

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Introduction**

It is said that this world is a world of speed and advanced knowledge. We are surrounded by information and related technology. Due to rapid speed of knowledge importance of English is increasing. English is a language of a trade, commerce, court, radio and television. It is international link language and library language too.

The Maharashtra State Government has started English from first standard and central governments policy is similar to this to increase the status of English. Since independence it is for the first time that revolutionary changes has been brought in the construction of syllabus at the national level. It is made more or less need based competency oriented and above all functional. So it is necessary to aim at preparing competent and skilled teachers. In the training period the trainees admitted in B. Ed. Colleges have literary knowledge only, which helps very little in teaching of English. So mastery over methodology is the requirement of the day.

## 1.2 Present Position of the Teachers

In the existing situation the objectives of teaching English are not realised in spite of well developed and properly planned syllabus. The reasons are lying with teachers. Teachers are having academic qualifications however they miserably fail in teaching techniques. Simple graduation and post graduation are not adequate for teaching effectively. Teacher requires to have sound knowledge of recent developments in language teaching. He needs to use modern devices as support material in language teaching. It will enrich the learners experiences to develop their interest in language learning.

It is found that very few teachers can fluently speak in English in their classes. Teachers lack confidence and prefer using mother-tongue excessively on the grounds that children cannot follow them. But the real problem is with the teachers not with the students.

Children are very receptive. Change and growth are possible at this stage, if they are instructed systematically.

In order to bring desired results improvement in teaching is must. Teaching is a complicated skill. It consists of explanation questioning demonstration, illustration drilling and reading. The teacher needs to have mastery over these skills. The beginning has to

be done from the teacher education colleges. In the syllabus of methodology of English topic or two are devoted to communication skills in which the teacher educator only orients the student teacher theoretically. He gets very little time to improve the student teachers communicative skills practically.

The researcher works in one of the colleges of education. She is faced the problem of speech practice regularly with a view to equip the student teachers with required proficiency. She selected the present study.

### **1.3 Present Set Up Of English**

English is an international link language if one has to get the knowledge of this language he or she has to compete, as the modern world is too much competitive in nature. Science and technology are changing day by day. The home of this fast changing world knowledge in European countries is English, which is mother tongue in these countries. The latest and the recent knowledge is in English, without this knowledge one cannot compete in this world of competition. For this purpose it is required for every ambitious individual to learn English.

Again it has a social content “The effective use of language in social content means communicative competence”.

In the above statement the revolutionary view of language teaching and learning is emphasized. Teachers must pay attention to the social as well as functional meanings that language conveys. Languages are always learnt by using them and sharing them with others and above all communicating ideas to others.

#### **1.4 Present Status Of English In India**

India is a multilingual country. Fourteen different languages are being spoken in our country. In each state the regional language serves the purpose of media of instruction. As a result no language is fully developed or enriched as the national language or the language of communication at the national level. Language problem has become a bone of contention in most of the states. It created the problems of unrest and excitements within the states. India today needs modern and comprehensive language to communicate with the countries in the world. Considering the existing state no language can replace English so unwillingly we have to continue studying English for sometime in future.



## **1.5 A Brief History Of Language Teaching**

The researcher reviewed the history of language teaching methods which provided a background for discussion of competency methods and suggested the issues referred to in analyzing these methods from this historical perspective are able to know the innovations in the field of language teaching and the perspective theories of learning and the change in learners proficiency.

### **Teaching of English in the world context and specially in India.**

In order to know the existing method of teaching English specially in India i.e. Communicative Language Teaching (CLT) the researcher presented the historical development of teaching methods and approaches abroad and in our country. They are as follows.

In the last quarter of the eighteenth century the teachers usual practice in schools was to translate from the second language into the first language through the application of rules of grammar. At the beginning of nineteenth century there was a reaction against this practice. Then Karl Plotz's method of teaching closely followed the textbook. It was based an grammar and translation. In the later half of the nineteenth century there were a number of individual reactions against Plotz's teaching techniques. These reaction and serious efforts

in search for new methods. Finally developed into a moment recommended by Clause Marcel. He dispensed with grammar translation method. In its place he advocated the teaching language.

1. Through comprehension of texts.
2. Through abundant listening.
3. Then Through the reading of simple and familiar material.
4. Then Speaking and writing.

At the turn of the 19<sup>th</sup> century the grammar translation method was the most popularly used in Indian Schools. Even today most of the teachers are attached with this method. Much emphasis was on the teachings of the formal grammar. The students were given drilling in memorizing the rules of grammar and translating a given pass.

### **The Natural Method**

By 1866 Heness had started a private school for teaching languages by what has been known as “The Natural Method” until 1880 teaching was teacher centered. Francis Gouin was the first who started language teaching methods from the point of view of the learner.

Victor 1882 strongly criticized the inadequacies of grammar translation method and stressed the value of training teachers in new

science of phonetics. In 1886 the International Phonetic Association (IPA) was designed to enable the sounds of any language to be accurately transcribed. Victor Sweet and other reforms in the late 19<sup>th</sup> century shared many beliefs about the principles on which a new approach to teaching foreign language should be based. The origin of the existing approach was seen in this movement is general the references believed that-

1. The spoken language is primary and that this should be reflected in an oral based methodology.
2. Learners should hear the language first before seeing it in written form.
3. Words should be presented in sentences and sentences should be practiced in meaningful contexts and not to be taught as isolated.
4. Grammar should be taught inductively.
5. Translation should be avoided.

### **Suggestions By The Scholars**

These scholars provided suggestions as how these applied linguistic principles could best be put into practice and paved the way for the emergence of what come to be called, the direct method. In

direct method the use of mother tongue was banished from the classroom. The philosophy underlying the direct method was that the language was to be learnt more or less the same way as the child learnt his mother tongue.

In the country it was found that grammar translation method has a number of disadvantages. This method was responsible for the poor attainment of our learners in English. Hence this method is discarded to some extent that proved better. For the pupils and the direct method the first book advocating the use of this method in India was P. C. Wrenn's (1993). The direct teaching of English in Indian schools Otto Jespersen (1956) H. Palmer (1964) and M. S. H. Thomson and H. G. Wyatt (1960) popularized the direct method in training colleges. The method was characterized by certain features like.

1. Oral Work
2. Exclusion of the students mother tongue.
3. More emphasis is laid on speech practice where as other aspects of language learning like reading and writing not received due attention. It was found that this method was not suitable for all students.



## **1.6 Set Up Of The Modern Language Association Of America**

This association set up committee in 1892 to advise the National Educational Association on curriculum and methods in language teaching. The ultimate objective of language teaching programme was 'Reading ability' and thus the Reading method existed. Reading became the goal of the most foreign language programmes in the United States. This was continued until World War II.

## **1.7 Dr. West's New Method**

In India Dr. Michael West published his bilingualism in 1926 (based on his research in Dacca) and the experiments and studies in modern language. Teaching by Coleman and Fife come out in 1934. Both the reports emphasised the importance of Reading and accorded a secondary place to speaking which was the main tenet of the Direct Method. Michael West also published his new famous New Method Readers based on his ideas on vocabulary selection and primary to the systematic teaching of reading.

During the world war II the reading method was found inadequate to meet the needs of a large number of learners in the army and navy. They needed fluent speakers. The entry of untitled states in

World War II has a significant effect on language teaching in America. The Army Specialized Training Programme (ASTP) was established in 1942. The objective of this programme was for students to attain conversational fluency in a variety of foreign languages.

In 1939 Fries and his colleagues applied the principles of structural linguistics and rejected the approaches like those of the direct method, in which learners are exposed to the language used and gradually absorb its grammatical patterns. The structure of the language was identified with its basic sentence patterns and grammatical sentences. During the same period in India (1950-60), the structural approach was used for teaching foreign languages. The structural approach stresses the importance of structures, which are carefully graded. Structural grading consists of arranging the structural items or patterns into a suitable order.

### **1.8 The Audiolingual Approach**

The Audiolingual Approach was developed and popularized by Robert Lado. The approach emphasizes on the pattern drilling, repetition and on the ordering of the skills, listening, speaking, reading and writing. During the same period "Substitution Method" was evolved. In this method, words of model sentences are substituted by other

words. Drills are given through simple, compound and substitution tables are extensively used. Then the situational approach was used in teaching foreign language.

The situational approach basically tries to teach English in the artificial atmosphere intensively created in the classroom. The teacher just introduce some new words incidentally in the classroom and offers a lot of opportunities to the learners to associate the meaning of new words with corresponding situations constant repetition is stressed.

### **1.9 The Communicative Teaching**

Until late 1960's it was the situational language teaching (SLT) that dominated the ELT scene in Britain but by the end of the sixties it was clear that situational approach had run its course. There was no future in continuing to pursue the chimeras and predicting language on the basis of situational events. British applied linguists emphasized the functional dimension of language to cover up the limitations of structural approach and situational language teaching. They saw the need to focus in language teaching on communicative proficiency rather than mere mastery of structures. This view was advocated by scholars. Such as Christopher Candlin and Henry Widdowson D. A.

Wilkins (1972) working for the Council of Europe analyzed the communicative meanings that language learners need to understand and express. Rather than describe the care of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative use of language. He described two types of meanings, national categories concept such as time sequence quantity frequency and categories of communicative function (requests, denials, offers, complaints) Wilkins later developed these ideas into a book called 'National Syllabuses' (1976). The meaning of notion is given ahead which had a significant impact on the development of what came to be popularly known as 'communicative language teaching' CLT.

The communicative approach in language teaching starts from a theory of language as communication and its goal therefore is to develop what Dell Hymns (1972) referred to as 'communicative competence' rather than a mere what Chomsky (1965) calls 'linguistic competent. The conceptual frame work of communicative language.

In conclusion it is said that most of the teaching practices in vogue today derive their rationale from the past experiments with the language teaching programmes. The current teaching methodology is

to combine the merits of the past language practices into some form of a viable language teaching method according to the learners need and the linguistic environment in which he is taught the target language.

### **1.10 The Policy Of Education**

Even in advanced Western Countries the education imparted to learners was found bookish and not related to life situation. The learners could hardly use the acquainted knowledge to solve the practical problems faced by them in day by day transaction. Hence they realized the urgent need of review of education. Curriculum and urgent modification in the system of education. It was turned as an educational reform movement which recommended the implementation of the active and self learning methods after review of the situation.

Before independence the goal set before students of English was that of mastering the language for the purpose of knowing Eng. literature, life and thought of developing a refined sensitivity and expression and so on. After independence the goal was spelt out as that of using it as a tool to keep in touch with upto date knowledge in this particular discipline. Information in all branches of human

knowledge social, physical sciences, biological sciences and so on is available in English.

Teaching of English language was more or less content based not skill based. The four fundamental language skills namely listening speaking reading and writing have been neglected. Now unless our students have an adequate competency in reading English with understanding. This vast developed knowledge will not be accessible to us. This stresses the importance and need for developing an ability to comprehend literature written in English on one's special subject. Moreover at this stage our learners faced so many problems in day to day life. Even after learning fundamental education they couldn't solve their problems in respect of day to day transaction in social context.

### **1.11 National Policy On Education (1986)**

After review of the situation for the first time after independence a national policy on education (1986) has been formulated prescribed a uniform course of studies in all the states in the country. 'Teaching of English at Different levels education has an important role to play. English like other languages fulfils the

functional (communicative) literary (aesthetic) and cultural (integrative) needs of the learner.

Considering all these facts the reconstructed syllabus has categorically stated the objectives of teaching English at the higher secondary level with a view to realizing the objectives a number of language activities and communication skills have been recommended. The ultimate aim is to involve the learner in the process of acquisition of communication skills. The textbooks at this stage draws heavily on the modern communicative approach. The course book are different also in its method and techniques as it is not a bare anthology of selections followed by notes. The course book adopt a carefully worked out design based on the new research (ELT). The restructured syllabus came into force with effect since June 1994.

According to the policy of ministry of education it was decided to introduce, English from 1<sup>st</sup> standard. In this the skills are divided in different standards which are as follows.

1. 1<sup>st</sup> to 4<sup>th</sup> standard emphasis on oral work.
2. 5<sup>th</sup> to 8<sup>th</sup> importance to speech practice.
3. 9<sup>th</sup> to 10<sup>th</sup> stress on silent reading.
4. 11<sup>th</sup> to 12<sup>th</sup> writing is stressed.

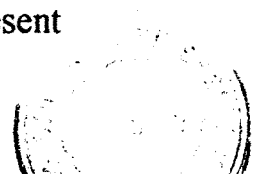
From 1<sup>st</sup> to 4<sup>th</sup> standard the teaching approach is oral in which nursery rhymes, introduction of alphabets, introduction of simple words along with their pictures are included. In other words, we can say that the books are activity based. Different activities are given to do such as 'listen and learn', 'look and say', see the objects and tell the names etc. The emphasis is on oral activities.

From 5<sup>th</sup> to 7<sup>th</sup> standard speech practice included dialogues between different persons related to life of these standards such as dialogue between teacher and students, conversations between friends, conversation with parents etc.

From 9<sup>th</sup> to 10<sup>th</sup> standard stress on reading is seen. Contents of higher ideas are included. Prose and poetry have different sections from which stress on reading can be seen.

For higher secondary that 11<sup>th</sup> and 12<sup>th</sup> standards writing is emphasised. Self expression using various types of sentences is included. Means one can see the hierarchy of the skills in the curriculum of English from 1<sup>st</sup> to 12<sup>th</sup> standards.

Considering the communication skills prescribed in the syllabus the textbooks have been newly prepared (developed). However methodology remained the same with subtle changes. The present





study is primarily concerned with the CLT. Hence the researcher deals with it in details in the communicative language teaching.

### **Language And Communication**

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing with the help of the language one can express his feelings or ideas. Each language has its own sounds and symbols. These sounds and symbols are universally recognised by all the people who used it. Sentence patterns are fixed. For example Indian people use 'Hindi' language for communication. All over the world 'English is used as a means of communication as it is international language.'

### **The Term Communication Means**

1. The sharing of thoughts, ideas or knowledge by two or more people.
2. It is two way process of sender and receiver.
3. It includes the devices processes and institutions by which individuals and groups exchange all kinds of information e.g. In the classroom teacher imparts / gives knowledge to the students.

4. Someone who is communicating is able to talk to people easily.
5. Pass on news, information, feelings, emotion etc.

Communication may be in the form of spoken or written language. One can use signals such as speech, body movement to give information. We can send message or information through letter writing by telephone or by sending telegrams. One thing is clear that communication should be meaningful i.e. One can understand each other's feelings or attitudes. After all, it is an art. Hence, everyone should be competent in communication.

### **1.12 Basic Functions Of Language**

1. THE INSTRUMENTAL FUNCTION – Refers to the use of language for the purpose of making the recipient do something. Fo example requesting commanding urging ex.  
Will you lend me some money (please)?
2. THE REGULATORY FUNCTION – Refers to the use of language to regulate the behavior of others. Instruction teaching can be regarded as a type of communicative behaviour intended to cause the address to do something. It

also includes advising and suggesting ex. Why don't we start now?

3. THE INTERACTIONAL FUNCTION – Refers to the use of language in the interaction between the self and others. It is a me and you interaction between the self and others. It is a me and you function. One important aspect of this function is simply to open up and maintain social contacts ex. Thank you / Thank you very much.
4. THE PERSONAL FUNCTION – Refers to the use of language to express personal feelings and meanings. It aims at direct expression of the speakers attitude towards what is speaking about ex. We express by saying “That’s too bad!” or “Oh my God” and enthusiasm by shouting “Wow!”
5. THE HEURISTIC FUNCTION – Refers to language as a means of investigating reality, a way of learning about things that is using language to learn and to discover. It is the use of language for inquiry or questing e.g. could you tell me where the station is (please)?
6. THE IMAGINATIVE FUNCTION – Refers to language used to create a world of the imagination. It is the use of

language for its own sake to give pleasure i.e. imaginatively and aesthetically e.g.

If I were an apple

and grow on a tree

I think I'd drop down

On a nice boy like me .....

7. THE REPRESENTATION FUNCTION – Refers to language used to communicate information. It is the use of language to convey a message which has specific reference to the processes, persons, objects, abstractions, qualities states, relations of the world around us.

In order to understand the basic idea behind the CLT we must first clear about following terms. Which are often used while talking about CLT.

- A. Linguistic Competence
- B. Communicative Competence
- C. Accuracy
- D. Fluency
- E. Appropriacy

A. Linguistic Competence – Wilga Rivers one of the linguists is of the view that Linguistic Competence is the ability to communicate naturally by using the forms of the language. Native speakers normally use in all kinds of circumstances and possessing linguistic skills and expressing ones own intentions, feelings and understanding those of others whose cultural background and ways of conveying meanings may be different.

B. Communicative Competence – is

1. Effective use of language in social context.
2. The ability to use the language appropriate to a given social context.
3. The ability to produce sentence for communicative effect.
4. Linguistic competence plus understanding of appropriate use of language in various contexts and
5. The ability to say or write something which is grammatically appropriate fluent and formally possible and socially and contextually acceptable.

- C. Accuracy – means exactness, correctness, careful and free from error.
- D. Fluency – is the quality of being fluent. Someone who is fluent is able to speak smoothly and readily.
- E. Appropriacy – means suitable or acceptable for a particular situation.

## **CHARACTERISTICS OF THE COMMUNICATIVE VIEW OF LANGUAGE**

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicate uses.
4. The primary units of language are not merely its grammatical and structural features but categories of functional ad communicative meaning as exemplified in discourse of communicative language.

Hence, it was necessary to study so the researcher has undertaken this research problem.

### **1.13 Need Of The Study**

Student teachers admitted for the course of B. Ed. have defective pronunciation due to some reasons. Though they are graduate and post graduates they have no idea about accents so there was no inclusion of phonetic in syllabus previously. Again these trainees join from rural areas where they do not get practice for self improvement. There is lack of listening to standard accents, inadequacy of modern devices and lack of opportunities to attend special courses in phonetics. Which proved defective pronunciation. Along with this the teaching methodology used in classroom that is grammar translation method so they lack practice to speak in English. So it was necessary to study this problem.

### **1.14 Statement Of The Problem**

The statement of the problem for research is stated in the following words.

Effect of Measures for Developing Student-Teachers Speech Abilities.

### **1.15 Definitions Of The Terms**

The operational definitions of the terms used in the statement of the problem are defined for the sake of clarity and also for delimiting the scope of study as follows.

1. Effects – The term effect indicates result or measures of developing speech abilities.
2. Measures – The term measures means to develop different strategies used for developing students speech practice.
3. Student Teachers – It means the student teachers admitted in D. K. Shinde College of Education Gadhinglaj and student teachers admitted in Rukadi College of Education Rukadi in the academic year 2004-05 offering English as their first method.
4. Speech Abilities – The term speech includes the spoken aspect of language of student teachers and ability means skill or the limit of one's capacity regarding communication.

### **1.16 Objectives Of The Study**

1. To determine the aspects of speech abilities.
2. To find out entering behaviour of student teachers in the light of speech abilities.



3. To classify the weaknesses in speech abilities into different categories.
4. To find out the effect of measures developed for improving speech abilities.

### **1.17 Assumptions**

This study is based on following assumptions

1. Speech abilities can be developed
2. Speech abilities can be measured.
3. Programme for improvement of speech abilities can be developed.
4. Strategies for speech abilities can be developed.

### **1.18 Hypothesis Of The Study**

- H. 1. There is no significant difference in the mean performance of the student teachers from group 'E' and those from group 'C' on pretest in word stress.
- H. 2 There is no significant difference in the mean performance of the student teachers from group 'E' and those group 'C' on pretest in stress on correct words in the given sentences.



- H. 3 There is no significant difference in the mean performance of the student teachers from group 'E' and those from group 'C'; on pretest in speech on given subject.
- H. 4. There is no significant difference in the mean performance of the student teachers from group 'E' and those from group 'C' on pretest in group discussion.
- H. 5. There is no significant difference in the mean performance of student teachers from both groups. After the implementation of the test on word stress on both the groups.
- H. 6. There is no significant difference in the mean performance of the student teachers after the implementation of the test in sentence stress on the student teacher of both the groups.
- H. 7. There is no significant difference in the mean performance of the student teachers after the implementation of the test in speech the student teachers from both groups.
- H. 8. There is no significant difference in the mean performance of the student teacher after the implementation of the test in group discussion on the student teachers from both the groups.

- H. 9. There is no significant difference in the mean performance of the student teachers of control group on pretest and posttest in word stress.
- H. 10. There is no significant difference in the mean performance of the student teachers of control group on pretest and post test in sentence stress.
- H. 11. There is no significant difference in the mean performance of student teachers of control group in pretest and posttest in fluency in speech.
- H. 12. There is no significant difference in the mean performance of student teachers of control group in pretest and post test in group discussion.
- H. 13. There is no significant difference in the mean difference of student teachers of experimental group in pretest and posttest in word test.
- H. 14. There is no significant difference in the mean performance of student teachers of group 'E' in pretest and posttest in sentence stress.

H. 15. There is no significant difference in the mean performance of student teachers of group 'E' in pretest and posttest in speech for five minutes.

H. 16. There is no significant difference in the mean performance of S. T. of 'E' group in pretest and posttest in group discussion.

### **1.19 Scope And Delimitation Of The Study**

1. This study is limited to English speech ability and sub abilities only.
2. This study is limited to semi urban area.
3. This study is limited to non English medium student teachers only.
4. This study is limited to forty student teachers admitted in D. K. Shinde College of Education Gadhinglaj and Rukadi College of Education, Rukadi in academic year 2004-05.
5. The student teachers offering methods in English were selected.

### **1.20 Significance Of The Study**

The significance of the present study is as follows.

1. As far as the knowledge of investigator is concerned no study of such kind has been done earlier.
2. The developed strategies will help the teacher educators to improve the student teachers speech abilities. When the trainees

are admitted teacher educators find different problems regarding phonetic and linguistic aspects again the training period is very limited. So in given period if trainees get systematic training it proves effective to develop student teachers speech abilities.

### **1.21 The Scheme Of Chapterization**

The researcher has conducted experiments on two groups. By using statistical analysis the conclusion are drawn. The report is written as.

First chapter introduces the topic, its need and a brief historical retrospect of teaching methodology. Next part of this chapter contains a brief history of English methodology, national policy on education, different teaching methodologies of English. Present set up of English, present position of teachers and basic functions of English. Finally it puts together statement of the problem, definitions of the terms used, scope and limitations of the problem assumptions significance objectives of the study and the hypotheses to be tested.

Chapter second is composed of earlier studies done in the following areas.

1. Studies related to the roles of English in higher and professional education.

2. Studies related to the effect of media in learning English.
3. Studies related to the investigation into the standards of reading ability in English.
4. Studies related to difficulties in teaching and learning English.
5. Studies related to writing competencies.
6. Studies related to the poor attainment in English comprehension of students.
7. Studies related to the effect of the presentation of easy and difficult listening material.
8. Studies related to methods and means of teaching English.
9. Studies related to activity centred teaching of English.

Chapter three is composed on the research procedure in details. Support materials needed, sample and sampling procedure the conduct of an experiment etc. Chapter four is concerned with analysis of the data related to measures to improve student teachers speech abilities testing hypothesis graphic presentation and major findings of the study. Chapter five comprised a brief summary that is followed by major findings and recommendations. It points out certain topics for further study.

