

The Integration of the Four Skills in English in an Indian Classroom

A study of the integration of speaking, listening, reading and writing in the English classroom in a primary school in Vadodara, India

Diana Ammouri

Department of Education in Languages and Languages Development

Degree Project, 15 hp

The Integration of the Four Skills in English in an Indian Classroom

A study of the integration of speaking, listening, reading and writing in the English classroom in a primary school in Vadodara, India

Spring Semester 2011

Supervisor: Pernilla Rosell Steuer
Examiner: Anna Bergström



Stockholms
universitet

The Integration of the Four Skills in English in an Indian Classroom

A study of the integration of speaking, listening, reading and writing in the English classroom in a primary school in Vadodara, India.

Diana Ammouri

Abstract

The aim of this study and field trip is to study how English as a second language is taught in a school in India. The focus will be on the materials used during the lessons and how they are used by the teacher. My concentration will be on a primary school in Vadodara, Gujarat in India and my delimitation will be on English learned as a second language in a governmental school. The purpose of this study is to describe and analyze how English teachers in local government schools in Vadodara, Gujarat focus on the integration of the four skills; speaking, listening, reading and writing during the English lessons. I have gathered data through interviews, observations and through the material used during the lesson. The results of the empirical findings are that even though the government has specific goals, focusing on the teaching of the four skills, for the schools these goals cannot be attained. These goals can be found in the syllabus which is presented in the theoretical background of the essay. Even though the teachers state that they can use different materials teaching English, the only material used in the classroom is the textbook and all the lessons are based on it. To be able to “pronounce English words and word-clusters and sentences occurring in the text; correctly” was a speaking goal that was difficult for the students to attain. The reason for that may be because of the teachers’ lack of proficiency in the English language.

Key Words:

English as a second language, material, speaking, listening, reading, writing, textbook

Table of Contents

1. Introduction.....	1
1.1 Purpose.....	2
1.2 Research questions	2
2. The Setting.....	3
2.1 Introduction India.....	3
2.1.1 Gujarat - Vadodara.....	4
2.2 Background: History of education in India	4
2.3 Education System in India and Gujarat	5
2.4 Program and Projects.....	5
3. Theoretical background.....	7
3.1 Steering Documents	7
3.1.1 Textbook for Year Five	8
3.1.2 The English syllabus in Sweden	8
3.1.3 Today and yesterday	9
3.1.4 External and Internal Goals	9
3.2 The Goals of Language Teaching	10
3.2.1 Communicative Language Teaching	11
3.2.2 Product-Based Communicative Language Teaching Approaches.....	11
3.4 Summary	13
4. Previous Research.....	13
4.1 ELT: Breaking the Boundaries	13
4.2 English in post-colonial India	15
4.3 The English Textbook.....	16
5. Methods	16
5.1 Ethical considerations	16
5.2 Selected methods.....	17
5.2.1 Collecting Data.....	17
5.2.1.1 Materials.....	17
5.2.1.2 Interviews – semi structured	18
5.2.1.3 Observations – non participant	18
5.3 Selection	19

5.3.1 Survey area - school.....	19
5.3.2 Respondents.....	19
5.3.3 Interpreter	20
5.4 Procedure.....	20
5.5 Reliability and Validity	21
6. Empirical Findings.....	22
6.1 Observation Results.....	22
6.1.1 Observations on Teaching of the Four Skills.....	22
6.1.2 Observations of the Materials.....	23
6.2 Result from interviews	24
6.2.1 Materials and Aims	24
6.2.2 Teaching of the four skills.....	25
7. Analysis	26
7.1 The interaction of the four skills.....	27
7.2 The material used and teachers' attitudes	28
7.3 Focusing on the students' use of the four skills	29
8. Discussion & Conclusion.....	30
9. Reference list	33

1. Introduction

Thanks to the Swedish International Development Cooperation Agency (SIDA) that financed my scholarship program Minor Field Studies (MFS) I was able to visit India to gather material for my study. The MFS program aims to provide Swedish students with the opportunity to build up their knowledge of developing countries and development issues, it is also intended for students at universities and university colleges with an international interest.¹

As a person who speaks Arabic at home, Swedish in school and English when I travel, I can state that the knowledge of all these languages has made it easier for me to communicate with more people and learn about new cultures. According to a study done by the Council of Europe, a person who speaks two or more languages fluently builds up a communicative competence where all the language knowledge and language experiences are combined and influence each other.²

The purpose of being multilingual and multicultural is to be able to use languages in a communicative purpose and to be able to participate in an intercultural interaction. With this knowledge a person will create a more complex and compound competence for the understanding of languages and cultures.³

The English language has gained an enormous importance not only in today's education but in everyday life. "It has expanded from a language spoken by about 6 million people in 1600, a little over 8 million in 1700, around 30 million in 1800, about 120 million in 1900"⁴, and to approximate 1 billion people in 2011.⁵ To be able to communicate with people from different countries in the world the English language has been taught in schools in many countries. People learn English to be able to communicate with people who do not speak their own language.

Pennycook discusses in the article "ELT and Colonialism" the importance of understanding the relationships between English language teaching (ELT) and colonialism and that there are several significant ways in which that can be done.⁶ The historical development of ELT is the first and most obvious aspect of the relationship between ELT and colonialism. To be able to understand the development we have to be aware of its history within the British and American Empires. The second aspect are the political and economic issues: "there are many ways in which the current spread of English, teaching methods, and textbooks can be seen as a recapitulation, if not an intensification, of (neo-)colonized relations."⁷ The third and last aspect is the cultural one, in which Pennycook discusses the combination of events or circumstances between ELT and colonialism and the result of long-lasting effects on the theories, practices, and beliefs of English language teaching.⁸

¹ See appendix 1 for more information

² Gemensam europeisk referensram för språk: lärande, undervisning och bedömning. (2009). Stockholm: Skolverket., p.4

³ Ibid.p.165

⁴ Pennycook, Alastair (2007) ELT and Colonialism, p.13

⁵ <http://exploredia.com/how-many-people-in-the-world-speak-english-2011/>

⁶ Pennycook, Alastair (2007) ELT and Colonialism, p.13

⁷ Ibid. p.13

⁸ Ibid. p.13

Indians were learning western subjects through the medium of English, “English education.” The English education was adopted by the government in India on March 7, 1835 and the importance of English education in India has ever since increased over time. I have in this study chosen to focus on the integration of the four skills in the English lessons in India and how the material used are focusing on the teaching of the four skills.

1.1 Purpose

The focus of this fieldtrip has been to study how English is taught as a second language in one specific school. My concentration will be on a primary school in Vadodara, Gujarat in India and my study will be limited to English learned as a second language in a governmental school.

The purpose of this study is to describe and analyze how English teachers in a local government school in Vadodara, Gujarat focus on the teaching of the four skills; speaking, listening, reading and writing during the lessons.

1.2 Research questions

Which strategies do the teachers’ use during a second language English class in class V, VI and VII in a primary school in Vadodara ?

The focus will be on the following aspects:

- How do the teachers’ integrate the teaching of the four skills; speaking, listening, reading and writing in the lesson?
- How is the material used in class focusing on the teaching of the four skills?
- To what extent do the students get the opportunity to listen, speak, read and write in English?
- What are the teachers’ attitudes towards different types of materials used during the lessons?

2. The Setting

The purpose of this chapter is to provide background information on India as a country, the education system and an aspect of the children's socio-cultural life. The focus will be on the educational development and the national supporting programs implemented by the government. In the beginning of this chapter I will start by introducing the history of India in a broader perspective, this will then be successively narrowed down to my area of investigation.⁹

2.1 Introduction India

The country of my field study is the Republic of India, a country in South Asia. It is the seventh-largest country by geographical area and according to the "CIA World Factbook" the population in July 2011 is estimated to be 1,189,172,906 people. This makes it the second most populous country and the largest democracy in the world. India is a country consisting of 28 states and 7 union territories. It has the world's twelfth largest economy. Economic reforms since 1991 have transformed it into one of the fastest growing economies; however, it still suffers from high levels of poverty, illiteracy, disease, and malnutrition. India is today one of the fastest growing countries in the world concerning economic activity and population.¹⁰

India is one of the world's largest functionally multilingual countries with "forty-seven languages used in education as medium, eighty-seven in press, seventy-one in radio, thirteen in cinema and thirteen in state level administration"¹¹ India is a nation without a national language. The Constitution from 1950 does not give any of the 18 major regional languages a national language status. It does state that Hindi and English are co-official languages. Except from these 18 major regional languages, there are according to the 1991 census 96 languages/dialects that also exist but because of the miniscule number of speakers or lack of political clout, are not represented in the school system.¹²

In the early 18th century, India was increasingly annexed by the British and colonized by the United Kingdom from the mid-19th century. After a struggle for independence, marked by widespread non-violent resistance, India became an independent nation in 1947.¹³

After gaining independence it had become a priority for the government to make education available to all. Discrimination on the basis of caste and gender had been a major holdup in the healthy development of the Indian society, it became illegal by the Indian constitution to educate everyone

⁹ Have during the production of this chapter cooperated with Maria Norman

¹⁰ CIA-World Factbook (online). Available from <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>, (accessed on 22 May 2011)

¹¹ Pennycook, Alastair (2007) *ELT and Colonialism*, p.13

¹² Cummins, Jim & Davison, Chris (red.) (2007). *International handbook of English language teaching*. New York: Springer. p.188

¹³ Hællquist, Karl-Reinhold. "Indien: Europeisk kolonialism". Available from <http://www.ne.se/indien/historia/europeisk-kolonialism>, Nationalencyklopedin, (accessed 22 May 2011)

freely. However, the 86th constitutional amendment made elementary education a fundamental right for children between the ages of 6 and 14.

The vision of education for India is contained in Article-45 of the constitution: “The state shall endeavor to provide a period of ten years from commencement of this constitution, free and compulsory education for all children until they complete the age of fourteen years.” For the development of the country, the Government of India is committed to the goal of universalization of Elementary Education (UEE).¹⁴

According to the National Council of Education Research and Training, tremendous progress has been achieved in the qualitative expansion of Elementary Education and there has been phenomenal increase in the number of schools and enrolment. As a result of such expansion, 94% of the rural population has access to primary schools with a walking distance of one kilometer along with this accessibility the attendance of children has also increased considerably (NCERT 1986). However, India remains one of the 35 countries, most unlikely to meet Education for All goals by 2015 (UNESCO, 2005).¹⁵

2.1.1 Gujarat - Vadodara

Gujarat, where this study was carried out, is a state that came into existence on the 1st of May 1960. It is located in the western part of India and is bounded on the west by the Arabian Sea, on the north by Rajasthan and Pakistan, on the east by Madhya Pradesh and on the south by Maharastra.¹⁶

2.2 Background: History of education in India

As stated earlier (chapter 2.1), the British first went to India as tradesmen, but gradually they became the rulers of the country. In spite of this, they did not think that the support of education among the natives of India was part of their responsibility.

In 1793 it was proposed to send out schoolmasters to India. This encountered the greatest opposition in the council of directors, who did not agree with these ideas. The situation remained the same for 20 years. The ruling authorities in England refused to accept responsibility for the education of Indian people. But all that changed in 1813 when the governor-general started to devote 100,000 rupees every year to the education of Indians.¹⁷

The money available was spent mostly on the teaching of Sanskrit and Arabic and on the translation of English works into these languages. During that time the question of education started to interest different types of groups. An important group was the Christian missionaries. The Christian missionaries had started their educational activities as early as 1542. The movement spread throughout the country and exercised a lasting influence on Indian education. They introduced regular

¹⁴ Education for All Mid-Decade Assessment; Reaching the Unreached, INDIA. p. 10

¹⁵ Cummins, Jim & Davison, Chris (2007). p.239

¹⁶ Gujarat. Available from <http://www.ne.se/lang/gujarat>, Nationalencyklopedin, (accessed 22 May 2011)

¹⁷ Mukerji, Shridhar Nath (1955). History of education in India: modern period. [2d ed.]. Baroda: Acharya Book Depot. p. 6

and fixed hours, a broad curriculum, and a clear-cut class system that renewed elementary education.¹⁸

2.3 Education System in India and Gujarat

Elementary education in India is defined as education from classes 1-8; it covers children between the ages of 6 and 14 years. It is further divided into two sub stages: primary and upper primary education. Primary education lasts up to class 5 and covers children in the 6-11 age groups. Upper primary covers classes 6 to 8 and includes children in the 11-14 age groups. However, some states have primary schooling up to class 4 and upper primary up to class 7 only.¹⁹

Universalization of Elementary Education has been a national goal since independence. Many people in India have been working to make the importance of education shown in the Constitution of India in 2002, to make elementary education a fundamental right of every citizen.²⁰ The goal is to enforce education for all children up to the age of fourteen and that every child in India despite caste, gender or religion will attend school. In order to achieve UEE, the government of India has initiated a number of programs and projects such as: “The right of Children to Free and Compulsory Education Bill, 2008” and the Sarva Shiksha Abhiyan (SSA) which was launched in 2001. There are more programs in India that work towards the same target, I will however focus on the programs SSA and Learning without burden, those programs will be referred to in the next chapter.

According to J.C Aggarwal there are three steps to fulfill UEE:

“Number one is: Universalization of provision. This means that school facilities should be provided to all children between 6 -14 years with a maximum walking distance of a child.

Number two: Universalization of enrollment, this means that all children between 6-14 years must be enrolled, for this compulsory legislation must be passed and with legislation in place, parents can be fined for not sending their children to school.

Number three: Universalization of retention with this it means that when a child attends school the purpose is that the child stays there till the child finishes 8th grade. If the child leaves the school before, then the universalization is defected.”²¹

2.4 Program and Projects

The purpose of this chapter is to discuss the different projects edified by the government to support the schools in India and to achieve the goal of UEE. More importance is now being given to those sections of the community that are most underprivileged and disadvantaged like girls, scheduled caste

¹⁸ Ibid. p.6

¹⁹Education for All Mid-Decade Assessment; Reaching the Unreached, INDIA. p.19

²⁰ Ibid. p.19

²¹Aggarwal, J. C. (2010). Development of Education System in India. Delhi: Shipra Publications, p.230

and tribes²², minorities, children and youth with disabilities. I have therefore chosen to focus on two projects used.

2.4.1 Sarva Shiksha Abhiyan

SSA evolved to achieve universal primary education, the idea developed during the State Education Minister Conference held in October 1998. The schema of SSA was approved by the Cabinet during a meeting held on the 16th of November 2000 and started 2001.²³ The program covers the whole country and addresses the needs of 192 million children.²⁴

SSA's overall goals are to include universal access and support, bridging of gender and social category gaps in education and development of learning levels for the children. SSA provides for a variety of interventions, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement.²⁵

5.4.3 Learning without Burden

In the early 1990s a committee appointed by the Ministry of Human Resource Development analyzed the problem of curriculum burden. The roots of the problem was traced to the tendency to treat information as knowledge. In the committee's report, *Learning Without Burden*, it was pointed out that "learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention of using textbooks as the basis for examination. The impulse to teach everything arises from lack of faith in children's own creative instinct and their capacity to construct knowledge out of their experience."²⁶

One of the biggest problems was that the pressure to include more topics in the children's textbooks was growing. The size of the textbook was increasing each year and the syllabi they cover, symbolize a systemic failure to address children in a child-centered manner. Many authors who were writing the textbooks thought that all this new information and knowledge needed to be pushed down the throats of little children in order to catch up with other countries.

A major change in the design of syllabus and textbooks was suggested in the project Learning without burden. Not only a change in the design of syllabus and textbooks but also a change in the social ethos, which places stress on children to become aggressively competitive and exhibit precocity. In order to use the child's creative nature in teaching, the report recommended a fundamental change in the matter of organizing the school curriculum, and also in the system of examination which today forces children to memorize information and to reproduce it. Learning for the sake of being examined

²² Scheduled Castes and Scheduled Tribes are, according to the free dictionary by Farlex, Indian population groupings that are explicitly recognized by the Constitution of India, previously called the "depressed classes" by the British. Both groups together comprise over 24% of India's population.

²³ Aggarwal, J. C. (2009). Education Policy in India. Delhi: Shipra Publications. p.175

²⁴ Ibid. p.176

²⁵ Status of Education in India National Report. p.15

²⁶ Caroline Dyer, (1996), The Improvement of Primary School Quality in India: Successes and Failures of 'Operation Blackboard. p.71

in a mechanical manner takes away the joy of being young, and links school knowledge from everyday experience. To address this deep structural problem, the National Curriculum Framework, 2005 draws upon and elaborates on the insights of Learning Without Burden.²⁷

3. Theoretical background

As explained earlier, in the introduction of this study, English language learning has gained an enormous importance in today's society. To be able to learn and teach not only English but any other language, the use of different types of materials is important. That is why I have decided to focus on the materials used during the learning of English in India.

For a long time, researchers have been looking for the perfect method in English Language Teaching and many approaches have been developed.²⁸ To understand the development of English in India I will in the chapter "today and yesterday" point out the development of the education in India and the development of language teaching. In recent years communicative language teaching has found its place in the English teaching curriculum, education policy statements, course books and teacher education programs.

I have in this chapter decided to focus on different approaches regarding CLT. To be able to understand the reason behind the communicative language teaching I will start by introducing the steering documents of the English language class in India and compare them with the Swedish ones. I will later on discuss the development of language teaching, in general, throughout the last 50 years and then focus on CLT as a development for English language teaching.²⁹

CLT is divided into many different teaching approaches. I will, however, focus on external and internal goals. The external goals relate to the students' use of the second language outside of the classroom and the internal goals relate to the students' use of language to the educational aims of the classroom itself. Another focus will be product-based CLT approaches – text-based instruction and competency-based instruction. These will later on be compared to the textbook used in the grades V, VI and VII and what goals the students in each class have to achieve to continue to the next grade.³⁰

3.1 Steering Documents

I have chosen to observe three different English classes; V, VI and VII. In each class the teacher uses a different textbook. The similarities between these textbooks are that they are all divided in the teaching of the four skills. The statements of competencies, which in other words mean the goals each

²⁷ Ibid. p.71

²⁸ Abdullah Coskun, (2011), Journal of Linguistics and Language Teaching. p. 85

²⁹ Richards, Jack C. Communicative Language Teaching Today, (2006) p. 2

³⁰ Ibid. p.38

student must achieve after a year of English, are divided into the four skills that I decided to focus on in this study. So, the syllabus of the English class can be found in the textbook for each grade.

The goals in all three textbooks look the same, the difference between them are the levels of knowledge each student must have achieved after each school year. All the goals in each textbook are divided according to the teaching of the four skills, but instead of for example speaking 100 common words in year five³¹, the students have to speak 150 common words in year six³² and 200 common words in year seven.³³

3.1.1 Textbook for Year Five

To give an example of the statements of competencies that can be found in the textbook for year V, I will in the next chapter focus on the speaking competencies, which is one of the four skills.³⁴

3.1.1.1 Speaking

The student, to be able to speak around hundred common words and give stress on pronunciations, identification and meaning. He/she also need to know and recite jingles and rhymes. It is also important that they know how to pronounce English words and word-clusters and sentences occurring in the text, correctly. The student also has to be able to respond correctly to greetings and also give short response to very simple yes/no questions on given situations like a textbook lesson, a picture, a language game. He/she do not only need to know how to answer these types of questions, he/she also need to know how to ask them. The student also has to give short responses to 'What', 'Where', and 'How many' questions based on a picture. The students also need to be able to produce orally words, simple statements, affirmative and negative, based on a given situation from a textbook lesson, a picture, language exercise, a dialog.etc. He/she also need to be able to speak cardinal numbers up to fifty.

3.1.2 The English syllabus in Sweden

According to the 2011 English syllabus for the Swedish obligatory school, the aim of teaching the English language in school is to make the students develop their knowledge in, the English language, English-speaking areas and different types of contexts where English is used. The aim is also to make the students believe in themselves to be able to use the language in different situations and with different aims.³⁵

There are, however, both similarities and differences between the Swedish syllabus of 2011 and the Indian syllabus. The new Swedish syllabus is, as the Indian one (see above), divided into different aspects, the titles of the divisions in the 2011 Swedish syllabus have been on; communication, reading and listening and speaking and writing. The Indian syllabus is more detailed and as I earlier stated (in chapter 3.1) you can, for example, find the exact number of words each student has to know and what

³¹ See appendix 2 for more information

³² See appendix 3 for more information

³³ See appendix 4 for more information

³⁴ See appendix 2 for more information

³⁵ Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011. (2011). Stockholm: Skolverket. p. 30

questions he/she has to be able to answer. The comparisons of the Swedish syllabus from 1994 with the one from 2011 is that the goals in the newer one are divided into the characteristics of the four skills. It is, however, still not as detailed as the Indian one.

The Swedish syllabus has been inspired by Vygotsky's socio-cultural theory. His ideas created a new form of pedagogic focus.³⁶ Vygotsky states that, it is the inner psychological development of the individual which may be the only urge for learning. This in other words means, that the interaction between a persons psychological development (the students' way of thinking), and education is influenced by social and cultural aspects.³⁷

3.1.3 Today and yesterday

As emphasized earlier (in chapter 2.1), India was colonized by the British for a long time and did not gain independence until 1947. English education was, however, adopted by the government in India on Mars 7, 1835. "The system of education that the British introduced in India was modelled on the British system, especially in regard to higher education. The striking feature of this educational transplantation was English, which was not only taught as a language but also became a medium of instruction."³⁸

During the last 50 years, language teaching has seen many changes in ideas about syllabus design and methodology. This has lead to the fact that communicative language teaching has encouraged a rethinking of approaches to syllabus design and methodology. Language teaching during the past 50 years can, according to Richards, be grouped in three different phases:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)³⁹

As seen above, when the British system of education was introduced in India during phase 1 of the language teaching development, which means, that the English education during that time had a traditional approach in school and in class. This can however still be seen in India today, where most of the lessons observed during this study were teacher fronted and controlled by the teachers.

3.1.4 External and Internal Goals

In order to understand the different types of goals each student is intended to achieve, the knowledge of what the differences between these goals are is important. The goals of language teaching can be divided into two main groups; external and internal goals. The external goals relate to the student's use of the second language outside the classroom and the internal goals relate to the student's use of language through the educational aims of the classroom itself.⁴⁰

³⁶ Vygotskij, Lev Semenovic (2001). *Tänkande och språk*. Göteborg: Daidalos. p.15 – translated by Diana Ammouri

³⁷ Ibid. p.15

³⁸ Vaidehami Ramanathan, (2007) A critical discussion of the English vernacular divide in India, p.52

³⁹ Jack C. Richards, (2006), *Communicative Language Teaching Today*, p. 6

⁴⁰ Cook, Vivian *The goals of ELT*, (2007) p.238

As stated above, external goals relate to the students' use of language outside the classroom. Examples of that can be when the students are traveling, they may use the second language in shops and trains, reading books in another language, attending lectures in a different country, or surviving as refugees in a strange new world.

External goals have dominated language teaching methodology for the most part of the last century, “first through situational teaching and later through audiolingualism with its emphasis on external situations.”⁴¹ When new syllabuses were achieved, the focus was instead on language functions and interactions in the world outside not the world inside, in that way, the student became introduced to communicative language teaching.

The classroom based schemes of Prabhu (1987) which influenced the task-based learning approach, has acknowledged that classroom tasks do not necessarily have external outcomes in the world outside school. In the article “Task-based Instructions” Peter Skehan state that he thinks it desirable that tasks have real-world relevance but believes it is difficult to obtain this in practice.⁴²

Not often is task based learning focusing on seeing what long-term internal goals such tasks might have for the student besides the students gaining linguistic knowledge. Language teaching has been observed for over 30 years, the results have been that the goal of language teaching is communication. This result is, however, taken without focusing on the issues of where, with whom, and for what purpose this communication takes place. If the goal is indeed external communication with other people who do not speak your first language, this is a goal that may not be reached for many (EFL) English as a foreign language students.⁴³

3.2 The Goals of Language Teaching

As emphasized above the English language has, in English language teaching programs, in many textbooks and teaching materials, traditionally been divided into four separate language skills—speaking, listening, reading, and writing.

In recent research, the focus of language learning and the nature of language, have been divided into three specific themes. First of all, the focus is on reforming the relationship between text and context.⁴⁴ This will make the traditional boundaries of a language decrease. Secondly, the existence of different text types is breaking down the traditional division between the four skills and reconstructing language as just one form of communication. Thirdly, different theories have contributed to a clear change in how language are being constructed. So, the focus has been on making an effective use of the growing linguistic texts from real interactions between language learners and users, rather than having a text based on the assumption of an ideal speaker.”⁴⁵

⁴¹ Ibid. p.239

⁴² Skehan, Peter, (2003) Task-based Instructions. p.3

⁴³ Cook, Vivian, (2007), The goals of ELT. p..239

⁴⁴ Ibid. p. 237

⁴⁵ Ibid. p. 237

With this explained, the conclusion that can be drawn is that even though both steering documents are divided in the four skills, there is a major difference between the goals and the reason of each skill.

3.2.1 Communicative Language Teaching

For many years there has been a search for the perfect method in English Language Teaching and many approaches have been developed. Communicative language teaching (CLT) has been one of the approaches and it has found its place in the English teaching curriculum, education policy statements, course books and teacher education programs. Today the focus is instead on changing the context of ELT and focus on the increasing development towards communicative language teaching.⁴⁶ The importance of real-life communication, generating unrehearsed language performance out of the classroom, developing linguistic fluency and facilitating lifelong language learning are areas that Brown (1997) emphasizes. Brown also lists some of the core features of CLT as follows:

1. Classroom goals are focused upon in all the components of communicative competence; they are not restricted to grammatical or linguistic competence.
2. Language teaching techniques are designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes. Linguistic structures do not represent the central focus but rather aspects of language which enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.⁴⁷

3.2.2 Product-Based Communicative Language Teaching Approaches

There are a great number of examples of how to use communicative language learning in teaching activities. I will however focus on two of these aspects, which is product-based CLT approaches – text-based instruction (TBI) and competency-based instruction (CBI) described in Jack C Richards article “Communicative Language Teaching Today”.⁴⁸ These two approaches focus more on the outcomes or products of learning as the starting point in course design than on classroom processes.

Communicative competence as involving the mastery of different types of texts is seen in text-based instructions, which are also known as genre-based approaches. The text there is used in a particular way to refer to structured sequences of language that are used in specific contexts and ways. For

⁴⁶Coskun, Abdullah (2011). p. 85

⁴⁷ Abdullah Coskun (2011). p. 85

⁴⁸ (2006)

example during one day a speaker of English may use spoken English in many different ways including the following:

- casual conversation exchange with a friend
- conversational exchange with a stranger in a lift
- telephone call to arrange an appointment at a hair salon
- an account to friends for an unusual experience
- discussion of a personal problem with a friend to seek advice

All these ways of using a language contains a beginning, middle, and an end. It also confirms to norms of organizations and contents, at it draws on appropriate grammar and vocabulary. That is why they can be regarded as a text. Communicative competence however involves being able to use different kinds of spoken and written texts in specific contexts. This way of viewing language is based on the work of the linguist Michael Halliday. According to Feez and Joyce (1998) TBI is thus based on an approach to teaching language which involves:

- teaching explicitly about the structures and grammatical features of spoken and written texts
- linking spoken and written texts to the cultural context of their use
- designing units of work which focus on developing skills in relation to whole texts
- providing students with guided practice as they develop language skills for meaningful communication through whole texts.⁴⁹

According to this view, learners in different contexts have to know how to use different texts occurring very often in specific contexts. Studying in an English medium university⁵⁰, studying in an English medium primary or secondary school, working in a restaurant, working in an office, working in a store, socializing with neighbors in a housing complex might be included in these contexts.⁵¹

Contents of a Text-Based Syllabus are identified through needs analysis and through the analysis of language as it is used in different settings. The syllabus however usually specifies other components of texts. Examples of that can for example be grammar, vocabulary, topics, and functions; hence, it is a mixed syllabus, one which integrates reading, writing, and oral communication, and which teaches grammar through the mastery of texts rather than in isolation. “The following text types are included in the *Certificates in Spoken and Written English*, which are widely taught language qualifications in Australia.

Exchanges	Simple exchanges relating to information and goods and services Complex or problematic exchanges Casual conversation
Forms	Simple formatted texts Complex formatted texts
Procedures	Instructions Procedures Protocols
Information texts	Descriptions

⁴⁹ Jack C. Richards, (2006), p. 36

⁵⁰ English medium means that all subjects in the classroom is taught through the English language.

⁵¹ Jack C. Richards, (2006), p. 37

	Explanations
	Reports
	Directives
	Texts which combine one or more of these text types
Story texts	Recounts
	Narratives
Persuasive texts	Opinion texts
	Expositions
	Discussions” ⁵²

3.4 Summary

For a long time, researchers have been looking for the perfect method in English Language Teaching and many approaches have been developed. In recent years communicative language teaching has found its place in the English teaching curriculum, education policy statements, course books and teacher education programs. Communicative classroom teaching among other things means that the teachers, when teaching, should use other types of material besides the textbook. That is why the focus today is instead on changing the ELT context and the increasing development towards CLT. I have decided to focus on different approaches regarding CLT. The two main groups in CLT are: external and internal goals. The external goals relate to the student’s use of the second language outside of the classroom and the internal goals relate to the student’s use of language to the educational aims of the classroom itself.

4. Previous Research

Language teaching has, in general, during the past 50 years been grouped in three different phases (mentioned in chapter 3.1.3). Phase three explained in the chapter 3 (theoretical background) is in other words called CLT.

I will in this chapter introduce previous empirical findings, doing that I will start by introducing ELT, with focus on the development of ELT. Later on I will retell result of observations done by Vinti Vaish in an English classroom in India. Lastly, the focus will be on the English textbook used during the English lessons.

4.1 ELT: Breaking the Boundaries

In the introduction of Chris Davidson and Jim Cummins’ article “Constructs of language in ELT: Breaking the Boundaries” it is mentioned that in ELT programs and in many textbooks and teaching materials the English language has been divided into the four language skills—speaking, listening,

⁵² Jack C. Richards, (2006), p. 37

reading, and writing. This is however, a problematic division because these boundaries characterize language as clear and permanent, without focusing on its context and users. Cummins and Davidson however argue that this is not the case in reality, texts constructed via email or online chat rooms are for example closer to conversational language than to written language, and they often make meaning through the integration of non-verbal references, digital images and other linguistic information.

They explain that corpus-based studies of real language use are showing how language forms and functions are changing and are changed by users, especially when English is being used as a common language by speakers of different languages. There are three clear themes in the current research of the nature of language and the implications for language learning and teaching.⁵³

The first theme is the relationship between text and context. This is not new to English language teachers. Text/discourse studies were established as a separate field in the 1970s with the move away from transformational grammar towards greater emphasis on the social bases of communication. The kinds of studies that are within this view of language are also trying to describe the role of the learner and the interlocutor, audience or discourse community, as well as the contextual and socio-historic conditions in which such learners act and interact. “Effective language users are seen as requiring both knowledge of textual and generic features, and knowledge of the social and the cultural rules about text (who, when, where, what about and how), for example, the positioning of individual writer, valuing of personal opinion and contestation of text.”⁵⁴ The assumption is however that text varies across and within cultures and institutions. To be able to use language in a new discourse community it is required to learn the language’s new forms and functions and also be able to relate to the development of a new identity and position in relation to audience, topic and self. This view on language presumes development within a text-type of genre, as well as from genre to genre.

The second theme, the appearance of more and more multimodal texts is contributing to the fact that the fast change of information and communication technology (ICT) has resulted in new text types, with new structures used to pass on information, not just to support printed text, but as text in its own right.⁵⁵ The language used between teachers and students and students and students has been changed thanks to ICT. This has happened through offering different ways of changing the types, frequency and quantity of the interaction and interactants, this can for example happen through increased opportunities of using the full variety from most spoken-like to most written-like texts. This has resulted in the creation of a big range of new text-types, which are all not yet properly described.⁵⁶ This however includes different ways of digitization and code-switching which in other words means using two or more languages and even modes of communication simultaneously. This can happen via chat rooms and real-time messaging as well as email and web forums.⁵⁷ Thirdly, insights and theories being built from practice up has contributed to a clear change in how descriptions of language are being constructed. So, the focus has been on making an effective use of the growing linguistic texts from real interactions between language learners and users, rather than having a text based on the assumption of an ideal speaker.

⁵³Cummins, Jim & Davison, Chris (2007). p.777

⁵⁴ Ibid. p. 778

⁵⁵ Ibid. p. 778

⁵⁶ Ibid. p. 778

⁵⁷ Ibid. p. 779

The third theme is of the importance of looking at real language use by real language users. Most ELT professionals and researchers have been influenced by the idea of communicative competence. A number of researcher have however noticed that, in ELT, there has been a gradual transfer from the need of investigating and understanding an actual language use in a specific social and cultural contexts to establishing a set of statements about what should be included in an idealized curriculum for L2 learning.⁵⁸

4.2 English in post-colonial India

In the article "A peripherist view of English as a language of decolonization in post-colonial India" Viniti Vaish retells her observations and research from an English Medium government school in New Dheli.⁵⁹ I have focused on the conclusions she has drawn from observing the teacher during an English lesson. "First she reads the story out to the children and even though she makes numerous errors the children enjoy it"⁶⁰ The English teacher's class is, according to Vaish, a typical example of the pedagogy in most classes of the bilingual program Sarvodaya Kanya Vidyalay (SKV). Vaish also states that this education and pedagogy is an illustration of pedagogies of the poor that develop within the constraints that the teachers, students and parents who are members of the urban disadvantaged work with. However, this kind of pedagogy does not teach communicative competence in the second language classroom.⁶¹

Despite the teachers' lack of fluency in the English language she is, according to Vaish, able to engage the children with the different lessons in the textbook while they ask numerous questions. The method the teacher is using belong to the 'direct method', which means that they are teaching in and through English, which for outsiders seems to be incomprehensible. The teacher also "provides a unique form of scaffolding, based on intensive translation, which a child who comes from a print-poor Hindi-speaking home can use to tackle the system and pass the exams."⁶²

The National Council for Educational Research and Training (NCERT) recommends that "In order to make education a meaningful experience, it has to be related to the Indian context" (NCERT, 2000: 37).⁶³ This has resulted in that the culture of the child is included in the classroom through the use of 'minority texts'. Most of the lessons in the English textbook are based on Indian stories and a few are written as a window to Western culture. There are 17 lessons of which only two are from the West, all the others are based on Indian mythology and folklore. In other words; the textbook tries to include children from diverse religious and ethnic backgrounds into the national curriculum.⁶⁴

⁵⁸ Ibid. p. 779

⁵⁹ (2005)

⁶⁰ Viniti Vaish, (2005) A Peripherist view of English as a language of decolonization in post-colonial India. p.196

⁶¹ Ibid. p.196

⁶²Ibid. p.197

⁶³ Ibid. p.198

⁶⁴ Ibid. p.198.

4.3 The English Textbook

In the article “A critical discussion of the English Vernacular divide in India” written by Vaidehi Ramanathan the textbook used in the English classes is discussed as pedagogical material.⁶⁵ They are focusing on the difference between the textbooks in English Medium (EM) schools and in Gujarati Medium (GM) schools where they learn English as a subject.

She points out that English language textbooks used in Gujarati and English medium K-12 classes describe different cultural models of literacy regarding what it means to be “literate in English” in the Indian context. While the English Medium textbooks advantage one group of students the parallel pedagogic practices in Gujarati Medium textbooks disadvantage the students who study in an Gujarati Medium School.

Ramanathan points out that the EM students are more privileged than the GM students in the English education. That can be seen in the language-related exercises in textbooks that foster the voices and opinions of EM students. These exercises do not exist in the English Textbook for GM students. These activities occur systematically at the end of each reading, they also seem to encourage EM, middle-class students to see themselves as individuals with views that matter and that need to be expressed.⁶⁶

But not only the exercises in the books point out the difference between the students in EM and GM schools, the readings in both sets of texts show the different English literacy models as well. GM texts, with their general focus on survival English, focus on how language is used in particular Indian contexts for example; “at the park, at the zoo, or sending a telegram.” In contrast to that, the readings in EM texts, are more international. They are from British, American, and Indian literary texts.⁶⁷

5. Methods

To be able to answer my research questions, the usage of different kind of research methods during the field study have been needed. The methods have been observations, material analysis, and interviews.

5.1 Ethical considerations

According to a Swedish regulation (2003:460) the participant in a research project needs to approve the aims and purpose of the research work and have the right to give his or her own approval to his or

⁶⁵ (2007)

⁶⁶ Vaidehami Ramanathan, (2007) A critical discussion of the English vernacular divide in India, p. 56

⁶⁷ Ibid. p.58

her own participation in the study. They also have the right to interrupt their participation whenever they feel they need or want to.⁶⁸

According to the Swedish Research Council, there are four required guidelines, adopted on March 1990 that need to be followed during an ethical research.

Information requirement – the researcher has to inform the participants of the purpose of the study.

Consent requirement – participants in the study have the right to determine their own involvement.

Confidential requirement – participants' personal data are confidential and unauthorized people do not have the right to use that information.

Use requirement – participants' personal data that have been collected may only be used for research purpose.⁶⁹

To be able to visit the school and do my observations and interviews I had to get the approval from the municipal school board of Vadodara. The paper I got from the board told the school that I was allowed to be there, interview, observe and that they should help me with all the information I needed.⁷⁰

5.2 Selected methods

I have chosen to work with a methodological triangulation approach. In this sort of approach the use of either the same method on different occasions or different methods on the same object of study will be used.⁷¹ According to Denzin (1970), methodological triangulation is the method used most frequently in Education studies.⁷² This means that the use of three different methods have occurred in order to answer my research questions, in other words; the results of the questions are viewed through three different aspects. In this study the focus have been on the second approach, a triangulation between different methods. This involves the use of more than one method in the pursuit of a given objective.⁷³ The methods used have been interviews, observations and the materials used during the lessons.

5.2.1 Collecting Data

5.2.1.1 Materials

⁶⁸CODEX, regler och riktlinjer för forskning. Available from <http://www.codex.uu.se/manniska2.shtml> (accessed 18 July 2010)

⁶⁹ Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning

⁷⁰ See appendix 5 for more information

⁷¹ Cohen, Louis, Manion, Lawrence & Morrison, Keith (2007). Research methods in education. 6. ed. London: Routledge. p. 142

⁷² Ibid. p.143.

⁷³Ibid. p.143

During the study the use of a document analysis form, which consists of the official and non official material used for the English lessons, have been applied. For example, what sort of handouts did the students get and what kind of notes did the teachers have? What, when, and how did the teachers use different kind of materials during the lessons? Such materials could be handout materials, video films, examples of practical tasks and exercises and teachers' guidelines.

5.2.1.2 Interviews – semi structured

Interviews are a technique to gather information based on questions. I have during the field study been using a personal sort of interview, which means that I as an interviewer, in person, have meet the interviewee and conducted an interview.⁷⁴ In this study, interviews have be used to collect information on what participants thought about the lessons and to figure out some basic information, for example age, gender and/or school experience, about the teachers. All information I collected and found out trough the interviewee's is confidential and it cannot under any circumstances be in unauthorized hands.

The specific kind of interview that were used was a semi-structured interview; the goal was to have an interview with three different English teachers at the school. Using this method the interviewer had a structured list with questions, and the interviewee had time to develop his/her own answers and speak with his/her own words. This method were used to collect information on the interviewee's thoughts on the usage of material, why and how, and also to understand the reason behind the lesson plan, which means the reason behind the used method.⁷⁵

This sort of interviews have a more structured framework, but it however still allowed a greater form of flexibility. That could for example be to change the other questions and follow-up responses. The interviewer still remained in control of the direction of the interview but with more freedom. Even though this sort of interview have both qualitative and quantitative characteristics it is usually regarded as being closer to the qualitative paradigm, which may be because it allows richer interactions and more personalized responses.⁷⁶

The purpose with this kind of interview was to discover and indentify the characteristics and nature of different kind of things. These things could be the interviewees' opinions about any situation or different happenings. Both the interviewer and the interviewee were in this kind of interview the main persons in a conversation.⁷⁷

5.2.1.3 Observations – non participant

⁷⁴ Patel, Runa & Davidson, Bo (2003). *Forskningsmetodikens grunder: att planera, genomföra och rapportera en undersökning*. 3., [uppdaterade] uppl. Lund: Studentlitteratur, p. 69

⁷⁵ See appendix 8 for more information

⁷⁶McDonough, Jo & McDonough, Steven H. (1997). *Research methods for English language teachers*. London: Arnold. p. 184

⁷⁷ Patel, Runa & Davidson, Bo (2003), p. 78

Non-participant observation have been used in order to observe English lessons and the interaction between the students and the teacher. According to Bryman, a non participant observation is “a situation in which the observer observes but does not participate in what is going on in the social setting”⁷⁸ During the English lessons different observations could be taken place. Ruth Wajnryb’s “*Classrooms Observations*” have been used for the observation schedule, with task observations. Some things that have been observed are, for example, the learner level, task analysis,⁷⁹ managing pair, and group work or the language of questions during a lesson, etc.’

5.3 Selection

5.3.1 Survey area - school

Through Stockholm University I got in contact with Dr. X, the dean of education at X University in Vadodara in India. He was my supervisor during the field trip and with his help he introduced me to the principal of the school and that is how I got in contact with a primary school.

5.3.2 Respondents

“In order to provide a measure of concept it is necessary to have an indicator or indicators that will stand for the concept”⁸⁰ The indicators I have interviewed and observed during this study are the students and the teachers.

I chose to interview three different English teachers and observe them during their English lessons. Each teacher had two English lessons a week with each class. The classes I observed were class V, VI and VII. Each class consisted of 55 students with mixed genders. The school gave each student a textbook, a pencil and a notebook, which was provided by the government, and each lesson was approximate 40 minutes. The number of students in the classroom changed each day depending on if the students needed to help their parents with work or work themselves.

The classroom contained a blackboard in the front of the classroom, with a chair and a desk for the teacher and an empty space on the floor for the students to sit on.

Every time the teacher arrived in the classroom all the students stood up and welcomed her/him together with “*good morning teacher*” or “*good afternoon teacher*”. The classroom atmosphere was characterized by silence, order and discipline.

Due to the period of my field study I had arrived at a time when the school’s regular lessons were over. And the focus was now on preparing for the national exams. So each lesson I observed during the five week I visited the school, the teachers and the classes were preparing the students for the final exam. I could, however, as planed go through with my observation because during the lessons the teacher was still focusing on the teaching of the four skills I wanted to observe.

⁷⁸ Bryman, Alan (2004). Social research methods. 2. ed. Oxford: Oxford University Press, p. 144

⁷⁹ See appendix 6 for more information

⁸⁰ Bryman, Alan (2004). p. 144

The selection of the teachers I wanted to observe was based on the age of the students they were teaching. Furthermore each age group only had one class in the whole school, which means that it was only one class of V, VI and VII.

The material I selected to look at and analyze was based on the material the teacher used in each class. The basic book they used was the English textbook supplied by the government. That textbook, which is different in each class, is the one material supply I will analyze and depend on in this paper.

5.3.3 Interpreter

In order to be able to communicate with the English teachers at the governmental school the help of an interpreter was needed. Dr. X the dean of Education at X University of Baroda was with me during the interviews with the three teachers as an interpreter. The help of an interpreter was needed because the English teachers' knowledge in English was on a basic level. They only knew how to speak and understand the information given them in the textbook; the information they needed to teach the students during the English lesson.

The potential consequences of having the dean of education as an interpreter could have been many. One important aspect may be that the dean of education belong to a higher social status than the teachers interviewed. This may have made the teachers insecure if they still will remain anonymous after answering the questions. If this was the case, some of answers to the questions may have been dishonest. The interpreters own opinions regarding government schools may be another important aspect during the interview. His own ideas, opinions and values may influence his translation of an answer and of the interviewee. Many things can also have been lost in translation, important words and information may have been ignored during the translation of an answer.

5.4 Procedure

Before I got the approval from the municipal school board I decided to visit the school and introduce myself. I wanted to see the children and talk to the teachers. I also wanted to tell the children that I was coming, so they wouldn't be surprised. After that, I waited for around 3 days, and then I started to visit the school on a regular basis. I was there from 10am-2pm almost every day.

I observed three different teachers, each had two English lessons a week, which means that I observed six lessons a week for five week.

The selection of the teachers I wanted to observe was based on the age of the students they were teaching. Furthermore each age group only had one class in the whole school, which means that it was only one class of V, VI and VII.

When I first entered each class for the first time I introduced myself to the teacher and the students, thereafter I sat down in the back of the classroom. The classrooms do not contain any benches and chairs, the students were sitting on the floors and the only one with a table and a chair was the teacher.

During my first time in the classroom, teachers will tell the students to run and get a chair for me to sit on. I told them that I would rather sit on the floor and after that this was not an issue. I did all my observations sitting behind the students on the floor in the back of the classroom.

The focus from the start was to start observing, I was with the children almost all day, but I was only observing during the English lessons. During my observations I used a non-participant observation method, which means that the observer observes without participating in what is going on in the social setting. Ruth Wajnryb's "*Classrooms Observations*"⁸¹ was used for the observation schedule, with task observations. The focus during the observations was on the following aspects: the use of target language, the material used and the focusing of the four skills. I made my own observation schedule⁸², which I used during each observation. As I explained before I observed the three classes, they all had individual folders that had the same observations schedule.

I decided to interview the teachers after the observations, that because I wanted to build up a form of trust or a form of a friendly relationship between the teachers, and me. Because of their lack of speaking knowledge in English, it was hard for them to hold a conversation in English. And specially to answer my interview questions.⁸³ That is why I needed the help of an interpreter. The interpreter was my supervisor in India. I decided to interview the teachers separately. In that way they wouldn't influence each other with the answers. I started each interview with telling them about ethical consideration of this study, and that they will remain anonymous.

After the interview with the teachers I thanked them and I started to compare the answers. These answers can be found in the chapter "Empirical Findings".

5.5 Reliability and Validity

According to Johansson and Svedner, reliability means strictness while measuring and validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are.⁸⁴ During this study I have chosen to use different methods to answer my research questions. These methods have been observation and interviews. These two different instruments have been used to measure opinions and behavior. Johansson and Svedner also state that if the measure instruments, which in this case are observations and interviews, have a high strictness you get the same result in all the measures done in different time with a couple of weeks between each measures. This is however not the case in my study, I have observed all the lessons through an observation schedule, during five weeks, without a break and without doing the same observations a couple of weeks after. This can however be one of the aspects that make the reliability of this study not that valid. Another aspect can be as I have earlier explained that during the time of my visit, the

⁸¹ Wajnryb, Ruth (1992). *Classroom observation tasks: resource book for language teachers and trainers*. New York: Cambridge Univ. Press

⁸² See appendix 7 for more information

⁸³ See appendix 8 for more information

⁸⁴ Johansson, Bo & Svedner, Per Olov (1998). *Examensarbetet i lärarutbildningen: undersökningsmetoder och språklig utformning*. 2. uppl. Uppsala: Kunskapsföretaget p. 104-105.

teachers were preparing the students for their final exams, which may have contributed to the results of my observations.

The reliability of interviews can according to Johansson and Svedner depend on different aspects. Such aspects can be that all the persons interviewed were not interviewed by the same person, with the same questions and in the same environment. This was however not the case, I personally interviewed all the teachers, I also decided to follow an interview schedule of questions and all the teachers got interviewed in the same classroom.

One aspect that may have been a problem for the reliability of this study can be that I have only done my observations at one specific government school. Also the use of an interpreter may have contributed to the answers I got during my interview. This may in other words also be a source of error.

6. Empirical Findings

This chapter presents my empirical findings from observations, interviews and the material I gathered from the teachers during the time of the field trip. My focus during the gathering of information, the interviews and the observation has always been my research questions mentioned in chapter 1.2.

6.1 Observation Results

The focus in the observation schedule was the teaching of the four skills and the material used. I also observed the material used in the classroom, the English textbook was however the only material used which is why I decided to observe it later on in chapter 6.1.2. The results of the observations from each class were similar to each other. That is why I will summarize the results of all observations in one section.

6.1.1 Observations on Teaching of the Four Skills

The material used by the teachers during the lessons was always the class textbook. Everything that was done during the lessons was activities from the standard five, six and seven textbook. The teaching of the four skills was also taken from the textbook. The textbook is divided in different chapters with focus on the four skills: listening, speaking, reading and writing.

When the teacher wanted the students to listen, they themselves read aloud from the textbook. There was no other material that was used during the listening activities. They did not have a radio, a computer or a television to be able to listen to anything else during the five weeks I was there observing. The teacher read the text out loud in the classroom and the students listened to her/him. After they have listened to the teacher reading the text it was their turn to read, now the exercise was focusing on reading.

There was however something called the “*read and do*” activity which one of the teachers did with the students. Before reading out a statement he decided which student was going to do the exercise. This was what the teacher was reading out loud:

“Give me your book, open the door, close the window, stand up as sing a song, walk to the wall, touch your head, show your tongue, clap your hands, close your eyes, open your book and put your pencil on this table”

When the students’ pronunciation of a word is wrong the teacher will correct them during the reading. The teacher is the one choosing which one of the students it is that will be reading the text. During the time the students are reading, the teacher will find difficult words he/she will write on the board and explain for the students. Most of the text that is read out loud is belonging to a picture. One of the text read out in class during the time of my observations was:

“A boy is near the table. A cat is under the table. Those books are on the table. The books are near the basket. The basket is on the table. Those apples are in the basket.”

After reading the text from the textbook the students have to be able to write the whole text while the teacher is reading it without being dependent on the original text. When the teachers want to test the students’ skills, they make them orally spell different words or write them on the board.

The board was only used as a resource when the teachers were going to explain a word to the students or when they wanted the students to write a word or a sentence on the board.

All lessons with all different teachers followed the same pattern: the teacher talking, the teacher reading, the students reading, the students writing and the teacher explaining the hard words. All lessons were taken from the textbook and the teacher did not use any other material.

6.1.2 Observations of the Materials

The material used by the teachers during the lessons was always the class textbook. Everything that was done during the lessons was activities from the standard five, six and seven textbook. Even the teaching of the four skills was taken from the textbook. The textbook is divided in different chapters with focus on the four skills: listening, speaking, reading and writing.

The statements of competencies, which in other words mean the goals each student must achieve after a year of English, are divided in to the fours skills I decided to focus on in this study. The differences between the textbooks in each year are the levels of knowledge each student must have achieved at the end of the school year. All the goals in each textbook are divided in the teaching of the four skills, but instead of for example writing words for ”cardinals upto ten” in year five, the students have to be able to write “cardinal numbers upto one hundred in words” in year six and be able to write “ordinal numbers up to twenty” in year seven.⁸⁵

⁸⁵ The statements of competencies in year V, VI and VII can be found as appendix 2,3 and 4.

I have therefore (in chapter 3.1.1) focused on only describing the competencies found in the textbook of year five, the competencies for year six and seven can be found as appendices at the end of this study.⁸⁶

Each chapter of the textbook in year five (such as year six and seven) is however divided in different functions the students will work with during the specific chapter. For example, in chapter “At the Zoo” the functions are: indicating objects, identifying one or more than one person/thing/object. And the goals the students will achieve after this chapter will in listening be goals: 1.5.2 and 1.5.9, in speaking: 2.5.3, 2.5 6, 2.5 8, in reading 3.5.1-3.5.3 and in writing: 4.5.1-4.5.6.⁸⁷

6.2 Result from interviews

Results of the interviews have been organized in accordance with the two subject areas I have focused on, the teaching of the four skills and the materials and aims used during the lessons. The focus has been on the teachers’ attitudes and opinions regarding these subject areas. All respondents have contributed with their thoughts and ideas in all areas. I have chosen to refer to the respondents as teachers without mentioning names, gender and functions. I have also chosen to gather all the information/material from the interviews and represent it together without repeating it in each question.

All three teachers that I interviewed did not have the knowledge to speak fluent English. That is why I needed the help of an interpreter to be able to communicate with the teachers. The interpreter only visited the school during the time of the interviews.

All teachers I interviewed had been working in the teacher profession for over 25 years. They all worked for the government which meant that they every third year would have to change school. According to the government no teacher could stay more than three years at one school.

6.2.1 Materials and Aims

The aim of the English lessons can be found in the textbook for each grade, the government board chooses these aims. The aims are divided in four different groups, which are; listening, speaking, reading and writing. The teachers however have the freedom to translate the aims into different learning experiences. The textbook which is the main material used during the lessons is divided in 17 different lessons. According to the government board the teacher has to go through all 17 lessons with the class. When the teachers go through the first lessons, which is 1-5 they need to give the students an exam before they can continue with the other lessons. It is the teachers’ responsibility to finish all the lessons in the textbook.

When I asked the teachers about what they do with the students besides the lessons from the book. They all said that they let the students write essays in class during the lesson. Regarding the different subjects to write about, one of the teachers said that:

⁸⁶ See appendices 2, 3 and 4 for more information

⁸⁷ See appendix 9 for more information

“The different subjects these essays are about, depends on, in which grade the students are in. Examples of different subjects can be about different ceremonies, their family, India’s independence and about important persons in India.”

All the exercises the teachers do with the students in the classroom is taken from the textbook; the teachers make the students do them either in class or as homework.

When I asked them of different materials they used in the classroom they all told me that the textbook is the focus material. One of the teachers said:

“I use different type of materials in the classroom. Sometimes comics, short story books, magazines, work-sheets I prepare to the students and some CD’s I show the students on a television. We however do not have the ability to use the internet, we do not have any internet facilities...”

the teacher continued to talk about the different material and where the material comes from

“...all material is supplied by the government. Each year the government gives us teacher 500 rupies each to buy material and to supply the students with handouts and to prepare material”

6.2.2 Teaching of the four skills

All teachers have the same schedule when it comes to working with the students and the way they teach them English. All teachers described three different goals they work with. Question answering (simple and related to social and personal life) the teachers prepare different charts for the students. They read short stories on which they will later ask questions. They work with grammar, they get the help from the textbook and they give the students different grammar exercises.

All the teachers said that they give their students an opportunity to pick up reading, writing and listening in the classroom. As stated earlier in the observations all lessons with all different teachers followed the same pattern: the teacher talking, the teacher reading, the students reading, the students writing and the teacher explaining the hard words. All lessons were taken from the textbook and the teacher did not use any other material. This is exactly how all three teacher describe the reading, listening and writing process. When I asked them more about the speaking part, they all said that they ask the students different questions in the beginning of each class. As mentioned earlier these questions are simple and related to the student’s social and personal life. One of the teachers said that such questions could be:

“How are you? Where do you live? How many sisters and brothers do you have? What is their name? What is your mother’s and father’s name? What is your favorite food? “

They also mentioned that they could give the students words to learn as homework which they would later in class test if they could. One of the teachers’ said:

“I give the students words to practice at home, such words can be; eyes, fingers, nose ears, and maybe teeth. The next day in class I will for example say: Show me your eyes, Sudha and she has to be able to know where to point or maybe even say: these are my eyes.”

When I asked the teachers about the target language in the classroom they all came to the same conclusion. They all described the students as coming from a poor socioeconomic background and does not have the basic knowledge of English from their home. That is why all the teachers speak more Gujarati during the lesson, the students do not understand much English. One of the teachers even said:

”The students have a big problem with the English language, that is because they are the first generation of English learners. Their parents at home do not speak any English at all.”

7. Analysis

The English language has had an important role in India and teaching English language started when India was colonised by the British. The system of education that the British introduced in India was modelled on the British system, with the focus on traditional teaching methods.

As stated earlier in chapter three language teaching has seen many changes in ideas about syllabus design and methodology during the last 50 years. It has been regarded as important to move from the traditional language teaching that has been based on a behaviouristic approach of education to a more socio-cultural approach.⁸⁸

The development of language teaching has today lead to the use of communicative language teaching, CLT, which means that the teachers, when teaching, should use other types of material besides the textbook, parallels here can be drawn with Vygotsky’s view on L1 language teaching (see chapter 3.1.2). He thinks that the students’ way of thinking is influenced by social and cultural aspects. Everything, even education, should include aspects from the students’ social life and the world around them. This can be seen in the English syllabus in Sweden, where one of the goals of the education is to have knowledge of other English-speaking countries and culture from around the world. In other words this means that the focus of teaching the students another language is also based on the external goals of the students (chapter 3.2.1).

It is also, according to NCERT, 2000: 37 (see chapter 4.2), recommended that ‘In order to make education a meaningful experience, it has to be related to the Indian context’. “This has resulted in the fact that the culture of the child is included in the classroom through the use of ‘minority texts’. Most of the lessons in the English textbook are based on Indian stories and a few are written as a window to Western culture. There are 17 lessons of which only two are from the west, all the others are based on Indian mythology and folklore. In other words; the textbook tries to include children

⁸⁸ Jack C. Richards(2006) p.6

from diverse religious and ethnic backgrounds into the national curriculum. But the question remains: is this the reality in government schools in India today?⁸⁹

7.1 The interaction of the four skills

I have earlier in my theory section mentioned that English language teaching has been divided into four separate language skills. The development of language teaching has according to Cook (2007) been focusing on breaking down traditional distinctions between the four skills and reconstructing language as just one of a number of dynamic and unpredictable modes of communication. This however is not the case in the Indian classroom, as I have emphasized in my result, the only material used in class; the textbook, is divided in the four skills. Each chapter of the book is however divided in different functions the students will work with during that specific chapter. For example, in chapter chapter “At the Zoo”⁹⁰ the functions are: indicating objects, identifying one or more than one person/thing/object. And the goals the students’ will achieve after this chapter will in listening be goals: 1.5.2 and 1.5.9, in speaking: 2.5.3, 2.5 6, 2.5 8, in reading 3.5.1-3.5.3 and in writing: 4.5.1-4.5.6.⁹¹

There are a great number of examples on how to use communicative language learning in teaching activities. I have earlier mentioned text-based instructions, which are also known as genre-based approaches. According to Richards (2006) all these ways of using a language contains a beginning, middle, and an end. It also confirms to norms of organizations and content, at it draws on appropriate grammar and vocabulary. That is why they can be regarded as a text. This sort of conversations was never observed in the classroom. When I during my interview asked the teachers about how they made the students practice speaking, they said that that they ask the students different types of questions in the beginning of each class, these questions are simple and related to the students’ social and personal life. In goal 2.7.9 under the speaking skill for year seven it is said that the student have to participate both in familiar an unfamiliar conversations meaningfully, including telephone talks. This could however not be seen during the five weeks of observations in the school, which may be because during that time, the students where preparing for the national exams.

As earlier mentioned (in chapter 3.4) communicative competence also involves being able to use different kinds of spoken and written texts in specific contexts. Teaching about the structures and grammatical features not of spoken but only written texts can be seen in the functions of each chapter in all of three textbooks. The teachers explain that they work with the grammar exercises form the textbook and that they give the students different types of grammar exercises. These exercises were also given as homework which would be dictated on the board in front of the whole class. In other words, this means that there are no conversations appearing in the classroom that can be related to the use of CLT.

Even though there has been a development of the different teaching methods, the result of not only my observations but also observations done by Vaish (2005) show that there have not been a development in the classrooms I have observed, most of the teaching still seems to be based on

⁸⁹This is an interesting question to develop, I will however not have the time and possibility to focus on this question.

⁹⁰ See appendix 9 for more information

⁹¹See appendix 2 for more information

traditional language teaching.⁹² She states that this kind of education and pedagogy is an illustration of pedagogies of the poor that develop within the constraints that the teachers, students and parents who are members of the urban disadvantaged work with. However, this sort of pedagogy does not teach communicative competence in the second language classroom.

As a conclusion I can emphasize that even though every chapter in the textbooks includes goals for the four skills, they are during the lessons still extremely and clearly divided to different exercises. It might, be that a development is occurring in the lessons. Thanks to the project learning without burden that I have mentioned in chapter 5.4.5, whose goal was to make school a lot more interesting and based on the student's external goals in life, a development in the teaching methods might occur. Another important goal was also to be able to use the children's creative nature in teaching and to link school knowledge to everyday experience.

7.2 The material used and teachers' attitudes

During my observations in the primary school I came to the conclusion that the English textbook is in focus during the lessons. The teacher is through the textbook focusing on the use of the four skills. The textbook is the only material that has been used during all my observations. When I asked the teachers of different materials they used in the classroom they all told me that the textbook is the focus material. One of them said:

“I use different type of materials in the classroom. Sometimes comics, short story books, magazines, and work sheets I prepare to the students and some CD's I show the students on a television. We however do not have the ability to use the Internet, we do not have any Internet facilities...”

This was however not the case, never during my observations did I see any of the teachers use another material besides the textbook, which may be because during that time, the students were preparing for the national exams.

The textbook also contains the syllabus for each grade, and as I have earlier mentioned the contents of a Text-Based Syllabus are identified through needs analysis and through the analysis of language as it is used in different settings. The syllabus however usually specifies other components of texts. Examples of that can be grammar, vocabulary, topics, and functions; hence, it is a mixed syllabus, one which integrates reading, writing, and oral communication, and which teaches grammar through the mastery of texts rather than in isolation. According to Richards (2006) there are different text types that need to be included in the *Certificates in Spoken and Written English*. In the syllabus for year seven in India, the text types that are included are:

Casual conversation	eg. 2.7.9 The student will participate in both familiar and unfamiliar conversations meaningfully, including telephone calls.
Simple formatted texts	eg. 4.7.4 The student will write simple guided compositions in 5-7 sentences on people, objects or places.

⁹² Vaish (2005)

Instructions	eg. 3.7.4 The student will read and follow the given directions, instructions and notices, he/she also have to be able to (3.7.6) read language exercises and do them correctly.
Descriptions	eg. 2.7.10 The student will describe objects, persons, actions and events through sequence of sentences.
Explanations	eg. 2.7.7 The student will be able to respond on ‘wh’ questions.
Directives	eg. 2.7.6 The student will have to be able to give directions in familiar situations for games and activities including text lessons.

The conclusion I can draw from this syllabus, is that even though there are plenty of examples given above. The syllabus is still not integrating the four skills together but is rather explaining them separately. The four skills are integrated in the textbook, with the focus on each and every skill. Mentioned earlier in chapter 4.3 Vaidehami (2007) states that Gujarati Medium textbooks, which are observed in this study, have their general focus on survival English and how language is used in particular Indian contexts, for example in the chapter:”at the park, at the zoo or sending a telegram”.

When I asked the teachers about what they do with the students besides the lessons from the book, they all said that they let the students write essays in class during the lesson. The different subjects these essays are about depend on which class the students are in. Examples of different subjects can be about different ceremonies, their family, India’s independency, and about important persons in India.

All the exercises the teachers do with the students in the classroom is taken from the textbook; the teachers make the students do them either in class or as homework.

7.3 Focusing on the students’ use of the four skills

All teachers have the same schedule when it comes to working with the students and the way they teach them English. All teachers described three different goals they work with, question answering (simple and related to social and personal life). The teachers prepare different charts for the students. They read short stories on which they will later ask questions. They work with grammar, they get the help from the textbook and they give the students different grammar exercises.

When I asked them more about the speaking part, they all said that they ask the students different questions in the beginning of each class. They also mentioned that they could give the students word to learn as homework which they would later in class test if they could.

This sort of pedagogy does however, according to Vaish, not teach communicative competence in the second language classroom.

All the teachers said that they give their students an opportunity to pick up reading, writing and listening in the classroom. As mentioned earlier in the observations all lessons with all different teachers followed the same pattern: the teacher talking, the teacher reading, the students reading, the students writing and the teacher explaining the hard words. In chapter 4.2 I have earlier mentioned

that according to Vaish this pedagogy is typical in most classes of the bilingual program SKV. All lessons mentioned above were taken from the textbook and the teacher did not use any other material. This is exactly how all three teachers describe the reading, listening and writing process.

Before I started asking them about the speaking exercises they did in class with the students. I asked the teachers about the target language they use in the classroom. They however all came to the same conclusion. They started by describing why only speaking English in the classroom couldn't happen. They all described the students coming from a poor socioeconomic background and do not have the basic knowledge of English from their home. That is why all the teachers spoke more Gujarati during the lesson, because the students do not understand that much English. One of the teachers even said:

”The students have a big problem with the English language, that is because they are the first generation of English learners. Their parents at home do not speak any English at all.”

The teachers however never commented their own knowledge of English. All the teachers interviewed have a lack of fluency in the English language. As mentioned in chapter 4.2 Vaish described that the teacher she observed was able to engage the children with the different lessons in the textbook while they ask numerous questions. This could be seen during my observations as well. The technique used is by the teachers in the SKV referred to as the ‘direct method’.

8. Discussion & Conclusion

The English language has gained in importance in today's society. Everywhere you go and wherever you travel most people today speak English to be able to communicate with each other. The English language in India has a very high status. People who speak English have learned it in school and are mostly a part of the higher social classes, this was obvious while I was traveling in the country. Whenever I visited a form of “western” restaurant the language spoken between the children and their parents was not their mother tongue, but English.

In my study I have focused on the four language skills learned when you teach a language. To be able to answer my questions I needed to visit a school to do my observations. My supervisor in India however did not want me to visit a government school which was my wish from start. I visited a couple of different private schools with both English and Gujarati medium. I was however very determined to visit a government school. When my wish came true I understood why it took almost two weeks before I got the chance to visit a government school. My supervisor wanted me to see the best schools in Vadodara, to be able to compare them with the Swedish schools. This was however not the purpose of my study. The difference between the private schools and government school I visited was enormous. Not only did the teaching methods diverse, but also the school environment, the teaching material, the students and the teachers' proficiency. In my opinion one of the biggest

reasons on why there was a big difference between the private and government school may be because they attract students' from two different types of socioeconomic backgrounds. The students in the government school were from a poor socioeconomic background and the students in the private schools were from a well-situated socioeconomic background. So, if my study had been done in a private school the result would have been very different from the result I got in this study.

From this, I can draw the conclusions that even though I during my observation could see that language teaching in India has not developed as much it has in the western world, I can state that in the private schools such a development has occur. In other words, rich children in India have the chance to gain a different education more in common with the western education system than the poor children have.

So even though the law states that primary education in India is free for all children, this is not the case. The private schools still take a fee from the children and this fee cannot be paid by the children from the lower classes. In other words, even the schools are divided in high-low class children, depending on how much the children's parents can pay for school. This division is in my opinion caused by the division of the social culture in India and the importance of the cast system. The rich people do not want to have to do with the poor people in their social life, which of course can be seen in the school aspect as well.

That was one of the most important reasons for why I decided to specify my research on a government school. Another important reason may be because the main population of India is not considered as belonging to a high social class but are instead considered to be divided in the middle and low class.

During my visits to the government school, focused on in this study, the English teachers interviewed were not able to have a normal conversation with me in English. They did not understand what I said, they could not answer my questions and they were not able to tell me anything they wanted to explain. The only thing the teacher knew how to speak and understand in English was the text in the textbook. That was something that worried me. The children did not get the chance to develop in the English language because the teacher's knowledge of English was limited. In the future, this will also cause a division of the students into specific social classes.

The lack of money of the government schools in order to be able to introduce different teaching materials for the children is also something that is worth mentioning. I have mentioned earlier in my results that the teacher gets 500 rupees (which is approximate 60kr) from the government to make handouts, copies or buy extra materials for the students each year. This amount of money is not enough to buy the students the extra material they need. This can also be why Vaish (2005) in her article describes the governments' schools education and pedagogy as an illustration of pedagogies of the poor. This kind of pedagogy cannot be seen in the private school where the students have different type of methods while learning. They also have the opportunity to use computers and internet in school when they need. Some of the private schools I visited also had smartboards in their classrooms. All these extra material give the students from diverse backgrounds a different education. Personally, I however think that this division between the different types of schools is actually related to the focus on which social class the students belong to, which is unfair. This can be an interesting subject for further study; the difference between private and government schools in India, and what this

difference is based on. I however did not have the time to go deeper into the differences since my study was focusing on a different aspect.

So, in other words, I want to assume that because of the importance of the cast system in India, people belonging to different casts have a higher or lower status in their social life. People who belong to a low social cast, also have a low socioeconomic background. These people have children who go to local government schools. These children have dirty clothes, sometimes no shoes and sometimes they don't appear in school because they need to work to help their parents with the income. The poor children go to one school and the rich children go to another one. The focus is on keeping them divided instead of making them interact.

During my time in India the hottest topic to discuss in the education world was the new law that states the following;

”Government schools shall provide free education to all admitted children. Private schools shall admit at least 25% of children from weaker sections; no fee shall be charged to these children”⁹³

Many of the principals I met in the private schools and my supervisor did not regard this as a good idea. The idea of having lower class children in the same school as the higher class children was going to give the school a bad reputation. The question here was also where to put these children, where would they eat and the fear of them not having the right clothes and hygiene were also very important issues that were discussed. Instead of focusing on letting the children interact, adults around them were making new boundaries. Personally I think that this law, given by the government is very good. It will give the poor students a chance to develop and learn in a different way. It will give them the opportunity for a better future and a better life.

The interesting matter will in this case, according to me, not focus on the division of the students in a school. The focus should instead be on gaining an interaction between the children from different backgrounds. It will make the students understand each other much more which may contribute to an understanding of the social groups outside of the classroom. In a bigger view, it may contribute to the vanishing of the cast system.

As a conclusion, I want to state that to be able to develop the teaching methods used, the way people think about the cast system and to give every student no matter what social class they belong to the chance to develop, an interaction between all children from different social class must occur. If the children who normally go to a government school get the chance to start at a private school this may give them the chance to develop and get a better education which will lead to a better job which will lead to a higher social class, even though he/she might be born in a low social class. Education is power.

⁹³ Edu Laws in India 2010, Available from <http://www.scribd.com/doc/30058775/Edu-Laws-in-India-2010> (accessed 7 May 2011) p. 3

9. Reference list

- Aggarwal, J. C. (2010). *Development of Education System in India*. Delhi: Shipra Publications
- Aggarwal, J. C. (2009). *Education Policy in India*. Delhi: Shipra Publications
- Brown, H. Douglas (2007). *Teaching by principles: an interactive approach to language pedagogy*. 3. ed. White Plains, N.Y.: Pearson Education
- Bryman, Alan (2004). *Social research methods*. 2. ed. Oxford: Oxford University Press
- CIA-World Factbook (online). Available from <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html> (accessed 22 May 2011)
- CODEX, regler och riktlinjer för forskning*. Available from <http://www.codex.uu.se/manniska2.shtml> (accessed 18 July 2010)
- Cohen, Louis, Manion, Lawrence & Morrison, Keith (2007). *Research methods in education*. 6. ed. London: Routledge
- Cook, Vivian *The goals of ELT*, (2007)
Downloaded 10-08-2010
<http://www.springerlink.com/content/t20676441031w424/>
- Coskun, Abdullah - *Journal of Linguistics and Language Teaching*, Volume 2 (2011) Issue 1
Downloaded 05-01-2011
<http://sites.google.com/site/linguisticsandlanguagelearning/home-1/volume-2-2011-issue-1/volume-2-2011-issue-1---article-coskun>
- Cummins, Jim & Davison, Chris (red.) (2007). *International handbook of English language teaching*. New York: Springer
- Denzin, Norman K. (1970). *The research act: a theoretical introduction to sociological methods*. London:
- Dyer, Caroline, *The Improvement of Primary School Quality in India: Successes and Failures of 'Operation Blackboard*. (1996)
downloaded 05-01-2011
http://www.csas.ed.ac.uk/__data/assets/pdf_file/0009/38169/WP04_DYER.pdf
- af Edholm, Erik. *Indien: Religion*. Available from <http://www.ne.se/indien/religion>, Nationalencyklopedin, (accessed 22 May 2011)
- Edu Laws in India 2010, Available from <http://www.scribd.com/doc/30058775/Edu-Laws-in-India-2010> (accessed 7 May 2011)
- Education for All Mid-Decade Assessment; Reaching the Unreached, INDIA (2008)
Downloaded 05-01-2011
unesdoc.unesco.org/images/0018/001817/181775e.pdf

Exploredia – available from <http://exploredia.com/how-many-people-in-the-world-speak-english-2011/> (accessed 4 July 2011)

Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning
Downloaded 20-07-2010
<http://codex.vr.se/texts/HSFR.pdf>

The Free Dictionary by Farlex – available from
<http://encyclopedia.thefreedictionary.com/scheduled+tribes> (accessed 4 July 2011)

Gemensam europeisk referensram för språk: lärande, undervisning och bedömning. (2009).
Stockholm: Skolverket

Gujarat. Available from <http://www.ne.se/lang/gujarat>, Nationalencyklopedin, (accessed 22 May 2011)

Johansson, Bo & Svedner, Per Olov (1998). *Examensarbetet i lärarutbildningen: undersökningsmetoder och språklig utformning*. 2. uppl. Uppsala: Kunskapsföretaget

Karl-Reinhold Hællquist. *Indien: Europeisk kolonialism*. Available from
<http://www.ne.se/indien/historia/europeisk-kolonialism>, Nationalencyklopedin, (accessed 22 May 2011)

Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011. (2011). Stockholm: Skolverket

McDonough, Jo & McDonough, Steven H. (1997). *Research methods for English language teachers*.
London: Arnold

Mukerji, Shridhar Nath (1955). *History of education in India: modern period*. [2d ed.]. Baroda:
Acharya Book Depot

Patel, Runa & Davidson, Bo (2003). *Forskningsmetodikens grunder: att planera, genomföra och rapportera en undersökning*. 3., [uppdaterade] uppl. Lund: Studentlitteratur

Pennycook, Alastair (2007), *ELT and Colonialism*,
downloaded 20-08-2010
<http://www.springerlink.com/content/g6g683hkw1446774/>

Richards, Jack C. *Communicative Language Teaching Today*, (2006)
downloaded 05-01-2011
<http://www.professorjackrichards.com/pdfs/communicative-language-teaching-today-v2.pdf>

Skehan, Peter, (2003) *Task-based Instructions*
downloaded 03-06-2011
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=146423>

Status of Education in India National Report
downloaded 05-01-2011
www.ibe.unesco.org/National_Reports/ICE_2008/india_NR08.pdf

Vaidehami Ramanathan, (2007) *A critical discussion of the English vernacular divide in India*
Downloaded 09-04-2011
www.springerlink.com/index/u7547r1603211657.pdf

Viniti Vaish, (2005) *A Peripherist view of English as a language of decolonization in post-colonial India*.

Downloaded 04-05-2011

<http://www.springerlink.com/content/t97810313095344j>

Vygotskij, Lev Semenovic (2001). *Tänkande och språk*. Göteborg: Daidalos

Wajnryb, Ruth (1992). *Classroom observation tasks: resource book for language teachers and trainers*. New York: Cambridge Univ. Press

Stockholms universitet
106 91 Stockholm
Telefon: 08-16 20 00
www.su.se



Stockholms
universitet