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## **Abstract**

The present study 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 Pretest 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 Posttest 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.

## **LIST OF ANNEXURES**

- Annexure 1 - Permission Letter from the  
Chief Educational Officer (C.E.O.)
- Annexure 2 - Institutional Human Ethics Committee Report
- Annexure 3 - Parents' Questionnaire
- Annexure 4 - Teachers' Questionnaire
- Annexure 5 - Pretest question and sample responses
- Annexure 6 - Module Activities
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- Annexure 8 - Plagiarism Report