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**“A STUDY OF MAHARASHTRA GOVERNMENT’S
POLICY TO INTRODUCE ENGLISH FROM 1ST STD.
IN NON-ENGLISH MEDIUM SCHOOLS IN
MAHARASHTRA WITH SPECIAL FOCUS ON
SOLAPUR CITY”**

Submitted to



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CHAPTER 1

ENGLISH AS A GLOBAL LANGUAGE AND TEACHING OF ENGLISH LANGUAGE IN MAHARASHTRA

1.0 Introduction

The present chapter draws a brief sketch of the history of English language, why English has become a Global language, history of English language teaching in India, its objectives in the pre-independence era and the methods of teaching followed since then. The present researcher has also tried to address the position and status of English in the school system in free India. Then a brief description of the situation in the schools in Maharashtra regarding English language teaching has been given. Finally, an attempt has been made to highlight the problems related to the teaching/learning of English in the schools in Maharashtra and the purpose of and need of this study.

1.1 What is language?

“Language is a means of communication among human beings. The two obvious modes of communication are speech and writing. “There are many other means of communication such as facial expressions, gestures, smiles, nods, ringing of bells etc. All these have one thing in common they aim at translating an idea, emotion or attitude into physical embodiment into something that can be perceived by our senses.”(Ramamurthi L. 2004:1.) The message realized in sound waves is called phonic substance or speech. And message realized in writing or printing is graphic substance.

Primarily language must have existed in its spoken form before it was written or printed. This may be inferred from the fact that, even now there are number of tribal societies which use only the spoken form of their language which has never been committed to writing. As these societies became civilized the need for written language must have been felt. All civilized communities have evolved in course of time a written form or script for their language. Language uses different sets of sounds which constitutes the sound system of that language. The spoken and written signs used by a speech community forms the language of a locality, region or nation.

1.2 The Origin of language

Though elaborate research is done by historical linguists, the mystery of the origin of language remains unresolved. According to Whitney “No theme in linguistic science is more often and more voluminously treated than this and by scholars of every grade and tendency.”(Ramamurthi L. 2004:12) There are seven major theories about the origin of language:-

Bow-Wow theory

Ding –Dong theory

Pooh – Pooh theory

Gesture theory

Musical theory

Contact theory

Ye-He-Ho theory

1.3 Language change

All living languages change with time. The rate of language change varies from language to language and from age to age. According to Lalitha Rammurthi, “ The great changes that have come over English in the course of thirteen centuries may be inferred when we compare the Old English of the 7th century with the English of the 20th century.”(Ramamurthi L.2004: 17) There are many theories associated with language change. Grimm and Humboldt try to relate linguistic changes to racial characteristics. Another theory relies on geographical conditions which may affect the quality of sounds produced. Danish linguist Otto Jespersen states that historical events influence linguistic change. Wars, invasions, famines, pestilence have been related to certain linguistic change. According to Frenchman Millet and the Russian Marr social changes and popular unrest are agents of change. Industrialization, colonization, urbanization and migration had led to language change. The substratum hypothesis of Ascoli states that a language may be modified under the influence of another language for example a bilingual situation. The principle of Ease or Least Effort or assimilation or analogy put forward by Curtius, Whitney and Ziff are also responsible for language change. History of any living language with written records show that changes have

been taken place in its pronunciation, spelling, grammar, vocabulary and meaning. Maximum numbers of changes are observed in pronunciation while syntactic changes are rare.

1.4 Language families

There are around four thousand languages spoken in the world today. Linguists divide these languages into families and sub-families. The two theories about development of language families are Family tree theory and Wave theory.

Family tree theory refers to the genetic relationship among languages, Language B and C are said to be daughter language in respect to language A and sister language with respect to each other. This type of development is also called branching. The process may recur because each branch, originally a dialect, develops into a full fledged language having many dialects, which in their turn later develop into independent language.

The second theory is wave theory. It assumes that language spread out from a central source like waves rather than neatly splitting off like the branches of tree. This theory suggests a high degree of overlapping across language that spring from a central source.

These theories complement each other – the family tree is an organized representation of the occurrence of change and the wave theory provides a description of their spread.

1.5 Indo-European language family

Development of historical and comparative linguistics and the concept of the Proto-Indo European language family is the direct consequence of the British rule in India. Sir William Jones, who was Judge of the Supreme Court at Calcutta in the second half of the 18th century, was also an orientalist. In 1786 in a research paper he put out the findings that, ‘Sanskrit and Latin has strong affinity’. His observations fired the imagination of 19th century philologists like Franz Bopp and Rasmus Rask, whose investigation helped to trace the probable ancestors of many living languages.

Indo-European language family is the name given to the parent language from which nearly all European languages as well as those of Persia and India should have been descended. This family is a reconstructed one. Samples of original Indo-European are

not available, philologists have worked backwards and traced a common ancestor and named it Indo-European. Linguists' state that about 5000 years ago, in Central or South Eastern Europe there must have lived a group of nomadic tribes who spoke a common tongue now identified as Proto-Indo European. These tribes moved along the shores of Baltic Sea and the Black sea and are believed to have wandered in the lands stretching from Lithuania to Southern Russia. In course of time, this homogenous group split and moved in different directions. The Indo-European language family might have split around 200 BC. The earliest record of Indo-European is the Vedas of ancient India written in Vedic Sanskrit which dates back to about 2000-1500BC.

In the early years of splits, each group retained speech habits of the parent language with the passage of time; each group lost contact with the other group and added new words which became necessary under changing circumstances. This led to the gradual development of eight distinctive language groups. Germanic or Teutonic is one of the language groups.

1.6 Germanic or Teutonic Language family

The branch of Indo-European that English belongs to is called Germanic. It is also called Teutonic because it was originally spoken by the Teutonic races. This language group includes language such as German, Dutch, Frisian, Danish, Swedish, Icelandic and Norwegian. It is believed that the Germanic formed a distinct, cultural and linguistic group around the beginning of Christian era. They were living in small area of northern Germany and Southern Scandinavia. By about 300 A.D. they had begun to expand due to over population. This led to dialectal differences namely North Germanic, East Germanic, and West Germanic. Old English has descended from West Germanic dialect.

Features of Germanic different from other branches of Indo-European

Simplification of the inflectional system.

Strong and weak forms of the adjectives.

A dental suffix for the past tense.

Consonantal changes known as Grimm's Law or the First Germanic Sound shift or the First Consonant shift.

Modifications to Grimm's Law known as Verner's Law.

Fixing of the stress on the initial syllable.

A common distinctive vocabulary.

(Rammurthi L. 2004:35)

1.7 Old English

“English in its earliest form is known as old English. It was spoken by the early Germanic Settlers of Britain. The systematic conquest of England by the Germanic tribes took place in 449 A.D. By about 600 A.D. the Angles and the Saxons established their power and settled down in Britain. This marked the beginning of the old English period.” (Rammurthi L. 2004:45). Celtic language was the language of the Britons. The Britons held absolute sway over the island till the Roman conquest of 55-54 BC by Julius Caesar. The Roman occupation of Britain lasted from 54 BC to 410 AD. Latin was the language of rulers and upper class. But Celtic continued to be used by common people.

During the Old English period, there were four varieties of English

Kentish (the speech of Jutes who settled in Kent)

West Saxon (spoken in the region, south of the Thames)

Mercian (spoken in the area extending from the Thames to the Humber)

Northumbrian (spoken north of the Humber)

Mercian and Northumbrian having some common features is termed as Anglican dialect of the Midland. Modern day Standard English is the direct descendent of Anglican dialect. During the old English period, West Saxon was the most dominant dialect.

1.8 Middle English

During the period 1100 to 1500 A.D. the English language developed a pattern that was distinctly different from that of old English. It was the period of Norman Conquest. In the year 1066 William of Normandy stepped on the English soil. According to Latitha Ramamurthi, before that period English was a pure language with a sprinkling of Latin, Celtic and Danish words, thereafter it became a hybrid language. When Edward the confessor became the king of England in 1042, Norman French was freely used in king’s court because he had Norman mother. Thus the

infiltration of Norman French had reached England much before the Norman Conquest. The language that William Duke of Normandy brought to England was the French spoken by the Normans in France and not the French of Paris. William didn't despite or forbid English but French became the language of king's court, nobility and learned professions and law courts. For about 200 years England was a bilingual nation. The upper classes used French and lower classes consisting of the farmers, herdsman and other rural dwellers spoke English. The intermarriage between the two peoples brought fusion of English and French. The loss of Normandy brought English back to England. French language was losing its claim over England. "In 1362 the chancellor opened the parliament for the first time with a speech in English. Subsequently King Edward III gave his assent to an Act of Parliament allowing English to be used instead of Norman French. Finally in 1399, Henry IV seized the English crown, and England for the first time after the Norman Conquest, acquired a king whose mother tongue was English."(Rammurthi L. 2004:66).

The four major dialects of Middle English were Northern, West midland, East Midland and Southern. East Midland dialect, it was the most popular and standard dialect. It is from this dialect Modern English has evolved. Factors influencing the dominance of this dialect.

London, metropolitan centre of England was in east midland district. Politically, socially, commercially it was important place.

Two great Universities Oxford and Cambridge lay in the Middle region. It was the language of scholars.

Chaucer the representative writer of this period and other prominent writers adopted the East Midland Dialect as the literary standard.

William Caxton printed his earliest books in the East Midland dialect. The role of the printer proved to be of enormous importance in stabilizing the national vernacular, fixing the spelling and spreading uniform conventions of grammar and syntax among the reading public.

Changes in the English language during Middle English period are as follows:-

Change in grammar

Changes in pronunciation

Change in spelling

Addition to the vocabulary

1.9 Modern English

According to philologists 1500 AD is the beginning of the modern English period. The fundamental structure of the language as it exists today had evolved around 1500 AD. The years from 1500-1700 witnessed four great events viz. the Renaissance, Reformation, Innovation of Printing and Discovery of America. Classical Renaissance was at its peak from 1500 to 1700 AD and it stressed the study of classics. Cultivated Englishmen followed Greek and Latin literature. They borrowed heavily from the Greek and Latin literature. Cicero and Virgil were their models. Style was important. Efforts were done for making native English better. Some scholars of the 16th century thought that language should depend upon its own resources and they opted to go back to the early periods of English for (a renewal of energy.) Both the trends helped enriching English one by borrowing and the other by developing its own resources.

Reformation a religious movement had its impact on English language. Many Protestants were of humble origin and lacked classical erudition. So their pamphlets and books were written in simple English. An important outcome of Reformation was many translations of Bible including King James Bible or the authorized version of 1611. These translations provided English language with many words which were later adopted into the spoken tongue and became part of the English vocabulary. William Caxton introduced printing technology in the year 1476 as a result books which were available to few were now available for all. Afterwards English language became more uniform, a single dialect emerged. Spellings were fixed. While the spellings were fixed by 15th century but the sound changes are continuous, that explains the discrepancy between spelling and pronunciation. The main features of modern English less inflections were compensated by use of prepositions, fixed word order, use of function words, an elaborate auxiliary system, great vowel shift. The concept of Standard English gained importance. Class dialects based on social causes rather than geographical causes were used. About 3/5 of the 20000 regular words used in English are loan words.

1.10 Standard English

It is believed that Standard English is the dialect which is accepted for use in education, commerce and media. This is a controversial topic. Those who do not subscribe to the idea of a standard language point out that such a postulation is theoretical rather than real. Standard English is generally accepted form of English that every educated speaker aims for when using English. Standard English stands above all regional, social and caste dialects. Often social and political factors help to make a particular dialect prestigious.

1.11 Definition of Standard English

“It is the variety of English that is accepted by a consensus of opinion among the educated native speakers of English.” (Rammurthi L. 2004: 116)

There is some uniformity with regard to the written form of English but there is wide variation with regard to a standard pronunciation. The aim of Standard English is that language should be comprehensible to all readers.

By 10th century, West Saxon dialect was accepted as standard variety. After the Norman Conquest in 1066 for about three centuries all the dialects of English became dormant. During Middle English period East Midland dialect was standard. During early modern English period the process of Standard English suffered due to the pressure of classical languages. In the 17th century the speech of the people living in London and the scholars of the universities of oxford and Cambridge came to be regarded as standard. In the beginning of the 18th century, the need of Standard English began to impose certain restrictions and rules were formed. The puritanical attitude of 18th century avoided foreign words. But still inflow continued from French words and the British colonies. In the evolution of Standard English 19th century stands in contrast to the conservative 18th century. Liberalism, individualism, democratic outlook, development of science, rapid transport system all these factors added new coinages to the English vocabulary.

The present day English is cosmopolitan in outlook and is marked by a spirit of tolerance and compromise. The increasing developments in travel and communication have helped to bring down the differences of geographical, social and class dialects.

1.12 English as a Global Language

David Crystal in the preface to the first edition of his book, *English as a Global Language* has aptly remarked about the status of English language that, 'It has all happened so quickly, in 1950 any notion of English as a true world language was but a dim, shadowy theoretical possibility surrounded by the political uncertainties of the cold war and lacking any clear definite or sense of direction. Fifty years on and world English exists as a political and cultural reality.'

1.13 What is Global language? A criterion's for Global language.

Global language, it is that nobody owns it anymore. Or rather everyone who has learned it now owns it: has a share in it, might more accurate and has the right to use it in the way they want.

“A language achieves a genuinely global status when it develops a special role that is recognized in every country.”(Crystal D. 2004:3)

English is spoken as a mother tongue in several countries such as USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries etc. But using the language as mother tongue does not give it a global status. For becoming a global language or achieving the global status, the language has to be accepted by other countries of the world. They must decide to give it special status in their community. In some of the countries English language has acquired the status of official language. Language can be made official language if the country uses it as a medium of communication in such domains as government, the law courts, the media and the educational system. English has such special status in 70 countries e.g. Ghana, Nigeria, India, Singapore, Vanuatu. Official status may be of two types, it may be the only official language of the country or it may share this status with other languages. Many countries formally acknowledge a language status in their own constitution example India and some countries make no special mention e.g. Britain. English is taught as a foreign language in more than hundred countries such as China, Russia, Germany, Spain, Egypt and Brazil.

The presence of any language even when chosen can vary greatly, depending on the extent to which a government or foreign – aid agency in the country is prepared to give adequate financial support to language teaching policy. In a well supported

environment resources will be devoted to helping people have access to the language and learn it through the media, libraries, schools, and institutes of higher education. In such environment, there will be increase in the number and quality of teachers able to teach English language. The English language books, tapes, computers, telecommunication systems and all kinds of teaching materials will be increasingly available. In many countries however lack of government support or a shortage of foreign aid has hindered the achievement of English language teaching goals.

English is now used all over the world as a first language, second language and foreign language, ultimately adding to the number of people who are using English. Global language is one which is eventually come to be used by more people than any other language. In the early **2000**, there are about 1.5 billion users of English all over the world.

1.14 What makes a language global?

There is closet of link between language dominance and economics, technologies and cultural power too. Language has no independent existence apart from the people who speak it. “Language exists only in the brains and mouths and ears and hands and eyes of its users, when they succeed on the international stage, their language succeeds. When they fail, their language fails (Crystal D. 2004:7)”.

“A language does not become a global language because of its intrinsic structural properties or because of the size of its vocabulary or because it has been a vehicle of a great literature in the past or because it was more associated with a great culture or religion” (Crystal D. 2004:9). These are all factors which can motivate someone to learn a language of course, but none of them alone, or in combination, can ensure a language’s world spread. Indeed such factors cannot even guarantee survival of a living language, as it is clear from the case of Latin, learned today as a classical language by only scholarly and religious few. Correspondingly inconvenient structural properties such as awkward spellings do not stop a language achieving international status.

A language has traditionally become an international language for one chief reason, the power of its people specially their political and military people. The explanation is same throughout the history. Greek was a language of international communication in

Middle East for over 2000 years the answer was Alexander the Great. Latin was the language of Roman Empire.

It may take a military powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. This has always been the case, but it became particularly critical factor in the 19th and 20th centuries, with economic developments beginning to operate on a global scale supported by the new communication technologies – telegraph, telephone and radio and fostering the emergence of massive multinational organization. The drive to make progress in science and technology fostered an international intellectual and research environment which gave scholarship and further education a high profile.

1.15 English in the 19th Century

By the beginning of 19th century England had become the world's leading industrial and trading country. By the end of the century the population of the USA (more than 100 million) was larger than that of any of the countries of Western Europe and its economy was most productive and the fastest growing in the world. British political imperialism had sent English around the globe, during the 19th century, so that **'it was a language on which the sun never sets.'** During the 20th century this position of English language was maintained and promoted almost single handedly through the economic supremacy of the new American superpower, Economics replaced politics as the chief driving force. And the language behind the US dollar was English.

1.16 Need of a Global language

Translation has played a central role in human interaction for thousands of years on international stage. But there are limits to this translation strategy. In communities where only two or three languages are in contact bilingualism is possible solution. But in communities where there are many languages in contact as in much of Africa and South East Asia such a natural solution does not readily apply. When communities begin to trade with each other, they communicate by adopting a simplified language known as pidgin which combines elements of different language for e.g. West African Pidgin English.

Problem was solved by common language, called as lingua franca, indigenous language emerge as lingua franca language of powerful ethnic group. But most often a

language is accepted from outside the community such as English or French because of the political economic or religious influence of a foreign power.

Spread of lingua franca depends on political factors. Many lingua franca extend over quite small domains, few ethnic groups, part of a single country or linking the trading population of few countries for e.g. West African Latin was a lingua franca throughout the whole Roman Empire.

In modern times Swahili, Arabic, Spanish, French, English, Hindi, Portuguese and several other languages have developed a major international role as a lingua franca in limited areas of the world. The concept of whole world emerged in 20th century, particularly when the chief international forum for political communication- THE UNITED NATION 1945, World Bank (1945), WHO (1948), UNESCO, UNICEF (1940) INTERNATIONAL ATOMIC ENERGY AGENAS (1957) were established. The pressure to adopt a single lingua franca, to facilitate communication in such contexts is considerable. All the participants at an international meeting automatically use a single language as a utilization measure, a working language because it is one which they have all come to learn for separate reasons.

The need for a global language is particularly appreciated by the international academic and business communities. People have become more mobile both physically and electronically. Unites nations has only 51 members in the year 1950 while in the year 2002 they were 190. There are no precedents in human history for what happens to language in such circumstances of rapid change. There was never been a time when so many nations were in need to talk to each other so much. There has never been a time when so many people wished to travel to so many places. And never there has been a more urgent need for a global language.

1.17 Disadvantages of a global language

Linguistic power: – Perhaps global language will cultivate an elite monolingual linguistic class, more complacent and dismissive in their attitude towards other language. Perhaps those who have such a language at their disposal and especially those who have it as mother tongue will be more able to think and work quickly in it and to manipulate it to their own advantage at the expense of those who do not have it, thus maintaining in a linguistic guise the charm between rich and poor.

It proper attention is paid to the question of language teaching and learning, the problem of disadvantage dramatically dismisses. If a global language is taught early enough from the time that children begin their full time education and if it is maintained continuously and resourced well, the kind of linguistic competence which emerges in due course is a real and powerful bilingualism in distinguishable from that found in any speaker who has encountered the language since birth.

Children are born ready for bilingualism. Some two thirds of the children **in the world** each grow up in a bilingual environment and develop competence in it. There is naturalness with which they assimilate another language, once they are regularly exposed to it, which is the envy of adults. It is an ability which seems to die away as children reach their teens and much academic debate has been devoted to the question of why this should be (the question of critical period). There is however widespread agreement that if we want to take the task of foreign language learning seriously one of the key principles is the earlier the better. With reference to the acquisition of a global language, the elitism argument evaporates.

Linguistic Complacency: - Will global language eliminates the motivation for adults to learn other language. The question remains more of attitude of state of mind than question of ability. In economically hard pressed times of the level of business and industry many firms have begun to make fresh efforts in this direction,” Greater respect for other culture and a greater readiness to engage in language learning”. People are discovering that they are not at all bad at picking up a foreign language.

Language Death: - The process of language domination and loss has been known throughout the linguistic history and exist independently of the emergence of global language. In many of the cases language death has been caused by a losing ethnic group to be assimilated within a more dominant society and adopting its language. Languages are lost especially in North America, Brazil, Australia, Indonesia and parts of Africa. At least 50% of the world languages 6000 or so living languages will die out within next century. Language death is an intellectual, social tragedy. Language dies so much is lost. Especially in case of a language which don't have script. Language is the repository of history of people. It is their identity. Oral testimony, in the form of songs, folktales, songs, rituals, proverbs and many other practices, provides us with a unique view of our world and unique canon of literature. Once lost, it can never be captured. In 1990's number of international organizations were formed

with the declared aim of recording for posterity as many endangered language as possible.

An effect of English as a global language is likely only in those areas where English has itself come to be the dominant first language, such as in North America, Australia, and the Celtic parts of British Isles. The early history of language contact in these areas was indeed of conquest and assimilation and the effects on indigenous language were disastrous. But in more recent times the emergence of English as a truly global language has if anything had the reverse effect stimulating a stronger response in support of a local language than might otherwise have been the case. Times have changed. Movements for language rights alongside civil rights in general have played an important part in several countries.

The need for mutual intelligibility, which is part of the argument in favor of a global language, is only one side of the story. The other side is the need for identity and people tend to underestimate the role of identity when they express anxieties about language injury and death. Language is a major means of sharing where we belong and distinguish one social group from another. And all over the world, we can see evidence of linguistic divergence rather than convergence. Intelligibility and identity can happily co-exist in bilingual situation. Bilingualism where one of the language within a speaker is global language, providing access to the world community. And the other is well resourced regional language providing access to local community. Emergence of a global language can influence the structure of other language especially by providing fresh source of loan words for use by other language. English itself over the centuries has borrowed thousands of words from other languages.

The power asymmetry between the former colonial nations and nations of the third world, are hopelessly inadequate as an explanation of realities. They especially ignore the fact that first world countries with strong language seem to be under just as much pressure to adopt English and attempts to save their languages from the harshest attacks of English have come from countries which have no colonial legacy. When dominant languages feel they are being dominated something much bigger than a simplistic conception of power relations must be involved.

These other factors, which include the recognition of global interdependence, the desire to have voice in all kinds of affairs and the value of multilingualism in

attracting trade markets , all support the adoption of functionalist account of English where the language is seen as a valuable instrument enabling people to achieve particular goals. Local language continues to perform the chief function of expression of local identity and English is seen as the primary means of achieving a global identity. It is a model which sees English playing a central role in empowering the subjugated and marginalized and eroding the division between ‘haves’ and the ‘have not’s.’

1.18 Could we resist a global language?

The accuracy and speed of real time automatic translation is undoubtedly going to improve dramatically in the next 25-50 years but it is going to take much longer before this medium becomes so globally widespread and so economically accessible to all, that it poses a threat to the current availability and appeal of a global language. And during this time frame, all the evidence suggests that the position of English as a global language is going to become stronger.

“No government has yet found it possible to plan confidently, in such circumstances, Language of identity need to be maintained. Access to the emerging global language – widely perceived as a language of opportunity and empowerment – needs to be guaranteed. Both principles demand massive resources.” (Crystal D. 2004:28)

“Governments who wish to play their part in influencing the world’s linguistic future should therefore ponder carefully, as they make political decisions and allocate resources for language planning. Now, more than at any time in linguistic history, they need to adopt long term views, and to plan ahead – whether their interests are to promote English or to develop the use of other language in their community. If they miss linguistic boat, there may be no other.”(Crystal D.2004:28)

1.19 The historical context for the need of English

The historical account traces the movement of English around the world, beginning with the pioneering voyages to the America, Asia, and the Antipodes. It was an expansion which continued with the 19th century colonial developments in Africa and the South pacific and which took a significant further step when it was adopted in the mid 20th century an official or semi official language by many newly independent states.

1.20 South Asian Countries

In terms of numbers of English speakers, the Indian subcontinent has a very special position probably outranking the combined totals of speakers in the USA & UK. This is largely due to the special position which the language has come to hold in India itself, where estimates have been undergoing radical revision in recent years. Five other countries are Bangladesh, Pakistan, Sri Lanka, Nepal, and Bhutan. South Asia holds about a fifth of the world's population, several varieties of English have emerged throughout the subcontinent and sometimes they are collectively referred to as South Asian English. These varieties are less than 200 years old, but they are already among the most distinctive varieties in the English speaking world.

The origins of South Asian English lie in Britain. The first regular British contact with the subcontinent came in 1600 with the formation of the British East India Company – a group of London merchants who were granted a trading monopoly in the area by Queen Elizabeth I.

In Pakistan, it is an associated official language. It has no official status in the other countries of South Asia but throughout the region it is universally used as the medium of international communication. Increasingly it is being perceived by young South Asians as the language of cultural modernity.

1.21 A World view

The present day world status of English is primarily due to two factors, expansion of British colonial power in the 19th century and the emergence of United States as the leading economic power of the 20th century. It is the later factor which continues to explain the world position of the English language today. The USA has nearly seventy percentages of all English mother tongue speakers in the world.

American linguist Braj Kachru represents spread of English around the world as three concentric circles representing different ways in which the language has been acquired and is currently used. The inner circle refers to the traditional bases of English, where it is the primary language; it includes the USA, UK, Ireland, Canada, Australia, and Newzeland. The outer or external circle involves the earlier phases of the spread of English in non-native settings, where the language has become part of country's chief institutions and plays an important second language role in a

multilingual setting: it includes Singapore, India, Malawi and over fifty other territories. The expanding circle involves those nations which recognize the importance of English as an international language. For e.g. China, Japan, Greece, Poland

1.22 English in India

In an introduction to one of his books Salman Rushdie has aptly remarked in the half-century since Jawaharlal Nehru spoke, in English, the great ‘freedom at midnight’ speech that marked the moment of independence, the role of English itself has often been disputed in India. Attempts in India’s continental shelf of languages to coin medical, scientific, technological and everyday neologisms to replace the commonly used English words sometimes succeeded but more often comically failed.

“The language problem has been a perennial trouble-spot in our educational history...As a matter of fact , the language question has remained the most complex and intractable problem since independence and is virtually a headache for educationists, politicians and even ordinary people”(Kochhar S.K. 2006:294) .

1.23 ELT in India before Independence

English played the role of foreign language in India when British introduced it one and half century ago in 1835. The British rulers used the English language as an instrument to consolidate and expand their powerbase in India. English was used in the setting of education and administration, the former being used to create a class of English knowing Indians who could function as interpreters between the rulers and the ruled as well as act as minor functionaries and emissaries for the rulers. In 1844, Lord Hardinge declared the knowledge of English essential for entry to government service. Followed by the passage of the English Education Act under Governor General William Benetick, which stated that the available funds to be used for setting up English medium educational institutions. English was the medium, of instruction at the high school stage and in the universities till 1937. In 1937 the Government of India Act 1935 came into operation and mother tongue was adopted as the medium of instruction, making local bodies responsible for education. Due to the awakened sense of consciousness for Indianness and the voice for the development of Indian language, it was realized that English could not continue to hold the dominating position in the secondary course. However, the regionalization of the medium at the secondary stage

was implemented without taking the necessary provision for the teaching of English language. The hours of English study and its use were reduced though instruction in the university largely continued to be an English. The situation remained unchanged till 1947. Even the recommendations of the Sergeant report 1944 regarding the mother tongue as the medium of instruction in high schools and English as a compulsory second language were not adopted.

1.24 ELT in India in post independence era

With the British leaving India in 1947, the problem of English education attained new dimensions. Article 343 and 344 of the Indian constitution declared Hindi in Devanagari script as the official language of the union. It was also laid down that the switch-over from English to Hindi should be made after 15 years that is, by the year 1965. Each state Legislature is empowered under Article 345 to adopt any one or more of the language in the state for all or any of the official purposes of the state concerned. But so far as communication between a state and the union or between one state and another is concerned, the official language of the union will be the authorized language.

This decision officially rendered the bilingual situation in the country trilingual. The specific problem was the need to introduce the vernacular and yet retain English for a variety of needs as a library language, as a medium at the highest levels of education, as a link language and as the official language. This required excellence in English, but the importance was given to the study of English had to be reduced. This led to deterioration in the standard of English both in universities as well as schools.

The university education commission 1948-49 under the chairmanship of Dr. S. Radhakrishnan recommended, the replacement of English as the medium of instruction by an Indian language at the same time, retaining English to keep ourselves in touch with the living stream of ever growing knowledge.

The Mudaliar Secondary Education Commission 1952-53 also recommended the adoption of the vernacular as the medium of instruction throughout the secondary school stage and teaching of at least two languages during the middle school stage. Introduction of both Hindi and English was suggested at the end of the Junior Basic stage but two languages were not to be introduced in the same year. At the high and

higher secondary stage at least two languages should be studied, one of which being the mother-tongue or the regional language.

The Central Advisory Board of Education in 1956 recommended a ‘Three – language Formula’’. It was implemented in 1961. It includes

The mother tongue or the regional language

Hindi as the national language

English as the international language

Official language bill 1963 provided that English should continue to be used as associate federal language after 1965 and that ten years later, a parliamentary committee was to be appointed to review the progress made by Hindi.

Report of the education commission 1964-66 adhered to the three-language formula but in a modified form based upon the actual experience.

Lower primary stage (class I-IV)

One language – the mother tongue or the regional language at the option of the pupil.

Higher primary stage (Class V-VII)

Two languages

The mother-tongue or the regional language

Hindi or English

Lower secondary stage (Class VIII-X)

Three languages: in non-Hindi speaking areas, these languages will normally be

The mother-tongue or the regional language

Hindi at a higher or lower level and

English at a higher or lower level

In Hindi speaking areas, they will normally be

The mother-tongue or the regional language

English (or Hindi) if English has already been taken as the mother tongue

A modern Indian language other than Hindi

Higher secondary stage(Class XI-XII)

Any two of the three languages studies earlier or any two languages, including any modern foreign language and classical language, Indian or foreign.

It is also stated that “as English will for a long time to come, continue to be needed as a library language, in the field of higher education, a strong foundation in the language will have to be laid at the school stage. As Burton explained , “there can simply be no argument that the average Indian student of today needs English for very specific purposes; to be able to follow a lecture given in English, to be able to read text books in his subject in English and an occasion to able to express his ideas in English.”(Burton 1961:20)

The position of English on the other hand, has been made secure by the Parliament passing the official language (Amendment) Bill on 10th January 1968. Even though the status of English has changed from that of an ‘official language’ to one of ‘associate official language’, it will now continue to be used until all states agree to its replacement solely by Hindi.

This was followed by the **Ishwarbhai Patel Committee 1977 and the Draft of National Policy on Education 1979** which states that three-language formula will be implemented at the secondary stage. It includes the study of a modern Indian language preferably a Sough Indian language, in addition to Hindi and English in Hindi-speaking states and of Hindi in addition to regional language and English in non-Hindi speaking states.

1.25 English in India at present

English in India (present day) is a non-native language which is recognized constitutionally as the associate national official language and a interregional link language, educationally it is recognized as an essential component of formal education and as the preferred medium of learning, with specialized education in science and technology available through the medium of English only. Socially it is recognized and upheld as a mark of education, culture and prestige. The polity and society confines great value on the learning of English, gives it enormous playing potential, thus creating a great demand for English speaking Indian bi/multilingualism.

The growing importance of English is now realized more than ever and thousands of English medium schools are springing up throughout the length and breadth of the

country. The question that arises here is not whether or not English should continue but to make its teaching and learning more efficient and effective.

Indian English has several varieties within it such as Punjabi English, Gujarati English, Marathi English and Tamil English. These are the regional or geographical variations within Indian English. English in India is used by a vast body of educated people as their second or third language. It is a non-native, second language variety and has a complex network of features contributed by the mother tongue of its speakers and by their cultures and also by intra-language analogical processes. It exists as a set of coherent, homogeneous linguistic systems and is describable as the speech of identifiable social group. It is used by a community of people and institutions in India for interpersonal and intra-institutional communication in a wide range of context.

Indian English as Joseph (1998:29) notes consists not only of elements that are native to the English language but also of those linguistic elements super imposed on its due to interference of the mother tongue.

Indian English used by educated Indians seems to be the most suitable form for us to follow. We should not teach pidgin like English which, despite its local intelligibility is internationally unintelligible (Smith 1983). Non-native speakers of English, he says need not sound or act like Americans, the British or any other group of native speakers in order to be effective users of English. What is vital is to speak English as intelligibly as possible, not necessarily like natives, but well enough to be understood.

Thus English for us in India is a non-native second language that is widely used for purposes of communication, usually as a medium of education, government and business. Eskey remarks (1983) that unfortunately in our enthusiasm to embrace the communicative approach, he says we may have emphasized the functions too much over the forms and thus have sacrificed accuracy to fluency.

1.26 ELT in Post-Independence Schools in Maharashtra

It will be appropriate to note the view of Kumar A. when he says "... And when the Marxist government of the state of Bengal announced in the mid-1980's that the supposedly elitist, colonist teaching of English would be discontinued in government run primary schools, many on the left denounced the decision itself as elitist, as it would deprive the masses of the many economic and social advantages of speaking

the world's language; only the affluent private-school elite would henceforth have that privilege. "A well-known Calcutta graffito complained: my son won't learn English. Your son won't learn English. But Jyoti Basu (the Chief Minister) will send his son abroad to learn English. One man's ghetto of privilege is another's road to freedom." (Kumar A. 2000: 10)

English is used differently by different people in Maharashtra though it has got the status of a second language. Maharashtra can chiefly be divided into three categories – the rural, the urban and the cosmopolitan areas. The language commonly used in offices is Marathi but Hindi and English are freely used in urban and cosmopolitan cities.

Nearly 60% of the people read newspapers in Marathi while 40% read English papers; 40% in the cosmopolitan areas are bilingual. In restaurants located in the rural areas Marathi is used, in the urban areas Marathi and Hindi are used but in the cosmopolitan cities especially in big hotels, English is used. At the railway booking counter, ration shops, post offices etc. Marathi is used. When people meet other people from southern states they use English and they use Hindi when they meet people from other states. In the advertisements, English is generally used but Hindi and Marathi are also used in the remote areas. The popularity of T.V. programs varies from the rural to the urban setting. In the rural areas Hindi and Marathi channels are on demand while in the metropolitan cities English channels are popular.

A layman uses English rarely and understands it with difficulty. In the rural areas and taluka places auto-rickshaw driver would never use it but in big cities he may answer questions in English. This is the case with the shopkeepers also.

English is widely used for educational purposes in public schools and institutions providing higher education, at conferences, meetings, private offices and big hotels. English is sometimes used by the educated people for communicating with an outsider but it is never used at political meetings, social and cultural meetings and in day-to-day business or religious discourses.

There are English medium schools in towns and they are very popular. Even a rickshaw puller wants to send his child to a convent because he feels that the child will have better opportunities in life if he/she knows English.

People from villages and the rural setting have a negative attitude towards English. They just do not want this language. Hindi is accepted. It is, in fact, preferred to English, but in the urban setting we find a mixed attitude. Hindi is preferred while talking, not in the field of Education or for writing purposes. People use basic Marathi and Hindi in conversation, but in big cities we also encounter people using Bengali, Gujarati, and Tamil etc. for example, in Mumbai, at Matunga or Church gate people use Tamil and in Parsi regions like Tardeo or Dadar they use Gujarati.

Until 1960, in Maharashtra, English was taught through classical approach with its emphasis on grammar and translation. During the sixties the structuralism became the officially endorsed approach to English language teaching in Maharashtra.

Use of structurally and lexically graded syllabuses, situational presentation of all new teaching items, balanced attention to four language skills listening and speaking preceding reading, substitution tables and choral repetition. The revised syllabuses consisted of grammatical items and vocabulary lists. Although the objectives talked about the development of basic language skills, the reality was that English was taught as a sequence of items to be memorized and this was supported by examinations. Success in these examinations depended primarily in being able to recall the items and passages from the course books. As a consequence students seemed to learn the structural items and the vocabulary, but could not extend that knowledge beyond the text book frame. This model persisted for some thirty years. Although the structural syllabuses were adopted in Maharashtra as in the rest of India, there was ambiguity about the content and examination of language learning. The text books were modeled on a literary canon, reflecting the educational background of the writers and traditions of English teaching. This material did not cope with the needs of young learners. The result was a structural syllabus taught in a grammar translation mode and examinations that tested whether the students had managed to memorize the texts and grammar examples covered. In short even with the adoption of structural syllabuses, the grammar translation method continued to dominate both teaching and testing and the literary canon continued to be reflected in materials.

In 1991's Indian economy became open with advent of globalization, it was time to reconsider the needs of India. A new education policy was adopted in 1986 which focused on learner centered education. In Maharashtra also the change was welcomed. A new model was evolved which was a blending of structural and communicative

approaches. That is the syllabuses had the familiar structural base but the materials and methodology would take a communicative interactive form.

‘The new curriculum of English in Maharashtra therefore, indicates a gradual move towards learner centered education. Being aware of the constraints of the large class sizes, the paucity of teaching aids, the beliefs of teachers, the new curriculum makes only a modest affordable and do able proposal.’(Kadepurkar 199:14)

With the liberalization of economy in 1990’s and stepping of multinationals there was a sudden increase in the demand of English expertise. To cater to this demand there was growth of private English medium schools. This period also witnessed the coming of large affluent middle class, consisting variously of urban professionals and managerial groups, commercial and entrepreneurial classes, white collar employees as well as rural landowners and farmers. They could afford to send their children to these English medium schools. But at the same time the rural children who were studying English from upper primary stage, 5th std. in Marathi medium schools were unable to cope up with this competitive world due to their poor competency in English. At the national level the policy proposing body is the NCERT. In a policy proposal document released in the last week of January 2000 it proposes that English be introduced in the primary school curriculum. In West Bengal English is being introduced in the latter half of Class II. In Assam and Uttar Pradesh also English is introduced at the primary level. Maharashtra government’s policy to introduce English from 1st std. in all the non-English medium schools in Maharashtra since June 2000 can also be seen as a step, towards bridging this gap between the rural and urban children.

In the year 2000, Maharashtra government introduced a new policy to teach English in all non-English medium schools in Maharashtra from the 1st standard. This was a remarkable decision taken by the Government of Maharashtra to face the challenges posed by the globalization. It was a step to bring the neglected mob into main stream. The parents from the cities preferred English medium schools to vernacular. On the contrary parents from deprived class and villages had no option but to send their wards to regional language medium schools. These students lagged behind in the rat race of the 21st century. They were unable to secure jobs due to lack of competency in English. So for such students this decision can be seen as an opportunity but still the

decision had a dual impact; it was welcomed on the one hand and criticized on the other.

With this background in mind the present researcher wants to make an in-depth study of the implementation of the Government of Maharashtra's policy to introduce English from 1st std. in all the non-English medium schools in Maharashtra with particular emphasis on materials, methodology, testing, teacher training and student motivation to learn the language.

1.27 Conclusion

In the foregoing pages the present researcher has drawn a sketch of History of English language, what makes English a Global language, ELT situation in schools in pre-independence and post-independence India, with particular emphasis on that in Maharashtra schools. He has also dealt with the status of the language in free India. As an ancillary to the discussion, methods and approaches evolved and followed in the field of ELT are also taken into consideration. The next chapter will present a brief discussion on the Structure of the study, intended to find out the implementation of Maharashtra Government's policy to introduce English in Marathi medium primary schools in Maharashtra.

CHAPTER 2

THE STRUCTURE OF THE STUDY

2.1 Introduction

In this chapter an attempt has been made to examine both sides of the policy of Government of Maharashtra to introduce English in all the non-English medium schools in Maharashtra with special focus on Solapur city.

In the vogue of Globalization the present day world has become a global village. English has been accepted all over the world as a link language. According to Gupta “In the closing years of the Twentieth century when English began to emerge as the global language, the Indian classroom was transformed because of the change in the environment of the learner. Whereas the earlier surroundings had been acquisition poor with regard to English, suddenly every language user seemed to be jumping upon the learn- English- bandwagon. The liberalization of the Indian economy ushered in all kinds of reasons to learn the language. While earlier in the century students who had specialized in English joined either teaching or the civil services, now a whole new spectrum of job opportunities has opened up. There are now call centers that need trainers to equip their employees with communication skills, there are multinationals who have been recruiting marketing staff that needed to be taught spoken English, there are medical transcription centers which need efficient translators and reporters. Those desirous of immigration to the west needed professional help for clearing tests like the IELTS. Hence, the avenues where ELT came to be required in India are unlimited today” (2005).

Around 1995, due to liberalization, multinationals stepped in India having varied job opportunities that demanded a command of English and computer literacy, English channels on the televisions increased, increasing no. of English publications and international lifestyle became tempting options.

Language education in most Indian states, including the largest and most populous and also in Maharashtra, is governed by what is known as the three-language formula (Gokak, 1964, Education Commission 1964–1966). Under it pupils in state-run schools must learn their mother tongue and/or the state/regional language followed by

the official language, Hindi and the associate official language, English. English, thus, gets taught as a compulsory subject and serves as a second or a third language.

In these non-English medium schools English was introduced at 5th std. as a subject for a class hour, each working day. But these schools have proved failure to provide successfully even the minimum skills and abilities of English. And this failure is aggravated by the urban rural divide, most of the rural schools stand at the acquisition poor end of the continuum.

Again there are different types of schools in India, state run schools, Government – aided Schools, Central Schools or Kendriya Vidyalaya, Private Institutions English Medium Schools etc. A main product of divide among these systems of schooling is the emergence of an English – educated ‘caste’ and its growing hold on better paid jobs in both private and public sectors.

Two educational solutions have been proposed to these problems:-

The first is to allow ELT longer teaching time- start early in school and thus teach English for several more years.

The second is to give English a central role and place in the school curriculum. (English medium or semi-English medium).

With all these views in mind this study attempts to make a comprehensive analysis of the Policy of Government of Maharashtra to introduce English in all the non-English medium schools. In the forthcoming pages a detailed structure of the study, the outcome of which will be presented.

2.2 Origin of the research problem

Sensitizing the need of the day Government of Maharashtra resolved to introduce English from 1st std. in all non-English medium schools in Maharashtra. The policy has been implemented since June 2000.

There are two reasons behind the researcher selecting the above topic for research:-

Firstly, the first batch of students for whom English was introduced are now have cleared through X std, four batches who have studied English from 1st std. are out and ample data for the study of policy is available, so it was thought the appropriate time to undertake a detailed study of this policy.

Secondly, the researcher has been working as a lecturer in senior college in Solapur City. So researcher is closely acquainted with the students' problems in this city regarding English. Also as mentioned before English has always been a challenging subject to the students who have sought the education through Marathi medium. Socio-economic background, illiteracy of parents, and exposure to English only in the school those too only in English classes, and all these factors are responsible for students' poor competency in English (for whom English was introduced at the secondary level). According to the researcher their problems regarding English are as follows:-

1. They are afraid of English.
2. They hate English language.
3. They think English is grammar only.
4. They lack confidence in using English.
5. They lack communicative competence.
6. They have limited vocabulary.
7. There is lot of interference from their mother tongue.

So for such students if English is introduced from the 1st std., it may be helpful to them and the current pictures may change hopefully in the future. So at this juncture it was thought necessary to study the implications of Maharashtra Government's policy to introduce English from 1st std. in all the non-English medium schools in Maharashtra.

2.3 Objectives

The overall objective of the study is to study the implementation of Maharashtra Government's policy to introduce English from 1st std. in all non-English medium schools in Maharashtra since June 2000 with special focus on Solapur City.

Within this broad objective the study aims,

1. to study the learners (1st std. To 4th std.) and primary teachers views and opinions about English Language Teaching (from 1st std.)
2. to study the upper primary / secondary (5^h std. to 7th std.) students and teachers views and opinions about English Language Teaching from 1st std.
3. to study the problems of bilingualism.

4. to study the primary teachers and learners difficulties in teaching and learning English.
5. to observe the teachers reactions to the learners needs, expectations and difficulties.
6. to study the role of prescribed textbooks in language teaching and learning.
7. to study the effects of communicative method of teaching and learner centered approach in the classroom.
8. to understand the opinion of parents about teaching English from 1st std.
9. to study the prospects of teaching and learning of English in the region.
10. to study the roles of teacher training programs.
11. to check the English language skills acquired by primary students.

2.4 Context for the study

For the study the researcher has selected twenty five schools located in Solapur City. All these schools are Zilla Parishad Primary schools, Kendra Shalas, pay units of the primary schools. All these schools have co-education system and are from class 1st class to 4th class or in some cases up to class 7th.

2.5 Methodology

Design – With consideration of the title, the researcher is using the descriptive research method (i.e. survey method). Descriptive research includes fact findings enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. As the researcher wants to study the Maharashtra Government's Policy to introduce English from I std. in all non-English medium schools in Maharashtra with special focus on Solapur City, the researcher has used descriptive research method.

2.6 Primary Data

Subject and sample selection –

Survey type research studies usually have larger samples because the percentage of responses generally happens to be low, as low as 20 to 30 % especially in mailed questionnaire studies. Thus, the survey method gathers data from a relatively large number of cases at a particular time; it is essentially cross-sectional. Surveys are an example of field research. As the research is totally depend upon the facts, researcher

is selecting primary schools, primary teachers, students, high school teachers, parents from Solapur city by random selection method.

Tools and procedures of data collection – Surveys may either be census or sample surveys. They may also be classified as social surveys, economic surveys or public opinion surveys. Whatever be their type, the method of data collection happens to be either observation, or interview or questionnaires or some projective techniques. Case study method can as well be used. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. The researcher does not manipulate the variable or arrange for events to happen. Surveys are only concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. They are primarily concerned with the present but at times do consider past events and influences as they relate to current conditions. Thus, in surveys, variables that exist or have already occurred are selected and observed.

It's a factorial research. Following two sources were mainly used to collect the data

Questionnaire:-

- a. The Researcher has given questionnaire to the 30 primary teachers and 15 high school teachers from Solapur city, for collecting the required data.
- b. Visiting the secondary schools to understand students' problems regarding English (those who have studied English from 5th std.) through contact sessions and discussion, questionnaires. Also to know the teachers' and lecturer's opinion about teaching English from 1st std.
- c. Visits to the primary schools and interviewing primary teachers and filling up the questionnaire to know the teachers approach towards new subject.
- d. Visiting people from different sections of society/parents to understand their opinion about introduction of English from 1st std. in non- English medium schools through questionnaires and personal interviews.

Questionnaire for Primary Teachers

Since the teachers are the primary agents for carrying out an academic program and leading it to success, my purpose was to gather their perception and views first about the different aspects of the syllabus and then their own practice and experience in

carrying them out in the classroom. The questionnaire administered to them has sought to elicit their views about the suitability of the materials in achieving the objectives, learner motivation, the teacher training and parental role.

In the questionnaire for teachers there are 61 items of which 51 are close ended, 4 are multiple –choice, and 2 open-ended.

The questionnaire doesn't have sections but questions focus on specific areas.

General opinion

Government's Decision

Teacher training

Material

Teaching methodology

Learners' motivation

Learners' participation in the classroom activities

Objectives of the Questionnaire for Primary School Teachers

Any kind of policy implementation study would remain incomplete if the teachers as insiders are not involved in it. After all, they are held responsible for success/failure of any teaching/learning program. An innovative teacher can make any teaching/learning program a success by virtue of his/her innovation and adaptability irrespective of the quality of the materials, proficiency level of the learners and the learning environment. To make the study meaningful, the researcher needed an account of their beliefs, ideologies and perceptions of the materials, methodology and their learners. An informal interview with the teachers has enriched my data in terms of many sensitive issues like the need of special English teacher, special training of spoken English for teachers etc.

Objectives of the Questionnaire for the secondary school teachers

These are the teachers who have earlier taught English from 5th std. and now they are teaching English to learners who had earlier learnt English for four years from 1st to 4th std. So it is important to understand their opinion, the difference they perceive among these two groups of students. So questionnaire was administered to them. It consisted of 20 questions regarding Government's decision, pressure on

teachers/learners, earlier students' problems regarding English, young learners approach towards English etc.

Objectives of the Questionnaire for the parents

Parents were administered questionnaire consisting of 12 questions to understand their opinion about Government's decision, their feelings about their children's progress and their assistance to their children in learning English etc.

Observation:-

Observation of the classroom (1st std. To 4th std. English teaching sessions) to study methods used by teachers, teachers reactions to students needs, activities conducted in the classroom, students participation and response in these activities. To study how textbooks help/guide the teachers and learners in their objective. To conduct some small tests to test the students competency in English and acquisition of four language skills.

Visits to the different institutions of English language and (primary) teacher training institutes.

In case of surveys, research design must be rigid, must make enough provision for protection against bias and must maximize reliability as the aim happens to be to obtain complete and accurate information. Possible relationship between the data and the unknown in the universe can be studied through surveys. Correlation analysis is more important in surveys.

2.7 Secondary data

Review of related Literature and research about the topic.

Government Reports on Education, Ph.D. thesis, M.phil Dissertations, Journals, Research papers, Magazines, Newspapers etc. are used as secondary data for the related research.

CHAPTER 3

THEORETICAL APPROACHES TOWARDS L1 ACQUISITION AND L2 LEARNING

3.1 Introduction

In this chapter, the researcher has tried to take a brief overview of the theoretical approaches to explaining L1 Acquisition and L2 Learning.

Language acquisition is one of the most impressive and fascinating aspects of human development. We listen with pleasure to the gurgles of a three month old baby and babbling of babies. What is it that enables a child not only to learn words but to put them together in meaningful sentences? There is a high degree of similarity about first language acquisition in the early language of the children all over the world. The earliest vocal expression of the babies is the involuntary crying when they are hungry or uncomfortable, however these infants are also able to differentiate between the sounds of human languages. By the end of the first year, most babies understand quite a few frequently repeated words. From this time on, their ability to understand and produce words increases rapidly. At the age of two, most of the children are able to produce almost fifty words and are able to construct simple sentences (telegraphic) example (Mummy juice) omitting articles, prepositions and auxiliary verbs. Their sentences are not mere imitations but they show the signs of creative combinations. By the age of three and a half or four years, most children can ask questions, give commands, report real events, and create stories about imaginary ones. It is generally accepted that by the age of four, children have mastered the basic structures of the language or language to which they have been exposed in the early years.

Children's ability to understand language and to use it, to express themselves develops rapidly in the pre-school years. Metalinguistic awareness, the ability to treat language as an object, separate from the meaning it conveys, it develops more slowly. A dramatic development in metalinguistic awareness occurs when children begin to learn to read. This gives children access to word jokes, trick questions and riddles which they love to share with their friends and family.

3.2 Early childhood Bilingualism: -

There are three types of early childhood bilingualism.

1. Simultaneous Bilingual: - Children who hear more than one language virtually from birth are sometimes referred to as simultaneous bilinguals.

2. Sequential Bilinguals: - Those who begin to learn second language after learning first language are called as sequential bilinguals.

3. Subtractive Bilingualism: - In some situations children are virtually cut off from their family language when they are submerged in a second language for long periods in early schooling or day care. Children may begin to lose the family language before they have developed an age - appropriate mastery of the new language. This is called subtractive bilingualism. And it can have serious negative consequences for children from minority groups.

In some cases, children seem to continue to be caught between two languages not having mastered the second language; they have not continued to develop the first. Unfortunately, 'the solution' which educators often propose to parents is that they should stop speaking the family language at home and concentrate instead on speaking the majority language with their children. But the opposite would be more effective that is parents who themselves are the learners of the second language should continue to use language which is more comfortable for them. The children may eventually prefer to answer in the majority language, but at least they will maintain their comprehension of the first /family language. This also permits the parents to express their knowledge and ideas in ways that are likely to be richer and more elaborate than they can manage in their second language.

When simultaneous bilinguals are in contact with both languages in a variety of settings there is every reason to expect that they will progress in their development of both language at a rate and in a manner which are not different from those of monolingual children.

According to Pasty M. Lightbrown and Nina Spada, there is no evidence that a child's brain has a limited capacity for language such that their knowledge of one language must shrink if their knowledge of the other one grows. Most minority language children do eventually master the majority language but second language acquisition takes time. Children who have the opportunity to learn multiple languages from the early childhood and to maintain them throughout their lives are fortunate indeed and

families that can offer this opportunity to their children should be encouraged to do so.

In many multilingual communities such as those of people living in metropolitan cities like Mumbai, Bangalore, Kolkata, Delhi, Hyderabad, Chennai, Pune and so on. Children grow up learning more than one language successfully and simultaneously. In the book “How Languages are learned” by Pasty M. Lightbrown, Nina spade (Reprint 2002), they have given an account from Nair’s book about a child in a multilingual community in Delhi. The child in this study is acquiring half a dozen languages at the same time. To such children, all of these languages may be their first language(s).

Language Acquisition / Learning

All human beings acquire at least one language. The first language is essential for survival. The second language, however, if learnt and used well, has always brought power and prestige to its users. But when not so well-learnt and well-used, it has made its user a subject of ridicule. Yet people living in multilingual communities have always sought to ‘learn’ another language for various purposes.

Experts in the field are not sure whether the use of a word like ‘learn’ is appropriate in the second language learning situation. They feel that the words ‘acquire/acquisition’ should be used as in first language acquisition. Krashen(1985), Klein(1988), Flynn and O’Neil(1988), Aitchison(1988) and many other use ‘acquisition’ even for the second language.

In the dictionary sense of the word, it may be all right to say that people ‘acquire’ the first language L1 and ‘learn’ the second language L2. After all, the circumstances and results of learning these languages are often quite different for many people. While everybody has abundant exposure to the language to be learnt in the context of first language acquisition, it is not always so with the second language. Neither does everyone get to learn the second language in ‘natural’ circumstances like one’s first language. People often learn it through instruction.

3.3 The difference between L1 acquisition and L2 learning:-

Language Acquisition and Language Learning

Acquiring a language is ‘picking it up’ that is development ability in a language for use in natural, communicative situations. Language learning is studying the rules, to have a conscious knowledge of the grammar.

Aptitude and Attitude

Krashen and Terrell also distinguish between ‘aptitude’ and ‘attitude’ in second language learning. It is hypothesized that aptitude is related to learning, whereas attitude is related to language acquisition. Aptitude for language learning implies that the individual has an aptitude for second language study. This study takes place in formal classrooms and involves heavy use of conscious grammar rules. This however, may not result in communicating fluency in real-life contexts. A positive attitude, on the other hand, involves having a ‘feel’ for grammaticality and an ability to use a rule in real communication.

Age factor

Another major difference is that almost everyone achieves a certain minimum success in L1 acquisition, but relatively few have a similar success in second language acquisition. The main reason behind this is considered as a ‘critical period’, in language learning. This theory implies that a child’s mind is best suited for language acquisition up to a certain age, and that this ability diminishes with the growing age.

Some people have equal success in first language acquisition and second language learning and others do not. But it is generally accepted that relatively few adults can learn any language with the kind of success that children display in learning any number of languages.

Circumstances in language learning

The next difference between the first language acquisition and second language learning is the differences between the circumstances in which languages are learnt. First language is acquired in childhood, many things are available to one naturally that may not be available for learning other languages later.

Adequate exposure before actual production is one of the conditions available in first language acquisition whereas second language learners are often required to produce language without sufficient exposure.

Authentic contexts for language use are not available for the foreign language learner. The pressure to produce comes from classroom tasks like writing, reading and speaking. The pressure to perform also leads to errors. In first language acquisition, this pressure to perform in unreal situations does not exist. There is a 'silent period' where there is very little production. Most acquisition takes place through listening.

Developmental Sequences: - As children progress through the discovery of language progress in their early years, there are predictable patterns in the emergence and development of many features of the language they are learning. Some of these patterns have been described in terms of developmental sequences or stages. Some of these stages in language acquisition are related to children's cognitive development.

3.4 Theoretical Approaches

a. Behaviorism

It is a psychological theory of learning which was very influential in the 1940's and 1950's especially in the US. Traditional behaviorists believed that language learning is the result of imitation, practice feedback on success and habit formation. Children imitate the sounds and patterns which they hear around them and receive positive reinforcement for doing so. Thus encouraged by their environment, they continue to imitate and practice these sounds and patterns until they form 'habits' of correct language use. According to this view, the quality and quantity of the language which the child hears, as well as the consistency of the reinforcement offered by the environment should have an effect on the child's success in language learning. Behaviorism offers a partial explanation of some aspects of children's early language learning. It is also important to note that children's imitations are not random; they don't imitate everything they hear. They imitate new words and sentence structures until they become solidly grounded in his language system and they stop imitating those and went on to imitate other new words and structures. Unlike parrot's imitation children's imitation is selective and based on what they are currently learning. In other words, even when the child imitates, the choice of what to imitate seems to be based on something the child has already begun to understand, not simply on what is

available in the environment. Sometimes children imitates as if they are doing substitution drill.

Behaviorist theory of language acquisition lends support to some aspects of language acquisition. But such imitation and practice do not account for how these children learn all aspects of their native language. Imitation and practice alone cannot explain some of the forms created by the children. They are not the sentences, they have heard from adults. Rather children appear to pick out patterns and then generalize them to new contexts. They create new forms or new uses of words until they finally figure out how the forms are used by adults. Their new sentences are usually comprehensible and often correct. Imitation and practice alone can't explain some of the forms created by the children. They are not sentences that they heard from adults. Rather children appear to pick out patterns and then generalize them to new contexts. They create new forms or new uses of words until the finally figure out how the forms are used by adults.

The behaviorist's explanation for language acquisition is applicable to some of the regular and routine aspects of language but not to more complex grammatical aspects.

b. Innatism

The linguist, Noam Chomsky, claims that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop for example as every child will walk at a particular stage in the same way language acquisition will take place at a particular age. The availability of the people who speaks to the child provides the input; the child's biological endowment will do the rest.

Chomsky's arguments are as follows:-

1. Behaviorist theory fails to account for the logical problems of language acquisition.
2. Children know more about the structures of language than the language they are exposed to at their age.
3. The language that the child is exposed to is full of confusions for example false starts, incomplete sentences or slips of the tongue.
4. For evidence suggests that children are not systematically corrected or instructed about language.

5. Parental correction of language errors is inconsistent.
6. Focus is on meaning rather than on grammatical forms.

According to Chomsky, children's minds are not blank slates to be filled merely by imitating language they hear in the environment. Instead he claims that children are born with a special ability to discover for themselves the underlying rules of language system. Chomsky called this 'Language Acquisition Device'; it contains the principles which are universal to all human language. For the LAD to work, the child needs access only to samples of a natural language. These language samples serve as a trigger to activate the device. Once it is activated, the child is able to discover the structure of the language to be learned by matching the innate knowledge of basic grammatical relationships to the structures of the particular language in the environment. Chomsky and his followers now use the term 'Universal Grammar'. UG is considered to consist of a set of principles which are common to all language. Children use these principles while acquiring their own languages.

Chomsky drew attention to the fact that

1. Children seem to develop language in similar ways and on a similar schedule, in a way not very different from the way all children learn to walk.
2. In acquiring the intricate and complex systems that make up a language, young children, whose cognitive abilities are fairly limited accomplish something which adult second learners may envy.
3. Virtually all children successfully learn their native language at a time in life when they would not be expected to learn anything else so complicated.
4. Children successfully master the basic structures of their native language or dialect in a variety of conditions: some which would be expected to enhance language development (for example caring, attentive parents) and some which might be expected to inhibit it (for example abusing or rejecting parents.)
5. The language children are exposed to does not contain examples (or, in any case, not very many examples) of all the linguistic rules and patterns which they eventually know.
6. Children seem to accomplish the complex task of language acquisition without having someone consistently point out to them which of the sentences they hear and produce are correct and which are ungrammatical.

c. The Biological basis for the innatist position

Chomsky's ideas are compatible with those of the biologist Eric Lenneberg.

The Critical Period Hypothesis

Lenneberg observed that this ability to develop normal behaviors and knowledge in a variety of environments does not continue indefinitely and that children who have never learned language can't do so, if these deprivations go on for too long. He argued that LAD, like other biological functions, works successfully only when it is stimulated at the right time, a time called the 'Critical Period'. This notion that there is a specific and limited time period for language acquisition is referred to as the critical period hypothesis.

Some researchers, however have argued that the innatist have placed too much emphasis on the 'final state' that is, the competence of adult native speakers, and not enough on the developmental aspects of language acquisition.

d. Connectionism

Connectionism differs sharply from the Chomskyan innatist because they hypothesize that language acquisition does not require a separate module of the mind but can be explained in terms of learning in general. Connectionists argue that what children need to know is essentially furthermore available in the language they are exposed to. They use computer stimulations to show that a computer program can learn certain things if it is exposed to them often enough. The program can even generalize beyond what it has actually been exposed to and make the same kinds of creative mistakes that children make.

e. The interactionist position:-

Interactionists attribute considerably more importance to the environment than the innatist do for example unlike the innatist, most interactionist claim that language which is modified to the capability of the learner is a crucial element in the language acquisition process. They emphasize the importance of child directed speech the language which is not only addressed to children but adjusted in ways that make it easier for them to understand. In addition interactionist are inclined to see language acquisition as similar to and influenced by the acquisition of skill and knowledge rather than as something which is largely independent of the child's experience and cognitive development.

Swiss psychologist Jean Piaget observed that children's cognitive development would partly determine how they use language for example the use of certain terms such as 'bigger' or 'more' depend on the children's understanding of the concepts they represent. Language can be used to represent knowledge that children have acquired through physical interaction with the environment.

Lev Vygotsky (1920-1930) believes that language develops entirely from social interaction. He argued that in a supportive interactive environment the child is able to advance to a higher level of knowledge and performance than he or she would be capable of independently. Vygotsky referred to what the child could do in interaction with another, but not alone as the child's 'Zone of proximal development'. He observed the importance of conversations which children have with adults and with other children and saw in these conversations the origins of both language and thought. Vygotsky's view differs from Piaget's. Piaget hypothesized that language developed as a symbol system to express knowledge acquired through interaction with the physical world. For Vygotsky thought was essentially internalized speech, and speech emerged in social interaction.

Child Directed Speech: - It is the language which adults use with children. We are all familiar with the way adults frequently modify the way they speak when addressing little children. In English, a child's Directed Speech involves a slower rate of delivery, higher pitch, more varied intonations shorter simpler sentence patterns, frequent repetition and paraphrase. Furthermore, topics of conversation may be limited to the child's immediate environment. Adults often repeat the content of a child's utterance, but they expand it into a grammatically correct sentence.

One to one interaction gives the child access to language which is adjusted to his or her level of comprehension. When a child does not understand, the adult may repeat or paraphrase. The response of the adult may also allow children to find out whether their own utterances are understood.

One way to reconcile the behaviorist, innatist and interactionist theories is to see that each may help to explain a different aspect of child's language development. Behaviorist and connectionist explanations may explain the acquisition of the vocabulary and grammatical morphemes. Innatist explanations seem most plausible in explaining the acquisition of complex grammar. Interactionist explanations may be useful for understanding how children relate form and meaning in language, how they interact in conversations, and how they learn to use language appropriately.

3.5 Theoretical Approaches to L2 Learning

a. Introduction

Theories which have been developed for Second Language Learning are closely related to those discussed for first language acquisition. Some theories give primary importance to learner's innate characteristics, some emphasize the essential role of the environment in shaping language learning, still other seek to integrate learner characteristics and environmental factors in an explanation for how second language acquisition takes place.

It is clear that a child or adult learning a second language is different from a child acquiring a first language in terms of both personal characteristics and conditions for learning. Questions to consider include

1. Does the learner already know a language?
2. Is the learner cognitively mature, that is, is he or she able to engage in problem solving, deduction and complex memory tasks?
3. How well developed is the learner's metalinguistic awareness? That is can the learner treat the language as an object.
4. How extensive is the learner's general knowledge of the world? This kind of knowledge makes it easier to guess what the interlocutor is probably saying.
5. Is the learner nervous about making mistakes and sounding silly when speaking the language?
6. Does the learning environment allow the learner to be silent in the early stages of learning, or is he or she expected to speak from the beginning?
7. Is there plenty of time available for language learning to take places, plenty of contact with proficient speakers of the language?
8. Does the learner receive corrective feedback when he or she makes errors in grammar or pronunciation or does the listener overlook these errors and pay attention to the message?
9. Does the learner receive corrective feedback when he or she uses the wrong word, or does the listener usually try to guess the intended meaning?
10. Is the learner exposed to language which is modified, in terms of speed of delivery, complexity of grammatical structure and vocabulary so that it matches the learner's ability to comprehend and interact?

(Lightbrown M., Spada N. 2002:31)

Any child or adult can learn any language in formal situation or informal situation

A child learning its first language (L1)

A child learning a second language (L2) informally

A child learning a second language in a formal language learning setting.

An adult learning a second language in a formal language learning setting.

An adult learning a second language informally (In the workplace or among friends)

b. Difference between adult L2 learner and child L2 learner

1. All second language learners, regardless of age, have by definition already acquired at least one language. This prior knowledge may be an advantage in the sense that the learner has an idea of how language works. Knowledge of other language can also lead learners to make incorrect guesses about how the second language works and this may cause errors which a first language learner would not make.
2. Young learners begin the task of language learning without the benefit of same skills and knowledge which adolescent and adult learners have. The first language learner does not have the same cognitive maturity , metalinguistic awareness , or world knowledge as older second language learners have ,they still have far to go in these areas as well as in the area of world knowledge before they reach the levels already attained by adults and adolescents.
3. Most child learners do not feel nervous about attempting to use the language even when their proficiency is quite limited, but adults and adolescents quite often find it very stressful when they are unable to express themselves clearly and correctly. Also the children differ in their nervousness when faced with speaking a language they do not know well. Some children face the situation happily while others are afraid.
4. Young learners, in an informal second language environment are usually allowed to be silent until they are ready to speak. Older learners are often forced to speak to meet the requirements of a classroom or to carry out everyday tasks such as medical visits, or job interviewing.
5. Young children in informal setting are usually exposed to the second language for many hours every day. Adult learners, especially students in language classrooms, are more likely to receive only limited exposure to the second

language adjusted speech style, which is called child-directed speech for first language, is sometimes called foreigner talk or teacher talk for second language. Many people who interact regularly with language learners seem to have an intuitive sense of what adjustments are needed to help learners understand the language better. Of course some people are better at this than others.

6. Error correction in first language acquisition tends to be limited to corrections of meaning and errors in vocabulary choice. In informal second language acquisition, errors which do not interfere with meaning are usually overlooked. Most learners would feel being interrupted if they are corrected by someone who is trying to have a conversation with them. Interlocutor may not react to an error if they can't understand what the speaker is trying to say. Thus errors of grammar and pronunciation are rarely remarked on, but the wrong word choice may receive comment from a puzzled interlocutor. The only place where feedback on error is typically present with high frequency is the language classroom however it is not present in all the classrooms.

c. Behaviorism:-

Behaviorists account for learning in terms of imitation, practice, reinforcement and habit formation. Learner receives linguistic input from speakers in their environment and they form associations between words and objects or events. These associations become stronger as experiences are repeated. Learners receive encouragement for their correct imitations and corrective feedback on their errors. Because language development is viewed as the formation of habits, it is assumed that a person learning a second language starts off with the habits formed in the first language and that these habits interfere with the new ones needed for the second language. (Lightbrown M., Spada N.2002 :35)

Contrastive Analysis Hypothesis predicts that where there are similarities between the first language and the target language, the learner will acquire target language structures with ease, where there are differences, the learner will have difficulty. Researchers have found that not all errors predicted by the CAH are actually made. Furthermore, many of the errors which learners do make are not predictable on the basis of the CAH. For example, adult beginners use simple structures in the target language just as children do: 'no understand' or 'yesterday I meet my teacher .' such sentences look more like a child's first language sentences than like translations from

another language. Indeed, many of these sentences produced by second language learners in the early stages of development would be quite grammatical but in their first language they may be quite ungrammatical. What is more, some characteristics of these simple structures are very similar across learners from a variety of backgrounds even if the structures of their respective first language are different from each other and different from the target language.

Learners are reluctant to transfer certain features of their first language to the second language, even when the translation equivalent would be correct. This suggests that the influence of the learners first language may not simply be a matter of habits but a more subtle and complex process of identifying points of similarity, weighing the evidence in support of some particular feature and even reflecting about whether certain feature seems to 'belong' in the structures of the target language.

d. Innatism

Universal grammar

Chomsky's theory of language acquisition is based on the hypothesis that innate knowledge of the principles of UG permits all children to acquire the language of their environment, during a critical period in their development. Chomsky has not made specific claims about the implications of his theory for second language learning. There are two thoughts among linguists about the application of UG to second language acquisition.

Even those who believe that UG has an important explanatory role in second language acquisition do not all agree on how UG works in second language development. Some argue that, even if second language learners begin learning the second language after the end of the critical period and even if many fail to achieve complete mastery of the target language, there is still a logical problem of second language acquisition. Learners eventually know more about the language than they could reasonably have learned if they had to depend entirely on the input they are exposed to. They infer from this that UG must be available to second language learners as well as to first language learners. Some of the theorists argue that the nature and availability of second language acquisition is no different from that which is hypothesized to guide first language learners. Others argue that UG may be present and available to second language learners but that its exact nature has been altered by the acquisition of other language.

Researchers working within the UG framework also differ in their hypotheses about how formal instruction or error correction will affect the learner's knowledge of the second language. Some argue that like young children adult second language learners neither need nor benefit from error correction and metalinguistic information. They conclude that these things change only the superficial appearance of language performances and do not really affect the underlying systematic knowledge of the new language (Lightbrown M., Spada N.2002:37) other UG linguist especially those who think that UG has been affected by the prior acquisition of the first language suggests that second language learners may need to be given some explicit information about what is not grammatical in the second language.

Researchers who study second language acquisition from the UG perspective are interested to know whether the competence which underlies the language performance of second language learners resembles the competence which underlies the language of their native speakers. Thus, their investigations often involve comparing the judgments of grammaticality made by the two groups, rather than observations of actual speaking.

e. Krashen's monitor model

An innatist theory of second language acquisition which had a very great influence on second language teaching, practice is the one proposed by Stephen Krashen (Lightbrown M., Spada N.2002:38)

Five hypotheses constitute what Krashen originally called the 'monitor models'

1. The acquisition learning hypothesis
2. The monitor hypothesis
3. The natural order hypothesis
4. The input hypothesis
5. The affective filter hypothesis

1. The acquisition learning hypothesis.

According to Krashen there are two ways for adult language learners to develop knowledge of a second language acquisition and learning. We acquire language as we are exposed to sample of the second language which we understand. This happens in much the same way that children pick up their first language with no conscious attention to language forms. The learning on the other hand takes place, via a

conscious process of study and attention and the forms and rules of language are studied.

For Krashen acquisition is by far the more important process. He asserts that only acquired language is readily available for natural, fluent communication. Further he asserts that learning can't turn into acquisition. He cites as evidence for this that many speakers are quite fluent without ever having learned rules while other speakers may 'know' rules but fail to apply them when they are focusing their attention on what they want to say more than on how they are saying it.

2. The monitor hypothesis

Krashen argues that the acquired system acts to initiate the speaker's utterances and is responsible for fluency and intuitive judgments about correctness. The learned system, on the other hand acts only as an editor or 'monitor' making minor changes and polishing what the acquired system has produced. Krashen has specified that learners use the monitor only when they have sufficient time to search their memory for the relevant rules and when they actually know those rules. He maintains that since knowing the rules only helps the speaker supplement what has been acquired, the focus of language teaching should be on creating conditions for 'acquisition' rather than 'learning'. It is very difficult to show evidence of 'monitor' use.

3. The natural order hypothesis

Krashen based this hypothesis on the observation that, like first language learners, second language learners seem to acquire the features of the target language in predictable sequences. Contrary to intuition, the rules which are easier to state are not necessarily the first to be acquired. Further Krashen observes that the natural order is independent of the order in which rules have been learned in language classes. Learners pass through sequences or stages in development.

4. The input hypothesis

Krashen asserts that one acquires language in only one way by exposure to 'comprehensible input'. If the input contains forms and structures just beyond the learner's current level of competence in the language, then both comprehension and acquisition will occur.

He has also emphasized the value of undirected pleasure reading as a source of comprehensible input. But some people though they are exposed to extensive comprehensible input do not achieve high levels of proficiency in the second language; still he retains his conviction that input is the source of acquisition.

5. The affective filter hypothesis

The 'affective filter' is an imaginary barrier which prevents learners from acquiring language from the available input. 'Affect' refers to such things as motives, needs, attitudes, and emotional states. A learner who is tense, angry, anxious or bored may 'filter out' input, making it unavailable for acquisition. Thus, depending on the learner's state of mind or disposition, the filter limits what is noticed and what is acquired. The filter will be 'up' when learner is stressed, self-conscious or unmotivated. It will be 'down' when the learner is relaxed and motivated. This has immediate implication for classroom practice. Teachers can understand why some learners, given the same opportunity to learn, may be successful while others are not. The success in acquisition may in itself contribute to more positive motivation or in Krashen's terms to a 'lowered affective filter'.

Recent psychological theories

Information processing

Cognitive psychologists working in an information processing model of human learning and performance tend to see second language acquisition as the building up of knowledge systems, that can eventually be called on automatically for seeking and understanding. At first, learners have to pay attention to any aspect of the language which they are trying to understand or produce for example, a learner at the earliest stages of second language learning will probably pay attention to the main words in a message and not be able to also notice the grammatical morphemes which are attached to some of those words. Gradually through experience and practice, learners become able to use certain parts of their knowledge quickly and automatically. Then they focus on other aspects of the language. The performance which will eventually become automatic may originate from intentional learning for example in formal study. But this is not the case, the input which is not processed purposely can also be possible source of information or skills which will be available automatically, if there

has been enough practice. But practice is not something mechanical, but something which involves effort on the part of the learner.

About the role of noticing in second language acquisition Richard Schmidt, argues that everything we came to know about the language was first noticed consciously.

Connectionism

Like most Cognitive psychologists, connectionism attribute greater importance to the role of the environment than to any innate knowledge in the learner, arguing that what is innate is simply the ability to learn, not any specifically linguistic structure.

Connectionists argue that learners gradually build up their knowledge about language through exposure to thousands of instances of the linguistic contexts over and over again. Learners develop stronger and stronger mental or neurological connections between these elements. Eventually the presence of one situation or linguistic element will activate the other in the learners mind. These connections may be very strong because the elements have occurred together very frequently or they may be relatively weaker because there have been fewer opportunities to experience them together.

The interactionist position

Some interactionist theorists, while influenced by psychological learning theories, have developed their ideas mainly within second language acquisition research itself. Evelyn Haten (1992), Teresa Pica (1994) and Michael Long (1988) among others have argued that much second language acquisition takes place through conversational interaction.(Lightbrown M., Spada N.2002:43) This is similar to the first language theory that gives great importance to child directed speech. Michael Long's views are based on his observation of interactions between learners and native speakers. He agrees with Krashen that comprehensible input is necessary for language acquisition. However, he is more concerned with the question of how input is made comprehensible. He sees modified interaction as the necessary mechanism for this to take place (2002:43). In his view what learners need is not necessarily simplification of the linguistic forms but rather an opportunity to interact with other speakers, in ways which lead them to adapt what they are saying until the learner shows signs of understanding. According to Long, there are no cases of beginning level learners acquiring a second language from native speaker talk which has not been modified in some way. Research shows that native speakers consistently modify their speech in

sustained conversation with non-native speakers. Long infers that modified interaction must be necessary for language acquisition 1. Interactional modification makes input comprehensible, 2. Comprehensible input promotes acquisition and 3. So interactional modifications promotes acquisition.

Modified interaction does not always involve linguistic simplification. It may also include elaboration, slower speech rate, gesture or the provision of additional contextual clues example

Comprehension checks – efforts by the native speaker to ensure that the learner has understood.

(for e.g. ‘the bus leaves at 6.30’, do you understand?)

Clarification requests- efforts by the learner to get the native speaker to clarify something which has not been understood.

(for e.g. could you repeat please)

Self – repetition or paraphrase – the native speaker repeats his or her sentence either partially or in its entirety.

Research has demonstrated that conversational adjustments can aid the comprehension. There is evidence that modification which takes place during interaction leads to better understanding than linguistic simplification or modification which is planned in advance.

Vygotskian theory assumes that all cognitive development, including language development arises as a result of social interactions between individuals. Extending Vygotskian theory to second language acquisition Jim Lantolf and others claim that second language learners advance to higher levels of linguistic knowledge when they collaborate and interact with speakers of the second language who are more knowledgeable than they are for example – a teacher or a more advanced learner.

Critical to Vygotsky’s theory is the notion of the zone of proximal development the level of performance which a learner is capable of, when there is a support from interaction with a more advanced interlocutor. This may be observed in a variety of speech strategies used by more advanced speakers, to create supportive conditions for the second language learner to comprehend and produce language (for e.g. repetition, simplification, modeling), the level of performance which a learner is capable of when there is support from interaction with a more advanced interlocutor.

3.6 Factors affecting second language learning

All normal children, given a normal upbringing, are successful in the acquisition of their first language. This contrasts with the experience of second language learners, whose success varies greatly for example many teachers believe that extrovert learners who interact without inhibition in their second language and find many opportunities to practice language skills will be the most successful learners. All normal children eventually master their first language but it has been observed that in the same classroom setting, some students progress rapidly through the initial stages of learning a new language while other struggle along making very slow progress. In addition to personality characteristics, other factors relevant to language learning are intelligence, aptitude, motivation and attitudes, critical period hypothesis etc.

1. Intelligence

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. Over the years, many studies using a variety of intelligence (IQ) tests and different methods of assessing language learning have found that IQ scores were a good means of predicting how successful a learner would be. Some recent studies have shown that these measures of intelligence may be more strongly related to certain kinds of second language abilities than to others. Intelligence especially as measured by verbal IQ tests may be a strong factor, when it comes to learning which involves language analysis and rule learning while intelligence may play a less important role in classrooms where the instruction focuses more on communication and interaction.

It is important to keep in mind that 'intelligence' is complex and that individuals have many kinds of abilities and strengths, not all of which are measured by traditional IQ tests. It has been observed that many students whose academic performances have been weak have experienced considerable success in second language learning.

2. Aptitude

There is evidence in the research literature that some individuals have an exceptional aptitude for language learning. Learning quickly is the distinguishing feature of aptitude. The most widely used aptitude tests are the Modern language Aptitude Test and Pimsleur Language Aptitude Battery (PLAB) both tests are based on the view that aptitude is composed of different types of abilities.

1. The ability to identify and memorize new sounds.
2. The ability to understand the function of particular words in sentences.
3. The ability to figure out grammatical rules from language samples.
4. Memory for new words.

During the period when grammar translation or audio-lingual methods were used in second language teaching, research shows relationship between these tests performances and performance in foreign language learning. With the adoption of the communicative approach to teaching many teachers and researchers came to see aptitude as irrelevant to the process of language acquisition.

Successful language learners may not be strong in all of the components of aptitude. Some individuals may have strong memories but only average abilities in other components of aptitude. Ideally one could determine learner's profiles of strengths and weaknesses and use this information to place students in appropriate teaching progress.

A high level of students and teachers satisfaction was reported when students and teachers were matched with compatible teaching environments. In addition some evidence indicated that matched students were able to attain significantly higher levels of achievement than those who were unmatched.

While few second language teaching contexts are able to offer such choices to their students, teachers may find that knowing the aptitude profile of their students will help them in selecting appropriate classroom activities for particular group of students.

3. Personality

A number of personality characteristics have been proposed as likely to affect second language learning, but it has not been easy to demonstrate their effects in empirical studies. Different studies measuring similar personality traits produce different results. It is often argued that an extrovert person is well suited to language learning. Although some studies have found that success in language learning is correlated with learners scores on characteristics often associated with extroversion such as assertiveness and adventurousness, others have found that many successful language learners do not get high scores on measures of extroversion. Inhibition discourages

risk taking which is necessary for progress in language learning. This is often considered to be a particular problem for adolescents, who are more self-conscious than young learners. Alexander Guairá and his colleagues found support for the claim that inhibition is a negative force, at least for second language pronunciation performance. Several other personality characteristics such as self-esteem, empathy, dominance, talkativeness and responsiveness have also been studied. The available research does not show a clearly defined relationship between personality and second language acquisition and as indicated earlier the major difficulty in investigating personality characteristics is that of identification and measurement. Another explanation is that personality variables may be a major factor only in the acquisition of conversational skills, not in the acquisition of literacy skills. The confused picture may be due to the comparisons made between the communicative ability and studies that measure grammatical accuracy or metalinguistic knowledge. Personality variables seem to be consistently related to the former, but not to the latter.

Despite the contradictory results and the problems involved in carrying out research in the area of personality characteristics many researchers believe that personality will be shown to have an important influence on success in language learning. This relationship is a complex one, however, in that it is probably not personality alone, but the way in which it combines with other factors that contributes to second language learning.

4. Motivation and Attitude

There has been a great deal of research on the role of attitudes and motivation in second language learning. The finding shows that positive attitudes and motivation are related to success in second language learning. The research cannot indicate precisely how motivation is related to learning. We do not know whether it is the motivation that produces successful learning or successful learning that enhances motivation or whether both are affected by other factors. Peter Skehan (1989), the question is, 'are learners more highly motivated because they are successful or are they successful because they are highly motivated?'

Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learner's communicative needs and their attitudes towards the second language community. If learners need to speak the second language in a wide

range of social situation or to fulfill social/professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. And also if learners have favorable attitudes towards the speakers of the language, they will desire more contact with them.

Robert Gardner and Wallace Lambert coined the terms 'integrative motivation' to refer to language learning for personal growth and cultural enrichments and instrumental motivation for language learning for more immediate or practice goals. Research has shown that these types of motivation are related to success in second language learning.

Individual's identity is closely linked with the way he or she speaks. When speaking a new language one is adopting some of the identity markers of another cultural group. Depending on the learner's attitude, learning a second language can be a source of resentment. If the speaker's only reason for learning the second language is external pressure, internal motivation may be minimal and general attitudes towards learning may be negative.

One factor which often affects motivation is the social dynamics or power relationship between the languages. That is the members of a minority group learning the language of majority group may have different attitude and motivation from those of majority group members learning a minority language, we can't ignore the fact that language exists in social context when we seek to understand the variables which affect success in learning language children as well as adults are sensitive to social dynamics and power relationships.

5. Motivation in the classroom setting

In a teacher's mind motivated students are usually those who participate actively in class, express interest in the subject matter and study a great deal. Teachers can easily recognize characteristics such as these. They also have more opportunities to influence these characteristics than students' reasons for studying the second language or their attitude towards the language and its speakers. If we can make our classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, while the learning goals are challenging yet manageable and clear and where the atmosphere is supportive and non-threatening, teachers can make positive contribution to students' motivation to learn.

According to Graham Crookes and Richard Schmidt there are several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices.

Motivating students: -

At the opening stage of lessons, it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest in the parts of the students.

Varying the activities tasks and materials: -

Lessons which always consist of the same routines patterns and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, tasks and materials can help to avoid this and increase students' interest level.

Using co-operative goals

Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been formed to increase the self-confidence amongst the students, including weaker ones, because every participant in a co-operative task has an important role to play, knowing that their teammates are counting on them can increase students motivation.

6. Learner Preferences

Learners have clear preferences for how they go about learning new material. The term learning 'style' has been used to describe an individual's natural, habitual and preferred way of absorbing processing and retaining new information and skills. Some people cannot learn something until they have seen it. They are called as 'visual learners'. Other people, who may be called 'aural' learners, seem to need only to hear something once or twice before they know it. 'Kinesthetic' learners there is need to add a physical action to the learning process. There are field independent and field dependant learners based on cognitive learning style. This refers to whether an individual tends to separate details from the general background or to see things more holistically. Another category of learning style is based on the individual's temperament or personality.

Although there is a need for considerably more research on learning styles, when learners express a preference for seeing something written or for memorizing material which we should be learned in a less formal way, we should not assume that their ways of working are wrong. Instead we should encourage them to use all means available to them, as they work to learn another language. At a minimum research on learning style should make us skeptical of claims that a particular teaching method or textbook will suit the need of all learners.

7. Learner beliefs

Second language learners are not always conscious of their individual learning styles, but virtually all learners, particularly adult learners, have strong beliefs and opinions about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption that a particular type of instruction is the best way for them to learn. Learners preferences for learning, whether due to their learning style or to their beliefs about how language are learned, will influence the kinds of strategies they chose in order to learn new material. Teachers can use this information to help learners expand their repertoire of learning strategies and thus develop greater flexibility in their ways of approaching language learning.

8. Age of acquisition

It has been widely observed that children from immigrant families eventually speak the language of their new community with native like fluency, but their parents rarely achieve such high levels of mastery of the spoken language. Many adult second language learners become capable of communicating very successfully in the language but for most differences of accent, word choice, or grammatical features distinguish them from native speakers and from second language speakers who began learning the language while they were very young. As in the case of first language acquisition, critical period hypothesis suggests that there is a time in human development when the brain is predisposed for success in language learning. Development changes in the brain, it is argued, affect the nature of language acquisition. According to this view, language learning which occurs after the end of the critical period may not be based on the innate biological structures believed to contribute to first language acquisition or second language acquisition in early childhood. Older learners depend on more general learning abilities, the same ones

they might use to learn other kinds of skills or information. It is argued that these general learning abilities are not as successful, for example learning, as the more specific innate capacities which are available to the young child. It is claimed that the critical period ends somewhere around puberty, but some researchers suggest that it could be even earlier.

In addition to the possible biological differences, the conditions for language learning are often very different. Younger learners in informal language learning environments usually have more time to devote learning language. They often have more opportunities to hear and use the language in environments where they do not experience strong pressure to speak fluently and accurately from the very beginning. Their early efforts are often praised or at least accepted. On the other hand, older learners are often in situations which demand more complicated ideas. Adults are often embarrassed by their lack of mastery of the language and they may develop a sense of inadequacy after experiences of frustration in trying to say exactly what they mean.

The critical period hypothesis has been challenged in recent times. Some studies of the second language development of older and younger learners who are learning in similar circumstances have shown that, at least in the early stages of second language development, older learners are more efficient than younger learners. In educational research it has been reported that learners who began learning a second language at the primary school level did not fare better in the long run than those who began in early adolescence. Further there are many incidents about older learners who have reached high level of proficiency in a second language.

3.7 Conclusion

After a brief overview of the theoretical approaches related to First Language Acquisition and Second Language Learning, the next chapter will move towards the analysis of data collected keeping in consideration the theories discussed in this chapter.

CHAPTER FOUR

ANALYSIS OF THE DATA COLLECTED FROM DIFFERENT SCHOOLS IN SOLAPUR CITY

4.1 Introduction

After an overview of the theories relating to first language acquisition and second language learning and factors affecting second language learning, now the attention will be paid to analyze the data collected. First the primary teacher's questionnaires and responses will be considered, which was followed by an informal interview with them. An analysis of data collected from the questionnaires and responses of parents and secondary teachers will follow later. Then the data elicited through student's tasks will be analyzed. The outcome of classroom observation will be analyzed at the end.

4.2 Views of the Primary Teachers

Primary Teachers' questionnaires and responses

Thirty primary teachers were supplied with the questionnaires from twenty four schools. Filling up the questionnaires was followed by an informal interview.

1. Decision of the Government of Maharashtra to introduce English from 1st std. in all the non-English primary schools in Maharashtra

Responses of the primary teachers indicate that 80% of the teachers' think that this decision of Government of Maharashtra to introduce English from 1st std. in all the non-English medium schools is appropriate. 7% of the teachers' are of the opinion that this decision is fruitful but implementation has some lacunas. Only 3% teachers' are completely against this decision, 10% of the total teachers remained neutral.

2. Knowledge of English and Employment opportunities

70% of the primary teachers agreed that the person who has acquired certain level of competency in English has more employability than others. 17% teachers disagreed with this opinion, their view is that not only competency in English but proficiency in other subjects such as mathematics and science is also essential. 3% teachers are of the opinion that if you acquire competency in English, you have better and more opportunities of receiving job.

3. English Language and Higher Education

73% of the primary teachers interviewed agreed that the percentage of students opting for higher education is more among students having proficiency in English, 20% of the primary teachers disagreed with this view, while 7% were neutral. 93% of the teachers asserted that knowledge of English language is essential for computer literacy, 4% teachers rejected this view and 3% remained neutral.

4. Students position in today's competitive world (who have learnt English from 5th std.)

90% of the teachers' opined that students lag behind in today's rat race due to lack of competency in English. 3% teachers expressed the view that lack of competency in English is one of the reasons of students' failure in today's competitive world. 7% of the teachers remained neutral.

5. Students' opinion about English language (who have learnt English from 5th std.)

Regarding the opinion of these students (who have learnt English from 5th std.) about English language, 50% of the primary teachers feel that students are afraid of English language, 6% of the primary teachers feel that students hate English language, 21% primary teachers think that students' regard English language only as a passing subject. 13% of the primary teachers' feel that there are also other opinions of the students about English language. 10% primary teachers remained neutral.

6. Reasons of students poor competency in English (who have learnt English from 5th std.)

According to 23% primary teachers' the main reason behind students' poor competency in English is their parents' illiteracy or ignorance. 23% primary teachers are of the view that student's usage of English remains limited only for the English lecture in school that is the most important reason behind students' poor competency in English. 36% of primary teachers held all the above reasons equally responsible for students' poor performance in English. 12% primary teachers held some other reasons also responsible for students' poor competency in English. 6% primary teachers remained neutral.

7. Obstacles for students in learning English (who learned English from 5th std.)

38% of the primary teachers expressed the view that vocabulary, grammar, sentence construction, conversation skills, writing skills, influence of mother tongue all these factors are stumbling blocks for students in learning English. 21% of the primary teachers expressed the view that grammar is the main stumbling block. 15% of the primary teachers think that vocabulary is the main problem for students. 14% of the primary teachers are of the view that communication skill is the prominent obstacle in learning English language for rural students. 12% teachers remained neutral.

8. Pressure of teaching an additional subject on primary teachers

10% teachers administered said that there is extra pressure on the teachers due to Maharashtra Government's decision to introduce English from 1st std. in all the non-English medium schools. 3% teachers expressed the view that there is no pressure on the teachers, teaching to 1st and 2nd std. but there is pressure on the teachers teaching to 3rd and 4th std. 87% of the teachers', interviewed expressed the view that there is no pressure at all on the primary teachers teaching English.

9. Teacher Training Program

97% of the teachers' expressed the view that all the primary teachers teaching English has been given the training. Only 3% teachers denied that all the teachers have been given training for teaching English. But 90% teachers agreed that they have participated in teacher training programs. 10% teachers administered expressed the view that they have not participated in any of the teacher training program till date. 93% of the teachers who have participated in training programs agreed that these programs are very helpful. These training programs prove very useful for classroom teaching. 7% teachers have rejected this view..

10. Time allotment for English language teaching in primary schools

All the teachers interviewed agreed that every day they devote fixed time for English language teaching which varied between 30 to 45 minutes on the contrary 83% of the teachers' are of the view that this time is insufficient 13% teachers said that time is sufficient for English language teaching. 3% of the teachers expressed the view that they have to make some adjustments regarding time allotment. 93% of the teachers are of the opinion that, introduction of one more language is not affecting on teaching and teaching time of other subjects.

11. Teachers' preparation before classroom teaching

97% of the teachers interviewed said that they prepare the lesson plan before each classroom teaching. 3% teachers have given negative response.

Preparation:- They prepare various types of charts and flash cards, notices etc.

12. Teachers' competency in English

Among all the teachers interviewed 47% teachers expressed the view that their competency in English language is satisfactory but 23% teachers expressed the view that their competency in English is not up to the mark. They are capable of teaching only the primary students but not more than that. 27% teachers frankly agreed that, their competency in English is very poor. 3% teachers remained neutral.

70% teachers are satisfied about their teaching while 10% teachers are not at all satisfied about their teaching. 20% teachers are of the view that they are partially satisfied. They need extra training and extra efforts on their part to improve their teaching performance.

13. Home work of English language

93% of the teachers think that it is right to give home assignments and 88% of them give home work to the students. 7% of the primary teachers think it is not proper to give home assignments and 3% of them don't give home work, 7% teachers remained neutral.

14. Teaching Method, Medium of instruction and Use of teaching aids

83% of the teachers interviewed agreed that they have been informed about teaching methods for different units in the textbook in the teacher training programs; only 7% teachers denied this and 10% teachers remained neutral. 56% of the teachers said that they use particular method of teaching for particular skills and activities, 37% of the teachers said that they don't use any particular method. While 7% teachers said that they are flexible about teaching methods, they change the methods according to the skill taught, activity conducted in the classroom, text taught etc.

All the teachers unanimously declared that they change their teaching method according to student's needs. 93% of the teachers expressed the opinion that they use different teaching methods for prose and poetry. 3% teachers denied this view and 3% teachers remained neutral.

When asked about language of instructions to be given to the students during the English period, 23% of the teachers said that they give instructions in English, while 27% agreed that they give only common instructions in English. A new instruction has to be introduced with Marathi translation and teachers have to repeat those instructions, so that students can remember them. 44% of the teachers have given negative response to this question; they are of the opinion that they never give instructions in English. 6% teachers remained neutral.

73% of the teachers expressed the view that they make use of audio-video aids such as radio, T.V., C.D.'s, Cassettes etc. while 17% teachers denied this and 10% remained neutral.

15. Teacher/Learner centered classroom

According to 73% of the teachers, learner is the most important factor in the classroom, while 23% teachers are of the opinion that teacher and learner both are equally important factors in the classroom, 4% teachers remained neutral.

16. Pressure of English language on the primary students

According to 80% teachers, there is no extra pressure on the primary students due to introduction of one more language. While 13% teachers are of the opinion that one more language is adding pressure on the students. 7% teachers remained neutral.

17. Learner's Age

According to 90% primary teachers, language learning capacity, grasping power of these primary class students is more whose age is between 6-11 years. 3% primary teachers expressed the view that some students have more grasping power than other students in the classroom. 7% teachers remained neutral.

According to 97% of the teachers as the span of learning English has increased from 8 years (earlier English language teaching began at the secondary level from 5th std.) to 12 years (now English is being taught from primary level, 1st std.), this will necessarily have positive effect on the student's competency and proficiency in English.

18. Students (primary) and teachers Relationship

88% of the teachers said that they help the students outside the classroom also. They try to answer their questions and solve their queries. 9% teachers complained that students don't ask any questions outside the classroom. 3% teachers remained neutral.

19. Learner's attitude towards English language

a. Learners' anxiety

90% teachers are of the opinion that children are not afraid of English language as compared to the students, who have learnt English from 5th std. or secondary level, 10% teachers rejected this view.

b. Learners' self-confidence

67% teachers asserted that children are happy and self-confident while learning English; only 13% teachers said that students are afraid of English. 10% teachers said that learners are not confident and unhappy while learning English. 7% are of the opinion that some students are confident while some are not and 3% remained neutral.

c. Learners' motivation to use language

All the teachers have said that learners like reciting and listening poems as well as listening and narrating stories.

53% of the teachers interviewed asserted that learners try to form and speak new sentences other than they have been taught in the classroom. 17% teachers said that few students from the class try to form new sentences without teacher's help. While 27% teachers totally denied that children try to form new sentences on their own. 3% teachers remained neutral. On the contrary 77% teachers interviewed expressed the view that students try to use their earlier language knowledge to guess the meaning of new words and form new sentences to convey their thoughts and 10% of these teachers asserted that though sometimes students make mistakes in sentence construction, pronunciation, they are not afraid or hesitant in using English. They are eager to use this new language learned. 10% teachers opined that students try to form new sentences after the teacher guides and helps them. 3% of the teachers interacted expressed the view that the enthusiasm to form new sentences, guessing the meaning of new English words is observed more among 1st and 2nd std. students than 3rd and 4th std. students. 83% teachers said that students are always trying to read and write in

English. 10% teachers are of the opinion that not all the students but fast learners from the class try to use English in the classroom as well as outside the classroom. 7% teachers remained neutral. 83% of the teachers interviewed said that students are analytical of their peers' communication. 13% teachers denied this and 4% remained neutral.

20. Learner s' participation in the activities

According to 83% teachers all the students participate in the language games and language activities conducted in the classroom. 7% teachers said that only 50% of the students participate in the activities conducted in the classroom. 10% teachers are of the opinion that students don't participate voluntarily teachers have to do some extra efforts and motivate them. 93% of the teachers said that all the students participate in language activities (Spoken English) such as greetings, communication, and information transfer, giving and understanding instructions. Written English - writing notices, newspaper items etc. only 7% teachers denied that students voluntarily participate in these activities.

70% of the teachers said that most of the students understood the instructions given in English to them. 24% teachers said that only 50% instructions mostly common instructions are intelligible to them. 3% remained neutral and 3% said that only advanced learners from the classroom can understand instructions given in English.

21. Problem of bilingualism

According to 57% teachers interviewed, students know that they are learning different language other than their mother tongue. 3% teachers said that some students realize that they are learning other language sometimes. But 40% teachers interacted said that students are unaware that they are learning other language; they learn it along with their mother tongue.

64% teachers interacted expressed the view that students are not confused because they are learning mother tongue and English language simultaneously. 7% teachers said that sometimes there is confusion. 20% expressed the view that students often have confusion about selection of phonemes. 7% teachers each are of the view that confusion is also obvious in sentence construction and usage of articles.

22. Textbooks

97% of the teachers interacted said that they always keep in mind the aims and objectives from the textbook while teaching in the classroom. Only 3% teachers remained neutral. All the teachers agreed that students like the textbook very much.

93% of the teachers interviewed said that textbooks and *hastapustika* are available and very helpful while teaching. Only 7% of the teachers complained that *hastapustika* are not available for revised syllabus of 1st std. text book.

All the teachers interviewed agreed that they use the teacher's instructions page from the textbook, they read it before classroom teaching or conducting any language activity in the classroom and it is very useful.

73% of the teachers showed inability to implement or conduct all the activities from the text book in the classroom. 20% teachers are of the opinion that they are able to cover all the activities from the textbooks in the classroom. 7% teachers said that they try to cover all the activities from the textbook.

According to 93% teachers interviewed, language games from the textbooks are very useful while teaching, students' curiosity is aroused and they participate in these games, they learn language skills easily through games. So while conducting language games there is no pressure on the students as well as on teachers in the classroom. Only 7% teachers were against this view.

97% of the teachers interviewed accepted that phonemic transcription of poems and other texts from the textbook is very helpful and useful for teachers as well as students. They especially mentioned that as the transcription given in *devanagari* script or Marathi, students also can read it and avoid incorrect or faulty pronunciation. Only 3% teachers remained neutral.

23. Evaluation

All the teachers interacted said that students from 1st to 4th std. have exam of English language. They have four unit tests, one semester and final exam.

Exam	First std.		Second std.		Third std.		Fourth std.	
	Oral	Written	Oral	Written	Oral	Written	Oral	Written
Unit test	10	10	10	10	10	10	10	10
Term end exam	50	50	50	50	20	80	20	80
Annual exam	50	50	50	50	20	80	20	80

4.3 Parents' Opinion

1. Maharashtra Government's Decision

According to 95% parents interviewed the decision of Government of Maharashtra to introduce English from 1st std. is right, only 5% parents opposed this decision. 68% parents expressed the view that introduction of additional language is not adding pressure on the students while 31% parents are of the opinion that additional language results in pressure, 1% parents remained neutral.

2. Knowledge of English language and employment opportunities, higher education, computer literacy

According to 84% parents the person having competency in English has more employability than the person who doesn't have competency in English. 16% parents are of the opinion that not only competency in English but knowledge of other subjects is also essential.

68% parents expressed the view that if their wards will learn English, they will certainly go for higher education because the percentage of people taking higher education is more among people who have competency in English, 24% parents were against this, while 8% parents remained neutral.

89% of the parents interviewed are aware that 21st century is the century of information technology and computers. And to become computer literate, competency in English is necessary. Only 11% parents rejected this view.

3. Students position in today's competitive world (who have learnt English from 5th std.)

84% parents agreed that these students lag behind in this competitive world and one of the chief reasons is poor competency in English. 16% parents gave negative response to this question. They held other factors such as socio-economic factors responsible for these students' backwardness in today's rat race.

4. Difference between the students learning English from 5th std. and students learning English from 1st std.

All the parents interviewed agreed that there is notable difference between the students who are learning English from 1st std. and earlier students who were learning English from 5th std.

5. Self-confidence of the primary students

74% parents interviewed expressed the view that their children who are learning English from 1st std. are very confident only 26% parents denied this view.

6. Learner's motivation to use English language

All the parents interviewed said that their wards are always reciting the poems.

74% parents also added that their wards are curious to know English words for Marathi words or the objects which are around them. 26% parents said that their children didn't ask for English words.

7. Parental assistance in learning English

66% of the parents interviewed said that they themselves tell them the English words, 20% parents said they ask others (literate person) for those English words and then tell their wards.

14% parents said that they purchase the new books for their pupil so they could learn new words.

All the parents interviewed said that they visit the school regularly and ask about their children's progress in English language.

8. Role of private tuition class

11% parents said that their children go to private tuitions for English but 89% parents gave negative response.

9. problem of bilingualism

21% parents expressed the view that their wards confuse between English and Marathi language because they are learning them simultaneously but 78% parents rejected this view, 1% parents remained neutral.

10. Parents' feelings

68% of the parents interviewed said that, they are confident that their wards can face the competition in today's world; they will be as competent or able as the convent educated student from the city. 32% parents are not yet confident that their children can stand on par with convent educated students.

All the parents interviewed are proud that their wards are learning English.

4.4 Upper primary or secondary Teacher's (5th – 7th std.) Opinion

These are the teachers who were earlier teaching English from the 5th std. when the students has already mastered one language that is their mother tongue. These students had some preconceptions about English language. Teaching English to students at that time and teaching English to these students who had earlier schooling and training of English for 4 years, there must be some difference between teachings to these two groups of students. To find out whether these changes are positive and negative, this questionnaire was administered to teachers, one each from upper primary class (5th -7th std.) from the schools visited by the researcher.

1. English language, the language of opportunity

92% teachers agreed that the person having competency in English has more employability than others and also computer literacy is the need of the day. Knowledge of English is essential to learn computers. Only 8% teachers rejected this view. 83% teachers feel that the person having competency in English can step the ladder of progress and prosperity easily. 13% teachers rejected this view. 75% teachers are of the view that percentage of students opting for higher education is more amongst students having knowledge of English. 25% teachers were on the opposite side.

2. Students (learning English from 5th Std.) position in today's competitive world

75% teachers held lack of competency in English the main reason for these students' lagging behind in today's rat race. 25% teachers are of the view that other factors such as socio-economic background, illiteracy of parents are also responsible for rural students' backwardness in the competitive world.

3. Students' (learning English from 5th Std.) opinion about English language

53% of the teachers interviewed expressed the view that earlier students who were learning English from 5th std, they were afraid of English language. 33% teachers gave the opinion that, students thought of English only as a passing subject. 14% teachers each thought that they hated English language and there were also some other views of the students regarding English language.

4. Reasons of students' (learning English from 5th Std.) poor competency in English

According to 33% teachers each illiteracy of parents, students touch with English only for one hour in the school, non-availability of English newspapers and magazines are some of the main reasons behind these students' poor competency in English.

5. Stumbling blocks in learning English for students (who have learnt English from 5th std.)

Vocabulary	16%
Writing skill	7%
Grammar	7%
Sentence construction	16%
Communication skill	16%
All above	31%
Other	7%

6. Pressure of introduction new language on primary teachers (teaching) and students (learning)

	Yes	No
Primary teachers	33%	67%
Primary students	17%	83%

7. Learner's Age

92% of the teachers interviewed asserted that as these learners are learning English from 1st std., their age is between 6-11 years, so it is obvious that their grasping power and language learning capacity is more than the students who were learning English

earlier from 5th std. at the age of 12 yrs. This early introduction of English language has also lead to increase in the number of years for learning English; this will also have positive effect on the English language competency of these students. 8% teachers were against this view.

8. Pressure of teaching English language on the secondary teachers

67% of the teachers interviewed said that pressure of teaching English on them has reduced as the students who are entering their classes have already learnt English for four years. 25% teachers opposed this view and added that pressure is not reduced, but there is remarkable increase in the vocabulary of students. But their writing skills are not developed up to the mark. 8% teachers remained neutral.

9. Learners' attitude towards English and acquisition of English language skills

All the teachers agreed that these children are not afraid of English language at all. They have developed a confidence that they can use English language. According to the teachers the developments of English language skills among the students who have learnt English from 1st std. are as follows,

There is remarkable increase in their vocabulary. Though their reading skill is not as much developed as their vocabulary, they are able to read words and simple sentences. But there is not much progress in their writing skills and grammar.

10. . Continuity between the syllabi of 1-4th std. and 5th std.

All the teachers unanimously said that there is continuity between the syllabi of 1st to 4th std. and 5th std.

CHAPTER FIVE

INTERPRETATION OF DATA, FINDINGS AND SUGGESTIONS

5.1 Introduction

To recapitulate some of the points made earlier, the basic objective of this study has been to examine the implementation of Maharashtra Government's policy to introduce English from 1st std. in all non-English medium schools in Maharashtra with special focus on Solapur city. The study began with an overview of status of English as a global language, ELT in schools in India, starting from late 19th century to post-independence era. It presented an overview of the position and status of English in schools after independence. Against this larger backdrop the study places ELT in Maharashtra schools in post-independence era to till date. On the verge of 21st century, a landmark even took place, introduction of English from 1st std. in all the non-English medium schools in Maharashtra.

A study of the implementation of Maharashtra government's policy was the main objective of this study. For this the researcher had to collect data from a number of other relevant sources. From the data collected and its analysis keeping in mind the theories relating to first language acquisition and second language learning the following interpretation, findings emerge.

5.2 Interpretation of primary teachers' responses

1. English: the language of opportunity

It becomes evident from the teachers' responses that they agree that English is the language of opportunity. One can step the ladder of progress by learning English. English is essential in higher education and to become computer literate, also to gain jobs. So they think that government's decision to introduce English from 1st std. in all the non-English medium schools in Maharashtra is a remarkable decision. It will also bridge the gap between the city students and rural students. Rural students studying in Marathi medium schools were somewhat hesitant to face the competition in today's world. Their parents have no choice of convents or English medium schools if

compared with parents from the city. So it is a chance to join the mainstream of education to all the students.

2. Response to students problems who have studied English from 5th std.

It is interesting to note that the teachers interviewed themselves have studied English from 5th std. English was introduced to these students when they had earlier mastered their mother tongue, had schooling of four years. Their maturity level was increased but grasping power declined, misconceptions formed due to peer response about English language for such students English was only a passing subject. They were afraid of and almost hated English language. Grammar and communications skills were the main obstacles in learning English. So for such students if English is introduced from the 1st std. it will certainly be beneficial to all.

3. Response to teacher training

The picture emerging from the teachers' responses to this section is positive. Teacher training program has been organized at each Taluka place. Most of the teachers have participated in the training programs. These teachers on the one hand agreed that these training programs are helpful while teaching in the classroom. On the other hand they were not satisfied because they were not directly guided by the subject experts but by their own senior colleagues who themselves have participated in the training program conducted in Solapur. The teachers are very eager to be acquainted with the new teaching methods and directly guided by the experts. The training of teachers should be ongoing process.

4. Response to syllabus- textbooks

It is seen from the response to the syllabus that the teachers know well the objectives of the syllabus and about their role as teachers. Textbooks designed by Maharashtra State Bureau of Textbook Production and Curriculum Research are catering to the needs of the students and fulfill the objectives.

The content from the textbooks of first and second standard is manageable. In these textbooks listening and speaking skills are more emphasized. In the third and fourth standard textbooks reading, writing, speaking skills are emphasized. Most teachers do not add to or modify the tasks or activities given. Most of the teachers complained that due to constraint of time they are unable to cover all the activities from the textbooks in the classroom.

Phonemic transcription of poems and new vocabulary in devnagari script is very useful for teachers as well as for students. The teachers demand to the Textbook Bureau is to regularly dispatch to them supplementary material, if any and teachers' manuals to keep the communication channel alive.

As the books are child centered, activity oriented, pictorial and colorful, content chosen from daily life, children also love the books. Usage of the various pictures to teach children various action verbs, prepositions are very inventive and interesting technique.

5. Response to pressure of teaching additional subject on primary teachers

It becomes evident from the responses to the questions that though there is some pressure especially on the teachers teaching to 3rd and 4th std., these teachers are not complaining on the contrary they are happy that these students have got a chance which they themselves never got so it is their moral responsibility and duty to teach them.

6. Responses to methodology

It becomes evident from the responses to the questions in this section that the teachers enter the classroom with prior preparation. They prepare lesson plan of each English lecture and teaching aids like charts, flash cards wherever necessary. Use of audio and video aids is limited due to non-availability of the equipments and power cut/load shedding etc. Teachers are well acquainted with different teaching methodologies in the teacher training programs. They are aware of the different teaching methods for prose and poetry, communication skills, writing skills etc. They don't adamantly adhere to any one teaching method. They have great faith in their ability to improvise. Students are not merely passive recipients'. Teachers stressed the point that they constantly strive for evoking students interest in the activities conducted in the classroom and make all of them participate in the activities.

7. Response relationship between teachers and students

The picture emerging from the teachers' response to this particular question is one of great importance. Children belonging to the age group of three to ten years are very curious and enthusiastic. They wish to understand everything. Teachers interviewed never suppressed curiosity of these students. They have a healthy relationship between them. Students feel free to ask any, sometimes silly question about English language or any new word and teacher is ready to answer. Sometimes teachers have to

consult dictionary and other books to answer their queries. This is one of the positive indications of meaningful learning.

8. Responses to problems of teaching English language at the primary level

- a. Time management
- b. Teacher's mastery over the subject taught

a. Time Management

Introduction of additional language hasn't affected the teaching and teaching time of the subjects but managing available time for teaching English is very tiresome job. Available time is not sufficient to cover all the activities from the textbooks in the classroom. So there is no question of additional practice. The main reasons which came forth for are pressure of extra-academic and clerical work on the primary teachers.

b. Teacher's mastery over the subject taught

It is obvious that teachers know their limitations. They are frank to voice their opinion that, they are capable of teaching English only to these primary students. Sometimes they are not satisfied with their performance. They think that their competency in English is also limited. They need extra training for spoken English as well as special courses for written English, grammar teaching etc.

9. Factors affecting second language learning

Factors affecting second language learning specially in the case of children learning a second language in the formal environment of school may be summed up as follows:-

Learner characteristics

Intelligence (Non-motivational factor)

Aptitude & Attitude

Personality

Motivation

Motivation in the classroom setting

Learner preferences

Learner beliefs

Age of acquisition (Non-motivational factor)

Interference from L1 (Non-Motivational factor)

DISCUSSION

1. Intelligence

As it is not possible to measure the intelligent quotient of all the children observed, it is not proper on behalf of me to comment on the role of this non-motivational factor in the second language learning of the primary students observed.

2. Aptitude & Attitude

Language aptitude and attitude are both related to second language achievement. Aptitude can be measured by standard test. Attitude consists of affective variables. But these two factors are not related to each other. Aptitude relates to conscious language learning, attitude relates to subconscious language acquisition. It is possible to have high aptitude and low aptitude, low aptitude and high attitude or both high or both low.

“Carroll (1973) defines foreign language aptitude as the rate at which persons at the secondary school, university and adult level learn to criterion.” (Krashen, 1988:19) It was measured by the tests like Modern Language Aptitude Test (MLAT) and the Language Aptitude Battery (LAB). Three major components of Modern Aptitude Test are 1. Phonetic coding Ability 2. Conscious, Meta-awareness of grammar 3. Inductive ability. Pimsleur’s components of language aptitude are similar to those of Carroll but not identical. Inductive ability and grammatical sensitivity of Carroll’s language aptitude concept and verbal intelligence of Pimsleur’s component are directly related to conscious language learning. The other parts of the language aptitude deals with auditory factor. In Pimsleur’s concept of language aptitude motivation is additional part.

According to Krashen attitudinal factors relating to second language acquisition are those factors which encourage intake. These are the factors which encourage learners to communicate with speakers of the target language and obtain necessary input for language acquisition.

“Gardner has also talked about motivational variables earlier in 1976 (Gardner, Smythe, Clement and Glikzman, 1976) (Krashen,1988:21)

According to Dulay and Burt another important attitudinal factor is that enables the performer to utilize the language heard for acquisition. Socio-affective filter plays

important role in language acquisition. Learners with high affective filter will acquire less language directed at them and vice –a-versa. **Factors contributing to low affective filter are as follows:-**

- Motivation
 - Integrative motivation
 - Instrumental motivation
- Personality Factors
 - Self-confidence
 - Self-esteem
 - Anxiety
 - Empathy
 - Outgoing personality
 - Self-image
 - Attitude towards the classroom and teacher

3. Motivation

Positive attitude and motivation are related to success in second language learning. But it is not clear whether it is the motivation that produces successful learning or successful learning that enhances motivation or whether both are affected by other factors. Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learner's communicative needs and their attitude towards the second language community. Robert Gardner and Wallace Lambert coined the terms integrative motivation and instrumental motivation for the same.

- a. Integrative motivation:** - It is the desire of a second language learner to achieve proficiency in second language so that they can interact with speakers of second language out of sheer interest and thereby obtain intake to be valued member of the second language community. The performer having integrative motivation feels no threat from the second language speaking community. So they engage themselves in receptive learning rather than defensive learning.

The children observed were unaware of such L2 community. They only knew that people from Pune, Mumbai speak English due to their visits to relatives or neighbors residing in these cities during their holidays. Learning English for them was an

opportunity to communicate with these city people in English. So they were engaged in receptive learning. Their teachers' and parents' were optimistic that after completing education these children would be accepted by educated urban English speaking community.

b. Instrumental Motivation: - It is the desire of a second language learner to achieve proficiency in second language for pragmatic, practical purposes such as to secure job, to earn money, to take higher education etc. For a learner having integrative motivation interaction is important. But for instrumentally motivated learner interaction is always associated with some practical purpose. It is observed that affective filter is low among the learner having integrative motivation learners and vice-a-versa. In instrumental motivation language acquisition may cease as soon as job is secured or goal is achieved. Some aspects of second language will be consciously learned and remaining will be neglected.

Again it was observed that the children were totally unaware of any practical purposes for learning English, they were acquiring English along with their mother tongue Marathi without any conflict between two languages. Due to absence of instrumental motivation there was no fear of ceasing the language acquisition. Their parents' and teachers' opinion was that , rural student many a times lag behind in higher education, job market, computer literacy due to lack of competency in English. Opportunities for these children would increase and their future would be bright.

4. Personality Factors

Self-confidence

Self –confident or secure person is more able to encourage intake and have a low affective filter. The less confident person may understand the input but not acquire.

Researcher found that 99% of the children observed were confident; their confidence level was very high. They were able to converse with unknown person, recited the poems. Obvious reason for this was that, they were totally unaware that they were learning other language; they were acquiring it with their first language, Marathi as in the case of sequential bilinguals in early childhood.

Self Esteem

According to H.D. Brown, the person with high self esteem is able to reach out beyond himself more freely, to be less inhibited and because of his ego strengths to make the necessary mistakes involved in language learning with less threat to his ego.

During the discussion with the teachers, teachers stated that children were not afraid of mistakes; their aim was to communicate the message. They were happy that they were learning something new. They wished to be noticed and praised by teacher. Also during researcher's interaction with these children, children were not at all bothered about committing mistakes; they were enthusiastic that they were learning something different which their parents also didn't know.

Outgoing personality

Extroverts are more inclined towards acquisition of second language rather than the introverts.

As per their teachers' responses 83% of the learners participated voluntarily in all the activities in the class, were eager to learn new words, asked queries inside as well as outside the classroom. Parents also asserted this view that their children asked new words and were always reciting the poems at home. 95% of the children observed were eager to converse with the researcher. They responded well to the greetings. They recited all the poems learned. So it can be concluded that all these children were extroverts and very much confident similar to children acquiring their first language in informal environment.

Lack of Anxiety

Level of learner's anxiety is high whenever they are concerned with self – esteem or pressure of evaluation.

All the children observed were sailing in the same boat. According to teachers' responses in their questionnaire their emphasis was on creating stress free environment in the classroom, through language games and activities (from the textbook) in which learners voluntarily participated. Though teacher or a peer pointed out a mistake after the task was over, children accepted it wholeheartedly similar to parental correction during the L1 acquisition process.

Empathy

According to Krashen it is the ability to put oneself in another's shoes, is also predicted to be relevant to acquisition in that the empathetic person may be the one who is able to identify more easily with speakers of the target language and thus accept their input as intake for language acquisition. Ego flexibility and lower inhibition are related to increased empathy.

Teacher was the only source of input for the children observed. But these children had great affinity with their teachers. Teachers were role models for them. They wished to imitate their teachers. This factor added to language acquisition of the children.

Attitude towards the classroom and teacher

Attitude towards the classroom and teacher may relate both to acquisition and learning. The student who likes the teacher and is stress free in the classroom may voluntarily more accept the teacher as a source of intake. Positive attitude towards teacher and the classroom may also again be responsible for learner's self-confidence and again it may result into more acquisition.

All primary teachers interviewed had undergone a teacher training program for new English course. They were closely acquainted with the aims and objectives of the new course, teaching methods, various language games, evaluation pattern etc. All the teachers emphasized that their aim in the classroom is to create stress free, learner friendly environment. So, all the students were stress free in the classroom and ready to acquire the language.

Age of acquisition

Age of the learner is the most discussed issue in second language acquisition theories. Chomsky's Language acquisition device, Lenneberg's Critical period hypothesis indicates that language learning capacity of a child decreases with increasing age. So earlier the better. Teachers' responses also indicate that children feel no pressure of additional language; instead their language learning capacity is at its highest. This early introduction will also result in increase in the number of years of language teaching and learning, it will ultimately have good impact on the English language competency of the primary students.

Inference from L1

Another issue which receives more attention in second language acquisition theories is the inference of mother tongue in second language learning. According to sometimes this inference is positive and sometimes it is negative. But according to teachers' responses these children are like simultaneous bilinguals, learning their mother tongue, Marathi and second language, English simultaneously, there is little confusion. Children rarely confuse the sounds and sentence structures of these languages.

5.3 Interpretation of secondary teachers' responses

Secondary teachers' responses are in harmony with the primary teachers' responses. They also emphasize that English is the language of opportunity; it is a gateway to bright future. So they praise the Maharashtra government's step to introduce English in all the non-English medium primary schools in Maharashtra. They add that no one else is better acquainted with the earlier students' problems regarding English than them. They are hopeful that this early introduction will prove a boon for rural students who earlier lagged behind in the competition. Earlier introduction means students' age is less so obviously their grasping power is high; they are learning English along with their mother tongue without any confusion, under stress free environment which ultimately results in a learner having better competency in English as compared to the students who were introduced to English in 5th std. According to these teachers responses there is notable improvements in the vocabulary of these early learners, their reading skill is improved but to a limited extent, what is most important is the fear of communicating in English is totally absent, there is no remarkable development in writing skill and grammar.

5.4 Interpretation of parents' responses

The responses of the parents make it clear the kind of support, both academic and financial, the students get at home. Also the parents' awareness about the present day need of English, English for computer literacy, English for progress etc.

All the parents interviewed are having agriculture background but all of them are aware of the Maharashtra government's policy to introduce English from 1st std. in all the non-English medium schools in Maharashtra, they are in favor of this decision.

They are rather proud that their wards are learning English and sure that it will lead them towards the path of progress. All the parents interviewed said that they consult the teachers about their children's progress. But the teachers complained that most of the parents are illiterate and never consult the teachers, do not attend parents meetings. There is discrepancy between the parents and teachers responses.

The classroom is the only place where most students have an exposure to the language. All parents want their children to have some knowledge of English. Parents are happy that their children are learning English with confidence which was lacking in earlier children who learnt English from fifth standard. They asserted that their wards murmur the poems at home also. They are very inquisitive; always ask for English words for different objects. Literate parents solve their queries themselves or by asking some other person. Only 13% of the parents interviewed purchased new books for them. 11% of the parents interviewed send their children to private tuition classes. Instead of all the above responses, 32% parents are not yet sure that their ward will stand or can face the competition in the outside world.

5.5 General findings of the study

1. The primary teachers in the present study are not special English teachers. There is a clear understanding and appreciation of objectives of Maharashtra Government's policy to introduce English from 1st std. in all the non-English medium schools in Maharashtra among most teachers.
2. The Maharashtra state bureau of textbook production and curriculum research has performed its duty well by preparing and publishing the material. The materials are suitable in the sense that they seem very appealing to most of the learners. Most of them are based on Indian context or topics of general interest.
3. There are clear guidelines for teachers in the preamble to each textbook and also in teachers' manuals. Most of them go through it and do accordingly. Due to constraint of time all the activities from the textbooks are not covered in the classroom.
4. There are many anti-motivational factors like no exposure at home, lack of extra reading material, supplementary material, and dependence on private tutors. Yet the learners are instrumentally motivated to communicate in English. The teacher's duty is to help them overcome the constraints.

5. Although there is often a pre-task discussion rampant use of the mother tongue almost defeats the very objective of the syllabus. There is some sort of encouragement to this by the teachers also because they themselves frequently recourse to Marathi. It is not that the students do not want to listen to English they want their teachers to use the language, so that their ears may get tuned up in a few days.
6. The age of learners in consideration is exactly in accordance to the Chomsky's hypothesis of Language Acquisition Device and Lenneberg's Critical Period Hypothesis. It is observed that learners' language learning capacity and grasping power is at its peak. Given the input and healthy environment, results will be ultimate.
7. There is similarity between the learners under observation and simultaneous bilinguals. They are acquiring Marathi, their mother tongue and English, second language without any confusion and conflict.
8. The primary students observed are confident, extrovert, stress free, enthusiastic, while learning the language. They are not at all anxious about errors; they are only concerned with language usage. So it can be said that their low affective filter is assisting them into acquisition of language. Now a day's affect is not only restricted to language learning , there is evidence from a wide variety of fields which indicates that attention to affect related concepts is playing a very important role in the solution to many types of problems and in the attainment of a more fulfilling way of life.
9. Classroom observations have shown that classes are learner-centered but still some teachers observed are unable to forget the earlier teacher dominated classes. Though it is very difficult to make precise prediction about how a particular individual's characteristics influence his or her success as a language learner. But, in a classroom, a sensitive teacher, who takes learner's individual personalities and learning styles into account, can create a learning environment in which virtually all learners can be successful in learning a second language.
10. The items in the question paper conform to the basic tenets of communicative language testing.

5.6 Recommendations

On the basis of the study and the findings gathered the following recommendations could be made to improve the standard of teaching/learning English in the non-English medium primary schools in Maharashtra.

1. Maharashtra government should think of appointing “Special English teacher”, in each Zilla parishad primary schools to improve the quality of teaching/learning English language.
2. Graduation should be made an essential qualification for the prospective primary teachers along with short term courses in functional and communicative English.
3. Overcrowding, unfilled vacancies (single teacher schools), crumbling infrastructure have turned many schools into extremely unsuitable places for teaching and learning. Government has to take greater responsibility to improve the condition.
4. Small libraries consisting additional reading material, both in English and Marathi language should be started in each government aided primary school.
5. The pressure of extra academic work should be reduced from the shoulders of primary teachers.
6. Both intensive and extensive teacher training programs have to be organized by the Government of Maharashtra.
7. Government of Maharashtra should encourage and if necessary fund research work of various types and magnitudes on the implementation of the Maharashtra government’s policy to introduce English in all the non-English medium schools in Maharashtra
8. In the age of rapid expansion in the world of media, indifference to its utilization is regrettable. Maharashtra government should take initiative in supplying electronic gadgets like radio, T.V., computers etc. to each government aided primary schools. English newspapers, Radio, T.V., and Computers should be used in English classrooms. One slot in the afternoon hours should be devoted for this purpose.

5.7 Suggestions for further Research

Since the study was restricted to only 25 schools in Solapur city , it's scope can be enhanced if a similar study is carried out on a comparative basis between various school patterns, urban and rural, advantaged and disadvantaged, private and government-aided, in different parts of Maharashtra. In addition to this, a larger sample of students, teachers and parents can be selected for a detailed study.

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