The demand of learning a second or a foreign language has sufficiently provoked linguists and psychologists to study the pedagogical implications of theories propounded by them. In the perspective of dramatic advances in linguistic science, mass production of recording and viewing equipment and an extraordinary interest in learning foreign or second language, new teaching techniques and methods have emerged.

New methods of teaching a second language are psycho-linguistic in nature. Audio-lingual and Cognitive-code methods which have appeared recently, are also psycho-linguistic in their basic source. The one follows from the behaviouristic interpretation of learning and the other emanates from the cognitivistic interpretation of learning.

In India at various places like Central Hindi Institute, Agra, Central Hindi Institute Delhi, Institute of Indian Languages Mysore, some studies have been reported with regard to the teaching of various aspects of Hindi as a second or a foreign language but no study stressing the teaching of a target language through Audio-lingual and Cognitive-code methods has come to our notice so far.

The present study is an humble attempt to formulate some valid generalizations through teaching of Audio-lingual and
Cognitive-code methods. The main focus of the study has been the analytical description of the effectiveness of Audiolingual and Cognitive-code methods pertaining to the levels of intelligence and socio-economic status. In each method lesson-plans for each sentence-patterns have been prepared and examined by the experts in linguistics and education. The report provides the detailed explanations of each step followed for the successful completion of this research.

Chapter I deals with the introductory discussion about the nature of language, nature of language learning, bilingualism and the differences between second and foreign language. It also discusses the Audiolingual method chiefly exemplified through use of pattern practice drill, Cognitive-code method and finally the differential features of Audiolingual and Cognitive-code methods. The problem of the study, justification and significance of the problem, objectives of the study, hypotheses and delimitations of the problem are also presented.

Chapter II describes the preparation of tools. It presents a systematic account of the preparation of achievement test, development and gradation of sentence-patterns, procedures followed in Audiolingual and Cognitive-code methods, construction and evaluation of lesson-plans.

Chapter III provides an exposition on the design of the
study. It contains an elaborate note on the rationale of tools used for demarcating the levels of intelligence and socio-economic status, procedure adopted for sampling, design of the experiment, layout of the experiment, combination of factors, data collection and the statistical techniques used in the study.

Chapter IV presents the analysis and interpretation of main effects and interaction effects of variables selected for the present study.

Chapter V deals with the conclusions, generalizations and suggestions for further possibilities related to the domain of the present study.

The investigator takes this opportunity to express her profound sense of gratitude to her teacher Dr. K.P. Pandey, Dean and Professor, Faculty of Education, Himachal Pradesh University, Simla, for the encouragement and motivation offered to the researcher through his scholarly and expert guidance. This work has been possible because of his inspiration. Inspite of heavy engagements, he has been very sympathetic to the researcher in providing all the facilities and valuable solutions to many problems.

The investigator is exceedingly grateful to Dr. H.C. Sinha, Professor, School of Education,
Himachal Pradesh University, Simla and now Professor of Education, Kurukshetra University for his valuable and critical observations and suggestions which have been incorporated at different stages. Grateful thanks are also acknowledged to Prof. M. Verma of Jammu University for his precious suggestions at the stage of interpretation and analysis of data. The investigator expresses her sincere and special feelings of gratitude to Dr. Anand Bhushan, Assistant Professor, School of Education, Himachal Pradesh University, Simla, for his benevolent attitude in offering all possible help in the statistical analyses.

Investigator wishes to express her gratitude to Dr. R.N. Srivastava, Director, Central Hindi Institute Delhi, Dr. Brijeshwar Verma, Director, Central Hindi Institute Agra, Dr. Bhola Nath Tiwari, Professor, Delhi University, Delhi for their enlightened discussions and suggestions in preparing linguistic material of this experiment.

The investigator acknowledges her debt to the numerous authors whose work has been consulted in writing the report. Finally, the researcher expresses her appreciation and thanks to the principals, teachers, and to all who rendered facilities and co-operation in conducting the experiment.

Investigator

Suresh

(Km. Sureksha)