

Chapter 1

Introduction

1.1 English in India:

Multilingualism in India dates back to ancient times, when different ethnic groups came in contact with each other through migration from one place to another. This linguistic diversity was considered to be an integration of history and philosophy (Pattanayak 1). Out of the 845 languages, including the dialects, listed by the first census of the linguistic diversity taken in India in 1951, “60 of which (13 scheduled languages, 23 tribal languages/dialects and 24 other Indian languages/dialects) were spoken by not less than 1,00,000 persons each for the redefined territory known as the Union Republic of India” (qtd. in Pattanayak 1). As per the 1961 survey 193 classified languages corresponding to 1652 mother tongues excluding unclassified and foreign mother tongues. The languages were classified into four families of languages: Austric (20), Dravidian (20) Indo-European (54), Tibeto-Chinese (98) – and one of doubtful affiliation (1-2).

Considering the linguistic diversity in the country, Khubchandani says:

Linguistic composition of all the 330 districts, distributed in twenty-six states and union territories (at the time of the 1961 Census) reveals the prevalence of linguistically pluralistic societies in many parts of the country. The population of nearly half of the total number of districts (152, i.e. 46%) is exposed to heterogeneous surroundings where minority speech group exceed 20% of the total population (District Profile in the Appendix, Table H, p. 580). Such a widespread heterogeneity can potentially be considered as a significant factor promoting bilingual interaction among different speech groups. But the

low returns on bilingualism do not testify to the intensity of such interaction. (571)

English came to India, along with the East India Company that came for trade purposes, during the 17th century. The British officials in India tried to learn Indian languages and also used translators to help in carrying out the trades. Their strong establishment in India led to the setting up of British provinces in various places like Bengal, Madras, and Bombay. Since they preferred English language for trading, the Indian missionaries run by the East India Company started teaching English to Indians. The native Indians had also realized the importance of English Language then.

The Indian middle class people felt that “English is necessary for mobility, career advancement, opportunities and social and economic purposes.” (Krishnaswamy and Lalitha 181) They believed that only those who have a command in English language will get a secure job and future. This opinion still reflects in the minds of the people. Inculcating this opinion in the minds of Indians was intentionally executed by the Imperial British Government.

Warren Hasting, a governor during 1772-85, who always respected the traditions of India, funded the establishment of the Calcutta Madrassa in 1781 and the Benares Sanskrit College in 1791, to encourage oriental learning. On the other hand, Raja Rammohan Roy, the father of the Indian Renaissance, demanded the western knowledge through English. He wanted to change the traditional learning method and to impart modern knowledge through the western education. (Krishnaswamy and Lalitha 14, 20-21) Nevertheless the Christian missionaries and the Anglicists were trying to misuse his efforts and serve for the anglicisation of India. This led to serious disagreement between the orientalist and the anglicists. To settle the issue between

these two groups a committee was arranged. Lord Macaulay was appointed as the chairman of that committee and he replaced English as a medium of instruction. In his famous *Minutes* Macaulay made it very clear 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 in intellect” (qtd. in Krishnaswamy and Lalitha 31-32). He thought that one class of people would spread their ideas to the mass. His intention was: “i) to create the dominance of British culture over the Indians and to have the control over the minds of the Indian people through English; ii) to train Indians and make them fit for the employment” (Vijayalakshmi and SaratBabu 2). His English education was not for the masses but for the classes whom would educate the masses in their ‘dialects’

1.1.1 Post Independence Era:

Many educational reconstructions were formed during this era. Various committees and commissions reviewed these educational reconstructions including University Education Commission (1948 – 49) the Secondary Education Commission (1952 – 53) Kothari Commission (1964) National Policy on Education (NPE) (1968) (1986) etc .

1.1.1.1 The University Education Commission (1948 – 49)

The great philosopher Dr. Radhakrishnan had been the former Vice Chancellor at Banaras Hindu University. Later he became the President of India, outlined the aims of education in idealistic terms. The first edition of *The Report of the University Education Commission* was printed in 1950. The commission emphasized the importance of English on one side and it also recommended Hindi as an alternative language of education. The report was full of lofty ideas and contradictions. It says:

Hindi is the language of the minority, although a large minority. Unfortunately it does not possess any advantage - literary or historical, over the other modern Indian languages. Tamil, for instance, is hallowed with age and possess a literature which vies with that in Sanskrit. Marathi goes back to the thirteenth century and Bengali claims a continuous growth since the ninth. (280)

The Radhakrishnan Commission Report was the first one to study the language issues in India and sowed the seeds of Hindi and non-Hindi controversy and language conflicts.

1.1.1.2 Secondary Education Commission (1952-53)

The commission was appointed under the chairmanship of Dr.A.LakshmanaswamyMudaliar, the then Vice-Chancellor of Madras University. The report was submitted in 1953. It is popularly known as Mudaliar Commission. The commission assumed that Hindi would be the federal language of India and English would continue for some time as the Language of the Union and the Medium of Instruction at the university level. In this view, learning English as the medium of instruction at the school level is inevitable. “The commission recommended a number of improvements in the quality of education. But the ground realities and the market forces took education mostly along Macaulayan lines.” (Krishnaswamy and Lalitha120)

1.1.1.3 Official Languages Commission

This commission submitted its report in 1956 and it was accepted in 1958. As per the report English would be replaced by Hindi after 1965 and would continue only as a subsidiary language. “According to the order:

- Hindi would be admitted as an alternative to the Union Public Service Commission's recruitment.
- The language of the Supreme Court would be Hindi and it would be the language of all the High Courts in the States." (121)

An All India Language Conference was organized at the initiative of C.Rajagopalachari. Representatives of Assamese, Bengali, Kannada, Malayalam, Oriya, Punjabi, Tamil and Telugu, took part in the conference. They did not want the Hindi imposition on them. Therefore they demanded that English continued as the language of the union without any delay. In 1965, when the anti-Hindi riots broke out, in the south, many regional and national leaders like KamarajNadar, C.Rajagopalachari, Frank Anthony, E.V. RamasamyNaicker, C.N.Annadurai and others took part in the movement. "LalBahadurShastri, who was the then Prime Minister of India, said that he would fully honour Nehru's assurance that English would be used as long as the people wanted it" (121).

1.1.1.4 The Three Language Formula

The Chief Ministers' Conference held in August 1961 recommended a three - language formula. The three-language formula had been reiterated in the NPE in 1968 and its revised version could be seen in the 1992 version. The 1968 policy states:

- The First language to be studied must be the mother tongue or the regional language.
- The Second language
 - In Hindi speaking States, the second language will be some other modern Indian language or English, and
 - In non-Hindi speaking States, the second language will be Hindi or English.

- The Third language
 - In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and
 - In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language (NCERT, “Teaching” 13)

The idea of the three-language formula provided Hindi, English and Indian Languages, preferably a south Indian language for the Hindi Speaking States. And a regional language, English and Hindi for the non - Hindi speaking states. Since some States did not want Hindi, “the Hindi speaking states operated largely with Hindi, English and Sanskrit whereas the non-Hindi speaking states, particularly Tamil Nadu operated through a two-language formula.” (13)

1.1.1.5 Kothari Commission (1964-66)

“The Education Commission was appointed by the Government of India by a Resolution, dated 14 July 1964, to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects”(“Education,” vii). This commission emphasized education as the most powerful instrument of national development. *School Education in India: A Handbook* by Bapna and Sharma described that

The commission also recommended a new educational structure, which stated that:

- General education should last for a period of 10 years, including 4 years of lower primary, 3 years of higher primary and 3 years of lower secondary education;

- Higher Secondary Education should be fixed for 2 years, and;
- Degree course should be of 3 years (2).

1.1.1.6 National Policy on Education (1968) & (1986)

The National Policy of Education (NPE) 1968 was formulated by the Indian Government to promote education. The policy covered education from the elementary level to college level in both rural and urban India. The first NPE was presented by the then Prime Minister Indhira Gandhi in 1968 and the second policy by Prime Minister Rajiv Gandhi in 1986. The NPE was based on the recommendations of the Kothari Commission Report. In 1986, the NPE was reviewed. The NPE called for a child centered approach at the Primary Level and Operation Blackboard to improve primary schools nationwide. The NPE was revised again in 1992 by the then P.V.NarasimhaRao Government. It stated that the aim of education was to keep the whole values of India's secularism, socialism, democracy and social ethics. Again in 2016, a report was submitted to formulate a new educational policy. The need for devising a new NPE was that the last NPE was revised in 1992 and this has been the guiding document in the education field for over two decades. Since new technologies have evolved and significant changes have taken place all over the world, it was found imperative to formulate a new NPE. The policy had given the four core objectives of education:

- Building Values
- Awareness
- Knowledge and
- Skills (NPE 11)

Under section 3.3.21, the policy laid emphasis on the medium of instruction and the subject of study through the mother tongue. Also the policy recommended the use of ICT to improve the quality of education for various purposes which includes:

- IT as aid to the teacher in the classroom;
- IT to aid in remedial education.
- IT for use in training of teachers.
- IT for adult literacy.
- IT modules as learning tools in higher education.
- Use of IT for ‘big-data’ as a management and governance tool. (50)

1.1.1.7 National Curriculum Framework (NCF)

The National Curriculum Framework (NCF) was designed by the National Council for Educational Research and Training (NCERT) in 1975, and subsequently revised in the years 1988, 2000, 2005. In the 2005 framework more emphasis was laid on the pedagogy and the plurality of text books to make education more contextual. It also mentioned about the reorganization of the examination system and the training of teachers to encourage critical thinking and holistic learning in schools. (Bapna and Sharma 3)

1.2 Education in India – Current Scenario:

Education system in India has made significant progress in the recent years. Major changes have occurred and new concepts have emerged in the field of education (NPE 2). The Twelfth Plan (2012 – 2017) focused mainly on the expansion of education in relation with improving the quality of education. According to Bapna and Sharma the SarvaShikshaAbiyan (SSA) was the finest program to achieve Universal Elementary Education (UEE) and was launched in 2000 – 01 (10). SSA was a vehicle to implement The Right to Education Act (RTE) in 2009. According to

RTE, schooling is free and compulsory for all children from the age 6 to 14. The SSA started way back in 1993-94 when the District Primary Education Program (DPEP) was launched to achieve the Universal Primary Education (UPE). SSA was implemented in partnership with the State Governments to address the needs of 192 million children across 1.1 million habitations, across the country. “The chief goals of SSA are:

- Universal access and enrolment
- Universal retention up to the age of 14 years and
- Substantial improvement in the quality of education to enable all children to achieve essential levels of learning”(qtd. in. Bapna and Sharma 10)

1.2.1 Divisions of School Education System

Schools in India come under two categories: Government – Schools that are run by Central, State or Local Government bodies, or Private – individuals, trusts or societies. British Council’s report on *Indian School Education System An Overview* segmented the school education system as follows:

- Government Institutions
- Local Bodies Institutions
- Private Aided Institutions
- Private Un-aided Institutions

1.2.1.1 Government Institutions

Government institutions are the institutions which are run by the Central Government or the State Government or by a public sector undertaking or an autonomous organization that are completely financed by the government, for example: Kendriya Vidyalayas, Ashram schools, Sainik school, Military schools, etc.

1.2.1.2 Local Body Institutions

These are the institutions run by Municipal committees, corporations, NAC, ZillaParishads, PanchayatSamitis, and Cantonment Board etc. Examples for these are NDMC (New Delhi Municipality Council), Delhi Cantonment Board etc.

1.2.1.3 Private Aided Institutions

These institutions are managed privately but they regularly receive maintenance grant from the government or local bodies or any other public authority. The curriculum, study material, syllabus, examination and the other rules and regulations are the same as that of the public schools. The fee structure, PTA fund and the faculty recruitment are completely based on the government norms.

1.2.1.4 Private Unaided Institutions

These institutions are run by an individual or a private organization. They do not receive maintenance grant from the government or any other local body. The fee structure varies greatly and the students are admitted through entrance examinations, interviews, etc. These schools create their own curriculum and they evaluate students' competence in the examination. (Ghosh 13-14)

1.2.2 Education Boards in India

The Education Board, in general, shares power with a large institution, such as the government's department of education. In the Indian education system there are various education boards which have different structures and functions. There are 33 Education Boards which are recognized by the Government of India. ("Final Report" 4-5) The major education boards fall into two categories: National and International. The National Boards recognized by the government of India are: MHRD, CAGE, NCERT, SCERT, DIETs, CBSE, NIOS, CISCE, NIEPA, NCTE, CIET, and NCPCR;

and the International Boards are International Baccalaureate and Cambridge International Examinations.

MHRD

The Ministry of Human Resource and Development (MHRD) was established “on September 26, 1985, through the 174th Amendment of the Government of India (Allocation of Business) Rules, 1961” (Bapna and Sharma 4).

CABE

The Central Advisory Board of Education (CABE) was the oldest board recognized by the Government of India in the field of Education. This was established in 1920 and dissolved in 1923 as a measure of Economy. Later in 1935 the board was revived and had been active since then. The main function of this board was to advise the Central and State Governments in the field of education. (4)

NCERT

The National Council of Educational Research and Training (NCERT), was registered as a society under the Registration of Societies Act (Act XXI of 1860) on June 6, 1961. (5) It was an apex resource organization which was set by the government of India. Its major role was to assist and advise the central and state government regarding school education. It provides support and technical assistance to a number of schools in India and overseas. Also it drafts, publishes and recommends school text books for class I to XII of various subjects (Ghosh 16).

SCERT

Bapna and Sharma described that State Councils of Educational Research and Training (SCERT) came into existence by following the National Policy on Education (NPE), 1986 recommendation for the decentralization of teacher education. “The SCERT works to implement the frameworks set up by the NCERT for admission,

curriculum, construction, course conduct, guidance, examination and certification of pre-service teacher training programs in the area of pre-primary teacher education and elementary education” (5).

DIETs

District Institute of Education Training (DIET) provided academic and resource support at the grass root level. It focused on various strategies and programs which were being undertaken in the areas of elementary and adult education. The pre-service and in-service teacher education and training were the major responsibilities of DIETs. DIETs were set up in about “500 districts across India to achieve Universalization of Elementary Education (UEE) and to improve the quality of elementary education.” (5)

CBSE

Central Board of Secondary Education (CBSE) was established in 1962. It gives affiliations to both public and private schools. The board conducts All India senior school certificate examination (AISSCE) for class X and XII and AIEEE and AIMPT annual examinations for admission of undergraduate courses in engineering and medicine in colleges across India. (Ghosh 16)

NIOS

National Institute of Open Schooling is the board for distance education mode. It was established by MHRD in 1989 to provide education inexpensively to remote areas. (16)

CISCE

Council of Indian School Certificate Examinations (CISCE) was a non-governmental education board in India established in 1956. It conducts class X examinations for ICSE and class XII examinations for ISC in India. (16)

NIEPA

The National Institute of Educational Planning and Administration (NIEPA), Deemed to be University, has its origin at 1962, established by MHRD. Later “it was taken over by the Government of India and renamed as National Staff College for Educational Planners and Administrators. Subsequently, it became the National Institute of Educational Planning and Administration (NIEPA) in 1979.” (Bapna and Sharma 6).

NCTE

The National Council for Teacher Education (NCTE) came into existence in connection to the National Council for Teacher Education Act, 1993 “to achieve planned and coordinated development of the teacher education system throughout the country and the regulation and proper maintenance of norms and standards in the teacher education system.” (6).

CIET

Central Institute of Educational Technology (CIET) had promoted the use of technology such as “radio, television, films, satellite communications, and cyber media in education. The institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level” (6).

NCPCR

“National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commission for Protection of Child Rights Acts, 2005.” The commission ensured that all laws, policies, programs and administrative mechanisms protect the rights of the child. Therefore it insisted “schools to form special cells to

solve problems of children and to examine incidences of mental and physical distress” (6).

1.2.3 Surveys Related to Primary Education

The National Achievement Survey (NAS) has been conducted periodically since 2001 by The National Council of Educational Research and Training (NCERT) for class 3, 5 and 8, with the permission of the SarvaShikshaAbhiyan to “monitor improvement in children’s learning levels and to periodically assess the health of the government education system as a whole.” (NPE 25)

Similarly, Annual Status of Education Report (ASER) has been conducted by the NGO, *Pratham* since 2005, to assess children’s schooling status and basic learning levels in reading and arithmetic. According to ASER, in 2013-14, the enrolment rate at the elementary level from grade I to VIII, in India was 19.89 crore. (NPE 2016) “The 2014 survey found that nearly half of the grade V students were not able to read at grade II level; and nearly same proportion of grade V students did not have the basic arithmetic skills, which they should have learned by the end of grade II.” (25)

1.3 Background of the Study:

English is taught as a second language in India for a total of twelve school years i.e. from Class One to Class Twelve. Despite their exposure to English language at least at the classroom level for twelve long years, the learners lack in a considerable proficiency and competency in that language. Some of the factors that are involved in this issue are:

- English is taught as a subject and not as a language; this is because of the exam-driven education system and the learners are imposed to practice rote-memorization to score marks in the examination

- teachers who are specialized in other language or subject are assigned to teach English which leads to the use of inappropriate methods to teaching English to the second language learners
- a great majority of the Indian classrooms are overloaded with students which results in disinterested teaching procedures and poor learning outcomes
- lack of properly trained teachers leads to an invariable practice of lecture method in the ESL classroom thus thwarting any scope for active teaching learning process, which in turn results with attaining nil proficiency in English

The above list of factors is not exhaustive. Nevertheless, the primary issue addressed by this research is the teaching of English as a subject in the ESL classroom.

Although there are various methods of teaching a second language, it should agreeable be selected based on the learners' language requirements and their learning environment. Moreover a teaching method selected should also have a scope to reach the learners' cognition to enable them to easily pick up the target language. This idea is the actual point of departure for this research.

1.4 Rationale of the Study:

The study is based on the schools from Coimbatore, a Tamil-speaking District of the South Indian State of Tamil Nadu. The samples are Class Four (IV Standard) students of selected government schools in suburban Coimbatore. A total of six government schools in the rural areas were selected for the study.

The parents of most of the students are illiterate and they come from a socially and economically backward society. By no means could the students have an exposure to the target language, i.e. English, outside the school. In this context it is evident that the learners need to be taught English through an effective approach and appropriate methods, right from the beginning of their education. The researcher

therefore proposed to make use of their mother tongue (L1) to teach English (L2). The Additive Bilingual Approach was thus chosen to teach English to the Primary Level ESL learners in the government schools selected for this research study. The research aimed at enhancing the primary level ESL learners' Listening, Speaking and Reading skills in the ESL classroom in relation to the Additive Bilingual Approach. The researcher used the learners' Mother Tongue (L1) as a scaffolding tool in teaching English.

A keen acquaintance of various language acquisition theories like Behaviourism, Innatist theory, Cognitive theory and Constructivist Learning theory instigated the idea of trying bilingual approach through constructivism in teaching English as a second language. To supplement and substantiate this approach the researcher adopted Vygotsky's Social Constructivist theory. This theory proposes the concept of *Zone of Proximal Development (ZPD)* emphasizing on the social interaction of the language learners. This study used Additive Bilingual Approach to develop the primary level ESL learners' three communication skills viz. Listening, Speaking and Reading, by means of improving their cognitive ability. Along with this the demographical details of the samples selected from the government schools were taken into account to decide upon the approach of teaching. It is assumed that the use of mother tongue (i.e. Tamil, in this case) would help the learners to pick up the target language (L2) with better understanding and to creatively construct their own sentences in that target language (L2).

1.4.1 Bilingualism and its Types

The Merriam Webster Dictionary defines the term 'bilingual' as "having or expressed in two languages"; "using or able to use two languages especially with equal fluency" and 'bilingualism' is defined as "the ability to speak two languages";

“the frequent use (as by a community) of two languages”; “the political or institutional recognition of two languages.” (“Bilingual” *Merriam*; “Bilingualism” *Merriam*) The Cambridge Dictionary defines ‘bilingual’ as “a person who speaks two languages equally well.” and ‘bilingualism’ as “the fact of being able to use two languages equally well.” (“Bilingual” *Cambridge*; “Bilingualism” *Cambridge*) According to Macnamara ‘bilingual’ is “persons who possess at least one of the language skills even to a minimal degree in their second language” (59-60). For purposes of achieving its objectives, this study justifiably adopts Macnamara’s definition.

There are different types of bilingualism based on at what age the learner learns it. The following are the types of bilinguals:

1.4.1.1 Balanced and Dominant Bilinguals

Balanced bilingual is a person who has more or less equal competence in both languages whereas dominant bilingual is one who has more proficiency in one of the two languages. (HamzehMoradi 108)

1.4.1.2 Compound, Coordinate and Subordinate Bilinguals

Compound bilinguals have one system of meaning for both L1 and L2 and two sets of linguistic codes, for example /libro/ and /book/ (Spanish and English).

Coordinate bilinguals have separate systems of meaning for two different languages.

Subordinate bilinguals like compound bilinguals have one system of meaning and two sets of linguistic codes yet the meaning for a word in the L2 will be interpreted through the L1. The following figure shows these concepts.

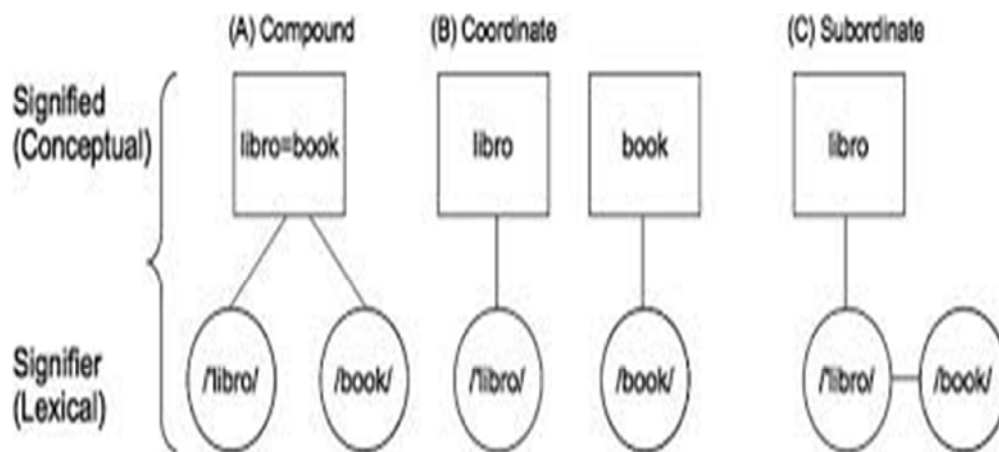


Fig. 1. Compound, Coordinate and Subordinate Bilinguals

(Heredia and Cieslicka 13)

1.4.1.3 Early and Late Bilinguals

Swain (1972) proposes early bilingualism as attainment of native like proficiency in the L2. On the other hand late bilinguals are considered as non-native speakers of L2 who haven't attained the complete competencies in L2. (Hamzeh 108)

1.4.1.4 Additive and Subtractive Bilingualism

Bilinguals who can learn L2 without losing their mother tongue are called additive bilinguals. In contrast to this those who lose their mother tongue in the process of acquiring L2 are the subtractive bilinguals. (Lightbown and Spada 32-33)

1.4.1.5 Elite and Folk Bilingualism

Fishman affirms that bilinguals are classified into two categories based on the social status as Elite and Folk. Elite bilinguals are those who speak the dominant language in the society. Also they speak another language which will give them additional status to them. On the other hand folk bilinguals' mother tongue would be the less privileged language in the predominant language society (Hamzeh 109).

1.4.2 Bilingual Education

Hamer and Blanc define bilingual education as “any system of school education in which, at a given moment in time and for a varying amount of time, simultaneously or consecutively, instruction is planned and given in at least two languages” (189). This describes the use of two languages as a medium of instruction while learning L2 as part of bilingual education. The bilingual education programs are divided into three categories considering the definition given above. Most of the bilingual educations will fit under any one of these categories:

- Instruction is given in both languages simultaneously.
- Instruction is given first in L1 and the pupil is taught until such time when he is able to use L2 as a means of learning.
- The largest part of instruction is given through L2, and L1 is introduced at a later stage, first as a subject and later as a medium of instruction. (189)

1.4.2.1 Typology of Bilingual Education

Typology of bilingual education includes the characteristics of the students in the program, its goals and its organizational structure. The following table depicts certain distinctions:

Typology	Characteristics of Students
Majority/Minority Languages or Students	Numerically dominant or non-dominant group of students.
Dominant/Subordinated Students or Groups	These terms refer to the power and status relations between social groups. The term subordinated sometimes be interchanged with minoritized.
Enrichment/Remedial Programs	French immersion programs in Canada and minority language students in the United States will come under enrichment programs. Remedial programs aimed to remediate the presumed linguistic shortage that bilingual children experience.
Maintenance/Transitional Programs	Maintenance programs help students of minority language to develop their proficiency in their home language. And transitional program is a temporary bridge to give instructions in the dominant language
Late-exit/Early-exit Programs	Early exit program are nothing but a transition from the bilingual program to the conventional one. Late-exit program is a developmental program in the United States which assumes that the promotion of both languages will result in the positive academic out comes in both L1 and the target language.
Immersion or Submersion Programs	Immersion programs are another form of bilingual education which focuses on developing fluency and proficiency in both L1 and L2 by immersing students in a second language instructional environment. In contrast to this, Submersion provides 100% instruction in the target language.

Table 1 Typology of Bilingualism(Adopted from Cummins, Jim, “Bilingual,” 164-65)

If a child learns more than one language since his/her early childhood then he/she is referred as a ‘simultaneous bilingual’. On the other hand one who learns another language later in their life is referred as ‘sequential bilingual’. Yet “there is no evidence that learning two language substantially slows down their linguistic development or interferes with cognitive development.” (Lightbown and Spada 30-31)

1.4.3 Use of L1 in L2 Learning

The Mother Tongue can be effectively used in the L2 teaching classroom. In India various studies had already shown the possible use of mother tongue (L1) in the L2 teaching and learning (Mukhopadhyay; Kumari; Pathak; Zonunsangi). But these studies primarily focused only on the development of language skills in the L2. The present study uses Additive Bilingual Approach to explore, whether the manipulation of L1 in the L2 teaching classroom develops the learners cognition and also to discover the effectiveness of this approach in developing the basic language skills in L2.

The Additive Bilingual Approach provides an opportunity to use the L1 in the L2 teaching learning process. The use of L1 serves as an assisting tool in learning the L2. It helps the learners to comprehend the meaning of words and the concepts through their already existing knowledge in the L1 which lies in their ‘Common Underlying Proficiency’ (CUP) as Cummins’ Developmental Interdependence Hypothesis “addresses the functional interdependence between the development of L1 and L2 skills” (Cummins, James 227)

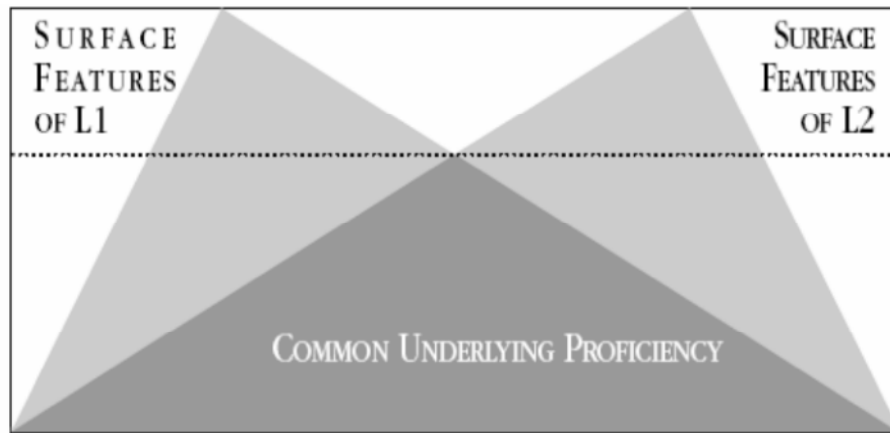


Fig. 2. The Dual Iceberg representation of Bilingual Proficiency (Cummins, Jim, “Teaching,” 5)

The Common Underlying Proficiency promotes the learners to comprehend and to pick up the language (L2). The present study considers ‘cognition’ as the learners’ ability to comprehend and remember the same to pick up the L2. On the other hand

Vygotsky’s *Mind in Society* clearly shows that the social and cultural factors make a huge impact on the development of cognition which comes under the Constructivist Paradigm.

1.5 The Research Design:

This research aimed at developing the three communication skills (Listening, Speaking and Reading) of the ESL learners at the Primary Level, by tapping their cognition for improved motivation, understanding and using the language easily. The study was carried out as follows:

Phase I: The problem was located after a study of various language learning theories that have been being tried at the primary level to teaching English as a Second Language, especially in the semi-urban and rural schools, focusing on the language competencies they contribute to develop in the language learners. Of all, the researcher found Vygotsky’s Social Constructivist Learning to be ideal

for use at the primary level ESL Classroom. On the other hand, the revised Bloom's Taxonomy reinvigorated the researcher's supposition that, to learn or even 'pick up' a language and use it, the children need to 'understand' what is spoken and written in that language and to 'remember' the same. Therefore it was decided to test the possibility of improving their communication (Vygotsky's theory) by catering to their cognition (Bloom's Taxonomy) focusing only on their understanding and remembering. The language characteristics required of a Primary Level ESL learner were taken from the Common European Framework (CEF) of languages, and the target skill levels were set according to the language exposure and ability of the Indian rural lot. To foster this process and to ensure better receptivity of the language activities planned, the Additive Bilingual Approach was selected.

Phase II: As sanctioned and allotted by the Coimbatore District Educational Officer the following six Government schools from the outskirts of Coimbatore district were taken for the study.

School A: Panchayat Union Middle School, Edayarpalayam, Coimbatore

School B: Panchayat Union Primary School, Kalveerampalayam, Coimbatore

School C: Panchayat Union Middle School, Vadavalli, Coimbatore

School D: Panchayat Union Primary School, Goundampalayam, Coimbatore

School E: Government Primary School, Urumandampalayam, Coimbatore

School F: Panchayat Union Middle School, Vadavalli (South), Coimbatore

300 learners from Class Four (IV Standard) were taken as samples. Two classes (with a total of 84 learners) were taken for the Control Group and four classes

(with a total of 216 learners) were taken for the Experimental Group; the regular teaching learning process of the English language classes in these schools was observed for a period of two weeks.

Phase III: Mixed Research Method was followed for data collection and assessment. A survey-cum-pilot study was conducted through questionnaires among the parents and the teachers of the pupils of these schools. This was done with the view to getting a comprehensive picture of the individual learners, their language ability and usage, their socio-economic background and their behavioural pattern. The survey among the teachers was to understand the methods and modes of teaching and their understanding of the learners. A Pre-test was conducted with the prescribed text to gauge the learners' capacity to understand and remember the content in the textbook.

Phase IV: A teaching module was developed for the prescribed English text, with activities based on Bloom's Revised Taxonomy (for Remembering and Understanding), Vygotsky's Social Constructivist Theory (Zone of Proximal Development and Social Interaction), and Bruner's concept of Scaffolding. The mode of delivery was based on Additive Bilingual Approach. This study was conducted to the experimental group for one complete term (30 hours) during the academic year 2018-19. The module focused on the Listening, Speaking and Reading skills of the language learners.

Phase V: Once the module was completely implemented a Post-test was conducted to check the variable factors mentioned above. The responses were assessed and

comparison was done between the Control and Experimental Groups and inferences were made from the same.

1.6 Statement of the Research Problem:

The present study aimed at testing the efficacy of Additive Bilingual Approach in improving the Cognition and Communication of Primary Level ESL learners, with reference to their cognition. The study is therefore titled “Cognition and Communication – Efficacy of Additive Bilingual Approach to Teaching English as a Second Language at the Primary Level”.

1.7 Objectives of the Study:

- To make the learners understand the content in their textbook using the Additive Bilingual Approach and activities catering to their ability to recall, recognize, list, describe, retrieve, name and find information.
- To make the learners remember the content in their textbook using the Additive Bilingual Approach and activities catering to their ability to explain ideas/concepts, to interpret, summarize, paraphrase, classify and explain.
- To initiate and enable social interaction among the learners with the help of activities that involve both the learners and the teacher, and sometimes, people outside the school.
- To improve the learners’ range of potential for learning, that is, Zone of Proximal Development (ZPD), by making them participate in various activities that involve both the learners and the teacher, and sometimes, people outside the school.
- To use L1(Tamil, in this case) as a scaffolding device in teaching L2 (English) to help the learners improve their Listening, Speaking and Reading skills in English.

1.8 Hypotheses of the Study

1.8.1 Hypotheses:

- There will be a significant difference enabled by the Additive Bilingual Approach in the learners' understanding and remembering of the English language
- There will be a significant difference enabled by the Additive Bilingual Approach in the learners' Listening, Speaking and Reading skills

1.8.2 Null Hypotheses:

- There will not be any significant difference enabled by the Additive Bilingual Approach in the learners' understanding and remembering of the English language
- There will not be any significant difference enabled by the Additive Bilingual Approach in the learners' Listening, Speaking and Reading skills

1.9 Research Assumptions:

- English language is taught from Class I in all Government schools in Tamilnadu.
- The Class IV samples selected for the study have basic knowledge about the second language, English.
- The Additive Bilingual Approach will help the learners to develop their cognition as well as their basic language skills like Listening, Speaking and Reading.
- The possible use of mother tongue (L1) in the Second Language (L2) classroom will help the learners to pick up the target language (L2).
- The learners come from the semi-urban and rural areas and so teaching the L2 by using either the direct method or any other advanced method might not be suitable for the learners.

- The learners are below the Basic A1 level described by the Common European Framework of Reference for Language (CEFR), published in 2001.

1.10 Scope of the Study:

- This study has used Additive Bilingual Approach only at the Primary Level in select government schools in Coimbatore, Tamil Nadu.
- The study has only tested the effectiveness of the Additive Bilingual Approach in teaching English as a Second Language.
- The study has examined the feasibility of the use of L1 in L2 teaching classroom at the Primary Level.
- The study tests the Additive Bilingual Approach in relation to the development of cognition as well as the basic language skills viz. Listening, Speaking, and Reading. Considering the complexity involved and the systematic training and instruction required to teach that skill, the Writing skill is not included for the primary level learners.
- The study is confined to the observation made for a period of Thirty (30) Instruction Hours and relies on the difference between the Pre and Post-test scores and performance.

1.11 Limitations:

The present study is delimited to the area, method, technique, language skills focused, tools and assumptions proposed for the study.

- The study was limited only to the class IV learners at the Primary level of the Select Government Schools in Coimbatore.

- The study focused on only three basic language skills: Listening, Speaking and Reading.
- The module prepared for the study was confined only to the Additive Bilingual Approach.
- The activities designed as part of the module was confined to Vygotsky's social constructivist theory.

1.12 Thesis Overview:

The thesis has been organized as follows:

Chapter One is the introduction that presents the background of the study, the research problem, rationale and assumptions of the study, operational definitions, objectives of the study, Hypotheses, and the scope and limitations of the study.

Chapter Two presents a detailed review of literature related to the current study. Studies done in the area of bilingual teaching and learning, the use of L1 in L2 teaching and learning, and the theories considered for this study are included in this chapter.

Chapter Three is divided into two parts. The first part presents the theoretical background of the research and the second part illustrates the area of the study, details of the samples and the schools selected for the study, the module prepared, and also about the Pre-test and Post-test conducted.

Chapter Four delineates the methodology of the study, experimental type used, classroom observation, data collected from the parents' and teachers' questionnaire and also a description of the intervention study conducted for the research.

Chapter Five illustrates the testing of the objectives of the study and testing the hypothesis and assessment of the data collected through parents' and teachers' questionnaire, and Pre-test and Post-test.

Chapter Six is the conclusion that sums up and reiterates the significance of the study, statement of the problem, objectives of the study and hypotheses. It discusses the findings of the study and makes a detailed assessment of the inferences. This chapter also presents recommendations based on the study and provides ideas for further research

1.13 Summary:

This chapter presented an introduction to and a comprehensive background of the research. The rationale and objectives of the study were also given, along with the scope and limitations of the study. The following chapter presents the review of related studies and also justifies the significance of the present study based on the inferences drawn from the previous research.