CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

In the field of education, the research worker needs to acquire up-to-date information about what has been taught and done in the particular area from which he intends to take up a problem for research.

According to Mouly “The review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.”

A review of the related literature, gives the scholar an understanding of the precious work that has been done. It also would develop the insight of the investigator. It enables us to know the means of getting to the frontier in the field of our problem. Until we have learnt what others have done and what still remain to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. The review provides ideas, examinations and theories of research, valuable in studying the problem.

A few studies pertaining to the present investigation have been reviewed. Related researches conducted in India and at the world level have been reviewed by going through, “International Abstracts” and
journals. These will highlight the samples tools and findings arrived at in the researches conducted in Indian and global context.

2.2. REVIEW OF RELATED LITERATURE

Acquiring a degree/ diploma and obtaining a good job, depends upon the academic achievement. The main task of the school is to provide adequate and suitable techniques for academic performance of students. For this, the teachers must have knowledge of those variables, which are directly or indirectly related with academic achievement.

Development of suitable techniques to accurately measure the academic achievement may be made a reality, by understanding, the nature of the impact of various socio-psychological personality characteristics and behavioural traits on academic achievement of the students. Till now, the attempts to make an understanding possible have remained at a minimum level. It seems to be worth while to assume that academic achievement is, on the one hand influenced by the teaching devices employed by the teachers; and it is also dependent upon the various factors, such as mental make-up, socio-economic background, literate and illiterate parents, directly generated by the socio-psychological characteristics of students.

Besides this, one’s perception of his / her oneself of own abilities and capacities and of his / her psycho-social needs tend to
create an overall perception of one’s own self and his/ her socio-emotional surroundings. This overall perception may be said to be an important factor in determining one’s achievement.

Each student is expected to strive for success in examinations. Expectations are naturally obvious, because students are supposed to score good marks in examination, as ultimately their individual achievement depends most significantly on those scores. Perception of one’s abilities and capacities play an important role on one’s achievement in various facts of life.”

- Dr. Rajendra Singh Pathani Reader, Faculty of Education, Kumaun University, Almora, “Importance of Actual Academic Achievement and Academic Achievement Perception of Students”.

“Teachers have to adopt the most suitable method, depending on the objectives of teaching English, age, ability, capacity of the learners, availability of teaching learning materials, size of the class and locales of the school. Meticulous attempt of the English teachers will develop the quality of language skills among the pupils.

Writing exercises can be given to improve the student’s grasp of spelling, vocabulary, structure, punctuation and grammar. Selection, correction, group correction, self-correction, individual correction, substitution tables and practice through new situations are recommended
techniques to develop the skill of writing. (Dr. G. Singaravelu, and T. Chellaiyan, Lecturers, DIET, Mannargudi, “Difficulties of learning English and suitable remedial course for the learners of Rural Area”.)

2.3. INDIAN STUDIES


The major objectives of this study were;

(i) To study teacher’s perception of difficulties.
(ii) To study the effectiveness of Programmed Teaching.

The study revealed that

(i) The difficulties were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching, learning material, lack of individual attention and poor socio-economic background.
(ii) Programmed teaching overcame some of the felt difficulties of the teachers and helped them to perform better.


The study attempted to identify factors leading in underachievement in English of secondary school pupils. Hypotheses
relating to the variables namely, attitude towards, academic work, attitude towards English, language interest, study habits, personal adjustment, social adjustment, socio-economic status, teacher effectiveness, sex age and school category were formulated.

The study was conducted on 820 secondary school pupils drawn from the schools of Trivandrum District of Kerala.

The study revealed that

(i) The achievement level was associated with attitude toward English personal achievement, social adjustment and socio-economic status.
(ii) There was greater proportion of normal achievers among girls as against boys.
(iii) Underachievement was more frequent in rural schools and overachievement in urban schools.
(iv) Overachievers were proportionately more in private schools than in government schools.

Gadgil, A.V. (1977) conducted a study on “The cause of Large Failures in English at the S.S.C.Exam. (Std. X) of March”.

The major aim of the study was to find out the causes for large incidence of failures in English at the S.S.C. Examination held in March, 1977. It was hypothesized that the large incidents of failures was due to inadequate grounding in the subject, inadequate mastery of candidates
over certain areas, inadequate mastery of teachers over the subject, inadequate coverage of the syllabus, expectation of insignificant text content knowledge and recall, lengthy question paper, inadequate motivation for study, inadequate attention paid to comprehension composition and translation, inadequate guidance in the practice of the language and unnecessary copying of the question paper in the answer books.

The major findings of the study were;

(i) The students were weak in translation, comprehension, letter writing and composition.

(ii) The students were weak in the use of articles, writing correct word order, combining sentences, use of phrases, discrimination of the correct word order and use of verb forms.

(iii) They were poor in the understanding of the language.

Madasamy, M. (1978) conducted a study on “The Attitudes of The High School Students in Tuticorin Area towards the Study of English”.

The IX and XI students were the subjects. The pupils in three girls ‘higher secondary schools and three boys’ higher secondary schools exhibit a varied sample ranging from poor, rich and from illiterate family to highly literate family.
After analyzing and interpreting the data the investigator concludes that girls have a greater attitude towards the study of English than the boys. The pupils of the educated parents have a more favourable attitude towards the study of English than the pupils of illiterate parents. The town students have more favourable attitude than the village students.

“The Education Gazette” says that the important outcomes for students of English include the following.

(i) Ease, accuracy and fluency in speaking.
(ii) Inclination and ability to listen attentively and critically.
(iii) Growth in interpreting and appreciating literature.
(iv) Growth in reading ability.
(v) Knowledge of the structure of the English language.
(vi) Habit of using English appropriately.
(vii) Ability to write clearly, concisely and honestly.
(viii) Ability and habit of writing legibly.
(ix) Knowledge of reference sources and skill in using them effectively.

The investigation was limited to written expression English. The study revealed that student’s knowledge of his English vocabulary, morphology and syntax was very confused. Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environmental points of view were the major causes in deficient achievement. Even after the completion of secondary education, the objectives of teaching English were hardly achieves. Proficiency in a language could be attained only through constant practice and this our schools and colleges had failed to provide.

Joshi, A.N. (1984) conducted a study on “Factors Influencing English Language Abilities.”

The objectives were:

(i) To ascertain the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities among VIII graders belonging to the SC and non-SC varying in intelligence
level, socio-economic status, sex, locality and schools administered by private agencies, missionaries and the state government.

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

The major findings were:

(i) The non-SC were found to be slightly higher than the SC in language abilities.

(ii) There existed a significant relationship between intelligence and growth of various English Language ability.


The main aim was to study the problems of teaching and learning English in the schools and colleges of Bihar.

Major conclusions were;

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

(ii) Misconceptions regarding English language teaching, faulty teaching methods, unpalatable text-books and their mishandling,
etc. were the main problems at middle and high schools. Students faced difficulty in packing up correct pronunciation. There was confusion about the aims and objectives of teaching English at various stages.

**Sumitra Kukreti** (1999) Lecturer of Applied English, MJP Rohikhand University, Barely gives some ideas to **enhance student’s achievement in English**.

A method that would enhance student’s achievement by increasing their communicative skills and inculcating literary taste and understanding among students must be adopted.

It has been observed that many people face problem in communicating either in public or in private. Often we come across students having PG degree in English, who are unable to speak two consecutive sentences. It becomes the collective responsibility of teacher, curriculum setter and even the students, to avoid this embarrassing situation. The purpose of English teaching would have remained unfulfilled. It is true, without proper knowledge of second language, “the emotional sensibilities can never be fully perceived”, but the knowledge of language should always be inculcated through literature.

i) To maximize the achievement of students, there is a great need “to minimize the teachers dominating role.”
ii) The desired communicative competence can be achieved only if the student speaks foreign language fluently without caring, too much for accuracy.

iii) The syllabus should be mounded according to the needs of the students. Learners should be motivated to interact with peers which will automatically switch over to self-monitoring of their language and start self-evaluation. This will provide confidence and feedback.

*Laji Varghese* (2001) conducted a study on “*The Present Condition of English Transacted in High Schools.*”

The major purpose of the school is to help prepare children to meet adequately the problems of life, and to find their place in the expanding culture. Learning experiences in language should be organized around life like situations and activities that are closely related to the children’s personal and social needs. The instructional emphasis should be upon participation in the practical use of language. A teacher must know the principles of language learning; he must have an understanding of the curricular goals applicable to achievement in language instruction, and the must have knowledge of the language skills, abilities, and understanding important in the lives of children and adults, as well as the ones which are most frequently used, and which are most difficult to learn.
The study is an attempt by the investigator to reveal the teaching learning condition pertaining to the English language in high schools as perceived by students. In the study transaction includes the process of acquiring by ‘picking up’ and by conscious learning of English language with the help of the teacher and otherwise as well. The opinion of the students bears much weightage because the entire system revolves around the student. The investigator has considered as far as possible all aspects of teaching and learning in the English classroom.

In spite of the tremendous effort taken to improve the quality of English taught in schools there is still a large void in the educational fulfillment of the English curriculum. To name a few, the studies conducted by Abraham (2001), Varghese (2001), Menon (2002), Jacob (2002) and Ravi (2002) considered the conditions and tools for the improvement of the English classroom. The issues related to English transaction still remains unclear at large. A few researches conducted in the area knowingly or otherwise satisfies their studies with undistributed samples for the sake of practical considerations. The tool had its effect on the inconsistencies in research findings.

**Objectives of the Study**

1. To construct and validate a tool for studying the present status of transacting English in high schools
2. To study the present condition of transacting English and its dimensions in high schools of Kerala.

3. To find if there is any significant difference in the opinions of students on the present condition of transacting English and its dimensions in high schools of Kerala with regard to sex, locality, medium of instruction and occupational status of parents.

4. To find whether there is any significant association between:
   a) Type of school and opinion of students on the present condition of transacting English and its dimensions in high schools of Kerala.
   b) Educational qualification of father and opinion of students on the present condition of transacting English and its dimensions in high schools of Kerala.
   c) Educational qualification of mother and opinion of students and its dimensions on the present condition of transacting English in high schools of Kerala.
   d) Income of parents and the opinion of students and its dimensions on the present condition of transacting English in high schools of Kerala.

5. To find if there is significant difference among the means of opinions of high school students in various high schools with reference to
teaching process, teacher component, pupil component and teaching environment.

It was found that the opinions of the pupil in the rural and urban areas were significantly different from each other except on the variable ‘pupil component’ which was significant only at 0.05 level of significance. This low level of significant difference in the ‘pupil component’ may be because of the influence of media which is a common factor in urban and rural areas.

The scores of Malayalam medium and English medium students showed much difference on all dimensions pointing towards a widening gap between the English medium and Malayalam medium syllabus coexisting in the schools today.

It was observed that the occupation of the father and mother had no implication on the opinion of the student on English transaction the high schools.

In the case of correlation between the education of the father and the opinion of students on English transaction it was found that there was hardly and correlation.

The education of the mother was seen to affect the opinion of the students with regard to teaching English in high schools on all dimensions except on teacher component.
It was observed that there was no significant correlation between the opinion of students and the income of the family with regard to transaction of English except for dimensions like pupil component and teaching environment.

There was significant difference (0.01) among the opinions of the students in government, aided and unaided schools with regard to their opinion on transacting English in High schools of Kerala.”

Joshi A. and Jawahar (2001) year conducted a study on “Teaching English for Enhancing Creativity (An Experiment).”

Language is the powerful medium of expression and thoughts. Languages have more scope for developing creativity. The objective of the present study is to compare pre and post mean creativity scores of the student. The sample consists 38 students (19 males and 19 females) of Class IX students of Hyderabad City. For measuring language creativity, the test developed by Malhotra and Suchita was used. It has been found that the mean scores of post-test was significantly higher than the mean scores of pretest. Therefore, it is concluded that in the context of developing creativity among the students, English language teaching has been found to be significantly effective.
The nature of the creativity focused by the researcher as follows:

1. It involves imagination (deep to a new Perspective).
2. It involves divergent thinking.
3. It involves novelty and uniqueness.
4. It is getting away from the main track.

Creativity is visualized as a multivariate phenomenon. The different perspectives that have been adopted to study creativity function indicate that we are confronted with highly complex phenomenon.

**Preparation**

In this phase first, all the manual test and scoring key of language creativity test was collected from various sources. After that the investigator had gone through the manual of the test to know about all the details for the administration of the test.

According to the language creativity and the components of the creativity, the investigator designed the non-routine English teaching. There are five types of activities are included they are, (i) Vocabulary development, (ii) Dialogue setting, (iii) Plot building, (iv) Story writing and (v) Poetry writing. According to this activities the idea, theme and situations were selected from the textbook.
After equipping himself the investigator got the permission from the Secretary and Principal to conduct the research study in Siddhartha Residential High School at Hyderabad.

**Execution**

For collecting the data, rapport with the students was established. The students were explained that what they are supposed to do.

Language creativity test was administered on three consecutive days. All the precautions were taken for administering the tool. During administering all the important instructions regarding test and solutions of the items were given to the students. After completion of the pretest the students were given the treatment for period of 24 days at the rate of 80 Minutes per day. At the end of the 24th day, the posttest of the language creativity test was administered on three consecutive days. All the precautions had been taken and instructions had been given before commencing the posttest.

**Treatment**

The treatment was based on the classroom teaching with many activities, which developed creativity, there are 5 activities followed in the treatment in the light of creativity.
They are follows.

(i) **Vocabulary development**

1. Students were asked to write many words, which have some meaning. For example students were asked to write many word having the same meaning of the word “happy”

2. In the same way the students were asked to write opposite words.

3. Students were asked to write as many words as possible by adding prefix and suffix to the words taken from the textbook. Example “light” (delight, lighted, and lighting).

4. To break the monotony in the classroom word building game introduced.
   a) Students were asked to frame as many words as possible from selected letters given by the investigator.
   b) Researcher asked the students to write many words by changing the position of the letter from a word.
   c) Students were asked to write as many words as possible from long word.

(ii) **Dialogue setting** - Students were asked to write or speak a dialogue on their own related to the situation taken from the lesson. For example when the researcher was teaching the lesson “Pip’s kindness to the stranger” students were asked to set a dialogue with Pip and stranger in their own idea.
(iii) **Plot building** – Students were asked to write a paragraph about the theme related to the lesson. For example description of “Blacksmith or Naughty policemen”).

(iv) **Story writing** – Students were asked to write a story with two different endings. For example story with two endings about “the greedy man”, “road accident” and Quiz competition.

(v) **Poetry writing** – Students were asked to frame few lines in poetic form while teaching poem. For example students were asked to frame few lines about “water” in a poetic form. The researcher supplied possible words.

**Discussion**

It is evident from the result that the treatment was significantly effective in enhancing the creativity among the learners. The same was found to be true in the case of the researches carried out by Tripathi (2002) and Kayelia (1994). They also developed some activities and programs for developing creativity. It reflects that efforts make the task successful. The efforts made in present study also enhance creativity among the learners.
Patra, Swati (2001) conducted a study on “Role of Language of Instruction in the Multi-lingual School System of India”.

Objectives
(i) To examine the role of language/medium of instruction in children’s performance in reading, writing science achievement:
(ii) To examine the impact of introduction of the second language English at different grade levels on children’s performance in reading, writing and meta-language, mathematics and science achievement.

Method
The sample consisted of 120 children, 60 each from Oriya (Mother Tongue) medium and English (Second Language) medium schools of Class VI and VIII. Questionnaire, Socio-Economic Status Scale (SES), Reading, Decoding test by Dash (1982), Word Identification test by Woodcock (1987) and Passage Comprehension test by Das (1995) in Oriya and by Woodcock (1987) in English were used in the study. The collected data was analyzed using ANOVA, ‘t’ test and correlation.

Findings
(i) Oriya medium children performed better than English medium children in planned composition and met-language in definition task also in language task.
(ii) Reading performance of Oriya medium children was better only in Class VI for decoding in comprehension, but not in Class VIII.

(iii) In mathematics achievement, no significant difference was reported between Oriya and English medium children in Class VIII.

(iv) Oriya medium children of Class VI performed better in comprehension and application components of mathematics task.

(v) In science achievement, English medium children performed better in application component in both Class VI and VIII. Oriya medium children performed better in knowledge and comprehension component.

(vi) The English medium children performed better in (second language decoding comprehension and planned composition but not in meta-language.

(vii) Children who studied L2 at later class performed better in planned composition as compared to children studying L2 at a later class. Such children also performed better in reading comprehension at Class VI.

(viii) There was no significant difference reported in reading, decoding and meta-language. The study contains 98 references.
Singh, V.D. (2002) conducted a study on the “Linguistic and Communicative Abilities of High School Teachers of English in Relation to their Classroom Function”.

The research questions addressed were;

(i) Is the subject’s writing ability adequate?
(ii) Do the subjects possess grammatical and stylistic competence to identify and correct errors in student writing?
(iii) Do they possess syntactic control and fluency to be able to put ideas into complex sentences economically and effectively, where necessary?
(iv) Is there a significant difference between the subjects spacing ability and their writing ability?

The sample consisted of 60 trained graduate teachers and post graduate trained teachers, teaching high school classes in 15 central schools located in the states of Rajasthan and Uttar Pradesh and the Union Territory of Delhi.

The findings of the study were:

(i) The writing ability of most of the subjects was not adequate.
(ii) The subjects possessed grammatical competence to correct pupils’ errors but not stylistic competence to the same extent.
(iii) The subjects generally possessed adequate syntactic control and fluency.

(iv) There was a significant difference between the subjects speaking and writing ability. Most of them favoured normal teaching of grammar and they insisted that their pupils always spoke and wrote grammatically correct English. Most of them felt that the practice and experience of teaching had improved their own English.

Sankar Mukherjee (2002) conducted a study “Teaching of English in M.C.D. Schools”

At the lower primary level (class I to V), English as a compulsory subject of study was introduced in the government schools of Delhi (MCD Schools) from the year 2007 prior to which the teaching of this subject commenced from class VI in schools under Delhi Administration.

English entered India as a foreign Language (FRL), but scholars now a days prefer to call it a second language (SL) keeping in view its fast-increasing importance from the communicative point of view. For educated people all over India, English has become indispensable as a link language and as a means for day-to day work. Among common people, there is an obvious eagerness (or craze!) for developing conversational fluency in English. Such craze is quite natural, as
conversational fluency in English gives young men and women an upper
hand in high-ranking jobs, latest business streams, science and
technology etc. However, conversational fluency in English is unlikely to
develop unless spoken English is taught systematically right from the
beginning. Until recently, proficiency in spoken English was a
prerogative of the higher socio-economic status (HES) group of people
who could afford to send their children to reputed English medium
public school. However, in a democratic country like India, no aspect of
education should be an exclusive privilege of the higher economic group.
Considering from this point of view, the introduction of English at lower
primary level in the government schools of India (particularly in urban
areas) is certainly as admirable and much desirable step as it sure to
reduce social disparities.

Recent surveys have indicated that the introduction of English
in MCD School has resulted in increased enrolment and retention at the
primary stage of education. Even people belonging to lower socio-
economic status (LES) have started realizing the importance of sending
their children to school. Recent statistics also indicate that wastage and
stagnation has decreased considerably since the introduction English at
the lower primary stage. This increase in enrolment and retention is sure
to foster universal literacy. Language pedagogies further suggest that the
teaching of English at the primary level is likely to fetch more fruitful result if innovative and enjoyable teaching learning strategies (not too much dependent on conventional text books) accompanied by language games, quizzes and low-cost visual aids are made an integral part of English curriculum.

The rapid and widespread use of computer and Internet in all walks of life has further enhanced the communicative value of English: both spoken and written. Although the last word is yet to be said, there is good reason to believe that the introduction of English at the lower primary stage on MCD School is a perfectly justified step.

Sweetin Rajam Amsarani, D., (2002) conducted a study on “Teacher effectiveness of second language teachers in higher secondary schools.”

The quality of any educational system depends to a large measure on securing well-prepared and adequately equipped teachers, stepped in learning, strong in character, with high ideals and devoted to the spread of knowledge. This study is intended to find out the Teacher Effectiveness of Post Graduate English teachers. For this, the investigator has developed a tool to study the Teacher Effectiveness. The study used a sample of 50 teachers and 1000 students selected from various higher secondary schools in Nellai Kattabomman District. The major finding of
the study is that Teacher Effectiveness of P.G English teacher is neither low nor high, just moderate; in terms of cognitive aspect is just moderate; in terms of affective and psychomotor aspects it ranges from moderate to low.

**Objectives**
1. To find the level of Teacher Effectiveness in Toto and in terms of its dimensions cognitive, affective and psychomotor aspects – of P.G. English teachers in the schools in Nellai Kattabomman District.
2. To find the level of Teacher Effectiveness of P.G. English teachers categorized on the basis of their background characteristics.
3. To find the impact of background features of P.G. English teachers over their Teacher Effectiveness in Toto and in terms of its dimensions-cognitive, effective and psychomotor.

**Hypotheses**
1. Teacher Effectiveness in Toto and in terms of its dimensions-cognitive, affective and psychomotor-of P.G. English teachers teaching English in the schools in Nellai Kattabomman District is moderate.
2. Post Graduate English teachers categorized on the basis of their background features (i) gender and (ii) type of the management of the schools are moderate in Teacher Effectiveness in Toto and in terms of its dimensions – cognitive, affective and psychomotor.
3. Teacher Effectiveness in Toto and in terms of its dimensions – cognitive, affective and psychomotor-do not differ significantly among. The P.G. English teachers of different (i) gender and (ii) type of the management of schools.

**Interpretations**

The study was undertaken with the assumption that the P.G. English teachers teaching Higher Secondary students in the schools in the study area may not have the required level of Teacher Effectiveness due to some of the unique problems that exist in teaching English at the Higher Secondary level. As it was assumed, the present study has revealed that the Teacher Effectiveness of P.G. English teachers teaching English in Higher Secondary Schools is only moderate. Though one may be happy that English teachers’ teacher effectiveness is not low or very low, it justifies the opinion that they are placed in an environment not so conductive for teaching English. It seems that the curriculum being adopted for teaching English, the encouragement offered by the authorities, the co-operation being extended by follow teachers, the interest and attention shown by the pupils and the parents etc., debilitate the full utilization of the potential of this category of teachers.

The study shows that male and female teachers are not significantly different as far as the differential analysis is concerned with
regard to Teacher Effectiveness. However, the norm based percentage analysis brings out the subtle difference between these two categories in their Teacher Effectiveness. The male P.G. English teachers are perceived to be moderate to high, whereas the females and just moderate. In cognitive aspects, the male teachers show the superiority over their female counterparts to the extent, the differences in the affective and psychomotor aspects are not strong enough to alter the Teacher Effectiveness in Toto of the female P.G. English teachers. To put it precisely the impact of the male P.G. English teachers over the students in cognitive aspects is so strong that they have shown an edge over their female counterparts in their Teacher Effectiveness.

No significant difference is observed among the P.G. English teachers of Government aided-minority and Government aided - non-minority schools in Teachers Effectiveness and all of them fall under the category moderate. It is so because these teachers have the same cognitive and affective aspects of Teacher Effectiveness. From this, it may be inferred that the type of management does not wield any significant influence over the factor Teacher Effectiveness. It may be due to the same form of life style adopted by the teachers of these categories. The schools that are marked as Government of Government aided-minority do not have any distinct demarcation culturally or socially or educationally or
even politically in places where they are located. Therefore, the same form of life style found in these teachers of different managements due to their rottenness in this part of Tamil Nadu having a culture of its own may be the cause for this phenomenon.

Sadhana Parashar (2002) conducted a study on “Language Skills and Education”.

Language and thought are intricately intertwined and any creative, original and innovative effort requires effective language skills.

Excellent communication skills can be imparted by maximising learning potential in the communicative classroom. A language teacher should promote interaction, expression and negotiation of meaning in the language classroom. This may be done by creating learning opportunities in the classroom, utilizing the learning opportunities located by the learners, facilitating negotiated interaction between learners and learner-teacher and by contextualising linguistic input.

Asha J.V., (2003) conducted a study on “Achievement in English-Perspectives of Secondary School Teachers.”

In Kerala, the three- language formula is applied. In addition to the mother tongue, the national language Hindi and the international language, English are taught in schools. English is a compulsory subject in Kerala at secondary school and college levels. However, Performance
analysis at 10th grade/ Board Exam results shows that more than 50% of the failure of students is in this subject; it also happens to be the subject that contributes to more than 50% of failures even in other subjects especially at higher levels. Even among those who pass, only a few have command over the language. Unlike in the teaching of the mother tongue, the teaching a second language in schools other than English medium schools, especially in government schools, demands immediate attention instead of decrying its detaining standards.

The purpose of high school English is to provide experiences that foster thoughtful, fluent, and responsible use of language that helps the students reach carefully reasoned decisions and express their views effectively. High school English course build upon the formal literacy skills in elementary school and throughout the middle learning years. Reading, writing, speaking, and listening comprise the processes of English while language and literature comprise of the content. English is composed of those processes and content areas relevant and integral to the ability to express, create, learn, interpret, and stimulate thoughts and feelings. For acquiring the fluency and accuracy in using the language, the processes of reading, writing, speaking and listening, and the content of language and literature, should be taught in an integrated manner and assessed in the same way.
In the Kerala context, a great deal of lag in the students’ attainment of required Knowledge and skills in English depends upon the proficiency of teachers with regard to both methodology of teaching and knowledge of the language. Researches show that the lack of competency of teachers and difficulties caused by the textbook prescription are the two major factors that contribute heavily to the cumulative backwardness of students in the attainment of proficiency in English. English is a highly unphonetic language. The second language learners are accustomed to a real phonetic language, Malayalam. Irregularities and difficulties inherent in the target language make the teaching-learning process very difficult. English is foreign language with a different accent, syntax, construction and structure as compared to those of the mother tongue, Malayalam.

As the word has shrunken in recent years, the learning of English has ceased to be the privilege of the elites. Interpersonal communication has become more vital than academic usage. Hence we should give utmost importance to the communicative aspects of English in our curricula. The task of the teacher now a days is to equip the learner to express himself in speech and writing in a variety of contexts. This well enable him to think and apply new ideas constantly and creatively. But
the standards of pupils are known to be well below the expected standard, that is why this study is interested in finding out

a) the awareness of secondary school teachers about the emphasis given to communicative aspects in the new curriculum,

b) the strategies adopted by secondary school teachers to develop the different skills associated with the acquisition of the second language, and

c) the opinion of secondary school teacher regarding the factors affecting qualities achievement in English.

The study used the survey method for collection the required data. The sample for present study includes eighty five (85) teachers teaching English at secondary level taken at ranging from the schools of Thiruvananthapuram District, Kerala. Out of them 27 were males and 58 females, worked in aided, 8 in unaided and 26 in government schools; 48 were employed in rural and 37 in urban schools.

**Emphasis Given to Communicative aspects in the Curriculum**

Any language class requires the learner engage in activities such as reading, writing, speaking and listening and then to construct meaning, composed and evaluate. When constructing meaning through reading, listening, or viewing, the learner is involved in acquiring information, organizing idea appreciating the art of literature, and
integrating now communication involved is also developed. Finally the learner must be able to employ, when appropriate those criteria in his or her own work by applying the conventions of standard written and spoken English.

**Rao, P. Sunanda** (2003) conducted a study on “Language Education”.

**Objectives**
(i) To identify the English language needs of the open university learner in relation to the socio-linguistic domains in which he operates;
(ii) To select and organize course content which relate to the experience of the learner with English language; and
(iii) To incorporate all the features which will allow the learner to study at a to distance independently and with confidence and interest into the course materials.

**Method**

The sample of the study comprised of 506 distance learners of Dr. B.R. Ambedkar Open University of Andra Pradesh who were attached to different contact centers at Hyderabad, Secunderabad, Nizamabad, Nalgonda, Kunool, Cuddapah, Vijayawada, and Visakhapathnam, employed-unemployed and rural-urban learners. The tools used for study include Questionnaires, Interviews and Discussions.
Findings
1) Almost all the learners could understand, speak, read and write English.
2) Reading leisure was not popular while, almost all had accessed English Newspaper and learners from urban locale read the Newspaper regularly.
3) Writing in English was again mostly related to work.
4) Some specific language activities rated high were reading advertisements, instructions, notices, magazines and pamphlets. Other needs related to being able to speak English fluently.
5) Most students felt that knowing English was very important for getting a job and some even felt that it affected their social status and marital prospects.
6) Many students felt that English should not be made compulsory at the degree level and yet wanted to learn English.

Kumbhar, P.A. (2003) conducted a study on “A Study of the Impact of the Medium of Instruction at School Level on the Performance of Individuals Pursuing Engineering and Medical Courses”.

Objectives
(i) To compare to performance of engineering and medical college students who had Marathi as their medium of instruction at school
level with those of the same class who studies through English at school level;

(ii) To compare the performance of engineering and medical college students with Marathi as both mother tongue and medium of instruction with those students whose mother tongue was not Marathi but had Marathi as their medium of instruction at school level;

(iii) To compare the performance of engineering and medical college students with Marathi as mother tongue and medical college students with Marathi as mother tongue and English as their medium of instruction at school level with other students of the same class whose MT was not Marathi but had English as their MI at school level; and

(iv) To find out the opinions of students of professional colleges, teaching staff of professional and non-professional colleges and parents of English and Marathi medium school students.

**Method**

The sample of the study consisted of students, teachers and parents. In all 714 students were taken as a sample with the help of purposive sampling (515 students were from Walchand Engineering college, Sangli and 199 students were from Government Medical college,
Miraj). For teachers and parents a lottery system of random sampling was
and medical college, interview schedule for the teachers of professional
and non-professional colleges and parents of students of English and
Marathi medium schools. Examination results were taken from
engineering and medical college record. Statistical techniques like Mean,
S.D.Chi-Square and ‘t’ statistic were used.

Findings
1) Out of 714 professional college students 32.2% were of English MI
and 67.8% were of Marathi MI. The proportion of boys (73.5%) in the
professional colleges was more than that of girls (26.5%). In the
medical course the proportion of English MI girls (40.8%) was more
than that of Marathi MI girls (35.2%) whereas with boys it was vice-
versa. Proportionately more English MI students (82.8%) were
higher than non-Marathi MT students (17.2%).

2) The effect of MI at school level of the number of passed and failed
students of the first year as well final year engineering and medical
student was found non-significant.

3) The performance of final year engineering and medical passed
English MI students on the basis of percentage of marks was found
significantly superior to their counterparts of Marathi MI.
4) The performance of first year engineering and medical passed English MI students on the basis of percentage of marks was found non-significant when compared to their counterparts of Marathi MI.

5) The effect of MT on the percentage of marks in case of first year as well as final year students of both the courses was found non-significant.

6) Out of 714 students belonging to both the courses majority of them recommended English MI at school level and amongst them the proportion of English MI students, female students, urban origin students and medical course students was higher than Marathi MI, male rural origin and engineering course students, respectively.

7) 57.5% teachers of engineering college recommended MT as MI at school level whereas the medical college teachers were equally divided.

8) 73.1% teachers of non-professional college recommended MT as MI at school level.

9) Out of 32 Marathi Mt parents of English MI students, 78.1% recommended English as MI whereas 90.4% parents of Marathi MI students recommended MT as MI at school level. The study cites 99 references.
Raghavan, P., (2003) conducted “A study of Spelling Errors in English among Elementary School, Kannada Medium Students”.

Objectives
(i) To assess the performance of children studying in grades V, VI and VII in spelling single words in English;
(ii) To analyze the kind of errors made by them in spelling these words;
(iii) To study the frequency of occurrence of specific kinds of errors in spelling.

Method

The sample consisted of 351 children from Kannada medium schools, one located in a rural area while the other was in an urban area. Tools used included Kottemeyer’s Diagnostic Spelling Test (1970). In order to analyze the data statistical techniques like mean and S.D were computed.

Findings
(1) There was much heterogeneity within the group of children with respect to their ability to spell.
(2) Most of the elements in spelling with respect to the words on list II had not been mastered by a majority of students of even grade VII.
(3) In grade V student’s attempt of spelling included letterforms, letter-like form, number-like forms and some letters borrowed from the Kannada script. Since they wrote words where the first phoneme
was represented by the right grapheme or graphemes that corresponded to similar phonemes through substituting the correct letters in Kannada, which had the same sound. Except for the first phoneme the rest of the words consisted of random symbols.

(4) In the case of a child in grade VI, the concept of a word as being made up of a series of symbols did not exist. The child merely used a single random letter to represent a word.

(5) Children in three grades often spelt words with correct initial phoneme followed by a random letter string.

(6) Reversal of syllables with the omission of vowels was found as in ‘PKD’ for kept.

(7) Diphthongs like the ½ EI ½ sound of toy cause confusion. The word was found to be spelt toy by event hose students who relatively scored better in spelling when compared with other students of the same grade.

(8) Writing of mere consonants with the vowels left out as the misspellings wrd, cstr.

(9) All words were written by a majority of children with an admixture of capital and small letters.

(10) Children in all three grades often spelt words with correct initial phoneme followed by random letter sting.
(11) With reference to the scoring system recommended by Tangel and Blachman it would be suggested that the commonest kind of errors committed by children whose total score (out of 32) falls on the range of 0-2.

(12) It was found that students are ignorant of these spelling and they represent these words as they pronounce them-spelling them phonetically with reference to the phonemes of the Kannada language.

(13) It must be noted that in their spellings of the words students have used an admixture of small and capital letters inappropriately.

Annaraja, P., and Chelliah, S., (2003) year conducted a study on “Prepositional Errors Committed to IX Standard Students in Tenkasi Educational District”.

Grammar is a study of language made by specialists in order to establish the rules and principles which are the basics for correct speech and writing. Rules and principles are followed more or less unconsciously or instinctively by native speakers. Though many rules and principles have been adopted for teaching and learning grammar, the students often commit mistakes in grammar. Use of prepositions is one of the areas where mistakes are committed by the students. This is an attempt made by the investigator to study prepositional errors committed
by IX standard students. The sample consisted of 230 students. It was found that sex, medium of instruction and management of schools are playing a major role in prepositional errors committed by the students.

**Rationale for Study**

English is an international language and it is a flexible language. Any language is based on Semantics and Syntax. The learning of English grammar helps the students to master the language. In India English is a link language and it is the second language in schools. In Tamil Nadu English is taught to the students from the III standard onwards. From time to time the latest techniques have been used for teaching English. Though many techniques have been adopted for teaching English, the students' performance in English is not satisfactory at all levels. Sometimes the students in the high school level are good in writing, but they are poor in speech. Those who have learnt a language must have got efficiency in reading, writing and speaking. The students in IX standard are poor in spoken English. This may be because of their constraints in using prepositions in their speech. This has made the investigator to conduct the study.

**Objectives**

1. To find out whether there is any significant difference between Tamil medium and English medium students in committing prepositional errors.
2. To find out whether there is any significant difference among Aided, Government and Unaided school students in committing prepositional errors.

3. To find out whether there is any significant relationship between prepositional errors in general and errors in preposition of place, preposition of time, compound preposition, phrase preposition and double preposition of the IX standard students.

**Interpretations**

There is significant difference between Tamil medium and English medium students in committing errors in the use of the prepositions of place, prepositions of time, compound prepositions, phrase prepositions, double prepositions and prepositional errors in general. This may be due to the fact that English medium students are getting more opportunities in reading and writing English than the Tamil medium students. Further, English medium schools have good library facilities and teachers are giving opportunities for the students to speak English in the schools.

The study reveals that type of school is influencing students in committing prepositional errors. This may be due to the fact that unaided school students get better knowledge in grammar than Aided Government school students. In the Unaided schools students may be
given opportunity to use English more than in other schools. Moreover, these students are trained to use formal grammar in a better way.

The correlation analysis shows that there is significant relationship between errors committed in using prepositions in general and errors in the use of prepositions of place, prepositions of time, compound prepositions, phrase prepositions, and double prepositions. This may be due to the fact that all types of prepositions are inter-related. So if the students have concentrated in the study of all types of prepositions then they may not commit errors in using preposition.

**Recommendations**

1. The teachers can teach grammar systematically and they can give more exercises in the use of preposition.

2. Special coaching classes can be arranged for those who commit more mistakes in preposition.

3. Plenty of opportunities should be given for the pupils to write what they have already read about in English books, newspapers and magazines. Reading and writing should go hand in hand.

4. The teacher can develop in pupils the habit of referring to dictionaries for usage.
Balasubramanian, P. and Sivakumar, R., (2003) conducted a study on “A Comparative Study of Academic Achievement of Primary Teachers Training Students”.

Achievement is very important at all levels, especially, at Primary Teacher Training Students level. The quality of a Primary School is recognized by the standards of learning that the students achieve. Evaluation of student achievement, thus plays an important role in making a school as a quality school. To improve the quality of the school, teacher education plays a major role. Teaching is a complex activity, involving a range of skills, perception, knowledge and sensitivity. The main objective of the teacher education is to bring out the best in student trainee and to make them self-reliant. Education helps in this, by collecting the information, analyzing it and making value judgment recording the quality of outcomes of learning.

Objective

To find out the academic achievement of Primary Teachers Training Students in District Institute of Education and Training (DIET), G.Ariyur, Villipuram Dist, in Tamil Nadu.

Hypotheses
(1) There is no significant difference: between academic achievement of Male and Female Primary Teachers.
(2) In academic achievement of students, between the subjects, Education in Emerging India and Educational Management and Educational Psychology and Child Study.

(3) In academic achievement of students, between the subjects Teaching of Tamil and Teaching of English.

(4) In academic achievement of students, between the subjects Teaching of Mathematics and Teaching of Environmental study.

(5) In academic achievement of students, between the subjects Teaching of Environmental study and Education in Emerging India and Educational Management.

(6) In academic achievement of students between the subjects Teaching of English and Teaching of Mathematics.

Krishna Prasad, B. and Sam Sananda Raj, H., (2003) conducted a study on “Influence of Sex, Locale and income on Academic Achievement”.

The article is intended to study the academic performance of students in the context of various groups formulated on the basis of sex, locale and income. Standardized achievement test based on Bloom’s Taxonomy of Educational Objectives was used for collecting data on academic achievement. The sample consisted of 210 tenth standard students selected from various schools in Kerala. The results indicated
that boys, urban students and students categorized as belonging to the high income group obtained significantly higher mean scores in academic achievement in comparison with their counterparts in the respective groups (t-values significant at 0.01 level)

A. Importance of the study

Even since formal education had become a crucial aspect in the life of human beings, academic achievement of students found the central place in the educational scenario. Parents, teachers, psychologists and educators were deeply involved in promoting the abilities of children for academic excellence through examinations. Later, attention has been given to several aspects associated with better achievement, or excellence in academic performance. Hereditary factors such as intelligence and environmental factors such as facilities at home were traditionally considered as important contributors of academic achievement.

Several investigators have shown that attitude towards academic work, motivation and study habits have their role in the academic success of students. The present investigators hold that sex, locale and income also influence achievement in academic subjects. It is this in view that the present study was carried out.

B. Hypotheses for the Present Investigation

The Major hypothesis formulated for the investigation is as follows.
There will be significant difference between boys and girls, urban and rural students and students with high and low family income in academic achievements.

c. Findings

As may be pressured in general, incomes of parents also influence the academic performance of children. While students hailing from high-income family get a mean score of 56.62 and a standard deviation of 13.36, those in low-income families get a lower mean score of 48.39 and a standard deviation of 8.98. The difference was found to be significant statistically ($t=5.24$). It is evident that income of the family directly or indirectly affects the student’s academic achievement.

The findings of the investigation suggested that specific care should be given to students who achieve low in comparison with their counterparts in the other groups. The existing system of examination with stereotyped ways of evaluating students has failed to cover all the different aspects in the cognitive, affective and psychomotor domains of human behavior. If all-round personality of the child is the ultimate aim of educational process, fundamental changes are to be initiated in the traditional system of imparting knowledge and evaluating the same. Evaluation, based on mere knowledge level questions, may favour certain category of students, on certain occasions, but this will not stand in the
long run. Those who achieve high in the academic subjects are not always the best in other areas of human endeavor.

d. Conclusions

The data and results of the study fully support the hypothesis that “there will be significant difference between boys and girls, urban and rural students and students with high and low family income in academic achievement”. The details are given below:

1. Boys get significantly higher scores than that of girls in academic achievement.
2. Urban students get significantly higher scores than that or rural students in academic achievement
3. High-income students show significantly better scores, than that of low-income students in academic achievement.


Poverty is common to all underprivileged groups. It is the root cause of their backwardness. Most of the opportunities in life are denied to them just because they are poor. For example, the cause of backwardness in education, is poor nutrition. It prevents unprivileged children from making full use of their intelligence. It is seen more during the early stages of development of poor children and leads to their poor
performance in school, which, ultimately, reduces the chances of their employment.

The existing schools are based on urban middle class culture. The textbooks, the teaching methods and the system of examination are more suitable for the middle and upper class students. The medium of instruction is often the language of the privileged group. The culture of the underprivileged groups, their life and learning styles are hardly taken into consideration. Hence privileged culture, the school is a continuation of home. But, for the underprivileged learners there lies a wide gap between the home and the school. It is primarily responsible for their poor performance in school, which, in turn, makes it difficult on their part to rise socially and economically.


Students must acquire competency in the mechanics of writing especially in the use of spellings. Use of wrong spelling makes the text unintelligible and clumsy. Even of the content is interesting and presented in an organized manner; wrongly spelt words nullify the impact on the readers and also deteriorate the image of the writer. One should consider the fact the English is a language which has many
homophones and that even a small change in the spelling can alter the meaning of the entire text. To avoid this problem care should be taken to use correct spellings. Hence an attempt has been made here to study the spelling errors in English among the boys of XI standard belonging to Ranga Reddy District of Andhra Pradesh.

**Objectives**

1. To find out the differences in the spelling ability in English among boys when grouped locality wise (Rural/ Urban)

2. To ascertain whether the family income (High/ Average/ Low) has any impact on the spelling errors in English among boys.

3. To know if the educational status of the parents (Highly Educated/ Moderately Educated/ Uneducated) effects the spelling ability of boys in English.

   The findings indicate that

1. Rural boys and urban boys are at par as far as their spelling errors in English language are concerned.

2. Family income has significant influence on the spelling ability of the boys.

3. There is also significant influence of the educational status of the family on the spelling ability of the boys.

Communication skills largely help a teacher in a classroom situation to enhance his teaching efficiency. There is a positive relation between effectiveness of teacher and communication skills. Effectiveness of teacher depends on oral communication and this is a way by which, the teacher share his own knowledge, attitude, and skills with student in the form of gestures, facial expressions, and spoken or written messages. Indirect verbal behavior is considered to be a sign of teacher effectiveness. In directive approach is a equalizing process of the teacher and student by making them both “Knowing subject”. If the teacher possess communication skills, such as; clear objectives, effective delivery, increasing fluency in questioning illustrating with examples, increasing student participation, reinforcement, etc., themselves, they will be able to teach effectively.

Berio (1960) points out there are five verbal communication skills. Two of these are encoding skills, writing and speaking while two of them are decoding skills, reading and listening. The fifth is crucial to both encoding and decoding, i.e., thought or reasoning.

From extension education point of view, communication skills also include an extension teacher’s ability to plan a communication
strategy vis-à-vis a given objective, his ability to write, speak, prepare and use of a teaching aid, treat a message to suit a given situation and to analyze feedback.

Verbal communication occurs where there is a oral communication. Effectiveness of teacher depends on oral communication. Oral communication refers to not only to the use of spoken language, but manipulations in terms of intensity pitch, tone etc. for communication. An effective oral communication should be able to achieve comprehension; understanding, perceived utility and a lasting impression of the message in the mind of the student.


Objectives
(i) To develop a competency-based achievement test for measuring the existing level of competencies required to write well in English among secondary school learners,
(ii) To develop an English language usage inventory, for measuring the ability to use written English language among the secondary school learners;
(iii) To find out the mean differences in competency-based achievement of learners on some school related variables;
(iv) To find out the mean differences in the ability of learners to use written English on some selected school related variables.
(v) To study the association between performance of students in written English and some school related variables; and
(vi) To study the association between performance of students in written English and family related variables.

Method

The study was based on a sample of 600 students covering 60 secondary schools from 3 districts, i.e., Chittore, Nellore and Cuddapah of Andhra Pradesh. The tools used were competency based achievement test, English Language usage inventory, personal data sheet for students and a questionnaire for Heads of the institutions. Measures of central tendency, Standard deviation, Chi-squares, ‘t’-test and F-ratio were used to analyse the data.

Findings

(1) There was significant difference in both the competency-based achievement and the ability to use written English among the students in terms of locale of residence, type of school and medium of instructions studying in English and Telugu medium of schools.
There was a significant association between the performance of students in written English and different variables related to school and family. The study cites 16 references.

Parveen Sharma (2005) conducted a study on “Interference of Mother Tongue in Learning English Language.”

Mother tongue is the language a child learns from his mother. Communication through mother tongue begins at the earliest age of life and helps the child in all kinds of thinking with his growth—the spirit of inquiring, reasoning, analyzing, elaborating, discussing and discovering. All this happens in a natural way.

Learning a foreign language/ English is an artificial process. One is continually surrounded by the mother tongue and this is likely to interfere with the learning of the language. Everything that one comes in contact with and everything he sees around assist in learning the language.

According to Ebert Lado, interference occurs due to unfamiliarity with the target language (TL). Weinreich has defined interference as “______ these instances of deviations from the norms for either language which occur in the speech of a bilingual as a result of their familiarity with more than one language i.e., as a result of language in contact”.

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Hocking: “Interference is the adverse effect of features of a known language on the acquisition or use of another language”.

Richard sees interference as “the use of elements from one language while speaking another and may be found at the level of pronunciation, morphology, syntax, vocabulary and meaning.”

So mother tongue interferes in learning of English in three ways:

(a) Failure to apply the rules where they need to be applied.
(b) Application of rules when they need not be applied.
(c) Incomplete application of the rules.

In fact, interference problem does need special attention not only in remedial teaching situation but also at all stages of teaching other languages.

In the case of learning a foreign language/English the child has little urge to learn, encounters the language he is learning only at intervals, and finds his native language habits in continual conflict with those needed for the new language.

When one learns a native language there is no other language getting in the way. But one finds it hard not to speak it with the sounds of our mother tongue and to put the words of the foreign language into the
patterns of our mother tongue. This is due to the carrying over the habits of the mother tongue into the new language. This interference comes in both spoken and written forms of English.

In spoken aspect, errors occur due to the influence of orthography, alternation of vowels, alternation of consonants, wrong stress and sounds.

**Sounds**

When one learns the native language first, the muscles of the speech organs become accustomed to make the sounds of his language, and this interferes with the learning of English language. English has twenty vowels and diphthongs whereas Hindi has only ten. Some English consonants are not found in Hindi. The Indian students face difficulty while producing the English vowel and consonant sounds, which do not occur in their mother tongue. The difference is not only in the sounds of the two languages but also in stress, intonation and rhythm.

Interference of mother tongue in written form of English in due to various aspects viz. construction of conditionals sentences, prepositions, relative pronouns, erratic use of capital and small letters, verb, and above all wrong pronunciation; these are the several example supporting the above phenomena.
Vocabulary

Pupils instead of getting the sense of English idiom try to translate it into mother tongue, since they think in mother tongue.

- Erratic use of capital and small letters
- In English there are different rules for the use of capital and small letter unlike in Hindi language.
- Confusion in the use of articles, apostrophe, numbers, verbs, homophones and wrong habit formation.

Suggestions
- Knowledge of English sounds and their correspondent with orthography should be vividly explained to the students at a very early stage so that the wrong habit does not get deeply rooted. The prevalent theories of language acquisition and pedagogy should be re-evaluated.
- Learners need motivation. Help them to learn from one successful step to another.
- Maximum exposure to the target language should be given.
- Give him the chance to learn by imitation rather than rules.
- Language is a system of arbitrary vocal symbols. So the teacher should teach it as a native speaker uses it, and not as they ought to use it.
Language goes on changing; so the descriptive grammar should be taught to the students.

Each language is a product of a society and its culture—while teaching a foreign language, it should be taught by creating situations.

Annie K. Jacob (2006) and conducted a study on “Relationship between Creativity and Self-concept.”

Creativity can reflect in almost all human activities. A teacher teaching with some new approach, a cook cooking some new type of dish are all creators and their energies are manifested by different ways and styles.

The term creativity has a long history of use in English language. It has its root in the Indo-European word base ‘Kere’ which means to ‘grow’ or cause to come into existence. Creativity requires newness. It requires something unique, something better, some new association or addition to the old form, some new imagination. To create something mechanically is not creativity because it has no newness or originality. Creativity always moves towards perfection. it makes our life more comfortable, richer and beautiful.

It has been argued that by fostering pupil’s creativity in the classroom, they will be helped to identify and establish a framework for
their lives. The principle goal of education is to create men who are capable of doing new things, and not just repeating what other generations have done—men who are creators, inventors and discoverers. It makes our life more comfortable, richer and beautiful.

It has been argued that by fostering pupil’s creativity in the classroom, they will be helped to identify and establish a framework for their lives. The principle goal of education is to create men who are capable of doing new things, and not just repeating what other generations have done—men who are creators, inventors and discoverers. The second goal of education is to form minds, which can be critical, can verify and not accept everything they are offered.

Some of the important factors necessary for creative thinking are self-concept, self-evaluation and self-confidence.

**Objectives of the Study**

- To measure the creativity (verbal, nonverbal and total) among overachievers and underachievers of IX standard pupils.
- To compare the creativity (verbal, nonverbal and total) among overachievers and underachievers of IX standard pupils.
- To study the relationship between creativity (verbal, nonverbal and total) and the psychosocial factors namely anxiety, values, self-
concept, extroversion and introversion among overachievers and underachievers of IX standard pupils.

Hypotheses

. There is no significant difference in creativity among over-achievers and underachievers.

. There is no significant relationship between creativity and each of the psychosocial factors namely anxiety, self-concept, values, extroversion and introversion.

Manivannan, M., (2006) conducted a study on “Cognitive strategies and academic achievement of students at secondary level.”

The findings were:

(i) The teachers have to concentrate on the development of cognitive strategies so as to bring desirable academic outcome.

(ii) Girls were, applying cognitive strategies relatively more than the boys.

(iii) Conducive environment should be provided for the students in the classroom and school to bring out the cognitive potentialities of students which will result in getting high academic achievement.
Srivastava P.K. and Preeti Singh (2006) year conducted a study on “Academic Achievement in Different School Organization Climate.”

The study was conducted on the Academic Achievement of X grade pupils in different School Organisational Climates. In this study, School Organization Climate Description Questionnaire prepared by M.L. Sharma was employed on 75% teachers of the school of designing the kinds of school climate. This test was a modified form of Halpin and Croft. 120 students of X grade were selected randomly and their Academic Achievements were obtained by their board’s examination. In this, it is tried to find out the level of significance of difference between the Academic Achievements of X grade pupils. The “t” value was used to find out the significant Difference between the means. It is found that there exists a significant difference between Academic Achievement of Closed and Open, Paternal and Open, Controlled and Autonomous, closed and Autonomous, Paternal and Autonomous familiar and Controlled, familiar and closed and Paternal and Familiar types of school climates. Besides these the Academic Achievement did not show any significant difference in the rest school climates.

School climate is a powerful force and plays a key role in all-round development of the child. The more congenial the school environment, better the development on the part of the student, enrich
the school environment and it will serve as a stimulating force for the learner. School are considered to be ideal home for the students, therefore, for the welfare of the student, who do not get a stimulating and congenial environment at home, residential school have come up so that they may be provided with a better atmosphere which in turn influence the child.

Carpenter (1985) conducted a study and found the school academic achievement varied with the school system in quite complex ways. Achievement of students in government school were found to be more than those at non-government schools. KRDEK AND SICLAIR (1988) conducted a study on relation of eighth grader’s family structure, gender and family environment with Academic Achievement and school Behaviour. The another study revealed that the trained teachers who are using indirect behaviour, their pupils scored higher achievement. Petel (1994) conducted a study and found that open school climate provides a pleasure in working, where as in closed climate principal’s behaviour is not good.

Godwin, S., (2006) conducted a study on “Effect of activity based training in English on teachers at the lower primary level”.

At the primary level the teachers are expected to provide sufficient language activities in their classrooms in order to create an
English atmosphere. The lower primary teachers have to acquire good training, competency and proficiency in Activity Based Learning (ABL) to teach English as a subject of study. To help pupils to have better mastery over the English language, the teaching learning process should be improved. Special training on activity based teaching can enrich the teaching learning process in English.

**Objectives of the study**

The main objectives of the study are:

(i) To understand the effectiveness of ABL training on English teachers of Government schools

(ii) To understand the effectiveness of ABL training on English teachers of Management schools.

(iii) To understand the effectiveness of ABL training on male English teachers.

(iv) To understand the effectiveness of ABL training on female English teachers.

**Hypotheses**

i) There is no significant difference between Government and management school teachers regarding the effect of ABL training in English.
ii) There is no significant difference between male and female teachers regarding the effect of ABL difference between the means of the pre-test and post-test of government school teachers was found to be significant at 0.01 level of confidence (t=3.04). Thus it is found that ABL training programme in English has a positive effect on English teachers of government schools.

   Results indicate that difference between means of pre-test and post-test of management school teachers was found to be significant at 0.01 level of confidence (t=2.73). Therefore the ABL training programme in English has a positive effect on English teachers of management schools.

   Result further indicates that the difference between mean of pre-test and post-test of male teachers was found to be significant at 0.01 level of confidence (t=4.4). Therefore the ABL training in English has a positive effect on male English teachers.

   The t-ratio for the means of pre-test of female English teachers was 2.98. It indicates that the difference in the means of pre-test and post-test was found to be significant at 0.01 level of confidence. Hence, the ABL training programme in English has a positive impact on female English teachers.
The result depicts that the ABL Training programme in English has a positive effect on the English teachers at the lower primary level. Activity Based Learning Training programme in English helps the teachers to equip themselves to teach English in perfect manner.

Mohammad Hassan Hosseint, S., (2006) conducted a study on “Task-based language instruction: Unplanned open tasks vs. unplanned closed task with reference to writing achievement of Iranian EFL university students”.

A Considerable number of educationists as well as research studies highlight the effectiveness of Task-Based Instruction (TBI) as an influential instructional strategy especially in Teaching of English to Speakers of Other Languages (TESOL) sphere. The fact, however, is that tasks differ in nature to a high extent and therefore the recognition of the plausible different tasks in terms of their effectiveness and the results we are likely to reap out of their implications in real classroom situations can be of high importance. This paper, as such reports on a study, which aimed at an ilk of comparison between the potential effects of two kinds of tasks namely ‘unplanned open tasks’ and ‘unplanned closed tasks’ on writing performance of Iranian sophomore university students.

Out of a total population of 120, seventy almost homogeneous sophomore students of Mashhad Azad University were taken as subjects
in this study. Having taken the posttest, the mean and t-values were determined for the two groups, the control and the experimental groups, and then compared. The results provided evidence that ‘unplanned closed tasks’ had significantly better effects on improving the target group’s students’ writing performance than ‘unplanned open tasks’. The author discusses pedagogical implications and suggests recommendations for further research.

The abundant use of the term ‘task’ in Teaching of English to Speakers of Other Language (TESOL) sphere, however, came to play with the communicative approach and assessment. Johnson (1979) makes the linkage between the two very clear by saying that fluency in the communicative process can only develop within a ‘task-orientated teaching’-one which provides ‘actual meaning’ by focusing on tasks to be mediated through language, and where success or failure is seen to be judged in terms of whether or not these tasks are performed.

**Purpose of the Study**

‘Time Limitation’ in real situation in our classrooms inspired the researcher to emphasize on ‘Unplanned Tasks’ in this study. Now the question was that which kind of tasks, closed or open tasks-in real classroom situations with such time limitation, would better satisfy our
ultimate goals? The purpose of this study, as such, was to answer the following question:

- Is there a difference between writing performance of Iranian sophomore university students who have been taught in an ‘unplanned closed tasks’ focused context and those who have been taught in an environment with a focus on ‘unplanned open tasks’?

Based on the question, the following null hypothesis was formulated as well: There is no difference between writing performance of Iranian sophomore university students who have been taught in an ‘unplanned closed tasks’ focused context and those who have been taught in an environment with focus on ‘unplanned open tasks’.

Ramesh H. Naik (2006) conducted a study on “Effect of Teacher’s personality, attitude and teaching effectiveness rating on students’ academic achievement”.

The purpose of the study was to analyse the independent and combined effects of Teachers’ Personality (Introversion and Extroversion), Teachers’ Attitude (Favourable and Unfavourable) and Teaching Effectiveness Rating on academic achievement of their students.

It was found that introversion, positive rating on teaching effectiveness, severally and in combination, have stronger influence on
students’ achievement. Attitude to the profession does not seem to influence students’ achievement.


The findings were:

(i) The non-matric higher Secondary students enjoy better school environment in total and with regard to the dimensions-academic, activity, psycho-social and administrative environments.

(ii) As far as the academic achievement is consumed the matric school students are far better then their counterparts. Academic achievement in non-matric schools can be enhanced through better teaching-learning, periodical tests, timely incentives and feedback to the students based on their academic performance.


Of all the inventions of Technology, Mobile phones have impacted our lives most deeply. Mobiles have enabled us to connect with each other any time, anywhere. Text Message are the typed messages send between two mobile phone users. The language is special, as the aim
is to reduce characters and increase comprehensibility. The credo is: Write as you speak. The difference between the spoken and the written word collapse in the text message. Text massage are cheap and requires no special technical know-how. Text message of SMS has cut across all barriers of age and class, and has emerged as one of the major modes of communication, in the personal, business and entertainment fields. The text message language is inching its way into the formal, written domain of Standard English. As a language is a living expression of culture, the spoken word does find an expression in the written format. It is believed that text messages are going through the natural progression of language. Thus, the English language is entering into a new phase and given the exponential increase in the popularity of the text message, there may well be a new avatar of English.

A special lexicon has evolved for these messages. ‘Texting’ that is typing the message on the keyboard of the mobile has entered the English language dictionary. This gives a cue in understanding the special quality of the language.

The first quality is that it signifies a freedom from all grammar rules. As is well known the English language comprises of vowels and consonants. The vowels have always been an integral part of the written language as they help in representing the speech sounds. Groups of
consonants emerge as understandable only when placed alongside the vowel sounds. Text message has completely altered this basic. In the text message words are written only according the sounds of the word with the vowels being dropped completely or used whenever convenient. Some random examples are:

You becomes u
Great become gr 8
Two becomes 2
Because becomes bcoz or coz
Enough becomes enuf

Single digits can also replace words, for example,

Ate become 8
Four becomes 4
To becomes 2

Acronyms are also used as a device not only to cut down characters used but also as a time saver when the message is typed. Some examples are AFIK (as far as I know), LOL (laugh out loud), ASAP (as soon as possible), W (what), PXT (please explain that).
The most amazing quality of text message is that it signifies a complete freedom from rules of syntax. No confusing prepositions, no errors to worry about, no verb patterns to confront.

English has been continuously evolving, adopting and adapting to the changing environs. There are as many Englishes as the people speaking it- American, Australian, Indian, Chines….. The list is endless and it would not be an exaggeration to say that English is used as a communication tool all over the globe, and new variations on the language evolve every other day.

Closer home, Indian English has a very special position. Also known as ‘chutneyfied English’ it is the Standard English with a liberal sprinkling of the speaker’s mother tongue, more commonly Hindi. It is part of our everyday speech, a living language used for emotional experience and intellectual discourse.

One very interesting spin off can be seen in the non-English speaker’s adaptation in utilizing the text message facility. Messages are typed in Hindi but not in the Devnagari script but in Roman. For example: Mujhe kofe shp mil (Meet me in the coffee shop). One only needs to know the English alphabet with the basic sound patterns to be able to send a message.
Jessle Sheidlower, Principal editor of the US office of Oxford English Dictionary referring to the widespread use of text message believes that text message is going through the natural progression of language. That is, the substantial changes both in vocabulary; sound and structure may eventually morph into another language.

Rama Mathew (2007) conducted a study on “Tests in some schools in Hyderabad and Delhi”.

A careful analysis of the content of tests at any level reveals that by and large, we expect memorized answers to closed questions; even when questions appear like open-ended, long answer types, the scoring key used to assess student answers gives credit to ready-made and rehearsed answers.

It is rarely that students are required to demonstrate higher order abilities like analysis, interpretation, evaluation, critical thinking and the like. Moreover, since we teach to tests, what happens in class reflects what exams and tests demand. The study done by Educational Initiatives and Wipro, reported in India Today (Nov.27, 2006), showed that learning is rote based and does not focus on real knowledge.

Tests that can make students ‘think’ clearly win their favour. They think that Why all exams aren’t fun, enjoyable and a learning tool.
Students want tests that do not force them to behave like robots, but make them apply what they have learnt in new, real life situations.

The message is clear: all of us—parents, teachers, students and more importantly, exam boards—need to start making the change. The time is now.

2.4. FOREIGN STUDIES

Oyaziwo O. Aluede, (Benin) and Patricia Eria Onolemhemhen, (A.A.U) (2000) year and conducted a study on “The Effect of Study Habit Counseling on the Academic Performance of Secondary School Students in English Language.”

One of the basic needs of any school child is to pass his examination. Unfortunately secondary school students according to Glasser (1969) are continuously bedeviled with the problems of mass failure, poor school grades incessant repetitions and subsequent withdrawals from school.

An analysis of West African Examination Council (WAEC) results from 1980-1985, revealed that the percentage of candidates who had distinction or credit fluctuated between 19% and 24% while more than 35% of the candidates failed in the English language Examination each year (Aboderin, 1985). It is even worse between 1992 and 1994, when the Percentage of those who had distinction and credit grades fell to
about 16%; while more than 50% failed (WAEC, 1995). Specifically, Muazu (in Onolemhemhen, 2000) stated that in 1998 only seven out of 8,000 students in Bauchi State of Nigeria made five credits and above to quality for university admission, in spite of the huge amount of money expended on secondary school education which was put at an average of N250 Million. Thus, the observed mass failure after many years in school, and the huge financial involvement represent a great Educational waste on the part of the individual and the government. This poor performance may be due to poor study habits.

Attempts to enhance study behavior here risen from controversial counseling based on changing certain behaviors then to the application of learning principles and on to instructions in practical study skills (Rotter, 1971). This is a study to determine correlates of study skill and academic performance conducted on student teachers in a Nigerian University revealed that personality and study habit differences existed between the 21 high and 21 low achievers (Ojoko & Koko, 1994), Brigg’s (1978) and Desiderato and Koskine’s (1969) studies showed that high test anxiety was related to poor study habits which in turn were related to a lower academic achievement level. Furthermore, Mitchell and Nig (1972) using single-Model and multi-model procedures on 30 subjects who were high on test anxiety and low on study skill competence revealed that
improved academic achievement as measured by course average and passing grades were obtained by giving multi-model treatment and not by single-model treatment.

The finding of this study that no significant difference exists between the experimental group and the control group in academic performance at pre-test is not surprising. This is because, the result goes to show that majority of the respondents had ineffective study habits which were reflected in their test scores. Furthermore, is the fact that all the participants had the same experiences of school life and provides a veritable basis for advocating the way by which students study habits can be improved so as to bring about better academic performance. These findings lend credence to that of Glasser (1969), and WAEC (1995) which report that students do not long achieve optimally and that many still fail into the group of under achievers.

This study also revealed that a significant difference exists between the control and experimental groups at post-test. The finding revealed that the experimental group performed better than the control group. This was expected because the treatment group was exposed to study habit counseling which right from the onset of this research was anticipated to enhance learning ability and thereby improving academic performance. This is because the efficacy of study habit counseling in the
enhancement of academic performance of students has long been established. This finding thus lends support to Bakare’s (1977) Ojoko and Koko’s (1994) assertion that study habits determine students’ academic performance. This finding however, is not in line with the contention of Onyejiaku (1987) who positioned that the determining factor in students’ academic performance is essentially a function of intelligence.

Part of the results obtained in this study indicated that no significant difference exists between the pre-test scores of students in the control group. This is so because the research participants in the control group are not exposed to the treatment (Study habit counseling). This finding lends credence to those of Bakare (1977), Glasser (1969) and Olayinka (1993).

**Conclusion**

From the finding of this study, the following conclusions can be drawn:

1. Counseling students on good study habits can bring about improvement in the student’s academic performance.
2. Students who are not privileged to benefit from study habit counseling strategies are not likely to improve on their academic performance when compared to those are exposed to them.
Recommendations

This study has revealed that counseling students on the basic habit strategies can successfully enhance student’s academic performance. Hence there is the greater need to continuously integrate these into the secondary school curriculum for the purpose of enhancing students’ academic performance.

In specific situations, there may occur the inability of counseling strategies to effect better academic performance in students. In such cases, a more individualized counseling approach is hereby advocated because such inefficacy may be function of several factors other than the advocated study habit strategies advanced in this study.

Fhaque Sarder M.D. Fazlul (2001) conducted a research on “Attitude, Motivation and Achievement in English Language Learning-A case study on High school students in Dhaka City, Bangladesh” in the University of Durham, UK.

The study examines the relationship between Bangladesh high school students’ motivational orientation and their achievement in English as a foreign language. The study further investigates the possible effect of gender and academic major on students’ attitudes and motivation to learn English. Besides the data collected from the students,
data from their parents and thirty English language teachers from the school were also collected.

Analysis of data reveals that the students in this study are instrumentally oriented towards learning the English language and that an instrumental orientation is a better predictor of achievement than an integrative orientation. Achievement in English is facilitated by favourable attitudes towards and a strong motivation for learning the language. The results further show that attainment in English is related significantly and positively to students towards the learning situation. The sex of learners is not found to have a significant effect on attitudes or motivation or achievement. Parents play a significant role in children’s attitudinal/ motivational development. However the results suggest a modest positive association between teacher’s and student’s attitudes to the target language.

The investigator recommends that the school should focus on maintaining a motivating language learning atmosphere with good language-incentives in which the experience of language learning is rewarding ones.
Andrew Stables (2004) year conducted a study on “English as a Form of Life”.

I suggest two stages to this. The first is to identify the language games that comprise the subject; the second is to see the discourse of (subject) English as that language game the purpose of which is to define other language games.

In terms of the first, there are many contenders, some more controversial than others. It is relatively unproblematic to assert that ability in English is, in part, capacity to play the language game of literary criticism. It remains, above all, mastery of this genre that allows access to university English, and it is in this genre that most ‘English’ academics play their trade. Interestingly, English only ‘becomeslit.crit. English’ in the middle to upper secondary years; prior to that it is increasingly seen as ‘literacy’, a point to which I shall return.

Other language games than the literary-critical have been jostling for recognition within English for some time, with varying degrees of success. These include the fictional narrative and the poetic: that is to say, the production of imaginative literature by students. In recent years, these activities seem to have lost status.

One is to be clear about which genres/language games it is important for schools and colleges to teach mastery (an exercise that itself
demands some agreement about values and priorities): the second is to see English as ‘the subject that increases awareness of language games’, in a less value-loaded way: the language game that describes language games! Regarding the letter, it might be argued that the literacy strategy at Key stages 1-3 indicates that this is the purpose of English: discourse analysis at words, sentence and text level. In this sense, English at 14+ could be a development of ‘literacy’ in the earlier years: a kind of broad-church applied linguistics that might include mastery as well as analytical understanding of various forms of text.

As English teacher, we have no choice but to select among texts and types of text. Fashionable or not, it makes no sense to exclude from such a selection literary criticism and literary texts written in English. From a Wittgensteinian perspective, putting something more amorphous, such as ‘the child’ at the center of the curriculum is deeply problematic: children, as we understand them, are constructed from within language games and not vice-versa. English without English literature is a ship without an anchor. As a school subject, even at primary level, English (for first language speak) is not, and has never been, about ‘learning to speak English’, most of the capacity for which is developed during the first five years of life outside all formal.
Peter Grundy, (2004) (U.K) conducted a study on “Teachers as Methodologists”.

Training method teachers
- Apprentice teachers fit into a situation rather than bring new perspectives.
- Teaching can be learnt on the job from master practitioners.
- Tends to turn out teachers able to operate the prevailing methods but relatively unskilled in discriminating between methodological options.

Training Teacher-Methodologists-One-Way or Working
- Provide trainees with information about methodology, syllabus design, teaching methods, instruct modes, language rights, met cognition, learner strategy, teacher and learner rotes, etc.
- assignment: students write two letters, one addressed to their tutor evaluating their own learning experience in the light of what they have learnt about methodology; one addressed to one of their former teacher explaining what they have been learning and suggesting possible strategies that their former teacher might like to explore.

Advantages
- Recognizes that what trainees know about language teaching is limited to their own experience as learners in a specific classroom.
- By naming it, students begin to understand their own experience in new and enlightening ways and begin to see that their own teachers made choices (perhaps knowingly, perhaps not) that require justification.

- Opens up the possibility that there are different ways of working in any given situation.

“Using English: social reality and English”

Syllabus designers and materials developers treat English as a foreign language and focus on formulate speech, utterance-type idiomatic meanings and native-like phonology enabling a non-native speaker to make a passable show amongst native speakers.

- Reality: English is a lingua franca typically employed by L2 users in interaction with other non-native speakers.

**Speaking and listening in NNS-NS and NNS-NNS encounters**

- In producing an utterance, we try to find an optimal form for a meaning (i.e. our meaning is input; the optimal from in which to express it the output).

- In comprehending an utterance, the form we receive is input and the optimal meaning we assign it is output.

NNS-NS production: a non-native speaker interacting with a native speaker will struggle to produce optimal forms, because non-
optimal forms will be liable to be assigned meanings other than those the speaker intended. This uphill struggle is sometimes doomed to failure-misunderstandings occur.

NS-NNS comprehension: a non-native speaker interacting with a native speaker will frequently be baffled by forms which are phonologically and pragmatically unintelligible and fail to assign them a meaning.

NNS-NNS production: in non-native speaker dyadic encounters, there will be a less developed notion of what constitutes an optimal form for any particular meaning, and thus the assignment of meaning by the non-native speaker addressee will be tentative and subject to principle of charity.

NNS-NNS comprehension: assigning an optimal meaning will be less problematic because the input is more intelligible.

A thought about speakers of an intralingual variety such Indian English.

In the emerging language learning and teaching contexts of variation in the use of English across international boundaries, it is necessary to recognize notarized norms for international functions with in specific speech communities, and then to build a norm for international
use of such models, rather than enforcing or creating a different norm in addition to that. (Bhatia, 1997).

* The role of syllabus designers and materials developers has been made more difficult by the lingua franca status of English.

* The role of teachers in countries where English is not an established language has been made easier by the lingua franca status of English.

* In countries where English is indigenous, the native / notarized variety will fall far short of what is required for intercultural communication. This is because a lingua franca cannot by definition have native speakers, who bring with them unintelligible and redundant phonologies, a complex syntax and morphology, and utterance-type meanings understood only by natives members between and students, the students their preferred mode of working (and may decide to exclude the teacher altogether).

**Lawrence Faucett**, (2006) conducted a study on “The Teaching of English in the Far East”.

As the syllabuses of English in schools are structural, the method of teaching should also be structural. The direct method needs modifications. The skill of writing occupies an important place. The teachers should pay full attention to written work. Educationally, the
learning of language is not complete unless its graphic skill is acquired to a satisfactory level. The first and foremost requirement is a good handwriting. Legibility, fluency and beauty are the characteristics of a good handwriting.

The teachers must take care of spelling. Our students are confused because their vernaculars are phonetic, in which each letter stands for an articulate sound.

Jenny Stevens (2006) year conducted a study on “Thinking lone : Preparing a level students for writing on ‘Unseen’ material.”

One of the outcomes of the English Association’s recent conference dealing with the transition from A-Level specification to undergraduate course was to confirm that, while critical theories might come in and out of vague, close reading pf unseen texts remains central to English studies. Yet it also confirmed that students were often at their least confident when working in this area. Developing self-reliant, intellectually curious readers, who feel confident in making their own literary judgments, is, indeed, a challenge for teachers at all levels of the education system, especially given the increasing time restraints placed upon them. Curriculum 2000 demands that A-Level English teachers deliver texts, contexts and critics in an ever-decreasing time span, a reality which can militate against the ideal of a student-led approach. The
compulsory close-reading element of the synoptic paper offers us a little breathing space from the prescribed text units and even obliges us to hand over the reins to our pupils. Whether or not it is enough to equip our students with the intellectual curiosity and self-reliance looked for by university a department is, however, open to question.

2.5. ANALYSIS

The investigator referred nearly 41 studies. Among them 35 are Indian Studies and 6 are Foreign studies.

2.5.1 INDIAN STUDIES

The investigator referred 35 Indian Studies. Among them;

1. One study was related to the influence of sex, income and locale on academic achievement in English.
2. Three studies were related to the difficulties in teaching English.
3. One study was related to the factors for under achievement in English.
4. One study was related to the factors for failures in English.
5. One study was dealt with the attitude towards learning English.
6. Four studies were related to Error analysis in English.
7. One study was related to ideas enhancing achievement in English.
8. One study was dealt with the communication abilities of students in English.
9. One study was related to the comparison between cognitive strategies and academic achievement in English.

10. One study was related to the impact of school environment on academic achievement in English.

11. Two studies were related to teacher effectiveness in teaching in English.

12. One study was related to the interference of Mother Tongue in learning English.

13. One study was dealt with the relationship between creativity in English and self-concept.

14. One study revealed the new avatar of English in text messages (mobile phones)

15. One study revealed the present condition of English transacted in High Schools.

16. One study gave suggestions for empowering disadvantaged learners of English.

17. One study was related to the teaching of English enhancing creativity.

18. One study was related to the perspectives of secondary school teachers on achievement of English.

19. One study was dealt with the difficulties in written English.
20. One study discussed about the academic achievement of primary Teachers Training students in English.

21. One study was related to task-based language instruction.

22. One study stressed the importance of English as a form of life.

23. Two studies were dealt with English language education.

24. One study was related to the effectiveness of ABL training in English.

25. One study was dealt with the impact of medium of instruction in second language learning.

26. One study was related to teacher effectiveness.

27. One study was conducted on the examination system.

28. One study was related to the language skills.

2.5.2. STUDIES ABROAD

The investigator referred six studies abroad. Among them;

1. One study is related to attitude, motivation and achievement in English.

2. One study is related to the methodology of teaching English.

3. One study is related to teaching of English as a second language.

4. One study deals with the preparation of students for writing on unseen material.
5. One study is related to the effect of study Habit Counselling on the

6. One study is related to importance of English.

2.6. CONCLUSION

   From the review of related studies it could be observed that
   rarely a few attempts have been made so far to investigate the academic
   achievement. None of them was dealt with the correlation between the
   writing skill and academic achievement in English.

   So the investigator feels that the review will definitely help her
   to understand her study into the “Correlation between writing skill and
   academic achievement of Higher Secondary Students in English”.

   The next chapter deals with the Design of the study.