2.1 Introduction:

The phrase review of literature consists of two words “Review” and “Literature”. The term literature refers to knowledge of a particular area of investigation in any discipline which includes theoretical, practical and its research studies. The term “Review” means to organise the knowledge in specific area of research to evolve an edifice of knowledge to that his study would be an addition to this field. Hence, the study of the related literature implies locating reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual planned research project.

According to John W. Best “Practically all human knowledge can be found in books and libraries”.

The present chapter is a review of related literature and previous studies on professional competencies it highlights on the different areas of the study. The general purpose of the review is to help in developing a thorough understanding and insight into the previous works. The review also helps the researcher to know what has been done and what has been over looked and unexplored. New approaches can also be thought of for researcher to know what has been done and what has been over looked and unexplored.

“The competent physician must keep abreast of the latest discoveries in the field of medicine... obviously the careful student of
education, the research worker and investigator should become familiar with location and use of sources of educational information”. - Good, Bar and Scates (1953).

The investigator has taken keen interest in the previous studies related to study the teaching learning process in secondary schools and has gained valuable information from their procedures and findings which are of great aid in developing the present research work. A brief review of the related literature and related studies are classified in chronological order under different heads.

The review of related literature is presented in two sections. In the first section, the review of researches conducted in India and in the second section the review of researches conducted abroad was presented.

2.2. Section - (i) - Researches conducted in India:

Misra, J.N., (1968) carried out ‘A Study of Problems and Difficulties of Language Teaching at Secondary’. The objectives of the study were (i) to understand the importance of language in the 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 improvement of the standard of language of students. The findings of the study were (i) About 66 per cent teachers found difficulties in teaching prose, the main problems related
to explanation, paraphrasing and the meaning of words. (ii) More than 50 per cent teachers preferred to use translation method. (iii) Only 25 per cent of those who believed in direct method made use of the technique. (iv) Only 32 per cent teachers encouraged students in development reading ability, one-third of them.

Koppar, B., (1970) studied on ‘An Enquiry into Factors Affecting Reading Comprehension in English’. The main objectives of the enquiry were (i) to study the level of reading comprehension of Standard XI students of Gujarati-medium schools, (ii) to study the relationship of reading comprehension with attitude towards’ reading, anxiety, academic motivation, socioeconomic status, and dependence, and (iii) to undertake a study in depth of reading comprehension in English of a few students. The major findings study were (i) Reading comprehension was related positively to reading attitude. (ii) Dependence was related positively to reading comprehension. (iii) Anxiety was related negatively to reading comprehension. (iv) Some other factors related to reading comprehension were find out to be a (a) reading readiness, (b) academic motivation (c) attitude towards to study of English, (d) quality of class room teaching, (e) presence or absence of proper direction. (f) Education status of parents and (g) social and economic compulsions.

Joshi, V. G., (1975) carried out ‘A Study of Errors in Written English among Pupils of Standards V to VII, A.E. Society’s College of Education, Ahmednagar’. The main objectives of the study were (i) to find out the
typical errors committed by pupils in written English, (ii) to diagnose the causes of these typical errors, and (iii) to formulate remedial measures for preventing the typical errors. The findings of the study were (i) Errors concerning speech, number and spelling were committed by 90 per cent, 48 per cent and 45 per cent pupils, respectively. (ii) Errors of conjunction and case were committed by 2 per cent and 6 per cent pupils, respectively. (iii) The three categories of errors having the highest frequency were those of spelling, tense and number. (iv) Out of the four types into which the error category 'spelling' was divided, errors of omission and replacement were the most frequent. (v) Among the errors of tense, almost all were caused by irregular verbs. (vi) Errors regarding number gradually decreased as the pupils progressed from Standard V to Standard VII. (vii) Among the errors related to the use of preposition, 86 per cent were caused by the use of wrong prepositions while the remaining 14 per cent were due to the non-use of preposition. Sethi, A. S., (1976) carried out ‘A Study of a Programme in English Spelling in relation to Visual and Auditory Presentation’. The enquiry attempted to investigate the relative effectiveness of visual and auditory presentation of a programme in English spellings in terms of performance of boys and girls on immediate and delayed tests. In the study, the modes of presentation, sex and time of testing were the treatments or independent variables and the extent of attain to recorded by subjects was the dependent variable. The findings of the study were
(i) The auditory need was more effective in regard to attainment on programmed materials. (ii) Effectiveness of the mode of presentation varied according to the time of testing. (iii) The visual and the auditory modes of presentation appeared to have a significant effect on performance on the immediate test. (iv) The auditory mode of presentation was more effective as regards performance on the delayed test. (v) Girls appeared to be superior to boys in performance pertaining to programmed presentations through auditory and visual media. The difference in the performance of boys and girls appeared to be independent of the modes of presentation. (vi) The time of test appeared to have a significant effect on the performance of boys and girls. (vii) Girls appeared to be superior to boys on the immediate test. (viii) Boys seemed to perform better on the delayed test than on the immediate test.

Chaudhary, U., (1979) took out ‘A Critical Study of the Language Policy of India in relation to the Educational Needs and Aspirations of the Different Linguistic Communities of India’. The main objectives of the investigation were: (i) to study the linguistic situation of the country. (ii) to study the tradition of the language used in education and administration, (iii) to study the language policy, (iv) to find out the educational needs and aspirations of the different linguistic communities, and (v) to make a comparative study of the educational needs and aspirations of the linguistic communities of the north and the
south in India. The research used both the historical and the survey methods. The Government records, documents, Language policy resolutions', and the reports of the Ministry of Home Affairs and the Ministry of Education' and Social Welfare were the primary sources of data, For survey, a questionnaire was developed to know the educational needs and aspirations of different linguistic communities of India. The sample for data was drawn from and Persian came as official language Dakhini and Urdu were used as pan-Inc culture and administration. (ii) During period and also in the pre-Independence mother tongue was accepted as the meditation at the primary stage. At the post-Independence period three-Language formula has been accepted by all the States. English continues as the medium in medical and technical courses and a number of universities have accepted as medium of instruction. (iii) People from five States opted for both Hindi and English languages whereas those from south opted. (iv) People from north preferred Hindi in Parliament whereas those from south English. (v) A majority of the respondents agreed that English as the medium of instruction in union for the all-Indian communities.

Deenamma, K.V, (1979) studied on ‘Verbal Barriers in Class-'room communication’. The main objectives of the study were (i) to analyse the various barriers to scientific communication such as difficulties in pronunciation, difficulties due to ambiguity, confusion, artificiality and also difficulties in understanding a selected number of technical terms...
used text books. Survey-appraisal methods were adopted for the study. The main tool used was a questionnaire administered to 420 students from nineteen schools, one hundred chemistry teachers from seventy-three schools, ten scientific language experts from six institutions and thirty educationists from eleven institutions. The findings of the study were (i) Among the technical terms tested for effectiveness, forty-one words were most effective in scientific communication. Words which were judged most effective in scientific communication were mainly English words or Sanskrit words used in the day-to-day life. (ii) There was significant relationship between the effectiveness of scientific communication and the language - English, Malayalam or Sanskrit. (iii) Thirty-one terms were very difficult in pronunciation, seventy-five words were listed as ambiguous, sixty-three as confusing and an equal number as difficult to understand and sixty as artificial. (iv) The method of using pure English words for framing technical terms was the most favoured method in terms of linguistic acceptability and familiarity. (v) In compound technical terms, English-English-English combination got the maximum score whereas Sanskrit-Sanskrit-Sanskrit and Sanskrit-Sanskrit-Malayalam combinations the lowest score. (vi) Misunderstanding in meaning was more with Malayalam words than with their English equivalents. (vii) The syntax of the scientific language had its own peculiarities as it dealt with scientific facts and concepts. (viii) The most acceptable and understandable way of presenting
scientific facts was to present them in sentences written completely in Malayalam graphemes. (ix) Among the eleven ways of pedagogic presentation of technical terms, presenting the idea by relating things in everyday life was most effective in terms of both efficiency and feasibility.

Shah, J.H., (1979) conducted study on ‘A Comparative study of some Personal and Psychological Variables and Reading Comprehension’. The major findings of the investigation were (i) No difference existed in reading comprehension between boys and girls. (ii) There was significant difference between two grades as well as median age groups, (iii) There was significant differences in frequencies of high and low group pupils on the variables of parental income, parental education and parental occupation, (iv) There were significant differences in frequencies of three different groups of pupils on all the three psychological variables, viz., reading rate, intelligence and meaning vocabulary, Correlational values of the last three variables with reading comprehension indicated positive relationship between them.

Bhishikar, L., (1980) studied ‘An Experimental Analytical study of the Acquisition of Reading Skill’. The major objectives of the investigation were: (i) to prepare a training programme in reading skill containing exercises for comprehension, vocabulary, mechanical perception and reading speed with accuracy, (ii) to design and conduct experiments to study the effectiveness of the training programmes and the effects of
intelligence and sex on reading skill acquisition, (iii) to construct reading tests for evaluating training programmes, (iv) to study reading interests and reading habits of students, and (v) to study the interrelationship among sub skills of reading and the relationship of reading performance with language scores, general scholastics achievement reading habits and interests, health and socio economic status (SES) of students. The major findings of the investigation were: (i) the training programmes brought about significant improvement in the performance of students. (ii) Intelligence was found to play a significant role in the acquisition of reading skills. (iii). The low intelligence group showed significantly greater improvement in comprehension, the high intelligence group showed significantly greater improvement in vocabulary. (iv) both the high and the low intelligence groups did not show significant improvement in reading speed. (v) The low intelligence group enjoyed perceptions exercise while the high intelligence group preferred vocabulary contests. (vi) there were no sex differences in reading skills. (vii) SES, reading habits, reading interests, health, language and scholastic achievement were found to be significantly related to reading achievement.

Kantawala, N.N., (1980) studied ‘An Investigation into the Reading Attitudes of High School Students of Kaira District’. The major objectives of the investigation were: (i) to provide the secondary schools with a valid and reliable verbal attitude scale towards reading, (ii) to
study the reading attitudes of the secondary school students, (iii) to study the relationship between the reading attitude and some demographic variables such as sex, area, age, size of family, birth order, and (iv) to study the relationship between the reading attitude and the study habits of pupils. The major findings of the investigation were: (i) reading attitude was a function of grade. (ii) the scale did not indicate significant relationship with cultural settings, sex differences, age groups and birth order, (iii) the higher the SES, the better was the reading attitude this was true irrespective of the grade level (iv) between reading habits and reading attitude, there was significant positive relationship (v) students of small size families has a more favourable reading attitude than those of large-size families.

Srivastava, A.K. and Khatoon, R., (1980) studied on ‘Effect of Difference between Mother Tongue and Another Language as Medium of Instruction on Achievement, Mental Ability and Creativity of the Eighth standard children’. The objectives of the study were to compare the differential effects of mother tongue as a medium of instruction and a language that is not mother tongue, as a medium of instruction on intelligence, achievement and creative abilities. The following were the major findings (i) The different group was significantly higher on verbal intelligence than the same group. This was true when the analysis was done separately for boys, girls and also the combined sample. (ii) The achievement of boys and the combined sample of the different group
was significantly superior to their counterparts from the same group and there was no such difference among girls from the same group. However, when the influence of intelligence was controlled, no such differences existed. (iii) The achievement in the first language of the combined sample from the different group, after adjusting for the influence on intelligence, was significantly superior to that of the same group and no such difference existed when boys and girls were considered separately. (iv) The achievement in the second language of boys, girls and the combined sample from the different group was significantly superior to that of their counterparts from the same group even after adjusting for the effect of intelligence. (V) As regards the fluency and flexibility dimensions of verbal creativity, the boys, the girls and the combined sample of the different group were superior to their counterparts from the same group. When intelligence was controlled, such differences continued to exist except with girls and the combined sample on the fluency dimension. (vi) On the originality dimension of verbal creativity, the same and the different groups did not differ significantly among boys, girls and the combined sample after adjusting for intelligence. (vii) On the elaboration dimension of non-verbal creativity, girls and the combined sample of the different group were better than their counterparts from the same group and no such differences existed among boys after adjusting for intelligence. (viii) On the originality dimension of non-verbal creativity, boys, girls and the
combined sample of same and different groups did not differ even after adjusting for intelligence.

Subrahmaniam, Y., (1981) studied on ‘A Linguistic Study of Language Skills attained in the English-medium Schools in India’. The major objectives of the study were (i) to present a linguistic analysis of the various skills acquired by the students of English-medium schools (residential and non-residential), (ii) to record and transcribe phonetically (I. P. A. script) and compare the system of R.P. and that of the learners, and (iii) to compare systematically the phonology, grammar and lexis of L₁ system and arrive at a scientific hypothesis.

The major findings of the study were (i) There was no evidence to show that R.P. was systematically taught in all the public schools of India. (ii) There was no evidence to show the existence of pan-Indian standard of ELP attained by students from different parts of India. There was no L₁ feature both in production and reception at the segmental phonemic level. (iii) Morphologically, the variety of English was noticed to be fairly clear and meaningful but not always acceptable and grammatical. (iv) There was very little evidence to prove that the false analogy of the L₁ interfered with the written language forms. The knowledge of the article system and tense system was not free from inaccuracies. But for lapses in these areas, there seemed to be few defects in morphology. (v) In syntax, the survey showed evidence of a fair mastery except in the use
of interrogative and reporting. (vi) There was distinctive Indian color and approach in the use of idioms.

Datta, P.C., (1982) studied on ‘School Children and Their Reading Habits, Eastern India Centre for Mass communication studies’. The study aimed at providing some basic ideas about the taste, need and attitude of children in selecting reading material in the context of their socio-economic background. The study was designed keeping in view the following aspects: (i) exposure to books prescribed in the school syllabus, (ii) habit of reading books beyond the school syllabus and the source of getting such books, (iii) exposure to magazines on topics of interest, and (iv) exposure to different media of mass communication, viz., newspaper, radio and television. Findings: (i) the eight profession (lawyers) made frequent use of English in age tasks related to their professions proficiency in English of most of the late for their professional needs. (ii) he subjects the existing programmes English was instrumental in imparting in English to them.

Nanda, Kamala. (1982) studied on ‘An investigation into the causes of poor attainment in English 1 comprehension of the students of Class VIII in Cuttack city and their remedial measures’. The main objectives of the study were (i) To detect causes of poor attainment in English in the HSC examinations, (ii) to detect week areas of comprehension skills, (iii) to investigate the causes of poor attainment in English particularly in the areas relating to simple
comprehension, vocabulary items, structural items and critical thinking. (iv) to suggest remedial measures for developing or power of comprehension, (v) to suggest remedial measures for better teaching and learning processes and (vi) to recommend remedial measures (vii) to be adopted by teaching staff, administrative and controlling authorities of schools. The findings of the study were (l) Significant causes comprehension of pupils according to pupils included, lack of knowledge In structural Dm- usage and vocabulary items taught in the and previous classes, lack of stronger foundations lces in elementary reading distraction and careless in reading absence of reading readiness, new and vocabulary, lack of reading practice, intelligence and interest, negative attitude to reading, improper handling of complex, sentence structures, abstract ideas, unusual word order, and grammatical usages.

Joshi, A.N. (1984). The objectives of the study were (i) to ascertain growth level of comprehension, vocabulary, traction, grammar, language usage and spelling abilities English language among eighth graders belonging to scheduled castes and non-scheduled castes varying - intelligence level, socio-economic status, sex, locality band schools administered by private agencies, missionaries and the state government, (ii) to find out the common errors committed in translation, grammar, language usage and spelling by eighth graders belonging different sex, locality, intelligence, socio-economic status, and types of
institutional administration, and to find out the factors which influenced the growth - English language abilities.

Agrawal, Kusum. (1986) undertook ‘A study of the effect of parental encouragement on the educational development of secondary stage students’. The main objectives of the study were (i) to make a comparative study of the effect of parental encouragement on the educational development of the varied groups of pupils at the secondary stage. (ii) to make a district-wise comparison of pupils belonging to different groups in relation to the effect of parental encouragement on their educational development. (iii) to compare the different educational groups of the 'father-absent' boys and girls in relation to the effect of maternal encouragement on their educational development and (iv) to make a comparison amongst the different educational 'groups of the 'mother-absent' boys and girls in relation to the effect of paternal encouragement. The findings of the study were (1) Parental encouragement and educational development were found to be positively correlated. (2) Parental encouragement was found to have a pervasive influence on the educational development of high development group, regardless of gender, district and urban-rural variations. (3) The urban boys belonging to the' higher group were found significant superior to the rural boys in educational development. (4) Likewise, the urban girls belonging to the higher group differed significantly from the rural girls of the same group. (5) It was found to
that when sex differences were taken into account, the girl: belonging to urban as well as rural areas were significantly higher in parental encouragement in all the three groups as compared to their male counterparts. (6) Irregular results were found amongst the different educational groups of pupils in relation to the influence of parental encouragement in the different districts of the Garhwal region. (7) The high-achieving groups of the 'mother-absent' boys and girls received significantly more paternal encouragement than the other groups. (8) Identical results were obtained in the case of the 'father-absent' boys and girls, who were found to have received significantly more maternal encouragement.

Ramkumar, V., (1982) studied on ‘Assessment of Entering Behaviour in English of Pupils of Standard VIII’. The study intended to obtain the repertory of verbal associations in the English language with which pupils entered the learning situation in Standard VIII. The main objectives were: (i) to assess the attainment in the different component skills of written English of a representative sample of pupils of Standard VIII, (ii) to identify and classify errors, if any, committed by the sample, and (iii) to compare relevant sub-groups of the sample on both attainment and error incidence in English. Entering behaviour as defined in the study described the present status of the students' knowledge and skill. The findings of the study were: (i) The vocabulary attainment of Standard VIII pupils was high and urban boys having significantly
higher attainment than girls and rural pupils respectively. (ii) Only 11 per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five. (iii) The types of errors were not very large and the possibilities for committing mistakes were minimum because of the pupils' inability to write. (iv) Four types of errors, viz., spelling, balancing of sentences, punctuation and wrong word substitution, had the highest incidence. (v) On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses. (vi) Proficiency was low in the use of five component skills, viz., use of phrases, prepositions, degrees of comparison, plurals and combining sentences. (vii) Proficiency was average in the use of articles, opposites and the 'ing' forms. (viii) Not even one pupil could correctly punctuate the given single sentence.

Ahuja, G.C. and Ahuja Pramila. (1988) studied on ‘Reading comprehension tests with cloze and multiple choice items for Classes VIII, IX and X’. The main objectives of the study were to make available a scientifically devised, objective tool for assessing the reading comprehension ability (with cloze and multiple choice items) of pupils studying in Classes VIII, IX and X in some English medium schools of Mysore. The findings of the study were (1) the test can be easily administered in a usual classroom setting. (2) the reliability, validity and homogeneity of both the tests - doze as well as multiple
choice items were found to be fairly high. (3) Norms in the form of percentile ranks were provided separately for boys and girls for Classes VIII, IX and X. (4) Comparative norms for reading comprehension of cloze as well as multiple choice items were provided.

Gaya, Tushar Kanta. (1988) studied on ‘Listening: Its nature, skill and training’. The objective of the study was to describe the nature, skill and training issues related to listening, which one of the important objectives of language teaching is learning. The findings of the study were (1) Listening ability is used to a greater extent than any other communication ability such as reading, writing and speaking. (2) There are four levels of listening. The first is mood listening. The purpose of second level is relaxation, escape getting one's mind off something. The third level seeks answers as a key to action. This form of listening does not to require sustained concentration. The fourth level of listening is the stage of analytical and critical listening. (3) The correlation between listening and I.Q. varies from investigation to investigation. (4) The human mind is capable of processing information at a faster rate than the human speech organs are capable of producing speech. (5) Listening skill is a fundamental language skill as well as a receptive communication skill. (6) Training to listen is possible. Training increases the ability to listen.
Kapadia, S.T., (1988) studied on ‘Development and try-out of programmes for remedial teaching in English for the post HSSC level’. The objectives of the study are (i) to identify grammatical errors in the written expression of students who have passed the Higher Secondary School Certificate (HSSC) examination and who were studying in the first year degree class of arts science or commerce faculties (post-HSSC level), (ii) to locate areas of high frequency of errors in English, (iii) to select areas of errors for remedial teaching in English on the basis of frequency and suitability, (iv) to develop programme learning material (PLM) for remedial teaching in the selected areas of errors in English, (v) to observe effectiveness of the programmes for remedial teaching (PRT) in English on subgroups from urban and rural areas in terms of their scholastic ability, and (vii) to observe effectiveness of PRT in English in respect of time factor. The findings of the study were (1) Programme I (pronoun) was found very relevant and had the instructional potential as aimed at. (2) programme II (concord) consisting of 100 frames was more difficult to learn than the first one, concord could be mastered not only through the production of the language but more so by listening and reading. (3) programme III (tenses) having 108 frames the largest chunk of the programme material required revision and restructuring of the frames. (4) programme IV (sequences of tenses) was the most complex of all the four programmes
(5) from the pre-test to post-test, the mean score always increased (JHS0729).

Prakash, P. (1988) studied on ‘Development of reading proficiency: Relationship with metalinguistic awareness and cognitive processing skills’. The main objective of the study was to study reading acquisition process as related to the development and simultaneous/successive processing skills in the Indian orthographic context. The findings of the study were (1) As the children moved from Grade I to Grade V, the relative importance of linguistic awareness at lexical and syntactic levels increased. (2) Successive processing skill was important for reading proficiency in earlier grades, whereas simultaneous processing skill was found to be more salient at the later grades. (3) Phonemic awareness played an important role in Oriya reading. (4) Reading comprehension was found to be a complex process involving several component skills at phonological, lexical, syntactic and pragmatic levels. Taken individually, each of the skills was necessary but not sufficient for good comprehension.

Patil, N.K. (1988) reviewed on ‘An investigation into the effects of anticipated time of completion of a spoken word on its perception’. The main objectives of the study were (i) To establish the criteria of evaluating language on the phonetic structure of their words, (ii) to find out the conditions for better perception of words and (iii) to suggest a basis for modifying language. The findings of the study were (1) Spoken
words were misperceived by students. (2) The context initiated the anticipation of meaning of a word and related words. (3) The mental set of anticipating a class of words determined a word, despite the physical stimuli being different. In such mental structuring of actual words, the time of the words was not altered: (4) Within the language, culture and personal acquaintance of words, when the meaning of the word was not allowed to influence the listener, the perception may be processing all probable sound structures next to the sound heard at any stage of Listening. (5) In comparison with the total word and syllabic nuclei, the time of completion was primary in considering the similarity in words. (6) The major and sure factors of accepting or rejecting an anticipated word was time of completion. If the time of completion of a word was different from the one anticipated the anticipation was certainly rejected.

Rao, Ramachandra, K.; Nijalingappa, P. and Pillai Swaminatha S. (1988) studied on the ‘Need for programmes to improve communication skills of diploma students’. The main objectives of the study were (i) To identify the general level of proficiency attained by students in the chosen aspects of; (a) language ability, (b) written communication, (c) oral communication, (d) listening 'comprehension, and (e) manipulative skills, (ii) to prioritise the aspects in terms of their easiness/difficulty, and (iii) to suggest suitable measures to improve learners' language skills. The findings of the study were (1) Only 23 (30%) of students obtained more than 35% in the test. (2) 45 students (59%) could not get to the
minimum expected standard in the first part - language ability for which maximum weightage was given in the test. (3) The students found listening comprehension to be the most difficult part in the test. (4) The oral communicative ability of students was found to be fairly good. (5) Students' proficiency in English was not up to the expected level. The ratio of failure account for 52 persons (68%); 18 (24%); 63 (90%) and 35 (45%) in the second, third, fourth and fifth, parts of the test respectively. (6) The recommendations made included; a) insisting on completion of at least one comprehension exercise every week. b) providing opportunities for improving their vocabulary and asking them to complete exercises involving familiarity and usage of new and technical terms, and c) giving practice in completing various grammar exercises and helping them to understand the rules of grammar.

Banatwala, Ayesha G. (1989) studied on ‘Exploring the relationship between classroom interaction and uptake in EFL (English as foreign language) teaching classes’. The main objectives of the study were (1) To investigate the process where by learning opportunities are created, (i) to investigate how uptake relates to the interactive nature of learning opportunities, (iii) to find out whether uptake of individual learners differs and whether the characteristics of classroom interaction and the nature of learning opportunities can themselves predict uptake, and (iv) to investigate learners' perceptions of the relative value of different learning opportunity types. The findings of the study were (1) The
categories which were supposed to be conducive to uptake were generally found to be so. (2) Adequate treatment generally facilitated uptake while inadequate treatment correlated with poor uptake. (3) Besides quantum, variation and quality of treatment, the source of treatment played a significant role in facilitating uptake. Even if treatment was not adequate enough, a word was likely to be uptaken if a learner introduced it in the discourse. (4) Words that were inherently easy to spell and had easy equivalents in English and/or in the mother tongue of the learner were more easily uptaken and vice versa. (5) Quite often, those who sought clarifications or asked for meanings did not uptake them. (6) Over elaboration and extraneous input tended to mislead or confuse learners and so hindered uptake. (7) Lexical items that had not been satisfactorily treated were less easily retained over time even if these had been uptaken by a large group of learners.

Baskaran, Herbert S. (1989) studied the ‘Impact of the remedial teaching programmes on the common errors committed by student of Standard XU in written English’. The main objectives of the study were (i) To identify and categories the errors committed by the students of Standard XII in written English, (ii) to design some suitable remedial teaching programmes for the students of Standard XII to minimize these errors in written English and (iii) to implement the designed remedial teaching programmes for the students of Standard XII to minimize these errors in written English. The findings of the study were
The students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pre-test. The students of the control group did not differ significantly with the experimental group in their mean scores in the pre-test. The students of the experimental group did not differ significantly with the control group in committing orthographical errors in written English in the post-test.

Jayashree, S. (1989) studied on 'Identification of the difficulties in teaching and learning English as a Second Language among the High School Students'. The main objectives of the study were (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 influences the learning of English, and (viii) to identify whether students experience more difficulty in learning English prose or English grammar. The findings of the study were (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. (5) Teachers felt that eliciting responses from students took too much time. (6) Students' vocabulary was very poor. (7) Students' understanding capacity was not normal. Their participation in the English class was not good.

Mohanty, S. (1989) studied on the 'Effects of age, sex and individual differences in language development of Oriya speaking children'. The main objective of the study was to find out the environmental/developmental effects on language development and stylistic differences in language acquisition. The findings of the study were (1) No Significant difference was found for age and sex on different language measures. In Picture Vocabulary Test, there was significant effect of age. (2) Sex difference did not show any significant effect. (3) F-ratio for sex effect was significant for mean length of utterance and total number of morphemes. Both the age and sex variables had significant effect only on the mean length of utterance and total number of morphemes. The results indicated that both these factors had no significant effect on syntactic ability of children. (4) There were individual variations in language acquisition style.

Ram, S.K. (1989) conducted a study on 'Survey of methods and techniques of teaching English in class VI'. The main objectives of the
study were (i) To conduct an in-depth study of teaching and learning English at Class VI level, (ii) to pinpoint the reasons for unsatisfactory results and (iii) to make recommendations for improving the situation. The findings of the study were (1) Teachers used the traditional technique of teaching though they had been trained to use new techniques and methods. (2) The mother tongue was used too often. (3) Grammar was taught despite claims to the contrary. (4) Too much emphasis was placed on the textbook. (5) Teachers usually had no clear objectives in mind for each class. (6) Teachers seemed to concentrate on teaching lists of vocabulary items, on treating the textbooks as content-based material and on getting students to memorise set passages in the name of composition. (7) Teachers were unaware of the structural/situational approach. (8) The textbook in use was uninteresting and contained grammatical mistakes and had difficult structure. (9) The teachers never consulted the teachers guide. Sharma and Prasanta (1989) carried out ‘A study on the prognosis of writing abilities with the help of creativity and intelligence of the students’. The main objectives of the study were (i) to standardise a Writing Ability Test (WAT), (ii) to appraise students’ proficiency of writing ability (WA), (iii) to determine the differences in writing ability sex-wise and strata-wise, (iv) to determine the relationship between WA and intelligence, originality, fluency and flexibility, (v) to determine multiple regression of WA with the above stated factors, and (vi) to find out
general factors in different dimensions of WAT. The findings of the study were (i) Urban students showed better results in WAT in Bengali than their rural counterparts while the boys and girls, the rural and urban differences did not exist (ii) Urban boys performed better than rural boys and the same was true with urban girls as compared to rural girls (iii) it was found that there existed a positive correlation between and GI, WAT and originality. WAT and creativity, WAT fluency and flexibility (iv) WAT scores could be predicted by GI, originality, fluency and flexibility scores (v) it was possible to extract a journal factor in dimensions identified in writing ability.

Sarma, V.B.B. (1989) studied on ‘Designing a course in written English for the high school stage: A communicative approach’. The main objectives of the study were (i) to find out selectively from the learners. Teachers, parents, and well-informed citizens of the society the following (Stage I). (a) the present achievement levels in written English of the learners of Classes VIII to X (Telugu medium); (b) the needs of high school students in respect of written English; (c) the types and frequency of composition exercises offered to students and the nature of teaching methods and evaluation procedures adopted by the teachers. and (ii) to find out the effect of the following (Stage II): (a) the communicative Syllabus designed to develop writing skills among the students of Class IX (Telugu medium); (b) reading (a) passage - analysing it for writing skills--solving communicative writing
tasks, as a procedure for developing writing skills; (c) evaluate (not grade) - comment - ask for revision discuss in a session - procedure as a mode of correcting the written English assignments. The findings of the study were Stage I - (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic (note-taking, writing answers for home assignments and tests, etc.) and certain specified social activities (like letters to friends). (3) Frequency of writing compositions was very low and a large number of students needed many writing exercises. Further, the teachers used ‘impressionistic method’ in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. Stage II - (5) The second stage of the investigation confirmed that the use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop. (6) A well-designed communicative syllabus incorporating the needs of the students can in a tension-free; interactive classroom, create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

Gani, S. (1990) studied on ‘Phonological awareness and beginning reading’. The main objective of the study was to find out if phonological awareness determines beginning reading. The findings of the study
were (1) Boys and girls did not differ on measures of phonological awareness. (2) Boys and girls did not differ significantly on scores relating to their oral reading performance. (3) Phonological awareness contributed to oral reading performance but this was not found statistically significant. (4) Phonological awareness did not determine beginning reading.

Bag Anjali. (1990) studied on ‘A cross-sectional study on the differential aptitudes of the students in English’. The main objectives of the study were (i) To develop and standardize an English usage test. (ii) to develop a verbal reasoning test in English. (iii) to develop a reading comprehension test in English. (iv) to determine, the significance of differences in mean scores in the English usage test the verbal reasoning test in English and the reading comprehension test in English and (v) to develop a multiple regression equation of the achievement of the students in English on the three differential aptitudes for English. Viz., English use verbal reasoning and reading comprehension. The findings of the study were (1) Boys showed more proficiency in English usage test than girls and so did urban students as compared to their rural counterparts. (2) While, rural boys-rural girls and urban girls-rural girls, did not differ from each other. (3) Boys and girls did not differ in their verbal reasoning test and neither did urban and rural students. (4) In reading comprehension too boys and girls did not differ significantly and neither did urban and rural students. (5) Achievement of students in
English could not be predicted from English usage, verbal reasoning and reading comprehension.

Pradhan, S.S. (1990) studied on ‘A comparative study of the effectiveness of the direct method and the bilingual method of teaching English in Class X in the district of Cuttack’. The main objectives of the study were (i) To analyse inadequacies of different methods of teaching adopted before, (ii) to develop in pupils four language skills, (iii) to measure the achievement of control groups and experimental groups taught by the direct method and bilingual method, respectively, and (iv) to measure the quantum of interaction in both the groups. The findings of the study were (1) The ANOVA revealed only two significant effects. The first one was the main treatment effect which showed that the treatment produced significant effect. (2) Experimental and control subjects irrespective of schools did not differ significantly. (3) Irrespective of groups and treatments, the schools did not differ significantly. (4) It was a product-oriented and timesaving device and did not require elaborate preparation. (5) It ensured accuracy and fluency simultaneously in spoken word and written word unlike the grammar-translation method and direct method. (6) The bilingual method explored and utilised the linguistic habits of the children already established. The mother tongue concept was completely divorced in course of time. (7) The teacher took less amount of time and labour for planning the lesson and taught more effectively. (8) As regards the amount of learning and
retention the bilingual method was superior to other methods. The use of mother tongue did not act as a barrier.

Sumangala, N. (1990) carried out ‘A study of language creativity of Standard IX students in relation to intelligence, teacher involvement, and gender’. The main objectives of the study were (1) To find out the relationship between language creativity and intelligence of Standard IX students, (ii) to find out the relationship between language creativity and teacher involvement of Standard IX students, and (iii) to find out the difference in the language, creativity of Standard IX boys and girls. The findings of the study were (1) The higher the intelligence Standard IX boys and girls the higher was their language creativity. (2) Teacher involvement was their positively and significantly related to language creativity. (3) Boys scored significantly higher on fluency, flexibility, originality and elaboration dimensions of language creativity than girls.

Aparaj, S.M. (1991) carryout ‘A study of developing auditory abilities through language exercises in teaching English as a second language in secondary schools’. The main objectives of the study were (i) To investigate learners' micro-listening abilities and skills, (ii) to devise listening exercises to achieve the above, (iii) to find out the relationship between micro-listening abilities and listening exercises in teaching English as a second language in secondary schools, (iv) to prepare a listening test of English as a second language for testing the development of micro-listening abilities. and (v) to compare the
achievements in listening abilities of the control group and experimental group pupils studying English as a second language. The findings of the study were (1) The integrative listening skill of the experimental group developed greatly as compared to the control group. (2) There was a significant positive relationship between the listening language exercises and integrative listening skills of the learner of English as a second language. (3) Each of the 10 language elements separately led to the development of the listening skill. (4) The listening skills of girls developed more quickly than that of boys.

Chatterjee, M., (1991) studied on ‘Attention, coding and speech related process of skilled and less skilled readers’. The objectives of the study were (i) To compare skilled and less skilled readers of Grades I and II on measures of selective attention and simultaneous and successive processing, (ii) to examine the involvement of speech-related processes in reading by comparing skilled and less skilled readers on measures of naming time and speech rate and (iii) to examine the pattern of relationship among measures of selective attention, simultaneous and successive coding and speech related processes for children in Grades I and II. The findings of the study were (1) Simultaneous processing distinguished the skilled from the less-skilled readers. This emphasis the involvement of simultaneous processing in reading comprehension for beginners. (2) though grade influenced performance in all most all the measures the selective attention and successive processing
measure did not differentiate the skilled from the less skilled readers. Thereby suggesting that simultaneous processing was more important than successive processing at the early stages of reading. (3) the performance on speech related tasks was not influenced by the reading comprehension levels of the subjects. No significant differences were observed between skilled and less skilled readers in respect of speech related tasks. (4) the correlational analysis did not yield any significant pattern of relationship among the cognitive variables employed in the study.

Chelini, A.B., (1991) took out a study on ‘Achievement of basic understandings and skills through higher primary education’. The main objectives of the study were (i) To assess and compare the achievement of the elementary (higher primary) school leavers in respect of basic understandings and skills in non-language subjects - science, mathematics and social studies, (ii) to compare the achievement of students in different subjects, and (iii) to study the relationship between achievement and certain variables namely, SES intelligence, scale of the school, type of school management, medium of instruction and sex. The findings of the study were (1) The highest number of concepts measured by any student was 39 (out of 65) in science, 28 (out of 38) in mathematics and 30 (out of 41) in social studies. Only 26% of students were found to have mastery over more than, 50% of the concepts in science. (2) The achievement
of students in science was better as compared to that in social studies and mathematics, the achievement in mathematics being the lowest. (3) The interaction effect of intelligence and SES on achievement was not found significant in the case of science and social studies but was significant in mathematics: However, SES interacted significantly with locale type of school and medium of instruction; it also showed significant effect on the achievement in science and mathematics but not in social studies. Intelligence and locale were not found to have any significant interaction effect over the achievement in any of the three subject areas. But intelligence interacted significantly with tile type of school and had a significant interaction effect over the achievement in all the three subject areas. (4) Students of the high-SES group had a higher mean score on the test of basic understandings and skills. It was lowest in the case of low-SES group in all the three subjects. (5) The high-intelligence group's performance was better as compared to that of the middle intelligence group. (6) Urban and English medium school students performed better than their rural counterparts in the Kannada-medium schools. (7) The achievement of girls was higher than that of boys in social studies but in mathematics boys were found to be superior to their girl counterparts. (8) Students of the private schools were found to be better achievers in all, the three subjects as compared to those of the government schools. (9) The majority of the
higher primary school leavers did not have mastery in more than 50% of the basic understandings and skills in all subjects.

Grover, Santosh. (1991) conducted a study on ‘An investigation Into the standards of reading ability in English in Government and Central schools of Delhi’. The main objectives of the study were (1) To compare students of government and Central schools regarding their reading ability, and (ii) To compare boys and girls on their reading ability. The findings of the study were (l) Reading ability was not found to be a unitary trait, (2) there was no significant gender difference in reading in the case of government school boys and government school girls. (3) There were significant differences in the mean achievements of Central school pupils and government school pupils in all the six varieties of, the Reading Ability Test.

Panda, S. (1991) studied on ‘Word-non-word difference in oral reading as a predictor of reading comprehension’. The main objectives of the study were (i) To find out whether the orthographic characteristics of Oriya language made some specific demand on the reading performances. In case of a semi-syllabic orthography, like Oriya, there was a clear separation between the two measures of reading - oral reading and reading comprehension and (ii) to find out the extent to which they are district processes.

Paramguru, T. P. (1991) conducted ‘A study on the development of concept of the noun among boys and, girls reading in Class IX in rural
and urban areas of Cuttack district’. The main objectives of the study were (i) To develop conceptual task to measure the attainment of concept of noun among boys and girls reading in Class IX in urban and rural areas of Cuttack District. (ii) to demonstrate independent and interactive effects of the urban-rural factor and sex on children at four levels of the concept attainment relating to concept of noun in English grammar, and (iii) to draw major findings relating to the attainment of concept of noun in English grammar which may provide guidelines to the curriculum framers and teachers in selecting and teaching specific concepts and content areas in English grammar at different levels of secondary education. The findings of the study were (1) There was a significant difference in scores on concept development task on noun among children belonging to urban and rural areas. The children from urban areas exhibited a higher order of score difference. (2) There was a significant difference in scores on concept development task on the noun among boys and girls reading in Class IX and boy students crossed the sample mean in comparison with girl students. (3) There was significant interaction effects among rural and urban children on concept development task. (4) There was significant interaction effects among boys and girls In rural and urban areas on concept development task. (5) The scores differed significantly at four levels of concept attainment. Most of the students performed well at the concrete level whereas it decreased later with rise in attainment level. At formal level
fewer students yielded good results. (6) The children from urban areas performed better than their rural counterparts at almost all the levels of concept attainment. (7) The boys did better than the girls at three levels - concrete, identity and formal on concept development task on the noun. But at classificatory level, the opposite results came up. The girls did better than the boys. (8) Among the urban boys and girls, boy students performed better on concept development task on the noun than girls at concrete and formal levels. Girls did better at identity level and made the range of score equal at classificatory level. (9) Among the rural boys and girls, boys possessed the attainment level of concrete, identity and formal in larger numbers than the girls. But at the classificatory level, girls performed better. (10) Girl students from urban areas and boy students from rural areas attained similar results if not the same in most of the cases.

Pattnaik, L. (1991) studied on ‘Orthographic Variation and Oral reading strategy’. The main objectives of the study were (i) To assess how, the readers of Oriya and English make use of orthographic and context cues during reading, and (ii) to assess their word-attach skills across these two orthographies. The findings of the study were (1) There was no difference between boys and girls regarding the use of orthographic cues both in Oriya and English oral reading tasks. (2) None of the differences in the use of orthographic cues in Oriya oral reading task with statistically significant. In other words, initial letter similarity, end
letter similarity, middle letter similarity and similarity irrespective of position were not significant with reference to Oriya oral reading performance between boys and girls. (3) The proportion of Oriya oral reading miscues of boys and girls revealed that both the, boys and girls presented similar trend in the use of graphic cues. Between groups comparison revealed that boys scored higher across all the four indices, i.e. initial letter similarity, end letter similarity, middle letter similarity and similarity irrespective of position. Thus boys were found to be greater users of orthographic cues. (4) The proportion of English oral reading miscues of boys and girls revealed that boys were better users of orthographic cues, as their mean proportion of initial letter similarity responses was higher than that of girls. Thus, boys were able to utilize orthographic information more both in Oriya and English oral reading tasks. Mean proportion for various context cues indices for English oral reading task of girls was higher than boys. So girls were more dependent on context cues than boys. (5) There was a significant positive relationship between intelligence (RCPM) and correct Oriya oral reading score. There was a negative relationship between intelligence and incorrect English readings.

Pattanaik, R. (1991) studied the ‘Role of knowledge representation and planning in reading and writing’. The main objective of the study was to identify expert and novice planning strategies in reading and writing tasks. The findings of the study were (1) Expert readers used strategies
that were different from those used by novices. (2) Reading was a problem-solving process.

Shashi, Molmri. (1991) undertook ‘A study on the role of aptitude, attitude and motivation in English acquisition’. The main objectives of the study were (I) To study the relationship between attitudes towards English learning and achievement in English. (ii) to study the relationship between linguistic aptitude and achievement in English. (iii) to study difference in linguistic aptitude and attitudes of public school and government school students. and (iv) to study differences in achievement in English of these school children.

Alavandar, R. (1992) conducted ‘A study of selected variables relating to English reading competency of high school pupils’. The main objectives of the study were (i) to construct and standardize the following tests in English for Standard IX pupils. a) Spelling Test, b) Grammar Test. c) Silent Reading Comprehension Test, (ii) to find out the level of the English reading competency of high school pupils, (iii) to study the reading habits and interests of high school pupils. (iv) to find out if there is any significant difference between the sex and reading habits and interests of the pupils as well as their parents' education, occupation and income on the one hand and their English reading competency on the other, (v) to find out if there is any significant relationship between the pupils' reading habits, spelling ability, passive vocabulary and grammatical knowledge on the one
hand and their English reading competency on the other. (vi) to determine the relative importance of the pupils' reading habits, spelling ability, passive vocabulary and grammatical knowledge in the prediction of their English reading competency. (vii) to find out if there are any differences in the English reading competency among different groups of pupils such as English-medium and Tamil-medium class pupils, rural school and urban school pupils and pupils studying in private schools and those studying in government schools, (viii) to develop a model reading in a second language learning situation and (ix) to suggest appropriate measures for the development of English reading competency of high school pupils. The findings of the study were (1) The scores on ERC varied highly. (2) The mean scores on silent reading comprehension and word recognition were less than 50%. (3) The mean scores on grammar and reading habits were just below 50%. (4) The mean spelling score was just about 50%. (5) Boys differed significantly from girls on ERC. (6) English-medium pupils secured a higher mean ERC than Tamil medium pupils. (7) Less than 10% of Tamil medium pupils had access to books in English other than their school texts. (8) Urban pupils secured a significantly higher mean ERC score than rural pupils. (9) Pupils of private schools secured a higher mean ERC score than those from government schools. (10) Pupils whose parents were educated had a higher mean ERC than those whose parents were illiterate. (11) Pupils with a
graduate father' and an undergraduate mother had a higher mean ERC than those who had a graduate father and illiterate mother. (12) Pupils from different income groups did not differ significantly in their ERC. (13) The ERC scores of pupils differed consistently with respect to the occupation of the parents. (14) The interest pattern of Standard IX pupils was the same regardless of their ERC. (15) There was a strong and significant correlation between ERC and reading Habits, ERC and spelling, ERC and vocabulary, and ERC and grammar. (16) The findings support the model of English reading in second language learning propounded by the investigator with minor modification.

Ramamoorthy, V. (1992) embarked on ‘Common spelling errors in English committed by Standard VI students of matriculation schools and remedial teaching’. The main objectives of the study were (1) To identify common spelling errors in English committed by Standard VI students of matriculation schools and to develop a remedial teaching programme, and (ii) to study whether the length of word, similar sounds, words with silent letters and consonants are factors for misspelling. The findings of the study were (1) Matriculation students improved in their learning of spelling after the remedial teaching programme. (2) A remedial teaching programme involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatizations, correlation, mimicry, pictures and flash cards and phonetic methods was found effective in teaching of commonly
misspelt words. (3) The common causes for poor spelling were the length of the word, words with silent letters, words with similar sounds and words with consonant clusters.

Rajguru, Meghamala. (1992) studied on ‘Language proficiency and behavioural information processing - A development view’. The main objectives of the study was to study and analyse the relationship between language proficiency and behavioural abilities with a view to presenting a developmental model. The findings of the study were (1) LP and BA overlapped considerably. (2) Girls showed significantly better performance in Grade VIII on most of the LP and BA tests. (3) The pattern of relationship among BA, LP and other variables changed with age and ability level, the superior group at Standard VIII' showed less overlap. (4) Comprehension did involve Behavioural Cognition. Convergent Production and Evaluation more than Behavioural Divergent Production. (5) Producing accurate words did involve Convergent Production more than other operations at an earlier age. At Grade VIII cognition was equally involved. (6) Though producing passages regarding given topic did involve divergent production. cognition and convergent production assumed an equally important role. (7) Among the average ability group and the low LP group of Grade VIII behavioural abilities were associated more closely with all the major variables with verbal and non-verbal intelligence, with LP and with social experience - indicating a pivotal role of social maturity.
Rajendran, M. (1992) studied on ‘Activity-centred teaching of English: experimental study’. The main objectives of the study was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity-centred approach to teaching of English. The findings of the study were (1) The activity-centred approach to teaching of English produced an improvement in reading and writing skills; (2) The conventional method of teaching English improved reading and writing skills.’ (3) There was no significant difference in the achievement of the reading and writing skills between the students taught under activity-centred approach and the conventional method.

Sankarappan, R. (1992) conducted ‘A study of some variables related to achievement in English of Standard IX pupils in Madurai District in Tamil Nadu’. The main objectives of the study were To examine the attitudes and Interests towards the study of the English language among Standard IX pupils against their sex, residence and their parents’ literacy level, (ii) to investigate the relationship between the pupils’ perception of the effectiveness of their teachers of English and their sex, residence and educational level of their parents, (iii) to analyse the pupils’ level of achievement in English against the respondents' sex, residence and their parents' literacy level and (iv) to evaluate the relationship between the attitudes, interests, achievement and perception of the effectiveness of their teachers of English. The findings
of the study were (1) There was no significant difference between boys and girls in respect of their attitude towards the study of English. (2) There was a significant difference between the rural and urban pupils in respect of their attitude towards the study of English. (3) There was no significant difference between the pupils whose parents were illiterate and of pupils whose parents were literate (but not graduates) in respect of their attitude towards the study of English. (4) Boys and girls differed significantly in respect of their interest in English. (5) Rural and urban pupils differed significantly in respect of their interest in English. (6) Pupils whose parents were illiterate and pupils whose parents were literate (but not graduates) differed significantly in respect of their interest in English. (7) Boys and girls did not differ significantly in their perception of the level of effectiveness of their English teachers. (8) The rural and urban pupils did not differ significantly in their perception of the level of effectiveness of their English teachers. (9) The pupils whose parents were illiterate and pupils whose parents were literate (but not graduates) did not differ significantly in their perception of the level of effectiveness of their English teachers. (10) Boys and girls did not differ significantly in their achievement in English. (11) The urban pupils had a higher level of achievement than the rural pupils in English. (12) The pupils of literate (but not graduate) parents had a higher level of achievement than the pupils of illiterate parents. (13) The relationship of
the pupils’ attitude and interest towards the study of English with their achievement in it was positive and significant.

**Section - II - Researches conducted in Abroad**

Meherunnesa. (2004) studied on ‘English language teaching. Learning through Communicative Approach at the Secondary School Certificate (SSC) level in Bangladesh’. This article attempts to review in brief the practices of Communicative English language teaching-learning at the SSC level by analyzing the prescribed syllabus, by interviewing teachers and students face to face, and observing classes in some selected (representative) schools of urban, semi-urban rural areas in Bangladesh. It has been found that there are some ignorant in teaching-learning materials and teaching approaches of CLT at the concerned level. The author has put, or, regressions for the improvement of Communicative English Language teaching-Learning situation the SSC level in Bangladesh.”

Mahmood Ahmad Azhar (2004) reviewed on ‘English Language Teaching at High School Level, Abbottabad, training course, teaching aids, faulty examination, home assignments’. This study was aimed to investigate the problems being faced by the teachers, the students and the institutions administrators i.e., principals, headmasters, headmistresses, etc. in the management of large size English language teaching classes at high school level in Abbottabad. The study focused on the adoption of appropriate methods, approaches and techniques to
manage the classes of large size. The purpose of the study was to examine the type and gravity of the problems being faced by the subjects and suggest the use of appropriate methods, techniques and approaches. The study was conducted in seventy Government Higher Secondary and High Schools in District Abbottabad. Non-participatory observation was conducted to carry out analysis and synthesis of the problems and their solutions. The research was both qualitative as well as quantitative. Three questionnaires were developed in consultations with the subjects who were part of the population but not part of the sample; one for the teachers, one for the students and one for the administrators. These questionnaires served as reliable instruments for study. All the subjects responded positively and showed 100% participation. The obtained data were analysed through chi-square which is a non-parametric test of significance for analysing the nominal data. The results of this study showed multifarious and multidimensional problems being faced in the management of large size English language teaching classes which included the teachers having not attended any pre-service training course, non existence of any special training for the teachers to manage large size ELT classes, discipline, lack of proper teaching aids, school administration' indifferent attitude, unsuitable curriculum, impossibility of checking of home assignments, faulty examination system, etc. Maintenance of discipline, teachers pre-service/ in-service training, individual attention especially to weak
students, effective evaluation system, adoption of modem teaching aids, enhancement of SIT. etc were recommended to manage the ELT classes of large size.

**Goretskaya. Yevgeniya. (2007).** This ethnographic qualitative study addressed the main research question: “How do art education and distance learning, incorporated in instruction and the school curriculums, assist English learners in increasing their performance level in both second language and mainstream classes”? The opinions of 33 teachers from three public schools (elementary, middle, and high) in northern California were examined, using the Van Kaam’s phenomenological method. The methodology included a review of the literature, the analysis of data from teacher surveys and an Annual Performance Index’s reports, a new theory. Based on the results, it explained how alternative methods of instruction for disadvantaged English learners help these learners improve their achievement to meet the minimum state standards. The most important aspects of alternative instructional methods that affect the learning process were discussed.

Mau Lai-Yin Wong (2009) studied the ‘Perspectives on the English Language Education of Hong Kong’s New Senior Secondary (NSS) Curriculum’. The paper explores issues relating to the New Senior Secondary (NSS) English curriculum in view of professional perspectives from curriculum design and task-based principles. To underline the roles played by learners and teachers in curriculum
development, this paper looks at curriculum from a social contextual perspective as defined by Graves (2006; 2008). The NSS curriculum was designed to provide greater flexibility for secondary schools to cater for learners' varied interests, needs and capabilities, with the first-ever incorporation of an elective part of both language arts and non-language arts modules (e.g. poems and songs, popular culture, social issues, etc.) for learning English both creatively and practically. This study attempts to assess the innovation by considering the availability of resources and teacher education programmes, roles of teachers and learners, and assessment schemes. The government has made available a series of teacher training programmes and a wide range of resource books and materials packages for use by teachers. The paper argues that learners have recently shown some sign of compliance with task-based teaching, and that small-class teaching could optimise the implementation of the innovative curriculum. The use of school-based assessment in place of public examination in gauging English proficiency is a welcome change.

Fakeye, David O and Yemi Ogunsiji (2009) studied on ‘English Language Proficiency as a Predictor of Academic Achievement among EFL Students in Nigeria’. English language plays the vital roles of being the medium of instruction in Nigerian schools from primary to tertiary level. The knowledge of the contents of school subjects is transferred to the students at all levels of education via English language medium. It
therefore follows that how well students would fare in academic attainment depends largely on their level of proficiency in English language which is the medium of instruction. This paper therefore examined the extent to which Nigerian secondary school students' proficiency in English predicted their overall academic achievement in Oyo and Osun States of Nigeria. From the population of students in the two states, 400 students were proportionately sampled from eight randomly sampled secondary schools. Two Research questions guided the study in which two Research Instruments namely, English Language Proficiency Test (ELPT) was used. The performance of the respondents in the ELPT was correlated with the students' annual scores in cores school subjects Mathematics, Biology and English using Pearson Product Moment Correlation and Linear Regression Analysis at 0.05 level. The results showed that English language proficiency of the students has a significant positive relationship with their overall academic achievement and that there is a significant impact of English language proficiency on students overall academic achievement. Based on these findings, it is recommended that efforts should be geared towards making the Nigerian students proficient in English as a way of improving their academic performance.

Umar-ud-Din, M. Kamal Khan, and Shahzad Mahmood, (2010) studied on the ‘Effect of Teachers' Academic Qualification on Students' L2 Performance at the Secondary Level'. This study reports the analysis of
the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. The study shows that ELTs have positive influence on the performance of the students in the final examinations conducted by the board of intermediate and secondary education. We collected the data for present study from three different public schools where ELTs and TFEs were teaching in parallel. The results of the students in their final exam conducted by the board were collected. The results show that those students who receive instruction from the ELTs show better results in the final examinations as compared to those who receive input from the TFEs. The study suggests that the practice of inducting qualified English language teachers at secondary level should continue.

Adhiambo, Monica. (2012) studied on ‘Selection and Use of Instructional Resources in English Language Teaching in selected Public Secondary Schools in Nairobi Province’. Students formed the study samples. Stratified and purposive sampling techniques were used; the sample size was 14% of the target population of public secondary schools in the province. Data was collected using the following research instruments: observation schedules, a checklist, questionnaires and interview schedules. The data was analyzed using Statistical Package for Social Sciences (SPSS) where descriptive statistics was generated in form of frequency and percentages. The study showed that teachers were well qualified English language teachers and that they used resources in
their classroom while teaching. The most commonly used resource was the course book. The schools had a variety of resources ranging from the computers, radio, television, audio and visual tapes to displays and flat pictures. However, they experienced various challenges in selection and use of resources. The challenges faced included: financial constraints, large size of classes and insufficient time to prepare for use of resources. As a result, some of the resources mainly the radio and television were mostly used for entertainment purposes. Most teachers cited lack of regular seminars and workshops as a challenge to effective use of resources. The conclusions made by the study were as follows: teacher development is important for effective selection and use of instructional resources; teachers 'used instructional resources for effective implementation of the curriculum. Instructional resources were selected and used according to the lessons' objectives and the nature of the topic. The class size time and cost were impediment to the use of instructional resources. This study finally made recommendations. There should be regular workshops, seminars and other forms of teacher development exercises, also, the class size should be controlled. The government in conjunction with the parents should build and stock libraries. The Ministry of Education should give guidelines on the maximum number of lessons a teacher should teach. Teachers need more training in educational technology.

Levent Uzun, M. Tugba Yildiz Ekin and Erdogan Kartal (2013) reviewed on "The opinions and Attitudes of the Foreign Language Learners and
Teachers Related to the Traditional and Digital Games: Age and Gender Differences. The present study aimed at investigating the differences between the teachers and the ‘new generation’ of learners, their opinions about which language skills would benefit more from games, and the nuances of the two genders (male and female), while also revealing the profiles and tendencies of different age groups in relation to their fascination with playing traditional or digital games. The subjects were 131 foreign language learners or teachers from five different age groups, ranging between 7 and 50. The data were collected and analysed through both qualitative and quantitative constructions. Results suggested that female subjects were mostly in favour of traditional games, and liked to play educational games more than their male counterparts, while also it was revealed that from among the six language skills, vocabulary seemed to have the potential to benefit most considerably from games.

The perusal of studies on the status of language teaching through various researches reviewed in this chapter reveals that most of the researches to date have been on the status of language teaching. It is clear from the view of literature that several areas remain unexplored by the researchers in the field of education. The present study intended to know the status of English language teaching in the secondary schools of East Godavari District.

In this chapter, the researcher presented the research studies conducted both in India and Abroad. In the next chapter, the researcher presented significance of the study, sample, tool description etc., in detail.