CHAPTER - II

CONCEPTUAL FRAME WORK
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2.1. ENGLISH CURRICULUM AT HIGHER SECONDARY LEVEL IN TAMILNADU

Curriculum of English at Higher Secondary level in India generally is not uniform but differs from state to state. The present syllabus for higher secondary has been prepared with great care to achieve the laudable objectives of language learning. It is expected that this revised syllabus on which the reading materials are based will help to develop higher secondary learners in achieving four skills of listening, speaking, reading and writing. Sufficient number of exercises are given in lessons which will enable learners to make use of the dictionaries and encyclopaedias.

The main text book consists of prose lessons, describing patriotism, courage, bravery, heroism, truthfulness and modern concepts like environmental hazards caused by deforestation and pollution. Prose pieces have been selected with great care and it is believed that they will be instrumental in bringing about favourable attitudes in the learning of the language. They will not only motivate the learners but also sustain their enthusiasm. Now-a-days reading becomes an enjoyable and meaningful exercise.

Poetry has been introduced for the first time at the plus one level. The poems chosen vary in theme from nature to common incidents like scorpion sting. The reader of poetry will inculcate in the learners a sense of
actual appreciation and encourage them to explore new avenues in language learning. Students can learn meter, rhyme, rhythm, alliteration and assonance. Students can enjoy the spontaneous overflow of powerful feelings of poets.

The textbook also contains a work book section. End of each lesson has a wide range of exercises. The teacher however has the freedom to devise new exercises to fulfil the demands of the classroom clientele. The supplementary reader called “The Quest” contains seven stories. The supplementary reader is aimed at

1. Creating a taste in learners for learning.
2. Developing the ability to read English with ease and facility.
3. Reinforcing language items and strengthening their mastery by presenting them in different meaningful contexts.

It is hoped that these materials will be useful tools in the hands of teachers handling standard XI, to realise the aims and objectives of English language teaching as spelt out in the syllabus. Teachers motivate the students through using audio video cassettes and linguophones to rectify their errors in pronunciation.

2.2. SYLLABUS FOR STANDARDS XI AND XII

AIMS OF TEACHING ENGLISH FOR HIGHER SECONDARY CLASSES

This course is designed to give the students such competence in English as to enable them to comprehend spoken and written English in various learning situations, to communicate in simple modern English
accurately and effectively and to be aware of the basic requirements of competitive examinations in the language.

2.3. OBJECTIVES OF THE COURSE

The objectives of the course are as follows

(a) Listening

The course will enable the students

(i) to listen with fair comprehension to English, spoken clearly about ordinary topics.

(ii) to understand English.

(iii) to speak English clearly with the help of their known vocabulary.

(iv) to develop an interest in listening to speeches in English and viewing programmes of educational value in English.

(b) Speaking

The students will be able

(i) to make suitable responses, verbal and non-verbal, to utterances in simple and familiar English and to make short and simple contributions to a discussion.

(ii) to read aloud original passages (eg. a fully-prepared report or a news item)

(iii) to speak coherently and cogently.
(c) Reading

The course will enable the students

(i) to understand the structure of the text.

(ii) to determine the role of the lexical structure in it (eg. how synonyms contribute to the meaning of the text; why particular lexical choices make up the text; what nuances the key words have in the text)

(iii) to develop rapid reading of easy texts.

(iv) to acquire the habit of reading texts of general interest.

(v) to prepare themselves for reading of texts relevant to specialist studies.

(d) Writing

Higher secondary students will be able

(i) to write simple pieces of English of general usefulness (eg. letters of different kinds, telegraphic messages, reports etc.)

(ii) to write English for purposes of study (eg. note-making, summarising, describing a process, etc.)

(iii) to express an idea in a single paragraph of reasonable length.

(iv) to compose an essay of about 200 words on a given topic of social / personal / scientific interest, etc.

(e) Reference

Higher secondary students will be able to use their reference skills by
(i) looking up the meaning and various aspects of usage in a dictionary.

(ii) finding out required information from an encyclopaedia.

(iii) making notes on a given topic or theme with the help of library books.

(f) Appreciation

The Higher secondary course will enable the students

(i) to develop their appreciation skill through the poems within their ranges of language and experience.

(ii) to comment on the ideas expressed in the selected poems given in the text-book.

(g) Interpretation

The students of Higher secondary will be able

(i) to comprehend a few common modes of graphic presentation of data and information (eg. maps, pie-graphs, bar charts, histograms, line-graphs) and interpret them.

(ii) to understand and explain the message in a display / classified advertisement.

2.4. COURSE MATERIALS

(a) Text-books for detailed study

There will be one book for each year. The first year book (Std. XI) will contain six prose selections and six poems; the second year book (Std.XII) will contain eight prose selections and eight poems.
The editors of each book shall strictly follow the norms given below

(i) All the selections should be original writings (i.e. unbridged versions) of established writers, Indian as well as Foreign.

(ii) Contents of the book ought to correspond with the known interests of the higher secondary students.

(iii) Care should be taken to avoid out of the way or controversial ideas in the selections.

(iv) Such background information as brief notes on the author /poet, a glossary, sufficient explanations of allusions and technical terms and useful hints should be appended to each selection.

(v) The selections should consist of a wide range of linguistic and literary experience within the reach of the students; while selecting prose pieces, priority should be given to contemporary writing.

(vi) A modern one-act play may be included in the prose selection; similarly one or two poems representing modern poetry be included.

(vii) Concept like health, wild life preservation, energy conservation, population control, ecological balance, communal harmony and national integration may be considered as the main theme for one or two pieces.

(viii) The prose selections shall be of about forty pages in the printed text book (A5 size) for the first year and fifty pages for the second year excluding notes, illustrations and exercises.

(ix) The anthology of poems shall be about 200 lines and 250 lines for the first and second year respectively.
2.4.1. TEXT BOOKS FOR NON-DETAILED STUDY

The higher secondary course has one supplementary reader for each year. The norms given below are to be strictly followed by the editors of these text-books.

(i) The selections may be either in their original form or in the abridged version;
(ii) Out of the way or controversial themes should be avoided;
(iii) The language should be simple, direct and within the linguistic attainments of the students at this stage;
(iv) The text books contain a glossary and questions for comprehension and related activities.
(v) Each book will be of about 125 pages of short stories, travelogue, adventure, biography or novel (A5 size).
(vi) The first year text-book will be a collection of imaginative / factual pieces while the second year book will be a full narrative piece.

2.4.2. WORK BOOKS

Higher secondary has a work book for each year which may be published either as a separate book or along with the detailed text-book.

(i) Illustrations, examples and exercises shall focus on developing the writing, reference and interpretation of the skills of the students:
(ii) The first year book conforms the following areas:
Letters of different kinds, telegraphic messages, note-making, paragraph writing, use of dictionaries and encyclopaedias, interpreting various kinds of advertisements, error findings (relating
(iii) The second year work book shall conform to the following areas

Letter writing, summarising, describing a process, essay writing, interpreting non-verbal presentation (table, maps, diagrams, charts etc.) comprehension of unseen passage tested through multiple choice objective type items as administered in competitive examinations.

(iv) Each work book shall be of about 60 pages in print.

(d) Technological Materials

Suitable software such as pre-recorded audio and video-cassettes can be used. Live as well as recorded listening to AIR, D.D. and B.B.C. news bulletin, ND T.V., Gnana Darsan, Internet and Educational programmes are a boon to the students from primary to Higher secondary levels. However, these technological materials are only optional.
Table No: 1

Weightage for instructional activities in Std. XI & XII (Minimum in Class Work)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Teaching / Learning areas</th>
<th>Weightage (%)</th>
<th>No. of Periods</th>
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<td>Std XI</td>
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<td>Listening activities</td>
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<td>2.</td>
<td>Speaking tasks</td>
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<td>Reading activities</td>
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<td></td>
<td>(a) Prose</td>
<td>25</td>
<td>30</td>
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<td></td>
<td>(b) Supplementary Reader and Non-textual</td>
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<tr>
<td>4.</td>
<td>Writing Tasks (Work Book)</td>
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<tr>
<td>5.</td>
<td>Reference Skills</td>
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<td>6</td>
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<tr>
<td>6.</td>
<td>Appreciation Poetry</td>
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<td>Interpretation</td>
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2.5. HIGHER SECONDARY STUDENTS AND ENGLISH

Urban students of higher secondary have few problems in learning English language. Most of the students of urban schools are keen in their interest towards learning English. Their basic education is being taught through the medium of English which is improved by their educated parents. Most of their parents are literate. So they assist their children to develop their fluency over English language. But most of the students of rural areas are not supported by their illiterate parents. However both the students from rural and urban areas neglect English as a second language because it is not taken into consideration for calculating their percentage for professional courses. Students think that a minimum pass in English is enough. They endeavour to prepare their lessons only for their examinations. Hence they fail to improve communicative skill. They have
no fascination for the B.B.C., ND T.V, Doordarsan, Gnanadarsan, English newspapers, English journals etc. Even gifted students ignore learning of the English language, dull students are afraid of learning it. Average students attain moderate progress in learning English. Teacher people relationship at personal level is lacking in the higher secondary classes. The characteristics of teachers liked by the students differ from the characteristics of students liked by the teacher. Most of the male teachers are not satisfied. Teacher's age, ability and teaching experience are attracting factors for students.

2.6. TEACHERS PREPARATION FOR TEACHING ENGLISH AT HIGHER SECONDARY LEVEL

Teachers' hand book of Std. XI and Std. XII facilitate the teachers to teach English effectively and competently. Teachers prepare notes of lessons before taking their classes. They motivate the students properly. They contrive teaching learning materials. They use charts, substitution tables, rotating discs, audio-cassettes, video-cassettes and linguophone to improve the skills of students through learning English. They enact dramas, plays and group discussions with the students to improve their knowledge in the language. They free the students to think and act for themselves. They improve knowledge of the world among the students. They prefer to teach environmental studies and its importance. They dictate notes for their lesson. Bazzar notes are recommended for examinations. They teach the work book which has been specially designed to enable the students to acquire competence in communicative skills. The communicative competence may be defined as linguistic competence plus ability to use the
language appropriately. Speech material is given in the first chapter of the work book. Speech practice materials occur in the following order

1. Vowel and consonant sounds.
3. Pause.

Teachers practice the students in speech practice. Stress is an important feature. So they concentrate on it. They encourage the students to observe pre-recorded cassettes, video-cassettes, T.V., AIR and B.B.C. They refresh the knowledge of students in grammar through teaching of important grammatical categories like Articles, Preposition, Adjectives, Degrees of Comparison, Voice, Transformation of Sentences and usage of parts of speech. They give sufficient exercises to understand clearly. They attempt to find out the problematic areas of the students and help them cross any hurdles. Since the time allotted for the teaching of English in the class room is limited, most of the exercises are given as home work. They take special care for dull students. They encourage the students in writing through note-making, paragraph writing and letter writing. Free composition is encouraged by them.

The following guidelines are used by the higher secondary teachers to correct the mistakes of the students.

1. Teachers collect all note-books and return after proper corrections as early as possible.
2. Teachers correct the errors of the students in their note books properly.
3. Oral corrections are done by the teachers in the class-room.

4. Self correction of the students are encouraged by the teachers inside the class-room.

Substitution tables are used to teach grammar by the higher secondary teachers. They teach grammar through functional grammar. More exercises in grammar are to be attempted in the class itself. Good dictionary is recommended to improve the spelling of the students. Teachers prepare active vocabularies through the following principles.

1. Universality
2. Popularity
3. Frequency
4. Utility
5. Validity
6. Regionality
7. Productivity
8. Suitability

Presentation of a new word involves three aspects which is represented through the diagram
Diagram No.1

Sound

Word

Sense  Shape

Three techniques of presentation of new words are represented through the following diagram.

Visual demonstration

Techniques

Association  Verbal context

Hand writing competitions are conducted in schools and classes. Students are encouraged to participate in debate, dialogue and discussion. Term wise writing progress reports are recorded by the teachers of English. Schools award prizes for a neat and legible hand writing regularly. Parents of students are requested to guide their wards at home while writing exercises. Teachers for English encourage the students to read books of stories, games, jokes and general essay. Students are asked to prepare a brief note or summary for the book read and the same may be discussed in the class. This practice may be tried with those students who are weak, slow or lethargic in English. Correction by a teacher should be done most sympathetically. Model handwritings are prepared by the teacher. Those are
exhibited in their classroom to get legible hand, spacing and size, speed and adjustment with thinking. A language laboratory is maintained in few schools. Remedial teaching is given to the dullest students. Teachers reteach the taught lesson for weak students. They take care on below average and average students. They enrich their teaching strategies through inservice training. They use modern competencies to promote the skills of the students in learning the language of English. They teach spoken English to improve the fluency of the students in it.

2.7. SPECIAL EFFORTS OF TAMIL NADU GOVERNMENT TO STRENGTHEN HIGHER SECONDARY ENGLISH

Kothari Commission recommended to start higher secondary course instead of XI Std and pre-university course. Tamil Nadu Government introduced higher secondary course from 1978-79. Pre-university course was abolished in 1978. Tamil Nadu Government introduced higher secondary from 1-7-1978. In 1978, graduate teachers were appointed to handle the higher secondary classes. Kothari Commission recommended the government to fix the minimum qualification of a post-graduate teacher as post-graduate degree with a Bachelor of Education in the particular faculty. In 1978, some of the qualified under-graduate teachers were promoted as post-graduate teachers. Afterwards teachers of higher secondary classes were appointed through direct recruitment with the help of the employment office. The course was confusion. English was considered as a second language in Tamil Nadu at the time of syllabus framing for higher secondary classes. Two papers were allotted for English language. Now the two papers for English is continuing. Tamil Nadu Text
The prime aim of the teachers' hand-book for standard XII is to facilitate the teachers in realising the twin objectives of effective teaching and deep learning of the language behaviour amidst students. It is true that no teacher can teach any language but can only create a conducive atmosphere in the class, where the student learns it spontaneously, void of any strain. It is then to equip the teachers with certain effective strategies that this book has been designed. It presents the various components of the English Reader for standard XII and the Supplementary Reader and discusses in detail, the purpose, design and methodology recommended thereof. A tele-conference was organised by Tamil Nadu Government at Chennai. Then, some district Institute of Education and Training administered tele-conferences for English. Most of the higher secondary teachers
acquired skills through the conference. In 1999, all the Educational Colleges of Tamilnadu provided inservice training to all the teachers of higher secondary in English – to revive their teaching and learning experiences.

2.8. GENERAL PROBLEMS OF STUDENTS IN LEARNING ENGLISH AT HIGHER SECONDARY CLASSES

Surroundings and circumstances of most of the higher secondary students are not favourable to improve English. Teaching and coaching of primary level students seems insufficient. Structure of English language is varied from Tamil structures. So they struggle to understand the structural pattern of English language. English is an unphonetic language. So they cannot pronounce the words properly. Some schools are unable to facilitate audio-visual aids, linguophone and audio-cassette recorder. Enough speech practice is not given to the students. They have shyness to talk in English in co-education schools. Rural students are not supported by their parents to enhance their language fluency in English. Teachers have no time to take special efforts on dull students. Most of the students have no opportunity to converse in English due to enormous strength of the class. It is obvious that Part II English mark is not taken into consideration for professional courses which diminish the interest of the students towards learning English. They have been struggling to pronounce the words of English properly due to not observing T.V. news, B.B.C. and AIR news. They disdain library reading which induces them to memorise any lesson without understanding the sense and meaning. Teachers coach them only for the examinations. Teachers have to complete their syllabus within the limited
time. So they teach their lessons rapidly. Students strain to comprehend idioms and phrases. Transformation of sentences is also a problem to students. They have complications in preposition, articles and punctuation marks. Some of the students cannot find out the difference between an Adverb and an Adjective. Teaching of English when result-oriented reduces communicative skills of the students. It is suggested that syllabus for English language should be framed on the basis of skill orientedness. Students prefer translation methods of teaching which will diminish the communicative skill.

More than sixty-five percentage of the total errors are committed by the higher secondary students in the area of grammatical structure. The most alarming mistakes belong to the area of verb. Pupils try to do literal translation of their mother-tongue into English. Twenty per cent of the total errors in the area of grammatical structures are of the use of articles. They commit less mistakes in spelling but the mistakes regarding the construction of the sentence are due to the fact that the sequence of words in sentences have a different arrangement in their mother-tongue. Using verbs and verbal forms is an uphill task. They commit mistakes in articles because of the fact that articles do not exist in their native language. The mistakes in punctuation reveal that no systematic teaching in this area is done but it is true that most of the students know the use of and significance of the full stop, comma, and other marks are not used properly.
2.9. COMMON ERRORS OF HIGHER SECONDARY STUDENTS IN ENGLISH

Most of the higher secondary students commit errors in the following areas in English.

1. Students commit mistakes in pronunciation in general.
2. Students commit mistakes in spelling.
3. Students commit errors in parts of speech.
4. Students misunderstand the tense forms in usage.
5. Students commit errors in intonation and stress shift.
6. Most of the students commit mistakes in prepositions (use of wrong one / omission or inclusion).
7. Students commit mistakes in singular and plural words (e.g. information, furniture, advice, news, a pair of scissors, sisters-in-law, deer, scenery).
8. Mother-tongue interference misguides students in grammar, sentence pattern and word-order.
9. Most of the students misunderstand the usage of Adverbs and Adjectives.
10. Students commit mistakes in agreement of subject with the verb (concord) including use of either, neither, none, anyone etc.
11. Students commit mistakes in homophones.
12. Students have problems in transformation of simple sentence into complex sentence and compound sentence. They commit fault in transformation of sentences.
13. Most of the students struggle to comprehend the meaning of the idioms and phrases.
14. Students commit mistakes in punctuation marks.
15. Students commit faults in word stress and sentence stress.
17. Students commit mistakes in usage of clauses in their conversation and writing.

Causes of mistakes of the students in the following areas
1. Inadequate learning experiences.
2. The interlingual interference.
3. Factors of the situation problems.

Factors of the situation problems are as follows:
Wrong working, break-down in work, lack of initiative, faulty methods of teaching, text-books limited, and unsuitable for the needs, defects of hearing, vision, insufficient help, and guidance at home, and habits of learners, already once formed while learning the mother-tongue. The short-comings can be classified into the following classes.

**Classification of Mistakes**

(i) Mistakes in listening and understanding.
(ii) Errors in speech.
(iii) Mistakes in reading.
(iv) Mistakes in writing.

(i) **Errors in speech**
Errors in speech may arise due to
1. Mispronunciation due to overpowering influence of dialects.
2. Proper stress is missed.
3. Violation of English speech rhythm due to the syllable timed beats of Indian languages.
4. Wrong sounds of vowels, consonants and diphthongs produced by learners.
5. Difficulty in certain pronunciation.
6. Mother-tongue coming as a hurdle in English learning.
7. Shortage of vocabulary with the learners.
8. Mistakes in structures in sentence patterns, Phrases and idioms and in cultural statements.
9. Giving in answers in parts and not in full sentences.
10. Words and statements are not clearly spoken.
11. Lacking to use full-expressions in various forms.
12. Using words of text and not answering in own words.

Two types of mistakes appear while writing English. They are
(1) Errors in the form of writing
(2) Errors in content.

(ii) Errors in Writing

Errors in writing may arise due to
(1) Wrong formation of letters.
(2) Structural errors due to grammar.
(3) Structural errors due to use of mother-tongue
(4) Defects in expressions of all types in composition.
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(5) Writing incomplete answers.
(6) Punctuation marks.
(7) Errors in spelling.
(8) Making weak paragraphs.
(9) Lack of variety in sentence patterns.

2.10. GENERAL PROBLEMS OF TEACHERS IN TEACHING ENGLISH

The teacher of English at higher secondary faces a number of problems in their class teaching. Crowded classes have problems in all time. This puts hurdles in their efficient teaching. A solution for this problem is group teaching. Every teacher as a rule should divide his class into 2 or 3 groups of 15-20 students each. Then one group would practice. Groups would alternate among themselves every week. Another problem faced by the teachers is of a faulty pronunciation. Teachers have to train the students with correct pronunciation, using proper stress, intonation patterns and rhythm. For the faulty pronunciation, the teacher is expected to select 5-6 students in each class with a tolerably good pronunciation. These are to be attached to the various groups and asked to try their bit in helping their teacher by acting as models for these groups and help their classmates. Written work poses yet another problem and teachers start avoiding, giving of home work. The teacher may do some of the collective corrections on the black board and take help from the students by allowing them to exchange their exercise note books and help the teacher in the correction work. Wrong pronunciations of the students are rectified then and there. Students can be allowed to read after the teachers reading. Chorus and individual drills can correct the mistakes of the students. Pronunciation drills are the only escape from bad pronunciations.
Most of the higher secondary schools pertain to rural areas. So the schools are overflowing with dull students, teachers have to face the problems of weak students. Teachers use inductive methods of teaching in English. Translation methods are adopted by many teachers in order to make the students understand the lesson easily. Basic knowledge of English grammar is necessary to teach at higher secondary level. Teachers have to complete their syllabus in order to satisfy the higher officials as well as society. So they can not spend enough time to promote the dull students. Teachers give more importance to lessons than to functional grammar. Most of the teachers of primary classes have no training to teach English properly. They fail to teach sounds of English. They are teaching through translation method. So most of the higher secondary teachers have to take more strain to teach English. Insufficient time of the teachers can not create proper atmosphere and circumstances towards the learners of English language. Poor economical conditions of the students can not create enough fascination towards learning the language. Audio-visual aids are not used in many schools. They do not have proper aids to teach the language. They are unable to create proper customs and habits equal to mother-tongue of the students. Teaching a poem is an uphill task. Meaning and sense of a poem should not be changed. Teaching prose is undoubtedly the major task of the English teacher as it lends itself to the imparting of most language skills. Sentence pattern and transformation are hard spots to the students of higher secondary. Teachers rectify their errors through innumerable exercises involving identification, matching, combining, splitting and transformation. Suggesting any particular methodology for the teaching of lessons may curtail the liberty of the teacher. But teachers use
different methods to teach the lesson should be encouraged. Most of the teachers encourage the students to read market notes which affect their own preparation of the lesson. Holding the interest of the students on the one hand and refreshing their memory of the preceding chapters on the other is really a challenging job. Teachers endeavour to enrich the vocabulary and linguistic competency through an elaborate scheme of activities under four subdivisions. They are

1. Dictionary use
2. Word formation
3. Word meaning
4. Idioms and Phrases.

2.11. GENERAL ACHIEVEMENTS OF HIGHER SECONDARY STUDENTS IN ENGLISH

Achievement of higher secondary students in English are to be noted under the following skills, (1) Listening skill (2) Speaking skill (3) Reference skill and (4) Communicative skill.

(1) Listening skill

Students achieve the listening skill through News Bulletin, Conversation and Lectures.

(2) Speaking skill

Students of higher secondary course acquire the skill of speaking through (1) Stress shift (2) Intonation (3) Short talk (extempore) (4) Dialogue on a given topic (5) Mock-interview.
(3) Reference skill

Reference skill is attained by the students via using dictionary, encyclopaedia and library index cards.

(4) Communicative skill

The students achieve the communicative skill through (1) Filling in an S.B. Paying-in-slip (2) Filling in a S.B. cheque (3) Filling up an application form for Admission to a college course (4) Preparing a curriculum vitae. They acquire Aural, Oral and Communicative skills. Prose lessons provide best word in best order. It bestows contextual meaning of difficult words, explanation of new concepts and allusions. So the students enrich their vocabulary, sentence pattern and comprehension power from their text-books.

LEARNING POETRY

Poetry is the expression of impassioned thought and it appeals through the sense to the imagination. Its ultimate aim is a sense of delight and it leads to wisdom. Students learn it for pleasure, appreciation, enjoyment and other related experiences. It conjures up in the mind of the reader a word picture based on the rhythm, music and rhyme. Students acquire variety of linguistic experiences. They enjoy the poem and develop their imagination through the poem. They can rectify their errors of pronunciation from a loud reading of the teacher.

LEARNING PROSE

Prose lessons are meant for intensive study. Students can attend annotations. They understand the contextual meaning of words. They achieve skill of general comprehension. They understand how to use dictionary and encyclopaedia. They apprehend the using of language
activities concerned with word-formation. They learn the usage of idioms and phrases which make them master in the language.

LEARNING GRAMMAR

The concise oxford dictionary defines grammar as “Art and science dealing with a language’s inflexion or means of showing relation between words as used in speech or writing and its phonetic system and the established rules for using these.” Students learn the following eight main grammatical areas. They are articles, prepositions concord, question tags, transformation of voice, degrees of comparison, parts of speech and rephrasing.

COMMUNICATIVE TASKS

Examples of role play activities provide the students an opportunity for developing their skill of speaking. Speaking and reading skills are accomplished by the students through oral work. They acquire the skill of listening with the help of AIR, D.D. and B.B.C. news bulletin.

Higher secondary students have known 1500 vocabularies in English language. They have perceived hundred structures of English language. Most of the students are found that pronunciation is the uphill task. Some of the students can understand four types of intonations. Sentence pattern can be observed by them. Most of them acquire fluency in speaking English. Some of them can find-out the errors and rectify them correctly. It will stimulate them to compete in competitive examinations.

2.12. EXAMINATIONS SYSTEMS IN ENGLISH AT HIGHER SECONDARY COURSE LEVEL

Higher Secondary Course was introduced in 1978 instead of Pre-University Course in Tamil Nadu. Before 1978, there were less number of
colleges in Tamil Nadu. So very few students could get opportunity to continue their higher studies. Most of the colleges were located only in urban areas. So the students of rural area could not step to further studies. By the establishment of higher secondary course in rural areas, rustic students got the opportunity to study the higher secondary course in their area. It paved way to the rural students to continue their education for higher study. All the higher education depend upon the minimum qualification of higher secondary course. To improve the standard of Indian students, system of examinations should be changed. Two papers are recommended for the examination of higher secondary in English as a second language. Higher secondary students of first year are evaluated through Paper I and II in English language. The second year students are tested with the help of Paper I and II in English. Now internal assessment marks for H.S.C. is considered for promotion. The purpose of language skill is effective communication but literature is inserted in higher secondary level. Higher secondary examination is administered in March and Supplementary examination in September. Failed students of March can pass in the supplementary examination. Higher secondary students have to write the examinations for six subjects. Four or five periods are allotted for teaching of English per week.

**WRITTEN EXAMINATION**

Higher secondary students have one paper at the end of each year, the paper carrying a maximum of 90 marks each. The relative weightage of marks allotted to each area is indicated below.
### Part II English – Standard XI
**Duration:** 3 Hours

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Area/Sub-area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prose:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Short answer questions (30 words each)</td>
<td>10 (5 Qns.)</td>
</tr>
<tr>
<td></td>
<td>(b) Essay (200 words)</td>
<td>15 (1 Qn.)</td>
</tr>
<tr>
<td></td>
<td>(c) Synonyms and Antonyms (objective type) textual</td>
<td>5 (5+5 Qns.)</td>
</tr>
<tr>
<td>2.</td>
<td>Poetry:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Annotation (E.R.C.) (30 WORDS EACH)</td>
<td>10 (5 Qns.)</td>
</tr>
<tr>
<td></td>
<td>(b) Appreciation Questions (30 words each)</td>
<td>10 (5 Qns.)</td>
</tr>
<tr>
<td>3.</td>
<td>Supplementary Reader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Comprehension (objective type)</td>
<td>5 (10 Qns.)</td>
</tr>
<tr>
<td></td>
<td>(b) Short essay (150 words)</td>
<td>10 (1 Qn.)</td>
</tr>
<tr>
<td>4.</td>
<td>Communication and Other tasks:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Letter Writing / Telegram</td>
<td>4 (1 Qn.)</td>
</tr>
<tr>
<td></td>
<td>(b) Note making</td>
<td>4 (1 Qn.)</td>
</tr>
<tr>
<td></td>
<td>(c) Paragraph writing (60 words) on a given idea</td>
<td>4 (1 Qn.)</td>
</tr>
<tr>
<td></td>
<td>(d) Interpreting Advertisements</td>
<td>4 (4 Qns.)</td>
</tr>
<tr>
<td></td>
<td>(e) English for competitive exams: Error spotting</td>
<td>4 (4 Qns.)</td>
</tr>
<tr>
<td></td>
<td>(f) Transformation of Grammar</td>
<td>5 (5 Qns.)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>90 Marks</strong></td>
</tr>
</tbody>
</table>
Aural-oral is tested through ten marks. So English language is evaluated for 100 marks.

(1) Under question – Item 2(b) a few lines from the prescribed poems will be given based on which two questions will be set.

(2) Under question-item 4(c) a paragraph will have to be written on a proverb, maxim personal preference or a social theme.

(3) Under Question Item 4(e) the questions will be based on the following areas:

(a) Articles
(b) Prepositions
(c) Agreement of subject with the verb.
(d) Singular and plural.
(e) Degrees of comparison.
(f) Question Tags

(4) Under question item 4(f) the questions will be based on the following areas:

(a) Rephrasing the given structure.
(b) Transformation of voice (active and passive)
(c) Degrees of comparison.
(d) Usage of parts of speech.
(e) Embedding (with the help of relative pronouns). One question from each area will be set.
Table No : 3

Testing of aural-oral and communicative skills

Time: 30 Minutes
Marks: 10

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Maximum Marks</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening</td>
<td>2</td>
<td>8 mts.</td>
</tr>
<tr>
<td></td>
<td>Listening to a news item read out in the class, followed by a written test for comprehension (4 questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Speaking</td>
<td>2</td>
<td>2 mts.</td>
</tr>
<tr>
<td></td>
<td>(a) Reading aloud a short passage (for accent – pause)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Role playing</td>
<td></td>
<td>3 mts.</td>
</tr>
<tr>
<td>3.</td>
<td>Reference skills</td>
<td>1</td>
<td>2 mts.</td>
</tr>
<tr>
<td></td>
<td>(a) Using a dictionary (to be tested in written mode)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Using encyclopaedia</td>
<td></td>
<td>5 mts</td>
</tr>
<tr>
<td>4.</td>
<td>Communicative skills</td>
<td>1</td>
<td>5 mts.</td>
</tr>
<tr>
<td></td>
<td>(a) Filling up a railway reservation form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Filling up a money-order form</td>
<td></td>
<td>5 mts</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>30 mts</td>
</tr>
</tbody>
</table>

A. Item (1) and (4) will be administered to a batch of 30 students and all other items to be tested individually.

B. Under 2(b) each students are encouraged to play different role.
C. Under question item – 3(a), a word has to be specified by the examiner; with the help of the dictionary supplied, the student will be required to write
- its parts of speech
- its meaning
- its derivatives (by affixing prefixes and suffixes)

D. Under question – item – 3(b) a topic/name/term, hard word has to be specified by the examiner with the help of the encyclopaedia.
Table No: 4

Part II – English – Standard XII

Duration: 3 Hours

Maximum Marks: 90

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Area/ Sub-area</th>
<th>Marks</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Comprehension – Short answer questions (30 words each)</td>
<td>10</td>
<td>5 Qns.</td>
</tr>
<tr>
<td></td>
<td>(b) Expression – Essay (200 words)</td>
<td>15</td>
<td>1 Qn.</td>
</tr>
<tr>
<td></td>
<td>(c) Usage – Idioms and Phrases textual</td>
<td>5</td>
<td>5 Qns.</td>
</tr>
<tr>
<td>2.</td>
<td>Poetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Annotation – ERC (30 words each)</td>
<td>10</td>
<td>5 Qns.</td>
</tr>
<tr>
<td></td>
<td>(b) Appreciation – Short answer question (30 words each)</td>
<td>10</td>
<td>5 Qns.</td>
</tr>
<tr>
<td>3.</td>
<td>Supplementary Reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Comprehension – Objective type Qns.</td>
<td>5</td>
<td>10 Qns.</td>
</tr>
<tr>
<td></td>
<td>(b) Expression – Short essay (150 words)</td>
<td>10</td>
<td>1 Qn.</td>
</tr>
<tr>
<td>4.</td>
<td>Communicative and other tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Responding to letters and Advertisements</td>
<td>4</td>
<td>1 Qn.</td>
</tr>
<tr>
<td></td>
<td>(b) Summarising</td>
<td>4</td>
<td>1 Qn.</td>
</tr>
<tr>
<td></td>
<td>(c) Describing a process (60 words)</td>
<td>4</td>
<td>1 Qn.</td>
</tr>
<tr>
<td></td>
<td>(d) General Essay (150 to 200 words)</td>
<td>10</td>
<td>1 Qn.</td>
</tr>
<tr>
<td></td>
<td>(e) Interpreting Non-verbal items or English for Competitive Examinations</td>
<td>3</td>
<td>3 Qns.</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>
Note: Under question – item (e) either a graph/histogram/diagram or an unseen passage will be given. Comprehension will be tested through multiple choice objective type questions.

**TESTING OF AURAL – ORAL AND COMMUNICATIVE SKILLS**

There shall be a test for assessing the aural-oral and communicative skills of the students for a maximum of 10 marks each.

**Table No : 5**

**Testing of aural-oral and communicative skills**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Marks</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening: Listening to a brief (Lecture / talk / conversation) news bulletin followed by a written test for comprehension</td>
<td>2</td>
<td>8 mts.</td>
</tr>
<tr>
<td>2.</td>
<td>Speaking: (a) A short talk on a given topic (b) A short interview (mock interview)</td>
<td>2</td>
<td>2 mts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>3 mts</td>
</tr>
<tr>
<td>3.</td>
<td>Reference skills: Preparing a library index card</td>
<td>1</td>
<td>5 mts.</td>
</tr>
<tr>
<td>4.</td>
<td>Communicative skills: (a) Filling up an application form for admission to a college course (b) Filling up an S.B. account chellan, cheque (c) Preparing a bio-data</td>
<td>1</td>
<td>5 mts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2 mts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>5 mts.</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>10</td>
<td>30 mts.</td>
</tr>
</tbody>
</table>

Serial No.: 1 item 1, 3, 4 will be administered to a batch of 30 students and item 2 to be administered individually.
Serial No.:2, under 2(b), the examiner–examinee will stimulate the roles of an employer—a prospective employee, a principal—a student seeking admission to his college, a shop keeper—a customer, etc. respectively.

Serial No.:3, under question item-3, a book will be given to the student so that he will prepare an index card containing the following information.

(a) Name of the Author;
(b) Title of the book;
(c) Year of Publication;
(d) Place of Publication;
(e) Name of Publishers.

Serial No.:4, under Question—items 4(b) and 4(c) blank forms containing not more than ten items each should be supplied to the students.
### Table No : 6
Total Marks Allocated for Part II – English

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Nature of Examinations</th>
<th>Maximum Marks in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Standard XI – English Written Paper I &amp; II</td>
<td>90</td>
</tr>
<tr>
<td>ii.</td>
<td>Standard XI – English Skills – testing</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>iii.</td>
<td>Standard XII – English Written Paper I &amp; II</td>
<td>90</td>
</tr>
<tr>
<td>iv.</td>
<td>Standard XII – English Skills – testing</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 2.13. PSYCHO-SOCIAL FACTORS OF LEARNING A LANGUAGE

When we take a language in this sense, we mean the first-language or mother-tongue of a child. The learning of this language is automatic done in the home with family, friends, society and taking a period of say 4-5 years, so that when a child goes to the standard first, to begin studies formally, he is already a product from the home, though a clean slate. He listens, understands and speaks his mother-tongue and the remaining two skills of Reading and Writing are only to be further introduced in the learning of skills in the mother-tongue in a school. But this is not the case when we learn a second-language. The situation is partly changed in second language learning. Here the second language is any other regional language, having a similar or almost similar, cultural back-ground. The role of the teacher is slightly more difficult in this case. Finally we come to the
stage of the learning of a foreign language like English as a second language. The situation here is still more complex and learning of a foreign language as a second language; requires all help from psychology, learning language skills etc. This learning is affected by certain basic factors. These are (i) age (ii) motives and drive (iii) native skills (iv) intelligence (v) auditory memory span (vi) readiness to learn and (vii) emotion of the learner.

Environment of home affects learning a language. The students live in crowded houses without facilities of a comfortable and peaceful life which disturb their learning of English psychologically. Some of the parents of rural students fail to guide their children's education. Unfavourable situations of the students decrease their progress towards the learning of English language. Poor economic status of the student perturbs the language learning. English marks is not taken into consideration for professional courses. So the urban students are unfavourable towards the learning of the English language. Most of the students have not paid proper attitude towards English language learning. Part II English language paper is neglected by English medium students. Students of rural countryside have to struggle hard to learn English. So they show their aversion towards the language. Some students have no interest to learn English. Few of students who try to speak in English are ridiculed by other students.

Dr. S. Radhakrishnan emphasized that learning of other language could be done through thinking in that language. Thinking through that language is easy to learn a foreign language. But to think in English is to
think like an Englishman. We want to think like an Indian in English. Rural pupils are unable to enhance their skills of speaking and listening from their neighbour. So they have no fluency in it. They struggle hard to understand the usage of stress shift and intonation. Most of them have no interest to observe news bulletin, A.I.R. and T.V. so they can not pronounce the words properly. Their shyness prevents them from speaking English fluently. Good speaking skill is an outcome of good listening and proper words. Most of them hate to learn the language. Proper atmosphere can not be created among the students of rural areas.

2.14. READING

Reading is one of the language skills of English language. It promotes comprehension powers. Rural students have to face a difficult situation in understanding the meaning of the words and sentences. Sentence pattern and structural patterns of Regional language and those of English are not alike. Word order of S.V.O. is used in English. But in Tamil S.O.V. word order is used. So most of the higher secondary students feel that learning English is a very difficult task. Most of the urban students talk English fluently. But they commit mistakes in structural patterns and sentence patterns. Some schools have no library facilities to improve extensive reading and vocabulary. Comprehension question is necessary to evaluate the understanding power of the students and enhance the skill of reading. They feel that it is difficult to give responses to comprehension question. Listening skill promotes Reading skill.
2.15. WRITING SKILLS

Among the four skills of language, writing comes in the end. The source of all knowledge is found out from the written form of a language. It is therefore of the maximum importance and is to be taught and learnt properly. Students neglect in handwriting. So some of the students have illegible handwriting. They think writing is an uphill task. They fail to work hard to cultivate a legible handwriting. They are careless in their composition work. Some of the students do not like legible handwriting. Bad model handwriting of the teachers affects handwriting of the students.

Students lose their interest in studies without fascination; they become dull. They realise that two papers are not necessary for the language of English. Remedial teaching discourages gifted students. They have no proper attitude towards English language. Very few of them have the skill in creativity. Some intelligent urban students present poems, jokes and plays in their own words. Free composition is recommended at higher secondary level. It can be improved via rapid reading habits. Poor economical status of rural students can not allow them to purchase audio and video cassettes, observe T.V. news, newspaper and dictionary. Their parents fail to advise them to read newspapers. But they are encouraged by their parents to involve them in their domestic work. Proper guidance is not available from their home. They have to assist their parents in order to run their life. Students of urban areas are diverted by cable T.V.s. to films and games.
2.16. TEACHER PUPIL RELATIONSHIP AT HIGHER SECONDARY LEVEL

The teacher pupil relationship at higher secondary level is one of the problems of the students in learning English language. Teacher-pupil relationship at personal level is lacking in higher secondary classes. Teacher’s age, designation, teaching experience and home conditions are related to relationship of students.

2.17. REMEDIAL TEACHING OF ENGLISH AT HIGHER SECONDARY LEVEL

Remediation has been reviewed as essentially ‘Spot repair’ touching up a few of the ‘spots’ which are more obviously in need of repair and leaving the rest alone. Such repairs are short lived. Teachers do not believe that remediation should concern itself only with the areas of failure in learning and ignores the areas of success. Such an approach ignores the systematic nature of language as well as of learning.

Remedial teaching is necessary to rectify the errors of the students. It is used to improve under-achiever. It is essential to enhance their knowledge in English language. Most remedial courses concentrate on the teaching, or rather the re-teaching of grammar. The primary task in remediation is, restore the learners’ confidence in himself. Most remedial teachings are little more than selective and intensive reviews of grammar. Grammar based remedial teaching does not help students in getting over their errors. Many students become remarkably proficient in their knowledge of grammar; they have the rules at their finger-tips, and they can
perform all kinds of grammatical manipulations effortlessly and accurately. But they can neither write nor speak correctly outside the class-room. Instead of concentrating on grammar all the time, teachers should attempt to engage the student in language activities which force him to attend to the content of communicating, relegating grammar to the back-ground.

The main thrust of remediation gives students an awareness of the rules. The problem for most students is not one of learning the rules; these are learnt easily enough. Controlled and progressive exposure to the language being taught, which is a minimum if not a sufficient condition for learning. Such exposure can best be provided in the Indian context through reading. To put it simply; no Indian student can learn English without adequate resort to reading, both intensive and extensive. Intensive reading provides a convenient and economical base to a variety of learning activities catering to all round language ability, including the learning of grammar and vocabulary, spelling and punctuation, comprehension, note-making and composition, and even the speech skills. One of the important remedial aims is to push students into reading faster. Oral and written exercises are necessary to improve the language. Oral exercise can be done rapidly; the feedback to the student is immediate; they permit lively interaction; above all, they are provided valuable practice in speaking.

Some of the important tasks of the language teachers are
(a) eliciting responses from students
(b) receiving responses and providing feedback.
(c) utilizing student responses for further language activity (eg. discussion)

If a teacher finds students unable to respond, even in correct English, he may permit a response in the mother-tongue. But it is better to encourage students to attempt to respond in English, however poor their English may be.

Remedial teaching by the teachers are necessary in the following order. They are

i) reteaching what has been already taught.

ii) withholding of learning the new items and correcting those parts that have been done.

iii) drilling and practice of items.

iv) use of the parts learnt, so as to avoid the earlier mistakes, after forgetting those parts.

v) Planning some ways and means to remove the doubts which still exist, in the minds of the learners, so that they do not accumulate.

Students commit mistakes in the four skills. Errors in speaking may be due to

(a) difficulties in pronouncing some words.

(b) difficulties in pronouncing some cluster of sounds.

(c) Wrong utterance of sounds.

(d) faults in intonation pattern.

(e) English speech rhythm disturbed by Indian syllable timed beats.

(f) Proper stress absence.
(g) Lack of fluency.
(h) mother-tongue intervention.
(i) shortage in vocabulary.
(j) errors in structures in sentences, phrases and idioms and in cultural utterances.
(k) habits of repetition of words, phrases while speaking.

**MISTAKES IN WRITING**

Lack of sufficient vocabulary and ignorance of the proper use of words in a sentence cause mistakes in writing. Mistakes in writing are due to:

(a) wrong formation of letters.
(b) mistakes in the structure and grammar.
(c) interference of the mother-tongue.
(d) wrong expressions.
(e) incomplete replies.
(f) errors in punctuation marks
(g) mistakes in spelling.
(h) faults in paragraph
(i) sentence pattern is not used properly.

Through testing and enquiring, teachers can find out the spot of errors of the students. The following guidelines will favour remedial teaching.
(i) Remedial work requires extra and out of the ordinary course sympathetic outlook among the teachers involved. It is not just one more class of teaching English. It is a very special responsibility, and a privilege, to be associated with this type of help to the learners.

(ii) Scholars express a doubt whether any amount of extra corrections and repeated exercises are likely to improve standards. It is therefore suggested that more of clarifications of doubts and less of the corrections should be the tools to be used in the bag of the teacher.

(iii) Special advice and guidance after the day’s work should be the new technique. Even 15-20 minutes time is recommended for clearing doubts in individual cases.

(iv) Teachers should praise for the slightest improvement of the students.

(v) All the remedial teachers should meet the students once a month. This would remove their doubts.

(vi) There are two or more teachers who are involved with the remedial work of one class is necessary to rectify their errors properly.

(vii) Much of the work can be done orally.

(viii) Oral exercise is specially desirable in drilling, speech training, poems, pronunciation, dialogue, stories etc.

Remedial teachings should be completed within three or four months.
2.18. EFFORTS TAKEN FOR TEACHING ENGLISH AT THIRUVARUR DISTRICT

District Institute of Education and Training (DIET) was established by Government of Tamil Nadu under the control of DTERT at Mannargudi in Thiruvarur district. It tries to enhance teaching of English and other subjects. It provides suggestions via action research to develop English language. In 1999, a refresher course for the teachers of English of higher secondary school was conducted by efficient Professors of College of Education at Orathanadu. It helps higher secondary teachers to teach English efficiently and effectively. By that refresher course, they can use strategies in their teaching of English language. They can recall their past techniques of teachings. They can use their modern educational technology and techniques to win their students’ attitudes towards English. They test their skills in teaching of English. In 2000, a Tele-conference was conducted for English at District Institute of Education and Training, Aduthurai, Thanjavur district.
### 2.19. REVIEW OF RELATED STUDIES

#### INDIAN STUDIES

**STUDY NO.1**


**Objectives**

The objectives of the investigation were: (i) to find out the common language difficulties in English of Secondary School children of classes VIII, IX and X in Kerala (ii) to find out the causes of these difficulties; and (iii) to suggest methods to prevent and correct these difficulties.

**Methodology**

Pupils of forty-six rural, urban boys’, girls’ and mixed schools spread over Kerala state were made to write a free composition on ‘Our Country’. A few of the urban schools were English medium schools. Altogether 1362 scripts were corrected and the errors were analysed and classified. The criteria followed in locating the common difficulties in English were (i) Common difficulty of the pupils of that class (ii) mistakes of the same type which are found in pupils’ writings with a high percentage of frequency and diffusion have been classified as common language difficulties in English of the secondary school pupils. Though a strict classification was difficult as one kind of error merged into another, the common language difficulties as reflected by the errors were classified under the following headings: (i) difficulties with structure and patterns (ii)
difficulties in the area of verbs and verb forms (iii) difficulties regarding vocabulary (with words, phrases and idioms) (iv) difficulties with spellings; and (v) difficulties regarding punctuation.

Findings

The analysis of the pupils' writing revealed the following mistakes: (i) More than sixty-five per cent of the total errors are committed in the area of grammatical structure; (ii) 20 per cent of the total errors in the area of grammatical structure are of the use of articles; (iii) About 15 per cent of total errors in the area of preposition; (iv) Nearly 26 per cent of the total mistakes regarding the construction of the sentence are due to the fact that the sequence of words in sentences have a different arrangement in their mother-tongue from that in English language; (v) the causes of errors of preposition are because of the inability of the pupils in fixing the prepositions in the groups of words, the inability of the pupils in fixing the prepositions in the group of words; (vi) the lack of sufficient vocabulary and ignorance of the proper use of words in sentences, causes mistakes in writing; (vii) Poor reading habits and lack of awareness of the importance of spelling contribute to the difficulties of pupils in spelling; (viii) the mistakes in punctuation reveal that no systematic teaching in this area is done; (ix) pupils are ignorant of the proper use of 'object' after the transitive verb; and (x) The wrong practices of correcting the mistakes as well as the desirable methods of correcting them are suggested in this investigation.
STUDY NO.2


Objectives

The specific purposes of the study were (i) to locate the common errors in English and (ii) to suggest remedial treatment.

Methodology

An attempt was made to analyse the errors, both quantitatively and qualitatively, of the English language as found in the ninety-two answer scripts of English paper I which were taken at random from the Higher Secondary Examination Board of Education, Delhi. For the sake of convenience, the area of investigation were restricted to errors of grammatical structures, errors of words, phrases and idioms, errors of punctuation and errors of spelling.

Findings

The important findings were as follows: Errors of grammatical structures were predominantly pronounced in these pupils' writing, with spelling errors in next coming frequency, the values being forty-five per cent and twenty-nine per cent of the total errors, respectively. Lexical errors and the misuse of usage of idioms found the third place and constituted about nineteen per cent of the total errors. Comparatively
speaking, errors of punctuation being five per cent of the total errors were not significant. The first three years of the teaching–learning process should be effectively and fruitfully utilized for ensuing consolidation of sentence patterns in pupils’ minds. Efforts should be directed towards seeing that pupils’ mistakes do not spill over into the secondary course.

**STUDY NO.3**


**Objectives**

The objectives of the study were: (i) to understand the importance of language in all-round development of children (ii) to diagnose the causes of deterioration in the standard of language of students of higher secondary classes (iii) to understand and identify the practical difficulties of teachers in teaching languages and (iv) to suggest means of improving of the standard of language of students.

**Methodology**

The data on language teaching were collected through a 163 item questionnaire spread over twenty-nine dimensions of language teaching, interview, observation and study of records. The questionnaire was sent to 1,000 language teachers all over Madhya Pradesh; of whom, 820 teachers returned the questionnaire. The interview was conducted with 500 teachers. One hundred and fifty classrooms were observed during the study. The data
were tabulated and classified in frequency and then converted into percentages.

Findings

The study revealed: (i) About 66 per cent teachers found difficulties in teaching prose, the main problems related to explanation, paraphrasing and meaning of words (ii) More than 50 per cent teachers preferred to use translation method (iii) About 60 per cent teachers felt that the facilities for general reading were inadequate (iv) while all teachers felt the need of use of daily newspaper by students, less than 10 per cent actually encourage students to read newspaper (v) In teaching pronunciation teachers considered poor training in the previous class due to large number of students, visual and auditory capabilities, carelessness of teachers and students and so on. (vi) Wrong pronunciation were considered to be the causes of weakness in spelling. (vii) Phonetics is the problem of spelling in English. (viii) In teaching grammar, 50 per cent teachers perceived the teaching of formal grammar useful, 25 per cent teachers perceived functional grammar and applied grammar more useful (ix) Experienced teachers find difficulty in teaching grammar to a large majority giving shortage of time and lengthy syllabi as reasons (x) Sixty-five per cent teachers did not find time to teach essay-writing. Other difficulties faced by students were construction of sentences, proper expression, knowledge of the subject of essay, etc. (xi) Importance of handwriting was necessary (xii) Whereas all the teachers gave homework, 60 per cent teachers reported that students did not do it. (xiii) A majority of the teachers wanted to include questions and answers as part of oral training (xiv) All the teachers felt the language syllabi were lengthy. (xv) The present examination system tested only knowledge and memory of students.
STUDY NO.4

MOHAMED, T.K., conducted a study on “A Diagnostic Study of Errors in the Written English of Pre-Degree Students”, Ph.D. Edu., Calicut, 1986.

Objectives

The objectives of the study were (i) to identify the major errors in Written English of Pre-degree students (ii) to classify the errors into major functional and grammatical areas (iii) to study the relative proportion of errors with a view to classifying and arranging them into the major areas in the order of their importance (iv) to determine the source or cause the errors identified and (v) to suggest corrective measures and remedial programmes.

Methodology

Survey method was used to collect data.

Tools

1. Diagnostic test
2. Intelligence test
3. General data sheet
4. Interview
5. Consultation

Size of the Sample

A sample of 700 subjects was selected from the population of the second year pre-degree students (+2 stage) of the colleges affiliated to the University of Calicut.
Sampling Technique

Proportionate stratified random cluster sampling technique was used to ensure greater representation of various categories of the total population. The whole sample was divided into 29 sub-groups on the basis of 12 variables which were hypothesized to influence the proportion of errors. Hence, the subjects were divided into three categories, high, low and average, on the basis of the scores of achievement, socio-economic status, and domestic facilities for learning English by using statistical techniques. The three categories of discrepant achievers (over, normal and under) were also identified using the regression equation method.

Major Findings

The major findings were: (1) The total sample committed errors in 17 grammatical areas. (2) Significant differences between the following sub-groups taken in pairs were found to exist in the mean scores of errors in all the grammatical areas taken together (a) good and average colleges (b) government and private (c) rural and urban (d) boys and girls (3) Twenty-two out of 29 sub-groups taken in pairs were found to have significant differences in the percentage of the incidence of errors in differences in different grammatical areas. (4) It was found that there existed negative correlation between errors and achievement in English \( r = -0.49 \), errors and intelligence \( r = -0.45 \), errors and socio-economic status \( r = -9.33 \) and errors and domestic facilities for learning English \( r = -0.15 \).
STUDY NO.5


Objectives

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.

Methodology

Survey method was used to collect data.

Tools

Questionnaires were prepared and used for heads of institutions, teachers of English and students of schools and colleges of Bihar. A large number of schools and colleges in Bihar were visited. Interviews and discussions were held problems of learning English pronunciation and socio-political problems of teaching English in Bihar were critically studied.

Findings

(1) During the past three decades there had been a gradual lowering of the 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 in commensurate with language needs of learners (3) Misconception regarding English language teaching,
faulty teaching methods, unpalatable textbooks and their mishandling, etc. were main problems at middle and high schools. (4) In colleges, faulty teaching methods, improper selection of teaching items, etc. were the main problems Teaching of English in colleges was mistaken as teaching of English literature only and points of linguistic interest were generally ignored (5) Students faced difficulty in picking up correct pronunciation of English. Sounds of already acquired languages mainly interfered with their pronunciation of English. (6) There was confusion about the aims and objectives of teaching English at various stages.

STUDY NO.6


Problem

It attempts to find out why certain groups of learners are successful in attaining proficiency in written English while others are not, as well as to study the factors or combination of factors contributing to the success of some and failure of others. It also attempts to validate a model of second language learning.

Objectives

(1) To identify linguistic, psychological and environmental factors associated with proficiency in Written English, and (ii) to study the interrelation among the factors among the pupils at the plus-two level.
Methodology

The sample comprised 560 pupils from 16 higher secondary schools (both boys and girls) in Madras, North Arcot and Chengalpattu.

Tools

The tools used included, questionnaire, semantic differential, discrete point objective type tests of grammar, vocabulary and reading comprehension in English, objective type test for proficiency in written English and situational compositions for testing written English and for written Tamil were used. Mean, SD, ‘t’ test, correlation, multivariate analysis, regression and factor analysis were used to tread the data.

Major Findings

(1) Proficiency in written English at the plus-two level was significantly correlated with: Knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items and relationship proficiency in Tamil, positive attitude towards English, occupational status of the parents, economic status of the family, reading habits, writing practice and the use of English outside the formal educational setting. (2) Proficiency in written English at the plus-two level was significantly correlated with the occupational status of the parents, economic status of the family and the educational qualification of the members of the family. It was not related to gender nor the location of the school, nor the subject of specialisation, but it was related to medium of instruction. English-medium pupils scored higher than the Tamil-medium pupils. (3) Proficiency in English was related to all the factors in learning
habits covering, reading habits, writing practice and use of English outside the formal educational setting. (4) There existed a significant correlation between achievement in English and other school subjects (5) There was a significant relationship between pupils' perception of their performance and their proficiency in written English.

**STUDY NO.7**

JAYASHREE, S. (1989) conducted a study on “Identification of the difficulties in teaching and learning English as a second language among the high school students”.

**Problem**

The present study attempts to identify the difficulties in teaching-learning English as a second language among the high school students.

**Objectives**

(i) To find out the difficulties of teachers in teaching English as a second language to the high school students. (ii) To find out whether male and female teachers experience the same degree of difficulty in teaching English to the high school students. (iii) To find out the relationship between teaching experience and teaching difficulties in English by teachers of English. (iv) To find out the difficulties in learning English as a second language by the high school students. (v) To identify the impact of socio-economic status in learning English as a second language. (vi) To find out whether the place of study (rural schools/urban schools) influences the learning of English. (vii) To identify whether sex of the pupils influence
the learning of English (vii) To identify whether students experience more difficulty in learning English prose or English grammar.

**Methodology**

A seminar was conducted to find out the teaching difficulties. More than thirty teachers participated in this seminar and they listed out the difficulties of teaching English to standard IX. The questionnaire for the teachers was prepared and it was administered to 50 English teachers. The collected data were treated using mean, SD and ‘t’ test.

**Major Findings**

1. The difficulties faced by English teachers included, children’s improper listening nature and their inattentiveness in the class.
2. Teachers experienced great difficulty in making students understand English.
3. Students did not show any interest in learning English.
4. Teachers felt that eliciting responses from students took too much time.
5. Students’ vocabulary was very poor.
6. Students’ understanding capacity was not normal. Their participation in the English class was not good.

**STUDY NO.8**

SARMA, MADAN MOHAN (1991) conducted a study on “Errors in Written English of Assamese learners at the higher secondary level: A study of Pedagogical implications” (Ph.D. Edu., Dibrugarth Univ.)

**Problem**

The present study focuses on the problem of acquiring English as a second language (L₂) in the classroom where English is not the language of
interaction. It also critically examines learner's errors as part of their language system.

**Objectives**

(i) To identify and describe the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds. (ii) To discover and explain linguistic, psychological and sociological factors that cause these errors. (iii) To suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology.

**Methodology**

The sample comprised 207 Assamese students studying in Class XI belonging to three higher secondary schools and a college of Tinusukia district. Two types of data were generated and used in the study. They included, data relating to the L2 (English) teaching-learning situation and language data or data proper in the form of English Sentences written by students. Information about the language learning background, parental education, professional as well as economic status were also collected.

**Tools**

The language data were collected from the same group of students with the help of four tests

(i) two translations from L₁ into English and two paragraphs on familiar topics.

(ii) A questionnaire for the teachers.
Findings

(1) About 73 per cent of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas: Verbs, tenses, passives, articles and prepositions. (2) About 79 per cent of the errors emerged as serious. Such serious errors occurred in word order, S.V. Concord, Verbs, lexical items, sequence of tenses, prepositions, articles and negative focus – Yes, No questions. (3) The following areas of English grammar were more difficult for Assamese learners: Article ‘the’ prepositions, S-V concord, negative questions, sequence of tenses, passive, relative clauses and conditional clauses. (4) Only 39.7 per cent of the errors could be traced to a single source. The major sources of errors are language transfer (25 ± %), ignorance of L2 rules, false assumptions about L2, ignorance of rule restrictions, teaching learning situation. (5) Transfer errors were more frequent at the syntactic level.

STUDY NO.9

MYTHILI VENKATESWARAN NEE MOORTHY, conducted a study on “A Comparative evaluation of English education at Higher Secondary level in the States of Maharastra and Tamilnadu” (Guide P.S. Balasubramanian, Ph.D., University of Madras, May 1997).

Objectives

(i) To carry out an evaluation of English Education at Higher Secondary level.

(ii) To compare the course materials / text books of Higher Secondary English course in Maharastra with those of Tamil Nadu.
(iii) To compare the examination and evaluation pattern of English in the two states.
(iv) To compare the effectiveness of course in two states.
(v) To help utilise the information obtained from the study for improvement of the course in Maharashtra and Tamilnadu.

HYPOTHESES

(1) RESPONSE OF TEACHERS OF ENGLISH IS ASSOCIATED WITH

(a) Teaching of experience of the teacher in terms of number of years.
(b) Stream (arts, science, commerce) of students taught in Mumbai.
(c) Medium of instruction of students taught in Chennai.

(2) RESPONSE OF TEACHERS OF OTHER SUBJECTS OTHER THAN ENGLISH IS ASSOCIATED WITH

(a) Subject taught that is arts, science and commerce in Mumbai and Chennai.
(b) Medium of instruction in Chennai.

(3) RESPONSE OF STUDENTS ASSOCIATED WITH

(a) Stream chosen namely arts, science or commerce (in Mumbai and Chennai)
(b) Medium of instruction in Higher Secondary level in Chennai.

(4) ACHIEVEMENT OF THE STUDENTS IN ENGLISH IN CLASS XII IS ASSOCIATED WITH

(a) Achievement in English in class X.
(b) Medium of instruction.
Method of Study

Normative survey method was used.

Size of the Sample

Fifty educational administrators, two hundred teachers of English and thousand students of higher secondary were selected for the study.

Tools

Achievement test, interviews, questionnaire for the administrators, teachers and students.

Findings

Teachers of English in Tamilnadu felt that science and commerce students were indifferent in English at H.Sc. level for their admission into undergraduate courses and professional courses did not consider their scores in the English examinations. They felt that their interest and acquisition of language skills would improve if the scores of English examinations were considered for admission into higher education especially as the new curriculum laid emphasis on communication skills, reference and interpretation skills and not on literature.

Some important research studies made in the field have focussed attention on different aspects of learning English language. Ghanchi (1972) identified and described similarities and contrasts between the grammatical structures of English and Gujarati different levels. Nagalakshmi (1962) constructed simple oral comprehension tests. Dave and Saha (1968) studied common errors in English at the higher secondary level suggesting
remedial treatment. Nair (1966) tried to identify common language difficulties in English of secondary school students with suggestions for preventive measures. Sinha (1967) located areas of English language which needed immediate attention for remedial work at the PUC / first year degree course in Hindi speaking areas. Tiwari (1971) studied the effect of making English optional at the high school and intermediate stages and also tried to determine the place of English in the present curriculum. Looking to the needs of the time, he found that position of English in the curriculum should be kept as it is. Theodore (1957) attempted an objective assessment of appreciation of English poetry by intermediate and pre-university students.

A few more studies centred round different aspects of teaching English. Rangachari and Kulkarni (1967) examined the prevailing facilities for teaching of English. They found that teaching of English as knowledge subject, ignorance of objectives and proper methods of teaching the subject, lack of school libraries and teaching aids were some of the major drawbacks in this respect. Nagarajan (1970) after comparing under experimental conditions, found that the bilingual method is superior to the direct method in teaching English. A similar experiment with a different sample led Murthy (1968) to the same conclusion. Shukla (1968) to the same conclusion. Shukla (1968) examined the problems involved in the process of translation and the implication of its use as a teaching device. George (1966) enquired into the scope and effectiveness of audio-visual instruction in improving English teaching. He found that the achievement
of pupils taught by using audio-visual aids is greater than that of pupils taught by usual methods and that the audio-visual aids do not require more time than what is required for ordinary teaching.

FOREIGN STUDIES

STUDY NO.1

ZENG, GUANGPING conducted a study on “The English Aux-with Implications for Teaching English to Chinese ESL Learners” [Indian University of Pennsylvania (0318), Ph.D., 1972, pp:227, Adviser: HENY, JEANNINE L.].

Objectives

Sensing the scarcity of research on the controversial status of AUX with reference to Chinese, and assuming that some of the most troublesome problems in learning English come from the English AUX System, this thesis reviews studies done to date on Chinese by applying syntactic arguments about AUX to Chinese models; it makes a detailed analysis of semantic differences in modality between English and Chinese in several areas with potential significance to L2 teaching and learning; it reports on an empirical study as a pioneering effort to investigate the difficulties Chinese adult ESL Learners may have with the English AUX and to find implications for teaching the English AUX; it predicts, for future research, more areas where Chinese learners of English may have syntactic and semantic problems with the English AUX.
Hypotheses

Two hypotheses (one syntactic, one semantic) are taken up in detail in the empirical study. Four testing instruments are used.

Methodology

Descriptive method is employed for the study. Twenty Chinese ESL subjects are used as an experimental group, and twenty native American students are used as a control group of native speakers.

Findings

The results of the empirical study show that, syntactically, Chinese learners tend to make incorrect hypotheses based on the presence of grammatical English input, a learning process complicated by the lack of negative evidence in the ordinary English input plus the subtle influence of their mother tongue on interlanguage grammar. The results also show that, semantically, Chinese learners of English tend to use the strategy of matching certain English modals with their Chinese ‘Counterparts’ which results in their attributing only one meaning to forms which should be ambiguous; furthermore, when they do associate two readings with a single term, they tend to rely heavily on a hierarchically arranged set of linguistic conditions. This thesis stresses the importance of negative evidence and the necessity of richer situational contexts in teaching English AUX system.
STUDY NO.2

CHANG, YUG-FANG conducted a study on “Topic Familiarity and Second-Language Learner’s oral Performance” (Ph.D., The Ohio State University, 1997, Adviser: Charles Hancock)

Objectives

In the field of second and foreign language acquisition, it is now widely recognised that a second language learner’s language, like the language of native speakers, varies in different situations and in response to different tasks.

Methodology

Several causes of interlanguage variation such as linguistic context, tasks and inter-locutor have been identified and researched. However, there may be other possible important factors in interlanguage variation that remain unexplored or under-researched.

The purpose of this study is to describe the relationship between discourse topics and second language learners’ oral performance. In addition, this study is intended to investigate whether S.LA processes such as language transfer differentially as claimed in the discourse domain hypothesis advanced by Selinker and Douglas (1985). Six Taiwanese graduate students participated in the study. Data were collected from conversation and then transcribed. The grammatical complexing, fluency and accuracy of subjects’ speech production were analysed.
Findings

It was found that discourse topics have great impact on the fluency of L₂ learners speech production.

STUDY NO.3


Objectives

Following Corder’s (1981) suggestion for the use of intuitional data and building on the study by Schachter, Tyson and Diffey (1976) of learners’ judgements of grammaticality, adult students of English as a Second language were asked to correctly judge the grammatically of English sentences containing eight selected preposition structure errors.

Methodology

The errors were selected from compositions written by Spanish speakers of varying English ability. The sentences were presented in three test formats: a pained-comparison task, an isolated rating task, and a multiple choice task. Contrastive analysis was used to hypothesize a sequence of acquisition for three pairs from among the selected errors. Eight three-way analysis of variance were performed with combined scores for each structure as the dependent variable and with first language background (Spanish or non Spanish), TOEFL group (higher low) and test
type (I, II or III) as the independent variables. The following error structures were found to be attributable, in part, to Spanish language interference.

(1) A have that + VERB
(2) A VERB + a + human OBJECT
(3) B for to + VERB
(4) I B have + O + VERB
(5) V + to + human OBJECT

Findings

It is found that the process of acquisition of a grammar structure is not a process of word-by-word additions and deletions. Implications are presented for test development and classroom practices, including the individualisation of materials and instruction for teaching the selected preposition structures.

STUDY NO. 4

“A Context for developing structural knowledge for academic writing: Teaching and learning analytic reading and writing in an intermediate English as a second language composition course”, GARRIGA, MARIA, CARIDAD, (Ph.D., The Ohio State University, 1998, Advisers: Gilbert Jarvis and George Newell)

Objectives

This study examined the teaching and learning of analytic writing in response to literacy and informational readings in an intermediate, undergraduate English as a Second Language (ESL) Composition course.
Methodology

An ESL composition instructor and her two sections of an ESL composition course (N = 29) were selected to collaborate with the researcher for a period of ten weeks observational and case study techniques were employed to describe and analyse the instructional contexts. Twelve of the 29 students were selected for extended analyses of their written work in order to document their development as analytic writers. Three students were selected for case studies to study their experience in the writing course. Four types of analyses were used to study knowledge for analytical writing; (a) syntactic complexity (b) classification of statements of content (c) an essay genre and (d) level of abstractness.

Data from classroom observations, tutorials, interview, declarative knowledge probes, questionnaires and essay analyses were used to describe the process involved in teaching and learning to write analytically and to describe change overtime in the writing in response to reading.

Findings

Results from the essay analyses offer limited support to the idea that the students were developing as analytical writers. Although students had internationalised the genre conventions for analytical writing, there was only limited development of the interpretative skills necessary for analytical thinking and reasoning. Two major implications from this study concern (a) the importance of integrating both discourse structure and students thinking to enable students to write analytically in a second language and (b) the realisation that learning to write analytically is a
complex process that necessitates institutional support at all levels of its implementation and conceptualisation.

**STUDY NO.5**

KUNT, NACIYE conducted a study on “Anxiety and beliefs about language learning: A Study of Turkish – Speaking University Students learning English in North Cyprus” (Ph.D., The University of Tezas at Austin, 1997, 217 pp. Supervision: Elaine K. Horwits)

**Objectives**

This study investigated beliefs about language learning and foreign language anxiety of Turkish – speaking students learning English as a foreign language (EFL) in North Cyprus. In addition, the relationship among the students’ foreign language anxiety level, and beliefs about language learning were studied.

**Methodology**

The subjects of this study were 882 Turkish – Speaking students studying in the preparatory schools of two universities located in North Cyprus.

**Tools**

A questionnaire consisting of the Belief About Language Learning Inventory (Horwits, 1983a and 1987), the Foreign Language Classroom Anxiety Scale (Horwits, 1983b), and a background questionnaire was translated into Turkish and administered to the subjects.
Findings

First, this study found that the Turkish-speaking university students had beliefs about language learning were different from those of other students in previous studies. Second, based on their FLCAS scores in Turkish-speaking university students reported lower levels of foreign language anxiety than subjects in previous studies. These findings indicate that the anxiety level of learners may be influence of their cultural backgrounds.

STUDY NO.6


Objectives

Successful use of a language is described as resonating to linguistic aspects of a situation in common with other member of a language community. An examination of neurophysiological, behavioural and experimental factors leads to the conclusion that the fixing of a first language acts as a barrier to the learning of subsequent language by adults.

Methodology

Neurological factors go some way towards elucidating what universal grammarians have thought they needed to explain. Successful second language learners are those who develop neural structures and new ways of relating to reality (routines for interpreting sensory impressions and
personalities appropriate to the target language) either through sheer persistence or by taking advantage of unusual brain organisation as anomalous cortical dominance or of unusual abilities such as that of disassociation.

Findings

It is hoped that the concepts treated may serve the eventual construction of a theory of second language learning that coordinates observed behaviour with morphological findings.

STUDY NO.7

MUGNARBIL, HANAN. Conducted a study on “Second Language Learners’ Punctuation: Acquisition and Awareness” (Ph.D. University of Southern California, 1999). Chairperson: David Eskey.

Objectives

The main focus of research on second language writing has been the description of the kinds of writing problems that second language writers face; that is, very few researchers address questions of acquisition or awareness of mechanics. This study examined the order in which second language learners acquire punctuation marks, the difference in their placement accuracy between monitored and unmonitored punctuation conditions and their awareness of punctuation rules.

Methodology

Two groups of second language learners – low English proficiency and high English proficiency were selected based on a writing scale set by
the American Language Institute at the University of Southern California. In addition, two conditions were established unmonitored and monitored punctuation. For the unmonitored condition, compositions (themes) written by the two groups were collected and analysed for correct usage of punctuation marks. For the monitored condition, a set of thirty sentences was distributed to the subject of both groups who were asked to punctuate and state the rules of their own punctuation placement. The results were analysed for correct placement of punctuation marks and awareness of rules.

Findings

The study concluded that there is an order of accuracy of placement of punctuation marks among second language learners. The period was the most likely punctuation mark to be placed correctly when L2 learners were asked to produce their own piece of discourse. The semicolon was the mark least likely to be correctly placed when advanced learners were asked to produce their own piece of writing discourse. However, the comma was least often correctly placed when low English proficient L2 learners were asked to produce their own piece of discourse. The exclamation mark was the least often correctly placed mark when both advanced and less advanced L2 learners were asked to focus on form. Both advanced and low proficient second language learners were unable to articulate rules they used when placing punctuation marks in a monitored condition. Furthermore, the study showed that in an unmonitored situation the period was the first punctuation mark to be acquired and the semicolon the last.
STUDY NO.8

CLARK, MARGARET LOU, Conducted a study on “Problems in Language Communication, IS suggestopaedia the Solution” (Ph.D., University of Southern California, 1999). Adviser: David Eskey.

Objectives

The study investigated the use of suggestopaedia in teaching French as a second language to English Speaking Tamil Students born and residing in Auroville. Meanwhile, an experimental international community located in South Bulgaria to determine if it makes a significant difference in language learning theory.

Suggestopaedia is a technique for increasing learning achievement. It is essentially a combination of acquisition and suggestion designed to facilitate a learning set.

Methodology

The groups (one treatment, one control) composed of a total of twenty sub-groups were used. The Randomized control-group post-test only. Design was used as the most appropriate experimental model. As neither group of any French, no pre-test was necessary. A video tape of suggestopaedia provided observational data of the method. It was being taught. Each group was administered vocabulary tests at the end of the course.
Hypothesis

“There will be a significant difference in second language proficiency between a control group, traditionally taught and an experimental group exposed to suggestopedia” was statistically analysed using the analysis of variance to locate the exact significance difference between the two groups based upon the test scores. The results were compared and examine the relative effectiveness of each teaching method.

Tools

Likert type 5 point scale questionnaire was used for the study.

Findings

There was a significant difference in the achievement test scores in favour of the experimental group. They have a positive attitude towards suggestopedia and preferred it over the traditional method. The teacher thought suggestopedia was more effective, especially in the area of listening communication and vocabulary acquisition.

2.20. DOCUMENTATION


3. Ibid., p.1435.

4. Ibid., p.802.