CHAPTER – II

REVIEW OF THE RELATED LITERATURE

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CHAPTER – II
REVIEW OF THE RELATED LITERATURE

2.1 Introduction

Since the effective research is based upon past knowledge, a careful review of related literature lays a solid foundation for the research work. It plays a significant part in the planning of research study. By reviewing the related literature, the researcher is able to understand the problem in own field research. It is useful to the researcher to choose suitable tools and methods for research. The researcher also gets proper direction in investigation. Walter Brog describes this exercise in the following words: “Related literature is like the basic rock for the construction the whole work.” Availability of sources and possession of knowledge about the resources are essential for the investigator.

English Language Test shows the ability of college students to do something well because they have training and practice of English language. It is an examination of college students’ knowledge or ability, consisting of questions for them to answer or activities to perform. Here, the researcher intends to find out how much the students know by means of giving them questionnaire and asking to answer. In this chapter, the researcher has made an attempt to look into the past researchers on the subject proficiency in English. After studying the past research, the researcher makes an attempt to prepare a tool to measure the quality of English that is appropriate for the students who follow the syllabus of Gujarat University of Colleges in Ahmedabad city.

2.2 Importance of the Review of Related Literature

Review of the related literature is the only window to look into the world of literature in the chosen discipline. The review of the past researchers develops a comprehensive understanding and insight into previous works and trends that emerge in the field of the research. The review of related literature helps the researcher in the following ways:
The literature review helps to create a rapport with the audience.

It widens the horizon of knowledge and shows a clear vision to carry out research.

It helps the researcher to understand the problems in the related field of research.

It provides an opportunity to carry out further research work in researcher’s field after learning from findings, results and experiences of previous researchers.

It assists the scholar to choose proper methods, tools and techniques for the present study.

It saves our efforts from repetition of work and present massive waste of time, money and energy.

It provides knowledge about analysis of data in altered ways.

It helps to give suggestions for the future research.

It increases the knowledge about new innovations in research.

It provides the proper direction for the present research.

It sharpens our research focus.

It helps to avoid incidental plagiarism.

It is essential in any research.

It lists all the past scholarship.

It comes in different ways like book reviews, brief reviews and reviews of the past literature.

The researcher takes advantages of the collected information that was gathered in the past because of continuous human effort. It cannot be possible to undertake the research work in isolation that has previously been done on the problems which are directly or incidentally associated to study anticipated by a researcher.

In the present study, the researcher has used various books, handbooks, articles, journals and newspapers articles, thesis and web sites as reference material.

The review of literature has been divided into seven categories- The Review of literature

1. The Theoretical Background of the Problem
2. A Brief Review of Related Literature
3. Review of the Past Researchers
4. Critical Review of Relevant Books
5. Initiative Taken by UGC/Gujarat University
   2012-13 done by UGC for Potential for Excellence (UPE)
7. How the Present Study Differs from the Past Researches

The researcher has been working as an author since 4 years and has written many books and research papers. The author has keen interest in doing research in linguistics for the publication has been done under Creative Publication on linguistics, Phonology and phonetics.

Many research papers have been presented in the seminars on linguistics like sociolinguistic, cultural linguistics and linguistics competency. The aim at providing a bird’s eye view of the work related to the study in hand. An attempt has been made to review the linguistics aspect of the same.

The Digital English Language Laboratory (DELL) which was set up with the objective of promoting English language through information and communication technology has failed to take off. (Times of India, 2011, March 31. pg. 5)

In today's date the Indian education system is completely structured with English as the sole language of imparting higher education. Although several studies and projects have been conducted on improving the standard of teaching English but no study has been undertaken to investigate the reasons behind the declining standards of English teaching.

2.3 Three language formula

There has been much discussion of question. "At what stage should are introduce the teaching of English?" In our state since its information. The changing policy of the state for the teaching of English shows this very clearly. Some people have always argued that foreign language and a very serious problem of our country is the spread of
literary and hence we have always in think of different measures of retaining the children who get enrolled. And one of the measures for this is not to load the curriculum with subjects which is / are not of much utility to a large number of children with this argument they advocate the policy of teaching of English from std. VIII.

Some who favour the idea of teaching of English from std. VIII say that the three language formula has been adopted by our state and hence English is taught as the third language. The children in our state study their mother tongue formally from the very first year of schooling. In std. V the national language Hindi is introduced. And it is not wise to introduce English. A foreign language before children study the national language considerably. And hence English must be introduced in std. 8. This policy will not make the learning of a third language a burden for the children. Moreover it is very likely argue that the children after learning two languages would develop the language ability and that might facilitate them to learn the third language.

The Government of India established the committee of supporters of parliaments in 1967 to make a draft for the national policy on education. After deliberations in 1967 in Central Advisory Board of Education Board, in 1968, the Government of India gave a hand out on the National policy on Education.

This policy stated an approximately uniform educational structure in all the different parts of the country will be advantageous. It emphasized that the ultimate objective should be adopted the 10 plus 2 plus 3 arrangement indicating secondary for 10 years and 2 years for the higher secondary and three years for graduation. 12 years for schools.

It may be noted that before independence the educational structure in India was based on Wood's Dispatch of 1854 and the education up to high school was of 10 years. 11 years and in some provinces of 12 years. Salder commission in 1917 suggested for a three years degree course and two years of intermediate education.

After independence Radhakrishnan Commission accepted the 10=2=3 system Muduliar commission recommended 10+1+3 system.
Some like Uttar Pradesh continued with 1+-2+2 system. Kathari commission after going through the existing pattern recommended for 10+2+3 structure of education.

It was under the circumstances that the National policy on education 1968 suggested 10+2+3 structure as the uniform pattern of education throughout the country. Earlier Kothari commission was of the view that in this pattern of education up to tenth class all the students would compulsorily study Mathematics, Science, Language, Social Studies etc. After 10th class three would be vocationalization of education. Most of the students would finish their education at 10+2 stage. This would raise the standard of universally education.

In 1972 under the chairmanship of Dr. P. D. Shukla a committee consisting of 11 members was appointed by the Central Ministry of education and Social Welfare. This committee gave its report in Nov. 1973. In that it presented the guidelines for the implementation of the new pattern of education.

But it is an established fact that the early years of a child i.e. from the age of 1 to 12 or 14 are more receptive and hence learning of language remains easy and speedily during these years. It is true that formula learning may be found difficult by the children during these years & therefore professor Gate by E.V. recommends the teaching of a language at the evilest possible age through activities and in natural situations.

Many in our state argue in favour of introducing teaching of English from STD V or VI. They say that English is undoubtedly a foreign language but it has been with us for more than a century and hence we must not lose it. They also argue that language is learnt by practice and hence the teaching of a language must be spread over years becomes more faithful and proves to be of a greater value than teaching in intensively for a very limited number of years.

They infect say that not to lose that language which we already have it is very necessary to introduce it very early. But they say that is does not seem to be possible. And hence we should introduce English
during the receptive years of the child and not after they cross that age i.e. after 12 to 13 plus when they come to std. VIII.

2.4 The Theoretical Background of the Problem

The researcher has been working as an author since four years and written many books and research papers. The author has keen interest in doing research in linguistics because she has written a guide on linguistics, phonology and phonetics. Many research papers have been presented and published on linguistics like sociolinguistics, cultural linguistics, meta-representation of linguistics communication and linguistics competency.

The term “linguistics” is driven form Latin word means tongue. Linguistics is a study or a branch of study that deals with languages. It is a comparative study of languages. It has four branches namely phonology, morphology, syntax and semantic. The researcher has been doing research on “A Linguistics Investigation of Difficulty for the First Language of Commerce College in Ahmedabad.” Therefore, the researcher has reviewed eight books and 12 research papers on linguistics and the related topics.

If we go into the world of English speaking where thirteen steps can be explored how the basic elements of spoken English can be self-taught by using facilities which are available everywhere in our family, peer groups and colleagues etc.

There are two types of speakers namely native and non-native speakers. There are two types of English-British and American. English has accomplished its place which is notable as global language. The purpose of English is not only communication but also learning English has become crucial for growth as well as success. It makes certain prestige in society as well as in the family. It also contributes an identical clear professional improvement to those who are fortunate enough to mature with speaking and writing English comfortably.

The aims or the general objectives of teaching English at different stages may be classified under the following skulls:
1. **Knowledge:** To teach the pupils a knowledge of sound system words and grammatical forms of the language.

2. **Understanding:** To develop in them the ability to use their knowledge of the element of the language i.e. speech-sounds, words, etc.

   The term ‘understanding’ is used in a special sense here in order to distinguish it from mere ‘knowledge’ which involves just memory alone. On the other hand, ‘understanding’ stands for the ability to give suitable illustration or examples, classify, and discriminate between similar words and grammatical form etc. too. The distinction between ‘knowledge’ and ‘understanding’, objectives would be explained further in the next lesson.

3. **Skills:** To help the pupils acquire-the four linguistics skills listening and reading comprehension and skills of speech and writing.

4. **Appreciation:** To teach them read/recite simple poems for enjoyment at the early stages and to teach the students for advanced courses in English, literacy appreciation.

5. **Attitudes and interests:** To develop in them a tolerant out-look as well as desirable attitudes towards the culture of the English speaking communities of the world and also to develop in them an interest in the study of English language and literature.

   In no other country of the world, a foreign language is taught for longer period but in India it has been taught for shorter period of time, therefore it shows poor results. The duration of the study or the stage at which its study begins that is more important as the other factors like competent teachers, suitable methods of teaching or evaluation etc. that contribute to the effectiveness of our languages teaching and learning process.

   An attempt to reduce its importance would spell disaster to the nation as a whole. Indeed, it goes without saying that the development of the various regional languages as well as Hindi should be encouraged to the utmost extent possible ways and every effort should be made to make the place of English ultimate at our national level.
2.4.1 A Brief Review of Related Literature from Journals

(1) Piller Bonnie and Skillings Jo Mary (2005) have done a research on ELT in one of the school in New Delhi. This article which has revealed some evidence for the future researcher to give support and the idea that effective instruction for English learners develop and provide ample opportunity for learning and understanding the languages.

In this study, the authors have exposed some confirmation to support their idea that an effective teaching for English learners can helps them in the following ways:

1. It advances language proficiency in natural language or in exchange of thoughts through different activities which are linked with the youngsters' everyday understandings.
2. It makes them available plenty of opportunities for learning English language and even over-learning by presentation, replication and practice towards spontaneous knowledge of the city and skills.
3. It supports in indulgent and improvement in thinking skills from demonstration, exhibiting and interrogative techniques.

(2) Barbara N. Allison and Marsha L. Rehm (2007) have written an article on effective teaching strategies for intermediate students. The topic covered is multicultural and multilingual classrooms. The article explores that multicultural adolescent students frequently experience cultural clash in the home as well as in school. This article gives example of intermediate school’s teachers in Florida and how they can be modified by others in comparable situations by applying instructional approaches.

Intermediate school teachers in the United States disparate the challenges pretended by snowballing multiplicity in the country's classrooms. The invasion of migrants towards inside the U.S. education
system has bring about the cumulative multicultural and multilingual student population with their own particular requirements. These adolescent students are from fluctuating cultural, national and traditional circumstances frequently experience cultural clash in the home as well as struggle with culturally dissimilar groups of friends. Intermediate school teachers must to be cultivated and accomplished in using both sensitive and responsive pedagogy to the exceptional needs of these young adolescents who are non-native speaker of English language. By discovering instructional approaches in teaching by intermediate school teachers in Florida, they can be improved by others in comparable conditions.

(3) Olivia Halic et.al. (2009, spring) have studied and experienced their view and given their opinion about non-native speaker of International language English in language and academic. It is an analytical in-depth survey of the experiences of non-native English speaking international graduate students. Eight different participants from different countries were cross-examined for this purpose and the findings of this study were structured under four dissimilar themes.

The study discovered that although languages of the particular country of foundation and their native language are different but the participants shared more similar awareness and insights than differences in their languages of American culture and educational identity. Additional, the participants supposed English as an obstacle and as well as channel of right to use.

The finding of the recommended study give emphasis to the importance of learner-centred instructional strategy in addressing the special needs of the non-native English speakers of international schoolchildren.

(4) Lori M Edmonds (2009, March) in his study on and given challenges and suggestions for them. The article discovers some of the difficulties which English Language Learners typically has with science content. The researcher recognises five most important challenges that could be
supplemented with cultural sensitivities of science as well as language and writing abilities.

In this article, Edmonds also gives some important suggestions and recommended some useful strategies to address these issues in the classroom. The researcher put forward some attractive strategies for students from side the point of their knowledge of their native culture and also inspires the use of summaries and visual aids in the classroom to explain lectures and lessons. Moreover, student’s teamwork and visual communication techniques could also considered a take part of English language learners in active discussions.

(5) Nathan Edward P. (2009, July) is defining the Return-On Investment (ROI) of English as a second language program and gives an online of the same. He justifies corporate investment on online English as a Second Language (ESL) software package. He has presented a case study which is based on a multilingual research constructed on Biopharmaceutical Company.

The return-on investment assessment refer here to represent the sixth year of evaluating the online English as a second language course from a company so-called Global English (GE). The investigation exhibits that it is to a certain extent likely to make a strong qualitative and quantitative circumstance for advancing in this online learning intermediation.

(6) Carrigan Richard P. (2009) studied “Implementing Language Acquisition in Classrooms.” With prompt globalization, the requirement to communicate across language obstacles has become dangerous. This dangerous situation has also affected the methods and techniques of second-language classrooms operation and the manner students learn the new languages.

The critical condition of language barriers have also bad impact on the second language classrooms operations and the tactic students
learn this new languages. Richard observes how this research article has transformed our understanding of language and how a leaner obtains and learns a second language.

(7) O’Shea Doris J. et al. (2009) studied language fluency skills of secondary level students from different backgrounds and gives suggestions to improve teachers who have come across an extraordinary challenge in developing the learner’s language ability and the language skills of culturally and linguistically diverse adolescents. The teachers must decide the content and methodology to teach Culturally and Linguistically Diverse (CLD) students in view of that. This necessitates appreciating and accommodating students' circumstances and willingness.

The essayists ascertain the process of development of language fluency and proposed numerous suggestions for improving the linguistics skills of culturally and linguistically diverse students. The teaching guidelines are repetitive readings and partner reading through team up of students, antiphonal reading, vocal reading and applying echo reading.

(8) Barfield Susan C. and Uzarski Joelle (2009) in the paper “Integrating Indigenous Cultures into English Language Teaching” debated the maintenance and safeguard of native cultures with the help of English language teaching.

English language teaching be responsible for practical teaching ideas in which English as Foreign Language (EFL) teachers can participate native objet d’art and cultural modules into their classes. These ideas are intended at revealing the learners or schoolchildren to international cultures and natural features. This can be adjusted by choosing the best suit of the local native culture.

(9) Smagorinsky Peter (2009) explores the article by asking a question that whether it is the right time to abandon the idea of best practices in the
teaching the English language. He argued the concept of best practices in the teaching of English. The high-class of “silver bullet” teaching technique always works efficiently. The researcher deliberates different methodologies including structured process methodology and individualized teaching methodologies as well as structures process methodology and individualized methodologies.

The researcher analyses the advantages and applicability of different methodologies in historical, social and cultural perspective. However, the critic acknowledges that there is no best practice and he have a preference to shift the term best practice to the principle practice which dedicates a great deal of expert witness and accountability in the teacher.

(10) Dessoif Alan (2009) in the paper “Teaching the World” explores the globalization of edification and snowballing educational publicity of students away from national boundaries.

U.S. grounded institutions that teach their teachers are internationalizing their agendas to get ready their teachers to inculcate students in a globalized classroom. Educators need to adopt profound up to date knowledge and methods to strong skills which required to carry the world into their classrooms.

(11) Hou Leijuan and Lu Zhihong (2011) their paper means English Audio-Video Speaking Course. They gave importance to teaching cultural knowledge of the targeted language. Additional consideration has been given to improvement of their cross cultural competency.

The authors present the specific teaching modal which is student centric. The model form five characteristics namely the teaching materials, the teaching contexts, the teaching philosophies and methodology like students's speaking activities and the method to evaluate students’ achievements.
(12) Huang Yanping (2011) presents in his research the importance of culture in English teaching. The concept of English language teaching include the three aspects: the reason to improve the contents of culture in English teaching, the contents of culture have to be supplementary and how to intensify culture contents to English teaching.

He has discussed the reasons to enhance the subjects of culture to English teaching. He has also discussed which subjects of culture should be extra. The author has mentioned four reasons to enhance cultural matters to English language teaching.

The researchers has given suggestion that multilingual person should inspire the more foreign language educationalists to study the relations between culture and linguistics, culture and message, culture and foreign language teaching in order to compromise more research consequences for the gratified of culture that could be additional into the foreign language teaching techniques and contents.

(13) Tiwari Chetna (2011) in “IT is Easy to Be Bilingual: Teaching English to Regional Medium Students” had tried listening and reading activities to teach English to regional medium students. Students now attend the English classes with great confidence and enthusiasm.

She is concern about Second Language Teaching (SLT) in acquiring mastery over it. She had given her experience about teaching which had worked through different activities. Activities to motivate in learning reading and writing skills. She assured that if different techniques are used through activities to teach SL then it could become interesting for students.

(14) Tang Eunice (2011) his research paper discovers the Lexical Variation (LV) relation of non-native teachers’ conversation and the proportion of word educators used the different vocabulary intensities to regulate the lexical asserts in a foreign language teaching learning process.
The article concludes that educator’s conversation from non-native or native English educators could not deliver a rich etymological setting for supplementary vocabulary attainment in the foreign language teaching in language laboratory. The author had made an effort to give importance to the contribution of this large effort strength who are teaching maximum and most likely the greatest number of English students in the world.

(15) Smiles T. (2012) The article “Newspaper based language learning exercise for improving speaking, listening, writing and reading skills” deals with the importance of educating language to learner is to master the four most important skills namely listening, speaking, reading, and writing is obviously challenging.

This article explores that a creative facilitator tales this challenge in hand and finds several innovative methods to reach to the learners in a convincing ways involving print media. This paper gives details and tips about the regular weekly English language learning columns like “Know your English” appears on Tuesday in. “The Hindu and English Blues” appears on Monday’s in. “The New Indian Express”. It has been discussed about the topic in this article.

(16) Dr. Shanthi and Porf. G. Arunachalam (2012) Their paper title “The Need for Assessing Language Capability to Ensure Uniform Level of Acquisition” viewed teaching -learning methodologies of English as an additional language has been a challenging task. It sometimes based on needs as English is quite often being used for communication in all works of life. Depending upon the needs curriculum or course to teach English as second language should be designed.

This article discusses need for assessing the language capability of teachers to take informed decisions on adapting the course content with regards to capabilities and capacities of the teachers to realize the course objectives. The effectiveness of the course can be achieved only
when there are well informed decisions about the latent capabilities of the learners to make amends to the course to make it more successful.

(17) Dr. Raghavan Preena (2012) in her paper “Experiments in Language Teaching: Teaching Large, Heterogeneous Groups of Undergraduates Using Multilingualism As A Resource” attempts to record on going experiments in bringing alive the English language learning components of the curriculum for science students.

Students learn through a variety of projects from various sources like multimedia and internet library. Multimedia and the internet are used to carry the larger world into the teaching world. The reason behind this effort is to get students involved in exploring language.

The suggestions to the teacher is that she can plan a flexible student centered approach to skill development by taking students into confidence with the help of storytelling, projects and case studies, listening to pre-recorded speeches and working with literary text. Students’ portfolio should be assessed by the teacher. The learning relationship in a constructivist classroom is mutually beneficial to the students as well as to the teachers.

(18) Priyadharshini Rani V. (2012) Her paper “Pedagogical Utility of English Proverbs” discovers that educated people use proverbs liberally in their speech and writing in order to add feathers to their speech and writing in order to add feathers to their skills. English proverbs consist of folk literature.

Students are encouraged by teachers and even by parents to acquire a good knowledge of English proverbs. This article explores the pedagogical aspects of the English proverbs. The author has designed some model exercises to use in the classroom. Apart from it, she has given suggestions regarding the teaching of English proverbs in the conclusion.
Ms. Ravi Sudha (2012) The paper “Continuous Comprehensive Evaluation (CCE) - The Road Ahead” is about evaluation which is seen as a life-long journey. An individual starts when she or he is a child and comes to admiration when he or she enters the grave.

Continuous and Comprehensive Evaluation comprises of scholastic and co-scholastic areas. Formative Assessment (FA) is the assessment that happens throughout each term. It is diagnostic in nature and as a result, there is a scope for remedial teaching. Summative Assessment (SA) is conducted at the end of every term. It only assess the syllabus covered during the particular term. This paper throws light on continuous comprehensive evaluation by keeping the concept that “Education is a life-long process and learning is constant”.

Ram R. V. (2012) This paper “Inspiration As A Humanistic Intervention In ELT” put forward the possibility of using inspiration as a holistic remedy to some of the ELT problems affecting the third world country. ‘L’ in ELT is used for both language and literature. There is an imperative need to bridge the gap between the two domains especially in India.

This article draws insight from both language pedagogy and literary theory even Applied Psychology and holistic systems like yoga. Inspiration differs from motivation, and several other concepts like persuasion, brainwashing, flattery and suggestion. It initiates a discussion on the possibility of inspiring learners or participants in the domain of ELT.

Latha R. (2012) The English language has become an important medium for communication process. A deficiency in this area may result barriers for graduates in personal and professional development. Therefore, the author writes an article on “The Element of Fun in Task-Based Activities to Develop English Speaking Skills: A Practical Approach.”
This article plays a significant role in introducing student centred approach, the elements of fun in the task-based activities and task-based learning to stimulate the leaners’ imagination. The activity that takes place is purposeful movement towards targets and objectives.

(22) Kang Shivinder (2012) The author writes an article “Three Easy Steps For A Great Vocabulary” in which vocabulary plays an important role in entirely the four abilities namely reading, writing, listening and speaking.

The three prolonged strategy is imagination, association and vernaculisation. The researcher devised a three-prolonged strategy that helps with the learning process as well as with the retention of the given set of words.

(23) Dr. G.A. Ghanshyam (2012) in his paper “Learning English Genres- A New ELT Paradigm” conveys that the text should match the level of the learner’s language skill. It must be relevant to their lives, age and interest. It should have emotion, racial and cultural options that will stimulate the students’ curiosity and interest.

He expresses that poetry is often highly symbolical but at the same time it is very interesting and enchanting. It can help in arresting the attention, interest and curiosity of the students. Drama enables communication among L2 learners by encouraging the psychological factors to operate.

Fiction involves the use of short stories and novels. Stories help students to understand not only the particularities of language use but also the culture in which it is set. His article throws light on genre and its contribution to the four basic abilities namely reading, listening, speaking and writing.

(24) Anuradha (2012) “English for Employability” traces upon the use of English as the compulsory language from corner to corner in the world
in numerous regions of operations. It also recognises the a number of employment prospects that have unlocked in the third world countries due to the opening up of economy and the entrance of trademark names into the economy. The title role of English in the employability of the people is also emphasized upon.

English is in the identical way essential in other job sketches in PSUs. These fundamental extents consist of purchase, training and public relations as well as marketing. All these characteristics of work include wide-ranging use of English in equally skilful stages. Therefore, even PSUs which usually have a fundamental method of recruitment of officers, assess the knowledge levels of the candidates in English. In the private segment also, English language abilities are estimated from those looking for employment and the same is considered from the side of interviews and group discussion in the midst of the contestants.

Observing the above in mind, as a result, it could be repetitive that English is an unconditional requirement to guarantee employability. Enhanced language abilities in English will proliferation employment prospects and ascertaining more opportunities, thereby improving the standard of living.

(25) Zare Pezhman (2012) has presented a review on English language learning approaches among first/second language learners. The review of literature marks an effort to present-day a combination of investigation consequences on language learning approaches for first/second language learners and highpoints the significance of the approaches in English first/foreign/second language learning and Teaching.

In this paper, the qualities of good language learners, definitions of language learning approaches and cataloguing of language learning approaches have been mentioned. Factors influencing the choice of
learning approaches and language learning accomplishment also been discussed.

The suggestions to the language instructors are that they should combine language learning approaches into their teaching techniques and methodologies, train the students to use the applicable approach for the particular persistence and inspire them to use the approaches as repeatedly as conceivable.

(26) Kumar Rajesh (2013) in his article “Linguistics Theory and Language Acquisition (Knowledge of Language) in Language Teaching” made an attempt to investigate the question of choice of language in education.

The author has discussed language acquisition and linguistics theory. He has also thrown light on the importance of language in education. The researcher’s article shows that the choice of multilinguality will work in many ways and will solve multiple questions in education.


There are several cognitive and linguistics barriers interrelated or connected with anxiety through strict class room, fear of making mistakes, variations in self-perception, linguistics difficulties, pronunciations and grammar and vocabulary which have impact on their effectiveness in communication. This paper discusses some such psychological and linguistics factors that may cause language anxiety and become great barrier in developing communicative skill among EFL/ESL learners.

(28) Despy Merling (2013) made an attempt to focus on the theory of Andragogy. It is an adult learning theory. With the help of Bloom’s
Taxonomy of Educational objectives, the researcher gives the idea of art of framing objectives which will prove to be a great strategy for improving effectiveness in teaching.

(29) Mohanty Seemita (2013) gave assignments to engineering students. The outcome of these assignments suggest that multimedia activities educate the learners’ spirits to work in groups and prompt their ideas in numerous ways by solving problems or by revising their own work and build knowledge.

(30) Saranya J. (2014) in the article “The Evaluation of English Language Teaching Materials” differentiates two varieties of resources assessments. A predictive evaluation which is intended to make a decision on the subject of which resources to be used. A retrospective evaluation is ingenuous to scrutinize materials that have reality and it has been used.

A micro-assessment assess an assignment can function dedications. It can give confirmation to what extent an assignment works for a specific group of students. Evaluation of resources disclose feebleness in the planning of a material. As a result, it can ease the material designer to improve it. It is recommended that assignment evaluation establishes a kind of action research that can underwrite to contemplative exercise in teaching.

2.4.2 Review of the Past Researchers

Title 1: Tidbits to Enrich Vocabulary through Reading Comprehension with Newspapers

Objectives:

To facilitate learners to develop vocabulary for effective communication.

Procedure:

1. In this experiment students are advised to bring their own copy of English newspaper while coming to the laboratory. Teachers identify and select some articles for reading comprehension.
2. At first students are asked to read the selected article by going through skimming to get the main idea.
3. While reading it a second time they are advised to underline the new and difficult terms.
4. Next they are asked to get contextual meanings of the underlined words with the help of a printed dictionary or a dictionary available on the computer systems.
5. By using those meanings at the appropriate places they can understand the complete content.
6. Later the teacher gives questions for comprehension. As they understood the content earlier clearly they can answer them easily.
7. Then the students are asked to interchange their papers and answers to go through the answers with appropriate feedback.
8. Next randomly some students will be asked to explain the new words they found with meanings they got and answers they prepared.

Learning points:

1. Learners actively participate and learn vocabulary through reading comprehension.
2. Some discussions take place while students explain answers and meanings to new words, which facilitate students to understand and
learn various contextual and non-contextual meanings to particular words.

3. They feel it interesting against the monotonous methods of learning. As it is activity based learning, without any hesitation students try to explain the meanings and answers, which will be helpful for the improvement of their oral presentation.

Title 2: Task Based Teaching of Language Functions: An experiment


Objectives of the Study:

The study is undertaken focusing on the following objectives.

1. To define the characteristics and process of communicative teaching of functions
2. To select communicative functions of English for class VIII
3. To determine the nature and format of participatory tasks for teaching functions
4. To validate the tasks on the basis of experts’ opinions
5. To study the academic and psychological responses of the learners towards the task package
6. To study the effect of the tried out programme on students’ communicative competence
7. To study the effect of the tried out programme on students’ communicative competence
8. To study the effectiveness of the programme in relation to students’ achievement, area and learning style
9. To derive guidelines for teaching communicative functions to Class VIII students
10. To make recommendations to improve the teaching of English at Class VIII level.
11. Task Objectives
12. To prepare a test for measuring the communicative competence of students of class VIII
13. To prepare task package for teaching selected communicative functions.
14. To analyse the students’ scores on the test, using statistical methods.

**Research Methodology:**

1. The study follows ‘One Group Pre – Test – Post-test Experimental Design.
2. The methodology under this design is as follows.
3. The students of class VIII were selected as the sample from the population. Then after, their personal details were sought.

**Major findings:**

This research was an experience into teaching English with a specific pedagogic perspective. The researcher’s engagement in the process brought about some findings, observations and conclusions about the teaching of English language functions.

1. The experimental programme demonstrated significant effectiveness in generating, nurturing and shaping students’ communicative competence while learning language functions.
2. The learning pattern: ‘through participatory tasks’, aligned students’ discrete views and thoughts on particular aspects and synthesized them into a perfect concept, hence their communicative competence was strengthened.
3. This programme generated a great deal of interest, novelty, thrill in learning English language functions which otherwise was hardly seen.
4. This programme was capable of enhancing communicative competence through participatory learning tasks.
5. The programme did affected equally to the rural students and students of urban area.
6. The programme had equal effect on the low gainers and high gainers keeping in mind their scores at class VII.
7. The programme had equal effect on the students having auditory, visual and kinaesthetic learning style.
8. Students preferred this method of learning very much. They felt that through this method their inner abilities to communicate in English got more exposure.
9. Students felt that learning in this way positively affected their interpersonal relationship.
10. Prior to such programme, students believed that grammar is important and they should know the rules of the grammar to learn English. But later, after the treatment, they felt that they can very clearly use English that is what the real meaning of learning English is. Students felt that text book should consist such participatory learning tasks in it.

Title 3: A Study of Pre-service English Teachers’ Reflectivity enhanced through a Series of Action Researches on their Classroom Performance


Objectives of the Study:

1. To develop a plan for conducting action research for pre-service teachers of English.
2. To prepare the necessary tools to evaluate the defined criteria for classroom presentation of pre-service English educators.
3. To study the effectiveness of action research as a reflective tool in terms of:
   i. Pre-service English teachers’ performance on professionals expertise scale.
   ii. Pre-service English teachers’ classroom performance in using English.
   iii. Pre-service teachers’ personality attributes.
4. To define the criteria for action research to improve pre-service English teachers classroom performance.
5. To identify problems faced by pre-service English teachers during classroom teaching.
6. To study/know ways of remedy used by pre-service English teachers in their teaching.
Research Design:

The researcher used a solitary collection of pre-test and post-test strategy. Purposeful random sample techniques were used for selecting pre-service teachers for the present study. Preparation of the study: the first objective of the study was to develop a reflective training strategy to train pre-service teachers of English. For this purpose (1) identified (2) the entry behaviour of the pre-service teachers was identified (3) in the light of the need of the pre-service teachers relevant components were identified, incorporated and integrated into a strategy.

It was validated through discussion with experts on the campus in the light of the discussion and suggestions required modification was made in the strategy. The data was analysed qualitatively as well as qualitatively. The quantitative analysis was based on the information is achieved from the pre-test and the post test. The qualitative analysis was based on the analysis of video recorded classroom interaction.

Major Findings of the Study:

1. The data analysis exhibited a significant variance among the mean marks of test for personal attributes administered at the beginning of block teaching programme and the test administered by the conclusion of the internship programme of the pre-service trainee educators by the side of the finale of the try-out of the study of pre-service English educators’ reflectivity enhanced through a series of action researches on their classroom performance. Hence, it could be concluded that the series of action researches was effective in helping the students to develop their classroom performance.

2. A significant difference was observed between the test for personal attributes administered at the end of block teaching programme and the test administered by the side of the completion of the internship programme of pre-service trainee educators with respect to certain rating scale like ‘always’, ‘sometimes’, ‘rarely’, ‘never’ and ‘not sure’ leading to the conclusion that the series of action researches was effective in helping the pre-service teachers overcome their classroom mistakes.
3. A significant difference was observed between the early stage of diary writing and later on by the end of practice teaching. A significant improvement was observed among the trainee teachers’ in terms of teaching lessons, preparing lesson plans, blackboard work, classroom language, treatment to the learners and classroom management. Diary writing proved very effective in helping the pre-service teachers to overcome their classroom problems.

4. There was no significant difference observed between the overall performances of the pre-service educators in relations of gender. Thus, it is concluded that the series of action researches had the same end product on the pre-service educators’ irrespective of gender.

5. Findings from the questionnaire filled in by the pre-service educators revealed that the series of action researches had impact on trainee teachers. It motivated trainee teachers increase faith in their ability to deliver the better lesson in the classroom.

6. The pre-service English teachers opinion on the action research and personal interviews conducted at the end of the practice teaching programme revealed that the trainee teachers enjoyed the overall action research study. The trainee teachers found that the action research and reflective teaching were need-based and very interesting in nature.

Title 4: Incorporating Multimedia into Classrooms: Making Language Learning Technologically Appealing for Undergraduate Students


Objectives:

For Indian undergraduate students who are learning English for effective usage in their academic and professional careers, the objective is to cultivate numerous fundamental capabilities that would permit them to progress and keep up social relations and transfer philosophies. The students are basically advanced language
learners, who may have certain grammatical or pronunciation problems but are mostly quite comfortable in their L2.

The Procedure

The learners are positioned in groups of not more than five to pick out a business that appeals to them or in which the learners share certain mutual concern. They are asked to choose at least three locally placed establishments from one category and conduct their research. The learners’ general assignment is to define how these formations exist themselves to their customers, recognising the key drivers of their businesses along with the common communication techniques to the businesses and exclusive to the corporations.

The principal objective of this consignment is submitting a short-term report by defining the key business strategies that motivate the establishment and help it to sustain itself among aggressive competition. For the concluding demonstration in a 20 miniature assembly talk with photographs and graphs, they parallel the communication memoranda, purposes and goods of the houses they carefully chosen. They find out what the market scenario is like for each establishment and also for all the establishments taken together. They also study the market situation to find out what makes one establishment more successful than the other and thereby recommend the most effective strategy for success in their local businesses. The learners contribute concluding performances in temporary housing fortified with comforts that make available to contact to the internet by providing power point, audio and video amenities.

Every single person knows that he/she has to speak and this compels and also motivates him/her to get completely involved in the assignment. Since these are group presentations, even students, lacking good English language fluency speak confidently as they know their better equipped friends are there to help them out.

The Findings:

I experimented with this assignment last semester and was left pleasantly surprised by the originality and variety of the presentations.

1. One epicurean-wise resourceful cluster well thought-out of the hotel business, and technologically advanced a demonstration titled “the Foodie” comprising real life video recordings of people eating at various hotels and restaurants and
Title 5: How to teach prose to Non-English medium students


Goals of the Study:

The main goals of the study were:
1. To find out the methods of teaching English prose followed in the schools of Thoothukudi.
2. To find out the difference, if any, in the method of teaching English prose followed in the schools of Thoothukudi with reference to the variables: ‘Gender of the Teacher’, ‘Educational qualification of the teacher’, ‘Years of Experience of the Teacher’, ‘In-service program attended by the Teacher’, and ‘Standard of the class’.

Methodology:
The objectives, methods and other issues related to teaching of prose have been reviewed. Including all these factors, the ‘Rating Scale for Teaching of Prose’ was prepared. It was discussed with the few school teachers, an English professor and a few ELT experts. The ideas suggested by them were incorporated and the final form of the tool was, thus, developed. This consists of twenty five items each having two alternatives such as ‘yes’ and ‘no’. The mark allotted to each item is ‘1’ and ‘0’ respectively. The maximum marks therefore are ‘25’ and minimum ‘0’.

The investigators observed twenty teachers teaching English prose in four different schools and rated their teaching with the help of the rating scale developed for this purpose. The data thus collected was analysed and the interpreted.

Findings

The teachers motivate the students to refer to the dictionary, use appropriate aids, relate the lessons to students’ current interest and make the students frame sentences of their own, enrich their vocabulary, conduct summative evaluation and develop the students’ expressions beyond the content.

Besides, the following findings were made from the study:

1. There is no difference between the male and female teachers in their methods of teaching English prose in schools.
2. Teachers with UG with B.Ed. qualification are found to teach English prose in a better way than the others.
3. More experienced teachers teach better than the less experienced teachers.
4. The teachers who have not attended in-service programmes teach English prose better than those who have attended in-service programmes.
5. The teachers who are handling the classes for X standard are better in teaching English prose when compared to the teachers of other standards.

Title 6: Teaching Writing: “Telgu Stories” As the Tool


Objectives:
1. To teach composition writing through translation from Telgu text
2. To boost up the confidence level of L1 students while learning L2
3. To develop the skill of learning writing through translation

**Instruments Used:**

1. Multi-media language laboratory
2. DLP and PA systems
3. Writing assessment sheet
4. Some essays and stories
5. Newspaper reports
6. Documentary films
7. Interview through text and videos
8. Pre-test and post-test

**Findings of the study:**

The below mentioned are the findings of the study:

1. The learners in the present study, though they were unable to write in English fluently before the test on their own could write well after the activity.
3. Learners matured cognitively and rendered translation of regional medium texts into English with great ease.
4. Learners had more problems with functional grammar.
5. They were motivated to learn when interesting teaching aids like stories in text and video formats were used.
6. Learners may have a problem with Telgu collocations, diction, spelling mistakes etc. These must be taken care of for further improvement in their writing.

**2.4.3 Critical Review of Relevant Books**

**Title 1: Linguistics and Second Language Acquisition.**

**Author: Vivian Cook : (1995) Publisher: St. Martin Press, New York.**
“Linguistics and Subsequent Language Achievement” is the recent flood of additional language attainment. This book has an exceptional emphasis on linguistics and second language acquisition. This book has ten chapters.

**Chapter: 1** Deals with linguistics and the SLA that is Second Language Acquisition. Cook goes on to provide a wide-ranging valuation of initial work of significance to Second Language Acquisition investigation work.

**Chapter: 2** It covers sequences in SLA. He has deliberated both the morpheme studies as well as advanced studies of denial.

**Chapter: 3** Examines the details by the theory of Stephen Krashen. The author expresses that Stephen Krashen uses the terms and concepts for linguistics is reasonably different from the proposed linguistics.

**Chapter: 4** Includes the more prominent social/socio-linguistics approaches to SLA namely, Acculturation, Pidginization, Creulization and Variation Theory.

**Chapter: 5** Here the author presents a lucid explanation of Pienemann’s more complex multi-dimentional Model/Teachability Hypothesis.

**Chapter: 6** Gives importance at learning and communication strategies. Cook provides the complete listing of the various strategies.

**Chapter: 7** this chapter deals with relative clauses. There has been a perceptive argument of research approaches which provides different perspectives on knowledge of language.

**Chapter: 8**, Here more focus are given on “Linguistics and Second Language Acquisition” by captivating the ideologies, limitations and considerations of syntax. The author gives a noteworthy outline of important terms and conceptions.

**Chapter: 9** Deals directly with linguistics and second language acquisition. He gives the general idea of some of the main system of belief of under graduation. Cook possesses that monolingual proficiency should not be perfect for second language acquisition investigation.

**Chapter: 10** This chapter dealt with research work which is based on supposition which runs in a straight line of generative linguistics. Cook points out several objecting which linguistics have to such research like the reliance on negative evidence and the association between frequency and learning. There are references in each chapters. Interacting activities consist of problems connecting the analysis of second language information and even questions designed to stimulate further thought.
Cook has accomplished well. The frequent discussion of research methodology is welcomed. Second Language Acquisition needs considerable attention. “Linguistics and Second Language Acquisition” (LASLA) covers much of the ground of additional language attainment research but it is not a complete second language acquisition text and therefore will not be perfect for all resolutions. However, it is well written specially as a text for students in linguistics.

**Title 2: Foundations of Bilingual Education and Bilingualism (4th Version).**

**Author: Calin Baker: (2006) Publisher: Multilingual Matters, USA.**

This book is the Fourth Edition. It comprises a massive restructured general idea of contemporary improvements in the meadow by bilinguals. This book is a comprehension and gives introduction to bilingualism and bilingual education. It is a compact and the style is clear. Bilingualism at individual, group and national level. The book attempts to represent a variety of viewpoints and beliefs. The content is relevant to a variety of contexts and regions. Various chapters focus on integrating theories. The linguistics view has been compared with the socio-cultural and socio-political view. Language skills and language competences are given importance. There are total 19 chapters. Bibliography and Index (Author Index) are given at the end. All the nine chapters have uniformity in chapterization. The chapterizations are as follows:-

1. Introduction
2. Conclusion
3. Key points in the Chapter
4. Suggested Further Reading
5. Study activity

The book was written for an international audience to reflect ideas that transcend national boundaries. (The book tried to attempt in locating the issues of international generalizability. This book is designed to introduce students to the modern and ever-increasing world of bilingualism, multilingualism and bilingual education).
The book is good and had tried an attempt to contribute to the preservation and celebration of a linguistically culturally diversified world. Inspite of preserving the ‘beauty of diversity’, the book has failed at national and regional levels. The amount is appropriate for international level but it is more expensive at national and regional. Thus it loses its importance because of being expensive.

**Title 3: Innovative Techniques for Communicative English**

**Author:** Dr. Yashwant Sharma: (2008) **Publisher:** Pointer Publication, Vyas Building, S.M.S. Highway, Jaipur. 302003.

This book has made an attempt to explain the concept of the Functional English. Dr. Yashwant Sharma has conducted doctoral research in innovative techniques for communicative English and came out with this useful books. It has totally six chapters. Each chapters have resume of succeeding chapters, in short, chapters’ interrelations. There is unique co-relation between the chapters.

As it is a research work carried in the book, so the author has carried out research work in more than one colleges and the author has received useful feedback from the students, teachers and ELT experts in the light of instructional materials. The materials have been revised and modified according to the feedback. The book is designed extremely well but footnotes are not used anywhere in the chapters. This book is useful to teachers, student as well as persons engaged in various professors or business. It is also helpful to researchers.

**Title 4: Direction in Applied linguistics**

**Author:** P. Bruthiausc, D. Atkingson, W. G. Eggington, W. Grabe and V. Ramanathan : (2009) **Publisher:** Orient Blackswan Private Ltd.

Part-I  “Perspectives on Applied Linguistics” has two chapters. Chapter 1 “Applied Linguistics, Interdisciplinary and Disparate Realistics” is written Henry G. Widdownson. He searched for the conditions that would have to be met for applied linguistics to be a unitary field. He argues against interdisciplinary and in favour of a search for methodological consensus that might counteract diffuseness and promote conceptual unity with emphasis on applied linguistics.

Chapter 2, “Is language policy applied linguistics?” is written by Bernard Spolsky. He reviews the development of the subfield of language policy and planning. Paradigmatic example of applied linguistics aims to unite all the fields of relevant to language education under his preferred label of educational linguistics.

Part 2, “Language Education” includes 3 Chapters. This chapter is written by Michael Clyne. He contends that the involvement of community languages in deeply multicultural societies is no utopia but is a realistic policy aim with tangible benefits in extending cultural horizons, promoting understanding and easing communication.

Chapter 4, This chapter is written by Rocio, Dominguez, G.Richard Tucher and Richard Donato. They described how one school district is experimenting with curricular reform for its K-5 Spanish as a Foreign Language program. They analysed some of the key factors involved in introducing curricular innovation.

Chapter 5, “Research perspective on Non-native English-Speaking Educators” is written by Lia D. Kamni-Stein. He addresses the thorny question of the native/non-native speaker construct and its effect on perceptions of ESL/EFL teachers by the teachers themselves, their students and program administrators.

Part-3, “English for Academic Purposes” includes 4 Chapters. Introduction is given by Dwight Atkinson. Chapter six, is the reflection of analysis of written treatise, classroom research and EAP pedagogics which is written by Dana R. Ferris. The author narrates her personal journey from theory driven to practice-driven applied linguistics – chapter style” might encourage stereotyping and make it more difficult for educators to spot and foster writing talent.

Part-4, “Contrastive Discours Analysis” includes four chapters. Chapter 12, is written by Eli Hinkel. The author takes the output of L2 C second language writers of academic English will some extent reflect discourse conventions absorbed as part of their L1 education.

Chapter thirteen, is written by Deborah Poole. The author reviews studies of variation in the way teachers are international turns in second and foreign language
classrooms across a range of socio-cultural contexts. She includes her review by offering recommendations for practical problem-solving.

**Part 5,** “Language Policy and planning” consists of four chapters. Introduction is written by William G. Eggington. Chapter 14, “Micro Language Planning” is written Richard B. Bialaugh Jr. The author reviews an extensive literature. His proposals an incorporated interpretation of pragmatic linguistics in which practice notifies the theory as smallest amount of antipodal.

Chapter 15, “The Englishization of Spanish in Mexico” is written by Robert J. Baumgardner. The author illustrates the periods of conducting language policy with neither theoretical nor methodological expertise.

Chapter 16, “Including Discourage in language planning Theory” is written by Joseph W Bianco. The author argues that language policy and planning professionals must move beyond analysing language behaviour in purely correlational, socio-linguistics terms before proposing more advantageous alternatives.

Chapter 17, is written by Peter Medgyes. The writer provides an illustration by describing the national and historical background. This chapter presents the clearest view of the practicalities of decision-making in matters of language use.

This book is an assortment of compositions and investigation documents which explores present-day issues. This book would assist an outstanding manuscript for a preparatory courses in practical linguistics or as a supplementary manuscript in sequences in instructive linguistics, linguistics strategy and arrangement. But it has one negative points that is there are different authors for each chapters and each parts.

**Title 5: Resisting Linguistics Imperialism in English Teaching**

**Author: A Suresh Canagarajah; (2010) Oxford University Press.**

This book has total eight chapters. It is gold winner (2000). It describes the creative strategic employed by teachers and students in periphery communities. It is written to use the English language in a manner that suits their needs and aspirations.

Chapter One “Adopting a critical perspective on pedagogy” here the theoretical orientations have been surveyed to see how even common place features of classroom life and every day experience may be charged with ideological implications. The author
employed the resistance paradigm reflexively and as an interpreting medium, the author appraised its usefulness for periphery communities and classrooms.

Chapter Two “Challenges in researching resistance”, here the author has employed the challenges to the Enlightenment paradigm of knowledge construction in his research.

Chapter Three dealt with confrontation to English in chronological viewpoint. Here the author described the salient historical and political tendencies in periphery communities which should inform the consideration of micro-level classroom life.

Chapter Four is about contradictory core curriculum which interrogate students’ obstruction. Here the course of action and preparation affecting to the English language teaching prospectus in margin of schoolrooms have been considered. Curriculum has been broadly defined.

Chapter Five “Competing Pedagogies: Understanding Teacher Opposition”, here the author has employed the three terms to evaluate the modes of pedagogical negotiation displayed by the teachers are procedural, interpersonal and conceptual concerns.

Chapter Six. “Clashing Codes. Negotiating classroom Interaction”, here the author mentioned how English co-exists with the vernacular in FSL classrooms in periphery communities.

Chapter Seven. “Contrasting Literacies Appropriating Academic Texts” here the author first analyse the philosophical foundations of the existing pedagogical approaches and then observe closely the writing strategies of three periphery students in order to understand the ways in which they cope with their discursive challenges.

Chapter Eight. “The politics and pedagogy of appropriating discourses”, here the author first grasp the nature of the challenge confronting learners from periphery backgrounds. The author after the duty explored cautiously how pedagogy can be located in the ongoing struggles of communities for empowerment.

In this book, the importance is given to the theme of resisting linguistics in English teaching including classrooms, teachers, students and curriculum but the language may be little tough for vernacular students and teachers therefore making should be given little attention as e-notes.
2.5 Initiative Taken by UGC/Gujarat University Articles from Newspapers & UGC websites

English language teaching and learning possible is the most important one. Using multi-media tools in schools, colleges, at home and in societies in general has resulted in positive influence and comfort in teaching learning process. It is very effective and powerful tool in causing paradigm shift in pedagogy. Multi-media tools not only make teaching and learning interesting and easy but also help in developing critical thinking, inquiry based learning and team-work in the case of both teachers and students when they are engaged in teaching and learning tasks.

The dream of Global India can only be fulfilled by making massive and effective use of technology to empower English language of its citizen’s particularly young learners.

(1) BISAG (Bhaskaracharya Institute of Space Application and Geo-informatics) : An effort from Government of Gujarat:

Government of Gujarat has established the BISAG in 1997. It was earlier known as Remote Sensing and Communication Centre (RESECO) as a state level nodal agency which was operating underneath Section of Science and Technology of Government of Gujarat.

The students of government colleges will be communicated in English by the national level professional educator through BISAG from satellite broadcasting communiqué. The demonstrated example from state-owned government topic professionals will be presented and publicised for four days in a week and learners of government colleges view this program.

BISAG conducts following activities to improve English language of students:
1. Live demonstration of class-room teaching by expert teachers
2. Live demonstration of Task Based Learning of English Language
3. Live Interaction with subject experts
4. Live teacher trainings
5. Live discussions on new teaching methods and techniques

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(2) "Even in the age of Information Technology English is Weak." (Gujarat Samachar, Ahmedabad City, Wednesday, 27th February, 2013, Pg. 2.)

It should made compulsory from the school level that English Grammar should be taught to the students. Collegians want to learn English but they are not interest in learning grammar.

Though this is the age of Information Technology but along with it, English is also be made mandatory. Today's youngster send messages or emails through internet or send text messages in English, But their English is not correct. This is fact that not only school / college students but those students who had studied throughout English Medium are also weak in English Grammar.

(3) "Action will be taken on the ragging incidents".

Ragging by the senior students have become a massive problem to junior student and sometime due to frustration, they do suicide. Therefore, anti-ragging law was implemented on 6-4-2013 in the Head Office of UGC New Delhi for coordination and monitoring of anti-ragging measures in higher education institutions.

(4) "UGC initiative to encourage more women take up research"

The UGC through its National Consultative Committee (NCC) on competence constructing of womanhood administrators that is CBWM is ready to roll out a novel initiative to make interested or eagerly appreciate more women take up Ph.d studies and research said by K. Susheela Kaushik, co-chair of the UGC-NCC of CBWM.

(5) "UGC invited Nominations for UK India Education and Research Initiative (UKIERI) 2013-14"

UGC invited nominations from universities / institutions for UKIERI thematic partnerships. The partnership will include Humanities, Social Sciences and Technology Projects.

(6) "First Preference is given to English Medium since last 3 years" (Gujarat Samachar, Saturday, City Plus, 22nd June, 2013, Pg.1.)
Preference is given to English medium for the following reasons:

1. Students give first preference to English language to study abroad,
2. Even graduate students who are interested in professional courses also given preference to English for their career.
3. Children like to do studies in English Medium as English Language is essential in this competitive age.
4. In this competition world, English language is important. Private company also prefer international language. Employers also give preference to English speaking employees.
5. Job opportunity is more.
6. The standard of education of international level.
7. Even parents also prefer that their children should opt for English medium.
8. Students are very serious about their future.

(7) "Rise above regional accent" "(Ahmedabad Mirror, Thursday, 6th June, 2013. Pg.10)
Participants were introduced to pronunciation and rich vocabulary on the second day of mirrors English speaking and soft skills development" workshop at R. J. Tibrewal Commerce College, The punching was "Overcome your regional accents and local language beg gages while speaking English."

(8) "Don't ignore Grammar"(Ahmedabad Mirror, Friday, 7th June, 2013. Pg.5)
Grammar plays a significant part in the four main abilities namely reading speaking, listening and writing. But Grammar should not be ignored while writing and speaking. One of the best method of teaching is Grammar translation method to learn English.

(9) “Modi says, we need modernisation not westernisation of our education system". Modi sells education dream, “He said others want power but we want to empower.”

1. Indian university have become money making machine rather than man making centres.
2. China allotted 20% of its GDP to its education system as India's is barely 4%.
3. We need to spend 25% GDP on education today.
4. After independence, if we opted for modern education then we could have done a lot in these 60 years.
5. There is a need to link the country’s talent pool with nation building like in China.

(10) "Semester riddle, it leaves students and teacher hassled" (Gujarat Samachar, Tuesday, 12th March, 2013, Pg. 1.)

The semester system that was introduced 2 years before by Gujarat University to improve academics but it has eaten into classroom instruction time.

1. It has made education exam-oriented and more expensive.
2. Semesters leave students and teachers hassled.
3. The first and third semesters students who wrote exams in December last year are yet to get their results.
4. Semester has been poorly implemented.
5. There are problems with the syllabus and the pattern of question papers.
6. There is no focus on extra-curricular or even co-curricular activities.
7. Quality of education has been completely compromised. Students hardly get 90 days for studies.

(11) "In order to keep on internet through Information Library Network" Gujarat Samachr, Monday, 27th April, 2013.)

1. Ph.D. scholars have to prepare thesis in English which is made mandatory by UGC from 2009 onwards.
2. Scholars who are preparing thesis in vernacular medium have to prepared thesis in English also.
3. Scholars who copy the materials to prepare thesis, if they are caught then along with the students guide will also be included in the blacklist.
4. Exemption will be given to those students who had enrolled themselves before 2009.

(12) "English optional for B.Com, says GU" (Ahmedabad Mirror, Thursday, 6th June, 2013, Pg. 4.)

With new directive, students who have finished class 12 from vernacular medium can also apply to "English Medium Colleges". English educational
background is no longer essential to get admitting in English Medium colleges especially to commerce students.

1. 77.85% of the 18,277 English Medium students who took the HSC exams passed them.
2. 66.3% of the 4,89,998 Gujarati Medium students who took HSC exams passed them.
3. 41.83% of English Medium students received an above average. A or B grade, as opposed to 30.98% of Gujarati Medium students who received similar scores.
4. 4.5% of English Medium students received an A grade as opposed to 1.17% of Gujarati Medium.

(13) 4 years before Arts and Commerce College had been facilitated computers by education department for English language laboratory. (Times of India, 2011, March 31. pg. 5 and Gujarat Samachar, Monday, 14th January, 2013, Pg.4.)

The Digital English Language Laboratory (DELL) which was set up with the objective of promoting English language through information and communication technology has failed to take off.

1. Computer allotted for "Language Lab" are full of dust because they have not been used.
2. In all, total 450 language laboratories, but not even 100 laboratories are working properly.
3. Cores of rupees spent on this project but still the objectives are not yet fulfilled.
4. "No computer professors are not been appointed"

(14) "No Permanent professors are not been appointed." (Gujarat Samachar, 10th, November 2013, Ahmedabad Edition, Pg.3)

“All India Foundation of University and College Teacher’s Organization” has requested to “The Ministry of Human Recourses” regarding non-appointment of faculties by the central government in Gujarat state including other states since last one yaer.
1. Faculty Professor Association requested the centre for lacking of faculties in university and colleges.

2. Due to non-appointment of permanent faculties, students’ education is in complete.

(15) "After Diwali Vacation, to complete the course"(Gujarat Samachar, Monday, 4th November, 2013, Pg. 6)

Due to the lack of English faculties, certain Arts and Commerce government colleges even including Gujarat University will teach through Bisag to complete the course and student will be able to appear for the examination.

1. Government college students will be taught English through video conference.

2. Due to lack of faculties in government will be implement to teach semester 2, 4 and 6.

(16) "Students' Learning Levels decline"(Ahmedabad Mirror, Saturday, 19th January, 2013, Pg.11.)

The Annual status of education report states that Gujarat Students have fared badly in talking Math & English subjects.

1. 67% children in rural India are enrolled in govt. schools. In Gujarat, it is 85.6%

2. The proportion of children aged 6-14 who are not enrolled in a school has decreased from 3.7% in 2013 to 3.1% in 2012.

3. The proportion of girls aged 11-14 who are not enrolled in a school is also higher than the national average by 1.1 percentage point at 7.1%.

4. Based on RTE norms, the pupil ratio (PTR) of government schools has considerably decreased from 62.7% to 55.3%.

5. The percentage of teachers present in 2012 was 91.1%, 5.7% points higher than the national average reading levels have only marginally improved since 2009. When 44.4% of Std. V children were able to read a Std. II level of Gujarat text.
The University Grant Commission (UGC) does not recognise any of the Universities with Potential for Excellence (UPE) and just only one of them figures on the list of Centres with Potential for Excellence In Particular Areas (CPEPA). The UGC has supported as many as 987 major research projects and 7,501 minor ones and disbursed Rs. 61.86 crore. Gujarat figures at number 9 on this list of major research and 10th minor research.

(i) "State has no varsity with potential"

(ii) UGC list of universities with potential for excellence has none from state while CM shares his vision for India.

(iii) Only SP University, Vallabh Vidyanagar figures among the special areas varsities.

(A) **Major Research Projects 2012-13**

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<tr>
<th>State</th>
<th>No. of Projects</th>
<th>Rank</th>
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<tbody>
<tr>
<td>Tamil Nadu</td>
<td>214</td>
<td>1</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>134</td>
<td>2</td>
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<tr>
<td>Maharashtra</td>
<td>120</td>
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<td>Punjab</td>
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<td>Uttar Pradesh</td>
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<td>West Bengal</td>
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<td>Delhi</td>
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<td>Karnataka</td>
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<tr>
<td>Gujarat</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

Table: 2.4 Major Research Projects 2012-13
(B) Minor Research Projects 2012-13

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Projects</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Punjab</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>West Bengal</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Assam</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Haryana</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Karnataka</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Delhi</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Gujarat</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

Table: 2.5 Minor Research Projects 2012-13

Though, there are many drawbacks like lack of faculties, work load, lack of research in English language and semester system. But UGC and Gujarat state have to take strict action and interest to invest in research to get better ranking.

2.7 How the Present Study Differs from the Past Researches

English language is the most widely spoken and spread language in cities, states, countries and the world. English is sometimes described as a world lingua branch. English as been studied as a subject as well as is preferred as standard of teaching.

The optimal of linguistics in teaching is interconnected to linguistics enablement in addition it also value the prestige, reputations and status. The demand for learning English as medium of instruction/English First Language (EFL) or as English the Second Language or the English as Foreign Language retains on upward. It has been turned to English as an international language or English as a global language or the world English language. These all indications gives rise to a sequences of concerns in evolving problematic cultural group.
Even several studies, researches and projects have been conducted on English as a principal or subsequent language. But no study has been undertaken to investigate the reasons behind the declining standards of English language teaching and to improve the standard of teaching English as a major or additional language.

This study is useful to measure the quality of English in the midst of the commerce college undergraduates. It will be helpful for the professors/ faculties to adopt appropriate methods of teaching English so that students maintain the standard of English. These studies are also useful for the researchers to propose proper curriculum and examination system.

Though there are many tests to check the standard of English language teaching. Each region, city and country may differ in teaching learning process. Therefore, it is good to have individual test to check the standard and suggest the way to solve the difficulties. Hence, the present study is different from past researches in the following ways.

Area wise, this study is limited to Ahmedabad city. The needs of this city are different from other places. The community seems to give more importance to subjects like Mathematics, Science and Commerce than any other language. The Gujarati community loves business and hence English is very important for them. In this research, the researcher made an attempt to investigate into the needs of the community in different areas of the city and made an attempt to suggest the ways to improve the standard of English.

The researcher has taken a sample of 400 students from different parts of Ahmedabad city. The sample includes both boys and girls studying in first and third semesters. It includes the undergraduates who study English as an additional language and as a medium of instruction. These learners follow the syllabus of Gujarat University. The sample is taken from all the four parts of the city i.e. East, West, North and South of Ahmedabad city which represent the population of the city.

The objectives of the study defers from past researches. The researcher has made an attempt to construct the questionnaires for students, teachers and parents in English. It aims to know the difficulty
of commerce college students with reference to their knowledge about objective questions, reading comprehension and grammatical questions. However, this study does not deal with the standard of listening and spoken English.

Technique wise, this study examines five different variables. The variables are male and female, granted and non-granted, English and Gujarati mediums, urban and rural areas and first and third semester. According to the variables, the hypothesis are formed and for significance of difference between two groups are found by the calculation of ‘t’ - Value. The researcher has tested the null hypothesis between the two variables and significance is checked at 0.01 and 0.05 level at 200 degrees of freedom.

2.8 Conclusion

Language learners shape the way teachers set about the learning task. Linguistics has first and foremost two characters in education. English has been studied as a subject as well as is equipped as medium of teaching. The selection of language as a subject of the study in addition to it English is also be chosen as a medium of teaching which has a straight impact on the linguistics in educational strategy of the nation. Its study is compulsory for everyone either as first or second language.

English is an international language which is also known as library language. Prof. V. K. Gokak has rightly observed that “It is no exaggeration to say that it was in the English classroom that the literary renaissance was born.” English should be taught as a living language in our country.

The theories about language in teaching learning process clearly constitute individual differences. An individual different variable notably differ from the other individual difference factors such as language aptitude or motivation which influence both the process and product of learning. Though there are many tests to check the standard in teaching English, each region, city and country may differ in teaching
in this process. Therefore, it is good to have individual test to check the standard and suggest the ways to solve the difficulties.

The implication of newly evolved approaches may be made use of language laboratory so that students gain language proficiency. The teachers can adopt appropriate methods of teaching by applying sincere and honest efforts. Maulana Abdul Kalam Azad in a press conference said, “So far as general studies are concerned it is never my intention to suggest that there should be any fall in the standard of English.” Review of past researches is an important tool for the researcher to prepare appropriate tool for the research area.