

CHAPTER-2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.1 Background

This chapter is devoted to discussion of the conceptual framework the review of the related literature. For any type of the study in the field of knowledge, the investigator needs an adequate familiarity with literature. Without a systematic search and critical reading of literature, it would be difficult to see how academic research could make a new application of a methodology or contribute in some way, no matter how small, the knowledge may be. Review synthesizes and gains a new perspective and identifies relationship between ideas and theory to application. Review of the literature helps to gain clarity about the concept used, helps to justify the relevance, identification and providing basis for conducting the study. It also contributes towards the developments of the tools and also helps in designing the study.

2.2 Conceptual Framework

2.2.1 Importance of Language

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of problems and has been able to make a lot of achievements in life. If there has been no language, it would have been difficult for man to communicate his views to fellow human beings. There would have come no educational activity into existence, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing and exchanging views and there would have been no book. That is why it is very essential for every man to learn and use a language.

2.2.2 The Meaning of Language

'Language is the medium through which the child acquires the cultural, moral, religious and other values of society'. (Klein, 1986:6)

According to Sapir (1921:10), "Language is primarily human and non - human instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols."

Jespersen (1919:12) says, "Language is a set of human habits, the purpose of which is to give expressions to thoughts and feelings".

Every language has its own special way of making words. The ways in which words behave in a particular language is called 'grammar.' While we are speaking or writing in a foreign language or in our own language, our use of words must obey grammatical rules of the language concerned. The term 'grammar' in its broadest sense refers to the statements about the regularities and the irregularities of language.

Language enables people to express their feelings, ideas and wishes. It is a tool of knowledge through which the worldly knowledge is acquired and preserved, and language is one of the indicators of cultural identity of a linguistic community as well as individual personality. Each language contains its own people's culture and customs. The degree of cultural similarities varies from language to language. Thus, the cultural gap may not be much wider between the languages of a family, but may be much wider between the languages of different families. There exists not only the cultural gap but also variation of linguistic system. Therefore, the process of acquiring / learning a language belonging to another linguistic family includes internalization of culture in addition to the linguistic features of that language

However, it is not easy to learn a language. Every language is a complex phenomenon, and one has to devote a number of years to learn a language. Some are able to learn more than one language.

2.2.3 First Language Acquisition

First language is the language, which the child acquires first when the child learns to communicate with the people around. The language that is taught or used for the communication by one's mother is the first language to him/her. The child feels most comfortable in using the language. This language is called the child's mother tongue from the time of nurturing. The child has an innate language acquiring device. The child first learns the language that is his native language without being taught in

formal situation. This language is learnt spontaneously without much strain, since the urge for language in the infant stage is very strong.

2. 2. 4 Second Language Acquisition and Second Language Learning

Second language acquisition stands in contrast to first language acquisition. It is learnt once he/she has acquired his/her mother tongue. Second language acquisition sometimes is contrasted with the second language learning on the assumption that these are different processes. The term "acquisition" is used to refer to picking up a second language through exposure, whereas the term "learning" is used to the subconscious or the processes of acquiring a language other than the mother tongue in a structured means or tutored setting. Second language is the language acquired by a person after having acquired the basic systems of the first language. Second language acquisition takes place when the child is required to learn a new language formally as a part of its education. Second language embraces both this acquisitions and the tutored acquisition. In the situation of second language learning, this first language functions as a medium of the instruction to the second language forms rather than the tool for explanation of meaning of these forms

Second language learning is defined by Lado (1964) as acquiring the ability to use its strictures within a general vocabulary under essentially the condition of normal communication among native speakers at normal conversational speed. More specifically, it means the acquisitions of the ability to use in speaking the units and the patterns of the content when listening to the second languages. It means the learning of expression, the content and the association of expression and system of the content in rapid use in the proper position within the target languages.

The second language learning takes place in different manners. Generally, second language learner always has the tendency to view the second language through the grammatical rules of his/her first language. Then, it is needless to say that the influence of the mother tongue will be on the second language at every level starting from phonology to syntax. This is the reason the researchers often distinguish between the language learning and acquisition. While learning the second language, the phenomenon of interference from the mother tongue is the one, which is inevitable for most of the learners. It is the main reason to develop the second language,

methodology in such a way that the above-mentioned interference should be avoided to great extent.

2.2. 5 Influence of the First Language over Second Languages

While discussing the influence of first language over the second language, it is appropriate to mention what Lado had said (1971:2). He said that those elements that are similar to the native language will be simple for him and those elements that are different will be difficult.' At this context, it is evident that the language teacher and language learners should know the structures of both the mother tongue and the second languages. Because such knowledge can help the language teacher to identify the areas of influence of mother tongue on the second language and also to develop some methods to rectify the interferences.

2.3 The English Language

Almost all over the world English is taught and learnt as an important language either as a foreign or as a second language. English has been steadily growing since 800 A.D. During the last five centuries, it has accumulated a vast and brilliant literature. For almost two centuries now, English has been playing an important role in our educational system as well as in our national life. We have been initiated into the advanced fields of research in science and almost every department of higher into the advanced fields of research through English language, because with the help of this different technologies have been developed by different nations and it is used for the advantages of mankind. English has the preeminent claim to be the medium of international communication. In a way English has helped to make the world a single family and therefore it plays an important role in world affairs.

2.4 English as the Global / International Language

English is one of the widely spoken languages in the world. It is the means of communication among people of different countries. It can indeed be said to be the first true global language. One person out of every ten in the world speaks English naturally. It is the language of international politics, trade, commerce and industry. English is of the sixth official languages of the United Nations. As an international language English has created better understanding among the nations of the world and

has been responsible for cultural give and take. It has facilitated mobility of teachers and students from one country to another. Thus, it has created worldwide scope for employment. It is the world's most widely studied language either as a second or a foreign language.

English is the official language of about forty-five nations. It is the mother tongue of about sixty million persons in the British Isles, from where it spread to many other parts of the world owing to British exploring, colonizing and empire building from the seventeenth through nineteenth centuries. It is now also the first language of an additional 228 million people in the United States; 16.5 in Canada; 17 million in Australia; 3 million in New Zealand and a number of Pacific islands; and approximately 15 million others in different parts of the Western Hemisphere, Africa and Asia. As a result of such expansion, English is the most widely scattered of the great speech communities. It is also the most commonly used auxiliary language in the world. The United Nations uses English not only as one of its official language but also as one of its two working languages.

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

In the Indian subcontinent, English became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1833. English is the associate official language of India which has over 1000 million (over billion) people

In recent years, English language teaching in a developing country like India has taken a new character. A need has arisen to specify the aims of English learning

more precisely than in terms of the learning of formal grammar as English has been required to play important role in our society. Throughout the world, students at different levels of education find it as a struggle to learn English. In most of the countries English has taken a unique position that all the students or scholars are pushed to the situation where they cannot have better career or higher education without the knowledge of English.

2.5 English in Gujarat

Gujarat became a separate state in 1960. Then the chief minister of Gujarat held a conference on 26th May 1960 for deciding the status of English in school of Gujarat. The government of the Gujarat decided that the teaching of English will continue in standard VII, IX, X and XI and the teaching of English on a voluntary basis in standard V to VII will be allowed outside school ours. Later, in 1960 the government of Gujarat appointed a committee under the chairmanship of L. R. Desai to review the syllabus in English. The committee decided to apply the structural approach and new text books on lines of this thinking were framed. In 1960, English became an optional subject in standards V to VII, compulsory in standard VII and XI and optional in standard X. Recently English has been made compulsory in classes V to XII. In the 1980s it was made a compulsory subject but only for the students who opted for science stream at H.S.C. The students opting for science stream are required only passing knowledge of English. So the students do not pay enough attention to English. Moreover, there are groups of learners at the undergraduate level in the colleges: learners from schools with English as the medium of instruction, learners from Gujarati medium school where English is taught as one of the compulsory subject and those whose instruction has been in Gujarati. So heterogeneous groups go to undergraduate level. These changes in the medium and lack of adequate exposure to English language are some of the reasons for low motivation and low scores. The other reason is that although the textbooks of English published by the Gujarat textbook board are functional, teachers are not yet adequately trained in this approach. Their traditional translation approach does not help learners to take part in the meaningful communicative interaction in or outside the classroom. Students do not get opportunities to use the part of language, they have learnt. As a result the items remain stored in the minds of the learners and even though he or she knows it, he/she

cannot produce it when required. Heavy lecturing, constant use of the mother tongue while teaching English, a tendency to translate everything into the mother tongue and many such factors have led the present condition of English language teaching in Gujarat.

2. 6 Approaches and Methods to English Language Teaching

2.6.1 Grammar-Translation (GTM) or Traditional Method

GTM is said to be the offspring of German scholarship. Its object was ‘to know everything about something rather than the thing itself (W. H. D. Rouse, quoted in Kelly 1969:53). It was first introduced in the United States as the Prussian Method. “This method emphasizes the teaching of the second language grammar; its principle practice technique is translation from and into the target language. It lays little or no emphasis on the speaking of the second language or listening to second language speech; it is mainly a book-oriented method of working out and learning the grammatical system of the language.” (Stern: 2001). Its goal is to learn a language to read its literature or to benefit from the mental discipline and intellectual development that result from foreign language study.

GTM dominated European and foreign languages from the 1840s to the 1940s, and in a modified form it continues to be widely used in some parts of the world even today. In the mid and late nineteenth century, increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. Some language teaching specialists such as C. Marcel, T. Prendergast, and F. Gouin did much to promote alternative approaches to language teaching. Direct Method is the result of such attempts of several linguists like Henry Sweet in England, Wilhelm Vietor in Germany, and Paul Passy in France.

2.6.2 Direct Method (DM)

“The direct method is characterized, above all, by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It represents a shift from literary language to the spoken everyday language as the object of early instruction, a goal that was totally lacking in grammar-translation. The mind training objective of grammar-translation is not central to the direct method.” (ibid

The direct method was the first attempt to make the language learning situation one of language use and to train the learner to abandon the first language as the frame or reference. It demanded inventiveness on the part of teachers and led to the development of new non-translational techniques of language instruction. The use of a text as a basis of language learning, demonstrations of pictures and objects, the emphasis on question and answer, spoken narratives, dictation, imitation, and a multitude of new types of grammatical exercises have resulted from the direct method.

2.6.3 Audio-lingual Method

In the 1920s and 1930s, applied linguists systematized the principles proposed earlier by the Reform Movement and so laid the foundations for subsequent developments that led to Audiolingualism in the United States and the Oral Approach or Situational Language Teaching in Britain. The Audiolingual method emphasized teaching the comprehension of texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers always resorted to discussing the content of the passage in English.

2.6.4 Communicative Language Teaching (CLT)

“More recent revisions of the Second Language (L₂) learning experience can best be described as communicative approaches. They are partially a reaction against the artificiality of ‘pattern-practice’ and also against the belief that consciously learning the grammar of a language will necessarily result in an ability to use the language. Although there are different versions of how to create ‘communicative’ experiences in the L2 classroom, they are all based on a view that the functions of language (i.e. what it is used for) should be emphasised rather than the forms of the language (i.e. correct grammatical or phonological structure). Lessons are likely to be organized around concepts such as “asking for things” in different social contexts, rather than “the forms of the past tense” in different sentences. These changes have coincided with attempts to provide more appropriate materials for L2 learning which has a specific purpose (e.g. English for medical personnel or Japanese for business people” Yule George (1986:193)

Howatt A.P.R. (1984) writes, “Learning how to speak a new language, it is held, is not a rational process which can be organized in a step-by-step manner following graded syllabuses of new points to learn, exercises and explanations. It is an intuitive process for which human beings have a natural capacity that can be awakened provided only that the proper conditions exist. Put simply, there are three such conditions: someone to talk to, something to talk about, and a desire to understand and make yourself understood. Interaction is at the heart of natural language teaching.” It is communicative approach that emphasizes on this aspect of communication a great deal.

2.6.5 Instructional Materials

IMs play a very important role in the whole process of teaching and learning in general and ELT in particular. The roles of the teachers and learners change in different kinds of IMs.

“Materials in ELT mean something with which something is done, the something being the teaching and learning of English. Teaching materials are the resources, the means with which we attempt to achieve our ends, viz., the teaching for the teachers and the learning for the learners of English”(Ramadevi S. 2005).

Generally these resources for teaching and learning, i.e. IMs, come in the shape of textbooks which are centrally prescribed in schools or colleges; though, of course, IMs are more than a single prescribed textbook. Textbooks which are meant for the detailed study may be accompanied by a work book or practice book; there may be one or more non- detailed or supplementary readers too to be used in the classroom. In some cases there may be the teacher’s book, which gives very useful tips to the teacher on the best way to use the textbook.

Besides these, there may also be some teaching aids such as charts, maps, pictures, graphs, etc. used in the classrooms. IMs can be in the printed as well as in the non-printed form, for example, teachers can use audio cassettes or video materials to teach. Learners may seat by themselves in a language laboratory where they listen to pre-taped materials over headphones. More recently, we have materials in the form of computer software which can also teach a language. Computer Assisted Language Learning (CALL) has made inroads in the teaching and learning of English.

Instructional Materials depends upon what approaches or methodology are followed in the teaching learning process. Right from the beginning ELT has undergone a great deal of change along with the changes in the theories, approaches and methods of language and language learning. Instructional materials are prepared based on the principles of these theories of learning and the methods and approaches to English language teaching. Earlier the textbooks were prepared according to the Grammar Translation Method, and then came the Direct Method followed by the Audiolingualism or Situational Language Teaching or The Structural Approach. Again the textbooks were revised based on the principles of these approaches. These approaches and methods too were found lacking in something that led the experts towards research regarding what could be done to make learners proficient users of English because the earlier approaches failed to fulfill this goal of ELT: developing communicative competence or the communicative ability. Communicative Approach or Communicative Language Teaching can claim of leading the learners towards this goal. The syllabus and instructional materials again find a change along with the principles of this approach.

2.6.6 Academic Problems

Academic Problems are problems related to teaching learning process medium of instruction, content of course, student and teacher interaction, rules and regulation and infrastructural facilities, evaluation pattern and remedial practice. They can be considered to be adjustment of the students to the academic environment which consists of the faulty conditions such as physical facilities curriculum, textbooks, methods of the teaching the works schedule authority, discipline, interpersonal relation with the teachers and other members of the environment. In other words it may be related to the understanding of the concept delivered, the medium of the instruction, the length of the content in the course etc.

Educational problems deal with schools, teaching learning process curriculum, examination, evaluation and student teacher interaction. An educational problem directly or indirectly affects the students, teachers and parents.

2.7 Reviews of the books related to the problem of the study

This section deals with review of books carried out by the researcher for the purpose of the current study.

2.7.1 Wood, F.T (1968) *A Remedial English Grammar for Foreign Students*. Macmillan

This book is one of the landmarks in remedial teaching and represents structural approach in remedying learner's performance. The author states in his preface that the aim of the book is to concentrate on and to attempt to correct the most frequent grammatical mistakes made by foreign students of English. Naturally, the emphasis is on the teaching of grammar. However, the whole grammar is not dealt with only those areas where learners are found weak are sorted out. Those topics are explained in simple language along with appropriate illustration. They are followed by a number of fill in the blanks or substitution type of exercise. F.T.Wood justifies inclusion of mechanical exercise by saying that they are intended to serve the correction of specific mistakes and the removal of particular difficulties of course he has no problem with other fancy exercises but he believes that concentrating on a point with heavy dose of mechanical practice can stamp out errors.

His thinking is in line with structural approach, which emphasizes habit formation through practice. If the rules are learnt wrongly one has to understand them properly and remember them with practice, one can see the influence of behavioral psychology here.

F.T Woods's concept of remediation is correction of errors repairs of damaged parts. It is not teaching the language again in a new way. There is a heavy concentration on grammar because a large number of errors are found in this area. He also believes that learners make errors because they do not know the rules. He advocates teaching grammar explicitly and giving practice in a mechanical way. His book does not entertain exercise. If we go through the contents of his book, we find that thirty-seven out of forty-two chapters deal with structures. Thus, there is a heavy concentration on grammar. The treatment of language functions is cursory. He talks very briefly about polite expressions and greetings. His style is prescriptive. The whole book is about dos and don'ts. But 'the' must be used when the meal is full of

explanation of grammatical rules. Here are some examples. Plural nouns standing for the people of a particular country, however are not preceded by 'the' if the people in question are thought of individually. Along with the rules he has also discussed exceptions. The best feature of the book is the rules are well illustrated. For example- 'The' is used before a singular noun to express what we call the generic 'singular' i.e. the one thing mentioned is taken to represent all of that kind.

The tiger and the cat belong to the same family of animals. The elephant is very strong. The plane is the fastest means of travel. In each chapter the presentation of rules is followed by exercises. These exercises are as the author himself has admitted mechanical. they are mostly fill-in-the blanks type and contain isolated sentences.

Exercise

Fill in the blanks spaces the following sentences with the word given in brackets at the end ,either the plain noun or the noun preceded by 'the' (which ever you think is correct).

The box was made of ----- (wood)

Some coins are made of ----- and of ----- (silver, copper)

-----in that stream is not suitable for the thinkers.(water)

There is no language exposure in terms of reading or writing tasks .That is because F.T Wood firmly believes that concentrated effort in correcting grammatical errors is more than enough to improve the language of underachievers.

F.T wood is not alone to follow the common error –based approach to remedial teaching. Professor Yadurajan in his book current English (2001) brings out distinctions in the use of apparently synonymous words. It is really a nice guide for advanced learners. Another useful book Indian and British English (1979) by Paru Nihalini, R.K.Tongue and Priya Hosali describe systematically errors of Indian learners. The book is not prescriptive in nature. It only says that the British don't use certain expressions that Indian use. However, this handbook is very useful for the Indians who want to be intelligible road. The third book that compiles errors for remediation is 'To err is human' by Govind Vyavhare. The book lists seventy typical

errors of Gujarati learners learning English. The explanation of errors is both in English and Gujarati and there are several exercises for practice. The problem with common error based approaches is that they deal only with Grammar and that too selectively. Moreover, in this approach there is no language exposure through reading or writing.

2.7.2 Das B.K And David A.(1981) *A Remedial Course in English for Colleges* Books 1, 2 and 3 OUP

The book is a radical departure from books that concentrate on grammatical errors. The authors believed that remediation is not just a correction nor is it cosmetic surgery here and there. For them remediation implies re-teaching and that re-teaching has to be in a new way. Their objection to error-based approach is that it only focuses on what learners do not know. It demoralises learners by telling him that he doesn't know this or that. Thus, it is negative and may end up frustrating the learners. Today, many learners shy away from English primary because their teachers have hammered their failures. The authors are also against teaching grammar for the sake of grammar. They point out that learning grammatical rules does not entail proficiency in English. The learners can learn grammar rules and they can do what they are told in a given exercise. But when it comes to using language in real situation they are at a loss. This shows that only teaching doesn't help. One needs to show them how this grammar can be put into practice. In other words, they advocate teaching of grammar in a new way and also suggest that grammar should make room for teaching and writing. The significant aspect of this course is its confidence building measures as very important. Underachievers normally feel indifferent or depressed. They consider English as a different language as something they may never attain. The authors attribute it to the negative approach of the teachers. They point out that in the existing system we tend to ignore what they do with English and focus only on their errors. This should change if we want remediation to be successful. So, this course is positive in approach and tries to improve the learner at his pace. The remarkable feature of this book is that it takes care of language exposure. Practicing language with isolated sentences is not enough. In fact, it doesn't help. One needs to listen to some English or read something in English so that he can express his views or pass on information and thus get

opportunities to use English. The authors have prepared excellent reading materials for learners. This text can be used for a number of language activities. The course has integrated good features of different approaches to make it effective. For example, like the traditional approach it also contains a number of fill- in – the blanks or replacement exercises. And using the communicative language teaching approach they have given open-ended exercises. All the three books in the course are well planned, integrated and graded. Book 1 contains several narratives. There are stories and anecdotes to sustain the interest of learners. Book 2 has more challenging passages. Book 3 is still advanced. It contains literary texts and demands better responses. All the three books have some designs. They all begin with a reading passage. The passage is followed by a glossary. Students are supposed to refer to it for better comprehension of the text. Then there are a number of exercises deal with reading comprehension grammar and vocabulary. The last exercise is normally communicative. Each book has proper guidelines for the teachers. The author has their own conviction and they believe that the books can be profitably used if certain things are kept in minds. For example, they clearly point out that the teacher should not do everything for the class. He should not volunteer to give meanings of new words he should persuade the students to guess the meanings .even while getting the responses he should not quickly give the answer. He should allow them to think. Thus, the learner has to struggle, work through the materials. The teacher has to encourage him to talk, discuss, read and write. They should give him freedom to express his opinion. Thus, the classroom should have a democratic setup. The books are rich in terms of topics and exercises. The topics are appealing to the interest and test of the learners. The exercise also has a wide range. In book 1, we find sample exercise like ‘say whether the following statements are true or false’ or ‘choose the best answer out of the possible answer given’ or ‘ fill in the blanks. They are very structured or loosely structured. The later is more in keeping with CLT because it gives the students a lot of choice. Notice that role play structured like this also provide information gaps since students cannot be sure (as with most parts of communication) what the other person or people will say (there is a natural unpredictability).students also receive feedback on whether or not they have effectively communicated.

The writer raises a number of questions and wants the reader to relate the presented information to his own experience. Finally, there are two types of activities.

One is for checking the understanding of the methods and other is for applying this information to your own classroom.

Thus the book is a complete guide on techniques and principles in language teaching. Written in lucid language it can help the beginner understand key methods and it can help the advanced educator to evaluate his own performance. It is not only the conceptual clarity that the book aims at but it also encourages 'action' on the part of the reader. And the most striking feature of the book is that it is in no way prejudiced against for any method.

2.7.3 Ellis, Rod (1986) *Understanding Second Language Acquisition* OUP

The book aims at providing 'a thorough account of second language acquisition'. It addresses several key issues, individual learner differences, learner strategies, role of formal instruction and so on. This comprehensive review is an excellent update on current research in SLA.

While talking about the role of the first language, he remarks that when structural linguistics was in vogue it was seen in terms of transfer theory and was closely linked to behavioral psychology. L2 learning was supposed to be a process of habit formation'. Contrastive analysis aimed at predicting the areas of difficulty that learners with specific L1 would encounter. That may help the teachers to provide intensive practice of L1. However, later on the importance of L1 interference was challenged and the new research pointed out that there were many other sources of errors. Contrastive analysis was changed to contrastive pragmatics to accommodate all types of errors and 'interference' was re-interpreted as 'intercession'-a strategy for communicative when there were insufficient L2 resources. Thus the author points out that the role of L1 is not negative. He says L1 is resources of knowledge which learners will use both consciously and sub-consciously to help them sift the L2 data in the input and to perform as best as they can in the L2'. When and how this resource will be utilized depends on a host of factors. He concludes by saying that SLA is a development process and L1 is contributing factor to his development. Thus the role of SLA is appositive one.

While discussing the formal instruction in SLA, Rod Ellis refers to Krashen's non-interface position. Krashen talks about two types of linguistics knowledge. He says 'Acquisition' occurs automatically when the learner engages in natural communication where he focus is on a Krashen those two types of knowledge are separate and unrelated. He notes that students good at formal grammar very often fail to use it in real situation. Krashen distinguishes two types of environment: 'exposure-type' and 'in-take type: Many adults will not benefits by exposure type environment in a natural setting as they will not obtain the necessary input adjusted to ensure comprehension. In contrast, classroom are much more likely to ensure that 'make-type' environments occur and so meet the conditions by which acquisition can take place.

Next Rod Ellis discuss about inter phase option (Stevick 1980).He explains it thus although the learner possesses different kinds of L2 knowledge, these are not entirely separate. There is seepage from one knowledge type to others. One way in which acquired and learnt may be connected is in terms of automatically. Controlled processing requires active attention, so that only a limited number of features can be controlled at a time. Automatic processing takes place without active control attention. The important point is that automatic processes are learnt following the earlier use of controlled processes.

Classroom learners have an edge over naturalistic learners in that they can augment their 'acquired' knowledge in yowl ways: 1.directly through the intake – environment s applied by the classroom and 2.indirectly by automat zing explicit knowledge through practice.

(Tarone1983)

The third position is the variability position. It emphasizes the interrelationship between use and accusation. The kind of language use that the learner engages in determines the kind of knowledge that he requires. Classroom learners do better than naturalistic learners because they analyze language more.

The three research models discussed b Rod Ellis make it clear that formal instruction does not change the natural sequence of SLA. However, it does facilitate more rapid development. This shows that teaching of grammar has significant role in SLA.

Many approaches to ELT are against teaching formal grammar. For example, use of grammatical terms is taboo in audio-lingual method. Consequently, many ELT experts all over the world treated grammar as untouchable. In India, it has resulted into conceptual confusion among the learners. The writer shows that the recent research considers formal instruction as a factor that contributes to the rapid development.

Similarly, there was a lot of controversy regarding the role of L1 in SLA. Here also many approaches denounce the use of L1 and advocate the use of target language only. The role of L1 may diminish as the learner masters L2. But in the beginning, it does make a positive input.

2.7.4 Schweers, C.W.(2003) *Using L1 in the L2 Classroom* Cambridge University Press

The article, which appeared in the issue of October 2003, English Teaching forum, expresses the conviction that ‘the first language has a necessary and facilitating role in the second language classroom’.

C. William Schweers begins his article with the research findings of SLA scholars. Quoting Elson Acerbic he writes, ‘starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English. Piaseeka supports these finding by noting that one’s own identify. Thus, there are socio-political reasons to use L1 in the classroom.

The author then discusses specific uses of L1 in the class. He lists the following uses: negotiation of the syllabus and the lesson, record keeping, classroom, management, scene setting, language analysis presentations of rules governing grammar, phonology, morphology and spelling, discussion of cross-cultural issues, instructions or prompts, explanation of errors and assessment of comprehension. This is really a wide range of uses of L1. Unfortunately most teacher use L1 only for translating the text or explaining grammar and vocabulary. Then the author proceeds

to describe the research he conducted on the use of mother tongue of his subjects was Spanish.

Referring to teachers' comments, he notes that they value L1 because it can help students understand a concept; it serves as an additional input. It helps establish rapport with students and so on. Most importantly, students can identify better with a teacher who speaks to them in their own language, thereby letting them know he 'respects' and 'values' their native language.

The author points out that the use of L1 does not mean reduced use of L2. On the contrary, students spontaneously use English in the class. He feels that the use of L1 develops the relationship that makes his students 'more eager than usual to tackle the challenges of learning English'. In other words, when we use L1 the motivation of the learners goes high.

While summing up the author admits that only limited and judicious use of L1 should be allowed in the classes so that students can have comprehensible input to process L2. The pedagogic and affective benefits of L1 are too important to be ignored. Comparative studies of L1 and L2 and use of L1 for understanding concepts are pedagogic benefits. That the students do not feel threatened that the students can identify themselves with the teacher that they develop positive attitude towards learning are affective benefits. Scholars and teachers who have banished L1 from English classes need to reappraise their stand.

2.8 Review of the Related Studies

This section focuses on the review of research studies undertaken by other research scholars.

Review of related literature helps the researcher the required background knowledge regarding the study. Review of the related studies makes the researcher aware of the research steps, tools, procedure and possible challenges. It provides necessary direction about how to pursue the study.

Study 1

Kothiwalla, M. (2007) conducted study on ‘Development of a strategy for enhancing English speaking skills through the language laboratory’

Objectives

To develop the speaking skill of students

To make aware them how to use the language laboratory

Tools and techniques

Opinionnaire

Pre-test and Post- test

Findings are :

The evolved strategy was found to be successful in term of improvements and enhancement in student’s ability to speak

All the students gave highly favorable reaction towards the evolved strategy

All the teacher should highly favorable opinion towards the evolve strategy to develop English skills.

Study 2

Farooqe, U.(2005). Conducted study on “English language competency of teacher and the students ‘achievement in English medium primary school of Kunner district”

Objectives are

To measure the English language competency of teacher in different school subjects

To measure the achievement test of the students of standard IV in English to find out the relationship exist between English language competency of the teacher and the achievements of the student.

To find out the difference based on the following background variable in terms of English language competency of the teacher.

Sex

Type of school

Experience

Qualification

Medium of study

To find the difference in achievement level of the student in different subjects with respect to the following aspects:

Sex

Mothers' occupation

Fathers' occupation

To identify the difficulties teachers while transecting different schools subject through the English as the medium of instruction.

To find the relationship between transecting difficulties and language competency of the teacher

Tools and techniques are

English language competency of teacher has been measured by using language proficiency test developed by CLEFL Hyderabad transactional difficulties of teacher has been identified by using interview schedule develop by the investigator

The findings of the study are as shown below.

There is a significant difference between mean score of male and female students, achievements in English language. Female student's achievement is higher than that of male students.

There is a **significant** difference in the score in English language among the children belonging to various groups of mother's occupation. The mean score of the children's whose mothers occupation is business agriculture is higher than that of all the other group where as the score of children **whose** mother are house wives is very low.

There is significant difference of achievement in English language of students belonging to various groups of father's occupation. The mean score of the students whose father's occupation is of administrative managerial sector is higher, whereas the mean score of the student whose father are employed abroad have secured a very low score.

There exists no significant difference between mean score of male and female teachers in English language proficiency in writing.

Study 3

Fr. Josheph, P, (2005) conducted study on, "A comparative study of difficulties in English learning faced by different categories of school students in Bhopal."

Objectives are

To ascertain the difficulties in English language learning being experienced by students of class VI studied in English and Hindi medium school of Bhopal

To identify the level of difficulties between groups of students studying in the English and Hindi medium schools and to assess variation of difficulties level among the groups

To analyze, interpret and the diagnose the factors influencing the level of difficulties between the school students

To make an evaluation of the findings and to draw conclusion about the difficulties in English learning perceived by the students themselves, teachers, parents and administration

To suggest viable measures for improvement of English learning among the students of the target groups.

Tools and techniques are

Scholastic Achievement test

Questionnaire

Major Findings are

English is a foreign language that's why students face too much difficulty

Lack of English speaking environment at the school as well as at the home

English medium schools are quite good at speaking but very efficient in writing

Class room teaching was restricted to the formal teaching and completion of the syllabus where as effective teaching must aim at more than the completion of the text book course

Comparison of the present study with the studies reviewed.

Theoretical consideration and reviews of the related studies helped the researcher to decide the method of the present study and choose an appropriate tool. The literature reviewed made the researcher frame the objectives of the study and research questions. The present study differs from the studies reviewed in the following aspects.

It is related to the problems related to the facilities related to the teaching aids.

It is related to the professional qualifications of the teachers of the school.

It is related to the teaching methods used by the teachers.

It is related to the co-curricular activities organized at the school under study.

It is also related to the school climate and family background of the students.

It is also connected with the problems regarding the motivation of the students.

2.9 Conclusion

This chapter aimed at preparing a theoretical framework for the study and review of related literature on hand. The following chapter deals mainly with the research procedure of the study.