Chapter III

Plan, Purpose & Significance
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3.0 Introduction:

The critical review of related literature along with the rationale of the study has been provided in chapter II. In the present chapter, 'A Pilot Study' for selection of the problem followed by SCOPE, SIGNIFICANCE, PURPOSE, OBJECTIVE, HYPOTHESES, DELIMITATION and OPERATIONAL TERMS have been presented in detail under various separate captions.

The age of 3-5 years have been of much importance. During this period it will be essential to test at the foundation stage, the development of spoken english of prelearners. In the older children remediation takes longer time, therefore, it is difficult to overcome the problems. In Chhattisgarh prelearners study in english medium schools, though the mother tongue and regional language are not english; development of spoken english should be studied. In english medium schools spoken english has been neglected due to the prescribed syllabus. Two languages english and hindi are taught simultaneously with the receptive and expressive skills. Teaching one language requires development of four skills i.e. listening, speaking, reading and writing. At this tender age the prelearner practises eight skills of english and hindi languages. This finds spoken english deficient of the ways that make the language difficult to understand and use. The present study would definitely stimulate the teachers and teacher educators regarding the difficulty in development of spoken english which is a foreign language. A pilot study was made to get deep insight into the matter.

3.1 Pilot Study:

Pilot study was made in three phases:

(i) Questionnaire
(ii) Observation
(iii) In Focus
First Phase:

Pilot study was made with a view to pinpointedly diagnose the direction and dimension as well as strengths and weaknesses in the existing system of teaching-learning process of language learning in the perspective of existing curricula at the preprimary schooling of the prelearners. A pilot study was conducted by the investigator on a small sample (N=15 teachers) of preschool teachers engaged in pre school teaching. Data were collected on a small questionnaire.

Content of questionnaire:

(i) Methods of teaching learning process.
(ii) Content analysis of textbooks of various subjects including languages.
(iii) Years of introducing language.
(iv) Nature and kind of similarities in introducing the two languages namely, english which is accepted as the medium of instruction and examination and the mother tongue primarily hindi.
(v) Educational qualification of the preschool teacher.
(vi) Educational climate of the pre schools, which at present, do not come under the system of formal schools recognized by the state government.

Years of introducing Language  Content analysis of text books

Method of teaching learning process

Educational climate
of the preschools

Educational qualification of
Preschool Teachers
Second phase of Pilot Study was difficulty-Oriented Observation:

The investigator attended many preprimary schools of Raipur inner city herself and observed the difficulties of TEACHERS of preschool.

(i) Environment of preschools.
(ii) Number of prelearners.
(iii) Prescribed syllabus of courses.
(iv) Books and bags of prelearners.
(v) Method adapted by teachers of teaching-learning
(vi) Content analysis of books.
(vii) Medium of instruction
(viii) Teaching-aids.
(ix) Qualification of pres<;:;hool teachers.
(x) Training of teaching-methods to pre school teachers.
(xi) Salary of pre school teachers.

The difficulties of prelearners about:

(i) Timing
(ii) Burden of books and notebooks.
(iii) Home work.
(iv) Uninteresting method.
(v) Understanding english-a foreign language.
(vi) Interference of mother tongue and regional language in speaking.

The difficulties of the parents and guardians about:

(i) Fees.
(ii) Getting the homework done.
(iii) Objective of sending to English medium preschool not fully achieved.
(iv) No time for prelearners to grow up naturally as children ought to.

Third phase of Pilot Study was 'In focus'.

The investigator had discussion on the points of difficulties faced by preschool teachers, prelearners and parents of prelearners.
The parents were asked to give their opinion about:

(i) What their objective is about sending their children to English medium pre
schools.

(ii) How much success is gained in achieving objectives.

3.2 Scope, Significance and Purpose:

English medium preprimary schools appear like mushrooms not only in inner
cities but also towards peripheral areas. Over crowded classes, instruction and
examination in English medium while mother tongue is Hindi or other Indian language
in preschools, leads us to probe into some of the vital problems insightfully.

Some researches abroad have extended scope in language development. Quality input by the 'model' who is the teacher enhances efficiency and effectiveness in teaching learning process; hence appointing such talent available 'model' for appropriate methods and techniques for quality education is required. Research in language development would certainly bring about significant change in quality of prelearners excellence not only in language achievement but also in academic achievement in various life situations.

Significance of study on language development has a direct bearing upon the prelearners educational accomplishment. The present study is therefore conceptualised to correct psychologically the defects and drawbacks existing in the methods of teaching learning process pointing out their serious adverse impact on the language learning system at this foundation stage which is very crucial and to correct such psychologically wrong techniques; and to suggest possible remedial measures for their correction in the teaching learning process of prelearners who learn English in preschools on a premature foundation of learning of the mother tongue.

However in all possibilities mother tongue is considered to be a dominant
language which will at the while dominate and suppress English as a recessive
language at a material time and all the while have an adverse interference and effect
on English learning.
This research is primarily designed for prelearners aiming at giving strength at this tender stage before starting formal schooling at five plus. Its effort is to study plugging gaps in imparting communication desirably.

With the explosion of knowledge and easy and speedy communication it is not difficult to lift one's eyes towards what is happening in the world. Awareness of all classes in society, even people of slum tends parents to send their children, literally managing them to send to preschools as ‘Anganwadi’, ‘Nursery’, ‘Kindergarten’ thus preparing them to be fit to join formal schooling has become the order of the day and need of the society in the new millennium.

Parents send children to preschools for making their foundation strong. Future of the country depends upon the children. The enormous development in various walks of life has been possible only through language. Science, technology, religion, art could make progress only with the help of language. Man, being primarily a social being needed some means or medium to exchange his experience and reactions with his fellowmen, broadly speaking language is a means of expression. Language is the result of evolution, it develops gradually. The foundation of language, specially the spoken language must be founded strongly in children. At this dawn of life assistance of spoken language to prelearners make them socially adjusted beings and effective citizens. This will be a great contribution in the progress of our nation. As such, it has become the essential need of the day.

The study is significant for policy makers concerning bilingualism and multilingualism in society. Further, the study would equip the educationist and practical teachers with a psychological foundation in designing the structure and pattern of education more meaningful and appropriately for a need-ability based course contents, which will promote the functional validity of the educational system. In addition to this, the parents may be suggested for improving the standard of English language to reach to the educational goals and aspiration, thereby helping them to set a reality-oriented goal setting behaviour in society and subsequently, optimization of goal attainment process. This may inculcate and promote confidence in prelearners of different classes of society and encourage them to come in close contact with the privileged class, thus wastage and stagnation and withdrawal would be checked. The
findings of investigation may facilitate the implementation of educational programmes irrespective of government and non-government educational institutions.

It is assumed that improper language development is likely to affect adversely the academic achievement. Language, spoken language in particular may function as contributory factors to scholastic achievements. It largely determines the personal and educational adjustment and aspiration in general spheres of life.

The present study, thus aims at development of different skills and components of spoken language of prelearners; coming from different locale and socio-economic status, and from different qualification of parents, to preschools.

This research study can unfold the defects and deficiencies, limitations and weaknesses that exist in development of spoken English introduced at informal preprimary grade I and II of prelearners and suggest remedial measures for its adequate dimensions of course contents and directions of learning on an immature foundation of mother tongue which too is being taught simultaneously at present, yielding very serious consequences of language learning for prelearners in preprimary schools.

3.3 Objectives:

The objectives of present study are as follows:

1. To study receptive system (English) i.e. Listening skill in the development of spoken language of prelearners, particularly, word perception, comprehension of ideas etc.

2. To study expressive skill i.e. speech of prelearners in the development of spoken language (English).

   A. To study the various aspects of phonology: Some of the phonological aspects are phonetic recognition, phonetic discrimination, stress, intonation and rhythm.

   B. To study the morphological variations acquired by prelearners including concept of number, comparative degree, continuing actions.
C. To study development of semantic: common objects words, and actions.

D. To study development of syntactical structures (prose and poetry)

3. To estimate and compare the impact of receptive skill on expressive skill of prelearners.

3.4 Hypotheses:

With a view to estimating the level of learning the receptive and expressive (Productive) forms of the spoken English of prelearners, the following hypotheses have been formulated on phonology, morphology, semantic and syntax.

A. Correlational Hypothesis:

(H1) The scores on receptive as well as expressive form of spoken English of the prelearners would show high indices of correlation on phonological as well as morphological components whereas the indices of correlation between their scores in semantic and syntactical form of spoken English would not be significant.

B. Interactional Hypothesis:

(H2) Spoken English that the prelearners of Grade I and Grade II would show significant interactional effect of

- Grade
- Locale
- Parental education
- SES (Socio-economic-status) whereas there will not exist significant interaction effect on spoken English with respect to sex in their receptive and expressive form.
C. Differential Hypotheses

Receptive and expressive skills.

\((H_3)\) There will exist a significant difference between Grade P.P.I and P.P.II prelearners in respect of receptive as well as expressive form of spoken English.

\((H_4)\) The prelearners would show significant difference in (a) Sex (b) Grade (c) Locale (d) Parental Educational Variation (e) Socio-Economic Status in their receptive & expressive form of spoken English.

I. Phonology:

\((H_5)\) There will exist a significant difference between preprimary Grade I and preprimary Grade II prelearners with respects to their receptive as well as expressive forms of spoken English that will cover:

i. Stress

ii. Intonation

iii. Rhythm

iv. Word perception

v. Comprehension of ideas (commands, action)

\((H_6)\) The prelearners would show significant:

- Sex difference
- Grade difference
- Locale difference
- Difference because of parental educational variation
- SES (Socio-economic-status) difference in their receptive and expressive form of spoken English.

II. Morphology:

\((H_7)\) There will exist a significant differences between the preprimary Grade I and preprimary Grade II prelearners in various components of morphology in spoken English.

\((H_8)\) The prelearners of preprimary Grade I and preprimary Grade II would show significant morphological variation of spoken English with respect to the
III. Semantic:

(H9) The prelearners of preprimary Grade I & preprimary Grade II would show significant differences in the semantic components of spoken English.

(H10) The preprimary Grade I and preprimary Grade II prelearners would show significant differences in the semantic components of spoken English from the points of view of their differences in

- Sex
- Grade
- Locale
- Parental education
- SES (Socio-economic-status)

IV. Syntax:

(H11) There will exist a significant difference between preprimary Grade I and Grade II in their syntactical competence in spoken English.

(H12) There will exist a significant difference between preprimary Grade I and Grade II in their syntactical competence in spoken English from the points of view of their

- Sex difference
- Grade difference
- Locale variation
- Parental education
- SES (Socio-economic-status)
3.5 **Delimitations of the Study:**

The present study has been delimited in its scope and extent with respect to following levels:

(i) The study was confined to prelearners of inner city of Raipur, Chhattisgarh.

(ii) The study comprises of prelearners of selected preschools of english medium having equal cadre, in the opinion of the committee. It was essential to maintain uniformity.

(iii) The sample was delimited to the prelearners of age, ranging from 3 year 9 months to 4 year 3 months.

(iv) The study was delimited to prelearners studying in grade preprimary I and grade preprimary II.

(v) The sample size of the present study was to be delimited to four hundred prelearners only.

(vi) The study was confined to selected components of **SPOKEN ENGLISH**.

3.6 **Operational Meaning of the Specific Terms used in the Study**

**Active:**

Originating or communicating action, acting of its own accord. Here it refers to the prelearner who is spontaneous, whose bodily activity is most remarkable.

**Acquisition of Language means Learning of Language,**

Many psychologists and linguists nowadays prefer to talk about the 'acquisition' rather than the learning of language... Chomsky (1969) might say 'acquisition' is now standard term for learning a language. (John Lyons 2002)

**Appreciative:**

Here it refers to the prelearner, having the quality of forming an adequate estimate of recognizing the good points in the object or, being sensitive to delicate expressions.

**Attentive:**

Observant, the prelearner who is steadily applying his/her mind giving careful consideration.
Attentive:

Observant, the prelearner who is steadily applying his/her mind giving careful consideration.

Auditory:

Pertaining to the sense or organs of hearing received by the ear. Here it refers to hearing the test on tape-record.

Cognitive:

To the action or process of knowing.

Consonant:

An alphabetic or phonetic element other than a vowel, an elementary sound of speech which in the formation of a syllable, is combined with a vowel, here it refers to the sounds.

A consonantal sound is wholly or mainly produced in the mouth, or the mouth and the nose.

We speak with the air from the lungs. This air, released by the lungs interferes with its passage in various ways and at different places. In this way, sound is produced. Classification of consonant sounds is according to place of obstruction.

Classification of Consonant Sound are: According to place of obstruction:

Bilabials:

The lips being brought together, e.g. [p], [b].

Labio-dental:

The lower lip being brought into contact with the upper teeth, e.g. [f], [v].

Dental:

The tip of the tongue being brought into contact with the upper teeth, e.g. th [ th ].

Adveolar:

The tip of the tongue being brought into contact with the alveolar ridge (upper teeth ridge) e.g. [t], [d], [n], [s], [r], [z].

Palatal:

The front of the tongue being brought in contact with the hard palate, e.g. [j].
Velar:
The back of the tongue being brought into contact with the velum or soft palate, e.g. [k], [g].

Glottal:
The vocal cords being brought momentarily together, e.g. [h].
(John Lyons (2002).

Consonant Cluster:
A union of two consonantal sounds, (br, pl, str and many others).

Diphthongs:
A union of two vowels pronounced in one syllable.
Diphthongs means IDouble soundIE.g. [ei], [ou], [ai], [au], [ɔi], [ie], [ɛi], [uθ] and [ɔθ]. (Nine diphthongs of English).

Expressive:
Tending to press out or expel, pertaining to or concerned with expression.
Here expressive skill, serving to express or indicate or represent expressing its meaning with striking accuracy or force, expressive skill of spoken English make others understand the language.

First Language:
Denotes mother tongue here, mostly, Hindi is spoken by prelearners.

Fluency:
Means, speaking word groups with no gaps or hesitations in the middle, Words spoken without stumbling over the sounds and sequences of sounds.

HIG Houses:
Houses located in posh colonies for (HIG) high income group people.

Inhibition:
Means interference of mother tongue or first language.

Intonation:
Manner of utterance of the tones of the voice in speaking, modulation of the voice, accent. Here it refers to the utterance or pronunciation with a particular tone rising or falling pitch in voice to give a specified or indicated reference to manner or style.
Janta or Janata

It means public. In this study Janta or Janata has been taken with oLIG/Janatap means prelearners living in LIG or Janata colonies where low income group people live. These colonies have houses which are the smallest of oHIG/Poshp locality houses and oMIG/Crowdedp locality houses.

Learning:

Learning refers to the effect or changes in behaviour, which results from the modification or development through environmental forces. Here, learning means learning spoken english.

Linguistic:


LIG Houses:

Prelearners living in low income group small house.

Memory:

The capacity of retaining, perpetuating or reviving the thoughts of past things.

Medium of instruction and examination:

Here, the medium of instruction and examination of prelearners in preschool is english in selected schools of this study. Mother tongue of prelearners is hindi or Chhattisgarhi or other Indian languages which are first language of prelearners. English is second language for prelearners. In preschools it is just contrary. In preschool syllabus, english is the medium of instruction and examination, hence english is given the first place while hindi gets second place.

MIG House:

Houses located in crowded places for (MIG) middle income group of people. These houses are smaller than HIG houses.

Monophthongs:

A single vowel sound syllable of one letter. English has twelve monophthongs in number, e.g. (i:), (i), (e), (a:), (ɔ), (ɔː), (ʊ), (ʌ), (æ), (ə), (ə) and (ə).

Morphology:

Morphology is the study of the smallest meaningful units of language (morpheme) which cannot be divided into smaller units without destroying their meaning e.g. suffix j in, for continuing action, - lsm for concept of numbers, - lsmf or comparison.

Mother Tongue:

Denotes hindi or Chhattisgarhi or Indian languages of prelearners. In this study, mother tongue, native tongue or first language is taken in the same sense.
No facial expression:

Means no action of expressing or representing a meaning, thought, state of things in words or symbols or nodding.

Passive:

Inactive, inert, not active working or operating.

Pause:

Means to stop for a while.

Perception:

Apprehension or understanding with the mind or senses or being aware of objects in general. In this study, perception is tested by showing real objects and charts.

Phonology:

It is the study of the sound system that constitute spoken language,

phonology is the study of pronunciation.


Phoneme:

It is a distinctive sound unit of a language.

Prelearners:

Prelearners denote the children ranging three to five years of age going to preschools before formal schooling.

Preschool:

It denotes the school before formal schooling for children below five years of age.

Pronunciation:

Pronunciation is the use of a sound system, stress, rhythm, intonation, fluency and pause in speaking.

Recall:

It means to bring back to the mind, to recollect, remembering.

Regional language:

It refers to the language spoken in Chhattisgarh. Mostly, people speak hindi in Chhattisgarhi tone and their use of vocabulary contains words from both languages, hence it can be said ‘Chhattisgarhi mixed hindi’ is the regional language here.
Remembering:
We retrieve bits and pieces from memory in order to construct sentences, this too depends on depth of processing and focus of processing, and these two complement each other. By focussing on different aspect of a sentence, people recall the sentence differently and focus involves depth of processing.

Rhyme:
A piece of poetry or metrical composition in which consonance of terminal sound is observed.

Rhythm:
Rhythm is the musical aspect of language and makes pronunciation more appealing than it would otherwise be. “Rhythm is the metrical effect produced in verse, prose, music or motion by the relations in quantity stress time or energy between the syllables, words, notes or movements that succeed each other.” (Oxford Dictionary). English has stress-timed rhythm.

Second Language:
Prelearners second language is English, before coming to school, they have learnt their first language or mother tongue or regional language. At this tender age of three to five, their first language is immature. On this immature mother tongue, they study english, a second language.

Semantic:
Connected with the meaning of words.

Stress:
Relative loudness or forces of vocal utterance, a greater degree of vocal force characterizing one syllable as compared with other syllables of the word or one part of a syllable as compared with the rest, stress-accent. In this study, syllable stress, word stress and sentence stress is used in language test.

Syntax:
The arrangement of words in their appropriate form by which their connection and relation in a sentence are shown.
Syllable:
A vocal sound or set of sounds uttered with a single effort of articulation and forming a word or an element of a word, each of the elements of spoken English comprising a sound of greater sonority. (Vowel or vowel equivalent) with or without one or more sounds of less sonority (Consonants or consonant equivalents).

Vowel:
A vowel sound is formed in the larynx and only receives its special quality by the conformation of the oral cavity through which it is sounded e.g. a, e, i, o and u. Vowels consist of pure voice or musical sound. (Oxford dictionary (1961)).