Chapter II

Review of Related Research
CHAPTER-II

REVIEW OF RELATED RESEARCH

The word ‘review’ means to go over again. In scientific terms, it connotes both compilation as well as critical examination of documents. In other words, it is a narrative presentation or reformulation of existing information on a topic derived from various sources. A review is not an original publication and its main purpose is to go through previously published literature and put it into some kind of perspective. A true effective review will be a pace-setter that stimulates further research efforts and also plays a very significant role in shaping the nature of that research.

Knowledge is cumulative. Every piece of research will contribute another piece of it. That is why it is important to commence all research with a review of literature. It is also referred to as secondary research. A brief summary of previous research and the writings of great experts provide evidence that the researcher is familiar with what is already known and what is still unknown and untested.

Therefore, for a meaningful approach to the study of English language teaching in the government aided management schools of the
coastal villages of Kanyakumari district, the researcher has presented some of the research studies that are previously conducted in different parts of India and also abroad, related to English Language teaching.

Lakachew Mulat, 2003, School of Graduate Studies, Addis Ababa University, Ethiopia has made a study on teachers’ attitudes towards communicative language teaching and practical problems in its implementation.

The study is about communicative language teaching. It attempts to find out secondary school English language teachers' attitudes towards communicative language teaching. It also sets out to investigate the possible impediments that may hinder the implementation of the approach in the classrooms. Thus, the following two basic questions are formulated:

1) What are teachers' attitudes towards the communicative approach in English language teaching and learning?

2) What are the constraints that act against a successful implementation of the communicative approach in the Ethiopian English language teaching and learning context?

A questionnaire that consists of 30 items is distributed to 80 English language teachers in ten government secondary schools that are found in West Gojjam and Bahir Dar Special Zones of Amhara
Region. The questionnaire is primarily designed for collecting data as regards teachers' attitudes towards communicative language teaching. For in-depth scrutiny of the problems teachers face in implementing CLT, ten teachers (one from each school) are interviewed and subsequently observed while teaching in the classrooms.

The collected data is analysed through means, percentages and z-test. The findings indicate that teachers generally have mildly favourable (positive) attitudes towards communicative language teaching. They, however, articulate a number of constraints that hamper the effective accomplishment of CLT as planned. Though the results indicate that teachers have mildly positive attitude towards communicative language teaching, implementation of CLT can be more effective if teachers have strong attitude towards it.

It is, therefore, suggested that policy makers, syllabus designers, teacher educators and other concerned bodies should take into account the teachers' attitudes and beliefs. Besides, in adopting an innovation, it is important to consider the circumstances it is operating so that the communicative approach can fit well into the Ethiopian English language teaching / learning context.

Yalin Zhang, 2009, has conducted a study on student-student interaction in conversation classrooms for non-English-majors in
China. The study is conducted in the South West Jiaotong University Emei Campus

This study investigates various categories of activities carried out in two conversation classrooms at Southwest Jiaotong University, Emei campus, with the aim of finding out which ones are the most effective to motivate the students to speak English a great deal in class. This study is conducted from three aspects:

- students’ perceptions of the effects of the interactive activities done in class
- the teacher’s perceptions of the effects of these activities
- what the researcher observed in the classroom.

In order to get the findings of the three aspects, data is collected through questionnaires, interviews with students, classroom observations in two classes of students (56 students in all) and an interview with a Canadian teacher of the two classes at Southwest Jiaotong University, Emei Campus.

The main findings of this study show that various interactive activities are used by this teacher in her conversation classes. The students liked especially to do the activities that provided them with more opportunities to speak or made them feel relaxed enough to
speak or were just interesting to them. The findings reveal that compared with other activities used in class, the ‘Pair conversation’, ‘Game’, ‘Interview’, ‘Role play’ and ‘Action activity’ motivated students to practise their oral English. The ‘Topic discussion’ is an activity that students participated in actively or not depending on the topic chosen for students to discuss. All in all, the interactive activities played a positive role in motivating students to speak English in class.

All the findings obtained from this study can help the researcher and other EFL teachers to gather a repertoire of effective interactive activities useful for motivating students to speak, at the same time providing them with useful insights and ideas for their teaching of spoken English.

**PENG-JU CHEN, 2009, has conducted an investigation on how different age range in adult learners’ motivation for studying English affect the learners. It is a case study conducted at Taichung City, Republic of China, Taiwan**

The purpose of this study is to find out how different age ranges affect the motivation of Taiwanese adult learners in English language learning by using questionnaires and interviews.
There are four age groups in this research: 23-35, 36-50, 51-65 and 65 onwards. Motivation can be categorized into **self-recognition**, **practical need**, **socialization** and **hobbies** all from intrinsic and extrinsic points of view. Self-recognition and hobbies fall into the area of intrinsic motivation, whereas practical need and socialization belong to extrinsic motivation.

Based on the research findings from the questionnaires and interviews, English learning motivation of learners in the age range 23-35 tend more towards self-recognition and socialization. The 35-50 and 51-65 age range adult learners’ motivation to learn English tend more towards the practical need aspect. Finally, elder learners’ motivations for learning English seems to emphasizes the learning English as a hobby. To conclude, the findings of this study indicate that different age groups have different motivation and different needs in learning English.

**Takako Nishino, 2008, Japan, has conducted a study on Japanese Secondary School Teachers’ Beliefs and Practices Regarding Communicative Language Teaching. It is an Exploratory Survey.**

This exploratory study investigates Japanese teachers’ beliefs and practices regarding communicative language teaching (CLT) in their classrooms through a survey of 21 secondary school teachers.
The results show that in order to employ CLT in their classrooms, teachers feel that a change in classroom conditions is a prerequisite.

The questionnaire used in this study is based on information gathered through interviews with three middle school teachers, and notes on teaching and learning gained from the researcher’s recent experience teaching in high school. Questions, written in Japanese, are categorized as related to either the first or the second research question, then assigned as 15 closed-response and 3 open-response questions following the questionnaire format.

The questionnaire has four main sections. The first section (Questions 1 to 5) is designed to ascertain Japanese secondary school teachers’ beliefs and knowledge about CLT. The second section (Questions 6 to 10) elicited information about how teachers use CLT activities. The third section (Questions 11 to 14) is designed to explore what difficulties teachers face in using CLT activities. The last section (Questions 15 to 17) tracks the influence of entrance examinations on the teachers’ perception of skills necessary for English. Questions 1 to 10 and Questions 11 to 17 correspond to the first and second research questions respectively.

The internal consistency estimate of reliability for the Likert-scale questions (Questions 15 to 17) is calculated, and Cronbach’s
Alpha is estimated at .78. The sample of teachers used in this study is a sample of convenience. The researcher has sent a Japanese version of the questionnaire to 30 teachers in October 2003; 21 are returned by December, a response rate of 70 percent.

Among the 8 male and 13 female participants, 6 are teaching in public middle schools, 11 in high schools (8 private and 3 public), and 4 in both. Five have taught for 1 to 5 years, 4 for 6 to 10 years, and 12 for more than 10 years. Twelve have worked abroad (6 for 1 to 6 months and 6 for more than 6 months). All 21 teachers are from Tokyo.

This study is a pilot study, so the number of participants is not large. In addition, the perceptions of the participants, many of whom are actively pursuing professional development, do not reflect those of the general population.

The findings show that CLT is beginning to be employed at the local level. In order to delineate ways to help this small local change lead to real English education reform in Japan, a comprehensive investigation of the beliefs of a larger number of language teachers is necessary.
Bai Shuping, 2009, has conducted a study on the Chinese teacher influence on students' interest in learning English. It is a survey study of students' and teachers' perceptions.

The study aims to provide some insights into how the students and teachers perceive the important teacher factors that influence students' interest in learning English.

The study seems to be guided by one research question:

To what extent does the student perception match the teacher perception on the most important 5 teacher factors that positively influence students’ interest in learning English?

In order to answer the research question, data is collected from School of Foreign Languages, Gannan Teachers' College. Questionnaire and follow-up interviews are conducted on both student and teacher respondents. Findings discussed in the study focus on the students' and teachers' perceptions regarding the most important teacher factors that influence students' interest in learning English.

The main findings of the study are:

a) Matched teacher factors: Both students and teachers perceived the same seven teacher factors:

- Knowledge of the subject
- Charming personality
- Passion and enthusiasm in class
- Respect students and be unbiased,
- Good teacher-student rapport and mutual communication
- Motivational skills and reasonable expectation of students

Good teaching techniques.

b) Mismatched teacher factors: There is mismatch in students’ and teachers’ perceptions on the 3 teacher factors. They are

- Speak good English and always use English in class
- Teaching content
- Be humorous

Indirect teacher factors in relation to students' interest in learning English like a teacher’s profound knowledge, charming personality and good rapport with students seem more influential than direct teacher factors like teaching content and teaching techniques, at
least equally important according to this study. The final chapter discusses the limitations and provides suggestions for further study.

Sonali Geed, 2001, DAVV, Indore has conducted a study on the Effect of Learning Environment upon English Language Learning and Students’ Reactions towards Learning Environment.

The objectives of this study are to develop treatment material in the form of step-wise lesson plans for implementing in different learning environment groups, to develop new tools for measuring dependent variables and assessing processes of learning in the individualistic, competitive and co-operative environment aspects of the study and to study the acceptance of experimental learning environment.

Samples for the study are the students. The students selected for the pilot study, main study and feasibility study are 40, 103 and 70, respectively. 16 teachers are selected for the study. Self developed tools are used for measuring students’ reactions towards learning environment and English language and co-operative learning environment feasibility. Research Designs used for the study are Pre-test and post test designs.
Findings of the study

There is no significant change in the reactions of the students of individualistic learning environment towards their learning environment at the pre-test and post test stages.

Competitive learning environment produced significantly negative change in the reactions of the students towards their learning environment at the pre-test and post-test stages. Co-operative learning environment produced significantly positive change in the reactions of the students towards their learning environment at the pre-test and post test stages.

Mrs. Nusrat Kadri, 2005, Sardar Patel University, Vallabh Vidyanagar has conducted a study on Developing Teacher Effectiveness through Preparation and Tryout of Multiple Lesson Plans for ELT at the Pre-Service Level

Objectives of the Study are to determine and define the components of teacher effectiveness, to develop lesson plans to teach selected topics/items, to prepare new materials/tasks and use them, to orient and guide the teacher trainees for eclectic teaching practice, to tryout the lesson plans, to find out the effect of the practice on the teacher trainees competence, to find out the effect of practice on each component of teacher effectiveness, to study the effect in relation to
gender, qualification and parental education, to describe the qualitative
dimensions of teacher effectiveness, to tryout computer aided
instruction in ELT, to motivate the Teacher Trainees to learn English
through different methods, techniques and tasks and to make the
Teacher Trainees use the English language meaningfully thus bridging
the lacuna between the classroom language and the language in real
life.

Tools and Techniques like Survey- opinionnaire, Lesson
observation evaluation sheets, Observations of the tryout of the lesson
plans by the researcher, Teacher Journals/Diary and Peers’ and
Experts’ Feedback are used.

The various treatments given to the subjects, namely, Lesson
Plans based on eclectic modality, orientation and guidance
programmes, and programmes to develop language and
communicative competence are well designed and validated. The
Study has employed Survey Research and Experimental Design.

The samples for the study, that is, pilot group consists of 21
trainees and the experimental group consists of 25 teacher trainees
drawn from Shri I.J. Patel B.Ed. College, Mogari Gujarat, employing
suitable sampling techniques. The data is analysed employing suitable
analysis techniques, such as, frequencies, % responses and t- test.
The study has arrived at findings as follows:

The components of Teacher Effectiveness arrived at are Instructional Strategies, Interpersonal Relations, Personality Characteristics (Initiative and Enthusiasm; Innovative Creative and Resourceful), Personality Characteristics (Personal Disposition, Temperament and Tendencies), Teacher as Motivator/Initiator (Reducer of anxiety, Parent Surrogate, Reformer), Job Involvement, Classroom Management/Democrat, Evaluation and feedback, Co-curricular activities and Futuristic Approach.

There is significant improvement in attitude towards teaching. The materials produced are helpful in improving LSRW of trainees and students. Use of authentic materials lead to genuinely increased interaction between teachers and students. The new material task and activities boost up their morale and confidence. The new materials generate new language functions. Self directed learners are found to be significantly more effective teachers. Learning through doing is found significantly more lasting than learning merely by listening. Presentation of oral short stories develops fluency skills, while creative short story writing lead to more cognitive and emotional involvement. Presentation in seminars and debates lead to
improvement of interactive skills among teacher trainees. The result of pretests and post test shows significant improvement.

The lessons make the students independent users of the language. Teaching with toys brings miraculous change in the classroom and helps in creating life like situations in classroom context, conducive of language uptake. A lot of variety in teaching styles is seen in the classroom and interactive styles develop an in-depth understanding of the content as well. Communicative activities show wonders in the class.

Anshuman Das, 1998, MSU, Baroda, has conducted a study on the effectiveness of computer assisted learning material on Rhymes in different modes.

The objectives of the study are to develop computer software on rhymes in text, graphics-text, text-music, graphics text music, and graphics-text-music- recital modes and to study the effectiveness of CALM prepared in different modes for learning the Rhymes in terms of Word meaning (lexicon), Analytical understanding, Comprehensive understanding, Writing ability, Recitation ability and LSRW ability.
Sample

Seven rhymes were presented in 5 different modes to 5 different groups of students drawn from a total of 169 students of Second Standard of Baroda High School, on the basis of systematic random sampling. Each group comprises of 20 students. The investigator has used two tools for the study, namely, the treatment tool and testing tool.

Findings of the Study are that the composite modes of presentation may not ensure higher cognitive language learning and Intelligibility of a message is a function of sender, message, medium, mode, receiver, and the environment.

Munther Mohammed Zyoud, 1999, CASE, MSU, Baroda has made a study on the development of Computer Assisted English Language Teaching for VIII Standard Students.

The Objectives of the study are

➢ To develop a computer assisted English Language Teaching Programme for Standard VIII Gujarati medium students.

➢ To Study the effectiveness of the Computer Assisted English Language Teaching Programme on student
achievement in terms of vocabulary, grammar and comprehension by taking pre-test scores and IQ as covariates.

➢ To study the effectiveness of the Computer Assisted English Language Teaching Programme on the experimental group students’ achievement in vocabulary, grammar and comprehension with respect to their intelligence, motivation and attitude.

➢ To study the attitude of the students towards the usefulness of the computer assisted English Language Teaching Programme.

Findings of the study reveals that when the computer is used to its full potential, it can help the students achieve more in learning vocabulary, grammar and comprehension to the learners with different IQ, motivation and attitude. It helps the students learn better because it provides them with a lot of freedom and responsibility to learn at their own pace. The students are found to have positive attitude towards Computer Assisted English Language instruction.
Irfan Shah, 2005, CASE, MSU, Baroda has made a study on the ICT awareness, use and need of secondary and higher secondary teachers of English Medium Schools of Vadodara city.

The objectives of the study are

- To find out the ICT awareness of secondary and higher secondary teachers.

- To study the ICT use of secondary and higher secondary teachers.

- To study the ICT need of secondary and higher secondary teachers.

- To study the variables related with the ICT awareness, use and need of secondary and higher secondary teachers.

A scale has been constructed to collect the data regarding ICT awareness, use and need of a teacher with respect to different components of ICT, like, computer, Internet, OHP, LCD Projector, Radio, TV. 12 secondary and 10 higher secondary schools are selected using stratified random sampling technique.

Further 60 secondary and 50 higher secondary teachers are selected at the rate of 5 teachers from each selected school. A total of 90 teachers out of 110 responded. Data is analysed using frequency,
percentage, mean, and ‘t’ value wherever necessary. There is found a low degree of ICT awareness, use and need of secondary and higher secondary teachers. The variables related to ICT awareness of teachers are teaching experience, age and total salary. The variables, related with the ICT use of teachers are total salary and computer training. The variable related with the ICT need of teachers is the Degree Program which they attended at the University level.

Jaykumar Rathod, 2005, CASE, MSU, Baroda has conducted a study on the Development and Implementation of an Information Technology Based Instructional Package for English Grammar to Gujarati medium students of Standard VIII of Jamnagar City.

The objectives of the study are

- To develop an IT based instructional package for teaching English Grammar to Gujarati medium students of standard VIII.

- To study the effectiveness of the developed IT based instructional package in terms of the achievement of the students.

- To know their reactions on the developed instructional package.
Pre-test, post-test control group design is employed for the study. The development of the IT based instructional package is done through Microsoft power point.

100 students are randomly selected from standard VIII of Smt. G.S. Mehta Municipal Girls High School, Jamnagar. These students are further divided into Experimental and Control groups. Two parallel tests are conducted by the investigator to study the achievement of the students. These two tests are conducted on the content topics simple present tense, present continuous tense, prepositions ‘in’, ‘on’, ‘under’ and ‘behind’ and possessive forms of ‘has’ and ‘have’. Also, a five point reaction scale is conducted to study the reactions of the students on the developed package. Mean, , uncorrelated ‘t’ value and chi square are computed for data analysis. The developed IT based instructional package is found to be effective for teaching English Grammar because there is found a significant difference in the gain mean scores of the experimental group and control group. The students are found having positive reactions towards the developed IT based instructional package.

Yadav Kusum, 2004, CASE, MSU, Baroda has made a study on the development of an IT enabled Instructional Package for Teaching English medium students of Vadodara city.
The objectives of the study are

- To develop an IT-enabled instructional package for teaching English Grammar.
- To implement it
- To determine its effectiveness in terms of achievement of the students and opinions of students and English Teachers.

The investigator has started with a null hypothesis that there will be no significant difference in the mean achievement scores of students in pre-test and post-test. A single group pre-test and post-test design is employed for the study. 20 students are randomly selected from Std. VIII of the New Era Senior Secondary School, Baroda.

Pre-test, post-test and opinionnaire are used for the study. The data is analysed through ‘t’ test, % scores and content analysis. There is found a significant gain in terms of students’ achievement through IT-enabled instructional package. It helps the students to learn kinds of sentences, namely, interrogative, assertive: affirmative, negative, imperative: orders or commands, and exclamatory. The students and teachers are found to have favourable opinion towards the developed instructional package.
Mohini S. Sharma, 2002, S.P. University, Vallabh Vidyanagar has conducted a study on the effectiveness of Vocabulary Teaching Strategies on retention and use in relation to certain variables

The objectives of the study are,

1. To define some methods of vocabulary teaching in the subject of English at lower level.
2. To prepare vocabulary explanations, exercises, vocabulary games and communicative task to teach vocabulary from five units from class IX text book of English (Lower level)
3. To tryout the selected techniques with the students of class IX.
4. To measure the effect of strategies on the retention and use of vocabulary.
5. To find out the effect of the treatment in relation to sex, IQ and Achievement in the previous exam.
6. To compare the degree of retention and use of vocabulary among boys and girls, high IQ and low IQ students, and among high achievers and low achievers.
7. To study the feedback of the teachers who observed the experimental group undergoing the treatment
8. To arrive at some recommendations for the teachers of English for vocabulary teaching.

Sample

A sample of 200 students is drawn through purposive sampling. Out of that 100 are boys and 100 are girls. Out of 100 boys, 50 are in the experimental group and 50 are in the control group. These boys are from the same school. The sample of girls is drawn in the similar way, but the two groups of girls are from different schools.

Tools and Techniques

IQ test, Achievement scores in the subject of English in the previous year annual examination, test of retention and test of use are used for the study.

Findings of the study

1. The performance of the experimental group is found better on all the tests.

2. The new strategies of teaching of vocabulary has affected boys and girls similarly in case of retention; whereas, boys performed better in using vocabulary.

3. The experimental group shows better retention as compared to the controlled one, but the subjects in the experimental group are found to have a significant loss of the known words and easy words.
4. The strategy of communicative task proves to be the most effective for retention of vocabulary.

5. IQ level interacts with retention and use of vocabulary. But the loss of vocabulary in higher IQ group is found more than that of the lower IQ group.

6. Students’ achievement in the previous examination does not affect their retention or use of vocabulary.

7. In the absence of treatment, the high achievers in the controlled group have lost significantly more words than their counterparts in the experimental group.

8. The interest and motivation level of the students in the experimental group are found to be high by the investigator and other teacher observers.

Hemabati Nganbam, 2000, MSU, Baroda has conducted a study on English Language Learning and its use by Professionals and Non-Professionals of Baroda City

The objectives of the study are

➤ To study the processes adopted by professionals and non-professionals for learning English Language.

➤ To study the extent of utilization of English Language by the professionals and non-professionals in their day to day activities.
➢ To study the reactions of the professionals and non-professionals about the relevance of English Language in their day to day activities.

➢ To find out the nature of course they felt they ought to have undergone.

120 respondents representing different categories of professionals and nonprofessionals without barriers of any specific linguistic community or sex constitute the sample for the study. Questionnaires, un-structured Interview Schedule and Opinionnaire are used as tools for the study. The data is analyzed by computing frequencies, percentage responses, correlation and Chi-Square.

**Findings of the study are as follows:**

1. Almost all the Professionals (P) and Non-Professionals (NP) have learned English language under a tutored or formal situation.

2. Most of the P and NP have had their schooling in regional languages. However, most of them have had their Higher Education through English language.

3. Most of the P and NP have not attended any English improvement course.
4. Age, length of occupation, place of birth, religion, teaching of English as part of their courses and occupation have been found associated with Learning of English Language (TEL) for P and NP.

5. Both P and NP personnel need English very much in relation to their professions and occupations.

6. Professionals have found contributing papers and articles relating to their subjects to Journals and Newspapers but the Non-professionals are rarely found doing so.

7. English is found playing a significant role while communicating with the seniors and equals while mother tongue or Hindi is found playing a dominant role while communicating with their subordinates during their working hours.

8. The use of English language by both P and NP in their every day social situation is extremely limited. English is found being used only in exceptional cases.

9. Most of the respondents are found to use a mixture of mother tongue, Hindi and English while interacting at home.

10. English has been found to have a dominant role when the P and NP carry out official correspondence.

11. The medium of instruction has been found mostly responsible for strengthening the Proficiency in English by P, while for the NP
factors like medium of instruction, exposure to English through popular media like newspaper, radio, TV, Movies, General Magazines, Stories, and English knowing friends has been found contributing a great deal.

12. Most of the P and NP have been found to have high abilities to understand, speak, read and write English, but a few of them face difficulties while conversing and expressing themselves in English.

13. Most of the P and NP have been found reading English News Papers while Gujarati News Papers have been found favourable to a few of them.

14. In the case of P age has been found highly associated with Relevance of English Language, Conversion in English, and use of English Language, while in the case of NP Exposure to English Language has been found highly associated with age.

15. For both the P and NP the indices of Use of English Language, Exposure to English Language, Relevance of English Language, English Reading Habits, and conversion in English have been found highly associated with sex. All these indices have not been found associated with the English Improvement courses.

16. The indices of Exposure to English language, Relevance of English language, and Conversion through English language have
been found highly associated with the length of service in case of P and NP, both.

17. Religion has been found to have no association with the indices of Use of English Language, Exposure to English Language, Relevance of English Language, English Language Knowledge, English Language habits, and Conversion in English in case of both the P and NP, whereas the place of birth does have the association.

18. Qualification has been found to have no significant association with the indices of English language Proficiency.

19. The indices of Exposure to English Language, Relevance of English Language, Conversion of English Language, English Language Knowledge for the Professionals and indices for the Non-Professionals have been found to have high correlation.

Fr. P.P. Joseph, 2005, Barkatullah University, Bhopal, has made a comparative study of difficulties in English learning faced by different categories of school students in Bhopal

Objectives of the study are:

1. To ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal.
2. To identify the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups.

3. To analyze, interpret and diagnose the factors influencing the level of difficulty between the school students.

4. To make an evaluation of the findings and to draw conclusions about the difficulties in English learning as perceived by the students themselves, teachers, parents and school administration.

5. To suggest viable measures for improvement of English learning among the students of the target groups.

**Sample of the Study:**

The samples of 800 students, 80 teachers, 20 administrators and 400 parents have been drawn from 20 randomly selected schools from all the schools in Bhopal city using suitable sampling techniques.

**Tools and Techniques:**

Scholastic Achievement Test and Questionnaires for Students, Teachers, Administrators and Parents have been used. Medium of Education, Management of the School, Board, Gender of the students, occupation and education of parents have been considered as independent variables, whereas, Scholastic Achievement has been considered as dependent variable. The hard spots and problem areas
affecting learning of English were studied systematically comparing the learning difficulties Board-wise, Medium-wise, Management-wise and Gender-wise.

**Data Analysis:**

Suitable statistical techniques have been employed for parameter-wise comparison differentiating Scholastic Achievement into Meaning, Articles, Spelling, Comprehension, Antonyms, Syntax, Transformation of sentences, Tenses, Plurals, and Writing Paragraph.

**Findings of the Study:**

The induced method of teaching in English designed, developed and implemented by the investigator has been found effective in bringing desired changes among the students as evident through the “t” values. Perceptions of Students, Teachers, Administrators and Parents on difficulties in English language learning and remedial measures have been studied analytically and systematically.

**Umer Farooque S.L.P., 2005, University of Mysore, Mysore, has conducted a study on English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District**

The objectives of the Study are:
1. To measure the English Language Competence of Teachers in different School Subjects.

2. To measure the achievement levels of students of Standard IV in EVS, English and Mathematics.

3. To find out the relationship that exists between English Language Competence of Teachers and Achievement of Students.

4. To find the difference based on the following background variables in terms of the English Language Competence of Teachers.
   a. Sex
   b. Type of School (Government and CBSE affiliated School)
   c. Experience
   d. Qualification and
   e. Medium of Study

5. To find the difference in achievement levels of students in different subjects with respect to the following variables
   a. Sex
   b. Mother’s Occupation
   c. Father’s Occupation

6. To identify the difficulties of Teachers while transacting different School Subjects, through English as the medium of instruction.

7. To find the relationship between transaction difficulties and Language Competence of Teachers.
Tools and Techniques used in the study are:

Achievement Tests for Std. IV Students in EVS, English and Mathematics constructed by the investigator, Language Proficiency Test developed by the CIEFL, Hyderabad to measure English Language Competence of Teachers, and Interview Schedule developed by the investigator for identifying Transactional difficulties of the Teachers are well employed.

Sample of the Study:

The samples of 833 students from 13 schools in Kannur district of Kerala and 108 teachers from the same schools are drawn using suitable sampling techniques.

Data Analysis:

Data have been analyzed using suitable statistical techniques, namely, central tendencies, skewness and kurtosis to describe the nature of distribution. T-Test, and Karl Pearson Product Moment Correlation are also used to analyze the data.
Findings of the Study:

The Study is quite revealing.

➢ Sex wise comparison indicates that female students are found to have better learning ability than those of male students. This is found true in the case of EVS, English and Mathematics.

➢ It has been found that children whose Mother’s occupation is in administration/management sector are found to have higher achievement in EVS and Mathematics, whereas, children whose Mothers’ Occupation is business/agriculture are found to have higher achievement in English Language. The overall achievement of children, whose Mothers’ Occupation is business/agriculture is found better than that of others.

➢ Children belonging to Group IV employees are found to have higher achievement in Environmental Science and Mathematics and children whose Father’s Occupation is administration/management are found to have higher achievement in English, as well as, overall achievement than the other groups.
➤ Every English Medium School in Kannur district is found to function with a good number of teachers who are not found to have adequate proficiency in English Language.

➤ A majority of the available teachers in these English Medium Primary Schools are found to have no level specific specialized teacher education.

➤ The existing qualification of the Teachers is not found to help the Teachers in acquiring good English Language Proficiency.

➤ Teachers with English Language background have performed better than the teachers who have completed their Education in Malayalam Medium Schools.

➤ There is a need of in-service programs to overcome the transactional deficiencies.

➤ There is found a significant positive correlation between Teachers’ English Language Proficiency and Learners’ Achievement.

It is an interesting and appealing Study on English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools. The Research Rigor has been observed throughout the Study. The Scenario of the English Medium Primary
Schools of Kannur District has definite Messages for Parents, Administration and Teacher Education Institutions. The English Language Proficiency of the Teachers in these schools has significant bearing on the achievement of students in various subjects, namely, Mathematics, EVS, English and overall achievement. Teacher Education for the Primary School level needs to be strengthened. The Study has definitely contributed to the Knowledge Base in the selected area, namely, English Language Proficiency of Teachers in English Medium Primary Schools and Students’ Achievement. However, the Study raises many questions, such as,

- How to bridge the gaps in the achievement of Primary School Students in various subjects, such as, Mathematics, EVS, English and their overall achievement due to Parent’s Occupation? What could be the support system(s)?

- If there are gaps due to gender, could Education intervene?

- Who should be the Teachers in English Medium Primary Schools? What should be their Profiles?

- How to make the Primary Teacher Education compatible?

- A large number of English Medium Primary Schools want Relevance and Quality, both? What are the solutions?
Kshamata Chaudhary, 2002, VMOU, Kota has conducted a Comparative Study on Formal and Non-Formal Methods of Teacher Education for Teaching English

The objectives of the study are:

❖ To identify reasons behind poor performance of students in English.

❖ To find whether training of teachers in teaching of English affects and develops competence of students in English.

❖ To identify merits and demerits of formal and non-formal system of teacher training agencies.

❖ To suggest key areas and methods of training teachers for better teaching of English Language.

Sample

12 under training English teachers of senior secondary schools, 12 trained English teachers of senior secondary schools, and 180 students are randomly selected as sample.
**Tools and Techniques**

1. Questionnaire for teachers to analyse the teacher's classroom teaching and teaching methods of teachers.

2. Questionnaire to evaluate the performance analysis of students in English Language.

3. Observation schedule to analyse the Personnel, Pedagogical and Social aspects of teachers and students.

**Data Analysis**

The data is analysed through frequencies and percentage responses.

**Findings**

1. The students are learning English language not because of their love for this language but due to the personal and professional importance. They are not found to have favourable attitude towards English language.

2. English is taught as a second language in schools. So, the duration of exposure is hardly adequate. The students usually are hesitant to speak English and switch over to their own mother tongue.

3. The students pedagogically are not competent to use all the English language skills. Some could fluently write but are hesitant to speak, whereas, others could fluently speak but could not properly write.
4. The under training teachers are more interested in using innovative methods, whereas, the trained teachers are not motivated to use innovative method.

Critical summary

The investigator has reviewed a few related studies in this chapter. Among them twelve are Indian studies and five are foreign studies.

Studies on English language teaching have been conducted on a large scale in various professional fields across the continents. In the reviewed studies, most of the researches have confined themselves to surveys. Stratified random techniques have been used in most of the studies. The samples taken in these studies mostly includes school students, college students, school teachers, school heads, organizational heads and executives, teacher trainees, etc. So far, no study had been carried out on the real status of English language teaching in the government aided management schools of the coastal villages of Kanyakumari district. The present study differs from the above studies in terms of the predicament faced, the area of research, the sample collected for research, and the viable suggestions proposed to tackle the predicament effectively.