CHAPTER - ONE

INTRODUCTION
## Chapter - One
### Introduction

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Chapter - One

Introduction

1.1 Introduction:

The prime purpose of language is to communicate. It is next to impossible for any human being to survive without communication. With the widening range of human thoughts and actions, human languages have performed the acts of expression and communication in various ways. Bhartrihari says about the importance of language:

"Neither the armlet, nor the bright shining necklesses of pearl and gold, nor the bathing with sandal paste, nor the flowers nor the finely combed hair decorate the man. It is only the thoroughly refined and polished speech, which dignifies his reputation. It is obvious that the ornaments are parishable, but the real ornament is the ornament of speech."

-Bhartrihari
Language learning and teaching are closely related with each other. In order to have a fuller understanding of them one needs to study both of them closely. But even before that one also needs to consider the cultural and historical perspectives of the study. For example if we examine the study of English in Gujarat the ELT scenario is grim. This can be more substantially understood in the historical perspective of language study in general and English in particular, in India and Gujarat.

1.2 History of English Language Teaching:

The earliest of efforts to spread English education in India was made in the year 1659, the year in which the Court of Directions allowed the Christian Missionaries to come to this country. In the year 1698, the British Parliament introduced the missionary clause in the company's charter under which Ministers of Religion were to be maintained in the factories of the company. Thus the missionaries came to India for looking after the spread of Christianity and the education for the Christian as well as Anglo-Indian children. Victory in the battle of Plassey also made it possible for the East India Company to take control over the vast area of Bengal. The Britishers took control over Indian political scene by capturing Delhi in 1801 and the then reigning Mughals were taken prisoners. (Singh, Khushwant 1992).
After the fall of Mughal Empire the policy makers could not make up their minds at once regarding which language should they advocate as the medium of instruction - English or some Oriental language such as Arabic or Sanskrit? But amongst the people, a growing demand for English as a medium of instruction was becoming stronger and stronger. Charles Grant advocated English as "the true cure of darkness" (Mukerji, 1957).

Lord Minto's Minutes published on 6th March, 1811, strongly advocated for the revival of Oriental literature. He traces their decline to want of encouragement:

"The Principle cause of the present neglected state of literature in India is to be traced to the want of encouragement, which was formally afforded to it by princes, chieftains, and opulent individuals under the native governments." (P.7)

Raja Ram Mohan Roy's address to Lord William Pitt dated 11th Dec., 1823 also advocated the same thing. He believed...

"... as the improvement of the native population is the object of government, it will consequently promote a more liberal and enlightened system of instruction, embracing Mathematics, with other useful sciences which may be accomplished with the sum proposed by employing a few gentlemen of talents and learning educated in Europe and providing a college furnished with the necessary books, instruments and other apparatus." (P. 11)
The debate continued between Orientalists who favoured the use of Sanskrit and/or Arabic as the medium of instruction and the Anglicists - who favoured English, up to the arrival of Lord Macaulay. Lord Macaulay's "Minutes" on education, published in 1835 - put an end to such debates. He advocated the use of English as the medium of instruction in the strongest possible wards...

"We have to educate a people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language. The claims of our language it is hardly necessary to recapitulate. It stands preeminent even among the languages of the West. It abounds with works of imagination not inferior to the noblest which Greece has bequeathed to us; with models of every species of eloquence, with historical compositions, which considered as vehicles of ethical and political instruction, have never been equalled; with just and lively representations of human life and human nature; with the most profound speculations on metaphysics, morals, government, jurisprudence and trade; with full and correct information respecting every experimental science which tends to preserve the health, to increase the comfort, or to expand the intellect of man. Who ever knows that language has ready access to all the vast intellectual wealth, which all the wisest nations of the earth have created and hoarded in the course of ninety generations... Nor is this all."
Along with the status of English as subject, Lord Macaulay also advocated the use of English in various Indian provinces in the strongest possible words:

"In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives at the seats of Government...

Whether we look at the intrinsic value of our literature or at the situation of this country (multi lingual?), we shall see the strongest reason to think that... the English tongue is that which would be the most useful to native subjects. (P.P. 14-15)

Later, in the same Minutes, he goes on to say the words that have proved to be highly controversial:

"I feel... it is impossible for us, with our limited means to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population." ("Minutes" P.18)
Lord William Bentick accepted the suggestions with laudation saying:

"I give my entire concurrence to the sentiments expressed in the 'Minutes'."

He officially accepted the 'Minutes' in 1836 in spite of growing unrest and protest from the Orientalists and Vernacularists. In the year 1837, English was accepted as the Court language in this country. In the year 1844, the then Governor General Lord Hardinge issued a resolution that who ever is well-versed in English shall be given a preference in the Government jobs. By now English was acknowledged as the real source of information and getting the good jobs because English had become the official as well as academic language of India. English language as stated by Mukherji, (1957) had become 'the source of earning livelihood'.

By 1870s, children of all classes had entered the race for receiving the Western type of education through English. This race still continues, perhaps on a greater extent (Krishnaswamy et al. 1992). Western education and the intellectual reawakening through the language of English led to what was called "Indian Renaissance"- which helped Indians seeing that they could achieve the independence in 1947 - which looked next to impossible before several decades.
1.3 ELT In India:

While discussing the ELT scenario in India, we must understand the complexities of teaching English in such a country which is multi-religious, multi-lingual, multi-cultural, multi-social and multi-geographical. Again English as a language has remained successful in getting the constitutional status of an "associate official language." English has remained the dominant medium of communication in administration, higher education, commerce and industry, science and technology so on and so forth. In short, English continues to dominate every walk of life in this country.

This disillusionment regarding the status of English in India can mislead more often than not. But the standard of teaching English has deteriorated considerably (Sood 1988). There are all kinds of varieties of English to be found across the country, ranging from a near native variety to a bazzar variety. (Krishnaswamy et. al 1992). Only about five percent of the total population of India is estimated to know English and a large proportion of this is "concentrated in the largest cities of the country." (Prabhu 1987).

There are millions of learners in this country who want to learn English language but the resources are limited. So today English is taught as a second or third language at the school level in most of the states in India. Similarly Universities have either switched over to regional languages or Hindi as the
medium of instruction apart from some courses like medicine, engineering etc. So the disappointing reality is that in spite of people knowing the value and importance of English, the attention given to it is rather discouraging. Some factors like frequently changing ELT policy, lack of resources, inadequately trained teachers, non-contextualised subject matter add to deteriorate the standard of English in India.

To change this grim ELT scenario, a number of commissions and committees were appointed. They had to look into the details for English not gaining as much ground as it should have. The Secondary Education Commission (1952-53) advocated the use of mother tongue as the medium of instruction, where as the Education Commission (1964-66) headed by Dr. S. Kothari emphasized use of English as "Library language". He recommended that at the upper primary stage: *MT/*L1/*RL + Hindi/English should be the teaching pattern. At the Lower secondary stage it should be: MT/RL + *H/*E + *MIL. And at the higher secondary stage there should be only two languages.

In the year 1968 the National Policy of Education was declared. According to this report: "Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, specially in science and technology. India must not only have to keep pace with this growth but should also make her own significant contribution to it. For this purpose study of English deserves to be specially strengthened." (P. 666)
ELT in India has suffered because of an "aimless drift" and striking dissimilarities can be found as regards to the school year when the teaching of English begins, the total number of school years during which it is taught, whether it is used as a medium of instruction at some level or not, class size and examination. (Prabhu 1987, Jadeja 1988).

The National Education policy of 1986 examined the questions of development of languages in great details; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1986 policy has, been uneven.

All these commissions gave importance to English as an international language. But in spite of this English is taught as a Second or Third language at school level. Surprisingly even at the university level, most of the universities have switched over to regional languages as the medium of instruction. In spite of the indispensability of English for higher studies the importance given to it is very little. A list of factors like: confusing ELT policies, lack of resources, oversized classrooms, inability of the teachers to convince students for English learning have added to the falling standard of English.

1.4 ELT Situation in Gujarat:

Until April 30, 1960, Gujarat was part of Bombay State. Gujarat got the status of a separate state on May 1st 1960 after it was bifurcated from Bombay, as a result of the
Bombay Reorganisation Act. After the bifurcation, the policy on English Language Teaching was modified and a new language policy was announced for the state of Gujarat.

The Government was anxious for the poor state of English Language Teaching in Gujarat. In order to change this scenario for better a decisive policy was announced, according to which:

(I) As it was done in the previous Bombay state, teaching of English will continue to be taught as a compulsory subject in standards VIII, IX, X and XI.

(II) Schools would be allowed to teach English on the voluntary basis from standards V to VII outside the school hours and the expenditure on this will have to be borne by the schools from their reserve funds.

(III) An intensive course would be provided in standards VIII to XI by assigning more time in terms of hours to the subject in the school time-table and adopting suitable methods of teaching English effectively of their convenience.

Later, in 1960, the Government of Gujarat appointed a committee under the chairmanship of Mr. L. R. Desai to re-examine the syllabus in English at the secondary school level. This committee presented its report in 1961 and submitted the following recommendations:
(I) The teaching of English at the primary level should be discontinued and the prime importance at this level should be given to the teaching of mother tongue.

(II) The learners should receive an intensive teaching of English as a compulsory subject in classes from VIII to X.

(III) The Desai committee advocated the Structural Approach in ELT. The Structural Approach was in vogue during those years and a set of syllabuses was framed on those lines for standards VIII through X. Standard XI was the revision stage for the language items the students had learnt during the preceding years. The committee recommended that the number of periods assigned to the teaching of English be raised from 8 to a maximum of 12 per week (Natraj, S. 1989).

In the year 1972, English was made as an optional subject at the S.S.C. level. This worsened the English Language Teaching in Gujarat. In the year 1976, the pattern of 10+2+3 was introduced, which is in effect at present also. Now English became an optional subject in standards from V to VII, compulsory in standards VIII, IX and XI and again optional in standard X.

Given below are some figures that show how much of English was taught at each level:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Periods</th>
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<tr>
<td>V to VII</td>
<td>Optional</td>
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<tr>
<td>VIII</td>
<td>Compulsory</td>
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<tr>
<td>IX</td>
<td>Compulsory</td>
</tr>
<tr>
<td>XI</td>
<td>Compulsory</td>
</tr>
<tr>
<td>XII</td>
<td>Optional</td>
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Syllabus details for the classes V to XII are as under:

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<tr>
<th>Class</th>
<th>Teaching Points</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>V</td>
<td>32</td>
<td>200</td>
</tr>
<tr>
<td>VI</td>
<td>18</td>
<td>300</td>
</tr>
<tr>
<td>VII</td>
<td>19</td>
<td>300</td>
</tr>
<tr>
<td>VIII</td>
<td>33</td>
<td>500</td>
</tr>
<tr>
<td>IX</td>
<td>24</td>
<td>500</td>
</tr>
<tr>
<td>X</td>
<td>15</td>
<td>500</td>
</tr>
<tr>
<td>XI, XII</td>
<td>18</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total vocabulary 3500</td>
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(Table 1.4.1 Syllabus details for the classes V to XII)

This design of the new syllabus was based on the Structural Approach. It included grammatical structures and patterns, phrases and formulas, vocabulary both content as well as function words, reading material for intensive and extensive study and topics for composition.

The syllabi in the high schools, were designed in late 60s. The general objectives suggested for teaching English at high school level were:

(I) To enable a student to understand conversation in English and a talk delivered in simple language on the topics within the range of his/her experience.
(II) To enable a student to develop affair of ease as well as understanding of the material be read and a vocabulary of 3000 to 3500 words.

(III) To enable a student to read aloud from a given textbook with the right expression, understanding, proper intonation, pauses and correct pronunciation.

(IV) To enable a student to construct simple, compound and complex sentences for narrative purposes.

(V) To inculcate in the student the habit of expression of using simple correct sentences as per his/her desire.

(VI) To enable a student to translate correctly unseen passage with known vocabulary into the mother tongue using grammatically correct sentences with fair degree of accuracy.

(VII) To inculcate in the student the habit of listening to English through aural and oral approach.

(VIII) To enable exceptionally good students to develop a sense of creativeness by composing a paragraph, a story or an essay etc.

After looking at the above mentioned objectives one may feel that everything was "well" with English in the state. But the reality was that ever since the bifurcation the decision takers and policy makers had not decided what importance should be given to English. This was the reason why despite the exuberant approach towards English, it remained in the state of complexity.
This inability on the part of the policy makers did a great harm to the students of Gujarat.

If we look at the results of the competitive exams held at the National Level, Gujarati students find it a hard nut to crack and it is mainly because of the lack of proper knowledge of English. Even if we look at the branches of knowledge like Medicine, Engineering etc. even those students can't put their best foot forward who have secured perhaps more than 90 to 95% at the H.S.C. level. The real reason behind their inability to cope with the situation is at the H.S.C. level the medium of instruction is Gujarati and they have to write in Gujarati Language. Moreover English for Science and Commerce students is a subject in which they simply have to pass, so they give more importance to the subjects like Maths, Physics, Biology, Chemistry, Accounts respectively.

For this poor situation of English, the fluctuating policies of the Government were responsible, and the average Gujarati students suffered for generations.

1.4.1 Problems of Teaching English in Gujarat:

According to L.R. Desai (1964), following are the main problems for teaching English in Gujarat.

(A) Inefficient teachers.

(B) Lack of proper tools.
(C) Lack of good and appropriate material.

(D) Lack of audio-visual aids.

(E) The teacher has to cope with the large classes.

(F) Heterogeneous students group, out of which some might be highly motivated and many of them are indifferent to the situation.

(G) Language policies are inadequate and the syllabi on the whole in English are not based on the needs of the learners. They are based on either the previous courses or are traditionally formed.

(H) Lack of pedagogical considerations come in the way of effective planning and management.

(I) Heavy emphasis is leid on lecturing as a method which leaves hardly any scope for classroom interaction between the teacher and the taught, for there is no classroom discussion.

(J) There is no proper system for monitoring the test packages. Tests are constructed randomly and they heavily hinges upon the criteria of cramming rather than understanding, so the kind of results that they throw up are highly misleading.

(K) Apart from these all problems/limitations, the English textbooks published by Gujarat Education Board are based on structural syllabus. In structural set up, too little
emphasis is given to the classroom communicative skills, which is too harmful not only for the students but also for the teachers.

1.5 Need for the study:

In Gujarat the structural approach is adopted for teaching of English since 1962. As per the objectives laid down for the course, a student should be able to use English Language freely on topics related to daily life and experiences. But even after studying the English language for 5 to 6 years, the conversation in English remains far from satisfactory.

According to Wilga Rivers (1973 : 102) normal objectives of learning a language are...

"Establishing and maintaining social relations, expressing one's reactions, hiding one's intentions, talking one's way out of trouble, seeking and giving information, learning or teaching how to do or make something conversing over the telephone, problem solving, discussing ideas, playing with language, acting out, social rules entertaining others, displaying one's achievements and sharing leisure activities."

The teaching material which is prescribed at F.Y.B.Com level has many shortcomings. Following are some of the shortcomings observed by the Investigator:
(I) The present syllabus does not contain either the task-based or the need-based material.

(II) The syllabus of Business English i.e. Commercial Communication prescribed for the F.Y.B.Com. students neither focuses on any specific skill nor lead the students to the original texts of Business English.

(III) Moreover the letters which the students have to study under Commercial Correspondence are old and outdated. These letters do not provide the necessary knowledge regarding the present business transactions.

(IV) There is no scope for discussion between the teacher and the taught in the present system, which is based on the structural approach.

(V) Actual use of the language items in real life business situation is ignored in the present teaching course. Students don't get opportunities to use the part of the language they have to learn. As a result, the item remains 'stored' in the mind of a learner and even though he knows it, he cannot produce it when required.

(VI) Exercises given in the book provide practice in learning about the form of the language by the way of drilling and/or cramming. But they do not guide learners in using them in a context. So, when it comes to using these sentences in the Business English format, they either fumble or commit mistakes because of the lack of confidence.
1.6 **The Problem**:

Are the problem of teaching compulsory English in commerce faculty substantially different from the problems of English Language Teaching in other faculties? The answer is No. According to Rai (1997), even though it cannot be denied that the English language has its 'registers' and 'dialects', they are just the various limbs of the body called 'English'. So on the whole the Investigator's prime purpose behind taking this study is to find out and rectify the problems of teaching compulsory English in the field of Commerce. We cannot create a water-tight Compartments like 'Business English', 'Compulsory English' but here the Investigator has tried to investigate the problems of teaching Business English i.e. Commercial Communication.

1.6.1 **Statement of the Problem**:

"*Preparation and Field Trial of Instructional Materials for the Teaching of Business English at F.Y.B.Com. Level.*"

1.7 **Definition of the terms**:

This section lists and defines the major terms used in the investigation. Before we actually go to the topic it is necessary to be clear about the terms like; Preparation, Field Trial, Instructional Materials, Business English etc.
(A) Field Trial:

According to A. S. Hornby (1991) the term Field Trial means:

(I) Testing the ability of somebody on a range of subject.

(II) Testing the ability of somebody in an activity or on interest.

(III) Testing the quality and performance of somebody (or something) on the range of a subject or on an activity.

(B) Instructional Materials:

This phrase signifies:

(I) Materials used by teachers at any level for the purpose of instruction;

(II) Textbooks or task sheets containing academic input and/or exercises for learning and consolidation.
(C) Business English:

According to EFL Gazette (Nov. 1990),

"Much Business English Teaching concentrates on common skills: meeting, telephoning and social skills in a business context."

A. S. Hornby (1991) describes Business English as:

"The register of English appropriate to commerce and industry, and the name for training courses in business usage, especially if offered to foreign learners."

1.8 Objectives of the Study:

The overall aim of this investigation was to take up an experiment in English Language Teaching materials production and to study its impact on the academic community. The specific objectives of this study were:

1.8.1. To review the relevant literature in the area of the teaching of Business English.

1.8.2. To prepare a blueprint of improved ELT materials for F.Y.B.Com. level.

1.8.3. To prepare and tryout Sample materials with the students at F.Y.B.Com. level.

1.8.4. To encourage active participation of the students through
the use of audio-visual aids.

1.8.5. To use project work as an integral part of the teaching material which would enable them to think individually and differently.

1.8.6. To design and use reading tasks with comprehension questions that would lead to better reading skills in Business context.

1.8.7. To design and use writing tasks specifically relevant for the teaching of Business English.

1.9 Hypotheses:

The Investigator formulated a set of assumptions and worked out the null hypotheses as given below:

1.9.1 It is possible to prepare communicative tasks that are useful for developing communicative abilities within the traditional framework.

1.9.2 It is necessary to design new ELT materials for the students of Business English at the F.Y.B.Com. level.

1.9.3 The new ELT materials will be more effective than the traditional materials in promoting classroom interaction.

1.9.4 The students who have studied the new ELT materials will perform better at the end of the field trial than those who have studied the traditional material.
1.9.5 The variations in the response are not due to sex differences.

1.9.6 Both the boys and the girls do not often listen to English news.

1.9.7 Both the boys and the girls do not often attend any public or private lecture in English.

1.9.8 Both the boys and the girls do not use English at home.

1.9.9 Both the boys and the girls do not use English in college.

1.9.10 Both the boys and the girls do not use English while travelling.

1.9.11 Both the boys and the girls do not read English magazines regularly.

1.9.12 Both the boys and the girls do not read news articles in English.

1.9.13 Both the boys and the girls do not read English books.

1.9.14 Both the boys and the girls do not read English books prescribed for them under the category of Business Communication.

1.9.15 Both the boys and the girls do not write letters in English.
1.9.16 Both the boys and the girls indulge in creative writing in English.

1.9.17 Both the boys and the girls do not try to contact people whose mother tongue is English.

1.9.18 Both the boys and the girls do not try to think in English.

1.10 Delimitation of the study:

1.10.1 The present study aims at identifying the drawbacks that are prevailing in the present F.Y.B.Com. syllabus and instructional materials. The Investigator has tried to prepare a blue-print of the new improved Business English material for the students at F.Y.B.Com. level. The amendments that are suggested by the Investigator are only for the portion of commercial correspondence.

1.10.2 The target population for the study selected were belonging both to the rural and the urban area.

1.10.3 This research was carried out only on those students who had passed under the pattern of 10 + 2 and were studying in F.Y.B.Com. Class.

1.10.4 This study was confined to only those students who had passed their H.S.C. examination from the faculty of commerce.
1.11 Scheme of Chapterization:

It was decided to present the final report using the following scheme of chapterization.

Chapter - I — Introduction:

The first chapter presents the context within which the research problem has been identified. The statement of problem is followed by the definition of terms. The objectives and hypotheses are reported and delimitation of the study is underlined.

Chapter - II — Review of Related Literature:

This chapter is divided into four major parts. The first part deals with the basic concept of English for specific purposes. The second section deals with Business English. The third part deals with materials production and the final part deals with teaching of English at UG level.

Chapter - III — Design of the Study and the Tools:

This chapter deals with the designing of the research tools. The process and description of the research tools are discussed here extensively.
Chapter - IV — The Experiment:

This chapter is chiefly divided into three parts. The beginning part deals with the description of the target population. The second part deals with the actual present syllabus and the blueprint of the new ELT material related to the field of Business English.

The Final part deals with the procedure related to the actual classroom tryout.

Chapter - V — Analysis and Interpretation:

In this chapter the Investigator has discussed the tasks, analysed the response of the students on the new material and also analysed the interpretation.

Chapter - VI — Findings, Implications and Suggestions:

This chapter deals with what the investigator found during the procedure of whole study. On the basis of findings, the suggestions are given.

Chapter - VII — Conclusion:

In this chapter the Investigator has tried to present the summary of the whole study. This section also discusses the educational implications of the present study and suggestions for the further research.
This chapter is followed by the Bibliography.

The Bibliography is followed by six Appendices.

Appendix-One : Pilot version of Interview format
Appendix-Two : Final version of Interview format
Appendix-Three : Final version of Sample Materials (I)
Appendix-Four : Final version of Sample Materials (II)
Appendix-Five : Final version of Sample Materials (III)
Appendix-Six : Final version of Sample Materials (IV)
Note: The abbreviations used in this chapter are:

*MT = Mother Tongue.

*RL = Regional Language.

*H = Hindi

*E = English

*L1 = First Language

*MIL = Modern Indian Language.