CHAPTER – I

INTRODUCTION

1.1.0 IMPORTANCE OF ENGLISH IN THE CONTEXT OF GLOBALIZATION

English is widely spoken in all six continents and has had a strong effect in many regions in which it is not the principal language spoken. English speaking community is fairly stable in the British Isles, North America, and Australia.

As it is found today, English, which is the language of Shakespeare and Milton, is about only 400 years old, and yet it has gained a laudable place among the languages of the world. Colonization by the British people in different parts of the world and the establishment of their governments there had enabled the people of those countries learn English mainly for administrative and communicative purpose.

English is being learnt and used. English is the mother tongue of the people of Great Britain, the Americans, the Canadians and the Australians. In countries like India, Pakistan, Ceylon, Singapore, Nigeria and New Zealand, English is being taught in schools and colleges. Now, English is regarded as the world language.
Randolph Quirk (1962) has pointed out, “There are now something like 250 million people for whom English is the mother tongue or ‘first language’. If we add to this the number of people who have a working knowledge of English as a second or foreign language (many Indians, Africans, Frenchmen, Russians and so on) we raise the total to about 350 million.”

People who speak English fall into three groups.

Those who have inherited it as their native language.

Those who have acquired it as a second language within a society that is largely bilingual and those who are driven by necessity to use it for some practical purpose – administrative, professional or educational.

One person in seven of the world’s entire population now belongs to one of those three groups.

Unlike Canada, Australia has no European language other than English within borders. Over 90% of the population is British. By the mid 20\textsuperscript{th} Century, with rapid decline of its Aboriginal tongues, English was without rivals in Australia. Although New Zealand lies over 1,000 miles away, much of the English spoken there is similar to that of Australia.
In 1950 India became a federal republic within the common wealth of nations, and Hindi was declared the first national language. English, it was stated, would continue to be used for all official purposes until 1965.

In 1967, however, by the terms of the English Language Amendment Bill, English was proclaimed “an alternative official or associate language with Hindi until such time as all non Hindi states had agreed to its being dropped”.

English is therefore acknowledged to be indispensable. It is the only practical means of day–to–day communication between the central government at New Delhi and states with non–Hindi speaking populations, especially with the Deccan, or “south” where millions speak Dravidian (non–Indo–European), and, although its use as a medium in higher education is decreasing, it remains the principal language of scientific research.

In 1956, Pakistan became an autonomous republic comprising two states, East and West, Bengali and Urdu were made the national languages of East and West Pakistan respectively, but English was adopted as a third official language and functioned as the medium of Inter State communication. (In 1971) East Pakistan broke away from its western partner and became the independent state of Bangladesh.

Africa is the most multi lingual area in the world, if people are measured against languages. Upon a large number of indigenous languages rests are
slowly changing superstrature of world languages. The problems of language are everywhere linked with political, social, economic and educational factors.

In most of the countries, English is taught and learnt for various reasons. In a multi-lingual country like India, the importance and value of English are well known. It acts as an integrating and cementing force. It is through English that these countries are able to get scientific and technological knowledge. English is used as a library language.

Moreover, in countries like India and Nigeria, English has become a tool in the hands of the intellectuals and writers to express themselves. This accounts for the emergence of Indian writing in English and Commonwealth English Literature. **Mulk Raj Anand, R.K. Narayanan, Raja Rao** and others have succeeded in revealing the Indian sensibility through the medium of English. **Chinua Achebe, Wole Soyinka** and others in Nigeria have written in English. English been strengthened by its use in the International Forums and conferences.

English belongs to the Indo European family of languages and is therefore related to most other languages spoken in Europe and Western Asia from Iceland to India.

English has other basic characteristics: flexibility of function and openness of vocabulary. Flexibility of function has grown over the last five centuries as a consequence of the loss of inflections.
Openness of vocabulary implies both free administration of words from other languages and the ready creation of compounds and derivatives. English adopts (without change) or adapts (with slight change) any word really needed to name some new object or to denote some new process. Like French, Spanish and Russian, English frequently forms scientific terms from classical Greek word elements. English possesses a system of orthography that does not always accurately reflect the pronunciation of words. British Received Pronumeration (RP), by definition, the usual speech of educated people living in London and South Eastern England, is one of the many forms of standard speech.

1.2.0 OBJECTIVES OF TEACHING ENGLISH AT VARIOUS LEVELS

The students of higher secondary are unable to construct sentences without grammatical mistakes. There are three levels in acquiring a language ability.

a) Intelligibility

b) Fluency and

c) Accuracy

At the first two levels one may not be very accurate in the uses of tenses and modals in his or her writing on conversation. Still one has to be accurate in using the language he speaks or writes. In this age of satellite television and internet, the users of English language make an emphasis on intelligibility and
fluency rather than accuracy. Conveying is stressed in communication rather than attaining accuracy.

Somebody says one can live without friends and relatives as one can speak English and makes his ideas communicated without using articles and preposition. But it is clear that grammatically accurate is essential rather than importance of usage of articles and prepositions. Articles and Prepositions are also accurately conveying the meaning to the speaker. One cannot rest on intelligibility and fluency also. However, even in the first step of intelligibility in conveying the ideas bare or rude, one has to be conscious of tenses, modals in his conversation. When it comes to writing, the usage of tenses and modals has to be mastered. Accuracy is nothing but attaining perfection in using the language. Without a good knowledge of using the tenses and modals, it will be difficult and sometimes ambiguous for a person to communicate resulting in miscommunication or partially conveying the ideas.

The students who enter the higher secondary lack in communication skills and especially speaking or writing English fluently without any grammatical mistakes.

1.3.0 TEACHING OF ENGLISH AS A SECOND LANGUAGE
Students of English as a second language (ESL) learn English either in an English speaking country or in countries such as India, Nigeria, Hong Kong and Singapore, where English, though the mother tongue of few of the population, is widely used in education and public life. In these situations, input from the teacher or course materials is likely to be supplemented by the students interactions with the wider community and the students mostly expect to use their English with the same community for a broad range of purposes such as further education, employment, or social, political and cultural activities.

An important subcategory of the ESL (English as a Second Language) group are those students whose primary language is a regional or social dialect of English which provided them with an effective means of communication with a surrounding, but often small, group of speakers. These dialects are distinct in terms of the grammar, vocabulary, intonations and pronunciation used.

1.4.0 TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

Students of English as a foreign language usually learn English in a country where the language has no special status, where the teacher or course materials are likely to be the only source of English input, and where the students expect to use their newly acquired skills during travel abroad, to entertain English–speaking friends or business associates at home, or in reading material for academic or business purposes or cultural enrichment.

1.5.0 TEACHING OF ENGLISH LANGUAGE
With the beginning of the colonial rule in India began the introduction of English education. Though the learning of English was somewhat slow at that time, it gained momentum with the implementation of Macaulay’s Educational Policy in India. Till the first half of the 20th Century, English education continued to be the exclusive privilege of the interested few and those who could afford to get it.

Since our nation became an independent country there was a shift in the priority in the later half of the century. English was sought to be rejected not only as a subject to be taught but also as a medium of instruction. Gradually, most of the schools all over the India switched over to the regional language as medium of instruction. This could be taken as the first blow given to the good standards in the teaching and the learning of English.

English was made the ‘Second Language’, which was once enjoying the position of the ‘First Language’. Graduates coming from such a set up became teachers of English at the colleges, and naturally the standard of teaching also went down. Moreover, English was no more a passport to jobs at the State and Central levels. Once again this led to the lack of interest on the part of students learning English. With the introduction of mass education at the elementary, Secondary and Higher Secondary levels, there was further deterioration in the standards of teaching and learning English. Mohammad Aslan (2003) pointed out the large classes, unsuitable teaching materials, wrong methodology are some of the factors, which led to a steep fall in the standard.
Learning a second language is, of course, learning the four skills, viz. listening, speaking, reading and writing. The first two are intimately related to each other, though one is recognition skill and the other is production skill. Understanding English when spoken is easier than when written. Moreover hearing is a natural process whereas reading is an artificial activity. Even the illiterates who go out in search of livelihood in other countries can learn the foreign language easily by the natural method. Anyhow learning by hearing is made difficult because of the peculiarities of pronunciation, intonation and stress. Therefore, the learner should be trained to listen to the Received Pronunciation. He should be given plenty of ear training exercise and practice. He should hear and understand normal English speech. The question and answer method of teaching is very essential for teaching this skill of listening.

In India our students are hampered in their ability to listen because of certain weaknesses.

a) Inadequate range of words and phrases that are to be understood;

b) Inability to maintain attention;

c) Inability to understand pronunciation;

d) Inability to understand fast speech;

e) Inability to understand against background noise through acoustic and electrical interference.
The learner should be trained to read books rapidly to understand them. He must grasp the meaning of the passage as a whole. Listening to broadcasts or recording of full-length plays, and films, is almost certainly of great value. The dramatic situation and the variety of dialogue combine to maintain interest, and hence attention could be maintained even over long speeches.

Listening to English speech is necessary for learning the skill of speaking. The learner has to pay attention to sounds, pronunciation, stress, rhythm and intonation. This is possible with the help of a pronouncing dictionary like Daniel Jones English Pronouncing Dictionary and by listening to recordings, broadcasts and dialogues in films. He has to think directly in English. He should develop spoken skills by observation, imitation and repetition.

The RP (Received Pronunciation) denotes the speech of educated people living in London and the southeast of England and of other people elsewhere who speak in this way. RP is not intrinsically superior to other variation of English: it is itself only one particular regional dialect that has, through the accidents of history, achieved more extensive use than others.

In order to develop the writing skill, the learner must know the correct spelling. He has to learn the meaning of words and the order in which they are to be put together. He has to organize the ideas freely by writing letters to friends or parents expressing his needs, interests and wishes.
Training in language skills is emphasized. Learners are not expected to appreciate literature. They are expected to develop their reading and writing skills alone. Moreover, they are expected to develop a sufficient knowledge of spoken English in the form of stress and intonation. They are trained in writing as English is library language. In addition to all such training they are trained in note taking, note making and summarizing. Finally, they expect to acquire skills in global and local comprehension.

1.6.0 TEACHING OF ENGLISH GRAMMAR

In the traditional method, labels and rules are given importance. Rules are taught first and labels are given. The learners are asked to be thorough with rules. They learn by heart and are familiar with rules. The labels are taught and the learners are asked to fix the labels to the grammatical structures. When it comes to the usage, the learners struggle a lot and they get confused with the uses of tenses. Modals, as they indicate the mood of speakers, unless otherwise the usage of modals is mastered, it will be very difficult for the learners to use the modals in the spoken or written English.

In most of the English classrooms, the learners are passive participants. The learners do not have any speaking role. Most of the time, it is the teachers who speaks, throughout the period. Most of the learners spend an year of study in a particular class even without speaking for a minute or two. Since grammar is taught by various other methods, which are handy to the teachers, no emphasis is laid on the learners learning the grammar for functional usage. Moreover, the
methodology employed are convenient to the educators, rather than the educants. Grammar learning is made hard and the grammar classes are considered boring. Neither the teacher, nor the students pay attention to the learning of grammar. The educator is keen in teaching grammar in a traditional way.

The grammarians and grammars are governed by rules and they are considered as strict disciplinarian. The language is taught regimentally and the educants are put in their places for misbehaviour structures. In many parts of the world, the study of English grammar takes place because English is an official (or critically important public) language of that nation. The purposes and motivations for maintaining English as the official language vary as the situations social, economic, religious and political factors vary. The situations vary widely, and so do the attitudes toward the study of English that accompany them. These are the following methods used

The Direct Method,

The Simplification Method,

The Natural Method,

The Film Method,

The Situation Method,
The Conversational Method,

The Oral Method and

The Linguistic Method, used seemed to be ineffective in bringing the desirable result in using grammar. Yet a quite percentage of learners have mastered the usage of grammar. Grammar teaching has to be interesting and productive.

‘Grammar may be termed as descriptive science, which describes the structure of sentences, function of words and their relation to one another at a particular period and of a particular group of people’. It is the scientific enquiry in the form and structure of language. It is a body of certain rules and regulations of the language.

➢ Dr. Sweet defines it as “The practical analysis of a language –its anatomy”.

➢ Gordon defined grammar as “a body of empirical rules which explain and regulate the structure of the sentence.

➢ According to Chapman, “Grammar is a study of language by specialists, made in order to establish the rules and principles which underlie the correct speech and writing unconsciously or instinctively by the native speakers”
Ballard says, “Etymologically it means the study of letters. It is the science that lies behind the art of literature and the composition”.

Thompson and Wyatt write, “It presents the facts of language under certain categories, and deals only with those which can be brought under general laws and stated in the form of general rules”.

Kittson says, “The notion that the grammatical mistakes made by a learner are due to the lack of grammatical knowledge, is wholly false. This is often curiously illustrated in examination, where a candidate will not infrequently, gain marks in one section of the paper by stating a grammatical rule correctly and a little further or break the same rule, in his composition.

To a layperson, grammar is ‘correct or incorrect English’. To a student it is ‘an analytical and terminological study of sentences’. To a linguist it means “the total set of signals by which a given language expresses meaning”.

Nelson Francis considers that grammar has three distinct functions:

i)  Formal patterns of the words to convey meaning,

ii) Description, analysis and formalization of language patterns and

iii) Linguistic etiquette.
Grammar is not related to text book. According to West, “Grammar offers a set of labour serving rules, explanations and patterns which economize effort in language learning”.

Grammar helps in the improvement of written work. In the unity of thought, ideas and in linking of sentences grammar comes to the help of a learner.

According to Bright and Gregor proper grammar teaching can lead to highly concentrated practice over a wide range of available structures. It can make more practice possible rather than less.

The concise Oxford dictionary defines grammar as “art and science dealing with all languages inflexions or other means of showing selection between words as used to speech or writing and the phonetic system, and the established rules of using these”.

According to “The Advanced Learners' Dictionary of Current English, “grammar is, study of science of rules for, the words and structure of a language”.

Chambers New English Dictionary states “grammar is use of words in speaking or writing”. The shortest definition is the chambers, within 12 words, implying the correct usage, and what else does an English teacher look for, if not the correctness in his students work.
In the field of grammar, some people with blind, unyielding faith in the value of grammar as the basis of good writing advocate the teaching of grammar as a subject in the curriculum and some condemn it saying that “There is probably no subject on the school timetable on which more time is expended unprofitably than English grammar” (West 1952). A few are confused and have no clear idea regarding the nature, use and outcome of grammar instruction; as a result, grammar is taught out of necessity because it is included in the syllabus and questions are asked in the examination. Teachers are interested only in ‘covering the portion’ rather than cultivating the language competence of learners.

We should go back to the study of grammar. English teaching, harnessed to the demands of grammar and syntax, what Sydney Smith called “the non-sense of grammarians” has to be readopted. What we need to restore is the teaching of correct English as the essential craft through which all writing, whether creative or not, must be expressed. Children do need to learn the basic rules of grammar as well as what is regarded as good practice. If they do not, they will neither be able to express ‘accurately’ what they mean nor learn to discriminate what reading or listening to what other people have to say.

- Anniah Gowda in The Hindu, May 11, 1982, “Normative grammar is no good and only formative (if any) or structural grammar is tolerable, that perspective grammar is terribly out of date and only descriptive grammar is of any use”.
Good old Nesfiled, who used to be the Bible of a generation of present, is not only played out but has become almost a dirty word in the teaching of the English language.

As for Wren and Martin, they were the main-stay of English language students of this generation.

Mr. Chruchill writes in, 'My Early Life' Mr. Somewell a most delightful man in whom my debt is great - was charged with the duty of teaching the stupidest boys the most disregarded thing – namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn analysis. Mr. Somewell has a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue and green inks. Subject, verb, relative clauses, conditional clauses, conjuctive and disjunative clauses! Each had its colour and its bracket. It was a kind of drill. We did it almost daily. This I got into my bones the essential structure of the ordinary British sentence – which is a noble thing. “I wonder of how many grammarless (and ungrammatical) students and teachers around us we can say the samething. We could do with some firm grounding in grammar”.

“It is well to remember that the object of English teaching in India is not to produce a Winston Churchill or a J. Krishnamurthi, but to equip generations of young men and women to transact their professional life which is predominantly English speaking. The direct method of teaching
(the approach which is sometimes unscientifically called the functional approach) would seem more useful than the pedantic and pedagogic grammar-patronising approach”.

- **Swaminathan and Vishnu Bhatt** in The Hindu, June 10, 1982,


  a) It is possible for a teacher to teach the grammar of a language although he has no real command over the language.

  b) Grammar is popular with examiners. It is difficult to test fluent speaking ability or writing ability. Grammar questions are easy to set and correct.

  c) Many examiners are elderly; they learnt their English under a grammatical system.

  d) Directors of education demand grammar. They observe the children in the schools speak and write ungrammatically and say ‘therefore teach them more grammar’.

  e) The educational theorist demands it. Grammar gives a training in reasoning – Michael West 1952.
The study of grammar is necessary for, at least helpful in the eradication of faults, and consequently it develops the power to read and speak well.

The study of grammar makes possible easier communication between the teacher and the student since the language components can be named.

It is necessary as preparation for the study of foreign languages since categories in different languages can be compared.

It is a good discipline that gives training in perception and in relation.

An intelligent study of grammar reveals surprising and interesting things about the orderliness of what the child has learned in a non-orderly way.

Thus there is an intellectual appeal, aside from practical benefits.

In the Inductive Method the examples are given to the students Two Major Methods of teaching grammar out of the examples the rules are indicated.

P.C. Wren says, “Teach grammar inductively. Teach English as you would by actions and practice. The rules show themselves in both and need not be learnt first. Nor need a boy be able to define a football or a cricket bat before he can play with one. Why should he define a noun or a verb before he can use one.
In the Deductive Method the teacher tells the rules first. He gives examples later on. Students are asked to use the rule to an exercise given to them.

1.7.0 NEED FOR THE STUDY

In the learning of any language four major skills, viz., listening, speaking, reading and writing are to be mastered. Grammar is the basis for grasping of all these language skills. To master English language one must have thorough knowledge of the uses of tenses. Use of modals is to be learnt thoroughly as it expresses well to the listener. A review of recent research studies revealed that there is a lot of stress on communication aspect of English and presently grammar and researches on grammar are ignored. Therefore, a study is warranted with an added thrust on teachers of grammar.

The investigator is interested in helping the students to achieve mastery in the learning of tenses and modals with the help of new learning strategies which can enhance their learning and use of the same in various contexts.

1.8.0 SCOPE OF THE STUDY

1) The study is restricted to teaching of tenses and modals.

2) Two strategies, story telling and conversation passages, are to identified to enhance learning of English grammar at higher secondary level.
The study in restricted to 64 eleventh standard students chosen from SBOA School & Junior College, Chennai.

1.9.0 STATEMENT OF THE PROBLEM:

The title of the present study is “Effectiveness of Selected Teaching Strategies in Enhancing Learning of English grammar at higher secondary level.

1.9.1 Definition of the Key Expression in the Title

‘A strategy is essentially a method for approaching a task, or more generally attaining a goal’ – Kirby.

Teaching strategies: - Methods, approaches, techniques employed by the teacher to transact the curriculum.

1.9.2 Operational Definition of the Key Expression

In the present study teaching strategies, story telling and conversation, will enhance learning of tenses and modals in English grammar at higher secondary level.

1.10.0 ASSUMPTIONS OF THE STUDY

2. Students find it difficult to understand tenses and modals.

3. It is possible to improve learner performance through the use of selected teaching strategies.

1.11.0 HYPOTHESES

Major Hypothesis

Research Hypothesis ($H_R$)

Selected teaching strategies implemented by the investigator will significantly enhance learning of English grammar at higher secondary level.

Null Hypothesis ($H_0$)

Selected teaching strategies implemented by the investigator will not significantly enhance learning of English grammar at higher secondary level.

Additional Hypotheses

Research Hypotheses ($H_R$)

1. Story telling teaching strategy implemented by the investigator will significantly enhance learning of tenses in English grammar at higher secondary level.
2. Story telling teaching strategy implemented by the investigator will significantly enhance learning of modals in English grammar at higher secondary level.

3. Conversation teaching strategy implemented by the investigator will significantly enhance learning of tenses in English grammar at higher secondary level.

4. Conversation teaching strategy implemented by the investigator will significantly enhance learning of modals in English grammar at higher secondary level.

**Null Hypotheses (H₀)**

1) Story telling teaching strategy implemented by the investigator will not significantly enhance learning of tenses in English grammar at higher secondary level.

2) Story telling teaching strategy implemented by the investigator will not significantly enhance learning of modals in English grammar at higher secondary level.

3) Conversation teaching strategy implemented by the investigator will not significantly enhance learning of tenses in English grammar at higher secondary level.
4) Conversation teaching strategy implemented by the investigator will not significantly enhance learning of modals in English grammar at higher secondary level.

1.12.0 OBJECTIVES OF THE STUDY

The following are the objectives of the study

1. To identify the errors committed by the students while using tenses and modals in English through a diagnostic test.

2. To identify appropriate teaching strategies in enhancing the learning of tenses and modals in English.

3. To select two strategies for teaching tenses and modals.

4. To apply, after validation, these selected teaching strategies in enhancing the learning of tenses and modals in English.

5. To find out the effectiveness of these selected teaching strategies, story telling and conversation, in enhancing the learning of grammar at higher secondary level.

In the next chapter, we will deal with the conceptual framework and the review of the related literature to know how the researchers and investigators have done similar such studies related to the present study.