## CHAPTER II
### REVIEW OF RELATED LITERATURE

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<td>71</td>
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</table>
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

A review of related literature is an important step in any research work since a good researcher must be familiar with the existing body of knowledge. It helps to determine in what way the present study is related to the existing knowledge concerning the problem area. It provides a background for the research project and makes the reader aware of the dimensions of the issue. ¹A summary of writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and untested. Since effective research is based upon passed knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation (John W. Best and James V. Kahn 1992, p.38).

In order to get a clear idea and understanding of the topic under study, the investigator has gone through a number of books, journals and research abstracts. He has also gone through international studies and studies made in India. The investigator has given a summary of a few such studies which he finds relevant to the research he has undertaken.
The review of related literature in this chapter has been discussed under two sections namely Indian Studies and Studies Abroad.

SECTION I

INDIAN STUDIES

A. Studies related to Language Teaching
B. Studies related to Language Skills attainment
C. Studies connected with teachers' personality.

SECTION II

STUDIES ABROAD

A. Studies related to Second Language Acquisition.
B. Studies related to language teaching, learning and teachers' personality.

As the studies pertaining to language teaching, skills attainment (acquisition), and teachers' personality, are large in number, both in India and Abroad, the investigator feels that it is not feasible to deal with all the studies in detail. Therefore it has been planned to furnish many of the relevant studies in tabular form.

SECTION I

2.2. INDIAN STUDIES

Altogether 18 studies have been reviewed and furnished in a tabular form under the above specified three classifications and 10 studies have been reviewed in detail.
## INDIAN STUDIES IN TABULAR FORM
### A. STUDIES RELATED TO LANGUAGE TEACHING

**Table (I)**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Misra, J.N., 1968</td>
<td>A study of problems and difficulties of language teaching at secondary level</td>
<td>150 class rooms 820 language teachers of Madya Pradesh</td>
<td>Questionnaire</td>
<td>More than 50% preferred to use translation method. About 60% teachers felt that the facilities for general reading was inadequate. Only 60% actually practiced loud reading. 85% teachers who experienced difficulty in teaching grammar attributed it to shortage of time and lengthy syllabus as reasons.</td>
</tr>
<tr>
<td>2</td>
<td>Vora, 1973</td>
<td>Critical study of the present position of teaching English in secondary Gujarat State</td>
<td>618 teachers handling the standards from VIII to XI</td>
<td>Questionnaire</td>
<td>1. 30% teachers had training in subjects other than English. 2. Teachers had no choice of instructional material.</td>
</tr>
<tr>
<td>3</td>
<td>Raja Gopalan S. 1976</td>
<td>A study of the relationship between certain environmental factors to teaching success in English achieved at school stage</td>
<td>The subjects of study were ultimately 225 teachers of English, twenty headmasters, and their first assistants working in as many as twenty schools</td>
<td>1. A graphic rating scale 2. An overall rating scale 3. A peer rating scale</td>
<td>Teachers should change their method of teaching so as to create and sustain their pupils interest in their study of English. Proper care should be exercised in the selection training and recruitment of personal for teaching English</td>
</tr>
<tr>
<td>S.No.</td>
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<td>Sample</td>
<td>Tools</td>
<td>Major Findings</td>
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</tbody>
</table>
| 4     | Jain, R. 1977         | Proficiency in teaching as a function of creativity, intelligence and interests | 160 students drawn through a multi stage random sampling technique | 1. Creativity tool developed by N.S. Chandran & G.P. Tiwari  
2. Mental ability test developed by M.C. Joshi  
3. Chatterjee's Non-language preference record  
4. Teacher efficiency scale developed by N.S. Chandran and Rashmi Jain | 1. Intelligence promoted proficiency in teaching.  
2. Creativity components were positively effective correlates of proficiency in teaching.  
3. Intelligence, creativity and interests were characteristically, inter related in promotion of proficiency in teaching. |
| 5     | Gaikwad, 1982         | A comparative study of efficiency of the Direct method and Bilingual method of teaching English to the lower classes of secondary schools in rural area of Maharashtra State. | Selected School students in Maharashtra State | Parallel group experimental design | 1. The Bilingual method was superior to direct method in developing linguistic skills of understanding speaking and writing.  
2. Both the methods were equally effective so far as reading skills were concerned.  
3. The bilingual method enabled the teacher and the pupils to speed up inter communication among themselves. |
2. Comprehensive test  
3. Reaction questionnaire  
4. An attitude scale prepared by the investigator  
5. Raven's standard progressive matrices | 1. There is no significant relationship between students attitude and achievement  
2. There is significant positive relationship between intelligence of the students and the achievement through strategy. |
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<tr>
<th>S.No.</th>
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<th>Tools</th>
<th>Major Findings</th>
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</table>
| 7    | Kopper, 1970   | An Enquiry into the factors affecting reading Comprehension (in English) | 555 students of class XI of nine Gujarathi Medium schools of Baroda 10 students were selected at random from the sample of 555 for in depth case studies. | 1. Silent reading comprehension test in English for SSC students constructed by Patel. 2. The reading aptitude scale by Patel. 3. Junior Index of Motivation scale Frymer. 4. Text Anxiety scale for children by Nijhewari. 5. The socio economic status scale by mehta. 6. Pre-Adolescent dependance scale by Pareek and Roa | Some other factors related to reading comprehension were found to be. 
g. Socio-economic compulsion. |
| 8    | Abraham, 1974  | Some factors relating to under-achievement in English of secondary school pupils. | 820 schools in Trivandrum Dist. were taken and the students from VIII, IX & X were the population of this study | Attitude scale S.E.S. Scale | Achievement level was associated with attitudes towards English, personal adjustment. Social adjustment and socio-economic status. 
Under achievement was more frequent in rural schools and over achievement in urban schools. 
Over achievement was more in private schools than in government schools. |
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<tr>
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<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
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</table>
2. Informal conversation records. | There was no evidence to show that R.P. was systematically taught in all public schools in India. There was very little evidence to prove that the false analogy of the L2 interfered with the written language forms. |
| 10    | Srinivasa Rao R. 1982 | A diagnostic study of reading disability among school children | 300 students of classes V, VI, VII of the ten schools of Andra Pradesh | General Knowledge Test                     | There was high correlation between vocabulary and comprehension and also between total reading skills and language achievement. Children from socially and culturally backward families suffered from language deficiency and lagged behind in reading skills. |
| 11    | Joshi A.N., 1984    | Factors influencing English language abilities  | 720 students selected by stratified random sampling                     | Progressive Matrices.  
SES (Urban scale). Kapoor.  
SES (Rural scale) Kapoor.  
English language ability Test | The growth status of language ability was a function of structural factors operating with in (IQ, Sex) and outside (SES, locality, type of school) the individual. There existed a significant relationship between intelligence and growth of various English language abilities. The growth of the English language ability was found to be maximum among VIII graders of missionary schools, followed by government schools and private schools. |
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<tr>
<th>S.No.</th>
<th>Name</th>
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<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
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</table>
| 12   | Dholakia, B.J., 1986          | 'A study of effectiveness of various strategies for improving Reading comprehension in English of pupils of class IX in the context of certain variables | 4 schools of Bombay.                                                   | 1. Protest-Post Test  
2. Habit inventory by B.V.Patel.  
4. S.E.S. Scale by C.C. Pathak | 1. Request strategy didn't prove effective in improving the reading comprehension.  
2. G.R.P. proved to be effective in improving reading comprehension.  
3. The REAP also proved to be effective in improving reading comprehension |
| 13   | Bhavyskant J.Kholakia - 1886  | Study of the effectiveness of various strategies for improving Reading Comprehension in English of pupil of class IX in the context of certain variables | Three schools were selected. They were all from the urban area of Khambhat. Out of 260 pupils 180 pupil were encompassed. A class of 40 was called as control group. | The following variables were taken into account Socio-economic status, intelligence and study habits.  
1. Socio-Economics status scale - Dr.C.C.Pathak  
2. I.Q. test Dr.M.T.Patel  
3. Study Habit inventory - Dr.B.V.Patel | The request group and the control group did not indicate significant differences in achievement. The guided reading procedure group and the control group showed a significant difference in achievement. |
| 14   | Rita Shehadpuri, 1993         | The effect of Leadership on the Reading Comprehension                | 505 students (270 Boys 235 Girls) studying in English Medium schools in Gujarat | Leadership scale constructed and validated by the investigator herself. Reading Comprehension test. | Students having high leadership trait score high on reading comprehension, than the students having low leadership trait. |
| 15   | Dilip V., Patel, 1994         | Secondary School students and study of English                        | Cluster sampling Technique. 146 secondary students studying IX. Two English medium and two Gujarathi medium sections in Valock District in Gujarat | The Scale to measure the attitude of students towards the study of English. Constructed and standarised by Soundararajan, 1989 | 1. Boys have more positive attitude towards study of English than girls.  
2. Area and medium have no significant difference in and attitude towards the study of English  
3. They can motivate their students to develop the attitude towards the study of English. |
### C. STUDIES CONNECTED WITH TEACHER PERSONALITY

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Dileep Kumar, 1979</td>
<td>Personality characteristics of innovative and non innovative teachers</td>
<td>160 working male and female teachers 20 Hr. Sec. Schools and intermediate colleges of Varnasi city</td>
<td>Attitude towards Educational Innovation Scale. Personality Trait inventory - Sen.</td>
<td>1. Innovative teachers are less hypomanic. 2. Innovative male teachers are most active than innovative female teachers.</td>
</tr>
<tr>
<td>17</td>
<td>Mrs. Rama Mishra, 1985</td>
<td>A study of teaching behaviour of teachers in relation to their personality adjustment</td>
<td>200 teachers of secondary schools of Indore selected from 10 schools.</td>
<td>General Teaching Comprehency scale (GTC). It is a seven point rating scale with the help of which teaching behaviour can be observed.</td>
<td>These results indicate that the teacher who has better adjustment in different sphere of his life and work will perform his professional duties well and will feel contended and lead a happy life.</td>
</tr>
<tr>
<td>18</td>
<td>Bala subramanian, N. 1993</td>
<td>Personality traits and communicative behaviour of teachers</td>
<td>18 male and 6 female P.G. Teachers teaching English at XII in 10 Hr. Sec. School in Coimbatore District</td>
<td>Cattells, 16 P.F. inventory</td>
<td>Teachers who are more emotionally stable, venture some experimenting and controlled are more indirect in their communicative pattern in their class room. Teachers who are indirect in their communication pattern encourage and support pupils participation in the teaching learning process.</td>
</tr>
</tbody>
</table>
2.3. INDIAN STUDIES IN DETAIL

Study No: 1

Title : An evaluative study of English at the secondary level in Rajasthan.

Investigator : WALIA A. 1981

Objectives :

To find out how the reading material used in the classroom reflected the professional aim of the syllabus of English.

To find out how teachers worked through these materials in actual teaching situation.

To find out if English language teaching programme of the state made any impact on the teaching of English at the secondary level.

To find out if the teachers had the basic academic qualifications necessary to teach English.

To find out if the teachers had been trained to effectively use the new techniques.

To find out if there existed any difference in the performance of English language trained teachers and untrained teachers.

To find out if there is any difference in the quality of teaching going as in the rural and urban schools of Rajasthan.
Sample : 25 schools from Jaipur district of Rajasthan (randomly selected) 9 from urban and 16 from rural areas. All the teachers teaching English and students studying in class X in these schools formed the sample of the study. 114 teachers and 154 students.

Tools : 1. Observation schedule
2. Student questionnaire
3. Informed interview
4. Analysis of examination papers in English of 4 consecutive years.

Findings : 1. During observation of lessons it was noted that teacher did not use motivational techniques.
2. There was imprecise and grammatically incorrect language of instructions in the text book, work book and hand book.

Study No: 2

Title : A study of teaching competency of secondary school teachers.

Investigator : PASSI B.K, SHARMA S.K., 1982

Sample : 36 language teachers teaching IX, X and XI and their pupils.

556 class room situations were observed. 38 secondary schools of Indore district.
Tools : Observation

Teacher attitude scale.

The interest inventory for teachers.

Standard progressive matrices

Teacher's self rating scale (Rama)

The pupils liking scale (Rama)

Statistics used : Principal Component analysis.

Varimax rotation.

't' test

Correlation.

Analysis of co-variance.

Findings : The competencies were giving assignment, loud reading,

asking questions, introducing a new lesson, managing the

class room, clarification, using black board, pacing,

avoiding repetition, audibility, presenting verbal mode and

shifting sensory channel.

The male and female teachers did not differ in their

competence.

There was positive correlation between competence and age

and sex.
There was negative correlation between the self perceptions of the language teachers and their teaching competence.

Study No: 3

Title : A study of the linguistic and communicative abilities of High school teachers of English in relation to their classroom functions.

Investigator : SINGH V.D., 1984

Objectives :

1. Is speaking ability of the subjects adequate for teaching E.S.L. at the secondary and Hr. Secondary levels of School Education?

2. Is the subjects' writing ability adequate?

3.a. Do subjects possess stylistic and grammatical competence to identify and correct errors in students' writing?

b. What is the subjects' norm and concept of correctness?

4. Do the subjects possess syntactic control and fluency to be able to put ideas into complex sentences economically and effectively where necessary?

5. Is there significant difference between the subjects' speaking ability and their writing ability?
Sample : 60 T.G. Ts and P.G. Teachers teaching high school classes in 115 central schools located in the states of Rajasthan, U.P. and Union Territory of Delhi.

Tools : For the test of speaking ability, Class room teachings were audio recorded.

For the test of writing ability the subjects had to write a model composition for high school pupils.

For the test of sensitivity to pupil errors, the subjects had to identify and correct in a protocol errors relating to grammar, usage, idioms and style.

For the test of sentence complexity, the subjects had to combine sets of short sentences to produce complex sentences.

Questionnaire to elicit views and information.

Findings : 1. The speaking ability of three fourth of the subjects are adequate though it was defective in accuracy.

2. The writing ability of most of the subjects was not adequate.

3.a. The subjects possessed grammatical competence to correct pupils errors but not stylistic competence to the same extent.
b. In error correction they applied the norms of sentence level accuracy. Errors for them meant grammatical error, not errors of idiom and style.

4. The subject generally possessed adequate syntactic control and fluency.

5. There was significant difference between the subjects speaking ability and the writing ability. Their speaking ability was better than writing ability.

Study No: 4

Title : An investigation into the Teaching of English in the High Schools of East Khasi Hills District of Meghalaya.

Investigator : BHATTACHARJEE, 1984

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

2. To identify the present status of teaching English through observation of teacher performance in the class room situation

3. To study strength and weaknesses in the teaching of English.
4. To tryout the effectiveness of training in selected skills under micro teaching strategy for improving teaching of English in the High Schools of the district.

Sample: Two samples of 490 and 120 English teachers were selected by random sampling.

Tools: Questionnaire, observation schedule and rating scale.

Findings:
1. Majority of the teachers of English were not professionally equipped to teach English.
2. Teaching at the foundation stage is neglected.
3. There is no uniformity regarding work load of teachers.
4. The readers were not accompanied by teachers' handbooks.
5. The mean overall score in English in classroom teaching was between poor and satisfactory.
6. Experience and professional training played significant roles in the teaching of English.
7. Majority of the teachers were not aware of the appropriate methods and objectives of teaching.
8. Inservice training facilities were inadequate.
Study No: 5
Title: Aspects of English Language Teaching in India.
Investigator: SHARMA, A.K. 1985
Objective: To unravel the multidimensional problems, socio-linguistic implications, technical requirements and situational needs of English Language teaching in India.

Findings:
1. The prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades.
2. The existing system of teaching English in India right from grass roots level to the university stage was defective.
3. Traditional methods and conservative courses of English language teaching in India were in commensurate to the language needs of the learners.
4. With regard to each separate teaching situation - rural, semiurban, urban and cosmopolitan the need to provide for a syllabus and materials suitable exclusively to each situation had been ignored.
5. There were a number of anomalies. It was necessary that teachers of English in India rose to the occasions and had a share in evolving a systematic empirical and pragmatic approach to English language teaching which was possible if they familiarised themselves with the cognitive process.
in learners' linguistic requirement of the nation and the international main stream of teaching of English as a second language.

6. In teaching English as a second language the emphasis needed to be on the linguistic aspect rather than on the cultural one.

Study No:6

Title : A factorial study of the teaching competencies of teachers teaching English at the secondary school level.

Investigator : CHOU DHARI K, 1985

Objectives : 1. To identify competencies required of a teacher teaching English at the secondary school level.

2. To explore how the competencies identified varied with demographic variables of teachers.

3. To determine the relationship of the competencies identified with the presage variables of teachers' intelligence, her attitude towards teaching, her interest in teaching.

4. To determine the relationship of the competencies identified with the product variables of pupils' achievement in English.
Sample : 178 teachers from Pune and Indore district and 20 students of each teacher.

Method : A correlational survey study with (1) a factorial phase (2) a correlational phase.

Findings : 1. The pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other.

2. The competency 'structuring questions' accounted for 32 percent variance and correlated significantly with both the product variables.

3. All the competencies correlated positively with the product variables.

4. The contextual variables of location of school had an effect on half the number of competencies.

5. The demographic variables of teacher, sex, and educational qualifications had been found to have an impact on almost half the number of competencies.

6. Teachers’ intelligence and attitude were found to be associated with some of the competencies.

Study No: 7

Title : A study of problem of teaching English in Bihar.

Investigator : SHARMA R.K., 1986
Objectives : To study the position of English in India, and the problem of it's teaching / learning in the schools and colleges of Bihar.

Tools : 1. Questionnaire for Heads of institutions, Teachers and students.
       2. Interview and discussions.

Sample : Heads of institutions, teachers of English, students of schools and colleges all over Bihar.

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

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

3. Misconceptions regarding English language teaching, faulty teaching methods, unpalatable text books and their mishandling etc were the main problem at middle and high schools.

4. Students faced difficulty in picking up correct pronunciation of English. Sounds of already acquired
languages mainly interfered with their pronunciation of English.

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

Study No: 8

Title : Proficiency in teaching as a function of personality factors, frustration and sex.

Investigator : PACHAURI, 1983

Objectives : 1. To study the individual as well as the collective impact of personality, impact of personality factors and sex as two modes of frustration on proficiency in teaching.

2. To study the interaction between personality factors and sex, personality factors and mode of frustration, mode of frustration and sex in as many as 40 studies in proficiency in teaching.

3. To study the interaction among personality factors, mode of frustration, and sex influencing proficiency in teaching.

Sample : 160 teachers (80 males and 80 females) teaching in different intermediate colleges of Agra city - stratified random sampling.

Tools : 1. The frustration scale by N.S. Chauhan and Govind Tiwari.

2. 16 P.F. Questionnaire adopted in Hindi by S.D. Kapoor.
3. The teacher efficiency scale by N.S. Chandran and Rashmi Jain.

Findings:
1. Female teachers were more proficient in teaching than male teachers.
2. Teachers who were highly aggressive and regressive of either sex were more proficient in teaching.
3. Reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense, relaxed, and who possessed more anxiety.
4. Outgoing female teachers with low regression were more proficient in teaching.
5. Relaxed teachers of either sex were more proficient than tense teachers.
6. Teachers possessing high anxiety were more proficient in teaching.
7. Less intelligent, imaginative, trusted teachers with high aggression were better in teaching.

Study No: 9

Title: Personality needs and student teaching competency.

Investigator: SUSHIL PRAKASH GUPTA, 1984
Objectives : To explore the relationship between the personality needs and student teaching competency and evolve a student teaching competency predictor model.

Sample : 22 male student teachers.

Findings : 1. Needs of achievement, exhibition and autonomy are significantly associated with the student teachers competency.

2. As such achievement, exhibition and autonomy are three personality needs predicting teaching competency.

Study No. 10

Title : Personality profiles of popular and unpopular teachers and their relationships with teaching proficiency.

Investigator : NEELAM ASWATHI - 1989

Objectives : 1. To study to personality profiles of popular teachers.

2. To study the personality profiles of unpopular teachers.

3. To compare the personality profiles of popular and unpopular teachers.

4. To findout the relationship of personality profiles of popular teachers with their teaching proficiency.

Sample : 99 teachers of colleges situated in Kanpur City, U.P.
Tools and Techniques: 1. The 25 rating scale of Traits constructed by Dr.(Mrs.) M. Varma, was employed to select popular and unpopular teachers.

2. The 16 P.F. Questionnaire of Catell was used to measure the personality factors of popular and unpopular teachers.

Findings: There exists a significant relationship between the personality profiles of popular teachers and their teaching proficiency.

Slightly reservedness, assertiveness, sobriety, conscientiousness, slightly tough mindedness, extremely shrewdness, slightly experimenting, slightly self sufficient, appear to be the essential characteristics to be successful in one's teaching profession.

2.4. FACTS DEDUCED FROM INDIAN STUDIES

From the above Indian studies it is clear that English language teaching and learning is deteriorating because of the poor method of instruction (Rajagopalan S., 1972), confusion about aims and objectives of teaching English (Battacharjee, 1984; Sharma R.K. 1986), lack of motivation technique used by teachers, (Walia 1981), and lack of professional competence or training (Rajagopal 1972, Battacharjee 1984, Sharma R.K. 1986). Moreover teachers themselves lack skills. Singh V.D. (1984) observes that 75% teachers have adequate speaking ability but not writing ability. Sharma A.L. (1985)
consolidates the position saying that the system of teaching English in India was defective.

The achievement of girls in language skills is better than boys (Abraham, 1974). But boys have more positive attitude towards the learning of English than girls (Dhilip V. Patel, 1994). Studies show good achievement in English in urban and private schools (Abraham, 1974 Joshi A.N., 1984). Nagalakshmi (1962) advocates training for enhancement in oral comprehension. Nair (1966) feels that errors are mostly in the area of grammatical structures. Lack of sufficient vocabulary and ignorance of proper use cause mistakes in writing. As far as spelling is concerned Koppar (1970) ascertains that auditory mode is more effective. Srinivas Rao (1982) indicates a correlation between vocabulary and comprehension, and reading skill and language achievement. Of all the four skills only reading skill has attracted the attention of researchers both in India and abroad. Bhishikar (1980) observes that intelligence plays a vital role in the acquisition of reading skill. While Rita Shehdadpuri (1993) shows leadership trait as one of the determinants, Koppar (1970) advocates motivation improvement for quality teaching, and proper direction as an essential component for improvement in reading
Dholakia B.J. (1986) finds GRP and REAP Strategy to be more effective in improving reading comprehension.

It is observed that the system is thus whether you know English or not, whether you are qualified to teach English or not, why whether you like it or not you have to teach English. Hence it becomes imperative to know the personality factors of a competent teacher. Indian studies predict that competent teachers are reserved, (Neelam Aswathy 1989, Pachauri 1983) and controlled (Pachauri, 1983). Balasubramanian (1993) and Jain (1977) consider intelligence as a factor contributing to the competence. Pachauri (1983) attributes less intelligence as a factor contributing to better competence. Dilip Kumar (1979) associates hypomania as a contributor to innovation. Sushil Prakash Gupta (1984) identifies needs of achievement, exhibition and autonomy as the basic factors contributing to teaching success. Neelam Aswathy (1989) puts forth assertiveness, sobriety and shrewdness as essential factors contributing to teaching competence. Creativity, originality, flexibility and ingenuity are considered to be personality factors contributing to teaching competence (Jain, R., 1977).
It is inferred from the earlier Indian studies, that lack of language mastery, lack of procedural competence, and lack of strategic competence on the part of teachers are the major reasons for the poor language teaching and poor attainment of learners. The teacher variables are decisive force in the skill attainment.

SECTION II

2.5 STUDIES ABROAD

Between 1970 and 1990 a large number of empirical studies were carried out abroad about the effect of age, and instruction (teaching) on $L_2$ acquisition. Studies comparing instruction and naturalistic $L_2$ acquisition were also conducted. The samples were children, adolescents and adults. Altogether there are 33 foreign studies. They are furnished in tabular form. Birgit Harley (1986) observes that it is only by piecing together the results of empirical studies in a wide variety of settings and under different learning and testing condition that the relative contribution of maturational and environmental variable can become clearer (P.23).
2.5. A. STUDIES RELATED TO SECOND LANGUAGE ACQUISITION IN TABULAR FORM STUDIES OF AGE DIFFERENCE IN L₂ ACQUISITION

Table (II)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Burstall et.al. 1974</td>
<td>French as L₂</td>
<td>students beginning at the age of 8</td>
<td>Achievement tests on listening, speaking</td>
<td>Older learners were ahead in listening, reading and writing younger learners were ahead in speaking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>beginning at the age of 8</td>
<td>Reading and writing</td>
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</tr>
<tr>
<td>2</td>
<td>Ervin Trip, 1974</td>
<td>French as L₂</td>
<td>Children of age 4 to 9</td>
<td>Tasks designed to measure, aural comprehension of French syntax and morphology</td>
<td>Older children performed much better on tasks.</td>
</tr>
<tr>
<td>3</td>
<td>Fathemen, 1975</td>
<td>English as L₂</td>
<td>2000 immigrant children of age 11 to 15 yrs and 6 to 10 yrs.</td>
<td>structured oral interviews with picture stimuli</td>
<td>Older children (11 to 15 yrs) performed better than younger children. (6 to 10).</td>
</tr>
<tr>
<td>5</td>
<td>Ramirez and Politzer, 1978</td>
<td>English as L₂</td>
<td>Children and adolescent learners of Spanish speaking background in USA.</td>
<td>Test for comprehension and production</td>
<td>Adolescent learners had made more rapid progress in comprehending and producing.</td>
</tr>
<tr>
<td>6</td>
<td>Snow and Hoefnagel - Hohle (1978)</td>
<td>English as L₂</td>
<td>Native Dutch speaking group of 6 to 7 and 12 to 15 age group.</td>
<td>language learning tasks</td>
<td>12 to 15 years old native Dutch students do better in morphology and vocabulary tasks.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
<td>Title</td>
<td>Sample</td>
<td>Tools</td>
<td>Major Findings</td>
</tr>
<tr>
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</tr>
<tr>
<td>7</td>
<td>Eksfrad, 1978</td>
<td>English as L₂</td>
<td>School children aged 8, 9, 10, 11.</td>
<td>A taped imitation task. A taped translation task.</td>
<td>Performance of the children is found to increase almost linearly with age.</td>
</tr>
<tr>
<td>8</td>
<td>Swain, (1981)</td>
<td>French as L₂</td>
<td>Group of students in grade X of late immersion programme</td>
<td>Close test. French reading comprehension</td>
<td>In cloze test both performed equally. In reading comprehension late immersion was better than early immersion.</td>
</tr>
<tr>
<td>9</td>
<td>Cummins (1981)</td>
<td>English as L₂</td>
<td>1000 immigrant children in Toronto in grade 5, 7 and 9</td>
<td>Context reduced academic tasks - picture vocabulary test, six part group test of English comprehension</td>
<td>When length of residence was controlled children arriving at older age was superior to children arriving at younger ages.</td>
</tr>
</tbody>
</table>

EXPERIMENTAL STUDIES OF THE EFFECT OF INSTRUCTION ON L₂ ACQUISITION

Table (III)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Lightbown et.al., 1980</td>
<td>ESL in Canadian schools</td>
<td>Children and Adolescents. (Grade 6, 8 and 10).</td>
<td>Gramaticality judgement test</td>
<td>Instruction resulted in increased accuracy in use of -S morphins, be and locative prepositions.</td>
</tr>
<tr>
<td>11</td>
<td>Ellis, (1984)</td>
<td>ESL Britain</td>
<td>13 Children and adolescents 10 to 15 years</td>
<td>Game designed to elicit unmonitored interrogatives.</td>
<td>Instruction had no significant effect on accuracy of production of interrogatives.</td>
</tr>
<tr>
<td>12</td>
<td>Plenemann, (1984)</td>
<td>German as L₂</td>
<td>10 children (aged 7 to 9 years).</td>
<td>Game designed to elicit unmonitored interrogatives.</td>
<td>Instruction had no significant effect on accuracy of production of interrogatives.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
<td>Title</td>
<td>Sample</td>
<td>Tools</td>
<td>Major Findings</td>
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</tr>
<tr>
<td>13</td>
<td>Gass, (1979)</td>
<td>ESL in the USA intensive university course.</td>
<td>Adults.</td>
<td>Grammaticality judgements and sentence joining task.</td>
<td>Group that received instruction on marked relative pronoun function showed improvement on this function and unmarked functions.</td>
</tr>
<tr>
<td>15</td>
<td>Zobl., (1985)</td>
<td>ESL by French speakers in canada.</td>
<td>Adults.</td>
<td>Oral questions based on pictures</td>
<td>Group that received practice in marked feature showed gains in this feature and unmarked feature. Group that received in unmarked feature showed no gain in both.</td>
</tr>
</tbody>
</table>

**THE EFFECT OF INSTRUCTION ON THE RATE/SUCCESS OF L2 ACQUISITION**

Table (IV)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Ellis, (1984)</td>
<td>ESL in Britain</td>
<td>Children mixed first languages.</td>
<td>Spontaneous speech from picture task.</td>
<td>Instruction had no overall effect on production of 'wh' questions.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
<td>Title</td>
<td>Sample</td>
<td>Tools</td>
<td>Major Findings</td>
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<tr>
<td>21</td>
<td>Hale and Budar (1970)</td>
<td>ESL in United States</td>
<td>Adolescents mixed first language.</td>
<td>1. Discrete point test</td>
<td>Exposure helps but instruction does not result doubtful however.</td>
</tr>
<tr>
<td>23</td>
<td>Karshen et. al. (1978)</td>
<td>ESL in United States</td>
<td>Adults - mixed first languages.</td>
<td>1. Discrete point test. 2. Integrative Test</td>
<td>Both instruction and exposure help but instruction helps most.</td>
</tr>
<tr>
<td>24</td>
<td>Chihara and Oller (1976)</td>
<td>EFL in Japan</td>
<td>Adults - first language Japanese.</td>
<td>1. Discrete point test. 2. Integrative Test</td>
<td>Instruction helps but exposure does not.</td>
</tr>
</tbody>
</table>

**COMPARATIVE STUDY OF INSTRUCTION AND NATURALISTIC L2 ACQUISITION**

Table (V)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tools</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Fathman (1978)</td>
<td>ESL in Germany</td>
<td>Adolescents in High Schools.</td>
<td>Oral Production Test.</td>
<td>Morpheme order correlated with order obtained from uninstructed ESL learners in United States.</td>
</tr>
<tr>
<td>27</td>
<td>Pavesi (1984, 1986)</td>
<td>EFL in Italy and EFL in Scotland</td>
<td>48 adolescents in High school and 38 Italian workers.</td>
<td>Oral data on relative clauses elicited by picture cues.</td>
<td>Same order of acquisition of relative pronoun functions in instructed and naturalistic learners.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
<td>Title</td>
<td>Sample</td>
<td>Tools</td>
<td>Major Findings</td>
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<tr>
<td>29</td>
<td>Weinert (1987)</td>
<td>German as a FL in Scotland</td>
<td>Students in forms 1 to 4 in secondary school.</td>
<td>Non communication class room speech and spontaneous speech in communication game.</td>
<td>same pattern of development for negative as in naturalistic learners.</td>
</tr>
<tr>
<td>30</td>
<td>Felix (1981)</td>
<td>German as a FL in secondary schools.</td>
<td>11 years old children</td>
<td>Recordings of classroom speech.</td>
<td>similar errors in negatives, interrogatives word order and pronouns as found in naturalistic learners.</td>
</tr>
<tr>
<td>31</td>
<td>Felix and Simmet (1981)</td>
<td>German as a FL in secondary schools.</td>
<td>11 years old children</td>
<td>Recordings of classroom speech.</td>
<td>Analysis of pronoun errors indicates same processes as in naturalistic acquisition.</td>
</tr>
<tr>
<td>32</td>
<td>Ellis (1984)</td>
<td>ESL in Britain</td>
<td>3 children aged 10 to 13 years</td>
<td>communication class room speech.</td>
<td>Analysis of pronoun errors indicates same processes as in naturalistic acquisition.</td>
</tr>
</tbody>
</table>

Source: Based on Rod Ellis, 1990.

After analysing the studies on second language instruction and acquisition, the investigator reviewed some other important studies connected with language teaching, learning and teacher personality. Sixteen studies have been reviewed and furnished in a tabular form. Four studies have been reviewed in detail.
### 2.5. B. STUDIES RELATED TO LANGUAGE TEACHING, LEARNING AND TEACHER PERSONALITY.

**‘Early and Late immersion’ - A comparison**

Table (VI)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Issues</th>
<th>Sample</th>
<th>Tool</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Comparison of early and late immersion students after 1000 hrs.</td>
<td>Older late immersion (L&lt;sub&gt;2&lt;/sub&gt;) students in grade IX &amp; X and young early total immersion (E&lt;sub&gt;1&lt;/sub&gt;) Students in grade 1. 1000 hours of Exposure to French in school 12+12 students from Quebec Schools.</td>
<td>Interview</td>
<td>Early immersion students did generally as well as the late immersion students with respect to deictic time. Adolescent late immersion is better than 6 to 7 year old early immersion in number and person distinction in verb.</td>
</tr>
<tr>
<td>b</td>
<td>Eventual attainment of early partial immersion students relative to the late immersion students.</td>
<td>12 late immersion students and 12 partial immersion students. (longer exposure to L&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>Interview and story repetition task</td>
<td>Partial immersion students demonstrate a greater oral control of French verb system than the late immersion students. In story repetition task general grasp of partial immersion students of French verb system is greater than that of late immersion students.</td>
</tr>
<tr>
<td>c</td>
<td>Aspects of the L&lt;sub&gt;2&lt;/sub&gt; acquisition process in Early and late immersion students.</td>
<td>Process of L&lt;sub&gt;2&lt;/sub&gt; acquisition by early and late immersion students (6+0)</td>
<td>Interview order of accuracy</td>
<td>Expectation of similar accuracy among early and late immersion students confirmed.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Inter language analysis</td>
<td>Both immersion groups tend to make more accurate use of French verb form tend to make similar type of formal error.</td>
</tr>
</tbody>
</table>

Source: Harley (1986)
# English Language Teaching

## Table (VII)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Study</th>
<th>Sample Description</th>
<th>Tool</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allen Janet S. 1990</td>
<td>'It's never too late. whole language in the secondary school. A year long study in the IX Grade class room'</td>
<td>16 students</td>
<td>Efficiency reading in addition to Basic and general English Reading and Writing Workshop-case study.</td>
<td>1. Success was attributed to the following experiences, reading aloud, choice and independent reading, a caring and supportive teacher a risk free classroom.</td>
</tr>
<tr>
<td>2</td>
<td>Stone, Larry, Eugene (1994)</td>
<td>'An investigation of classroom management and how it promotes a positive learning environment'</td>
<td>1366 students and 62 teachers elementary schools.</td>
<td>Pretests - Post tests Behaviour rating checklists and class room inventory.</td>
<td>Teacher is extremely instrumental in creating an effective class room environment. The study indicated the importance of teachers' sharing ideas and learning new techniques to promote a positive learning environment.</td>
</tr>
<tr>
<td>3</td>
<td>Gifford Ann Porter, 1993</td>
<td>'An investigation of the effect of direct instruction in contextual clues on developmental reading students' ability to increase vocabulary and reading comprehension scores.</td>
<td>100 teachers 2 students from each teacher</td>
<td>California Achievement Test an oral reading test a cloze test.</td>
<td>1. The study confirmed, the necessity for risk taking in language learning and provided a strategy for necessary risk taking. 2. Positive significant relationship between linguistic risk taking and achievement.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
<td>Study</td>
<td>Sample</td>
<td>Tool</td>
<td>Major Findings</td>
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</tr>
<tr>
<td>4</td>
<td>Susan P., Hamah P., Janel P. Klesuisi Clare Hite, 1993</td>
<td>Effects of Repeated Readings and Non-repetitive strategies on students fluency and comprehension</td>
<td>26 below grade level readers in a chapter 1 programme in two sixth grade centres in a large metropolitan area. 80% of 160 student were bussed from the suburbs to obtain racial balance 13 students were assigned to treatment-1 (repeated readings). 13 students were assigned to treatment-2 (assisted non repetitive readings).</td>
<td>Pre and post test.</td>
<td>Both repeated reading and assisted non repetitive reading methods improved comprehension among six grade chapter 1 students. The strategy complements assisted non repetitive reading strategies such as echo reading, cloze reading and unison reading which have advantage of exposing students to a wider range of vocabulary content topics and literature genre.</td>
</tr>
<tr>
<td>5</td>
<td>Liang-Jong Shing, 1995</td>
<td>The use of group work in college EFL Pedagogy in Taiwan: A classroom case study.</td>
<td>Five students</td>
<td>Observation notes, formal and informal interviews and student written journals.</td>
<td>Group work appeared to be an appropriate instructional strategy to promote practice in English.</td>
</tr>
<tr>
<td>6</td>
<td>Tayler-Rhonda Yow, 1989</td>
<td>An examination of comprehension competence in narrative and expository material using an informal reading inventory with probed and free recall questioning.</td>
<td>Elementary and middle school students</td>
<td>Probed questioning and recall questioning.</td>
<td>There was significant difference in the students comprehension of narrative material as opposed to expository material. Students find narrative material easy to comprehend.</td>
</tr>
</tbody>
</table>
## Learning and Teacher Personality

### Table (VIII)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Study</th>
<th>Sample</th>
<th>Tool</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>George Engel hard JR et.al. 1994</td>
<td>Writing Tasks and general influences on writing quality of black and white students.</td>
<td>170 899 eighth grade student who participated in statewide assessment of writing in Georgia (1989, 90, 91) 51% girls 49% were boys.</td>
<td>The Eight Grade writing test. Each of the composition was scored analytically using five domain context: organisation style, sentence formation and usage. Each composition was judged by rates - 4 point scale - 1 = inadequate 2 = normal, 3 = good 4 = verygood. Each full for the three years covered by study.</td>
<td>There were large difference in writing quality of black students and white students.</td>
</tr>
<tr>
<td>8</td>
<td>Day, Judith Elizabeth, 1994</td>
<td>Let us now praise famous students. A qualitative study of High school students with learning Disabilities.</td>
<td>Two resource room section of students.</td>
<td>1. Participant observation 2. case studies 3. interviews.</td>
<td>1. Despite years of intervention, High School students with learning disabilities in this study continue to have severe reading and writing difficulties. 2. These difficulties pervaded their school training negatively, impacting all academic areas, social interaction and personal development. 3. Difficulties experienced by the students were exacerbated by issues, involving ways in which their differences marginalized their language development academic dis-enjoyment, problem seeing relationship between action and consequences and limited expectations for their present and future.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
<td>Study</td>
<td>Sample</td>
<td>Tool</td>
<td>Major Findings</td>
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</tbody>
</table>
| 9     | Thrall, Jeniper Jane, 1994 | 'Conceptual level and students' approaches to learning Spanish as a second language.' | The C.L. of 67 students inform second semester Spanish classes at the university of Texas at Austria. | 1. Hunts paragraph completion method (PCM).  
2. Oxford strategy Inventory for language learning (SILC)  
3. 12 students of varying conceptual levels interviewed. | The students' conceptual level interacted with their language learning experience. Conceptional Level (C.L.) may be a powerful means of considering individual difference in second language. Surprisingly the range of C.L. in this investigation was relatively low. |
| 10    | Sun, Jianying, 1996   | 'ESL learners' perception of their motivation | 20 ESL learners.                                                      | Interview.                        | 1. These learners' motivation to learn English as a second language was affected by the meanings they attach to learning English.  
2. These ESL learners' motivation to learn English as second language was affected by learning difficulties. |
2. Inventory of motivation for language learning | 1. Significant positive correlation between strategy use frequency and motivation potency  
2. Motivation potency is more closely related to subjects self rated language achievement than in strategy use frequency. |
<table>
<thead>
<tr>
<th>S.No.</th>
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<th>Tool</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Park Gi - Pyo</td>
<td>Language Learning Strategies and beliefs about language learning of students learning English in Korea</td>
<td>332 students attending two universities in Korea</td>
<td>1. Two self report questionnaire</td>
<td>1. Students beliefs, learning strategy use and L2 proficiency are generally related. However these relationships depend on specific types of beliefs and learning strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. The strategy inventory for language learning</td>
<td>2. Adult L2 acquisition may be the result of information processing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Beliefs about language learning inventory</td>
<td>Motivational and cognitive factors appear to have a joint influence on language competence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Questionnaire</td>
<td>3. Beliefs about English in Korea' learning of language may be the result of information processing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>297 limited English proficient students of Hispanic background attending 6th 7th and 8th grade in north east</td>
<td>2. Adult L2 acquisition may be the result of information processing.</td>
</tr>
<tr>
<td></td>
<td>Barrera Marbella R</td>
<td>Motivational and cognitive influences in second language proficiency</td>
<td>297 limited English proficient students of Hispanic background attending 6th 7th and 8th grade in north east</td>
<td>Questionnaire standardised test student self rating survey teacher survey</td>
<td>Motivational and cognitive influences in second language proficiency</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>1837 students and 92 teachers from both secondary schools involved</td>
<td>Results of both dimensions indicated various differences between teacher and student perception in the schools. In each case the perception of the students were little lower than perceptions of the teachers</td>
</tr>
<tr>
<td></td>
<td>Boyles, James Michael</td>
<td>Comparisons of student and teacher perception relative to classroom climate and cognitive learning at two secondary schools</td>
<td>1837 students and 92 teachers from both secondary schools involved</td>
<td>The secondary school attitude inventory</td>
<td>Results of both dimensions indicated various differences between teacher and student perception in the schools. In each case the perception of the students were little lower than perceptions of the teachers</td>
</tr>
<tr>
<td>14</td>
<td>Backman Marian Taylor</td>
<td>Personality characteristic of effective teachers</td>
<td>On fifteen adult volunteers</td>
<td>Gregore Mind style Delineator and the Myers and Briggs Type indicator.</td>
<td>Analysis of variance demonstrated that teacher performance was affected by the participants years of experience, their level of education and the participants school districts, socio economic status.</td>
</tr>
<tr>
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<td></td>
<td>Principals Rating form, a participants Rating form and a students Rating form</td>
<td>Analysis of variance demonstrated that teacher performance was affected by the participants years of experience, their level of education and the participants school districts, socio economic status.</td>
</tr>
</tbody>
</table>
2.6. STUDIES ABROAD IN DETAIL

Study No : 1

Topic : Communicative Language teaching, 'Making it work'.

Investigator : DAVID NUNAN: 1987

Objectives : To investigate the degree to which features of genuine Communication were present in language classes.

Sample : Five communicative language lessons were recorded, transcribed and analysed. Classes had mixed nationalities and language backgrounds. Three of the classes had predominantly Asian students. Language ability ranged from beginner through to intermediate.

Tools : The lessons all exemplified communicative language activities, jigsaw listening task, map reading exercise, discussion class based on recording of casual conversation, simulated interviews and comprehensive class based on radio advertisements and magazine pictures.

Findings : In terms of the patterns of class room interaction there was little genuine communication between student and teacher. There was a great deal of traditional language work. Teachers continue to emphasise form over meaning, accuracy over communication. All but one of the teachers were highly skilled and experienced.
Another class room constraint is the attitude of the learners themselves. There is mismatches between learners and teacher expectations. This may exert a powerful conservative on what is possible in the class room.

The first step in promoting change is to acknowledge and document present realities through class room based research.

1. Place pictures in order (accident)
2. discussion

This study demonstrates the importance of conducting class room based research to determine the extent to which theory is realised through class room practice. It is teachers themselves who need to become the prime agents of change through an increased sensitivity to what is really happening in their classes.

Study No: 2

Topic : Teachers' concerns about the innovation of teaching EFL in a private boys schools in Thailand

Investigator : TRIWICHITKASEM, WORANOOT, 1994

Objective : To determine the relationship between EFL teachers' stages of concern (SOC) about using an eclectic approach and their English proficiency.
Sample: 29 elementary and secondary English teachers in a private boys school in Bangkok, Thailand.

Tools: 1. S.O.C. questionnaire developed by Hall (1973) was used to determine the teachers concern about implementing eclectic approach.

2. The chulalongkorn university Test of English proficiency (CUTEP) was used to measure each teachers English proficiency in listening, speaking, reading and writing (Wongsotorn (1991).

Findings: 1. There is a positive linear relationship between EFL teachers' personal stage of concern and each of the listening, writing and speaking components of English proficiency.

2. There is a positive linear relationship between the EFL teacher's informational stage of concern and the writing component of English proficiency.

3. There is relationship between the demographic variables of age, the highest degree learned, number of months spent in an English speaking country, number of years since the last degree is earned and the number of workshops attended within last 24 months and the stages of concern.
4. There is a positive linear relationship between age and the awareness stage of concern and there is negative relationship between age and consequence stage of concern.

5. The EFL teachers with bachelor degrees are more intense in the awareness stage of concern than the EFL teachers with post bachelor degree.

**Study No: 3**

**Topic**: Characteristics of an effective modern foreign language lesson: what outstanding teachers do in their most effective lessons.

**Investigator**: ELEDGE, JEAN HONAKER, 1995

**Objectives**: To identify the characteristics of an effective modern foreign language lesson; as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary modern foreign language teachers.

1. What teaching practices are employed by outstanding secondary modern foreign language teachers in the lessons they perceive as their most effective.

2. What commonalities if any exist in the reported teaching practices and the reflection of outstanding modern foreign language teachers.
Sample: From a population of 30 teachers who were recognized by their respective state foreign language teaching association as a 1994 teacher of the year or as a receptionist of the award in Tennessee, 17 teachers were selected.

Findings: 19 Characteristics were identified - preparation, active involvement of students, a non-textbook focus, non-traditional activities, use of the spoken target language in meaningful communication, a variety of teaching materials/aids, review/building on previous learning, group work, immediate establishment of target language atmosphere, a variety of activities, use of objects or pictures; integration of culture, opportunities for student movement, checking for comprehension, integration of topics or activities which relate to students' lives, opportunities for practice.

Study No: 4

Topic: An analysis of the Relationship between learning styles and foreign language achievement of high school students.

Investigator: BARFIELD H. GREGORY, 1994

Objectives: This dissertation examines two learning style inventories to ascertain if there is a relationship between the reported learning styles according to these inventories and achievement in foreign language class.
Sample : 192 IX Grade French, German and Spanish students.

Statistics : 1. A chi square Test was conducted
2. A one way analysis of variance (ANOVA) was conducted

Findings : There were significant differences among students who did not continue to the III semester of foreign language study as designated by their learning style according to the True colour inventory.

No, relationship existed between student grades and their learning styles in the language class for all three semesters of German as well as French classes.

There was a relationship between student grades and their learning styles according to the True colour Test for the III semester of Spanish.

2.7. FACTS DEDUCED

Van Lier (1988) says that second language class room research in studying the process and circumstances of second language development aims to identify the phenomena that promote or hamper learning in the class room (p.71).

The studies covered in table (II) analyses the effect of age factor in second language acquisition. Older learners seem to be ahead of the younger learners. There is positive correlation between age and performance. So teaching L2 at a later age does not hamper language skill attainment.
Cognitive maturity prompts better learning. Hence standards IX and X are suited for second language learning.

Table (III) presents the effect of instruction on \( L_2 \) acquisition. The studies have examined the effect of instruction on the rate and level of success of acquisition. It has also investigated whether instruction influences the process of acquisition. Ellis (1984) Pienemann (1984) and Kedia (1988) feel that instruction had no significant effect on accuracy of production; whereas Light Bown (1980) feels that instruction resulted in increased accuracy in use of 's' morphemes, 'be' and locating preposition.

The table (IV) containing studies dealing with the effect of instruction on the rate of \( L_2 \) acquisition uses design involving comparison between learners receiving instructions and those experiencing exposure with or without instruction. Out of the nine studies, five showed that instruction helped, two produced ambiguous results and two indicated that instruction did not help. Since majority of the studies confirmed the effect of instruction, it can be inferred, that second language can be acquired more through instruction (teaching) than through exposure.
The comparative study of instruction and naturalistic L₂ acquisition Table (V) shows same order of acquisitions of relatives pronouns, morphemes and negatives. Even in committing errors like, using negatives, word order and pronoun, similarity is found. So for successful acquisition of language skills, instruction (teaching) can be relied upon.

Studies abroad analyse both minor aspects of learning like learning strategies and major aspects like late immersion Vs early immersions programmes. Among the language skills, reading finds an important place in investigations. All the other skills have slightly evaded investigators’ eyes. An attainment in reading skill necessarily leads to other language skills.

Late immersion students are better than early immersion students in number and persons distinction and production. In eliciting verb forms both fared equally. In oral control and general grasp, partial immersion students excelled late immersion students. Studies confirmed similar accuracy among early and late immersion students. Teachers’ personal stage of concern has influenced learning skills (Triwichitkasem 1994), length of experience has influenced learning outcomes (Cooper 1965, Triwichitkasem 1994) - Practice improves teaching
effectiveness (Eledge, and Jean Honaker 1995). This practice can be promoted by means of group work (Liang Jang - Shing - 1995). David Nunan (1987) is of the opinion that language used inside the class room and outside differs. Eledge, and Jean Honaker (1995) insists on preparation and non textual focus for better learning. Swagger (1995) advocates sincere praise as a reward for better teaching.

Backman, Marian Taylor (1993) demonstrated that teacher performance was affected by participants' years of experience, their level of education and socio economic status. Effective teaching was defined in terms of sensitivity, initiative and innovativeness.

Such an understanding of the previous studies related to the one the investigator is interested has strengthened him to go ahead with the task of preparing suitable research tools and finalising the research design.
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