CHAPTER – II
REVIEW OF THE RELATED RESEARCH
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The purpose of the study was to develop effective remedial and preventive techniques for spelling mistakes committed by pupils, and which could easily be applied by average teachers in Indian conditions.

The study was confined to 322 pupils of class VIII of five boy's higher secondary schools of Jaunpur city. The half-yearly and annual examination answer books, class exercise books and the word dictation tests were used as the sources for collecting spelling mistakes. The study revealed the following specific reasons responsible for a large number of errors in the fundamental of written English:-

1. Pupils were drilled too soon into the use of the pattern, the significance of which they did not understand.

2. The teacher was not aware of the point of difference between the foreign language he was teaching and the native language of the pupils.

68
3. Pupils were constantly influenced by the familiar patterns of their native language which caused mistakes in the use of the foreign language.

2. Indapurkar, C.D.

A linguistic study of Errors in English of Middle schools pupils of Chand reapur (chanda) Districts of North East Maharashtra, Ph.D. Linguistic, Poona U, 1968.

The objectives of the study were:

1. To describe the various types of errors found in the spoken and written English of the middle school pupils.
2. To classify above errors suitably.
3. To find out whether there are any common trends in these errors.
4. To find out the errors which continue throughout the middle school standards.
5. To find out the probable causes of these errors with special reference to the interference of Marathi, the mother tongue of these pupils.

The sample for the study included the students of two co-educational middle schools (standard V to VIII).

The following were the findings of the study:

1. The lexical errors were not frequent in any standard as revealed in oral test. But the assessment of
annual examination papers revealed that the error of replacing proper word to photically resemble word was very frequent both in standard VII and VIII.

2. Regarding morphological errors, the analysis of annual examination answer scripts revealed that in standard VI, VII and VIII the error of verbal inflection type was very frequent.

3. The errors of pronouns were very frequent as revealed in oral test. Very frequent errors regarding articles, revealed in oral test, but were missing in written test.

4. The analysis of annual examination answer scripts revealed that in standard V, VI and VII, the very frequent errors were regarding nominal phrase structure.

3. Mishra J.N.

A study of the problems and difficulties of Hindi, English, and Sanskrit language teaching at secondary stage,
Ph.D. Edu, sag u 1969
The study aimed at :-
   i) Illustrating the importance of language in all round development of Child’s personality;
ii) Finding out the reasons of deterioration of the standard of Hindi, English and Sanskrit language among the students at higher secondary stage;

iii) Knowing the practical problems and difficulties of Hindi, English and Sanskrit language teachers in their daily language.

The main findings were as following:-

i. Ninety percent teachers experience the difficulty of Explanation in prose teaching, more than seventy-five percent teachers used translation method.

ii. Only thirty-two percent teachers inspired the students for general reading.

iii. Nearly ten percent of the teachers were found to motivate the students to note certain important language material in the class.

iv. Forty percent of the teachers did not give practice of loud reading.

v. Very few teachers gave practice of correct pronunciation.


vii. Almost all teachers opined homework to be essential, but only twenty-five percent were able to check and correct homework of the students.
viii. Cent percent teachers opened that the course of all languages were too vast to finish in time before the commencement of the examination.

ix. Ninety percent teachers pointed out that the lessons in the textbooks were above the mental level of the students.

x. Ninety-five percent of the teachers accepted the language examination to be essential.

4. ANSUYA R.

The improvement of reading efficiency at the P.U.C. level, central institute of English and foreign languages, Hyderabad, 1970.

The main aim was:

1) To establish criteria for the improvement of reading efficiency of the pre-university students.

The Hypothesis was that the reading efficiency which consists of speed and comprehension is related to students and performance.

The students vocabulary and reading vocabulary were tested and their weakness were diagnosed. These students were then given some topics to read include:

a. The value of reading

b. The element of reading skill and improvement.
c. Common faults in reading and their elimination. The students were then given some exercises constructed for the improvement of reading efficiency. After administering the standard test, the final test in reading efficiency were administered.

Findings:-
1) The students seemed to comprehend less for a short interval.
2) At the end of the experiment it was found that the reading efficiency of all the groups had increased from 48 words to 270 words per minute.
3) The improvement was very high in the case of bright students: considerable in the case of average and satisfactory in the case of backward students.
4) Considered the dearth of trained personnel. The intensive course method may be preferred, as a various groups of students can be trained simultaneously.

Conclusion:-
For building up a successful reading programme and for organizing it, care should be taken that previous experience of the students and level of their mental development taken into account. Pupils should be allowed
to pass through a series of stages of progress in becoming good readers.

5. **TIWARI D.D.**


**Objectives:**

1) The objectives of the Project were to asset the effects of making English optional on attainment of students and to determent the place of English in the present curriculum.

**Findings:**

1) The no. of candidates offering English at the High Schools and intermediate examination, Uttar Pardesh, was decreasing year by year. On the contrary, in the same year overall results in both the examination went up by 0.4% and 9.93% in the high school and intermediate examination respectively. In English, the percentages of passes went up by 6.6 and 10.85.

2) The no. of candidates decreased and the pass percentage on the whole, as well as in English, as a subject, rose from 82 and 69 in 1967, to 86.5 and 79.0 in 1969 in B.A. and B.Sc. classes.
3) So far as intermediate classes were concerned, they too held the above contention.

4) The medical colleges in the state were in no way affected by this decline in the popularity of the subject as the candidates selected by them were good at English.

6. MALHOTRA R.K.

Measurement of achievement in English (Statistical Study of the effectiveness of the Punjab University Matriculation Examination), Ph.D. Education Kur. U; 1972.

Objectives:-

1) To measure the achievement of matriculation students in English in order to assess effectiveness of the Punjab University Matriculation Examination.

The answer scripts of students appearing in English papers 'A' and 'B' of Punjab University Matriculation Examinations held during February 1965, August 1965, February 1966 and August 1966 were considered. The sample consisted of 2500 answer script from each of A and B papers. These scripts were analyzed.

Finding and Conclusions:-

1) The standard of achievement in English at the matriculation stage was very low.
2) No uniformity was found in the percentage of passes with regard to the different questions in both the papers A and B.

3) There was a great variation in the percentage of attempts in percentage of passes with regard to the parts and sub parts of different questions in both the papers.

4) The no of students passing at the cutting score was the highest in each examination.

5) The weightage given to easy average and hard questions differed from year to year and.

6) The no. of topics covered in the papers did not represent in the whole syllabus in any of the papers.

7. DAS GUPTA N.A.

A critical study of the vocabulary in English of the students of class VI (usually12+). Reading in the non-English medium schools of Meghalaya, and the influence of socio-economic background on the actual vocabulary, Ph.D. Edu; Gan U., 1975.

1) To measure the gap between the expected and the actual vocabulary in English of the students of class VI (usually 12+) reading in the non-English medium schools in Meghalaya.
2) To prepare a glossary I of English words containing the weight of each word in respect of the students of class VI.

3) To prepare a glossary II of English words containing the difficulty value of each word, in respect of the students of class VI, reading in the non English medium schools in Meghalaya.

4) To prepare two more glossaries of words (glossary III and IV) containing the difficulty value of each word relating to the students of class VI hailing from the upper socio-economic group and the lower socio-economic group respectively, in order to bring into clear focus the influence of socio-economic background on the actual vocabulary of the students.

**Findings:-**

1. of 2043 words, 469 has the greatest weight, 1295 had minimum weight and 279 words had medium weight, 27.34% words from the two checklists were known by 19% students, 28.49% words were known to more than 90% students. The remaining 44.17% words had medium difficulty value. Upper socio-economic group students had a richer vocabulary than those from the lower socio-economic group. The gap between the estimated (1430) and actual vocabulary (943) was 487. The same gaps for the upper and lower socio-economic group were 246 and 702 respectively.
Conclusion:-

The major educational implication of the study is that the glossaries of words can be used for the improvement of educational and communicational practices in schools.

8. KOUL B.N.

A critical study of the fundamental curriculum issues relevant to the teaching of English in India teaching to an alternative integrated ELT. Curriculum. Ph.D. ELT, CIEFL, 1981.

Objective:-

This was divided there constituent Hypothesis that were further translated into three questions, viz.

1. Why is English, and should English be, taught and learned effectively on a mass scale in India?
2. What are the socio-cultural constraints that hinder ELT/L and performs in ELT from being effective?
3. What are the instructional constraints that hinder effective ELT/L in India?

Findings:-

1. In actual fact there was nothing like a curriculum for ELT in India, for the curriculum components (At a particular level instruction and also across the various level) stood in a disjoint relationship with one another. This suggested that on ELT/L programme could not be successful if it was put into the
framework of the general model of the syllabi currently in operation.

Conclusion:-

A new paradigm which might be called a utilitarian curricular' paradigm from which would emerge an overall unified curriculum for ELT – a curriculum in which the curriculum components stood in conjoint relationship at each and every level and also across to various levels of instruction. A few methodological and implementational problems were visualized in order to make the suggested overall unified curriculum a success at the pragmatic level.


Objectives:-

1) To ascertain the growth level of comprehension, vocabulary, translation, grammar, language and spellings abilities of English language among eight grader belonging non schedule caste and non schedule caste varying in intelligence level socio-economic status, sex, locality and schools administered by private agencies, missionaries and the state government.

2) To find out the common errors committed in translation, grammar, language usage and spelling by eighth graders belonging to different sex, locality,
intelligence, socio-economic status and types of institutional administration.

3) To find out the factors which influenced the growth of English language abilities.

Findings:-

1) The schedule caste students were found to attain average growth level in each one of the six English language abilities whereas students of the Non schedule caste were found to be slightly higher than average in these abilities.

2) The growth status of language ability was a function of structural factors operating within (intelligence, sex etc.) and outside (socio-economic status, locality and types of school) the individual.

3) There existed a significant relationship between intelligence and growth of various English language abilities.

The growth of English language ability was found to be influenced by such factors as caste, intelligence socio-economic status, locality, administrative control of an institution and personality factors.

10. Bhattacharjee R:

The objective of the study were:

1. To study background characteristics of the teachers of English of East Khari Hills High Schools, their view and opinions as well as practices followed by them in respect of various aspects of teaching English.

2. To identify the present status of teaching English, through observation of teacher's performance in the classroom situation.

3. To study strength and weakness in the teaching of English.

4. To try out the effectiveness of training in selected skills under microteaching strategy for improving teaching competence of the teachers of English and

5. To suggest measures for improving teaching of English in the high schools of the district.

The hypothesis of the experiment were:

1. There is a significant different difference in the mean score on the rating scale, of the group trained in the five selected teaching skills through microteaching strategy and the group without training in the five selected teaching skills.

2. There is a significant difference in the mean score on the general teaching competence scale, of the group trained in the five selected teaching skills
through microteaching strategy and the group without training in the five selected teaching skills.

The major conclusions were:

1. The majority of the teachers of English were not professionally equipped to teach English.
2. Teaching at the foundation stage was neglected.
3. There was no uniformity regarding work load of teachers of English in different categories of schools.
4. The mean over all score in English in classroom teaching was between ‘poor’ and ‘satisfactory’.
5. The majority of the teachers were not aware of appropriate methods and not clear about the four fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate students progress and take remedial measure in the English class.
6. In-service training facilities for the teachers were inadequate.
7. Training in selected skills through microteaching was effective in improving teaching competence of teachers of English. microteaching supplemented training in English teaching methodology.
11. SHARMA A.K.

Aspects of English language teaching in India, D.

Objectives:-

1. To unravel the multidimensional problems, socio-
linguistic implications, technical requirements and
situational needs of English Language Teaching
(ELT) in India

Findings and Conclusions:-

1. The prospective principles and methodology of
second language teaching have undergone a drastic
change over the last few decades.

2. The existing system of teaching of English in India
right from the grass root level to the university stage
was defective.

3. Traditional method and conservative cases of
English language teaching in India were
incommensurate to the language needs of learners.

4. With regard to each separate teaching situation rural,
semi-urban, Urban and cosmopolitan the need to
provide for a syllabus and materials suited
exclusively to each situation had been ignored.
12. CHOU DHARI K.


Objectives:-

2. To identify the competencies required of a teacher teaching English at the secondary school level.
3. To explore how the competencies identified varied with demographic variables of teaches, viz sex, age and educational qualifications.
4. To determine the relationship of the competencies identified with the product variables of pupil achievement in English and pupil liking for the teacher.

Findings:-

1. The Pedagogical domain of teaching competency in English consisted competency in English consisted of twelve competencies, which were independent of each other.
2. All the competencies correlated positively with a product variable.
3. The contextual variable of location of school had an effect on half the no. of competencies.
4. Teachers' intelligence and attitude were found to be associated with some of the competencies.
13. KHARE M.A.


Objective:-

1. To test the general level of performance of Junior High School Students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary.

2. To make a comprehensive study of the average performance of students through structural approach and the traditional approach.

3. To study the effect of cultural and economic background and intelligence on the performance of students in the above aspects of English.

Findings:-

1. There is no difference between the average achievement of the students taught through the structural approach and those taught through the traditional approach.

2. Cultural and economic background of the students has no significant effect on their achievement measured by the tests on various aspects of English.

3. Intelligence does not influence performance of the students in the tests on various aspects of English.
Conclusion:-

1. Student's achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, pronunciation, applied grammar and vocabulary in pronunciation student's achievement under traditional approach was found to be better than that under the structural approach.

2. Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition, and pronunciation.

3. Intelligence was found to be an important factor in achieve in all seven areas of English.

4. The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background an approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

14. Sharma R.K.-


The main aim of the research was to study the position of English in India and the problems of its teaching/learning in the schools and colleges of Bihar.
Relevant information was collected all over Bihar from various sources. Questionnaires were prepared and used for heads of institutions, teachers of English and students of schools and colleges of Bihar. A larger number of schools and colleges in Bihar were visited. Interviews and discussions were held. Problems of teaching English in schools, colleges and universities training colleges, problems of teaching English pronunciation and socio-political problems of teaching English in Bihar were critically studies.

Some of the major conclusions were:

1. During the past three decades there had been a gradual lowering of standards of English due to various reasons like socio-political problems of teaching English.

2. Efficient teaching of English was lacking. There was a shortage of trained and qualified teachers. Traditional methods and conservative bases of teaching were incommensurate with language needs of learners.

3. Misconception methods unpalatable textbooks and their mishandling etc. were the main problems at middle and high schools.

4. In colleges, faculty teaching methods, improper selection of teaching items, etc were the main problems. Teaching of English in college was
mistaken as teaching of English literature only, and point of linguistic interest were generally ignored.

5. In training colleges the programme appeared to be theoretical only. Even trained teachers remained ignorant about the effectiveness and limitations of teaching aids.

6. Students faced difficulty in picking up correct pronunciations of English sound of already acquired languages mainly interfered with their pronunciation of English.

7. There was confusion about the aims and objectives of teaching English at various stages.

The performance reports of the Board of Examiners at various levels lament over the fall of standards in English among our students, English becomes a thorn in the flesh of our students; they are unable to understand the lectures in English in higher education, Poor communication between the teacher and the taught leads to a rigid atmosphere in the classroom. When we analyse the percentage of failure in each of the subjects of Higher Secondary Examinations held in Tamil Nadu, we find that the highest percentage of failure is in English. Pupils studying in Tamil medium classes and rural schools are the most disadvantaged. Research studies reveal that the intelligence of the pupils influences their academic
achievement. Hence, an attempt was made to find out how intelligence is related to pupils’ academic achievement in English.

Objectives of the study:-

The objectives of the study are stated as follows:-

1. To find out how intelligence is related to pupils’ academic achievement in English.
2. To find out whether the sex of the pupils, medium of instruction, locality and the nature of management of the school have any influence on pupils’ academic achievement in English.
3. To find out whether pupils differ in their I.Q. scores with respect to their sex, medium of instruction, locality and the nature of the management of their school.

Hypothesis of the Study:-

The hypothesis of the study are stored as follows:-

1. The intelligence of the pupils has a positive influence on their academic achievement in English.
2. The sex of the pupils, medium of instruction, locality of the school and the nature of management of the
school have certain influence on pupils' academic achievement in English.

3. The intelligence of pupils plays a crucial role in deciding their medium of instruction, locality and nature of the management of their schools.

4. The sex of the pupils influences the level of their intelligence.

**Main conclusions of the study:**

The main conclusions of the study are stated as follows:

1. Intelligence of the pupils positively influences their academic achievement in English.
2. Pupils having higher level intelligence prefer English medium classes and urban schools.
3. Sex of the pupils has no influence on their intelligence as well as academic achievement in English.
4. Pupils prefer schools of different types of management irrespective of their level of intelligence.
5. The medium of instruction and the locality of school have a certain influence on pupils' academic achievement in English.
6. The sex of the pupils and the nature of management of the school have no significant influence on their academic achievement.
Review of Related Literature:

**English Language teaching in Rural Areas:**

"Challenges and Solutions"
Sangeeta, Reader, Department of Education, Kurukshestra University, Kurukshestra.
and
Surender S Dillon, Lecturer, Govt. College, Narnaul.

(EDU Tracks August, 2004)

The importance of English language in the modern world, which is driven by market economy, can't be overemphasized. It, no doubt, first spread to the different parts of the world because of its being the mother tongue of the British colonial rulers. However, nowhere in the world today does its use carry any stigma of cultural slavishness. We use English language now as naturally as we wear suit and necktie. Wrongly enough, some people do persist with a belief that it is mere intellectual snobbery that makes us run after English. But the key to its importance lies in its practical utility as a useful communication aid in the globally competitive modern world. Hence, it is imperative for us to try to identify the challenges and seek their solutions in the field of English Language Teaching, particularly in respect of the rural area students so that they may also share the opportunities
arising out of the liberalization of economy taking place round the globe.

It is depressing to see the way English is taught and learnt in our schools and colleges, especially in rural areas. So pathetic is the state of affairs that it hardly leaves any scope for the teachers or the student to excel. The factors leading to the mess prevalent in this field are numerous as well as complex, so much so that it would be neither easy nor legitimate to hold any one factor squarely responsible for it.

A large majority of our students in rural areas doesn't have an inclination towards or interest in learning English. The foremost reason of this is the negative attitude of these students towards English. Unlike their counterparts in urban areas, these students look upon English as a terribly alien monster. They find it impossibly difficult to relate to it. Majority of them are first generation learners. Neither their parents nor other family members or peer groups speak English. The cultural environment of our villages is not conducive to any learning of English language. Rather than encouraging the promising young learners to make use of small bits of English language in their daily life, they are ridiculed and made fun of. Derogatory remarks are often hurled at those who try to practice English speech outside their classroom. This confines the activity of learning English strictly to the four
walls of the classroom. This should not, however, be taken to mean that village people are not aware of the importance of English. What it actually means is that there are deep rooted inhibitions against using English for practice in daily life. Everyone would love to speak English but only as a flawless and fluent speaker. This leaves the young learners with no time or place for developing their communication skills in English. The already foreign English language starts looking more alien and fearsome to the budding learners. Soon enough, it leads to the development of an instinctual apathy towards English. That is why, it is only either the most gifted students or the most stubborn ones who achieve a moderate level of proficiency in English language. The urban students have the clear advantage over the rural ones in this regard. The academic and cultural environment of cities proves supportive rather than prohibitive in the effective learning of English. This difference presents a great challenge for the teacher of English working in rural or semi-urban conditions.

Lack of job opportunities, is another factor, which breeds indifference among students towards the business of education as a whole. The kind of education we are imparting to out students has become outdated and is irrelevant to our present needs. While the education that this poor nation badly needs is one that may help create job opportunities for the multitudes of our unemployed but
talented youth and creation of employment opportunities, is the need of the hour, our education system simply doesn't know what to do of it. Even the brilliant and hardworking students are not sure whether their educational degrees would be able to help them earn two square meals scenario breeds, among students an attitude of apathy and indifference towards the whole business of education. Naturally, incentive-wise, the student does not feel motivated enough to make strenuous efforts that would be needed to learn a language completely foreign to his cultural tastes and temperament.

Another factor that makes the English learning process a dull and boring experience for the students concerns the pedagogy of English teaching. The conventional, old and faulty methods of teaching being used by untrained and grossly incompetent teachers destroy the natural potential of the learner and English soon becomes an anathema to him.

Once the learner has lost his interest in learning, learning process becomes a tedious and nightmarish experience both for the pupil as well as the teacher. We know how it becomes quite an ordeal to be engaged in the task of teaching English in our rural areas. Notwithstanding the most sincere efforts by some of the most sincere teachers, a majority of students just doesn't respond at all. This leads, very often, to the teacher throwing his hands up.
in despair. He will give up the efforts and adopt a casual approach to the business of teaching. In these circumstances, the teacher has to be very careful about tackling this utter indifference of the rural students towards English. In fact, one of the biggest challenges before a teacher of English working in rural areas it to create and sustain the interest of his students in English language. Otherwise, as it is happening today, we wouldn’t be teaching them English; we would only be imposing it upon them.

The biggest challenge before a teacher of English at the college level in rural areas pertains to the poor level of proficiency in English of students at the time of their entry into the college. The rural students by hook or crook succeed to reach the college level by resorting to copying at examinations or using other unfair means. But they are hardly prepared to deal with the advance level of the courses of English prescribed by the university. Herein lies the crux of the problem for the college teacher. The tragedy is that even the best of teachers fail in the class for no fault of theirs. How can a college teacher successfully teach an advance courses of English grammar or English literature to a crowd of students not even acquainted with the very basics or fundamentals of English language?

Caught up between the extremely poor students on the one hand and the high level university curriculum on
the other, the job of teaching and learning English becomes a dangerous tightrope-walk, in which both the teachers as well as learners are but bound to falter.

The college teachers react to this challenge in two different ways. The first category is of those who resolve to discharge their duty most conscientiously in the face of stiff resistance. Being proficient in English and extremely idealistic and painstaking by nature, these teachers develop their own individual methods and formulae to make their teaching effective in the class. With the passage of time, they develop and then sharpen their own pedagogical skills. On the basis of their experience, they guide their students on how best they can perform in the examination with minimum possible efforts. They represent the finest of our teachers of English and enjoy great popularity as such among their students. But the sad part of the story is that even these teachers are good but chiefly from the examination point of view only. They themselves are very well aware that their efforts do not really amount to much in terms of inculcating functional linguistic skills of English among the majority of their students.

However, a small number of promising students do get benefited from these teachers and this proves their contribution in furthering the cause of English.

The second category of teachers meets this challenge in rather relaxed manner and end up as popular
persons but incompetent teachers. They swear by the translation method and teach English in the mother tongue of their students, like Hindi or any other. To sustain the interest of the students in the class they make use of jokes, humorous anecdotes and other interesting but extraneous things in a big way. They will often go an extra length in quoting examples and illustrations from the real life situations – all in the mother tongue – to explain a point occurring in a piece of literature. Such things no doubt help the students to enjoy the beauty of literature. But it overshadows the more important part of the exercise, namely the teaching of English language. In fact, this indiscriminate use of mother tongue all through the period of a class proves very harmful for the learners in the long run. It also applies a question mark on the need for a human teacher at all. After if translating a textbook into the mother tongue in the classroom were to be the sole aim of the teacher, the guidebooks available in the market would better serve the purpose. There should be something more important in the teaching method of the teacher if he has to justify his presence in the class as being essential.

Students in rural areas differ from their urban counterparts in the matter of sensibility too, which makes them rather slow and difficult learners of English. Language is basically a tool to understand and conceptualize the universe around us and than to share
that understanding with our fellow human beings. Therefore, a better understanding of the universe is terms of one’s mother tongue will enable one to understand it in terms of a foreign language more easily and speedily.

A low level of this understanding among the rural area students poses an additional difficulty for them. They have an extremely poor level of intellectual development. The range of their sympathies too is rather small. This makes them unable to appreciate the fine nuances of certain emotions and observations presented in literary writings.

Poor development of linguistic abilities, in general, among rural students is another factor that causes comparatively more difficulties for them in learning a foreign language. These students lack an adequate knowledge of any proper language at all, not even of their mother tongue. It is the local dialect heavily loaded with slang words and expressions that they use throughout their discourse. With the local dialect not being rich in the range of its lexis or vocabulary, its user has to draw upon a very limited bank of words to express his different ideas, emotions or moods. For instance, if a typical Haryanavi college boy were to say that so and so is a very good batsman, or that so and so is a very jocular man, or that so and so is a happy-go-lucky man, or that so and so is a notorious drunkard and so on, he might like to use for all
these different types of persons a single word, andy. He can't therefore, tell the precisely correct and standard word to be used in these situations. This explains, by way of an example, why rural area students are not proficient enough even in their mother tongue. It is an established fact that the knowledge of mother tongue helps as well as interferes in the learning of foreign language. P. Gurrey observes, "The teaching of the mother tongue and the teaching of a foreign language can support and assist each other" because an adult learner of a second language always tries to filter his learning of the new language through the knowledge of his mother tongue. The upshot of the argument is that since rural area students are poor students of their mother tongue they also prove to be poor students of English.

The faulty methods of teaching do not just impart a fatal blow to the enthusiasm of the learner; they are principally illogical and, hence, are unsuitable to the very objective of teaching English. The teacher generally makes use of a combination of the lecture method, the translation method and the grammar method in different proportions in accordance with his needs. He teaches English strictly from the examination point of view. There would be nothing wrong with this if the examination pattern is such that it would assess how far the examinee has been able to acquire the basic linguistic skills in English, namely the
ability to listen, speak with correct pronunciation, read and write. But our examination system at its best, only seeks to assess two skills – that of writing and cramming. And since cheating at examinations is the order of the day, it actually assesses only a single skill, that of copying from somebody or from the material that an average examinee can freely smuggle into the examination hall.

In this way, our examination system is no more a means to assess the real attainments of students; it has rather become an end in itself. To manage to pass an examinations has become the sole aim of students and the teacher’s duty is to facilitate it for them. This makes the teacher keep sticking to the outworn methods of teaching, for he knows that even if ideally they are flawed, they best suit him in the present circumstances. So, part of the blame for faulty teaching methods being in use goes to the faulty pattern of examination. Since efficiency in basic linguistic skills is not a part of the examination, it is not made a part of the examination, it is not made a part of the teaching process. Hence, the basic linguistic skills largely remain ignored.

Weaknesses of the grammar method too are obvious as it overlooks the basic fact that language is a behaviour to be learnt through imitation. An almost exclusive emphasis on grammatical rules is a self-defeating exercise. Here language is not taught as a living entity.
used in an actual context. Rather it is treated as an abstract system of rules and forms just like a science. It seems as if the practitioner of this method were teaching the rules of English grammar rather than English language itself. So much emphasis is laid on theory that practice gets totally ignored. That is perhaps why we Indians know more about English grammar than English language.

It is very common for a learner to commit errors while learning a language. One does it also when one learners one’s mother tongue as a child. But in our teaching methodology there is no room for this. As teachers, we are great sticklers for accuracy. Even a small mistake is badly frowned upon, which harms the learner’s confidence in his capability. One can’t possibly learn anything unless one is allowed the liberty to commit errors. The learner, therefore, must be encouraged to make maximum use of English even if it is at the cost of accuracy. Accurate use of language is certainly the ideal to be aspired for but to enforce it rigidly from the very early stages of learning would kill the driver of the learner. It is the flow and fluency that needs to be encouraged rather than the accuracy.
English language learning difficulties:

Metacognitive awareness of students:-

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(Edu Tracks August, 2004)

‘Metacognition’ refers to an awareness of our cognitive processes like thinking and learning. It is synonymous with knowing about what we know/do not know. It extends beyond the mere awareness of cognitive processes or activities to the deliberate and conscious control of these activities. In the opinion of Ashman and Conway (1989), it is an individual’s capacity to monitor and regulate his or her mental processes while approaching a new learning task or solving a problem. Flavell (1976) identified self-monitoring and self-regulation to be the components of metacognitive awareness. Brown, Campione and Day (1981) recognized metacognitive awareness as a kind of knowledge necessary to tailor effort to outcome. In other words, metacognitive awareness enables learners to use cognitive behavior management mechanisms such as task – planning, task-orientation, self monitoring, self regulation and self
evaluation and as a result, he/she moves from dependence to independence in learning.

In 1970's Flavell and Wellman (1977) established that successful learning involves multiple interactive factors such as characteristics of the learner, task-demands and strategy applications. The metacognitive awareness plays a crucial role in coordinating these variables. Since then, many efforts were made in the field of Cognitive / Educational Research to find out the relationship between many learner-related variables and metacognitive awareness. Positive links have been documented in many areas like Mathematics (Bryant, 1985; Hook et al., 1999); Kramarski et al., (2001), Language Acquisition (Bialystoke and Ryan, 1985) and Reading Comprehension (King, 1994; Salmon et al., 1989). Metacognitive approach has pervaded the field of learning difficulty (LD) too. Research studies of Warner et al., (1982) and Wong (1982) reported that the LD children had deficit metacognitive awareness and executive functioning. Metacognition has generated a new orientation for remedial instruction, especially for students with special needs (Gerber and Hall, 1981; Kopfer, 1993). Metacognitive research has opened up new vistas to develop coping of behavior to failure and also to tone up constructivism in the learners (Cullen and Boersma, 1982; Reddy and Santhakumar, 2002). Metacognitive training provided evidence for the fact that it
minimized the change of learner’s withdrawal from the task and retained the learner’s device to cope with the task (Diener and Dweck, 1980).

Metacognitive Awareness and Language Proficiency:-

As Ehri (1979) found, there is considerable evidence to state that metacognitive awareness is a prerequisite for learning to read similarly, Bialystok and Ryan (1985) proved the metacognitive framework of language proficiency develops across three major language use domains, namely, a) conversational domain which includes interactive uses, b) literacy uses that include reading and writing and c) meta-linguistic tasks that include activities which call forth analyzed knowledge and cognitive control (e.g., grammar exercises). Proficiency in each domain requires certain skills and the skills of all the domains put together are called language skills. Each language skill has two dimensions, namely, analyzed knowledge and cognitive control which are considered to develop along a continuum from low to high as shown below:
Metacognitive Model of Language Skills (Bialystok and Ryan, 1985)

Through primary and secondary stages of schooling, children acquire the analyzed knowledge about knowledge content, form, and use. This knowledge gets refined and improved through formal education, enabling the children to use language for wider purposes. Similarly, the language learning tasks too demand more and more meta-linguistic awareness and cognitive control that involve the ability to think more intentionally about the language form and content, when they reach tertiary levels of schooling, that is, higher secondary stage. From the onwards, the more meta-linguistic abilities, the more will be the linguistic proficiency. Many research studies reveal that improved metacognitive awareness has toned up receptive,
phonological and expressive abilities. Promotion of metacognitive abilities have borne best possible fruits even in redressing various language learning difficulties, for example, comprehension difficulties (Singer and Donlon, 1982; Short and Ryan, 1987) and reading and writing difficulties (Brown, 1981; Paris et al., 1986) Baker and Brown (1980) ascertained that metacognitive awareness is fundamental to effective language learning. Similarly, Reddy et al., (2004) also insisted on metacognitive strategic training to overcome language disorders in students. Hence, the demand for attempts at identifying and assessing the metacognitive deficits as well as for attempts to facilitate metacognitive awareness has steadily gained momentum.

**Needs and Importance of the Study:**

In second language (English) acquisition, language learning difficulties (LLD) crop up from different domains, namely aural, oral and communicative areas which call forth receptive, phonological and expressive skills respectively. Torut (1984) brought to limelight that most of the langue difficulties of second language (English) learners stemmed from metacognitive strategic deficits. Unlike the mother tongue, English is learnt deliberately usually in formal classroom. The opportunities for mutual interactions, caring and guidance of the elders and
reinforcement from the immediate social context are not available or insufficient. In many cases, the learner happens to be the first generation learner. Amidst these handicapping conditions, a second language (English) learner needs more metacognitive orientations towards self regulated task-management and judicious task-evaluative cognitive behaviour. To provide such orientation, an accurate assessment of the existing level of metacognitive awareness with regard to task-orientation, task-planning, self-monitoring, self-regulation and self-evaluation is warranted.

Many research studies have again and again reiterated that learning-disabled students differ from normal students because they have deficit skills in metacognitive knowledge and executive functioning (Ellis et al., 1989; Wong, 1982; Butler, 1995). Moreover, at the higher secondary level, the students having had formal language acquisition process for nearly eight years (second language is introduced in third standard in government and aided schools) do have some knowledge of form and content of English. Most of their language difficulties, which exert a shadow of failure over the students' life by interfering with their daily activities like speaking, reading and writing, obviously stem from deficits in metacognitive thinking. Their receptive, phonological and expressive language skills, therefore, need to be
refined by way of inculcating metacognitive awareness in them. Further, at the collegiate level too, students need to perform the linguistic tasks that call for the metacognitive sophistication. Language learning difficulties and the lack of metacognitive awareness, no doubt, tell on higher educational pursuits or career aspirations. Goldstein (1979) contended that between language proficiency and metacognitive awareness, there is a bi-directional relationship in which an advance in any one of these (either naturally or through instructional intervention) has an effect on the advancement of the other. Hence, a dire need arises to develop diagnostic tests to identify Receptive, Phonological and Expressive (RPE) language learning difficulties; to apply these diagnostic tools so as to distinguish the LLD students from the normal students; and finally to probe into the metacognitive awareness of the LLD as well as normal students. Such attempts will provide a valuable guidance for designing and delivering language intervention programs to overcome LLD in RPE areas. This being the context, the objectives of the study are:

i) To develop the diagnostic tests for identifying higher secondary students with RPE language learning difficulties.

ii) To find out the significant difference, if any, between the LLD students and normal students in their RPE language learning difficulties.
iii) To develop a Metacognitive Awareness Questionnaire (MCAQ) for identifying the metacognitive awareness of higher secondary students when they are learning English.

iv) To find out the significant difference, if any, between the LLD students and normal students in their metacognitive awareness.

v) To find out the correlation between metacognitive awareness and language learning difficulties of LLD students and normal students.

Hypotheses:-

i) There is a significant difference between the LLD and the normal students in their RPE language learning difficulties.

ii) There is a significant difference between the LLD and the normal students in metacognitive awareness.

iii) There is a significant correlation between the metacognitive awareness and the language learning difficulties of LLD students.

iv) There is no significant correlation between the metacognitive awareness and the language learning difficulties of normal students.
Implications of the Study:-

1. The study reveals that a considerable proportion of higher secondary students in SLL (English) Classrooms are facing difficulties in receptive, phonological and expressive language areas. In the current study, out of 168 students in the higher secondary classes, 67 students (i.e. 39.88%) were identified to have LLD. Hence, a comprehensive survey can be conducted by the District Institutes of Education and Training (DIET), State Council for Educational Research and Training (SCERT) and National Council for Educational Research and Training (NCERT) at different levels to get a clear picture about the prevalence of LLD. Such surveys will necessitate a need based training program for the teachers.

2. The study reveals that identifying language learning difficulties in RPE language areas is essential to design relevant interventional / remedial programs. It also reveals that curriculum-based diagnostic tools serve the purpose of identifying LLD students. So appropriate diagnostic tests can be developed by the DIET, SCERT and NCERT for various grade levels. Teachers belonging to various cadres should be made aware of these diagnostic tools and oriented
to administer these diagnostic tools, whenever a need arises for scientific confirmation of LLD students. The test should be supplied to all the school libraries, language labs or district libraries.

3. The study implies that there exist differences among the higher secondary students on the basis of metacognitive awareness. It confirms Goldstein's contention that there is a close link between LLD and deficit metacognitive measures. Questionnaires can therefore be developed to identify metacognitive strategic deficits among the students. Again DIET, SCERT and NCERT should issue guidelines to teachers to make use of such tools so as to ensure process-based teaching embedded with ample scope for metacognitive strategy training.

4. Keeping the results of the study and its educational implications in mind, the above mentioned bodies should take up the work of identifying and designing appropriate metacognitive strategies systematically and conduct orientation and refresher courses at regular intervals for teachers. Particularly for English language teachers handling X and XII so as to make them resourceful in metacognitive strategy training.
Review of Related literature from Journals of English Language Teaching

Testing English Through Textual Content – An Alternative Approach

English language testing system in most colleges in India is essentially text based with students required to write essays on textual content in one or two pages. Many of the students with their inadequate command of target language resort to cramming and reproduce crammed essay in the examination, as the expectation of the examiners are mere summarizes of textual essays and short poems. As a result, the scores in the English Examination cannot be considered a manifestation of language ability. But of late there has been a change in the situation and authorities concerned are exploring the possibilities of neutralizing the effect of memory by abandoning text books for the purpose of examination. An attempt is made in this paper to discuss points in support of and against the issue of de-linking text and test at the tertiary level and suggesting an alternative approach, steering clear of the two divergent perceptions.

Now, on the question of de-linking texts and tests, it is pointed out by its advocates that the fundamentals issue of language learning and acquisition is concerned with the
development of the four macro skills and for that, it is practice and actual involvement in language tasks that matters and mere reading of text books will not serve the purpose but actually degenerate the testing process into reproduction of crammed material. Abandonment of text books will lead to changing emphasis in the classroom methodology towards more realistic and meaningful language practice and the learners will be weaned away from the slavish dependence on texts and they will soon realize the fact that their success in the examination will depend on the development of their own repertoire of full range of language abilities and therefore they will make an all out attempt to improve their language and develop independent writing skills. In text based test, it is not possible to include a variety of language tasks, as content coverage of the text has to constitute a greater chunk of the text battery. The classroom teachers also give importance to prescribed texts and formulate a set of unhealthy preferences in which explication of the text and the completion of the textual syllabus and in some cases dealing only with important chapters are given top priority to the complete neglect of learner activities in the classroom and in such an instructional procedure, there can be no real language learning and much less language acquisition. Therefore, the advocates of de-linking the test and the text rule out the prescription of text books for the
learner. They want the course to be learner-centered as opposed to textbook-dominated and so the learners should be given plenty of challenging language tasks in the class which should require their deep involvement and negotiation and this would create a firm belief in them that for their success in the examination, what they require is not dependence on the teacher or the text but their own effort to improve their competence in the target language.

In spite of formidable arguments, the examinations based on texts are the rule rather than the exception in most colleges and universities. There are several reasons for this. The first concerns the changing needs of the educational system which lay predominant emphasis on the cultivation of reading ability in English. One of the most important aims of teaching English is to help the students seek knowledge in English books which is not readily available in their mother tongue. The purpose of prescribing the textbook is to expose the students to different types of current reading material and excerpts from different authors and make them proficient in the complex reading skills and if prescribed text books are ruled out, there is a possibility of some or even many of them not reading any book at all but involving themselves in writing tasks for the sake of examination and giving them
up once the examinations are over, as writing cannot be a pleasant pastime for all.

The second point in defence of text books is that language items in context will provide opportunities for students to master the necessary skills. In the absence of the text books, the teacher has to present language items independent of the text which is certainly not a sound approach to language teaching.

Thirdly, if there is no prescribed text book the learners may not develop the required seriousness in the learning process and it also creates an uneasy situation in which the teacher has some text book but the students don't and as the text which generally links the teacher and the taught is withdrawn, the management of the class becomes a crucial problem. The threat to discipline will be more intense in the classes, which are overcrowded, with more than 50 or 60 students.

In addition, a few students really proficient in the target language may find the language practice tasks so uninteresting that they may not care to attend the class, thinking that the last few days will be enough to prepare for the ritual of examination and this indifferent attitude will prove to be deleterious to the interest of other learners.
Finally English is offered under Part II for two years in the three-year degree course and students who enter the course have already learnt English for nearly ten years and along their language instructions have been based on prescribed texts.
Review of Related Research from Internet:-

INTRODUCTION

This article reports an empirical research into the relationship between L2 learners' target language proficiency/task type and their ability to transmit comprehensible messages to their listeners. In order to test the assumption that even low-level English learners can transmit comprehensible messages despite their limited linguistic resources by using communication strategies (henceforth CSs), a sample of 30 Arab English majors at Yarmouk University in Jordan were asked to perform 3 CLT tasks: Picture story telling, Object-identification and Role-play.

The performance of the subjects was transcribed and analysed. The results indicate that transmission of comprehensible messages varies according to the learner's proficiency level and the task type. These findings lend further support to the hypothesis that even low level English proficiency learners can communicate and pass comprehensible messages to the interlocutor by resorting to communication strategies (CSs) despite their the linguistic errors committed.
THE REASON FOR THIS RESEARCH

Developing second language learners' communicative competence is the ultimate goal of foreign/second language teaching. One essential component of this competence is 'strategic competence'. According to Tarone and Yule (1989), there are two areas related to strategic competence: the learners' skill in transmitting messages to a listener or comprehending transmitted messages and their use of communication strategies to compensate for the linguistic problems that arise in the transmission process.

There has been extensive research into communication strategies, but the skill of the learner in transmitting and comprehending messages has received little attention. Tarone and Yule (1989: 103) maintain that "As far as we know, very little attempt has been made to investigate the first area, the learner's overall skills in strategic competence". The research that has been done in this area was carried out with native speakers. For example, Brown and Yule (1983) developed a task-based methodology to evaluate the communicative effectiveness of adolescent English native speakers. Some transactional tasks were developed, such as narrative, picture description and instructions, where the learners were asked to transmit information to a listener who
needed the information to complete the task (e.g. Green, 1995) who investigated both areas of strategic competence). Thus, the aim of this experimental research is to find out the Arab English learners' ability to transmit comprehensible and successful messages through the use of communication strategies.

OBJECTIVES AND METHODOLOGY

The major objective of this study is to answer the following questions:

1. Are the English majors at Yarmouk University successful in getting their message across to achieve their communicative goals by means of their use of communication strategies (CSs) and despite the linguistic errors committed?

2. Are advanced learners of English better at transmitting comprehensible messages?

3. Can low-level learners transmit comprehensible messages?

4. Does the task being performed have effect on message transmission and comprehension?
SAMPLING

For this purpose, a sample of 30 English majors (freshmen, sophomores, seniors and graduates) who were studying English at the Department of English at Yarmouk University. They all lived with their parents where the home language is Arabic. At the time of data collection, the subjects had been learning English as a foreign language for between 9 and 12 years. To make our classification of English majors reliable, an adapted TOEFL test of 60 items was used to identify the subjects’ proficiency level (low, intermediate and advanced). Ten subjects were randomly selected to represent each proficiency level. The purpose of having three different levels in the sample was to enable us to examine the effect of proficiency on the learners' ability to transmit comprehensible messages.

Findings

The key words, key events and speech acts that were expected to be produced by the subjects were prepared in advance. They were examined by the researcher and two native speakers of English to decide how many key words, key events and speech acts were attempted by the subjects, and whether their transmitted messages were successful and comprehensible or not. If
two of us agreed that an attempt was comprehensible, this attempt was considered successful.

Conclusion and Implications

This study has reached the following five major conclusions:

1. English language majors at Yarmouk University make use of communication strategies, such as literal translation, circumlocution, code-switching and avoidance to help them pass comprehensible messages to the listeners.

2. Even weak learners were good at transmitting comprehensible messages due to their use of communication strategies.

3. There is a relationship between the task being performed and message comprehension. For example, in the picture identification task, there were 133 instances of incomprehensible messages whereas there were 7 cases in the story-telling task and about 4 cases in the role-play task. Because the picture-identification task requires difficult vocabulary, many of the transmitted messages were incomprehensible.
4. There is a relationship between the learners' proficiency level and message comprehension. For example, low-level learners in the object identification task registered 75 incomprehensible cases, whereas intermediate learners 47 cases and the advanced 11 cases. Most of the registered unsuccessful attempts were produced by low-level subjects, 50% whose attempts were a failure.

5. This study suggests that about 90 percent of the messages transmitted can be comprehensible and successful because of the learners' use of CSs. The use of CSs is a means of solving communication problems with the aim of passing comprehensible messages to the interlocutor. About 97 per cent of transmitted messages in the role-play and storytelling tasks were judged as comprehensible and successful as a result of the use of CSs, but this depended on the learners' proficiency level. This means that the use of communication strategies helped the subjects to communicate their messages effectively and successfully. About 73 per cent of the subjects' descriptions in the object-identification task were judged as comprehensible and successful.
The teachers' role is then to orient the learners and focus their attention on the strategies that help learners to communicate. This can be done by explaining the nature and types of CSs to their learners and illustrating them with examples. Students should also be encouraged to take risks and to use CSs. This means that learners should use all their available resources to communicate language resources without being afraid of making errors. This conscious-raising is very important as it leads to learning and as CSs are part of language use. The use of a communication strategy also is not an indication of communication failure; on the contrary, it can be very successful in compensating for the lack of linguistic knowledge. Furthermore, students can be asked to perform communicative tasks and have it video-taped to be viewed later on to see their performance.

As the results of our research showed that even weak learners were good at transmitting comprehensible and successful messages, which is probably a result of the use of communication strategies, university students and school learners should, therefore, be aware of these strategies and understand their value. Weak learners will like the idea as it makes things easier for them and helps them to solve their communication problems.
Review of Related Literature from Internet:

The Teaching and Learning of English Second Language

In ESL communication, educators and learners interact in a meaningful way.
Van Schalkwyk (2001) defines communication as a two-way process in which feedback takes place when a certain medium is in use. The medium creates understanding not only to educators (the encoders of inputs), but also and most importantly to learners (the decoders of outputs). In teaching and learning, a meaningful interaction that takes place between educators and learners brings about effective ESL communication.
Effective communication also depends on what Cummins (1984) calls Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS allow learners the skills to speak and cope between and with pronunciation and vocabulary in order to be able to use English in everyday life.
CALP on the other hand enables the learner to become a competent academic communicator. The learner is capable to show various life skills such as the ability to be engaged in cognitively demanding and problem-solving tasks.
It is the ideal for learners in the ESL classroom to attain a CALP level of English proficiency in order to be successful academically. Language competence at the BICS level does not equip a learner to perform cognitive operations with adequate proficiency. Cummins (1984) is of the opinion that the cognitive aspects can be explained in terms of Bloom's taxonomy of educational objectives. On the conversational proficiency (surface level), knowledge (something you previously encountered or learned and remembered), comprehension (grasp of basic meaning), and application (use of abstractions in particular and concrete situations), are involved. The deeper levels of cognitive/academic proficiency would involve analysis (when a whole is broken down into its parts), synthesis (putting elements into a coherent whole) and evaluation (judging the adequacy of ideas).
Summary:- Review of the Related Research

The Researcher referred the above-mentioned reviews because they served as a guiding light for the researcher to take up the present project and work in the right direction.

Singh H.N. concluded that the native language affects the use of foreign language and it is very true because the present study done by the present researcher also reveals that the use of mother tongue by the teacher while teaching English affects the learning of English by the students.

Misra J.N. found that the prescribed text-books for the secondary school students are not according to the level of the students which is quite clear from the ability of the students because they find it difficult to comprehend so the teachers are forced to use translation method for teaching. From a critical study by Dasgupta it was found that the vocabulary and reading in the non-English medium schools of Meghalay and the socio-economic background influences on the actual vocabulary. Joshi A.N. conducted a study on Eighth std. students belonging to scheduled caste he found that they were found to attain average growth level in English language. The researcher also found that the area (Rural / Urban) affects the learning of the foreign language.
Bhattacharjee found that the teachers were not knowing the methods to teach English and thus the pupils suffered. The present study also reveals the fact that the teachers themselves are unaware about the appropriate methods of teaching English. Thus they use the methods as per their convenience.

In the year 1985 Sharma A.K. from his study concluded that the methods of teaching English have undergone a drastic change over a few decades. And it is quite true because it is observed that the old and conservative methods do not lead to better learning. According to the study conducted by Sharma R.K. there has been a gradual lowering of standard of English due to various reasons like Socio-Political problems of teaching English efficient teaching of English was lacking. And it is a fact that due to lack of effective teaching the students face difficulties in picking up correct pronunciation of English.

Though the vernacular being Marathi in Aurangabad District the other two medias (English and Urdu) are also of equal importance as mediums of instruction. So the learning and teaching of English is of utmost importance because English is a universally accepted language and it plays an important role in higher education. So it is found that if the students and teachers have lots of problems while learning and teaching English and it is the need of