

# **CHAPTER I**

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## **Chapter I**

### **Introduction**

#### **1.0 Introduction**

Despite the fact that English has been taught in India and overseas for several decades, new notions about language, its ranges of usage, and the growth of educational technology have resulted in substantial changes in its teaching. This is a digital world in which technology pervades every aspect of human life.' To be literate in the modern period requires command of a variety of presentation modes via a variety of technology.

This new era necessitates the growth of multiliteracies. McPherson and Murray (2003, p.4) stated that to achieve progress, it is vital to train emerging young professionals in the language and technology of the Information and Communication Revolution.

According to Warschauer (1999), the language teacher should teach students new reading and writing skills, as the screen has largely usurped the place of printed pages in the modern era. Familiarity with many genres and discourses is critical for the development of an individual's personality, for achieving personal goals, and for contributing to the development of society.

#### **1.1 A Short Overview of ELT in India**

Sindkhedkar (2012, p. 2) cited Pt. Jawaharlal Nehru's January 27, 1955, speech at Pune University, in which he stated his desire to introduce English language in India for the development of the Indian people, allowing non-Hindi speakers to communicate with Indians and contribute to the country's advancement.

According to Vijayalakshmi & Manchi Sarat Babu (2014), India has a 250-year history of English language instruction dating all the way back to the founding of the East India Company in 1759. The importance of English education grew in 1835, following Macaulay's Minutes. In those renowned "Minutes," Lord Macaulay proposed teaching English to the Indian community in order for them to converse with the Western.

However, the primary objective of teaching English to Indians was to develop a cadre of assistants capable of assisting in the country's administration. Lord Macaulay chaired the committee charged with determining whether or not traditional Sanskrit and Persian education should be phased out in favor of English. He argued that English should remain the primary medium of instruction at Indian universities. Orientalists advocated for the use of classical Indian languages, specifically Sanskrit, Persian, and Arabic. The Anglicists favored English, but none of these two factions desired to obliterate vernacular languages, and thus decided to teach the first year of school in vernacular languages. However, because the Indian political parties refused to implement English education, the practice of educating students in classical and vernacular languages continued. At the time of the 1813 Charter Act, this debate over the language of instruction gained traction among British and Indian officials. The majority of these politicians supported the introduction of English-language education. Raja Ram Mohan Roy believed that a traditional education would keep the country in the dark, and he associated English with modernization and liberty. This is considered to be India's first deliberate attempt to promote English language teaching (Wajahat, 2012). Raja Ram Mohan Roy was instrumental in bringing western scientific education to the English-speaking world. In lieu of Sanskrit and Persian, he advocated for English as the primary teaching language. In the foreword to *Kanthapura*, he remarked, "We shall have English language among us, not as a guest or friend, but as a member of our castes, creed, sect, and tradition" (Wajahat, 2012, p. 6).

According to Wajahat (2012), the Central Advisory Board of Education devised a plan for India's educational advancement in 1944. The board was chaired by the Education Advisor to the Government of India, and the developed new scheme was dubbed the Sargent Scheme. Under this scheme, the program provides compulsory education up to 14 years old, allows for the use of vernacular up to high school, with English as a necessary subject, and English as the language of instruction at the university level.

To overcome the medium of instruction debate in 1956, the central advisory Board of education adopted a three-language formula. In 1961, the Chief Ministers' Conference adopted the following formula (Wajahat, 2012, p. 7):

1. The indigenous language and, if it is distinct from the indigenous language, the mother tongue.
2. Hindi or another Indian language in locations where Hindi is spoken, and
3. English or a modern European language of your choice.

As a result, India's official language education began with a language dispute that was addressed through the use of a three-language formula.

The foundation of the Central Institute of English in Hederabad in 1958 was a watershed moment, as were the establishments of other regional institutes in Bangalore and Chandigarh. English was once taught mostly through literature, but as science and technology evolved, English became the international language of communication. This movement shifted the emphasis of English instruction away from literature and toward communication. And with this transformation, a new era of English education began in India, altering the country's ELT paradigm (Vijayalakshmi & Manchi Sarat Babu, 2014).

## **1.2 Aims and Objectives of teaching ESL in India**

In language instruction, NCF 2005 stressed the need to develop autonomous thoughts, effective and accessible presenting of opinions, and a reasonable understanding of current and historical events. It must inspire students to express themselves in their own words, nurture their natural creativity and imagination, and assist them in developing an understanding of their own identity.

According to Position Paper 1.4 (NCERT, 2006), one of the key objectives of the ESL teacher is to ensure that students understand that linguistic comprehension is necessary for language proficiency and the learning and enhancement of a second language at a higher level in school. Having to read extensively with comprehension and enjoyment lays the groundwork for vocabulary development and subsequent stages of writing. In school libraries, resources in text and interactive media formats could be used or supplied as texts.

According to NCERT (2006), the policy statement also attempted to define the identity and purpose of English in contemporary India, saying that "English does not truly exist

independently" and that "it must discover its identity" in cooperation with other Indian languages i.e., (a) in regional language schools: how can children's other languages aid in English teaching? (b) How might diverse Indian languages be respected in English-medium schools? Apart from that, there are a few additional points to consider: Primary education may benefit the most from the use of a consistent language throughout the curriculum. Due to the fact that language is best acquired through a variety of contexts, all instruction is, in some sense, language instruction. Additionally, this perspective also emphasizes the role of language in secondary school.

According to Somatkar (2012, p. 3), English teaching has four primary objectives. They are as follows:

- i. Semantic – concerned with comprehension;
- ii. Phonetic – concerned with sound, spelling, and pronunciation;
- iii. Graphic – concerned with writing; and
- iv. Phonetic–Cum Graphic – concerned with reading.

Thus, the four aims of English instruction are as follows:

- 1. To comprehend spoken English.
- 2. To speak in English;
- 3. To write in English
- 4. To read English

Out of these four objectives, (i) and (iv) objectives are related to passive command over the language and the objectives (ii) and (iii) are related to active command over the language.

The skills that will be evolved of these objectives are as follows:

- 1) To be able to comprehend spoken English:

- It comprises the ability to identify English accents without making any mistakes, as well as the skill to deduce the meaning from what is perceived.

2) To be able to speak in English

-This includes tone and stress reaction in speaking as a response to listening.

3) To be able to read English:

-This refers to the skills to read and comprehend a variety of texts, such as prose, poetry, drama, and novels.

4) To be able to write in English:

-This comprises the skills to create supervised and free writings, as well as the ability to choose appropriate words and form phrases.

In response to the Listening, Reading, Writing, and Speaking skills, the language teacher must build the following sub skills (NCERT, 2006).

**Listening** - Forecasting, listening for substance, listening for precise data, listening for subtleties, and generating conclusions. Learners are expected to comprehend spoken English in real situations such as greetings, getting instructions and guidelines etc.

**Reading** - reading to gain a broad comprehension of a text, reading swiftly through a text while seeking for keywords, quickly scanning a text in order to get the major ideas, having able to forecast or predict information based on a basic understanding of the topic.

**Writing** – centers on the issue and does not include contradictory data. It should follow a structure, such as beginning, middle, and end, to ensure that the writing is consistent. Furthermore, it must adhere to regular written English rules (e.g., punctuation, capitalization, and spelling) and contain a variety of grammatical constructions.

**Speaking** – forming words by appropriately applying emphasis, rhythm, and intonation, as well as accurate word structures, lexicon, and register. In a nutshell, pupils should be able to converse in English fluently.

### **1.3 Acquisition of the Second Language (L2)**

First language or L1 is the language a child learns from his parents; it is the language that emerges spontaneously from the child. It is commonly known as the mother tongue. When it comes to the second language, or L2, it follows that the first language has been learned. (Thirumalai, 2002). Acquisition of the second language (L2) differs from learning a first language (L1) because it is influenced by the instructional methods, the school community, the importance of the language in the learner's societal environment, and the language policies that govern its teaching.

Learning another language is a hard journey, where social interaction plays a vital role. The interaction that takes place between teacher-learner and learner-learner, as discussed by Van (2000), has its own place in the classroom context. Vygotsky (1978) has given the term 'the zone of proximal development' where the teacher can use the learner's language competencies for further development by providing scaffold through different activities. This type of teaching style helps the learners in getting command over the language. Michael Breen (2001) emphasizes the culture of the class and the school as the first agencies for secondary socialisation. Social practices' and social and cultural identities should be part of ideological interactions.

Other important factors in second language learning are the socio-cultural acceptance of the language and the government's support or educational policies. For example, in India English is used in day-to-day conversation and it considered to be high status to use it. This motivates the learners towards learning this language. Moreover, educational policies emphasize developing the communicative abilities among the learners. The educational ministry organizes various educational programs for providing guidelines to the teachers in achieving this goal. In contrast to this, in China or Korea, there is a lack of such support from the education ministry. The English language is not enjoying the same status in its socio-cultural context, which results in the lack of interest in acquiring command over this language.

In short second language learning is pole apart from acquiring the first language as its learning depends upon the inner as well as external factors of the novice.

## **1.4 Responsibilities of Language Teachers**

Generally speaking, there are only two basic views on language acquisition, Behaviouristic, and Cognitivist. In the recent period, the researchers' emphasis the third view of language acquisition. This view is known as Interactionist view of language acquisition. As per this theory, "language learning takes place when language, in the environment, interacts with the learner's internal mechanism" (ECL 774 study guide, p. 2 in topic 5). This theory puts more emphasis on the learner, the input that they receive and their output. To explain this process in depth Gass (1997) has given the model "Input-Interaction-Output" (IIO) (Block, D., 2003). This model includes the following stages:

The first stage is the appreciation where the learners notice the input provided by the teachers and then link it with his/her prior knowledge. The appreciation results into the comprehension of the input and then intake of that new perception becomes possible. This leads the learners towards integrating the new information; developing and storing the changes which took place.

According to Harmer (2001) and Richard (1990) one of the language teacher's role is to make the students aware about certain features of the language by noticing those features in the teaching-learning process. For noticing, Harmer (2001) says that, the teacher should organize the task in such a way that these features should come out in a natural way and the students can notice them easily. This process will help the learner in producing the learned language. Scholars say that in the absence of 'noticing' there are very few chances for 'intake' of the language (Richard, 1990).

Exposure, motivation and the opportunities for using the language spontaneously should be the part of language teaching. In addition, the learners should participate emotionally in the learning procedure, their self-image should be enhanced and their creativity should be fostered (Rogers & Freiberg, 1994). Krashen (1999) argued that the language we acquire in the subconscious mind comes out spontaneously in the conversation then the grammar or other language-items. He said that the learned-language works as the monitor of the spontaneous use of the language. The teacher and the taught should put their heads together to overcome the hurdles of learning English. They should think about what is to



be done and how. For getting the answer of these questions they should think about the appropriate teaching approach.

### **1.5 ESL Teaching Approaches**

With reference to India, English is constitutionally the Secondary language and is the academic language too. Moreover, the students have to clear the entrance examinations for getting admission at the university level. The examinations are conducted in English. The job interviews are, also, conducted in the English. English is the entrance-gate for higher studies, abroad. Therefore, communicative skills needed to be developed among the students.

The IIO model (Input-Interaction-Output) along with communicative approach can fulfill the above mentioned purposes. Scholars such as Gibbon (2002) contend that language instruction should take place in the language itself, and through the language to get the command over it. The main principle of this approach, as discussed in Harmer (2001), is to teach the language form in such a way that the learners can use them in different contexts and for different purposes. Gibbon (202) says that the usage of language depends upon the context of culture and the context of situation. Therefore the mingling of the form and the meaning should remain the core part in teaching context and should put focus on teaching the specific registers for expressing their view points in the communication process.

In this process the content based approach will help the teacher in designing the communicative activities. The content based approach is developed on the language learning theory that “language underpins everything we do and takes place within a context” (ECL 751 study guide, p. 4 of topic 8). As mentioned by Beale (2002), the content based approach means teaching of subject matter through target language. Pica (2000, p. 145) says that it is assumed that “L2 learning can be achieved both through, and for, content learning, and content learning can be accomplished, through and for, L2 learning”. In Aristotle’s words, 'What we have to learn to do, we learn by doing' (Beale, 2002, p.12). The communicative activities can help the teachers in motivating the learners for the use of language and it provides the authentic base for formulating the

activities but it has its limit that this approach focuses very little on the form of the language. Therefore, as Pica (2001) argued, there should be a connection among the academic content, language forms and features, and language learning process for effective and efficient L2 learning. Finally, if the content based approach mingled the focus on the linguistic features along with academic features then this approach can be successful either in the countries where English is their first language i.e., English speaking countries, or in the countries where English is their second language i.e., India. However, this approach will not get success in the countries where English is their foreign language.

Language teachers should integrate the lexical approach too in the teaching process because as Lewis (1993, 1997) suggests that the acquisition of a large number of fixed and semi-fixed prefabricated items results into the fluency of the language (Harmer, 2001). As per the 'lexical hypothesis' (Levelt, 1989) mentioned that "the lexicon is the essential mediator between the idea and the grammatical and phonological encoding" (ECL 774 Deakin study guide, p. 10 in topic 5).

In recent years, the systemic linguistic approach and the notions of genre and register, given by Michael Halliday (in Burns, 2001), caught the attention of the scholars. Gibbons (2002) mentioned that the context of culture and the context of a situation change the commutation style (ECL 751 study guide, 2006). Therefore, the language learners should have the command and control over the particular genre they are using to communicate in different contexts. Burns (2001) gives an example of an integrated approach where the teacher had engaged the ESL learners in various spoken and written tasks while teaching the skill of writing an application letter.

### **1.6 Practices of Teaching ESL in India**

SCERT (2009) spotted that researchers have recently become interested in how people in India are learning a second language. In today's digital age, mastering more than one's native tongue is a must. People are studying a second language not merely to pass the time, but also to further their education, secure jobs, and raise their voice globally. The grammar-translation approach was traditionally used to teach English. In 1950,

structurally graded syllabi were established as a major advancement in the English instruction. However, by the 1970s, the structural method's behavioural, psychological, and philosophical roots had refuted Chomsky's contention that language is a "mental organ". The structural method was likewise met with dissatisfaction among English teachers. It was perceived as not providing learners with "portable" or "real-world" language. In retrospect, the structural approach used in the classroom resulted in the segmentation and minimisation of ideas by dividing of ideas into structures and skills. The distance between the "linguistic age" and "mental age" of the learners widened due to form-focused language instruction. The chasm had grown so large that the intellect was no longer capable of forming language. As a result, the focus switched to teaching language use in real-life situations. Linguists in the United Kingdom contended that language use requires more than grammatical proficiency. As a result, the phrase "communicative competence" was coined. The concept of obtaining communicative competence presupposes the presence of grammatical proficiency in order to construct the language.

English language teaching has evolved dramatically in the last two decades as a result of the belief that language is an instrument to be used for a certain goal. This innovative teaching method focuses on motivating students to communicate confidently in the target language.

According to SCERT (2009), the old structure-based curriculum is giving way to an activity-based in the English teaching. It promotes the use of language with ease, suitability, and precision. It also helps pupils improve their LSRW skills. As a result, evaluation techniques have shifted from conventional text-based questions towards reading and writing activities, based on real-life events and texts such as extracts from news stories, periodicals, booklets, studies, educational pamphlets, flyers, stories, rhymes, essays, portraits, graphs, charts, as well as other visual resources. Writing assignments have shifted from compositions or paragraphs to cards (emails), notification, reports, and taking notes, as required in real-life situations.

### **1.6.1. Scenario of teaching ESL in Gujarat**

In Gujarat, ESL is one of the school disciplines. Teachers are paying more attention to Mathematics and Science as a result of requests from parents and pupils. As Patel (2011) mentioned, there is a general belief among the parents and the teachers that the study of Mathematics and Science are important, especially in industries like health and technology for a successful profession. Teachers and parents must be made more aware of the fact that studying English is not the same as learning any other subject in school i.e., Mathematics, Social Studies, or Science. It should be taught as a language to make the mass able to communicate. Most universities and colleges administer entrance exams to measure students' proficiency in English, the language of libraries, media, and communication. In the merit list of the successful students of such national level test, very few Gujarati students are seen. Without having good command over English language it will not be possible to achieve good results. All the educationists, policy makers, parents, teachers and learners should achieve this awareness.

#### **1.6.1.1 Scenario of Teaching ESL in Vadodara city of Gujarat**

Patel (2011) indicated that the standard of the English language communication skills among the students of Gujarati medium schools is very low. The majority of English language teachers lack specialized training, as evidenced by the fact that many of them cannot construct even few simple proper sentences on their own. Their main concern is only to finish the syllabus in time. Nobody pays attention in knowing how much of language learning has taken place in the class. Listening and speaking activities are not taking place in the classes. Therefore, students are unable to communicate fluently after completing the schooling. According to Gamit (2012), children in Gujarati language schools have a limited vocabulary and are unable to talk in class.

Bi-lingual method was very popular among the English language teachers in Gujarati medium schools. In spite of the detailed delivery plan been provided in the teachers' book, the teachers were not implementing those techniques in the classroom. While teaching the lesson, the teachers were giving the instructions in the Gujarati language though the textbook was based on the communicative approach. The teaching-learning

process involves reading the text by the teacher, followed by the learners and writing the question-answer. The grammar activity is assigned as homework. In India, English language teaching is considered as teaching literature and therefore most of the texts are pieces of literature, hence it has less scope for communication tasks. Grammar Translation method was also the most popular method followed by the ESL teachers in Gujarati medium schools (Kaur, B. & Bhangu, J.P.K., 2015).

### **1.7 Information and Communication Technology – ICT**

Toomey (2001) mentioned a debate among the experts on the term ICT. Some experts refer 'C' as '**communication**' whereas others refer 'C' as '**communications**'. The singular form refers to human engagement; plural refers to the total field of information and communications technologies. To put it another way, the singular form relates to the procedure or result, whereas the plural refers to all of the technology. Pluralization of the abbreviation ICT (technologies) can also refer to the different equipment or processes that comprise "Technology". The plural form of this phrase is ICTs. The following is a critical explanation of ICT (Toomey, 2001):

"ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and videoconferencing). What is most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterises both the technologies and their use" (Toomey, 2001, para. 3).

Apart from clarifying the acronym, there is no commonly acknowledged definition of ICT because ICT theories, techniques, and implementations are constantly evolving almost regularly. It's hard to keep track with all these developments because they occur quickly. Many methods for collecting, analysing, preserving, and sending data for communications are included in ICT.

## **1.8 Application of ICT in Teaching ESL**

The primary goal of language teachers is to help students improve their conversational skills. "For language students to engage in an expanding online realm, they must use technology via English and understand the numerous styles and text forms used in this emerging mode of interaction," according to McPherson & Murray (2003, p. 1).

Literacy is defined as the abilities to read and write in the Oxford English Dictionary (2022). With the advancement of humans, the concept of "literacy" continues to evolve. The development of the printing press, for example, revolutionized the writing task in the mid-fifteenth century. Another example is the Industrial Revolution, which resulted in significant socioeconomic transformation. Education was seen as a study of literature and concern to linguistic appropriateness, in the 19<sup>th</sup> century. In addition, by the 20<sup>th</sup> century, this concept was reformulated as a "self-conscious endeavour to impart the abilities, understanding, and social mores essential for modern commercial and institutional society" (Warschauer, 1999, p. 3). With the growth of the internet, this concept has changed even more in today's setting. Many IT-related terms have entered English due to the advancement of digital technology. As a result, as a language instructor, it becomes vital to incorporate the use of technology in language teaching in familiarize learners with these new language features. IT impacts how individuals interact, access data, and exchange information; hence it should be taught in the classroom. "ICT and English are complementary to one other," says Achrya (2004, p.18).

One case study presented by Warschauer (1999) claims that Computer-Mediated Communication (CMC) offers ways in which students can communicate their thoughts with time flexibility. It is beneficial to low achievers. They can rephrase their ideas, as well as put them into proper sentence structure and publish their comments on the discussion forum. Learners can perform all of these without feeling pressured by their peers; thus technology-assisted instruction creates an environment where students can practice to articulate their thoughts in their pace.

"Effort will be undertaken to promote basic computer skills in as many secondary level institutions as possible so that the youngsters are provided with essential computer

knowledge to be effective in the rising digital age," says the National Policy of Education (1986).

National Knowledge Commission (2006) mentioned that language acquisition occurs with teachers' guidance and adaptation from the environment; hence the classroom needs to be compatible with adequate additional audio-visual and text resources. To meet this language learning needs, libraries might be established in every classroom, including age-appropriate books, periodicals, audio-visual resources, and banners. Outside of the classroom, language learning opportunities should be developed through particular bilingual radio and television channels. Learning groups could be created to share expertise and extend the usage of English outside of the classroom. A nationally sponsored financial aid program for the development of English learning materials should also be established.

Unfamiliarity with ICT, like lack of reading, writing, and arithmetic, leaves persons functionally uneducated. As a result, the National Curriculum Framework for School Education (2000) correctly stated, "modern technology has a great capacity to modify education and profoundly change school. It is not just incorporated into a course content; rather, it becomes an important part of the educational process, culminating in standardized computer skills, computer-assisted learning, and, eventually, computer-based learning across the country" (Badiyani, 2008, p. 24).

According to Acharya (2004), ICT can help build skills in Reading, Writing, Speaking, and Listening.

**Skills of Reading and Writing** – Learners can look up books by title, search the topic of their specific interest and print them. In case if the student becomes a member of the online library then they can access the library of the world through computer. Acharya (2004) also stated that the Word Processor is the boon for the language learners. It highlights the spelling and syntax error and provides suggestions in reframing the sentence. They can also read and write on the web pages such as on Blogs. Reading and writing offline messages and emails also helps in developing formal and informal writing skills.

**Skills of Listening and Speaking** – language learners can practice pronouncing new words through Computer, outside the classroom hours. Chat-rooms and video conference also provide the opportunities to develop these skills.

### **1.9 Rationale of the Study**

Researcher's observation of English teaching practices in Gujarati medium schools in 2013 indicated that most of the teachers focused on practicing comprehension tasks in their teaching-learning process. The language was taught by reading and translating the text, answering the questions and fill-in-the blanks. This does not mean proper language teaching. This can only develop one of the sub skills of reading; skimming and scanning (Position Paper 1.4, NCERT, 2006). This teaching trend had failed to develop vocabulary, listening comprehension, writing techniques, and speaking and communicating skills. As an outcome, after completing the school education Gujarati students are unable to communicate successfully in English and are unable to pass competitive examinations. The teaching-learning process is more examination oriented; e.g., fill in the spaces and answering the questions. At majority of the time, students are wasting their time in memorizing answers from the study guide. The primary goal of English instruction in India is to make students independent by motivating them as well as raising their knowledge of the relevance of English (Sindkhedkar, 2012).

Teaching language is entirely different from teaching other disciplines such as Maths, Science, or Social Studies. Teaching grammar rules of a language cannot teach the language. Especially in the Gujarati medium schools, most of the learners belong to the Gujarati-speaking family, and the opportunity to practice communicating in English is almost zero at home. The students listen to the English language only during the English period in the school as English is not their first language. Exposure, motivation, and opportunities to use the language spontaneously should be part of language teaching. Findings of Krashen (1999) say that the language that we acquire subconsciously comes out spontaneously in the conversation than the grammar or other language items. His theory also says that the learned-language works as the monitor of the spontaneous use of the language.



Many study attempts have been made to evaluate English teaching methods in schools, according to Lightbown (1990), and they reveal that many conventional language-teaching methods are impractical. It is widely acknowledged that pedagogy focused solely on teaching linguistic forms, and that does not prepare students to utilize L2 accurately and fluently. Instead, the learner should always be provided chances to improve the second language for communicative objectives to become proficient in it (Ellis, 2002).

According to Vijayalakshmi, M., and Manchi Sarat Babu (2014), effective learning occurs when a learner can interact proficiently in writing and speaking, as well as utilize English for library uses. However, as a 'Library language,' if English is being studied, it would not have been helpful in generating employment opportunities because these learners found less proficient than those who procured expertise in each of the English language's four skills (Indira, 2003).

Hence, the researcher felt the need to develop a strategy, considering the objectives of ELT, which can lead to provide an opportunity to teach each of the English language's four skills and thus to improve the instruction of the English language at Gujarati medium school of Vadodara. This resulted in developing the ICT based strategy to teach English at 9<sup>th</sup> standard Gujarati medium school of Gujarat.

### **1.10 The Present Study**

The present study took place in the year 2013. It is based on several observations by the researcher, prior to her actual experiment, in different Gujarati medium schools of Vadodara. Despite the rising access to ICT tools and efforts by the private and public sector companies, there seemed to be certain reluctance from language teachers to incorporate ICT resources in their classrooms (Gupta & Singh, 2014). The primary goal of English teachers is to help students improve their conversational abilities.

Sindkhedkar (2012) observed that, despite the fact that English has been used as a means of communication in India since colonial times, and despite widespread knowledge and awareness among families, community, and government, the majority of Indian pupils struggled to learn the language. For them, the most difficult subject is English. Teachers,

on the other hand, had a difficult time finding an approach that would help children learn English because the learners come from different socio-economic, linguistic and, cultural background as well as they also have different attitude and aptitude towards learning the English language. There are learners with good command over the English language and learners with no or less exposure to the English in the classroom. To meet the need of each of these learners is a challenging task for the language teacher.

As a result, with the assistance of English language professionals and technology, the researcher had developed the ICT based strategy to teach English at the Secondary level in a Gujarati medium school of Vadodara.

### **1.11 Statement of the Problem**

The following is the problem statement of the study:

Developing an ICT based strategy for teaching English as a Second Language at Secondary school level in Gujarat in India.

### **1.12 Objectives of the Study**

The study's objectives were as under -

1. To develop an ICT-based strategy to teach English as a Second Language for standard IX students of Gujarati medium school.
2. To implement the developed ICT- based strategy to teach English as a Second Language for standard IX students of Gujarati medium school.
3. To study the effectiveness of the implemented ICT- based strategy to teach English as a Second Language for standard IX students of Gujarati medium school.
4. To confirm the effectiveness of the components of the ICT-based strategy through the eyes of the learners of the experimental group on which the experiment was conducted.

### 1.13 Hypothesis

Null hypothesis and the hypothesis of the study were as under -

H<sub>0</sub>: Null hypothesis- There will be no significant difference between the achievement scores of the Experimental group and the Control group students.

H<sub>1</sub>: There will be a significant difference between the achievement scores of the Experimental and the Control group students.

### 1.14 Explanation of Terms

- **ICT** - There is no commonly acknowledged definition of ICT because ICT theories, techniques, and implementations are constantly evolving almost regularly, so the researcher considered the definition of ICT given by Toomey (2001) in the present study.  
“generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and videoconferencing)” (Toomey, 2001, para. 3).
- **ICT based Strategy** – A strategy of teaching with the help of internet enabled computers, OHP, YouTube, Tape recorder and LCD TV with different combination of teaching contents of respective units.
- **Reflection of Students** – Preferences (likes/dislikes) of the learners on the efficacy of each of the components of the ICT based strategy implemented to the experimental group.

### 1.15 Operationalization of the Term

- **Effectiveness** – A significant difference in formative and summative achievement scores between experimental and control groups would indicate the effectiveness of the researcher's developed ICT-based strategy.

### **1.16 Delimitation of the Study**

The current study was delimited to Gujarati medium students in grade IX, and examined only the first term units of the prescribed English textbook for the academic year 2013-14.

### **1.17 Chapterisation of the Thesis**

The thesis is organised into five chapters and the details of the same are given below.

**Chapter I Introduction** – Researcher included the background of ELT in India, Aims and objectives of Teaching ESL, Second Language (L2) Acquisition, Responsibilities of Language Teacher, ESL Teaching Perspectives, Practices of teaching ESL in India, Scenario of teaching ESL in Gujarat State, ICT, Application of ICT in teaching ESL, Rationale, The Present Study, Statement of the problem, Objectives, Hypothesis, Explanation of Terms, Operationalisation of the term and Chapterisation.

**Chapter II Review of Related Literature** – Researcher included the reviews of the studies analysed by the researcher in the area of teaching ESL in India and abroad, and teaching ESL with ICT in India and abroad. It is preceded by a discussion of the findings from the reviewed literature and their relevance to the current study.

**Chapter III Plan and Procedure of the Study** – Researcher detailed the methodology and the research design of the present study. It also focuses on the development and procedure of the tools, data collection and analysis.

**Chapter IV Data Analysis and Interpretation of the Data** – Researcher discussed the data analysis and interpretation of the data with respect to the formative and summative tests, and with respect to the 5 Point Likert scale. It also describes the major findings of the study and elaborately discusses them.

**Chapter V Summary** – Researcher recaps the preceding chapters and briefly discusses the study's methodology and findings. It concludes by making recommendations for further research in the field of teaching ESL.