hindi. In India 22 languages are constitutionally recognised and several other languages exist without official status as dialects and slangs.
In Maharashtra, Marathi is a regional language and language of state. Hindi is used as national language and English works as link language and language of utility. In education system of Maharashtra, English mediums use English as a first language and vernacular mediums use English as 2nd or 3rd language. Majority schools in Maharashtra are Marathi medium schools and students find it easy to learn in these schools as it is their mother tongue but the case of Urdu medium students is little different. Urdu medium students find difficult to adopt Marathi as it is not their mother tongue though it is regional language of Maharashtra. Similarly they find English very difficult due to the reasons like lack of exposure, fear of English, etc.

1.7 Indian Muslims and Language Dilemma:

Urdu medium students are Muslim students who are demographically considered as minorities in India. Problem of education of Muslims is multi dimensional and very hard nut to crack. One of the important problems of education of Muslims is medium of instruction. It is very necessary to ascertain the attitude of Muslims towards education. The students of Urdu Medium schools face many difficulties in getting through examinations and acquiring the basic skills of learning English as a language of communication.

There is a widely acclaimed notion among Muslims that learning of Urdu is necessary for preserving the cultural and religious identity of the Muslims. This forces Indian Muslims to take education through Urdu medium. Urdu, as a medium of instruction, may restrict opportunities of higher education. Outlets of higher education in Urdu medium are not adequately available. Inspite of living in various regions of India, all Indian Muslims think that their mother tongue is Urdu which is not a reality. Urdu can not be anywhere linked with religion. Urdu is, just like other languages, one of the popular Indian languages. Few areas in India are Urdu speaking areas so their regional language and mother tongue can be Urdu and they can easily take education in Urdu medium. For them, employment opportunities are also available in the same Urdu speaking province. It is not a problem for such people. For other people like Muslims in Maharashtra, it can create a problem regarding higher education and employment. For these people it is the mindset that needs a 360 degree change which seems very hard. Education given in the schools where Urdu is the medium of
instruction in non-Urdu belts of India is not enough for giving opportunities of higher education. If such children select vernacular or English medium for higher education, they face problems of confidence and adjustment and the result is known to all i.e. drop outs. This is the basic reason why Urdu medium students should be given training in spoken English which can increase their chances of higher education and employment.

Among Muslims, nearly 33% in rural and 49% in urban areas are learning in Urdu language while two-third in rural areas get instruction in Marathi language. Attendance in English language classes is much less among Muslims community in both rural and urban areas. (Report of Maharashtra State Minority Commission, Government of Maharashtra. (March 2013) p.36)

The Sachar Committee Report (2006) stated that pre-school education means a facilitation process for children which is thus absent for the Muslim children who opt for Urdu medium and thus lack of it affects their preparedness for schooling. It further stated that the students completing primary education in the Urdu medium are faced with a problem in pursuing higher education as there are only few secondary and higher secondary education institutions in the Urdu medium. This means that any child who wishes to continue his/her education beyond class five has to access the Hindi/English/regional medium school. Not being well conversant in these languages of the state schools, the performance of the Urdu medium students is adversely affected. This makes it difficult for many to continue in school. Those who continue, do have to face repeated failure and the likelihood of their dropping from the school becomes higher.

It has to be noted that the future of the Urdu medium instruction at the secondary level and beyond may be counter productive. Absence of good books and the employability of the students studying through Urdu medium would create more problems than it would solve. (Alam Md. Afroz, (2012), pp.383-387)

Though this is the state of Urdu medium instruction in India and specially in Maharashtra, Urdu being a language, is very rich. Urdu is an official language of six Indian states and one of the 22 scheduled languages in the constitution of India. In India it is the language of daily communication where large Muslim population resides. India has more than 3000 Urdu publications including 405 daily newspapers.
Urdu has a status of official language in Uttar Pradesh, Bihar, Andhra Pradesh, Jammu & Kashmir and the national capital Delhi. Urdu has great literary tradition of fiction, non-fiction and poetry i.e. Shayari for 300 years. (en.wikipedia.org/wiki/urdu Retrieved on 18th may, 2014)

First education minister of free India, Maulana Azad never opposed English language for education. He knew the importance of English as a language for unity, prosperity and international acknowledgement. Azad stated language formula in a balanced manner. He accepted multilingual status of India and stated that people should give equal treatment to all languages. (बकील, (2005) pp.272-273) (बकील, अलीम (२००५) मौलाना आजादः धार्मिक आणि राजकीय विचार, प्रतिमा प्रकाशन, पुणे)

Sir Sayyed Ahmad Khan, when asked about educating Muslims in India, said, “Vernacular education is no more regarded as sufficient for our daily affairs of life. It is only of use for us in our private and domestic affairs. It is English education which is urgently needed by the country and by the people in their daily life”. (Guha (2010) pp 59-60)

Here is stressed importance of learning English to be fit for the practical world of competition.

Both these leaders of Muslim community stated need of taking education in English. Today at least we can implement some programmes to equip Urdu medium students in acquiring fluency in English language which will take them in mainstream of social progress.

1.8 Place of English in present curriculum in India:

English was adopted as the Associate Official Language by an Act of Parliament in 1963. The position given to English in the School curriculum was laid down by the Kothari Commission (1964-1966). The school syllabi in most of the Indian states, have been framed, based on the recommendations of the Kothari commission. Now a days, mostly English has to be taught as a language of comprehension rather than literary language. (Choudhury (2013) p. 15) At present in India English is taught as 1st language and 2nd or 3rd language. It is taught as language of practical utility and as library language mostly for comprehension. State to state
there is a variety regarding beginning of teaching English. In Maharashtra, English is taught from 1\textsuperscript{st} standard in all schools irrespective of medium of instruction. It is compulsory to study English till degree level. In English medium schools it is taught as first language and language of teaching other subjects while in vernacular medium schools it is taught as 2\textsuperscript{nd} language only.

The students of Urdu medium are not well exposed to this subject as far as spoken aspect is concerned so they lag behind in this language and ultimately in total education too. Urdu medium students may have good knowledge of the subject but they are unable to communicate or express themselves effectively in English. They can not present themselves confidently during interviews, discussions, debates and other essential daily communications. If due exposure is given to spoken English for Urdu medium students, it will be useful for them in their studies and for pursuing further education also.

The theory of identical components by Thorndike and later supported by Woodworth can be used to improve the spoken English of Urdu medium students. This theory states that the transfer from one situation to another is possible to the extent that there are common or identical elements in the situations so there is the possibility of transfer from listening skill to speaking skill to the extent that there are identical components like use of vocabulary, pronunciation, comprehension etc. These components are identical in both the skills. The aims, habits and interest in the situations also facilitate the learning process.

Communicative approach is the latest innovation in the field of language learning which helps to develop the communicative abilities. It also increases accuracy and spoken fluency in language. As this approach is child centred, it will be helpful for the students of Urdu medium to overcome the difficulties in spoken English. The functional use of language in communicative approach will lead towards better interaction and communication in English. Thus, if the students will be exposed to communicative approach based activities, there will be significant development in their spoken English. For Urdu medium standard VIII, lower level text book of English is prescribed by S.S.C. board. Though the text book contains enough communicative activities, they are not paid much attention by the teachers and students. If due attention is paid to these activities using communicative approach, it will help the students to improve spoken English. Secondly, if the students are trained
in speaking with respect to selection of proper vocabulary, pronunciation, confidence at the stage of std. VIII, they will use these components in their daily communication in English throughout their life.

1.9 Research Questions:

1) What are the difficulties of Urdu medium students in speaking English?

2) Why do Urdu medium students think that speaking English is difficult?

3) What are the responsible factors for poor English communication of Urdu medium students?

4) Why do Urdu medium students are reluctant to speak in English?

5) How does the social and family background affect spoken English of Urdu medium students?

6) How will Urdu medium students overcome the problems in effective English speaking?

7) What efforts should be taken to develop spoken English of Urdu medium students?

8) How can one help Urdu medium students to speak effectively in English outside the classroom?

9) How the communicative approach will prove useful in improvement of English of Urdu medium students?

1.10 Need and Importance of the Study:

The researcher works for the betterment of Muslim community and the educational development of the students of the same. While working with them, the researcher came across the students taking education in Urdu medium and facing difficulties in English communication. While speaking in English lack of confidence and shortage of vocabulary was observed by the researcher. This was mainly due to insufficient practice of English speaking among these students. It was also observed that they were reluctant to communicate in English. This seems to be an outcome of
the family and social background of the students taking education in Urdu medium. They were from the Muslim families where there was no opportunity of getting an exposure for English speaking as parents were not properly educated and engaged in household works or small scale business.

The students of std. VIII are the students ready to go for IX and X std. where they will be in need of getting good marks and communicative skills also for their further studies. If they get a chance to undergo such a programme at this stage, their confidence will increase and will be helpful in other achievements. They will get enough time in their further schooling of IX and X std. to work on the programme and acquire the essential confidence in spoken English. This will be useful for them in taking further education and selecting the stream after std. X.

Due to some misconceptions, Muslim people consider Urdu as their mother tongue and prefer to take education in Urdu medium schools but enough educational outlets are not available for Urdu medium students at +2 stage and degree level so they have to opt for English as a medium of instruction for higher education. At this level, they face problems in communication with other students of various mediums. If they get some opportunity to improve their spoken skills, they will overcome such problems and easily take higher education.

With this background, the researcher thought if one builds confidence by providing maximum practice in spoken English with the help of activity based programme at Std. VIII level, it would not only help them for their further studies but also assist them in their future career and for coming in main stream of the society.

1.1 Statement of the Problem:

To Develop A Communicative Approach based Programme In "Spoken English" for Urdu medium students of Std. VIII and find its effectiveness.
1.12 Definitions:

1.12.1 Conceptual Definition: (Effectiveness)

**Effectiveness:** A measure of the extent to which a specific intervention, procedure, regimen or service, when deployed in the field in routine circumstance, does what it is intended do for a specified population. (Edwin (2008), p.167)

**Operational Definition:**

**Effectiveness:** The intended change in the form of improved scores in spoken English of Urdu medium students of std. VIII due to implementation of developed programme.

1.12.2 Conceptual Definition: (Communicative Approach)

**Communicative Approach:** Communicative approach (to language teaching) aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform different kinds of functions. (Venkateswaran, (2007) p.66)

**Operational Definition:**

**Communicative Approach:** Communicative Approach is the latest innovation in the field of language learning which tries to develop accuracy along with fluency in speaking and lays emphasis on the principles of communication in language.

1.12.3 Conceptual Definition: (Programme)

**Programme:** A planned series of future events or performances. (www.oxforddictionaries.com/definition/english/programme Retrieved 6th June, 2014)

**Operational Definition:**

**Programme:** A plan of series of activities based on Communicative Approach for improvement in spoken English of Urdu medium students prepared by the researcher.
1.12.4 Spoken English:

Using functional English confidently and correctly with meaningful communication while speaking with others.

1.12.5 Urdu Medium Students:

The students who have taken Urdu as the medium of instruction for their studies in school subjects.

1.12.6 VIII Standard:

The class in which students are admitted after passing VII standard according to the syllabus of SSC board.

1.13 Objectives:

1) To find out the difficulties of Urdu medium students of Std. VIII in speaking English.

2) To develop the communicative approach based programme in spoken English for Urdu medium students of Std. VIII.

3) To study the effectiveness of developed programme in spoken English for Urdu medium students of Std. VIII.

4) To study the effectiveness of developed programme in spoken English for Urdu medium female students of std. VIII.

5) To study the effectiveness of developed programme in spoken English for Urdu medium male students of std. VIII.

6) To study the gender wise difference in spoken English for Urdu medium students of std. VIII.
1.14 Hypotheses:

1.14.1 Research Hypotheses:

1) There will be a significant difference in the improvement in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

2) There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

3) There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

4) There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5) There will be a significant difference in mean gain score of male and female students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.

6) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

1.14.2 Null Hypotheses :-

1) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

2) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

3) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium female students of Std. VIII after the
implementation of spoken English programme based on communicative approach.

4) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5) There will be no significant difference in mean gain score of male and female students of Urdu medium students of Std. VIII in the improvement in spoken English after the implementation of spoken English programme based on communicative approach.

6) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

1.15 Variables:

1) **Independent variable:** A communicative approach-based programme developed in spoken English, based on the needs of Urdu medium students of std. VIII.

2) **Dependent variable:** Achievement scores in Post test.

1.16 Assumptions:

1) Urdu Medium students face difficulties in spoken English. (Bilal(n.d.) Retrieved July 1, 2014 p8)

2) There is a lack of proper guidance in spoken English due to scarcity of trained and skilled teachers. (Firoz Bakht (n.d.) Retrieved June 13, 2009 p1), (Bilal (n.d.) Retrieved July 1, 2014 p4)

3) Enough exposure is not available for daily practice of spoken English in schools and at homes for Urdu medium students. (Bilal (n.d.) Retrieved July 1, 2014 p9)
1.17 Scope:

1) This research includes both boys and girls of Urdu medium schools of Pune and Pimpri - Chinchwad Municipal Corporation area.

2) This research includes all Urdu medium schools of Pune and Pimpri-Chinchwad Municipal Corporation area.

1.18 Limitations:

1) Aspects like interest, span of attention, motivation, fatigue, etc. are beyond the control of the researcher.

2) Use of mother tongue of the students out of classroom will be beyond the control of the researcher.

1.19 Delimitations:

1) This research is delimited to the students of Std. VIII only.

2) This research is delimited to Urdu Medium students only.

3) This research is delimited to spoken aspect of English communication only.

1.20 Significance of the Study:

From the students' point of view:

- This study will help Urdu medium students in acquiring confidence and correctness in spoken English.

- This study will facilitate the process of taking higher education due to improved spoken communication in English.

- This study will be useful for the students as this study is student centred and they will be active participants in the programme.

- This study will be useful for the students as this study will keep them busy in self learning activities which will improve their confidence.
From the Teachers' Point of view:

- This study will help the teachers in the preparation of a programme in spoken English for various vernacular medium students.
- This study will help the teachers in the preparation of a programme in spoken English for different standards.
- This study will help the teachers to solve the difficulties of the students regarding spoken English.