CHAPTER – I

INTRODUCTION

CHAPTER - I
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SECTION – I

ABOUT THE STUDY

INTRODUCTION
STATEMENT OF THE PROBLEM
SIGNIFICANCE OF THE STUDY
DELIMITATION'S OF THE STUDY
OBJECTIVES OF THE STUDY
RESEARCH DESIGN
SAMPLING DESIGN
CHAPTERISATION

SECTION - II

THE PLACE OF ENGLISH AT THE PRIMARY SCHOOL STAGE

INTRODUCTION
VALUE AND IMPORTANCE OF ENGLISH
HISTORICAL VIEW
THE PURPOSE OF THE LANGUAGE STUDY
POSITION OF ENGLISH IN SCHOOL
POSITION OF ENGLISH IN MARATHI MEDIUM SCHOOLS
TEACHING ENGLISH AS A THIRD LANGUAGE
CONFERENCE OF PROFESSOR OF ENGLISH
CONCLUDING REMARKS

CHAPTER - I
INTRODUCTION

In the age of Information Technology, the world has become a global village. The Internet has demolished national borders and information is now accessible from remote parts of the world almost instantaneously. The knowledge of English is vital for availing the benefits of the advance information technologies India as a country benefitted from its exposure to English during British rule.

English as an international language. It is the language of international politics, trade, commerce and industry. It is the medium of instruction in technical, medical, law and other institution. Most of the knowledge of the world is not available in Indian language. Current knowledge of the world in science and technology is published in English language.

English is the mothertongue in United Kingdom, the United States, Canada and Australia. Some other countries like India, Pakistan, South Africa, France, the Soviet Union etc. use English as a second language. Thus, English is spoken by 350 million people in the world, which is next only to Chinese language. But now there is a craze for the study of English even among the Chinese and Japanese. It is the link language of the common wealth countries. Any one, who can read English can keep in touch with the world without leaving his house.

English played an important role in the rational life in India. It is the language of communication between the Union Government and the State Government.

In fact, English occupies a place of pride in the school. The main purpose of teaching English in India is not to give our students access to the rich and vast English literature but to make them active users of simple and living English.

English has come to be recognised as a world phenomenon today. It is the first language in U.K., Canada, U.S.A. and Australia. It is second or a third language or a foreign language in India, Pakistan, Africa, France, the Soviet Union, Japan and China. At the British Council's 50th Anniversary Conference on progress in English studies held in London in 1984, Professor Raddolf Quirk estimated that,

"There were 300 million mothertongue speaker of English, 300 million speakers of English as a second language and 100 million foreign language speakers, 700 million in all."

According to Gunnerberg and Kenrick, English is approximately spoken by 1400 millions. Thus, it is now used by nearly a third of the world's largest population.

In India, the teaching of English was started with the advent of British Empire. But it has become controversial problem. Some thought that it should be removed from our school curriculum. Others disagreed

with them and they supported to the study of English by giving reasons. As F. G. French said,

"A person who can speak English, will find somebody who can understand him wherever he may go, any one who can read English can keep in touch with all the world without leaving his own home."

English is an international language of politics, commerce, trade and industry. Most of the current knowledge is published in English so it is the key to the store house of knowledge, which is not available in Indian languages. English is a beautiful language. It is flexible vehicle of thought. It is a link language. It is a library language. In this context, Menon and Patel said,

"A knowledge of English has become essential today for establishing intellectual, economical, commercial and political relations with the rest of the world. It also necessary for higher level, technical and scientific education and research."

Airport of space travel communication, international conferences and documentation of information over Radio and Television need English language. It is a language of wider communication for day to day life. Thus, it is needed if India wants to keep in pace with the rapid progress of science and technology of the west.

As Pandit Nehru rightly said,

"English is our major window on the modern world."

English has more importance in the school curriculum. Indian Education Commission (1964-65) assigned a compulsory place to the study of English in the pattern 10 + 2 + 3. It is one of the languages in the three language formula. A school going child has to study it as a second or third language for six years i.e. from standard V to X. Hence he has to master the four basic skills such as listening, speaking, reading and writing.

In fact, English occupies a place of pride in the school. The main purpose of teaching English in India is not to give our students access to he rich and vast English literature but to make them active users of simple, natural and living English.

Keeping this fact in mind, the Government of India adopted three languages formula. In many schools in various states English taught as a third compulsory language. It is taught for practical purpose for use in communication.

The Government of Maharashtra changes the curriculum at the stage of primary education in 1968. English was introduced as a compulsory language from V standard to X standard along with Marathi and Hindi in 1971. English was introduced from V standard onwards as a third language in 1971.

The information revolution in the neighbouring states of Andhra Pradesh and Karnataka prompted the Government of Maharashtra to

introduce English from the I standard from the academic year 200-2001, as a third language. The Government of Maharashtra declared the new policy about English language in December, 1999 and introduced English as third language from I standard as per Government rule No. RPR/1099-180/1999/Primary Education-5 dated 30th December, 1999. For this purpose, the Government organised SMART-PT training for the primary teachers at District and Taluka levels all over Maharashtra. The Government gave training to 1,40,000 teachers for teaching English as a third language at I standard.

The student admitted to I standard is in the age of 6+ years. The children admitted to schools other than private English medium schools are exposed only to their mothertongue or the regional language which is Marathi in Maharashtra Untill 2000 only Marathi as a language was taught in primary schools and Hindi and English was introduced as second and third languages respectively in secondary schools. From June 2000 onwards from I standard, Marathi and English is taught as first language and third language respectively.

Maharashtra State Board and Higher Secondary Education, Pune has recommended the following objectives of teaching English as a third language.

1. To enable the pupils to understand English when spoken.
2. To enable them to speak with ease and understanding.

3. To enable them to read with ease and understanding.
4. To enable them to express themselves in simple and correct English.

The pros and cons of introduction of English from the I standard onwards has been debated widely in Institutions, in Press etc. the Government has implemented the scheme and like any new programme the individuals involved in its implementation are bound of face certain problems.

Teaching of English is bitterly criticized because the standard of teaching is very low. It is not related to day to day life and is dominated by examination. Taking this into consideration, this subject was chosen for research The researcher is a post-graduate in English. While teaching, he has come across many problems and difficulties faced by students in learning the English language so the research worker thought that it is necessary to undertake a study of the problems of and difficulties of students and teachers. It is therefore, felt that there is need to conduct research on the topic as it is the first step to teach a foreign language. He intended to find out the students weakness and their problems and suggest appropriate remedies to overcome these problems.

In this research, the researcher attempted to study the problems faced by the students teachers, administrator and parents when English

was introduced for the first time to students as a third language in Marathi medium schools.

1.2 STATEMENT OF THE PROBLEM

The problem of research is stated as :

"A CRITICAL STUDY OF THE PROBLEMS IN THE INTRODUCTION OF ENGLISH AS III LANGUAGE IN PRIMARY SCHOOLS OF HATKANANGALE TALUKA IN MAHARASHTRA."

The various terms are used in the statement of the problem are defined for the sake of clarity and also for limiting the scope as follows:

A CRITICAL STUDY

Critical study means the study of forming and giving judgements especially about literature, art, music etc. it is the study of the finding out faults and pointing out mistakes.

So far as this research is concerned a critical study means to find out the difficulties to improve the situation. This research study is undertaken with a view to find out the difficulties in introduction of English as III language in primary schools of Hatkanangale taluka in Maharashtra with a view to make some suggestions and recommendations for improving upon them.

INTRODUCTION OF ENGLISH

The term, 'Introduction of English' means teaching English for the first time in schools formally as a III language at standard I and V.

III Language

Languages are taught at three levels in Maharashtra, which follows the three language formula. 'Marathi' is taught as first level, 'Hindi' is taught as the second level, and 'English' is taught as the third language. English is the III language in Marathi medium schools.

Primary Schools

The first 10 years of the 10 + 2 + 3 pattern of education are further divided as 5 + 3 + 2 + 2 + 3. Of this division, first five standard lie, I to V are considered as the 'Primary School'. So 'Primary school' means standard I to V as per the NPE-1986.

Hatkanangale Taluka

Taluka means territory marked off for administration and for other purpose. A district is comprised of many Talukas and a Taluka is comprised of many villages.

The present study is of 'Hatkanangale taluka' which comes under the Kolhapur district. 'Hatkanangale' is one of the taluka of the Kolhapur district in Maharashtra state.

1.3 SIGNIFICANCE OF THE STUDY

This is a status study research identifying the problems of introduction of English as III language as both I and V standard.

The appropriate suggestions given by the researcher based on identified be useful to the students, teachers, administrators and parents minimise the problems to make the scheme more effective and fruitful.

The study of problems of introduction of English as III language in primary schools of Hatkanangale taluka has not been undertaken by any one.

The research on the above said study is very essential for the following reasons :

i. It will enable the teachers to find out the problems in the teaching of English as a third language.

ii. It will help them to improve upon the teaching of English and leading to the improvement in the standard of English at the primary stage.

iii. It will make them familiar with the methods and techniques of teaching English as a third language.

iv. It will enable them to study English as a skill course rather than the content course.

v. It will help them to strengthen the language acquisition skills of the learners.

vi. It will enable them to study ad understand the objectives of teaching English as a third language in the primary school.

vii. It will enable them to study and follow the ways and means of evaluating the students achievement in English.

1.4 DELIMITATIONS OF THE STUDY

1. The present study will be delimited to the Marathi medium primary schools of Zillha Parishad of Hatkanangale taluka in Kolhapur district.

2. This study delimits administrators as Education Officers, Deputy Education Officer and Head Master.

1.5 OBJECTIVES OF THE STUDY

The main objective of the study is to study critically the problems of introduction of English in I and V standard in primary school and offer appropriate remedies to make the introduction of English as III language in primary school, more effective and fruitful.

The specific objectives of the study as follows :

1. To identify the problems encountered by teachers while teaching English in I standard.

2. To identify the problems encountered by teachers while teaching English in V standard.

3. To study the various methods of teaching English as a third language in standard I and V.
4. To study the problems encountered by students of I standard and V standard.
5. To identify the availability and use of teaching aids to teach English in I and V standard.
6. To identify the problems encountered by the administrators having introduced English in I standard.
7. To suggest appropriate measures to remedy the problems of English teacher teaching I standard.
8. To suggest approximate measures to remedy the problems of English teacher teaching V standard.

1.6 RESEARCH DESIGN

The present study is of the survey type. It is descriptive in nature. As John W. Best (1983) said,

"A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exit, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it offer considers past events and influences as they relate to current conditions.

A) Research Method

The main objective of the study is to collect, analyse and to interpret the facts about the existing conditions, prevailing practices and problems of introducing English as a third language in I and V standard, the researcher had decided to make the use of the survey method research.

B) Research Tools and Techniques

In order to collect the data for this research, the researcher will use the following tools :

1. Questionnaire for English teacher of I standard
2. Questionnaire for English teacher of V standard
3. Interview schedule for Block Education Officer and Head Master.
4. Questionnaire for students.

1. Questionnaire for I standard English Teacher

The questionnaire was prepared to collect information from the I standard English (class) teachers such as preparation, ways, problems regarding teaching of English to I standard.

2. Questionnaire for V Standard English Teacher

The questionnaire was prepared to collect information from the V standard English teacher such as preparation, any problems regarding teaching of English to V standard.

3. An Interview Schedule

This schedule was prepared to interview Block Head Master of the school with a view to find out the problems and suggest the remedies for the improvement of English to I and V standard at the primary stage.

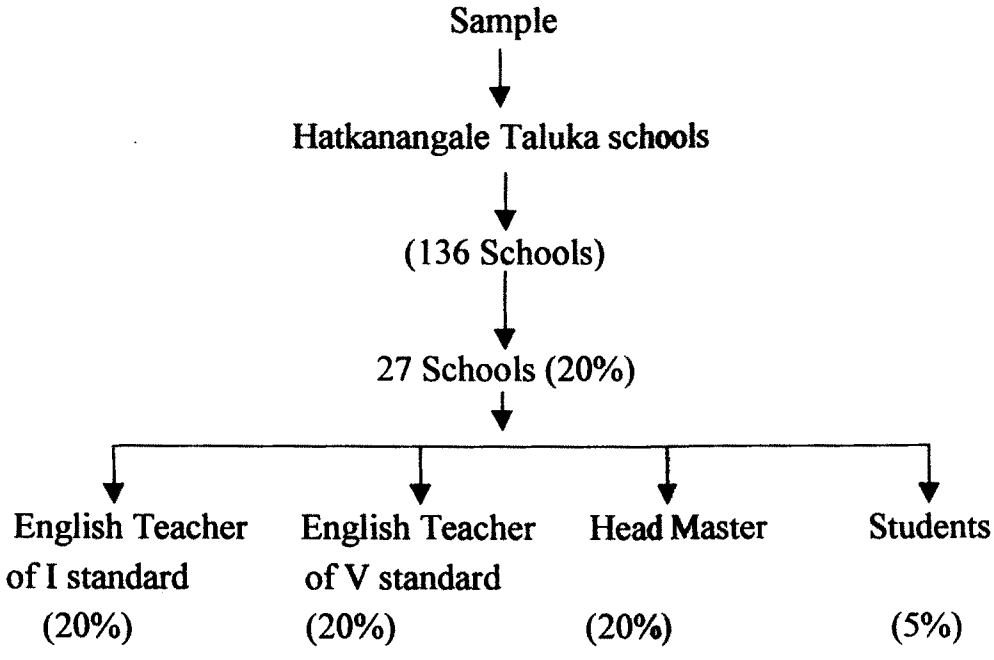
4. Questionnaire for Students

The questionnaire was prepared to collect information from the students of I and V standard such as teacher's teaching according to introducing English as a III language I primary school.

Data, thus, collected were analysed and interpreted with the help of tables, figures and the measures of descriptive statistics, conclusions based thereupon, as also recommendations were presented in the end.

1.7 SAMPLING DESIGN

The researcher has selected the area of Hatkanangale taluka as the field for the present study. There are 136 Marathi medium schools in Hatkanangale taluka. The researcher selected 27 schools out of 136 Marathi medium schools of Zilla Parishad in Hatkanangale taluka. The researcher selected randomly 20% schools in this research. The researcher randomly selected 5 per cent students from standard I and V of randomly selected 27 schools. The researcher selected 27 English (class) teacher, 27 English teacher and 27 Head Masters from randomly selected 27 schools. The researcher also interviewed the Block Education Officer.



1.8 CHAPTERISATION

The entire research work was presented in the following five chapters with the help of the statistical tables and figures.

Chapter I - Introduction

This chapter elucidates the background and scope of the problem under study. It relates to the situation of teaching English after the dawn of Indian freedom. The researcher has explained the significance of the problem in Indian situation. The important terms in the statement of the problem are defined alognwith the objectives of the study.

Place of Teaching English at the Primary Stage of Teaching

This chapter is devoted to the place of teaching English at the primary stage. It also discusses the historical view with special reference

to English before and after Independence. This chapter also discusses the purpose of language study, the position of English in schools and teaching of English as a third language in detail.

Chapter II - Related Literature and Research

This chapter is devoted to the related literature and research. It summarizes the findings and suggestions from the earlier researchers in the field of the present study.

Chapter III - Plan and Procedure

This chapter is devoted to Plan and Procedure. It describes and justifies the research methods adopted for the study. It also described the sources and nature of the data required, describes the various tools used for data collection, elucidates the methodology for collection, analysis and interpretation of the data.

Chapter IV - Analysis and Interpretation of the Data

This chapter deals with the analysis and interpretation of the data collected for the present study.

Chapter V – Summary and Conclusions

The Fifth and final chapter is devoted to the summary of the entire study, conclusions and recommendations It also gives some problems for the further study.

SECTION - II

THE PLACE OF ENGLISH AT THE PRIMARY SCHOOL STAGE

INTRODUCTION

English is learnt as the first or second or third language in India. After Independence it provides an interesting subject for study. It is no longer the language of the rulers. It is one of the important languages in the three language formula and its proper place is now realistically recognised throughout the country. The movements for, 'Angrezi Hatao' or 'Angrezi Bachao' do not exit now and most of the students are learning this language as the second or the third language. Teachers of English do not have the easy task. They have to understand their students are struggling to be the autonomous, confident speakers of English. The research problem is concerned with the teaching of English at the primary stage, Therefore, the research worker feels it necessary to discuss the position of teaching English at primary stage.

VALUE AND IMPORTANCE OF ENGLISH IN INDIA

It is the fact that English has become one of the major languages of the world and Indians can neglect its study at their own task. Whole political and scientific thought has been organised, for historical reasons, by the English language. Two hundred years association with English and with English institutions in a privilege that cannot be easily thrown away. It is an acquisition of very great value of Indians. It links Indians

and places them in the tradition of European thought and European thought and European culture.

It is through English that Indians have shared the wisdom of the West and the West has shared with Indians, their intellectual and spiritual heritage. Through this Indians have enjoyed John Stuart Mill, Bruke, Lincoin, Cartyle, and Ruskin and have been made conscious of Indians political subjection. Through this Indian prodigies like Ramanujan, J. C. Bose, Raman and Bhabha got world recognition.

The importance of English can be considered under four major heads :

1. English as an international language
2. English- our major window on the world.
3. English as a link language
4. English as a library language.

1. **English as an International Language**

a) Language Per Excellence

English is an international language per excellence. No language ancient or modern, can be compared with English in respect of the international status. It is interesting to note that about one of man kind have chosen English to communicate with those who do not speak their own language. More than two hundred million people use it as their mothertongue and it is spoken and read by many millions in Europe, Africa, Asia. More than twenty million boys and girls being learning

English every year. It is in this way that this language helps in establishing heartily international relations.

b. Source of Better Understanding

It is an unending source of better understanding among different nations of the world. It is one of the six official languages of the U.N.O. so it continues to help in integration of ideas on all aspects of human life- political, social, educational, cultural and economic. It is also the sole linking string for one of the most widespread families of races, namely the commonwealth and nations.

c. Records Everything of Importance and Interest

The international status of English is justified on another ground. It is one of the few languages of the world which record everything of importance and interest that takes place in any field of human activity to and any part of the world. The English press puts across the world all inventions of science and technology and the growing literature in all the branches of knowledge. The literature available in this language covers particularly all aspects of life relating to humanities, science, arts, philosophies and religions. It is for this reason that the study of English is becoming more and more desirable than over before in both developed and developing countries.

d. Language of International Trade and Industry

The international trade and industry is flourishing due to the far reaching effects of English language. The whole of commercial correspondence among different countries of the world is carried out in this language. This naturally helps in creating new trade links between one country and the other.

e. International Exchange of Teachers and Students

English language has proved a great incentive behind the international exchange of teachers and students in different countries of the world. It is through this language that teachers and students have improved their academic status by doing research work in different branches of knowledge at leading Anglo-Saxon Universities. Many educationally backward countries of the world gave shown unprecedented expansion, thanks to the educational potential of English language.

f. Language of Cultural Give and Take

Again much of the culture give and take among different nations of the world takes place due to English language. "English is, in fact, the most potent repository of world culture". Even Mahatma Gandhi had to admit, "English is a language of international commerce; it is the language of diplomacy and it contains many a rich treasure; it gives us an introduction to western – thought and culture."

In short, English has conquered all fields of human activity Its achievements in politics, humanities and sciences are well known. Being a language of diplomacy, elegance, culture, art and refinement, English is a language of international importance per excellence.

2. **English – Our Major Window on the Modern World**

Pandit Nehru was certainly correct when he said, "English is our major window on the modern world." This means English language gives Indians glimpses of twentieth century thought and culture. English provides Indians distilled essence of modern knowledge in all fields of human activity. The University Education commission observed in its Report of 1949 : "If (English) is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we give up English, we would cut ourselves off from the living stream of every growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world- movement of thought would become negligible."

No one can deny that English language reports world's important events soon after they take place. English language knows no distance and this language files on the wings of the time. As long as this gateway to modern world is kept upon, the whole world is kept open, the whole world keeps alive to all that happens here and there.

Imagine the plight of the world if every nation decided to report everything of the world, interest in her own language and if this major window on the modern world were closed for ever. Every nation would become an isolated isle in the coast ocean of the world.

F. G. French says, "A traveller who can speak English will find somebody who can understand him wherever he may go anyone who can read English can keep in touch with the whole world without learning his own house."

Rightly did Jawaharlal Nehru, remarks, all regional language must be developed and promoted. But that did not mean that English should be discarded. To do that will amount to closing a window on the world of technology. Foreign languages served as window on it and to suppose that translations could take their place was a mistake. It was no use of getting into an intellectual prison after achieving political independence."

In fact, English is the only window through which the progress is being made by experts in the scientific, technological, agricultural, cultural and literacy fields.

3. **English as a Link Language**

a) Link with the Outside World

English is the only language through which Indians can voice their opinion in the affairs of the world. As Prof. Ish Kumar says, "As a

link with the west, English is bound to retain an important place." Prof. R. S. Trivedi has aptly pointed out : "India's connection with the commonwealth, the U.N.O. and to agencies her needs of foreign trade and economic aid from different countries and her role in the affairs of the world, all conjointly enjoin upon the farmers of her educational policy to give due weight to English so that her interests do not suffer and she doesn't detract from her rightful place in the world policy."

b. Inter-State Communication

English language has come to stay as a link language in the national life of the country. Although different states have declared the use of the official language of the state for administrative work, the use of English still continues at certain levels of the state machinery and social set up in the country. It is the only language for interstate relationship and communication. Being the associate language of the Union, different states cannot do without English for communications with the centre. In a way, it remains the prime mover of inter-state mechanism in India.

c. Social Communication

English is beautifully woven in the texture of the social life of India's teeming millions. It is playing a predominant role in a healthy social give and take among different social groups in the country. A gentleman from Madras can best ask for his breakfast in Bengal in

English and a gentleman from Gujarat can best ask for his dinner in Punjab in this very language.

In a way English is a unifying force, a unifying link, a unifying factor in the social life of the country.

d. Trade Link

English is the major trade link with the outside world. As a result of five years plans, industrialization has come rapidly in India. Indian goods are creating a place of their own in world market. English is the only language through which Indians manufacturers are trying to create fresh trade links. All commercial business with the outside world is conducted through this language. Much of technical know-bow depends upon this language. No wonder, without the knowledge of English language Indian 'Industry would remain a poor national undertaking.

4. English as a Library Language

English is a rich store house of knowledge. There is hardly anything important in the world that has not been translated. Rightly it has been said, "whatever the future of English may be in India, one thing is certain. In India, as in the other countries, English will maintain-quite probably increase – its immense usefulness as a library language." In this capacity it is to serve as a key to the store house of knowledge not yet available in the Indian language.

Much of world's richest literature (50% according to the latest United Nation Publication) in all branches of knowledge is found in this language. Most original publications are in the English while others are translations of important publications in other languages. More and more educated people are drinking to the less in the vast literary ocean of this language.

No library is complete without the works of Shakespeare, Milton, Shelley and other English poets; of Scott, Dickens, Hardy and may more eminent English novelists. We Indians have gained much from the writings of philosophers like Green, Bradley, J. S. Mill, Rousseau and many others. It is this window that lays bare the rich vista of literature and philosophy to the educated people in India and in many other parts of the world. It is the English press that reports all events of national and international importance sooner than before.

Even Indians own vernaculars have been enriched by this language. The writings of Tagore, Sarojini Naidu, R.K. Narayana, Raja Rao, Mulk Raj Anand, Pt. Nehru, Dr. Radhakrishnan, Shrinivas Shastri and others known English classes. Prof. Gokak has rightly observed that, "It was in the English class-room that the Indian literary renaissance was born."

It is, henceforth, desirable for Indians graduates to have sufficient command over English. To quote from the report of Kothari Education

Commission : "In fact, English, as an important library language would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master's degree unless he has acquired a reasonable proficiency in English."

In short, on the basis of above, the researcher can say that the value and importance of the teaching of English in India cannot be denied by anyone, one has to bear in mind these words of Champion, "English literature in quantity and quality is second to none in the world."

HISTORICAL VIEW

A. English Before Independence

The teaching of English in India has a long history. It was vague in the court of law in the assemblies and in public debates and discussions. Charles Grant advised East India Company to give the knowledge of English to the natives as it would serve as a key which will open them a world of new ideas. English was supposed to be the language of elite. The British rulers accepted the downward filtration theory and followed it in practice. They believed that if the upper classes were taught English, they would act intermediaries in the two classes and modern knowledge would filter down from English to vernaculars. And after the passing of Macaulay's Minute in 1835, English became the medium of instruction at all levels in the schools.

The study of vernaculars suffered as a result. There was a protest against this, which was voiced, in the various educational commissions appointed from time to time. And the Calcutta University Commission of 1917-19 sought to adjust the claims of both English and vernaculars, as English for international communication and scientific subjects and vernaculars for dear and intimate things in life. Thus teaching of English came to be regarded as the prime object of the school course.

The English language teaching situation before independence can be summed up as follows :

a. English was dominating the school stage as well as the college stage.

b. the teaching of English was largely pedantic, dull and wasteful.

c. There was an emphasis on the formal grammar of written English.

d. Pupils' needs of English were severally limited. English was needed either for government jobs or for going to a University where the teaching of literature was at the top. English for wider use like communication at the international level or the fields of commerce, engineering, technical was non existent in those days.

e. The literary English was supreme in the teaching of the English. The written English was given more prestige than the spoken form.

f. There was excessive dependance on the British model. The teachers of English limitated the methods and techniques of teaching English in British schools.

B. English After Independence

After independence the position changed It did not affect the place of English in Indian life or education. Some leaders argued that English should be uprooted from the country, as Gandhiji said,

"The excessive importance given to English as cast upon the educated class a burden which has maimed them mentally for life and made for life and made them strangers in their own land."

Despite this observation and the Angrezi Hatao movement, English continued to retain its importance. English has now become the status symbol and the gateway for entry into the urbanised group. English is the symbolism of urbnanisation, internationalism and elitism. Officially it is the associate official language. It has become the 'linqua franca' of the world. It is the tourists most current coin.

Language issues have the deepest political, cultural and personal significance. India is a country where many languages are spoken. It is difficult to take decision regarding the roles of the language in national life. The three languages formula is such a decision that has been recommended in the sixties. It has been accepted as the solution even

under the New Education Policy. The NEP says that the three language formula should be implemented effectively.

The first language should be the mothertongue. The second may be Hindi or English in case of Non-Hindi speaking states. In the Hindi speaking states, the second language may be one of the modern Indian languages or English. The Hindi language in the non-Hindi speaking states should be English or Hindi which has not been studied as a second language. Similarly, in the Hindi speaking states the third language should be introduced at the upper primary stage.

English taught as a second language in nearly every country in the world. English still occupies an important place in the scheme of language teaching in Indian schools. As Dr. Pattanayak has observed,

"India fought British Imperialism, but it has retained English as a window to wider knowledge, a tool of international understanding and as the language of intellectual status, commerce and diplomacy English has been a catalytic agent and the vehicle of modernization in the country."

This changed status of English in Education needs new approaches to the teaching of English.

THE PURPOSE OF LANGUAGE STUDY

It has been a subject of debate as to how many languages can be learnt by pupils at the primary school stage and at what stages the study

of these languages should be commenced. One should know the purpose with which the languages are studied There should be clear perspective of the study of the language.

So it is an admitted fact that regional languages are important. But that does not mean that the national language of the country should be ignored completely. And above all, the study of foreign language i.e. English has its own importance. Now the question arises which language should be given the top most position in the country. Regional language or mothertongue of the people should be of first preference because it is the most suitable language as a medium of instruction for the child beginning its study. The national language of the country should come at number two and the study of English should come after mothertongue and national language of the country.

A discussion of those aspects which need to be highlightened with reference to our national and educational gals as the specific objectives of school education is necessary.

Origin of the Three Language Formula

The Central Advisory Board of Education in 1956 examined the complex problem of teaching of the language in detail in relation to the needs of the country and the requirements of constitution. It devised a formula. It is known as the 'Three Language Formula'. It was simplified to some extent. It was approved by the conference of Chief

Ministers held in 1961. As a result the formula established equality with regard to the study of language between the Hindi and non-Hindi areas It was recommended that as against the third language, Hindi which pupils in the non-Hindi areas have to learn, another Indian language should be studied by pupils in the Hindi areas. This formula recommended by Kothari Education Commission(1964-66) also.

POSITION OF ENGLISH IN THE SCHOOLS

Recent trends in the study of English in Indian schools are pointing to some peculiar problems. Times and conditions in India have changed along with these needs and requirements of our people have changed. With all these changes, a change in the policy of retaining English in schools as inevitable. However, it is argued that nearly 80% of our people are satisfied with their own traditional way of living. Hence the study of English for these people will have no utility. Their requirements are to be met with their own mothertongue. But now it is realised that proficiency in science, technology, medicine can be achieved by the study of English. Secondarily we have accepted democratic pattern so equal opportunitise to all should be given; that is the students should not be deprived of atleast elementary knowledge of English. The late Maulana Abdul Kalam Azad had said,

"The position that English is occupying in our educational and official life cannot be sustained in future."

At this stage English taught at I standard as a III language. English taught as a literary language. English study as literature has produced unhappy results because students have to learn about things which they have never experienced. Hence we must reorganize remodel our courses in English at the secondary stage and recognise that the learning of English is not an end in itself but only an acquisition of an instrument for adding to our knowledge. The emphasis, therefore, must shift from literature to the simple language of everyday. As the All India Seminar on the Teaching of English in schools held at Nagpur in December 1957 recommended :

"that the primary aim of teaching English in secondary schools should be enable pupils to learn as well as possible to understood, speak, read and write the English language."

So pupils should be enable to learn, to speak, to write, to read and to understand the English language in the primary schools.

The standard of teaching English varies – (i) according to the type and need of the school, (ii) in different states in India.

Generally there are four types of schools :

a. English medium schools, where mothertongue or Hindi is taught merely as a subject.

b. Schools where English is a predominant language. These schools have regional language as the medium of instruction.

c. Schools in which English is given as much importance as the regional language. Good teaching of English is necessary in these schools.

d. Schools were English is studied merely as a foreign language. English is taught as one of the optional language.

English in India has occupied the position of a compulsory second or third language in the primary and secondary school curriculum for I to X years.

POSITION OF ENGLISH IN MARATHI MEDIUM SCHOOLS

English language has an important place among the subjects which are taught in the Marathi Medium Primary schools. The student has to learn three languages in secondary school. The study of English begins at I standard in primary schools in Maharashtra. The study of Hindi as well as English begins at the V standard in primary schools. English is a prestigious subject among the school subjects. The student is expected to learn English to acquire four basic skill i.e. listening, speaking, writing and speaking, along with understanding.

Thus the Indian teacher of English needs to have the knowledge of the place given to English in the curriculum to formulate the objectives and to plan teaching accordingly and effectively.

TEACHING ENGLISH AS A THIRD LANGUAGE

Under the new scheme of education English has acquired the status of a third language in most of Indian schools. In Maharashtra for instance, Marathi, the regional language, is now L_1, Hindi, the Union Language, is L_2 and English the associate link language is L_3. This is the general pattern for most pupil studying in Marathi Medium schools except Maharashtra. Pupils studying English as III language at I standard along with Marathi in primary Marathi Medium schools in Maharashtra.

The terms L_1, L_2 and L_3 and foreign language are indicative of the range of uses to which language are put in the life of a speech community. A language chronologically learned as a second language, does not necessarily because L_2 in this special sense, if the purpose for which it is learned is restricted, nor does not become L_2 it at a later stage in education L_3 is dropped from the sequence. In Maharashtra, for instance three languages are taught at the secondary stage viz. Standards V to X, while at the primary (now I to IV standard) and the higher secondary (now Junior College) stage only two languages are taught, English being the second language at the stage. This does not mean that in Maharashtra English is taught as L_3 at the secondary stage and L_2 as the primary schools and the Junior College stage. At all these stages English is taught as L_3.

The relevant question is which is the dominant language, comparatively speaking, and not which is the language learnt or taught after the mothertongue has been acquired. Chronology does not always determine dominance of a language. The terms first language, second language and third language are often used to indicate chronology of learning languages. They may be used to indicate the relative dominance of languages in the life of speech community.

The three language formula was introduced with a view that the child should study mothertongue or regional language, national language and foreign language. Of course there are several difficulties in the implementation of the formula. Some states opposed to it for the following reasons :

i. Heavy language load in the school curriculum.

ii. The lack of motivation of or the study of an additional modern Indian language in the Hindi areas and

iii. The resistance to the study of Hindi in some non-Hindi areas.

Some of the southern states like Tamil Nadu have been following in practice the two language formula instead. The situation became worse because the planning was defective. It was carried out half heartedly. Valuable resources were wasteful.

Many students in many areas have gained very little knowledge of English because it is taught in the unreal situation. As Dr. V. K. Gokak rightly said,

"The teaching of English in our schools is in a chaotic state today."

The facilities provided for the teaching of English have been inadequate. The syllabus, the teaching and testing procedures have practically very little relevance in the context of our educational needs. There is a wide gulf between intention and implementation. It was untill the mid-forties English was taught as a regional language.

The late Mr. Brouton pointed out

"One of the great difficulties in India is that before independence the methods used for teaching English by and large the same as those used in England for teaching English children, with the unfortunate consequence that a study of belief and practice was built up that are entirely inappropriate to the present situation."

English was taught as first language untill mid fifties. The methods and materials suited the English child were highly unsuitable to the average Indian child growing in an Indian cultural context where English could never be the first language. The great men like Tagore and Gandhiji questioned the place of English in our national life. Serious efforts were not made to look at the problem in its proper

perspective. Nobody thought of suitable methods and materials for teaching of English as a third language. The Central Institute of English at Hyderabad in 1958 paved the way for foundations of teaching English as second/ third language. This transition was not easy or sudden.

Mr. Bruton felt, "In my experience, in India, the greatest difficulties in covering the teacher of this necessity for control of the fact that English is a foreign language. It stands to the credit of the CIE that it paves a new orientation to the teaching of English in this country."

According to 'Three Language Formula' the place of English is either 'The second or the third' language. It required a methodology and material of its own. It required teachers of English to aim at the linguistics aims only. In this context Almer rightly says, "To aim at literature is to miss the way to language. To aim at language is to pave the way to literature."

To emphasis shifted from literature to language. The teaching of English tended to become sane and natural. This has proved to be a passing phase. Mr. Bruton alone voiced the need for a change in our syllabi. According to Prof. Randolph Quirk, Indian students should be given solid linguistic practice and a training in the practical use of mid 20th century English. The students should not be compelled to pass the

examinations by means of bazzar guides. The interest of the students should be cultivated and natural. According to a Critic,

"The English language to be taught in our schools should be simple and utilitarian. All that we can do in school is to lay the foundations of English and set the ball rolling and we must keep our aims and standards in view in order to make English of practical and permanent value to our children but our teaching should not become dull, insipid and lifeless. We must endeavour to make our teaching interesting, attractive and if possible inspirational."

According to Halliday and Strevens the foundations of English should be strengthened. If it is done so, then and then only the teachers would be able to discuss and teach great works of literature. For this they must master this practical aspect of language teaching.

The knowledge of English provides a privileged position to a person. There are so many jobs for which a person with a good knowledge of English considered to be an asset. The prospects of employments are then not only in our country but also in other countries of the world.

S. K. Chatterji's words from his book 'Language and Linguistic problems are worth quoting, "It (English) is, therefore, preeminently the language which opens to as prospects of employment at home and abroad and offers means of cultural communication with other parts of

the world." A person with knowledge of English stands good changes of employment anywhere and everywhere in the world.

F. G. French rightly says in this connection, "English is rapidly becoming a world language. It is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese and South Americans as a second language."

Thus, a study of English is a necessity and advantage for us. But we cannot help mentioning here the real situation prevailing in our country.

Thus, the study of English is a challenging job. It requires experiences. Syllabi which was relevance to national needs should be prescribed. Different courses should be arranged such as –

1. A course for university entrants which comprises English grammar and usage and relation to he needs of Science and Technology.
2. A course in reading and listening gives orientation in library reading and practice in listening.
3. A course in productive English trains the students to select information and organise campus in relation to particular needs of a given audience such as the layman, educated groups and scientists.

4. A course in thesis writing and popular writing is meant for post-graduate students. The above views are quoted from the reports of the Times of India dated July, 22, 1976.

The English language teaching situation in India is currently undergoing a significant change. The revised syllabi for standard V to X in Maharashtra are the same old syllabi for English as L_2. The syllabus for English cannot designed mechanically by reducing the number of structures and vocabulary it is prescribed for English as L_2. In framing the syllabus, attention is to be paid to all factors that may impede learning.

This is not an easy job. It needs research in these areas. It is difficult for the average students to know more than two languages actively. According to Michael West and others, a multilingual who can handle more than two languages effectively is very rare. It is a need of time to teach English for certain restricted purpose. In India, English is used freely in several walks of life. It is the language of the intelligentsia. According to Prof. V. V. John, the teaching of English of a library language involves the teaching of all the four skills. Even if we in India learn English as the library language, the development of reading skills needs a broad base linked with all the fourfold language skills (LSRW). Reading skill can be very well developed if there is a good oral-aural base and therefore, there is an imperative need to teach

at school stage how to listen, speak, read and write English. It seems that an overall environment of English should be created.

CONFERENCE OF PROFESSORS OF ENGLISH

It is important to study the views recommended by a conference of Professors held in Delhi on 23rd and 24th January, 1953. The conference made the following recommendations :

1. English should continue to occupy an important place in the curriculum of secondary schools.
2. The pupils should attain a good working knowledge of English at the end of the secondary stage.
3. The course in English should consist of detailed study of texts. The texts should be simple modern English prose. It should be written within a vocabulary of about 2500 essential vocabulary. There should be raid reading selection for non-detailed study of prose and poetry. Simple composition should be prescribed.
4. The objectives of teaching English should be taken into consideration. English should be taught as a compulsory subject for a period of six years at the secondary stage because the standards of teaching are low at present. The teachers should be given training to improve the standards of teaching English. By doing this, it would be possible to curtain the duration of the course by one year. English should be taught for six periods of 50 minutes each per week.

5. It desired the pupils should have an option to offer an additional course in English.

6. Facilities should be given for the training of administrators and diplomats in the use of English both spoken and written.

The above expressed views by the conference prove that English has a definite place in India and in the school curriculum of primary and secondary school stage. English cannot be removed from its compulsory study stage in the school.

CONCLUDING REMARKS

Despite the problems and controversies English occupies an important place in the scheme of teaching languages at the school stage. It is to be taught as one of the second languages (Hindi being one) from standard VI as per New Policy of Education. NCERT publication under the caption "National Curriculum for Primary and Secondary Education : A Frame Work" suggest its introduction at the upper primary stage (i.e. standards VI to VIII) and its continuance at the secondary stage. This implies that the duration of teaching English as the second/ third language at the school stage will be five years. At present, English is taught for I to IV standard from 2000 at the primary school stage and also taught from V standard for six years at the school stage in Maharashtra. It is taught as the third language in Marathi Medium schools.

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We in India have to learn English as the second / third language because of its usefulness as the language of sincere and technology and the international language. It is, therefore, to be taught with an aim rather different from that which the mother tongue is taught in secondary schools in England. The aim therefore, of teaching English is to develop a practical command of the language rather than the mastery of details regarding English literature. Indian students have to learn this language as a language because it is primarily taught as a language of comprehension. Therefore, they have to be taught as a language skills. For this, the teachers of English must understand the need and the way to update their content knowledge and do the best teaching of English.