Chapter VIII

Summary
## Chapter VIII

### SUMMARY

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8.0.0 Introduction:

The details of this research have been presented in different chapters under different headings. In this chapter this study has been summarized under headings, like: Problem, Related Studies, Rationale, Pilot Study, Statement of Problem, Objectives, Hypotheses, Delimitation, Universe, Sample, Design, Procedure, Tools, Statistical Treatment, Findings, Implications, Suggestions and Further Studies. These are given under different captions.

8.1.0 The Problem

An individual maintains his Individuality by being an individual is his society and language particularly the native tongue plays a vital role through communicative system. By David Krech, S.Crutch field and E.L. Ballachey, (1962) writes, “Man’s” greatest achievement and the sign that above all others distinguishes him from the great ape is language. We learn how to think, to feel, to judge through the aid of and within the constraints imposed upon us by the words, idioms and syntax of our language. The experiences, dreams and wisdom of past generations are subtly and ineradicably preserved in language. And it is through language that the dead are enabled to collaborate in the education of the living, and in the transformation of man, the ephemeral biological unit, into man, the historic person. Language makes possible the communication of meanings and the sharing of experiences among a people, enabling them to form an enduring society and to create and transmit a distinctive culture”.

The cultural heritage and linguistic excellence on the part of society functions as a nation building process. Effective language learning methods which is psychologically sound for the target group (3+ to 5+) therefore, needs appropriate attention on the part, of the policy makers on the language teaching learning process as well as of the practicing teachers at the preschooling period which is said to be a formative foundation stage for language learning. “Language makes possible the growth and transmission of cultures, the continuity of societies, and the effective functioning and control of social groups” D. Krech, S-Crutch field, E.L., Ballachey, (1962).

Language begins with the “Cry” of a child at birth. It develops with the growth of a child. At the basic level language is defined as a system of verbal symbols(words) that people use to communicate with one another (Carroll 1964). The
ability to create and use language is one of the most distinctive features of human beings. Without language the transmission of shared meanings, values and traditions would be virtually impossible. O.J. Jesperson (1966) defines language as "A set of human habits, the purpose of which is to give expression to thoughts and feelings". Block and Trager write, "A language is a system of arbitrary vocal symbols by means of which a social group operates."

Bernstein (1961), a British sociologist, studied a first formulation of ideas on the relation between social factors and language. His contention was that there is a systematic relationship between social class and language use. In his view, however, working-class life at home and at work predisposes individuals towards the habitual use of a restricted form and middle-class life towards the use of the elaborated form of language. Schooling, in turn, transmits a middle-class culture and favours an elaborated form of language. Consequently, the middle class child, more trained in the elaborated form by his home life, has an advantage over the working-class child at school. Bernstein's theory, thus, explores the relationship between social class, language use and education.

Speech is a social tool designed for communication of ideas from one person to another. We must think of it in its functional settings as means of transmitting thoughts, attitudes and emotions. Speech sounds are certain acoustic effects voluntarily produced by the organs of speech. They are the result of definite actions performed by these organs. Speech describes the oral or spoken utterances of human beings to convey meanings; however, language is used to describe the general knowledge of a person who possesses the linguistic concepts under which all speech is based.

Language began with man's attempt to imitate the sounds of nature in order to tell about his experiences and still another holds that meaningful articulation resulted from the movements of the tongue, jaws, lips which accompanied changes in facial expression. While the beginning of human speech is lost in antiquity, the development of speech in children is well understood. Beginning with simple emotional cries of hunger, pain and all sorts of noises apparently just for the fun of it. He gradually finds that certain of these noises produce reactions, his mother responds to some of his sounds but not to others. Later words are put together into simple sentences and gradually this process is extended to more complex, phraseology as it keeps pace with the growing complexity of his own thoughts and actions.
Speech, therefore develops in the child for the same reason that language developed in the race in order to meet a social need. Speech is a means of human adjustment. It is a distinctly social tool. In order to communicate, the speaker must translate the idea into language symbols of some kind: namely, words, phrases, sentences in some language. Obviously the child can communicated his ideas with others in his mother tongue when he joins preschool.

**Psychological foundation of learning of Language**

"An ounce of practice is worth a ton of precept, and piety comes before sermons." This applies as much to the learning of a foreign language, which is essentially habit-formation by copying the model. The pre-learners must observe the use of the language and use it. They will imitate their model who is their teacher in pre-schools, helped by a variety of teaching aids like tapes (audio). This stage of passive observation of the model, and is the first and essential stage in acquiring a language skill. Palmer (1950) in his book. "The Oral Method of Teaching language", applies this principle thoroughly.

According to A.H. king the second language (Foreign Language) should be taught more as a means to an end and less as an end in itself.

Age has special significance in language learning. As such, no two language should be introduced simultaneously as each one of them adversely interfere the learning process and acquisition of language learning of each other, there by creating problems of confusion and discrimination. However the best way of learning a language is to imitate a model. (Lyons, John 2002)

Besides age many other Psychological factors, namely, Readiness for learning a new language, sustained efforts, Ego-involvement, constant practice, Honest imitation of the new language from the model, etc. play vital role in acquiring the Foreign or other's tongue.

Many internal and environmental factors too are associated with the level of proficiency with which some children use verbal symbols in communication. Further, the most important factors that directly influence the development of a language are intelligence and environmental stimulation (Cazden, 1966). However among all these psycho-Social factors, motivational strength and reinforcement play most significant role in learning a new language.

Bereiter and Engelman (1966) have determined that pre school disadvantaged children use less verbal communication than their advantaged peers. Model imitation, social tradition cultural heritage, linguistic diversity, educational philosophy etc. all
interact in "The assimilation and accommodation of linguistic attributes in adaptation of language system. Multi-lingual adaptation in a country with 'Unity in Diversity' like India is considered to be a boon for an individual.

Monolingualism and Bilingualism

Monolingualism:

Monolingual Child: “Even before he understands, the mother talks to her child. And when he is learning, he is listening to, usually with delighted admiration. At the monolingual stage the child imitates learning of language by understanding it at the thinking level which is said to be "Implicit" language learning stage, which subsequently transforms into the “Explicit” language through language expression supported by appropriate language course. Thus, at the implicit stage the child understands the language but cannot speak. Whereas subsequently he understands and speaks both which is termed as explicit language behaviour. (“The Mother’s Method) is employed while a child is forming the speech units in his eager little brain”. By (Wilder Penfield, 1959) According to him, the original units which a child forms in this way are more than motor skills of tongue and lip. He says further, "They are units of sound and units of thoughts established in a physical form within the brain. The child uses these units over and over again while he is constructing the nerve cell basis of each word, and he deposits those word patterns in special areas of the cerebral cortex. Penfield firmly believes that the child later for making additions to his vocabulary can utilize these language units.

"If during the early period of life a child is in contact with people who speak other languages, he will lay down language units of each of those secondary languages whether they are Hindi, English or Chinese. And a few hundred of words that he acquires early in each language may seem to be lost, but the speech units never. Even a less used language can be expanded later with relative ease. Some of the unique features of monolingual child are that.

I] Monolingual child acquires his mother tongue emotionally.
II] He established direct bond between thoughts and expression.
III] He associates direct connection with objects and living ideas.

Bilingualism:

Bilingual Child: The word "bilingual" applies to a child who knows two languages. The first language of a child is that of his parents is his mother tongue or
native language but a second language is learnt either for purposes of education or because of historical, political, social or scientific reasons.

I] Bilingual child acquires the second language intellectually. A Bilingual child acquires the second language to be learnt in the school, on the foundation of his native tongue, consequently the learning process in second language is profoundly influenced by the native tongue through interference. It is, therefore, evident that the word bilingual is generally used to refer to any degree of knowledge of two languages by the same individual. A truly bilingual child is as much at home in a foreign language as in his mother tongue, he is able to speak, write and read both languages with more or less equal facility and accuracy. (Smith M.E. 1957). Few children are truly bilingual. Some of them are more adapt in the use of one language than of the other. Jersild (1960) has pointed out, “There are many interesting combination of bilinguality. A child may be able to understand and use both languages: he may be able to speak both, but able to write only one; he may be able to understand both, but able to speak only one. However with practice, and subsequent learning excellence some may have acquired a dominant proficiency in the second language.

Bilingual Dominance versus Bilingual Balance:

Bilingual Dominance means that despite of the fact that a person uses two languages, he uses one better than the other however in bilingual balance by contrast, both languages are used equally well. This holds true for reading and writing as well as for speaking. However whether there is dominance or balance in bilingualism can be determined by the speed and accuracy in the use of the two languages. Which of the two languages a child speaks will be the dominant language will depend largely upon the circumstances under which he became bilingual, and which one of the two is more effective.

So far as learning of English as a first language on the foundation of his native tongue as it happens in India the child adapts English as his First language which subsequently dominants the mother tongue due to constant and continuous repeated use as media of education and examination. The prelearners who are taught English as First language in Pre-Schools of Chhattisgarh too, are sailing in the same boat. However, exceptions too prevail in the logic. The child will usually learn the language of the country in which he lives as the dominant language, He will learn some English, but his use of English will be limited mainly to communication with his friends. Balance or Dominance therefore depends on how much time he spends
during preschools and proper schools as well as how much outside. However the effective learning of English depends upon the opportunity, to learn from native speaker or nearest to native speaker, the closer the contact and imitation with the native model, the greater the adaptation of the English tongue. Jenson (1962) points out that the effects bilingualism has on the child will depend on [1] The condition under which he become bilingual [2] The relationship of the child’s dominant language to the dominant language of the neighborhood, school and peer group influencing his social development. A young child who has not yet mastered one language well enough to feel at ease when using it, finds it difficult to learn another language i.e. English.

The pre-requisite of a Bilingual is that he should develop two parallel language system, one for each of the two language, and use Direct system of learning the two languages, independently, for which he should have effective language components, namely:

1) Vocabulary: two different words for every object he names or for every thoughts he wishes to express.

2) Grammatical forms: He must learn two sets of grammatical forms- one often in direct conflict with the other.

3) Pronunciation: He must learn how to pronounce the same letters or letter combinations differently, though it is the same letter on printed page.

The tasks involved in learning English are far from easy. Speech mechanism is easy to control when the child is young. If the child has a strong motivation for English learning and he willingly gives the time and efforts, he will speak English with an English accent by imitating a model who is his English teacher.

Linguistic Components of a Language

A language is a system which is a complex whole. It is a set of connected parts of linguistic components. The system of language functions though sounds, words and structure. These are integrated with one another and constitute the complex whole which is language.

In order to develop the competence to understand and use spoken language, the child must first master major components of language usage including:

1) Phonology 2) Morphology 3) Semantics 4) Syntax.

English subcomponents: Pronunciation ~ English phones (44), Consonants (24), Articulate Vowels pure (11) Monophthong (09) Diphthongs- Vowels impure.
Stress – Syllable, word, sentence
Intonation – Rising Intonation, Falling Intonation
Rhythm – Metrical effect produced in verse and prose.

1. **Phonology** – Phonology is the study of the sound system that constitutes spoken language.

**Phonemes:** refer to the specific sounds that make up a language. For example the Phonemes \([t]\) and \([d]\) are meaningless by themselves, but if they are interchanged in a word they will significantly alter its meaning i.e. toe and doe.

2. **Morphology** – Morphology is the study of the smallest meaningful units of language (morphemes) which cannot be divided into smaller units without destroying their meaning. For example, the word book contains only one morpheme. It would be impossible to divide this word into smaller components and still maintain its basic integrity as a word.

   However when the plural marker ‘s’ is added to the word book i.e. a change in meaning occurs. Consequently, the word books is composed of two distinct morphemes, each of which is essential to an understanding of the concept of two or more books. [Suffix – ‘er’, “as in smaller, “_ing” as in reading ]

3. **Semantics** : Semantics refer to the meaning of words and sentence. Most young children quickly demonstrate knowledge of semantic by learning the appropriate verbal symbols for such common objects, as dog, ball, dish, book. (Common objects & verbs)

4. **Syntax** : Syntax relates to the arrangement of words into meaningful phrases and sentences. For example, the sentence. “Are you going?” implies a specific question. However a simple reordering of the words to “you are going”, markedly alters the meaning of the original sentence.

**Language Learning by Prelearners**

Before coming to preschool, the child has learnt his mother tongue or native language by imitation and exposure to natural communication. He possesses a vocabulary. Natural exposure appears to be necessary ingredient in the language experience of prelearners, if they are to achieve fluency of speech. A natural language environment appears to enhance the development of communication skill in the target language as English is, in our present study.
8.2.0 Related Studies

A careful and thorough review of the research studies conducted in the area of spoken language development led the investigator to infer that very few attempts have been made to facilitate development of spoken language. The investigator could locate some studies and classified them as studies abroad: Far related and Near related; and studies in India, pertaining to language development of these researches the investigator further categorized them like Receptive and Expressive language, Phonology, Morphology, Semantic and Syntax and included the studies on Socio-Economic, Status, Educational Qualification of parents and of Bilinguals researches, namely, Sigafoos(1995), Adams(1996), David(1995), Avons(1998), Imaizumi(1999), Olofsson(1999), Marcus(1996), Pena, Elizabeth(2003), Subramanyam, Kaveri(1999), Hernandez(2002), Bevli(1974), Singh(1987), Seth, Poonam(1991), inquired into different components of language development and factors, affecting development of language.

The researcher could not locate a single research study same as the present topic.

8.3.0 Rationale for the Selection of the Present Topic

The emergence of revolutionary advancement in information Technology and Communicative Behaviour has enormously enhanced the scope of language learning and has rather challenged the existing status of language competence particularly in the under development and developing world. Whether in the first language or in the second language. As such, multilingualism on the part of the children is considered a boon in the new millennium.

The significance of English as a curtain to lift the international culture and acknowledge its importance in understanding. The advancement in science and technology provide vital impetus for the learning of English; not only as a second language, but to have acquired complete understanding of spoken and written English, it requires to be learnt as a first language. This realization has led to the emergence of teaching of English right from prechildhood stage. Pre schooling right from the age of 3 to 5+ is therefore the consequence of such an emerging need and demand of more aspirant people, regardless of their caste, status and cultural differentiation.

The recent movement in the emergence of teaching of English as a first language and the mad rush in admission have led the educational management to start numerous informal pre-school for pre-learners for the children of this age group.
Looking to the inconvenience of the workingwomen, the informal schooling also provide them relief. These preprimary schools function not only the social need of the young children but also their educational needs of getting adjusted socio-educationally before they are admitted to primary stage.

In view of the fact that the preschooling for prelearners, is a recent movement, hardly any research except a few studies namely, Bereiter and Engelman (1966), Smith, M.E.(1957), Wilder Penfield (1957), Soffietti (1955) have come to notice by now, though there exists rich literature on Mono-lingualism and Bi-lingualism. Keeping in view the limitation that exists in the language development of the prelearners during pre schooling period, a Pilot study was undertaken with the primary motive of adequately understanding the direction and dimension of learning process particularly with the respect to their status of and competency in the learning of English as a first language on the foundation of week and immature native tongue.

8.4.0 A Pilot Study

With a view to pin pointedly 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 the 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 the preschool teacher engaged in pre school teaching. Data were collected on a small questionnaire that contained methods of teaching- learning process, content analysis of text books of various subjects including languages, years of introducing language, nature and kind of similarities in introducing the two language; namely, English (as the first language) which is accepted as the medium of instruction and Examination too and the mother tongue primarily Hindi, educational qualification of the preschool teachers, educational climate of the preschool, which at present, do not come under the system of formal schools, recognized by the state Govt.

Development of Language Learning (English) among Preschool Learners

Data collected on questionnaire as well as on information gathered through interview on the contents specified above were systematically analysed and the observations made are presented as under:

1] Pre-primary schools come under the jurisdiction of informal schooling system that exists for two years before the formal schooling system that starts at 5+
There is a mad rush for admission to the pre-primary schools, running P.P.I and P.P.II classes. Nursery schools are also included in this system of pre-primary school with the high aspiration that parents have to provide English education to their children.

2] Pre-primary schools admit pupils at the age of about 3 years and retain in the system till they reach 5+ years of their age. This schooling is of two years duration during which pupils are expected to receive instruction for P.P.I and P.P.II courses.

3] The informal pre-primary schools aim at meeting the essential needs of pre-adjustment with the formal schooling system that begins at 5+ with the primary/elementary schools as per rules and regulation of the State Government. The pre-primary schools, thus, stand for making the children, ready for the acquisition of learning; as well as for the mentally preparedness of adjusting with the school climate and conditions without wasting precious time of the prelearners during the commencement of the primary school learning period.

As such the informal primary stage is a period of acquiring "pre adjustment skills and techniques" with the formal schooling system during the commencement of primary schooling, so that educational wastage in the form of avoidance in learning during initial period of primary schooling can be minimized particularly by the ‘Schooling Phobia’.

4] Pre primary teachers have been recruited on the ‘Fancy, Favour and convenience’ of the management. As such, they need to hold the qualification of training in montessori/Kindergarton schooling so that they may impart effective pre-primary instruction which primarily aims at promoting 'skills of oral learning' and play way method of teaching which consequently strengthen their oral learning language skills and help them in acquiring muscular efficiency through play way system of learning as ‘Play is joyous’ in nature. The entire teaching learning process at the pre primary stage is defective and is deficiency oriented one.

5] Children do not get enough opportunities to interact frequently in oral speech either with their parents or with their teachers at schools. Parents hardly talk in English at home; and at the same time, teachers have a temptation to talk invariably in the mother tongue of the children i.e. in Hindi because of which the children do not get encouraging environment of socio-academic interaction of learning spoken English either at school or at home. Absence of effective teaching learning process of spoken English as well as of conducting educational climate for the learning of spoken English. This is not only one of the significant barrier in the acquisition of English as a
first language but a serious block which needs to be nipped in the bud at this very pre primary stage.

6) Analysis of methodology of teaching learning process also revealed that the pre primary course contents cover almost all the subjects which are normally included at the initial stage of primary schooling. The course contents find very little variation and differentiation from first stage of primary learning. Rote learning and written work which ought to have not been introduced at all find preferential techniques of learning. As such for the pupil of this prelearning stage oral and play way methods are strongly recommended. The existing techniques of learning, particularly learning of English on the strong foundation of their own weak and immature mother tongue defeats the very purpose of learning English, as expected normally from them to be as the native speakers. The adaptation of translation-grammar method of learning as well as distorted form of learning ‘English’ in terms of particularly, its phonology intonation, stress, pitch, voice, rhythm, accent, etc. at their foundation stage of learning English, taught by non-native english teachers present a very serious impediment in the learning of English language. It is not only the receptive form of English but also its expressive form is seriously distorted.

However, it has been observed that pupils of P.P.II particularly have shown quite satisfactory excellence in rote memorization of English poetry as well as transcription of English letters and syllables.

7) The course contents of P.P.I and P.P.II are over loaded. Oral learning of receptive as well as expressive form of English as a first language requires sustained pains in drilling and reproduction of English syllables for which the English teachers who have to teach other subject too, hardly set enough time and opportunity. Neither the ultimate objective of learning English as a first language.

8) According the syllabi of P.P.II almost subjects that include learning of English as first language as well as hindi as the second language are introduced simultaneously in the pre primary stage I only The learning of which is psychologically not sound as the effect of the dominant language say the mother tongue (Hindi/Dialect) would have a detrimental effect upon the recessive one. As this needs immediate correction since English is taught as first language Hindi could be introduced later on as they interfere adversely the learning and acquisition of each other.

Recommendation:
On the strength of the observation made and findings obtained from the Pilot study, it was suggestive to undertake a research study which can unfold the defects and deficiencies, limitations and weaknesses that exist in the development of spoken English as a first language introduced at informal preprimary 1 stage 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 a very serious consequences of language learning for prelearners in pre primary schools.

Significance of Study:

There has been in recent years an alarming deterioration in students attainments in English, as is evident from the inability in communicating effectively in English as well as hitch and inhibition in speaking English fluently with English accent.

This research is primary designed for the prelearners aiming at giving strength at this tender stage before starting formal schooling at 5+. 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 areas tend parents to send their children, literally managing them to send to preschool 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 new millennium.

Parents send children to preschool for making their foundation strong. Future of the country depends upon the children. The enormous development in various walk 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 fellowman broadly speaking language is a means of expression. Language is the result of evolution it develop 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 makes them socially adjusted being 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.

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8.5.0 Statement of the Problem

The present study, therefore, can be conceptualized as under:

“A STUDY OF DEVELOPMENT OF SPOKEN LANGUAGE (ENGLISH) OF PRELEARNERS IN CHHATTISGARH.”

8.6.0 Objectives

The objectives of present study are as follows:

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

1. 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)

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

8.7.0 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 where as 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) where 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.
(H₃) 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.

(H₄) 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:
(H₅) There will exist a significant difference between preprimary Grade I and preprimary Grade II prelearners with respect 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)

(H₆) The prelearners would show significant:
Sex difference, Grade difference, Locale difference, Difference because of parental educational variation and SES (Socio-economic-status) difference in their receptive and expressive form of spoken English.

II. Morphology:
(H₇) There will exist a significant differences between the preprimary Grade I and preprimary Grade II prelearners in various components of morphology in spoken English as Numbers, Comparison and Continuing Actions.

(H₈) The prelearners of preprimary Grade I and preprimary Grade II would show significant morphological variation of spoken English with respect to the differences in:
Sex, Grade, Locale, Parental education and SES (Socio-economic-status)

III. Semantic:
The prelearners of preprimary Grade I & preprimary Grade II would show significant differences in the semantic components of spoken English. 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 difference in:- Sex, Grade, Locale, Parental education and SES (Socio-economic-status)

IV. Syntax :

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

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 and SES (Socio-economic-status)

8.8.0 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.

8.9.0 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 now a days 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.

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

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. [t], [v].

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

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. [i].

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

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 ‘double sound’. e.g. [ei], [ou], [ai], [au], [ɔi], [ie], [ɛe], [uə] and [oə]. (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 "LIG/Janata" means prelearners living in LIG or Janata colonies where low income group people live. These colonies have houses which are the smallest of "HIG/Posh" locality houses and "MIG/Crowded" 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.


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 arc 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), (əː), (uː), (ʊ), (ʊː), (ʌ), (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 - ing, for continuing action, - 's', 'es' for concept of numbers, - 'er' for 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)).

8.10 Universe

In the context of the present study, the universe constitutes all non-government/private English medium preprimary schools of inner city of Raipur, Chhattisgarh. The prelearners studying in Grade preprimary I and Grade preprimary II in session 2001 and 2002 constitute the population for the present study. The universe constitutes 20 non-government English medium schools of inner city Raipur, consisting of approximately 2000 prelearners. Expert committee selected six schools from North, South, East and West, of equal academic standard to maintain uniformity, out of twenty schools.

8.11 Sample

The study was completed in three stages. Firstly the sample was selected for execution of the pilot study for selection of the topic, secondly for standardization of the tool and finally for getting the result of present problem. At each stage RANDOM SAMPLING technique was employed for selecting the sample. All prelearners studying in Grade P.P. I and Grade P.P. II of different non-government English medium schools of inner city Raipur with age group 3 years 9 months to 4 years 3 months comprised the sample to be used for developing standardized tool in the present study. Invited Sample consists of 600 prelearners. Pilot Study 30, Try Out 100, Accepted Sample for Final Phase 470 and Data Producing Sample 400. The selected schools were Holy Cross School Kapa: Kids English School, Tikarapara, Little Flower English School, Byron Bazaar; Mansarover Vidyalaya, Choubey Colony, St. Paul’s Church English School, Civil Lines, Nalghar Chauk and Salem English School, Motibagh Raipur. Age of prelearners was controlled between three years nine months to four years three months according to school records. Two hundred one male and one hundred ninty nine female were selected from all preschools.

8.12 Design

The present study has been designed to investigate the differential spoken English of the prelearners in the light of certain demographic variables, grade, sex, locale, parental education and socio-economic-status (SES) as independent variables whereas receptive skill and expressive are dependent variables. Receptive
skill as listening and expressive as speaking consisting of phonology, morphology, semantics and syntax.

In order to study the main and interactional effects on development a spoken English of independent variable sex(2), grade(2), locale(3), parental education (4) and SES(3) on dependent variables receptive skill and expressive skill and their sub components Phonology, Morphology, Semantics and Syntax. (2x2),(2x2),(3x2), (3x4) and (3x3) factorial design was also used.

8.13 Variables

<table>
<thead>
<tr>
<th>Independent</th>
<th>Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prelearners</td>
<td></td>
</tr>
<tr>
<td>• Sex: Male Female (2)</td>
<td>• Receptive form</td>
</tr>
<tr>
<td>• Grade: P.P.I, P.P.II (2)</td>
<td>• Expressive form of spoken English on:-</td>
</tr>
<tr>
<td>• Locale: HIG, MIG, LIG (3)</td>
<td>(i) Phonology</td>
</tr>
<tr>
<td>• Parental education: Post Graduate, Graduate, (4)</td>
<td>(ii) Morphology</td>
</tr>
<tr>
<td>• Socio- Economic Status : High, Average (3) and Low</td>
<td>(iii) Semantics</td>
</tr>
</tbody>
</table>

8.14 Tools

The investigator used the following instruments to measure the variables of development of spoken language (English) in 3 steps.

(i) Pilot study. (Given in Chapter III)

(ii) Socio-economic status scale for parents/guardians by Dr. S.P.Kulshreshth (Urban) (Given in Chapter IV)

(iii) Questionnaires for prelearners, "Language Test of Spoken English"-(Self made) construction. (Given in Chapter V).

Socio economic status was assessed with the help of Socio economic status scale (Urban) SESSU development by S.P. Kulshreshth. Socio economic status was defined as “The position that an individual or family occupies with reference to the prevailing average standard of cultural possessions, effective, income, material possessions and participation in group activity of the community”. SESSU contains 20 items or statements. The Test-retest reliability was established with an interval of 10 days and it was found to be 0.87. The concurrent validity of the scale was established by take in Kuppu Swami’s and Pandey’s Socio economic status Questionnaire. The coefficient of correlation was found to be 0.57 & 0.89 respectively.
8.15 Procedure of Data Collection

After getting permission from the principals of the selected schools, randomly selected prelearners were given SESSU forms to be filled up by parents/guardians and return in a week's time. Thus, the investigator collected all informations regarding Locale, parental education and SES of prelearners. Date of birth and scores of Academic Achievement were taken directly from school records of the respective preschools.

All the instructions of administration as laid down in the manuals were strictly observed.

This test was constructed by the researcher to assess the scholastic achievement and to diagnose the weaknesses in development of spoken language i.e. English of the prelearners of preprimary Grade I and preprimary Grade II. (Details of the test has been given in Chapter V)

This test is based on the objective of curriculum prescribed for preprimary classes, validated and appropriate for preprimary learners of age group (3 years 9 months to 4 years 3 months) according to school records.

After careful study of the philosophy and methods of teaching to preprimary classes, psychology of learning languages, development of language and linguistics, language and cerebral dominance and components of spoken language, the following were found appropriate including receptive skill i.e. listening and expressive skill of language i.e. speaking English of prelearners.

A Receptive Skill- Listening:

1. **Word Perception**
   - Visual testing: recognition, showing real objects to prelearners in:
     - Active/Passive
     - Appreciative/no facial expression
     - Attentive/Non attentive

2. **Immediate Memory**
   - Auditory, testing Phonology:
     - Consonants
     - Consonant-clusters/blend
     - Monophthongs
     - Diphthongs
     - Stress
     - Intonation
• Rhythm-Prose form
• Poetic form

B. Expressive Skill/Productive Skill-Speaking:

Recall-Visual-Testing:

1. Morphology
   - Concept of numbers
   - Concept of comparison
   - Concept of continuing actions

2. Semantics:
   - Parts of body
   - Fruits
   - Vegetables
   - Flowers
   - Animals
   - Birds

3. Syntax:
   - Questions/Conversation
   - Comprehension/command-Actions

Almost every aspect of development of spoken language (English) for preleaners of identical age group was tried for inclusion of the test. All the 100 items of the test are objective type and short answers, appropriate for the children of age-group, spread over all four components of spoken language i.e. phonology, morphology, semantics and syntax covering essential and required number of items for each component.

Scoring Scheme: Scoring Scheme is very simple. The items are objective type and short answer questions. The scoring process was according to the length of spoken form and it was divided into three parts: half mark, one mark and two marks each for 100 items of 100 marks. The test was administered individually and in convenient group of 5 to understand relative standard of preleaners.

In order to control the condition of presentation as well as controlling condition of data collection tape record was used. The test takes 30 minutes time for its completion.
The investigator used real objects, models and charts in the test. Actions and conversation have been included in spoken English test. Description of the test has been given in Chapter V. The format to record scores (marks) is attached in Appendix. The instruction for administration of English test is given in Hindi as children of preprimary school fail to understand English. Children listened on tape record and immediately repeated the phoneme, recited the rhyme and fumbled for the demanded objects by investigator, prelearners performed actions and spoke about them in English, are some of very interesting items of the test.

8.16 Statistical Treatment

The statistical techniques used for analysis of data are given below:

1. In order to verify correlation hypothesis, Pearson’s Product Moment coefficient of correlation was used as a statistical measure.

2. In order to verify the interactional hypothesis, Analysis of Variance (ANOVA) was applied.

3. In order to verify the differential hypotheses, Mean, SD and ‘t’ test was computed.

8.17 Findings

The following are the findings of this study:

1. CORRELATIONAL STUDIES

   - All the indices of Correlation between scores in Phonology & Morphology, Phonology & Semantics as well as Phonology & Syntax have been found significant attributing positive relationship.
   
   - Coefficient of Correlation between scores in Morphology & Semantics as well as Morphology and Syntax have been invariably estimated to be consistently higher beyond .01 level showing positive relationship.
   
   - Coefficient of Correlation between score in Semantics & Syntax have been found to be significant attributing positive relationship.

2. INTERACTIONAL STUDIES

   - The main effects of Grade and SES on the Receptive and Locale on the Receptive and Expressive skills have been found highly significant.
where as the Interactional Effect of (Grade x Locale) has been found insignificant.

- The main effect of Grade and SES on the Receptive and Expressive skills of spoken english have been found to be highly significant where as the Interactional Effect of (Grade x SES) on Receptive and Expressive skills has been found moderately significant.

- The main effects of Grade and Parental Education on the Receptive and Expressive skills have been found highly significant where as the Interactional Effect of (Grade x Parental Education) has been found moderately significant.

- The main effects of Socio Economic Status and Locale as Receptive and Expressive skill have been found highly significant whereas the Interactional Effect (SES x Locale) have been found moderately significant.

- The main effect of Parental Education and SES on the Receptive and Expressive skill of spoken english have been found to be highly significant whereas the Interactional Effect of (Parental Education & SES) has been found insignificant.

- The main effect of Sex and Receptive & Expressive skills have been found to be highly significant whereas the Interactional Effect of (Sex x Receptive & Expressive skills) has been found insignificant.

3. DIFFERENTIAL STUDIES

The following are the findings of this study :-

The prelearners of Grade II exhaled the prelearners of Grade I in receptive as well as Expressive skills of spoken english.

- The Male and Female prelearners (P.P.I + P.P.II) did not show any Sex difference in their Receptive as well as Expressive skills of spoken english.

- HIG/Posh Locale prelearners (P.P.I + P.P.II) scored higher mean than MIG/crowded and LIG/Janata Locale prelearners in their receptive as well as expressive skills of spoken english.

- HIG/Posh prelearners showed a high level of significant difference with LIG/Janata prelearners both in Receptive and Expressive skills.
• The prelearners of MIG/crowded Locale differed significantly with prelearners of LIG/Janata Locale in their Receptive as well as Expressive skills of spoken english.
• The prelearners of Post Graduate Parents differed significantly from prelearners of Graduate, Matric and Non- Matric Parents in their Receptive as well as Expressive skills of spoken english.
• There exists no difference between prelearners (P.P.I+P.P.II) of Graduate and Matric parents in their Receptive and Expressive skills of spoken english.
• The prelearners of Graduate Parents showed higher mean scores than Non Matric Parents in their Receptive and Expressive skills.
• The prelearners of Matric Parents scored higher mean than prelearners of Non Matric Parents in their Receptive and Expressive from of spoken english.
• The prelearners with High SES exceed in their Receptive and Expressive skills to prelearners with Average and low SES.
• The prelearners with Average SES scored higher mean in their Receptive and Expressive skills than prelearners with Low SES.
• The prelearners of Grade II exhaled the prelearners of Grade I in Phonology.
• The Male & Female P.P.I prelearners do not show any significant difference in Phonology.
• The Female P.P.II prelearners exceed the Male in Phonology.
• The P.P.I prelearners of Posh Locale differed significantly from prelearners of MIG and LIG Locale in Phonology.
• The P.P.II prelearners of Posh Locale differed significantly from prelearners of MIG & LIG Locale in Phonology.
• The P.P.II prelearners of Posh/HIG Locale differed significantly from prelearners of MIG/crowded and LIG/Janata Locale in Phonology.
• The variation between the means of PPI prelearners in Phonology is more between HIG & LIG, MIG & LIG Locale than HIG & MIG Locale. The P.P.II prelearners staying in HIG/Posh colony showed high scores in Phonology than the prelearners of MIG/crowded &
Locale group. (The Phonological variation between MIG & LIG is less in comparison to HIG & MIG, HIG & LIG in P.P.II prelearners.)

- The P.P.I prelearners of Post Graduate Fathers differed significantly from P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Phonology. There exists Phonological variation in spoken English between the P.P.I prelearners of Graduate & Matric as well as Matric & Non Matric Fathers.
- There exists no Phonological variation in spoken English between the P.P.I prelearners of Graduate & Matric Fathers.
- There exists no Phonological variation in spoken English between the P.P.II prelearners of Graduate, Matric and Non Matric Fathers in Phonology.
- The P.P.II prelearners of Graduate Fathers did not show any Phonological variation to prelearners of Matric as well as Non Matric Fathers.
- There exists no Phonological variation in spoken English between P.P.II prelearners of Matric and Non Matric Father.
- The P.P.II prelearners of Post Graduate Mothers show high scores in Phonology than the P.P.I prelearners of Graduate and Matric Mothers.
- The P.P.I prelearners of Graduate Mothers show high score in Phonology than the P.P.I prelearners of Matric & Non Matric Mothers.
- The P.P.II prelearners of Post Graduate Mothers exceed in Phonology than the P.P.II prelearners of Graduate Matric & Non Matric Mothers.
- The P.P.II prelearners of Graduate Mothers exceed in Phonology than the P.P.II prelearners of Matric & Non Matric.
- There exist no Phonological variations in spoken English between P.P.II prelearners of Matric and Non Matric Mothers.
- The P.P.I prelearners with High Socio Economic Status exceed in Phonology to the P.P.I prelearners with Average and Low SES.
- The P.P.II Prelearners with High Socio Economic Status exceed in Phonology to P.P.II prelearners with Average and Low SES.
- The prelearners of Grade II excelled the prelearners of Grade I in Morphology.
The Male and Female Grade I and Grade II prelearners did not show any significant difference in Morphology.

The P.P.I prelearners of HIG/Posh Locale differ significantly from prelearners of MIG/crowded and LIG/Janata Locale in Morphology.

The variation between the means of the P.P.I prelearners is more between HIG/Posh and MIG/crowded Locale is more than HIG/Posh, MIG/crowded and MIG/crowded, LIG/Janata Locale.

There exists Morphological variation between the P.P.II prelearners of HIG/Posh and MIG/Crowded, HIG/Posh and LIG/Janata as well as MIG/crowded and LIG/Janata.

The P.P.I prelearners of Post Graduate Fathers differ significantly from the P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Morphology.

There exists Morphological variation in spoken English between the P.P.I prelearners of Graduate and Matric as well as Matric and Non Matric Fathers.

There exists no Morphological variation in spoken English between the P.P.I prelearners of Graduate and Matric Fathers.

The P.P.II prelearners of Post Graduate Fathers differ significantly from P.P.II prelearners of Graduate, Matric and Non Matric Fathers in Morphology.

The P.P.II prelearners of Graduate Fathers did not show any Morphological variation to prelearners of Matric as well as Non Matric Fathers.

There exists no Morphological variation in spoken English between the P.P.II prelearners of Matric and Non Matric Fathers.

The P.P.I prelearners of Post Graduate Mothers show high scores in Morphology than the P.P.I prelearners Graduate, Matric and Non Matric Mothers.

There exists no Morphological variation in spoken English between the P.P.I prelearners of Graduate and Matric as well as Graduate and Non Matric Mothers.

There exists a moderately significant difference between prelearners of Matric and Non Matric Mothers.
• The P.P.II prelearners of Post Graduate Mothers exceed in Morphology than Graduate, Matric and Non Matric Mothers.
• The P.P.II prelearners of Graduate Mothers exhaled in Morphology than Matric and Non Matric Mothers.
• There exists Morphological variation in spoken english between P.P.II prelearners of Matric and Non Matric Mothers.
• The P.P.I prelearners with High Socio-Economic Status exceed in Morphology to the P.P.I prelearners with Average and Low Socio-Economic Status.
• The P.P.I prelearners of Average SES exhaled the low SES in Morphology.
• The P.P.II prelearners of High Socio-Economic Status exceed in Morphology to the P.P.II prelearners with Average and Low Socio-Economic Status.
• There exists a moderate significant difference between the P.P.II prelearners of Average and Low SES in Morphology.
• The Prelearners of Grade II exhaled the prelearners of Grade I in Semantics.
• The Male and Female P.P.I as well as the P.P.II prelearners did not show any significant difference in Semantics.
• The P.P.I prelearners of HIG/Posh Locale differ significantly from MIG/crowed and LIG/ Janata in Semantics.
• The Locale variation between the means of the P.P.I prelearners in Semantics is more between HIG/Posh and LIG/ Janata than HIG & MIG as well as MIG & LIG.
• The P.P.II prelearners residing in posh/HIG colony showed high scores in Semantics than the prelearners of MIG & LIG Locale.
• There exists no Semantics variation in spoken english between the P.P.II prelearners of MIG & LIG Locale.
• The P.P.I prelearners of Post Graduate Fathers differed significantly from the P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Semantic.
• There exists no Semantic variations in spoken english between the P.P.I prelearners of Graduate and Matric Fathers.
• There exists a Semantic variation in spoken English between the P.P.I prelearners of Graduate and Matric as well as Matric and Non Matric Fathers.

• The P.P.II prelearners of Post Graduate Fathers differed significantly from the P.P.II prelearners of Graduate, Matric and Non Matric Fathers in Semantics.

• The P.P.II prelearners of Graduate Fathers did not show any Semantical variation in spoken English to the P.P.I prelearners of Matric as well as Non Matric Fathers.

• There exists no Semantical variation in spoken English between the P.P.II prelearners of Matric and Non Matric Fathers.

• The P.P.II prelearners of Post Graduate Mothers show high scores in Semantics than the P.P.I prelearners of Graduate, Matric and Non Matric Mothers.

• The P.P.I prelearners of Graduate Mothers exhaled the prelearners of Matric and Non Matric Mothers in Semantics.

• There exists no Semantical variations in spoken English between the P.P.I prelearners of Matric and Non Matric Mothers.

• The P.P.II prelearners of Post Graduate Mothers exhaled the prelearners of Graduate, Matric and Non Matric Mothers in Semantical form of spoken English.

• The P.P.II prelearners of Graduate Mothers exhaled the P.P.II prelearners of Matric and Non Matric Mothers in Semantics.

• The P.P.II prelearners of Matric and Non Matric Mothers did not show any Semantical variations in spoken English.

• The P.P.I prelearners with High Socio Economic Status exceed in Semantical form of spoken English to P.P.I prelearners with Average and Low SES.

• There exists a moderate significant difference between the P.P.I prelearners of Average and Low SES in Semantics.

• The P.P.II prelearners with High SES exceed in Semantics to the P.P.II prelearners with Average and Low SES.

• There exists no significant difference between the P.P.II prelearners of Average and Low SES in Semantical form of spoken English.

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• The prelearners of Grade II exhaled the prelearners of Grade I in Syntax.
• There exists no significant Sex difference between the P.P.I prelearners in Syntactical form of spoken English.
• There exists no significant Sex difference between the P.P.II prelearners in Syntactical form of spoken English.
• The P.P.I prelearners of HIG/Posh Locale differed significantly from the P.P.I prelearners of MIG/Crowded and LIG/Janata Locale in Syntactical form of spoken English.
• There exists Syntactical variations in spoken English between the P.P.I prelearners of MIG/Crowded & LIG/Janata Locale.
• The P.P.II prelearners of HIG/Posh Locale exhaled the prelearners of MIG/Crowded Locale as well as LIG/Janata Locale in Syntactical form of spoken English.
• The P.P.II prelearners of MIG/Crowded Locale differed significantly from the P.P.II prelearners of LIG/Janata Locale in Syntax.
• The P.P.I prelearners of Post Graduate Fathers exhaled the P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Syntactical form of spoken English.
• The P.P.I prelearners of Graduate Fathers exhaled the P.P.I prelearners of Non Matric Fathers but did not show any difference with Matric Fathers in Syntactical form of spoken English.
• The P.P.I prelearners of Matric Fathers also showed mean difference to moderate level in Syntactical form of spoken English with prelearners of Non Matric Fathers.
• The P.P.II prelearners of Post Graduate Fathers exhaled the P.P.II prelearners of Matric Fathers in Syntactical form of Spoken English.
• There exists no Syntactical variations in spoken English between the P.P.II prelearners of Post Graduate & Graduate Fathers, Post Graduate and Non Matric Fathers.
• The P.P.II prelearners of Graduate Fathers did not show any difference in Syntactical form of spoken English to the P.P.II prelearners of Matric as well as Non Matric Fathers.
• There exists no Syntactical variation in spoken english between the P.P.II prelearners of Matric and Non Matric Fathers.
• The P.P.I prelearners of Post Graduate Mothers exhaled the prelearners of Matric as well as Non Matric Mothers, but did not show any mean difference to prelearners of Graduate Mothers in Syntactical form of spoken english.
• The P.P.I prelearners of Graduate Mothers exhaled the P.P.I prelearners of Matric Mothers in Syntax.
• There exists no significant difference between the P.P.I prelearners of Matric and Non Matric Mothers in Syntactical form of spoken english.
• The P.P.II prelearners of Post Graduate Mothers showed high scores in Syntax than the P.P.II prelearners of Graduate, Matric as well as Non Matric Mothers.
• The P.P.II prelearners of Graduate Mothers show high scores in Syntax than the P.P.II prelearners of Matric and Non Matric Mothers.
• There exists Syntactical variations in spoken english between the P.P.II prelearners of Matric and Non Matric Mothers.
• The P.P.I prelearners with High SES exceed in Syntactical form of spoken english to the P.P.I prelearners with Average and Low SES.
• The P.P.I prelearners of Average SES exhaled the P.P.I prelearners of Low SES in Syntax.
• The P.P.II prelearners with High SES exceed in Syntactical form of spoken english to the P.P.II prelearners with Average and Low SES.
• There exists no Syntactical variation in spoken english between the P.P.II prelearners with Average and Low SES.

8.18 Implication

In view of the fact that language is one of the principle symbolic transformations that lies at the core of life on the human scale, and is a powerful instruments in the social learning and communicative behaviour of the human beings, neuro- psychologically sound principles and practices in introducing element of different languages in the school curriculum and their effective teaching-learning processes are undoubtedly the significant educational problems of this country. Defective language teaching and learning cause a disease of the root of the mind there by disorganizing the whole psychic system of the learner. Hence, scientific teaching
and learning of a language based upon objective description of the elements of the language in relation with other language in the school curriculum are absolutely essential.

Bloomfield (1942), R. Lado (1961), Nelson Brooks (1960), Theodore S. Karp (1963), E. Sapir (1921), Fries (1957) and other linguists have stressed that each language is structurally a different system of communication. Even the cognate pair of two close languages never exactly coincide in their Phonetics, Phonemes arrangement of their Morphemes and cultural Semantic. The linguistically difference in second language in comparison to native tongue create problems of learning in the learner.

The degree of difficulty in learning the second language is directly related to the nature and form of descriptive structures arising due to either similarities or differences between two languages.

Such difficulties in learning the second language can be encountered only if a separate language system operates for each of the languages so that interference in learning the second language due to the domination of the first one may not take place. So every new language must be taught and learnt with the assumption that a pupil has to learn a new skill, acquire a new knowledge and form a new language habit.

Since the contrastive phonetics, phonemes, cultural semantics and morphology stand as stumbling blocks and create serious problems in learning the second language, they must be embedded in the pupils in the first stage of learning the second language. The inter-impact of the grammatically incorrect environmental languages on the immature minds make them to speak a patois language. This has caused a serious problem in the methodology of teaching and learning a second language in the present set-up of the school system.

A. Functional Speech Organization of the Brain

In view of the fact that left (dominant) hemisphere controls the language potentiality in the child, effective teaching with a view to enhance right handedness must be made operative so that the left hemisphere be enriched adequately for advanced skilled language acquisition.

Since language is an acquired social behavior through socialization processes and social learning either at home or in the school through planned or unplanned learning experience, every attempt must be made in the home as well as in the school
environment to inculcate proper language development. It is essential that parents and teachers be conscious about proper language development in the child.

B. PLASTICITY OF THE BRAIN

The child is gifted with a plastic and elastic tender brain with insulated coating because of which he can learn any number of languages in the natural way without much efforts through imitation and adaptation process, whereas after puberty the higher mental processes, like ability of reasoning, evaluation, judgements and logical thinking develop. Consequently a child can learn any number of languages automatically and unconsciously in a natural way through imitation and adaptation provided by the language moderator. These neuro psychological processes involved in language learning have significant relevance in the language acquisition and teaching learning process of language expression by a child.

Perhaps, developmental processes of the brain could be held entirely responsible for language learning process. Age, thus is a very material factor in the learning of a second language.

In view of age being a significant factor in the learning of the language in the school curriculum, we may generalize that:

- The first language should be introduced when the child is first admitted to the school. The child must not be allowed to remain out of the school for longer period during his childhood because thereby he may develop a patois language system which would be hard for its eradication and which may interfere or adversely interact upon his first language acquisition. The probable age for introducing the first language is under the present Indian social system.

- The first language after having learnt it for at least 2 years (at the age of six) the second speech language may be introduced and should be taught right from the beginning through Direct method with a view to develop a coordinate system of learning of the first and second languages.

- No two languages whether speech or non speech be introduced simultaneously, since one will interfere the process of learning of the other.

- While introducing a new language system, it must be borne into mind that each language, however, close and cognate they may be, has a different language systems and hence should be introduced directly as a separate
language system. Language teachers should develop such linguistic awareness for introducing and teaching of a new language.

Effective language acquisition depends much, not as to how much of the language elements and cultural semantic have been delivered per unit time to the children, but it depends on as to how and at what age they have been transmitted.

C. Teaching Learning Process

Effective teaching is a painstaking job. The neurological properties of the speech centres of the brain or the hemispheric characteristics of the split brain suggests us that scientific methods of coordinate system of teaching must be employed for the teaching of any language as an independent linguistic system so that language acquisition may take place on the strength of the establishment of the second signal system in the brain while learning the second language the child must not develop an erroneous habit of taking a resort of his native tongue.

The teacher is a model as well as a moderator for the child in the adaptation process of a second language and hence the teacher should create a climate and condition in the classroom for an automatic unconscious production of the second language. A prolonged vigilance on the part of the teacher would fetch such a reward.

The erroneous concepts about the language teaching learning process whether first, second must be eradicated from the minds of the language teachers and scientific methods having a neuro-psychological base must be practised for learning of school language.

All language teachers must be properly trained in the elements of languages or linguistics and literary excellence must not be considered as the single criterion for his becoming a language teacher.

"Languages are for life and they can't be taken away from you once you have learned them. By helping your child, you will have made a lasting contribution to his/her quality of life and understanding of others and their culture" Carolyn Bickford quotes from Opal Dunn, and her book, "Help your child with a foreign language" (2000)

Administrators should take specific actions regarding development of spoken English as it has the potential and often is beneficial to academic ability.

D. Development of Curriculum, Analysis of Methodology of Teaching Learning Process and Techniques of Learning :-
The findings of the present study indicated that the components of English contribute significantly in development of spoken English. These findings should be the guiding principles for framing and developing curriculum of English.

The present education system and unrealistic curriculum are so laxing to the prelearner of that age group that their proficiency in languages is suppressed and blocked. They are supposed to practice four skills of English and four skills of Hindi i.e. listening, speaking, reading and writing. The result is four to five year olds are overburdened and we can say that, we expect them to be "Jack of all and master of none". In preprimary classes out of two Receptive skills of listening and reading, only one should be included i.e. listening and from Expressive skill speaking and writing, one skill of speaking should find a place in curriculum as two languages Hindi and English are introduced simultaneously. Prelearners should get relief from writing work in the beginning of informal education to promote spoken form which is prerequisite of a language. The results of this study shows Expressive skill weaker than Receptive skill.

E. Planning for Teaching Spoken English :-

Spoken English is difficult with stress, intonation, rhythm, fluency and accents. Since spoken language is learnt by imitation, the teacher is a "model". As it is said, like teacher like pupils, there should be a plan for teaching spoken English to a "model." Intensive language programmes should be conducted for the success of spoken English education. The entire language profession could benefit greatly from more systematic type of international collaboration in English teaching efforts. I believe such plans when implemented would benefit such spoken English teachers. It is known that Chhattisgarhi speaking natives make mistakes in pronouncing 's' [f] and 'sh' [ʃ] sounds. Unless environment is supportive better results are nothing but dreams.

"Electro Palatogram" is a blessing in correction of speech.

(F) Development of Speaking English with Understanding.

Before coming to preschool the child has learnt his mother tongue or native language by imitation and exposure to natural communication. He possesses a vocabulary. Natural exposure appears to be necessary ingredient in the language experience of a prelearner, if he is to achieve fluency of speech. A natural environment appears to enhance the development of communication skill in the target language as English is, in our present study. The child
acquires the second language i.e. English in the study; intellectually. However, it has been observed that prelearners of Grade II, particularly have shown quite satisfactory excellence, in rote memorization of English poetry as well as English syllables and words without understanding.

(F) Conduct Action Research and Longitudinal Research.

Teachers training in action research will prove in qualitative improvement in teaching learning process. Difficult area in spoken language should be sought out, treatment to remove the specific error, become blessing for prelearners. Encouragement for longitudinal research will open new path in the field of spoken English. Planning in different phases and correction of everyday happening is the most effective tool for the English teacher.

Efforts should be made to transform the existing syllabus and teaching methods of spoken English more functional so that adequate “TEACHING AIDS” can be provided to the prelearners in order to ensure competence in the systematic production with comprehension in spoken English.

Acceptibility in spoken skill should be detected in terms of accuracy not in terms of potential of the prelearners. Maximum practice in spoken skill of English needs to be exploited in preschool with the aim of providing opportunities of speaking with understanding instead of rote memorization.

Prelearners should be exposed to a situation where he gets an opportunity to utilize his unpredictable abilities in learning spoken English in child centred education. The general assumption which cannot, in fact, be denied, is that the reason for this state of affairs is that the preprimary teachers not doing their job well in the field of spoken skill. They do not follow the method instructed to them as Play Way, Kindergarten, Montessori. We may assume that, if only teachers could be persuaded to put above mentioned methods into practice, then the problem would disappear. It is seldom that the validity of the recommended methods are called into question. The root cause of the problem is to be found in the teacher who is the “model” herself. In the light of these interpretations the implications of the study can be said to be practical-oriented. A knowledge of the nature of speaking difficulty in children will help us in formulating appropriate remedial strategies. Identification of the nature and kind of language difficulties of the children, one could either decide to train the comprehension processes, or design an appropriate educational environment suitable to the child’s needs.
Every research work opens areas and situations of concern that need to be heeded to for development of educational and academic implementation.

On the basis of the present study, the investigator has the following points to make as suggestions for teachers of preprimary English, the administrators, teacher educators and “The Curriculum Framers” (given in ‘D’) :

**H FOR TEACHERS**

Teachers of English have favoured traditional methods in classroom teaching, but they should definitely aim at providing the prelearners with maximum exposure to the language.

Language as a subject of skills is an element that requires the competence of the teacher in the skills on her own part. The teacher is the ‘model’ for the class, therefore she should be able to put for her voice, tone, modulation, stress, intonation, rhythm as per the Received Pronunciation (R.P.) in English whenever she speaks in the class. Similarly, she should be careful to correct wrong pronunciation and discourage faulty pronunciation.

The English teachers should be able to transform available text of teaching materials according to classroom situations.

A Phonetic dictionary of English should be possessed by the teacher and strongly recommended to her. A large part of her demonstrations on language usage and functions can be found to be an active part of teaching and learning the use of dictionary.

Being instant resources of English for prelearners, the teacher should be source of encouragement to speak English through correction of every day happenings.

**I FOR THE ADMINISTRATORS.**

- Teaching of spoken English requires competent hands. At preprimary level, no one should be entrusted in the job of teaching English who knows not English herself. As this is the delicate age of prelearners where wrong generalization takes place.
- Teachers of preprimary, teaching English, should be at pace with new technology of language learning. For this cause they should be oriented to teaching of English with the available means regularly.
- The preprimary schools should make arrangement to provide essential teaching aids and resources which are not difficult at present to manage in...
city preschools. Every preprimary school should provide tape recorder with few cassettes, pictorial story books, comics, attractive charts and coloured clay models.

- With the ever-increasing emphasis on good results and the pressures teachers constantly face to cover curriculum effectively, it is difficult to persuade preschools, of benefits of English refresher course programme. Making this a feasible option both in terms of time in the regular preschool days and of obtaining competent staff and quality materials is really a challenge in light of the priorities preschools place on regular curriculum and testing.

Teacher Educators

Teacher educator is a foundation of teaching system. Educational Psychology is one of the subjects to be taught by teacher educators to prospective teachers. While teaching educational psychology, teacher educator should lay emphasis on the psychological methods of teaching learning a language. They should be exposed to the procedure of the research. Teacher educator can use the teaching materials along with the exercises of this study for giving training to would be teachers. Teacher educators can use the same teaching materials whenever they organize short term courses for in-service teachers.

Teacher trainees are also taught methods of teaching. During this, teacher educators, can give practice to student teachers in development of questions to test development of language.
8.19 Suggestions for further Research

This is a very important area of research in the field of qualitative improvement in the teaching of spoken language. It is very essential to explore the possibilities of more research in this area. Keeping in view the observations made, inferences drawn and the utility seen in this investigation, many more research studies can be undertaken.

1. A study of development of spoken English in primary classes should be undertaken since the present study was limited only to preprimary classes.

2. Future research should be directed towards all the skills of language as listening, speaking, reading and writing at primary level.

3. It would be appropriate to study comparative achievements in schools under different managements and residential schools.