

## **INTRODUCTION**

### **1.0 Introduction**

Education is viewed as the potential instrument of national advancement. A modern society cannot accomplish its point of monetary development, specialized improvement and social progression without completely harnessing the talents of its citizens. It is the most vital means for individuals to develop personal strength, build competence levels, overcome restraints and in due course broaden the available set of opportunities and choices for a sustained development in wellbeing. Education not only helps in enhancing human capital, productivity, compensating labour, but also it enables the process of acquisition, assimilation and communication of information and knowledge and thus enhancing the quality of life of each individual. Education is also considered to be a critical invasive instrument aiding social, economic and political inclusion, integrating people into the norms of the society.

The ability to communicate and transfer one's ideas to another is one of the most important factors that differentiate human beings from animals. As language is the primary source of communication, it has become one of the fundamental characteristics of our lives. It is closely tied to the thoughts and identity of the individuals as it is a medium through which most knowledge is constructed. The term Language is defined by the **Cambridge International Dictionary of English (1995)** as "A system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning". Hence it can be rightly said that language is the written and spoken method of combining words to create meaning used by a particular group of people. Language is used to express one's inner thoughts and feelings, to analyze intricate and abstract thoughts, to interact and communicate, to accomplish our desires

and prerequisites, as well as to establish rules and sustain traditions and culture. Language can be verbal, physical, and biologically innate or a basic form of communication. According to **Omrad (1995)**, Behaviorists often define language as a learned behavior involving a stimulus and a response. Languages are not used merely for the sake of instruction, but it is considered to be the most important means of social transmission of cultural heritage from one generation to another. According to **Lakshmi (1989)**, Language is an important aspect of human growth and a tool for social progress. According to the **University Education Commission (1948-49)**,

... our students must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities, no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors  
(Report: 319-25).

Hence it can be rightly said that in this present era no one can negate the importance of English on the global scenario because English is the passport to success in today's corporate world. Today government and administration, law and higher education, science and technology, discoveries and inventions, trade and commerce would sound crippled and handicapped with the absence of English language. Ignoring the importance of English would only mean that we are forcing ourselves to be enveloped in the folds of a dark curtain of ignorance. If we want to prosper, English is the one of the important means which will help us prevent from getting isolated from the world.

### **1.1 Significance of Language**

Language is closely linked to the thoughts and identity of each individual because it's the medium through which, most knowledge is constructed. Language is said to be the

verbal mode of communication and a means to communicate emotions, ideas and desires with the help of a system of voluntarily produced symbols. It is only with the advent of language one can express his emotions and feelings effectively. Language is necessarily the carrier of thoughts, ideas, messages and emotions. Every individual uses language throughout their life time, if language didn't exist, humans would have had to depend merely on signs and gestures to express their thoughts and ideas and it would be never sufficient. Hence, a life without language would be unimaginable.

Language is considered to be an articulated system of signs and with this it becomes easier for individuals to envisage the past, understand the present and approach the future. So, it is rightly said that language plays a vital role in the psychological, emotional and social development of an individual. It becomes easier to permeate our thoughts and mediate our relationship with others only because of language. Indeed, language used by an individual is one of the important means to determine if a man is good or bad. The type of language used by an individual can help him win the heart of others or can make him loose his dignity and degrade himself in society.

Even in a classroom setting language plays an important role. It is with the use of effective understanding and use of languages the learners bring about connections between ideas, people and things that relates to the world around. Language education is not restricted to the language classroom alone rather it is used in all the other subjects like science, social science or mathematics also. Language, the constellation of skills, thought encoders and markers of identity, cuts across school subjects and discipline. The language skills such as speaking or listening, reading or writing are all considered to be generalized skills, and the key factor affecting the success of each child depends upon his mastery over them.

According to **Noam Chomsky (1957)**, language as: .....a set of sentences, each finite in length and constructed out of a finite set of elements. It is difficult to define language as it is to define life. Therefore, it would be better to analyze the characteristics of language instead of making an attempt to define it.

### **1.1.1 The basic characteristics of language**

#### **Language is a means of communication**

Language is the most powerful, convenient and permanent means and form of communication. Non- linguistic symbols such as expressive gestures, signals of various kinds, traffic lights, road signs, flags, Braille alphabets, the symbols of mathematics and logic, etc. are also means of communication, yet they are not as flexible, comprehensive, perfect and extensive as language is the best means of self-expression. It is through language that humans express their thoughts, desires, emotions, feelings; it is through it they store knowledge, transmit message, transfer knowledge and experience from one person to another, from one generation to another. It is through it that humans interact. It is language again that yokes present, past and future together.

#### **Language is a social phenomenon.**

Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, an indispensable set of rules which permits its members to interact with each other to co-operate with each other: it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations. It is as a member of society that a human being acquires a language.

#### **Language is unique, creative, complex and modifiable.**

Language is a unique phenomenon of the earth. Each language is unique in its own

sense. By this we do not mean that languages do not have any similarities. Despite their common features, each language has its peculiarities and distinct features.

Language has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have said or heard before any yet which both sides understand without difficulty. Language changes according to the needs of society.

**Language is arbitrary.**

By the arbitrariness of language, we mean there is no inherent or logical relation or similarity between any given feature of language and its meaning. That is entirely arbitrary, that there is no direct, necessary connection between the nature of things or ideas language. Furthermore, these are at variation in different languages of the world and have no uniformity.

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**Language is systematic.**

Although language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Though symbols in each human

language are finite; they can be arranged infinitely, that is to say, we can produce an infinite set of sentences with a finite set of symbols.

**Language is symbolic.**

The symbolism of language is a necessary consequence of the feature of arbitrariness discussed above. A symbol stands for something else; it is something that serves as a substitute. Language is a system of arbitrary symbols. For concepts, things, ideas, object, etc. We have sounds and words as symbols. Language uses words essentially as symbols and not as signs (e.g. in Math.) for the concepts represented by them.

**Language is both linguistic and communicative competence.**

A language is an abstract set of psychological principles and sociological consideration that constitute a person's competence as a speaker in a given situation. These psychological principles make available to him an unlimited number of sentences he can draw upon in concrete situations and provide him with the ability to understand and create entirely new sentences.

Hence language is not just a verbal behavior; it is a system of rules establishing correlations between meanings and sound sequences. It is a set of principles that a speaker masters; it is not anything a speaker does. In brief, a language is a code which is different from the act of encoding. It is a speaker's linguistic competence rather than his linguistic performance. But mere linguistic or communicative competence is not enough for communication; it has to be coupled with communicative competence. This is the view of the sociologists who stress the use of language according to the occasion.

However, it can be concluded that language is basically a means of communication which helps to express one's thoughts. It has not only helped in sharing ideas and thoughts but also helped in enriching one's knowledge and understanding. Language

is like air to human beings and is an important means of communication and self-expression of human beings.

### **1.1.3 Importance of English on the International Frontier**

Among all other languages, English is the leading language of the world. According to **Crystal (1988)**, English is the language ‘on which the sun never sets. The demographic spread of English is indeed phenomenal today as English is being used in most of the countries in the world. English, the queen of languages plays a variety of roles in different parts of the world ranging from mother tongue to link language. It has not only contributed in the literary field with its original production but also by proving itself as an effective medium for translation of the literary and the technical books of the world. Today most of the government of different countries has considered English as their official language and it is used in almost all services. Today it is considered as the passport for employability. English is the main source of International contact as it is the only language that connects people with the world. In the different walks of human life, the spread and use of English has quickened especially in the field of science and technology, trade and business, tourism, entertainment and globalization.

The twenty first century is ruled by technology, so is the English language. While analyzing the importance of English worldwide **Kachru et al. (2008)** states that, the numbers of South Asian users of English has exceeded the combined population of the inner Circle of English – the United States, the United Kingdom, Canada, Australia and New Zealand. He adds that the Asian continent, particularly South Asia and China, have altered the international profile of world English. All these shows that the world population presently depends on English for their economic and social well-being. The present generation deeply depend on English

because it has been proved that English is the entry card for a better career, better remuneration package, advanced knowledge and for communication with the entire world. Moreover, English is considered to be the window to the world because of the present trend of globalization and privatization and due to the numerous opportunities, that are opened up in every field of life. English is also referred as global lingua franca since it connects different people from different countries with different culture, language, political and economic issues.

To conclude English is used as a native or second language all over the world as it is considered to be an international medium of communication that is understood and reorganized by everyone. A good hold in English is the key factor to find better opportunities in employment, to enrich one's knowledge or to establish better status in society. Today English is the key factor that dominates the international media, which has been considered as the medium that unite the people around the world.

#### **1.1.4 Significance of English Language in Indian Context**

English language holds a unique position in India. Though English is a language borrowed from six Hundred miles away which belongs to an entirely different nation, yet India's relationship with this language is unimaginable. It has been always a matter of debate regarding giving English the status of being the official language of the country. Most of the nationalists consider English language to be a barrier which hinders the development of other languages in India. Although English has a sad heritage connected to it reminding the citizens of the past where India was enslaved and tortured by the imperialist masters, yet this language cannot be rooted out as today it is the language which is projecting our rich culture. This language has been dominating all the fields from the time immemorial and is considered to be the language of the world civilization. English holds its place in

India due to its richness, flexibility, elegance and dignity. English language also was one of the reasons for bringing independence in India. During the struggle for Independence, it was this language which helped the leaders belonging to different regions of the country with different regional languages to come together and helped them fight for one single cause, the Indian independence.

In this present era there is a wide increase in the number of people speaking English. It is even surprising to note that English has become a common language used in day to day life. The people who are uneducated and even the illiterates unknowingly use several English phrases. English today has become the language commonly used in by every common people in all common places. It has intermingled in the social life so minutely that it would be impossible to separate it or sieve it from one's life.

There is a great increase in the use of English at international level and at this point ignoring the use of English will be utter absurdity. Yet if ignored it will surely cost India a lot, because it will cause the country to remain backward and will India will get distanced from the rest of the world. Even though, the use of English is limitless, its use should never hinder the growth of the national language, Hindi. To accomplish this each individual should enhance their outlooks and help both the languages go hand in hand for the progress of the country.

As mentioned in **Chakranarayan (2012)**, Education of English language has its own importance in framing the future of every individual. Many writers across the world agree that English is the 'queen of languages. Rajagopalachari said that "English was the gift of Goddess Saraswathi". **The United Nations Organization (UNO)** has given English the status of an official language. It is not just because it is one of the most widely spoken languages, but also because the use of English has

made the social and economic exchange between people of different communities and cultures practically possible. English helps in bringing people of diverse cultures closer to each other. It also assists us for our inter-cultural understanding inside the country. It is through the medium of English that we are able to keep the different cultural groups of India United.

As **Biswas (2014)** mentions Pandit Nehru has rightly said, “English is our major window on the modern world.” English is a window through which we can see the scientific, technological, agricultural and commercial development taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity. We also find that English informs us about the advancement or progress having taken place throughout the world. In 1961 Pandit Nehru also stated, "All regional languages must be developed and promoted. But that did not mean that English should be discarded. To do that, will amount closing a window on the world of technology— foreign language served as windows on it and to suppose that translations could take their place was a mistake. It was no use getting into an intellectual prison after achieving political independence”. He has reiterated it time and again, "English is ours by historic necessity". This indeed shows the importance of English language in the national life of India.

The significance of English language was also emphasized by many educational commissions. **The National Knowledge Commission (2007)** highlighted the significance of English language, not only as a medium of instruction or a means of communication but also as a determinant of access. According to NKC, “An understanding of and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities. School-leavers who are not adequately trained in English as a language

are always at a handicap in the world of higher education.” Hence it is evidently seen that acquisition of English language is a necessity in this modern world opportunities”

As elaborated in the **National Focus Group Position Paper on English by NCERT,**

“The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up. On the basis of above important aspects, we can conclude that the role of English in our national life and educational system cannot be denied by anyone.

Besides this, a growing nation has also to guard her against various internal dangers. Under such conditions, the selection of language to be studied by the youth of the country becomes very significant. English is the store-house of scientific knowledge. Hence, its study is of great importance for a developing country like India.

**Importance of English Language in India’s international affairs:** India’s foreign policy is the focus of attention of all the countries of the world. The whole of the world expects to quench its thirst for peace with this policy. India wants to be friendly with all countries. She has to explain and convince others that her point of views is correct. This cannot be done without an effective medium for the exchange of ideas. English provides us with such a medium. This is the language which enjoys the status of an International language. In the U.N.O., the discussions are carried on in this language. In fact, the majority of the countries of the world conduct their business in this tongue. If India wants to play her role in international matters effectively, her people must study English.

**Importance of English in internal matter:** India is a country in which people living in different parts have their own languages. The regional languages are quite different from one another. The leaders and the administrators of the country cannot remain in contact with all these regions without a common language. It is not possible for

everyone to know ten or fourteen languages. We do not have any common language at present, except English.

During the English rule, all tried to learn this language. We can feel at home in any corner of the country, if we know this language. English is the language best suited for maintaining internal unity. If we want to crush the provincial, communal and separatist tendencies of our people, we must continue to study it. English is the most important means of national integration with terrorism raising its, ugly head in different parts of the country. We must study English or perish.

**Importance of English in Technological and Scientific advancement:** Major technological and scientific advancements have been written in English language. This is the age of science. The world is changing at a terrific speed. This is all due to the scientific and technological progress which the other countries have made. If we want to keep pace with these fast-moving countries, scientific and technological research must be made in our own land. We can advance only through knowledge of these subjects. Ultimately, we have to depend upon English. To produce first rate scientists and technicians, English must be taught to our people as good and useful books on these subjects are available in this language only.

**Importance of English for higher studies:** For proper mental development it is essential that we study the best literature. If we want to shed the feeling of false superiority and to broaden our minds, we must be ever-ready to take the best from others. Now, the literatures of other countries and of our own different languages can be easily obtained in English. In our own languages, modern up-to-date literature is not available. This makes it essential that our young men continue to learn English. Moreover, many a young men go to foreign countries for advanced studies. They need good knowledge of English. Its importance for such scholars is indeed very great.

Thus, the use of English language is beyond one's own imagination. It is one of the major factors that Links India to the world in the most important fields like trade and commerce, technology, education etc. The following points illustrate how prominent is English in our country. English must be studied as an important foreign language. It must also continue to be the medium of instruction, at least in science and technology, and in other subjects also in higher classes. At the same time, our regional languages should not be ignored.

#### **1.1.4 The Historical Background of English Language in India**

India faced a lot of challenges and agony while it was in the clutches of the colonial rule. Though those days are recalled as the 'white rule' in the Indian history, the benefits gifted in this ruling period to India cannot be neglected. The railways, the telephones, the printing press etc. are few of the boons the British rule left behind for Indians when they left the country. Moreover, it can be rightly said that English language is one of the most useful contributions left behind for the country by the British.

It is very clear that, colonization was the main objective of the East India Company when they set their foot on the Indian soil. English language was imparted to the Indians only as an academic programme and for the smooth running of their administrative work. Only a selected few like the staff of the company, their offspring and the Anglo Indians were offered with English education. It was **Charles Grant (1792)** who first rooted English language in the Indian soil with his great idea of slavery through language. He over calculated that a cultural transition can be brought in the Indian youth if they are helped to disseminate the European literature and sciences. He assumed that the forthcoming generation would be greatly affected by this vast knowledge of the world and thus willingly put themselves under the yoke of

slavery. This great thought of Grant was accepted by the Government of Lord William Bentinck.

This idea was further enriched by **Thomas Macaulay (1835)**, with his famous Minutes on Education. This minutes clearly stated the goals of the British Empire and became the ‘blue print’ for education in India. In his historical statement, Macaulay has clearly reiterated that:

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and intellect; to that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population

However, the father of the nation **Mahatma Gandhi (1931)** understood the evil effect of the education system of Macaulay and stated

India today is much more illiterate than it was, before fifty or hundred years ago, because the British administrators, when they came to India, instead of taking hold of things as they were began to root them out. They scratched the soil and began to look at the root like that and the beautiful tree perished.

Although the British had their own perspectives in imparting English language education in India, the outcome of this decision took an unprecedented turn. In spite

of accepting slavery, the ‘heathens’ of India interrogated the power of their colonial masters. Indians started using English as a means to communicate with their associates throughout the country. All credit goes to English language for serving as a link language, without which the natives of various states with diversified languages and cultures could have never intermingled and helped in overthrowing the British rule from India. Thus, English language played an important role in unifying the people with different languages and to spread the spirit of freedom throughout India. This also helped the Indian scholars to showcase the Indian literary masterpieces to the world and to gain world recognition. Thus, Macaulay’s plan became a boon to the Indian society. He planned to produce a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect. But in actuality this fact turned out to be, in the words of **Baruah (1979)**, “..... in the first place, help for the growth of nationalism, which ultimately freed the country from the British yoke”. In addition, the most ironical incident was when Pandit Jawaharlal Nehru used the same language to proclaim the Indian Independence to the whole world which was used by the British to enslave the Indian masses.

### **1.1.5 English Language in the Post-Colonial India**

It cannot be denied that the base of the Indian education system is the English language. Even before India became free from the clutches of the British rule, English was the language of administration and was considered as a compulsory subject at school and college level and also at university level. However, this tradition didn’t change even after independence, but it only helped Indians to inherit many aspects of British culture. However, it cannot be denied that the position of English in India is one of the controversial matters. When C. Rajagopalacharya favored the retention of

English and considered it as the boon from goddess Sarasvati to India, Mahatma Gandhi in 1921 argued the case against English. He opined,

"It is my considered opinion that English language, in the manner it has been given, has emasculated the English educated Indians. It has put a severe strain upon the Indian students and made us imitators. He further said, "all the superstitions that India has, none is so great as that, knowledge of English language is necessary for imbibing ideas of liberty and developing accuracy of thought".

On the other hand, Pt. Nehru in 1961 said "one hundred and fifty years of intimate contact has made English an integral part of our education system. Indians can neglect its study only at the risk of loss to themselves. I am convinced that in the future, the standards of English teaching should be maintained at as high a level as possible".

To emphasize more on the opinion of Pt. Nehru, the former Indian president Maulana Abdul Kalam Azad in 1947 said at a press conference "so far as general studies are concerned it was never my intention to suggest that there should be any falling in the standard of English". To add the importance of English, Rajagopalacharya said "we in our anger and the hatred against the British people should not throw away the baby (English) with the bath water (English people)". To add to this **The Report of the Educational Commission (1966)** asserted, "For a successful completion of the first year degree course a student should possess an adequate command in English, be able to express himself with ease and felicity, understand lectures in it and avail himself of its literatures". Hence it is important to lay great emphasis to study English as a language right from the school stage.

English should be the most useful ‘library language’ in higher education and most significant window on the world. We need English not only for operational purpose but also for identifying ourselves with those who use the language in India and abroad. So, our main aim in teaching English to our students is to enable them to use English with ease and comfort, that is, to use it both instrumentally and interactively. That is to say, they should be able to speak and write English effectively.

The multi-lingual and floricultural nature of the society of India makes it clear that we need more than one language for ‘national cohesion’, ‘cultural integration’ and ‘social and real mobility’. English has been used for years as an Associate Official Language of the country, the associate medium of higher education and also the national and international link language.

However, today English language has established its roots in India very strongly. From the pre-independence period various steps were taken to reform the Indian education system and categorical planning was done about how English education in India should go on.

**Krishnasamy (2003)** presented the following chronology of events to depict the history of English in post independent India:

1947- The Ministry of Education was established in Delhi

1948- University Education Commission with Dr. Radhakrishnan as its Chairman (with three foreigners as members: Sir James Duff from Durham and Directors Morgan and Tigret from the USA) was constituted, the report was submitted in 1951 - it recommended Hindi as the medium of instruction with the continuation of English.

1950- English was granted the status of Associate Official Language by the constitution (English to be used in this capacity till January 1965).

1951-A committee was set up by the Indian Institute of Technology, Kharagpur on primary education.

1952-53 Recommendation by Secondary Education Commission also known as the Mudaliar Commission that English and Hindi to be introduced at the middle school level and the medium of instruction to be in the regional language/ mother tongue till secondary school level.

1953- Started University Grants Commission (UGC) and declared autonomous status in 1956.

1955 – Formation of Indian Council for Secondary Education

1956- The Official Language Commission reported literacy in English constitutes 6.41

percent to total literacy percentage and 1.06 percent of the total population.

1958- Establishment of Central Institute of English, Hyderabad, with the co-operation of the British council and the Ford Foundation.

1960- UGC set up a Committee of Experts (Chairman, Prof. Banerjee) to examine issues involved in the teaching of English.

1961- National Council of Educational Research and Training (NCERT) was formed. The three-language formula at the school was recommended in the Conference of chief ministers.

1963 - Official Language Act came into force. It was decided that English will be continued as the Associate Official Language even after 1965 without any time limit.

1964-66 – confirmation of the three-language formula by the Indian Education Commission (known as Kothari Commission). It decided to continue to use

English as 'library language' and as the medium of instruction at the University levels.

1971- Submission of a report by the study group on English (Prof. V. K. Gokak as Chairman) suggesting syllabus for various courses, including one for B.Ed. courses.

1976 - Constitutional amendment placed education on concurrent list. National Policy of Education and Plan of Action (NEP and POA)-reviewed the NEP of 1968 and recommended a dynamic approach. They recommended the development of autonomous colleges, establishment of Academic Staff Colleges for training college teachers and Navodaya Vidyalaya in rural areas for promoting excellence.

1990 - Acharya Ramamurthi Commission was set up to review NEP and POA and endorsed the recommendations of the 1986 report.

In addition, a resolution was unanimously passed by the constitution committee when the constitution of India was being framed. Provision was made by the committee to keep English language as an official language for the next 50 years. This in turn gave way for a protest by the people who wanted Hindi to be given prominence in India and they protested against the use of English language as the official language. Due to this protest Hindi language in Devanagari script was accepted as the National language particularly by the northern and central Indians. But the surprising fact was the objection by the southern Indians to accept Hindi as a national language. As a result, this agitation became too violent and in 1962-63 to resist and pacify these activities, the Parliament was forced to pass a bill declaring English language to continue the associate official language of the country for an indefinite time. But surprisingly it was not Hindi language that helped in linking the

language of different states rather it was solely English language that brought north and south together.

Whether one likes it or not, modern means of communication like the internet, email and mobile phones have become more accessible throughout the world. It has been estimated that 75% of all internalized communication in writing, 80% of all information in the world's computers and 90% of the internet contents are in English. According to **Crystal (2003)**, "a quarter of the world's 6.5 billion population uses various forms of English for a range of communicative tasks". Analyzing the importance of English in post-colonial India, **Verma and Krishnaswamy (1989)** have remarked: Though some thought that it was unpatriotic to learn the language of the rulers, there was a growing realization that the English language was not the language of the English rulers alone and that a knowledge of English was and is necessary for the economic, scientific, technological and literary progress of India, since English is the most effective catalyst for progress and modernization.

Therefore, English has been considered as a major foreign language in India since independence. As the world is getting globalized, there has also been a sense of English as a global language, not just a language of the USA or the UK. Although English was considered as a major foreign language in India, Indians in different contexts are more likely to have witnessed, or experienced benefits of having more competence than before. These changes in the functions and benefits have brought about change in the status of English from that of a foreign language to a global language.

### **1.1.6 Status of English in India**

The twentieth century witnessed strengthening of the roots of English in India as an influential language. **Kachru, (1983)** states that "After World War I, there was a

significant increase in educational institutions, schools and colleges spread to the interior of India. This naturally helped in spreading bilingualism in India further among the middle and lower classes of the Indian society”. The period since then has seen tremendous increase in English even after the British formally left India in 1947, English has continued to gain ground and has become more and more firmly rooted in the Indian soil. As a matter of fact, since Independence, several committees and commissions have, on different occasions, stressed the need to learn English. The government, on its own part, has consistently lent support to English and encouraged the teaching and learning of English. Government policies are also given official recognition to English as an associate official language. According to **Gupta & Kapoor (1991)** the situation as it obtains today, is that English is recognized “Officially as the associative National official Language, and as inter – regional link – language; educationally it is recognized as an essential component of 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.” In this present world, expertise in English has become a necessity for any employable Indian in the global market.

Proficiency in English has become an added merit for Indians in the fields including legal, financial, educational and business in India. Media, Tourism, Trade and Internet are the other field which are primarily dominated by English. Over half of all personal letters, E-mails are also written in English. Today almost all the information around the world is stored and reserved electronically and majority of these information are in English. As **Javalkar (2012)** states the “Act of 1965”, declared the continuance of English as an associate language of the union. Officially

English is accorded the status of associate official language, but in fact, a stage has now been reached where English is considered to be an integral part of the socio – cultural, educational and administrative domains of Indian life. Besides, quite a number of Indian states and territories have adopted English as the official language. The demand for English emerges from many factors, as recognised by the position paper on the teaching of English produced by the National Council of Educational Research and Training **NCERT (2006)** in connection with the National Curriculum Framework 2005 **NCERT (2005)** “English in India today is a symbol of people’s aspirations for quality in education and fuller participation in national and international life ... The level of introduction of English has now become a matter of political response to people’s aspirations, rendering almost irrelevant an academic debate on the merits of a very early introduction”.

Moreover, according to **Hohenthal (n.d)** India is the third largest English book-producing country after the United States and the United Kingdom, and the largest number of books is published in English. Hindi and English are the official languages of the Republic of India and English is now recognized as an associate official language, with Hindi the official language. It is recognized as the official language in four states (Manipur, Meghalaya, Nagaland, and Tripura) and in eight Union territories. Even today there are various political and nationalistic pressures which has been continuously pressurizing and pushing for the choice of Hindi as a national language. However, with reference to this **Crystal (1988)** opines that it is hard to remove English from its place as it is a language of wider communication, lingua franca, especially among the educated elite, or to replace the regional languages in mass communication by Hindi.

There are also few Indian Constitutional Provisions for English Language which portrays its place in India. The articles of the constitution which deal with language of English are as follows **(Mallikarjun, 2012)**

Article 120: *Language to be used in Parliament* – This articles stresses on the point that all the procedure that takes place in the parliament should be transacted in Hindi or in English.

Article 210: *Language to be used in the Legislature* – In this article it is mentioned that all the procedures in the Legislature of a State shall be transacted in the official language or languages of the State or in Hindi or in English.

Article 348: *Language to be used in the Supreme Court and High Courts*- According to this article, all transactions in the Supreme Court and all the high Courts of the country and all texts of Acts, Bills and orders should be in English language. With permission of the President, the governor of a state can use Hindi or any other state official language for the proceedings. However, in such case, English version of the documents has to be published in the official gazette of that state.

These are few of the aspects that shows that English holds a high status in India. Its prominence is increasing day by day. **Graddol (2010)**, has rightly said that “The current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. It is predicted that by 2010, a surge in English-language learning will include a third of the world’s people”

In order to ‘belong’ in the global scenario and in the global community, India is far ahead of its times to attain a distinctive identity of its own. This global identity and the need to belong and be at the level of other developed countries, India has been working hard to attain recognition at the international level. Thus, the status of English in India is overwhelmingly high and equally envious.

### 1.1.7 The Teaching of English as a Second Language

After the liberalization policies in 1995, there has been a drastic change in the teaching of English as a second language in the third world countries like India. According to the **Position paper in English**, Though learning a second language is different from acquiring the mother tongue, if we can mimic the process of acquisition, along with explicit teaching, the teaching/learning of English will be very effective. Today the demand for English is increasing both as a language and as a medium of instruction in India. However, in 1967, the Study Group appointed by the Government of India headed by Prof. V. K. Gokak had recommended that the introduction of English should be done not earlier than in class V. But today most governments are driven by the instrumental motivation for English language and this has compelled most to introduce English as a language from class one at the state (provincial) level. Recently there was a curricular revision at the national level which culminated in the framework for National Curriculum Framework – 2005 (N.C.F.). It has recorded the half a century development objectively and says, “The level of introduction of English has now become a matter of political response to people’s aspirations rendering almost irrelevant an academic debate on the merits of very early introduction”. English is an institutionalized subject in the school curriculum. Twenty six out of the thirty-five states and union territories introduced English as a language from class I and the remaining states introduced the language either from class three or five. According to Nag-**Arulmani (2000)**. There is every likelihood that these states would bring it down to class I within a year or two. English language teaching situation presents a mixed picture from top to very low level in terms of Teacher Proficiency and the exposure of pupils to English in and outside the school, i.e. the availability of English in the Environment of language acquisition.

Furthermore, **Bhatia (1975)** in 1951-52, the Secondary Education Commission gave English a place of compulsory second language at the secondary stage. The Commission recommended that study of English should be given importance in secondary schools and facilities should be made available at the middle school stage for its study on an optional basis.

According to **Brown (2001)**, second language learning is a process in which varying degrees of learning and acquisition can both be beneficial, depending upon the learner's own styles and strategies. To make the teaching and learning effective and successful, a teacher of English should keep the aims and objectives in her mind while teaching. The ultimate aim of teaching English is to make the learners to get the command over the four skills of the language. It is also observed that there was no separate method to teach English as a second language in a mixed class and English teachers were left in a state of confusion to follow the methods and techniques in class room. This indifference makes the teachers to adopt the method of teaching whichever is appropriate to her. **Kapoor & Gupta (1994)** has rightly said that "Now the failure in teaching English as a second language stems not from the theory, training and mechanics of language teaching but from the intrinsic conceptual inappropriateness in accepting English as a second language (L2) pedagogically and linguistically". In this connection, the problems of teaching and learning English as a second language are of great importance.

According to **Konda (2014)**, the following are some of the problems in teaching English as a second language:

- Overcrowded classrooms
- Inappropriate methodology
- Lack of Motivation

- Lack of interest in the students
- Lack of Training for teachers
- Lack of exposure to the target language (English)
- Social, economic, and cultural background of the learners
- Non availability of teaching materials
- Lack of clear-cut policies
- Lack of innovative thoughts and trends

According to **Konda (2014)**, teaching is very important step in learning, the primary duty of the teacher is not to teach but also to understand what the student wants and says. Applause is not possible without two hands similarly teaching should be interactive. It should facilitate the learners to face the challenges of the world outside the classroom. In a developing country like India, family backgrounds of the learners make the teaching activity dull and monotonous. The teaching should be carried with the target of acquiring skills but not by the ranks and marks. In the changing global scenario, English has inseparable relationship with human lives, and it occupies a major role in all the fields.

Hence, it can be said that many factors affect the teaching and learning of English as a second language. Proper care needs to be taken by teachers of English to teach the four language skills to the mixed ability learners. The teachers will have to go down to the level of the learners in order to understand them and make them confident in the target language. So that the English teachers can create the environment in the classroom where the learners can express their views. In this connection the teacher will be able to give a chance to the average learners to take an active part in the teaching and learning process. The teachers have to understand the learners before

they teach. To make teaching and learning process smooth and easy it is very important to have this mutual understanding between teachers and students.

### **1.1.8 The Present Condition of English Language Teaching at Schools**

Even though English has ceased to be the medium of instruction in most of the schools, more periods are devoted to make the students learn the language, which has so far been an uphill task. This has led to a situation of frustration, wherein students who are bright in core subjects fail miserably in English. The situation resulted in the realization of the fact that the teaching of English could be made more practical. The position of English in our learning system is clearly indicated by the **Official Language Commission(1950)** appointed by the government of India through the following lines: Since we need English for different purposes, the content and character of that language as well as the method of imparting it have to undergo a change. English has to be taught hereafter, principally as 'language of comprehension' rather than as literacy language so as to develop in the students learning it a faculty for comprehending writing in the English language, more especially those relating to the subject matter of their specialized fields of studies. In the words of **Bharuah (1979)**, No doubt, to a limited extent, a capacity for expression would also accrue and may usefully be cultivated along with the faculty for comprehension; however, the change in the character and knowledge of English appropriate to our requirements hereafter, as distinguished from the past, is clear enough.

Until recently the teaching of English in schools lacked any clear cut and attainable aim. This aimlessness was primarily responsible for the deplorable standard of achievement in English. The following factors hinder English language learning in the schools. They are:

**i. Lack of Specific Objectives**

It is sad to understand that for most teachers of English, objective based, or goal-oriented teaching is just unattainable. For teachers of other subjects, the entire thing is either skeptical or of lesser importance.

**ii. Lack of Updated Textbooks**

Textbooks have become a hindrance rather than a help in the hands of the average teacher. In the CIEFL Newsletter, September (1975) S.V. Shastri of Sivaji University has made an interesting observation about the textbooks in Maharashtra and it seems applicable to most of the cases: .... A number of stories and narrative passages run into two, three or even four parts.... Such passages present serious problems when we consider the question of dividing / organizing the lesson into time table units.... They cannot be divided without damage both to themselves and to teaching.

**iii. Unsatisfactory Evaluation System**

The standards for achieving proficiency in English are affected by the evaluation system. Language needs constant practice and this can be ensured only by the conduct of examination at regular intervals. Even though oral practice is emphasized at lower levels, there is not enough provision in the system to evaluate it. This naturally makes the teacher as well as the student ignore this vital aspect of language learning.

**iv. Dearth of Competent Teachers**

It is true that the best syllabus in the world would not be worth unless there are capable teachers to teach it. Unfortunately, the majority of our teachers are ill equipped. It is not their fault since they themselves have been victims of such a teaching-learning system.

In the present scenario, where a degree is essentially considered as a passport to one's future, the need for learning to speak, read and write effectively in English

has become mandatory. The needs of learning English by the students are manifold. They can be broadly categorized as

### **Academic Needs**

The use of English is essential for day to day academic activities like learning of a subject, referencing, writing assignments, examinations, partaking in co-curricular activities like paper presentations and seminars.

### **Communicative and Functional Needs**

To communicate effectively in and outside the classroom, the ability to mingle and converse with students as well as faculty is required. To communicate through reading and writing (letters, reports, speeches etc.), are some of the functional needs of the students.

### **Career- Oriented Needs**

The use of English to take part in group discussions, team building activities, facing the interview panel and successfully achieving placements locally and globally, communicating effectively by overcoming cultural and language barriers, are some of the career-oriented needs of the students.

According to **Stubbs (1980)** when compared to L1 acquisition, learning of English as L2 for most of the Indian students start only from a very later stage. The children learn to acquire English vocabulary only from the school. It has to be understood that speech comes first to individuals since it is biologically based. Speaking, "... as a wider range of functions than the written language". The boom in the Information Technology has produced career opportunities globally for the Indian youngsters. The human resource of India is its younger generation. The young technocrats of India are in heavy demand worldwide. Since English is the only language through which they can communicate, it is essential for them to master their

communication skills both in reading and writing. The disadvantage of China, which has an equal or more number of young technical professionals, is the poor communication skills in English. China is now taking efforts to equip its youngsters with adequate language skills in English. This global scenario of professional and economic competitiveness demands the mastery of communication skills in English by young Indian technocrats.

To sum up, the present-day challenges in teaching English can be dealt by not treating English as a mere subject as it is to be used actively in interacting with one another throughout the world. Communicative approach which is totally neglected by teachers and learners should take over conventional method of teaching. Teachers should merely act as facilitators and should observe how well students organize their thoughts while speaking with their fellow members. The teachers should be trained and helped to update their knowledge, skills and should acquire thoroughness over their syllabus to meet the demands of globalization since English is seen as a key educational investment in this world. If provided with the latest language teaching tools and with the support of technology, one can teach the language effectively and motivate the students towards language learning.

#### **1.1.9 Place of English in Indian School Curriculum at Secondary Level**

English language holds a special place in Indian school curriculum. Its impact and utility have left an indelible mark in the history of Indian education for past almost 400 years. Various commissions were appointed from time to time to suggest the place of English in the school curriculum. In 1940, University Education Commission observed, “English, however, must continue to be studied. It is a language which is rich in literature- humanistic, scientific, and technical. If under sentimental urges we should give up English, we should cut off ourselves from the

living stream of over growing knowledge.” The Report clearly said that “Our students who are undergoing training at schools which will admit them either to university or to a vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge”. According to **Zoha (1998)** the continuance of the study of English in high schools and in the universities was highly acclaimed by the Radhakrishnan Commission (1948) stating, “We might keep ourselves in touch with the living stream of ever-growing knowledge”. With the continuance of the study of English, the mastery of the language also was of great concern.

In 1952, another commission was appointed known as Secondary Education Commission which stated, “it should be recognized that even in regard to many of the diversified courses of instruction as matters stand at present, a knowledge of English will be extremely useful for understanding the subject matter and for further study of the same subject”. It also gave importance to the importance of dynamic methods of teaching all subjects including English. According to this committee, however the best the curriculum or syllabus might be but without proper methods of teaching and the right kind of teaching it would just remain dead. According to the Conference of Professors of English of Indian Universities which was conducted on 23rd and 24th January, 1953, “English should be taught as a compulsory subject for a period of six years at the Secondary stage, but with improvements in the training of teachers of English it should be possible to curtail the duration of the course by, one year, provided, however, that English is taught for six periods of fifty minutes each per week”. In addition, **The Official Language Commission (1956)** suggested that English should be taught as “a language of comprehension rather than as a literary language so as to develop in the students learning it, a faculty of comprehending

writings in the English language, more specially those relating to the subject matter in their specialized fields of study”

The role of English as a library language was emphasized by The Kothari Commission (1964) which observed, “It should be the responsibility of English units to adjust their teaching to the needs of the different categories of students and to ensure that they are all given at least that essential command over the language which will enable them to use it efficiently as a library language” .The commission also gave importance to the position given to English in the school curriculum on the recommendations of which the school syllabi in most Indian states has been framed. As a result of this new wind of change, the following policies are clear:

- English will be taught as a foreign language.
- English will be taught for its utility and hence its functional knowledge will be essential.
- English will be taught as a language of comprehension rather than a literary language.
- A student need not have absolute mastery over the whole of English language. He needs to learn only essential English to have the knowledge of spoken and written English. The emphasis is on mastering four skills viz. understanding, speaking, reading, and writing of English.
- It will no longer be a medium of instruction at school and university level.
- There is reduction in time slot allotted to the teaching of English in school.

The above-mentioned policies show that English language plays a pivotal role in the school curriculum. The common curriculum in second language is prepared at the national level. The NCERT and other national level organizations are actively involved in the preparation. Curriculum is prepared based on sixty-five core elements

of NPE 1986, which also reflects the national and cultural ethos of our country. The national body only sets guide lines in curriculum for the whole country and it is up to the respective states to prepare need-based curriculum in the light of the national guidelines. It should also be kept in view of the needs of the language learned of the region and the state. According to **Raju (2010)** the language curriculum in English is prepared based on the following factors.

- Objectives of teaching English as the second language viz, comprehension, expression, appreciation.
- Entry behavior of the language learners, in terms of age vocabulary, expression, etc.
- The skills to be developed viz, listening, speaking, reading and writing.
- Carefully selected and graded pieces of prose, poetry, plays, topics of grammar and composition.
- National character, history, political system, moral and human values.
- Flair for English and love for literature.
- Oral and written communication skills required to pursue higher education in science and technology and also to carry out day to day communicative functions.
- Appreciations of art, science, culture, literature and to develop creativity

According to **Mekala (2009)**, the suggestions and recommendations by the different commissions reveal the importance given to the study of English and the indispensability of the language. She also adds that the literature curriculum needs to be attitude-oriented, which should refer to the kind of learning experience that is attained through various relationships developed in a particular environment that prevails in the classroom. Thus, it can be concluded that the recommendations of the

above mentioned commissions restate the fact that, the Indian school curriculum should lay great emphasis on the teaching and learning of English especially due to the exponential growth of the use of English all over the world and thus make the English curriculum rich and vivid.

In the educational scenario of India today, the abilities of teaching and learning English language seem to be sadly lacking. This lacunae can be attributed to a number of factors, the major one being the lack of motivation on the part of students due to various reasons such as - lack of awareness regarding the importance and scope of the English language, faculty teaching techniques, lack of interest of knowledge of books which may not have practical application, stereotype kind of syllabi which may not cater the needs of the students. The stalwarts from the field of education need to realize that what is needed is a revolution in the present syllabi which creates bookworms and not efficient communicators. The objective of teaching as well as learning English in India needs to be defined in clear terms.

#### **1.1.10 Present Scenario of Teaching and Learning English in Karnataka**

Karnataka is one of the major states located in the southern part of India. It is the eighth largest state in India by area and ninth largest state in terms of population. Bangalore the capital city of the state is at the forefront of the rapid economic and technological development that India is experiencing. The major languages spoken in Karnataka are Kannada and Urdu. The Karnataka Secondary Education Board came in to existence in the year 1966 and is working for the quality education in the secondary level. Kannada being the official language of Karnataka is being taught as a compulsory subject under the Secondary Education.

The education system in Karnataka is mainly governed by three boards namely the Karnataka Secondary Education Examination Board, Council for the Indian School

Certificate Examination (CISCE) and the National Institute of Open Schooling (NIOS). There are also the national and international boards namely Central Board of Secondary Education, International Baccalaureate and the Cambridge International General Certificate of Secondary Education (IGCSE) board. All these cater to primary, secondary as well as higher secondary education. The Karnataka Secondary Education Examination Board commonly known as the Karnataka State Board is the board of education that is governed by the state itself. The schools affiliated to this board provide primary and secondary education. The curriculum is based on the Karnataka Curriculum Framework and as reported by Blur (2012), was implemented for the batch of 2013-2014 for Classes 1, 2, 6 and 9. For Classes 3, 4, 7 and 10, it was implemented from 2014-15. The curriculum, according to the Karnataka Curriculum Framework (KCF) framed by the Department of State Educational Research and Training (DSERT) (2007) along with Karnataka Text Book Society insists on the three language formula with Kannada being given predominance, thereby making it a compulsory language to be learnt as a first or second or third language from standard 1; English as second language to be learnt from standard 1 as well and third language to be learnt from standard 6. From standards 1 to 4, children learn in their mother tongue. The curriculum also includes learning of mathematics, sciences, social sciences as well as health and physical education. Students from standards 1-4 are assessed through competency-based continuous and comprehensive evaluation, and students from standards 5- 9 are assessed and promoted through a school-level assessment of two semester evaluation tests, grading scheme and informal assessment of non-scholastic subjects. Along with the school level assessment, the Karnataka Schools Quality Assessment Organisation (KSQAO) conducts annual assessment of children and schools in order to assess the learning levels of children in various

classes. The students of standard 10 are required to write a state-level public examination held at the end of standard 10, and on passing, the student is awarded the Secondary School Leaving Certificate (SSLC).

As of March 2006, Karnataka had 54,529 primary schools with 252,875 teachers and 8.495 million students. Likewise, there are 9,499 secondary schools with 92,287 teachers with 1.384 million students.

There are three kinds of schools in Karnataka: government (run by the government), aided (financial aid is provided by the government), and unaided private (no financial aid is provided). In majority of these schools, the medium of instruction is either English or Kannada. The syllabus taught in the schools is that of CBSE, ICSE, NIOS, or the state syllabus (defined by the Department of Public Instruction of the Government of Karnataka). The curriculum includes subjects like science, studies and mathematics apart from language related subjects. To maximize attendance, the Karnataka Government has launched a midday meal scheme in government and aided schools in which free lunch is provided to the students.<sup>[5]</sup>

The school education in Karnataka consists of class I to X and class XI and XII are managed by a separate PUC Board. The structure of schools' education in Karnataka as well as in few other states is different from the all India pattern. The main difference is that the elementary level in the state covers class I to VII and the secondary level covers class VIII to X. However, following the recommendation of an advisory group the structure of schooling education is realigned with the National level pattern wherein class VIII is being brought in to elementary system.

The three-language formula is being followed in Karnataka. Kannada has been given primacy and Learning of Kannada is compulsory either as a first or as a second or as a third language under the three-language formula. English is taught as a second

language from class 1, whereas the third language is taught from class VI. Hindi/ Kannada/ Sanskrit/ English can be learnt as a third language. All languages taught as a first language have been given equal status.

The following table shows the various language combinations that a student can take in upper primary and secondary classes.

**Table 1. 1**  
**Combinations of Subjects**

<b>First Language</b>	<b>Second Language</b>	<b>Third Language</b>
Kannada	English	Hindi/Sanskrit
Urdu/Marathi/Telugu/ Tamil/Hindi/Sanskrit	Kannada/English	English/Kannada
English	Kannada	Hindi/Sanskrit/Kannada/ Urdu/ Tamil

**Source:** State Curricular policy Frame Work and Guidelines for Curriculum and Text Book Revision in Karnataka 2006-07.

With reference to **India Sarva Siksha Abiyan 13th Joint Review Mission State Report, Karnataka, 2011** second language was introduced from class V, but from 2007-08, English is introduced from class I. Students can choose to learn in any one of the following medium up to standard X Kannada, English, Hindi, Marathi, Tamil, Telugu or Urdu. But from plus 2 stages onwards the students have to choose only Kannada or English as medium of Instruction.

The students have to master these two languages by the time they reach the secondary level. Hence clear guidelines are given to text book committees in preparing language text books. For teaching English as a language at the Secondary level, The National Curriculum Framework (NCF), 2005, recommends that children life at school must be linked to their life outside the school. The legacy of bookish

learning which had been prevalent in the Indian education system had created a gap between the school, home and community. But the present text books developed by NCF signify an attempt to implement a link between school, community and home with the help of the text book. Discouragement of rote learning and maintaining sharp boundaries between different subject areas are few of the main objectives of NCF.

With reference to curriculum and text books, Karnataka welcomes majority of the recommendations of the NCF 2005. The recommendations are reviewed in the Karnataka context before implementation and revision of curricula and text books. **The National Policy of Education 1986** and the subsequent National Curricular Frame Works are also taken in to consideration while periodically revising the state curricula and text books. The textbooks focus on all the four language skills.

The recruitment of teachers in Karnataka is also of immense importance. In Karnataka the Primary level constitutes of standard I –V and the teachers with the qualification of D.Ed was considered eligible. For Higher Primary, standard VI-VIII the teachers with the qualification of a under graduate degree and B. Ed is considered eligible. For the Secondary level, standard XI-X the teachers should have master's degree and B. Ed to be eligible. As per the new rules all the teachers should clear the TET exams to be eligible to write the CET exam. A basic knowledge of English is also considered to be a must. This can be evidently seen in the words of the Minister for Primary and Secondary Education Kimmane Ratnakar, "School teachers should have basic knowledge of English as it is being taught as a language from Class 1. Those who like to become teachers need to update their knowledge of English" (Karnataka Open Educational Resources). The three approaches used for teaching English as a second language are Constructivism Approach, Spiral Approach and Integrated Approach

## **Constructivism Approach**

It is an approach to teach English as a Language Teaching for Construction of Knowledge. In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience).

## **Spiral Approach**

This approach aims at moving upward and keep returning to the fundamentals. The students learn basic facts without worrying about details and it promotes learning by stages. Learners are introduced to the details year by year. As we go up the ladder more complicates, and difficult aspects are taken up for learning.

## **Integrated Approach**

In this approach knowledge is discovered as an integrated whole Interrelating different subjects with language whole, Here the students learn the language as a means of communication without being conscious of it.

The Education department has also been working for raising the English Language Standards. The teachers are given ample opportunities to refresh their teaching skills and techniques and develop their proficiency and confidence in using English. For example, Sarva Shiksha Abhiyan, Karnataka; Department of State Educational Research and Training (DSERT) Karnataka; UNICEF and the British Council have been working together in partnership on a number of English Language Teacher Education and Development Programmes in Karnataka since 2009. These programmes have been designed and delivered to increase teacher confidence when using English in the classroom, to introduce learner centered methodologies and to support

the National Curriculum Framework (NCF) 2005 and the Continuous Comprehensive Evaluation (CCE).

Karnataka is divided into 30 districts. Kodagu, also known as Coorg, is the smallest district in the state of Karnataka. It is a part of Mysore Lok Sabha Parliament Constituency and comprises of three taluks – Madikeri, Somwarpet and Virajpet. Kodagu is the smallest district in Karnataka in terms of its population and has the highest proportion of rural population in any district. According to the **District Human Development Report Kodagu (2011-12)** achievements of Kodagu district in educational sector are appreciable and the district is galloping towards achieving universal education. The literacy rate of Kodagu district has increased by 14% in two decades. The literacy rate of Kodagu district was 82.61% during the year 2011, which is 7% more than the state average. In Kodagu there are 535 primary schools and 172 Secondary schools.

#### **1.1.11 The Learning Standards of Standard IX in Karnataka**

The Department of Public Instruction of Karnataka has designed a set of standards to set as a bench mark for achievement and to bridge the gap what the child has learnt ,what the child is learning and what child will learn in the future for a large school going population of the state of Karnataka. According to the **Learning Standards in English language Education in schools in Karnataka (2012-2013)** the number of learning standard set for standard IX are as follows:

##### **Listening Skills,**

The students

- Recognize and recall sounds.
- Listen and identify spellings and meanings.
- Listen, compare and contrast different intonation patterns.

- Comprehend the meaning of difficult words.
- Listen to the tone of the speaker.
- Follow focused listening tasks & Grasp the central ideas and appreciate them.

### **Speaking Skills**

The students

- Practice sounds and their combinations properly.
- Articulate intonation patterns and accent.
- Follow the sequence of ideas and express orally.
- Speak with correct pronunciation.
- Use extra linguistic features like pause, pitch, modulation and intonation.
- Use appropriate words and patterns.
- Use different sentence patterns
- Avoid repetition of thoughts and ideas
- Make use of proper body language
- Master reasonable and fluent speaking.

### **Reading Skills**

The students

- Read aloud with due attention to punctuation and pronunciation.
- Read silently with moderate speed and comprehension.
- Read dialogues, stories and lessons.
- Read with proper pause, stress and intonation.
- Read with proper emphasis.
- Express feelings and emotions properly.
- Enjoy reading prose, poetry and supplementary texts.

- Recognize rhyming words and the rhythm.
- Reading thousand six hundred lines of prose, three hundred lines of poetry and three hundred lines of supplementary texts.

### **Writing Skills**

The students

- Use correct punctuation marks
- Arrange and write ideas in proper sentences sequence
- Write legibly and neatly.
- Use appropriate sentence patterns.
- Writing five short stories.
- Compose three poems
- Write essays with logical sequence of ideas and apt cohesive devices.
- Summarize the lessons.

To sum up it can be rightly said that the learning standards is based on the skills-based components such as listening, speaking, reading, writing. Additionally, it also gives importance to vocabulary, creativity, study skills, e-learning, literary themes and the core values which is to be taught and learnt at each level.

### **1.2 Basic Skills of the English Language**

According to **NCF (2005)**, “language – as a constellation of skills, thought encoder and maker of identity – cuts across school subjects and disciplines. Speaking, listening, reading and writing are all generalized skills and children’s mastery over them becomes the key factor affecting success at school. In many situations, all of these skills need to be used together.” Thus, it is evident that English language teaching constitutes enriching of all the four skills of language namely LSRW.

Basically, the language ability is divided into four separate skill areas; listening, reading, speaking, and writing. Among these skills the receptive skills constitute Listening and reading while speaking and writing are the productive skills. According to **SIL International (Summer Institute of Linguistics, 1999)**. These basic skills are associated by two parameters:

The mode of communication : oral or written

The direction of communication : receiving or producing the message

**Table No. 1.2**

**Classification of linguistic skills**

	<b>Oral</b>	<b>Written</b>
<b>Receptive</b>	<i>Listening</i>	<i>Reading</i>
<b>Productive</b>	<i>Speaking</i>	<i>Writing</i>

**Listening**

Among the four skills one probably spends more time using listening skills than any other skills. However, listening to understand is considered to be real listening. The process of listening involves Hearing, understanding and judging without which listening cannot be complete. According to **Saricoban (1999)** listening is one of the principal language skills which plays a vital role in the language development of a student. He also says listening is a process of recognizing and understanding the speech of the speakers. It involves the very important process such as understanding the accent or pronunciation of the speaker, also understanding speaker’s vocabulary, grammar and comprehension. Usually the listener does all these four things at the same time hence listening is one of the very important process of second language education.

**Speaking**

Speaking is more than just pronouncing words. The individual should be able to speak with proper pronunciation, stress and intonation. Speaking skills also involve use of the body language to improve the effectiveness of the message conveyed during an oral interaction. Clarity of thought is reflected in the way of speaking and choosing the right words. Mastery over speaking is only possible through practice.

### **Reading**

Reading can be termed as the process of understanding a written text by the learner. It involves being able to identify words and their significance in the text. In the words of **Constantinescu (2007)** reading is an important input skill and it mainly depends on the vocabulary and background knowledge of the learner in the second language. This skill includes being able to comprehend and interpret the text in the right manner. It also involves being able to pronounce words correctly with proper stress and proper intonation in sentences and pausing at the appropriate places. During the reading process, the English language learner can improve his vocabulary and terms, acquire new information and ideas, and enhance his real-world knowledge

### **Writing**

Writing being the most technical skill is considered to be the presentation of thoughts in a structured way. This skill includes converting of thought process into structured sentences and connecting ideas logically within a sentence. Clarity, accuracy, beauty and proficiency are the main ingredient of the writing skill. Writing skills involves certain sub skills such as using correct spelling and capitalization, proper lower and upper-case distinction of letters, appropriate punctuation, accurate grammar, coherent joining of sentences, writing legibly and choosing the right vocabulary. Writing skills can be termed into lower order writing skills and higher order writing skills. The lower order writing skills are copying and dictation whereas the higher order writing

skills refer to free writing. According to **Varghese (1989)**, “The student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation.” Writing is not merely producing words and sentences rather it is to produce a piece of writing which is connected to series of words and sentences that are grammatically and logically linked. This type of writing helps the writer to convey his ideas present in his thoughts to his intended readers because the ultimate goal of writing is the ability to convey knowledge and ideas. Writing helps to gather, preserve and transmit information widely with great detail and accuracy and the ideas are readily available for review and evaluation due to its permanence trait. In a classroom setting writing is used widely by the students to communicate, share knowledge, learn, persuade, explore feelings and beliefs.

### **1.2.1 Importance of Writing Skills**

The four linguistic skills are considered to be the four pillars supporting the magnificent structure of language. During teaching learning process, the teacher aims at developing the four abilities – ability to listen, to speak, to read and to write. Though the ability to write occupies the last in this order, it does not mean that it is least important. According to **Bacon (1851)**, “Reading maketh a full man; conference a ready man and writing, an exact man”. When such is the case, **Golda (2012)** opines that mastery over the language can be ensured only when the student does the following tasks successfully:

- Use grammatically structured language.
- Use appropriate and a rich fund of words, phrases and idioms.
- Use a variety of sentence patterns.

- Build a proper sequence of sentences using appropriate connections.
- Use relevant thoughts.

This proves that writing is of immense importance and developing this skill is an important factor in the teaching of a foreign language. **Singh (2006)** says “The writing exercise has a powerful effect on the child’s mind and provides a very good way of fixing vocabulary, spelling and patterns of all kinds”. Writing should be given the priority because it helps to remodel the speech and reading patterns in a child’s mind and helps in retaining what he has read or understood. **Gaudar (1982)** has rightly said, “Writing has instrumental value in a school. It is a means of preserving the knowledge which the pupil has gained or the judgments he has formed. It serves as a check on his forgetting useful items of knowledge and idea. The habit of making notes of what is read and of summarizing help in the recollection of what has been studied.”

Writing is one of the important ways of expressing one’s own thoughts, feelings, communicating ideas and views to others. So, it is considered to be an important part of communication. Often, one is judged by the quality of writing one possesses. To communicate any message with clarity, good writing skills is a must. An ancient proverb avers, ‘Tell me, I forget, show me, I remember, involve me I understand’. It is very essential to involve the learners in writing and it should not be forgotten that writing is an art, which is developed over a period of time.

As mentioned in **Stoynoff (1997)** language plays an important role in higher education context because it is the language proficiency especially the mastery of the writing skill that determines the academic success and achievement in higher education. Effective writing skill is not only the essential tool for success in higher educational learning but also in work and society. In order to succeed and find their

academic path, the students studying at the secondary level should acquire a good level of academic writing and communication. It is of utmost importance both in academic performance and that of the performance at work of an individual as writing is extensively used within education and the workplace. According to **Jones (1995)** if an individual possesses effective communication and writing skills, he will be able to manage the daily operations, make decisions as well as document and report large amounts of complex information in the workplace.

Ultimately, writing helps us think better, and perhaps even be smarter. Similar to dreams, writing allows us a way to collect our otherwise scattered thoughts and ideas, and channel them into a single beam of information. It opens up a new dimension for the mind to move into and, consequently, creates a space for unparalleled expression and imagination.

### **1.2.2 Purpose of Writing**

Writing is an integral part of life as it is a social need of the contemporary society. Writing skill is one of the means to assess the progresses made by an individual socially, culturally, philosophically, scientifically and through all sorts of the behavioral activities. Writing is considered as an accurate and reliable source of information and has also been accepted as a higher order mode of communication. Writing is always done to achieve a particular purpose. Hence the writer should always design a piece of writing realizing that purpose. Whenever the writer finds any difficulty in writing he should always go back to the reason for writing to make his writing meaningful. The very important and common purpose of writing are to commune an idea, to state an emotion, to gather and store information, or to get someone to do something.

Among all other skills, writing skill is the only skill that cannot be learnt and mastered easily and is considered to be the lastly learnt activity. Literates' use writing in their daily life to express themselves to others. It is through writing the social and moral codes of the society are preserved. Writing form can be preserved for a prolonged period so its social importance is much better than any other source of information. Today documentation is a must in any administrative proceedings. Writing is one of the important sources in the legal, official, and administrative proceedings due to its reliability, permanency and easy access in documentations. Even in the academic field, writing occupies a predominant position. The learners' proficiency in writing is one of the major determinant factors in the gradation of language ability or grading the learners' ability in any other subject. It is also writing that helps teaching/learning process to take place effectively. Writing has also brought in a lot of changes in the way of life and the thinking of the people. It is a powerful weapon to reach the general public. Through the ages we have found frequent changes occurring historically, socially, philosophically all over the world. Most of these changes were due to the thoughtful writings of the great writers like Aristotle, Plato, etc.

### **1.2.3 Types of Writing**

The purpose of writing is to convey some message or information to the writer himself or to other(s), so that it is planned to suit the needs of the target audience. There are many types of writing and a writer has to adopt the right method to suit his readers. According to **Saricoban (1999)** these are some of the frequently used types of writings are the following:

- Descriptive
- Narrative

- Argumentative
- Informative
- Instructive
- Evaluative
- Problematic
- Transformational
- Arithmetic
- Analytic
- Comic
- Lyric
- Dialogue
- Letter writing
- Report writing
- Greetings
- Writing art (drawing) and
- Essay writing

Each and every type of writing has its own method. Depending upon the time and space, the same matter by a same author may be given in different forms to the audience. For example, in a scholarly journal, an abstract and the full-length paper on a particular topic are given in the same place. Thus, the form of writing differs according to the requirements and perspectives of the reader as well as the writer.

In certain cases, the ‘writings’ could not be defined in terms of the form in which it appears. For example, a form of modern poetry, otherwise called, as ‘free verse’ is different from those poetic collections, which follow old conventional, rules otherwise called as ‘classical’. Writers tend to adopt a form and method of writing

from the beginning to the end of their writing. There are rules and formal regulations to be observed in many writing correspondences and all other writings. The formal expressions in letter writing are worth notable. For example, expressions like ‘sincerely’, ‘faithfully’ are traditionally expected to be used before signing. Thus, the conventional rules to be followed in determining the type of expressions are still observed.

#### **1.2.4 Characteristics of Writing**

A great responsibility is placed in the hands of the English teachers when it comes to the improvement of the writing skills of the students. Teachers of beginning writers play an important role in molding the writing skills of the learners as it is these teachers who can build strong foundations in the learners by engaging them in the study of a variety of literature and other genres and apprenticing them as writers through student storytelling, drawing and writing. According to **Gentry, McNeal & Nesle (2014)**, the key qualities that define strong writing are:

##### **Ideas/Content**

Ideas refer to details development and focus of a subject matter. It is considered to be the heart of the message i.e. the most important part of the message. Topic choice, focus, elaboration, and details are the key ingredient of the idea trait. Ideas are also the content or subject matter of the piece, the main or central theme, including all the details that enhance and improve that theme. With the message conveyed clearly the ideas lose their identity and it is difficult to reach the reader. According to Jane Yolen, *“Ideas are the cheapest part of the writing. They are free. The hard part is what you do with the ideas you’ve gathered”*. Hence a writer should always choose the details that interests the reader. It should also be important and informative and lure the curiosity of the reader and should leave him somewhere, where he had never

anticipated to reach or leave him in awe when he finds his prediction had not come true.

### **Organization**

A piece of writing comprises of an internal structure or arrangement which helps it to fit in with the central theme of the topic. To craft an enticing lead and to bring in an effective conclusion in writing, the writer has to be careful with his organization of his writing. According to Joan Lowery Nixon, *“Work extra hard on the beginning of your story, so it snares the readers instantly. And know how you’re going to end your story before you start writing; without a sense of direction, you can get lost in the middle”*. Organization is the most important feature that keeps the reader engaged in the writer’s grip without letting the reader get lost. The important patterns like point-by-point analysis, development of a central theme, compare-contrast, deductive logic, chronological history of an event etc. are the basis of the organizational structure. Among all these patterns transition plays an important role by bridging one idea to the next. However, proficient writers transit the readers through their written ideas smoothly and effortlessly without the heavy doses of transition words

### **Voice**

The heart and soul of a writing piece is its voice. With the right choice of the words the writer brings out the magic, the writ, submerged with the feeling and conviction of the writer’s thoughts and belief. Jerry Spinelli *says*, *“The golden rule of writing is to write what you care about. If you care about your topic, you’ll do your best writing, and then you stand the best chance of touching a reader in some way”*. A writing piece stands out and attracts the attention of the readers mainly due to the voice of the writer. The tone, style, purpose, and audience are the main traits of the voice. The voice of the writer makes his writing personal and helps him stand out, making him

different from others by bringing in a personal tone and flavor helping the reader to recognize the author without any mistake. Among all the other characteristics voice is the foremost trait that helps the writer to connect himself with the audience as it is the unique style or the tone of the writer. However, word choice is very much connected to voice because careful use of word choice creates appropriate voice.

### **Word Choice**

A writer may be enriched with varied ideas and thoughts but with the absence of the knowledge of using proper word choice he will be termed as a handicapped writer. Though word choice means using amusing vibrant, precise language that communicates in a functional way but also those enlightens and clarifies the thoughts of the reader. Mark Twain has rightly said, “*The difference between the right word and the almost right word is the difference between lightning and a lightning bug*”. It is not necessary that one should always go for sophisticated word choices to enrich his writing rather using the everyday words rightly would just help the reader to expand his ideas and move the reader to a new vision of things. The writers usually depend on the use of adjectives to paint the picture in the mind of the readers but using strong verbs can invariably breathe life and action into writing. The voice of the writer is always conveyed by the words that he uses, so the writer usually revises the words and phrases until he feels his ideas are clearly conveyed.

### **Sentence Fluency**

Rhythm, cadence, power and movement makes fluent writing. To bring in this fluency in rhythm and flow of the language, sentence fluency is a must. Writing is not just the way how it reveals to the eye of the reader, but it also depends on how it plays to the ears. So, the validity of a writing piece is on how it echoes and what it conveys when read aloud. According to Ray Blount, “*I think what is really hard is making sense and*

*making what you write clear and smooth flowing*". A reader would always prefer a written piece through which he can move on each sentence with ease. So, the sentences should be crafted in such a manner that the sentences fluctuate in length and style helping the reader's advancement. Writers should be aware of the sound of their sentences and phrases. To achieve the desired rhythm and flow, the writers should revise their sentence beginnings, lengths, and types and the readers should always read the piece of writing aloud so as to fully appreciate the sentence fluency.

### **Conventions**

The mechanical precision of a piece of writing is convention. Spelling, paragraphing, use of capitals, grammar usage, and punctuation constitutes the conventions of writing. Using writing dialect or sentence fragment can be avoided with the mastery of conventions of standard English. Handwriting and orderliness are not a part of convention rather it is a trait that reports the level of correctness in a piece of writing. When the writing is completed and revised, the writers dedicate time to carefully proofread and edit the mechanics, usage, spelling and paragraphing of the written work. Hence, Arthur Plotnik has rightly said "You write to communicate to the hearts and minds of others what's burning inside you. And we edit to let the fire show through the smoke."

### **Presentation**

The visual appeal of the piece of writing is as important as the content. So, both visual and the verbal elements constitutes the presentation trait. Presentation refers to the way the written content is "displayed" on the paper. The selection of a written piece by the reader mainly depends on the way it is presented. The presentation should be in such a way that it invites to read. Presentation comprises of legible handwriting or

consistent, appropriate fonts (when using a word processor), appropriate spacing and placement of graphic images

### 1.2.5 Components of Writing

Writing being a productive skill, it converts mental thoughts into symbols, prints, drawings, etc. The main objective of a writer is to help the reader to comprehend what he has written and for this the writer needs to organize each and every word meticulously. The flow of writing is always controlled by the components of writing. To produce a qualitative piece of writing, the mechanics of components should be employed with efficiency and skill. While converting the thoughts of the writer it is essential to use the sub skills proficiently to ascertain the quality of writing. The main aim of writing is clear and efficient communication to achieve this, one requires mastery in the sub-skills of writing. According to **Knoblock & Drake (2005)** the components of writing include the following:

- |      |              |  |
|------|--------------|--|
| i.   | Mechanics    | -Handwriting, spelling, punctuation                              |
| ii.  | Grammar      | -rules for verb agreement, articles, pronouns,etc.               |
| iii. | Word choice  | -vocabulary, idiom, tone   |
| iv.  | Organization | -paragraphs, topic and support cohesion and unity.               |
| v.   | Syntax       | -Sentence structure, sentence boundaries, and stylistic choices. |
| vi.  | Content      | -Relevance, clarity, originality, logic, etc.                    |
| vii. | Purpose      | -the reason for writing, justification                           |

The first three components namely mechanics word choice and grammar are the basic components of writing. It is also considered to be permanent that usually do not change on any occasion. It can also be rightly said that these three components are the

major components of the writing activity. They help in initiating and characterizing the use of language. The last four aspects, namely organization, syntax, content and purpose characterize the language proficiency of the writer. Writing is considered as a medium for communication or the expression of ideas and the effectiveness of communication is determined by these four components of writing. However, the first three components namely mechanics, word choice and grammar create expression. Expression in conformation with style provides fluency. These seven components form the backbone of writing and they also affect the qualities of learning. While considering the teaching process, learning process or even during testing process these seven factors help in determining the quality of writing. To understand the competence and performance of a student's literate behavior all these six components are to be evaluated and assessed.

### **1.2.6 Problems of the Second Language Learners in Writing**

Second language learners have problems with learning the English language in general, but they are very poor in their writing skills. They have several linguistic problems which have a significant effect on their second language acquisition.

#### **Cognitive problems**

Second language writing is believed to be cognitively complex. The term "cognitive" refers to the process of information. Cognition denotes more than simply reasonable thought-like processes. It also refers to the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc. Indeed, writing is a product of the complex interaction of the linguistic environment and the learner's internal mechanisms.

#### **Psychological problems**

The process of writing in an academic environment is problematic for second language learners. Many of the problems in writing are psychological in nature. Writing is a solitary activity and if students are required to write on their own, without the possibility of interaction or the benefit of feedback, it makes the act of writing difficult. Feedback is of utmost important to the writing process. With individual attention and sufficient feedback on errors, improvement will not take place. Most of the time, psychological problems manifest themselves in the first stage of writing i.e. in the pre-writing, when many students are unable to produce and generate ideas for writing a sentence. Academic writing requires conscious effort and practice in composing, developing and analysing ideas. Once learners lose confidence in themselves, they fall prey to a chain of psychological reactions. In order to overcome these problems, teachers who teach writing at any level of education must employ suitable strategies of the different stages of writing, encourage and supply the necessary input to their students.

### **Linguistics Problems**

First language learners have linguistic problems in their second language writing. The first language linguistic knowledge may help to motivate, facilitate second language writing. On the other hand, the process of writing in first language is not equal in the process of writing in second language. But it helps in understanding the particular meaning of a words, sentence of the second language. The second language learners have major linguistic problems in second language writing. The linguistic complexity is more for the learners as their does not help them to immediately understand English.

The studies of **Lado 1957 and Richards 1971** classify the learner's errors into two general categories: those which result from mother tongue interference and those

which result from within L2 interference system itself. Based on this the common writing problem are classified as follows

- Capitalization problem
- Punctuation problem
- Inexplicitness/Fuzziness
- Poor organization / illogical sequence
- Spelling problem
- Grammatical errors

### **Difficulties in the different areas of writing skills**

Just as it is important for an individual to express oneself in spoken language and able to read a written piece, it is important to express oneself in writing. This is especially true as most of the assessment in schools depend on written expression. Writing is both a skill and a means of self-expression. During the writing process there is a complete integration of visual, motor and conceptual abilities. The three sub-skills of written expression are

- (a) Handwriting
- (b) Spelling
- (c) Composition

Effective writers show proficiency in all the three areas. Difficulties in each area are discussed in the following section.

### **Difficulties in the handwriting skills**

The main objective of instruction in handwriting is legibility. There are several factors that contribute to handwriting difficulties like motor problems, poor instruction, poor motivation, mother tongue influence.

### **Difficulties in spelling skills**

The second subskill of writing is spelling. It is the formation of words through the traditional arrangement of letters. There is just one correct way to spell a word. But the inconsistent relationships between phonemes and graphemes in English language creates problem for the speller. Poor spellers are found having difficulty with phonological processing skills.

It is observed that some poor spellers lack phonetic word attack skills. When spelling a new word, children have to be able to segment the word into its sounds before they can attach the appropriate letters and when reading an unfamiliar word, they have to be able to decode the printed letters back to sounds. Some students who make mistakes in reading are seen making similar mistakes in spelling too. In order to spell well one must be able to reproduce the correct letter by letter sequence of words. When the students are not aware of the spelling rules or when they get confused, they are prone to make spelling mistakes.

### **Difficulties in composition/written expression skills**

Written expression is the highest form of communication and it exhibits how an individual successfully integrates all aspects of writing. This area requires complex thought processes. To be good at written expression, the individual should have ample exposure and experience in reading spelling and verbal expression. Difficulty is seen in generation of ideas, organization, theme development and grammar

#### **1.2.7 Reasons for Poor Performance in English Writing Skills**

The ability to write well is not a naturally acquired skill; it is usually learned. It must be practiced and learned through experience. This means that, taking time over writing and practicing to write are absolutely essential part of writing. Learners fail to appreciate writing as a skill, i.e., how to be a skillful writer or how to write a correct paragraph /essay. They write the way they speak. Thus, learners really face many

problems in expressing themselves systematically and logically, either in the mother tongue or foreign language. Accordingly, the following points focus on the factors that hinder the learner to write correctly.

- Lack of motivation
- Influence of First Language on Writing in English
- Time allotted for writing in class room
- Inappropriate approaches used in teaching writing
- Lack of effective and timely feedback from the teacher
- Teachers lack knowledge about selective correction and correction symbols
- Lack of use of technology for teaching writing

### **1.2.8 The Role of the Teacher in Writing Lessons**

**Harmer (2004)** discussed five tasks a teacher can do before, during and after student writing. They are:

**1- Demonstrating:** students should be aware of writing conferences and genre restraints in specific kinds of writing. Therefore, teachers have to be able to put these features into their consideration.

**2- Motivating:** teachers should inspire, assist and incite students to dig up ideas, create enthusiasm among them with the value of the task and convince them what fun it can be.

**3- Supporting:** teachers need to be helpful in writing lessons and help students to conquer difficulties that students face in writing.

**4- Responding:** teachers should respond to the content and construction of a piece of writing supportively and make propositions for its improvement.

**5- Evaluating:** when evaluating students' writing, teachers can indicate the positive points, the mistakes that students made and may award grades.

### **1.3 Rationale of the Study**

English has become a global language and teaching it as a foreign or second language has increasingly become a universal demand. It cannot be denied that to keep pace up with other countries and to acquire a place on global platform, English is a must. Realizing the demand and importance of English, in almost all the states of India, English is taught as a compulsory subject. However, Teaching English in India is challenging and mastering all the four skills of English language is a must, (Sarva Shiksha Abhiyan). Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively. The problem is the lack of both: the adequate stock of English vocabulary and creativity in writing, Adas & Bakir (2013). According to Rabbani (1984) the main problem is due to the unfavorable attitude of the students towards English.

Writing has always been seen as an important skill in the English classes. It is the area in which learners are expected to be offered adequate time to develop their writing skills. According to Ismail (2011) writing is certainly an important element of learning English as a second language. This importance is eventually derived from the fact that it reinforces grammatical structures, vocabulary and idioms. Being able to write in English is an absolute prerequisite in today's world of the cut-throat competition. Many times, it is found that people lose the prospective jobs due to their inability in the writing skills. There are still many graduates all over India, who find it difficult to draft a simple official letter in English appropriately. This lack of command over the language adversely affects their career and it becomes the main cause for missing valuable opportunities for them.

However, it is pertinent to note that students' academic success largely depends on their ability to articulate and express their voice vividly in writing conventions that

meet their academic requirements. The prime medium upon which students are assessed is writing, in the sense that they are required to produce and present various kinds of written assignments, tests, examinations and research projects. However, the expectations become higher as they climb up the academic ladder, (Sani, 2012). Writing is a skill which is important in school and after school. Students who have never read before often begin to read in the writing program. They have to read their own words to find out what they have said and decide how to say it more effectively writing is thinking and an ethical act, because the most important quality in writing is honesty; writing is a process of self-discovery; writing satisfies man primitive hunger to communicate; writing is an art, and art is profound play . Writing helps to consolidate learning in the areas of listening comprehension, speaking and reading and gives writer practice in manipulating structural variants, adding the reinforcement of kinesthetic image to the auditory and the visual. Byrne (1979) says that the introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some students feel more secure if they are allowed to write in the language. For such students it is an aid to retention. Since the inception of the audio-lingual movement, the oral skills have received major attention and writing has been considered less important of the language skills. However, it depends upon students' needs. Writing is a valuable asset in the classroom as the learner seeks to gain competence and functionalize productive skills. The survival of our democracy is very much in the hands of our students and should be taught how to think, speak, and write coherently. The students should not be strangers to the art of discussion, debate and writing. They will be able to participate effectively only when they have sharp reasoning abilities and efficient communicative skills. At the moment our pattern of teaching in a number of schools and colleges is not designed to promote

such skills. There is more of teaching than practical work. So, it can be rightly said that if listening improves listening skills, only writing can improve writing skills. Hence, the researcher has focused to study the level of the writing ability of the students.

The reviews of Literature give a clear picture of the level of English language of the students and also about the problems faced by the students and teachers in mastering the English writing skills. The study of Sharma and Chawla (2013) shows that the communication skills of the students of Higher secondary level was not well developed. According to Patrikar (1981) and Zawahreh (2012) the students' knowledge of the English vocabulary, morphology and syntax was very much confused. They also noted that even after the completion of the secondary education, the objectives of teaching English were hardly achieved. It is also important to note Mathew's findings of a test devised at Delhi University informs that the students are A2 level in writing which is very much low. John Kurrien, Director of the Centre for Learning Resources, a Pune based NGO conducted a research. Hundred students studying in Class 10 of schools in 21 urban and rural areas considered as the best by their teachers were asked to write as much as they can on their favourite film star. Surprisingly, only 10% were able to write more than five correct sentences. About half of these best students were unable to write a single correct sentence (as cited by Graddol, 2010). These reviews made the investigator eager to study the level of English writing skills among the students in Karnataka. Moreover, as the investigator also could not find any research related to English writing skills at secondary level done in Karnataka has made the investigator curious to know the English writing skills of the secondary school students in Karnataka.

The investigator is from Kodagu district and is quite familiar with the educational system and patterns followed in this district. In addition, the time feasibility and convenience has further made the investigator to choose Kodagu district.

According to the National Curriculum Framework 2005, “For a large number of children, Secondary level is a terminal stage, as they leave school and begin acquiring productive work skills.” Hence, if an individual is equipped with an average level of English writing skills with the ability to at least compose a letter or draft a report would help him to get better job opportunities. In addition, the students of standard IX are at a crucial stage wherein they are stepping into a new world by exploring and evaluating their inner strength and trying to emerge as independent learners. It is an important factor for those aspiring toward academic success and achievement to be proficient in all skills especially in English writing skills. Therefore, the investigator chose the students of standard IX.

To ascertain the level of English writing skills of the standard IX students the investigator felt it necessary to conduct a survey. Further to identify the factors responsible for the high and low achievement in English writing skills a case study was considered to be the most useful method.

### **1.3 Statement of the Problem**

A STUDY OF ENGLISH WRITING SKILLS OF STANDARD IX STUDENTS OF KODAGU DISTRICT, KARNATAKA

#### **1.3.1 Objectives of the Study**

1. To study the level of English writing skills of the standard IX students of Kodagu District.
2. To analyse the achievement of the English writing skills of standard IX students of Kodagu District with respect to its components

- Content
  - Organization
  - Vocabulary
  - Grammar
  - Mechanics
3. To compare the English writing skills of standard IX students of Kodagu District with respect to
    - Types of school
    - Location of the school
    - Medium of instruction
  4. To compare the English writing skills of standard IX students of Kodagu District with respect to types of writing.
  5. To identify the errors committed by standard IX students of Kodagu District in English writing skills.
  6. To study in depth the highest performing school of Kodagu District with respect to their English writing skills.
  7. To study in depth the lowest performing school of Kodagu District with respect to their English writing skills.

### **1.3.2 Hypothesis**

1. There will be no significant difference in the mean achievement of the students of standard IX in English writing skills with respect to location of the schools.
2. There will be no significant difference in the mean achievement of the students of standard IX in English writing skills with respect to type of schools.

3. There will be no significant difference in the mean achievement of the students of standard IX in English writing skills with respect to Medium of instruction.
4. There will be no significant difference in the mean achievement of the students of standard IX in English writing skills with respect to types of writing.
5. There will be no significant difference in the mean achievement of the students of standard IX in English writing skills with respect to its components.
6. There will be no significant interaction effect between location and type of school on English writing skills of standard IX students.
7. There will be no significant interaction effect between type of school and medium of instruction with respect to English writing skills of standard IX students.
8. There will be no significant interaction effect between location of school and medium of instruction with respect to English writing skills of standard IX students.
9. There will be no significant interaction effect between type of school, location of school and medium of instruction with respect to English writing skills of standard IX students.

### **1.3.3 Explanation of the Term**

**High performing school:** High performing schools are those schools with the mean achievement scores falling above the range of Q3 in the achievement test conducted by the investigator.

**Low performing school:** Low performing schools are those schools with the mean achievement scores falling below the range of Q1 in the achievement test conducted by the investigator

**Types of Schools:** It refers to **Government schools and Government Aided schools** in Kodagu District. Government schools are managed and financed by State Governments, Autonomous organisations set up by the State Government. Aided schools are managed by an individual, trust or a private organisation and are receiving regular maintenance grants either from a local body or the state governments.

### **1.3.4 Operationalization of the definition**

#### **Level of English writing Skills**

In this study the level of English writing skills refers to the three different levels in which the students will fall. From the data collected on student's achievement, quartile deviation will be calculated. The students whose score will be above Q3 will be considered as High achievers, the students who fall between Q1-Q3 will be average and students who score below Q1 will be considered as Low achievers.

#### **Learning standards**

Learning are also called academic standards, content standards and curricula standards. These are elements of declarative, procedural, schematic, and strategic knowledge that, as a body, define the specific content of an educational program. In this study the learning standards are the set of standards designed by The Department of Public Instruction of Karnataka to set as a bench mark for achievement and to bridge the gap between what is learnt, what is being learnt and what is to be learnt for a large school going population of the state of Karnataka.

### **1.3.5 Delimitation of the Study**

The study will be delimited to only the state board secondary schools of Kodagu District.