CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter aims at reviewing the related studies conducted on the problems of teaching and learning in India and abroad.

2.1.0 The Studies Conducted in India

2.1.1 George (1966)\(^1\) conducted a study on the scope and effectiveness of audio-visual instruction in improving English teaching in Kerala state in the first three years of school course. The study was undertaken to find out (i) the availability of audio-visual aids in schools, (ii) the attitude of teachers towards the use of audio-visual aids and (iii) whether the teaching of English with audio-visual aids is more effective than the usual way of teaching. The data were collected by observing thirty lessons, by administering a questionnaire to 200 teachers from 200 different schools selected at random and by conducting an experiment in actual classroom situation.

The important findings were: (i) the teachers teaching English in grades fifth, sixth and seventh generally used the translation method; (ii) the oral work was neglected in all the three grades; (iii) the teachers pronunciation was incorrect and

they did not pay much heed to the pupils' pronunciation; (iv) children did not get individual attention due to over-crowding in the classroom; (v) the type of seating arrangement was neither healthy nor conducive to language learning; (vi) aids like tape recorders, projectors and flannel boards were not available, and aids available in schools were not properly used; (vii) reasons for teachers' not using aids were heavy cost, heavy syllabus, insufficient number of material aids, and lack of skill and special training; (viii) the percentage of specially trained teachers in audio-visual instruction was 6.06 only and (ix) the achievement of pupils taught by the use of audio-visual aids was greater than those taught by the usual method and the use of audio-visual aids did not require more time than what was required for ordinary teaching.

2.1.2 Rangachar and Kulkarni (1967)² investigated into the provision of teaching facilities for English at class V level in Mysore state. The aim of the investigation was to find out the prevailing facilities for teaching of English with a view to diagnosing its deteriorating standards. The types of facilities probed into were (i) the equipment of the teachers of English language; (ii) the methods they know and follow; (iii) the aids they had, and (iv) extent of the students knowledge of English.

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150 representative schools situated in different districts of the Mysore (Karnataka) state were selected and data were collected by actual observation of classes, administrating questionnaires holding discussions and administering the language ability test to the students of standard VI.

The findings revealed that only a few students had picked the elements of English. Most of them did not know the alphabets fully. A vast majority of them did not know spellings of simple words, could not answer simple questions or read words like 'cap', 'call', 'father', etc. Their ignorance in each of the language skills was uniform. English was taught as knowledge subject like History and Geography, and most of the teachers were not clear about he objectives of teaching English. Majority of teachers were unaware of good 'methods' of teaching English and they followed the translation-grammar method sometimes even without the knowledge of its principles.

2.1.3 Murthy (1968)\(^3\) made a comparative study of the direct method and the bilingual method of teaching English. The main purpose of the study was to compare, under experimental condition, the effectiveness of the bilingual method and the direct method in teaching English to Telugu speaking pupils. The

experiment was conducted on the fourth standard students in government high school Hyderabad typically representative of an average school in the state. The control group was taught by the direct method and the experimental group by the bilingual method. On completion of teaching for 103 days, a final test was given to assess the achievement of the pupils.

The findings reveals that: (i) the bilingual method is more effective than the direct method in developing the pupils' ability in oral reading, oral comprehension and expression; (ii) the bilingual method gives greater frequency of contacts with English per pupils per lesson; and (iii) in the case of bilingual method, spending of time on preparation of lesson plans by the teachers is less.

2.1.4 Shukla (1968) studied the problems of translation and the implication of its use as a teaching device with special reference to Hindi speakers. The aims of the study were to examine (i) the problem involved in the process of translation and (ii) the implications of its use as a teaching device. The study was made with reference to English translation.

The major findings of the study were (i) the translation device can be used as aid to create meaningful contexts (ii) it is not a complete method of teaching a second language; (iii) this device cannot be adequate in teaching items which do not have their equivalents in the pupils first language; and (iv) this device should not exclude other devices used in presenting language items whenever necessary.

2.1.5 Mishra (1969) included English also in his study of the problems and difficulties of Hindi and Sanskrit language teaching. The study aimed at (i) illustrating the importance of language in all around development of child's personality; (ii) finding out the reasons for deterioration of the standard of English among the students of higher secondary stage; (iii) Knowing the practical problems and difficulties of English teachers in their daily language teaching; (iv) giving various constructive and practical suggestions for improving the standard of language among the students. A questionnaire containing twenty-nine different common parts of English, Hindi and Sanskrit language teaching was developed. It was sent to 1000 Hindi, English and Sanskrit language teachers of higher secondary schools of Madhya Pradesh. Data were also collected through

interviews, observation and a survey of literature of English, Hindi and Sanskrit language teaching.

Main findings of the study were (i) that 90 per cent teachers experienced the difficulty of explanation of prose teaching and more than 75 per cent teachers used translation method; (ii) that 40 per cent of the teachers did not give practice of loud reading and less than 50 per cent of the teachers asked the students to memorize certain good pieces of prose and poetry; (iii) very few teachers gave practice of correct pronunciation; (iv) 75 per cent teachers recommended oral and writing practice to improve upon correct spelling; (v) majority of the teachers did not find time for correction of translation work due to heavy workload; (vi) that majority of the teachers used the method of dictation for giving notes as well as for essay teaching; (vii) that although majority of the teachers considered inductive method of grammar teaching more suitable in language teaching 80 per cent teachers used deductive method; (viii) that cent per cent teachers opined that the courses of all languages were too vast to finish in time before the commencement of the examinations, while 95 per cent of them pointed out that the lessons in the text books were above the mental level of the students; (ix) 95 per cent of the teachers accepted the language examination to be essential.
2.1.6 Nagarajan (1970) made a comparative study of the bilingual method and the direct method in Hindi medium school. The experiment was conducted on class VI of a Hind medium school in Hydrabad. The control group and the experimental group were taught, by the direct method and the bilingual method respectively, for a period of five months and both the groups were tested periodically. As a result of the study, the bilingual method was found superior to the direct method. because, it is simple from the point of view of the learners as well as the teacher, it ensures fluency and accuracy in speech, it increases the rate and amount of classroom learning, it promotes intercommunication between the pupils and the teacher, it is most effective even in school where equipment is meagre, and it combines the best elements of the direct method as well as of the other methods.

2.1.7 Borua (1972) tries out the efficacy of the traditional method of and the structural approach to the teaching of English in the four language skills. The main purpose of the study was to test the efficacy of the two methods: The translation method and

the structural approach. The other objectives were to develop in pupils the four language skills viz., to understand English when spoken, to speak English, to read English and to write English. The study was conducted in Nazira higher secondary and multi-purpose school in Assam and the students of class IV of the school were involved in the study. The total of 88 students of class IV were divided into two groups, i.e., section A and Section B, as per result of the admission test for class IV. The investigation took care to see that the two groups contained equal number, as far as possible, of bright, average and below average pupils. Section A was called the experimental group with 45 students and section B was called the controlled group with 43 pupils. The investigation took up the experimental group to teach, while another English teacher was put in charge of the control group. The project was carried out throughout the session of one year and the working days were divided into three terms: 1st term - from January to June, 2nd term - from July to September and 3rd term - from October to December. While teaching the experimental group through the structural approach, the investigator tried to develop in pupils all the four language skills. In the control group, the translation method was applied throughout the year.

Results of monthly, terminal and annual examinations were analyzed statistically in respect of both the groups of students. It was found that the mean score of the experimental
group were higher than those of the control group. It was, therefore, concluded that the structural approach to the teaching of English is superior to the traditional or translation method.

2.1.8 Rajagopalan (1972) made a critical study of the English curriculum at the primary and secondary stages of education in the state of Tamil Nadu. The main purpose of the study was to examine and identify inadequacies in respect of objectives of teaching English, present English syllabus, textbooks used, audio-visual aids available method of instructions followed, organisation of English curriculum and the administrative barriers in implementing it, the evaluation procedures utilized, and to suggest remedial measures in all respects. The investigator used the normative survey method and 100 secondary and 104 primary and upper primary schools were involved in the study. The sample was randomly selected at all the three stages and the data were analyzed by appropriate statistical technique.

Findings of the study reveals that nearly 29.3 per cent English teachers were untrained; majority of teachers and supervisors were yet out of the pail of inservice training; majority of the teachers, supervisors and parents supported English to be compulsory at school stage; use of translation

method, poor knowledge of English on the part of English teachers caused the fall in standard of learning English; inadequate syllabus, unsuitable textbooks and very poor methods of instruction were some of the most potential factors in deteriorating the language situation.

Appointment of subject inspectors for English offering two courses in the subject: one ordinary and the other advanced, identifying proper objectives of teaching English, use of structural method of instruction and use of suitable audio-visual aids, proper training of teachers and scientific evaluation of pupil performance in the subject with more stress on internal assessment and less on public examination were the major remedial measures suggested.

2.1.9 Vora (1973)⁹ made a critical study of the present position of teaching English in the secondary schools of Gujrat state. The study aimed at providing a broad picture of the various dimensions pertaining to the teaching of English as a second language in Gujrat. The sample consisted of a group of 618 teachers from standards VIII to XI of secondary schools selected randomly. For the purpose of personal interviews, secondary schools and teacher colleges were selected randomly. From amongst

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the course planners and textbook writers, six of the framer’s category and four of the writers’ category were interviewed on the basis of the items of the questionnaires. Three tools were prepared to evaluate the syllabus for English for standards VIII, IX and X and textbooks prescribed by the state government. The tools administered were: tool of inquiry in question form, the spot check syllabus evaluation scale, and the spot check textbook evaluation scale. The data were collected pertaining to training of teachers in English, syllabus committee, framing of textbooks, handbook for the teachers, instructional material, use of structural approach in teaching English and composition work by using the above tools and interviewing the schools principals, course farmers and textbook writers.

Following were the major findings of the study. (i) In respect of training, only 30 per cent of the teachers had their training in English and the rest had their training in subjects other than English. (ii) The syllabus revised in 1962 by the committee appointed by the Board, was found to be unscientific. (iii) While framing the textbooks, the sociological factor of the particular age group did not seem to be taken into consideration. (iv) Teachers in Gujarat were provided with a handbook for the textbooks to be used in the classroom. (v) Teachers had no choice of the instructional material, as the only material available in the market were some workbooks and copybooks. (vi) 40 per cent of the teachers had favoured structural approach to teach English.
Composition work was the weakest link in the teaching programme which was not associated with the textbooks.

2.1.10 Pillai (1974) made a critical study of the Basic structure in English and the corresponding structure in Malayalam and its implications in the Design of a course for secondary schools. The objectives of the study were: (i) to select and adopt a form suitable for the purpose of contrastive study with Malayalam syntax, (ii) to provide a short introduction to the grammar of Malayalam sentence structure, (iii) to produce a short contrast grammar of Malayalam and English restricting it to syntax of sentences, (iv) to compare the basic structures in English and the corresponding structures in Malayalam with a view to isolating the learning problems, and (v) to suggest a suitable methodology of teaching, emphasizing a productive use of the contrastive findings.

The questionnaire for a sample of eighty seven teachers and another questionnaire for a sample of ninety-five pupils were administered and twenty administrators were interviewed in order to collect views about the methods of teaching English. An inventory of the basic structures in English of high school classes and parallel structures in Malayalam with a description

of the form, meaning and distribution of each structure was prepared. Thirty-six structures in English selected for analysis were presented to pupils of class IX in three schools, to determine the effectiveness of the contrastive method of teaching. The results were cross-validated with the test scores of a standardized achievement test in English.

The major findings of the study were (i) the situational method was the most commonly employed method for teaching in schools in Kerala, but many teachers were not fully aware of the implications and principles of the different methods, (ii) there were many syntactical features in English structures that were similar to those of Malayalam structures, (iii) the structure of English and Malayalam could be subjected to contrastive analysis, (iv) the counteractive feelings could be used for collecting target element of a foreign language course and for determining the priority to be given to a structure, (v) the structures, in the order of difficulty, were the use of prepositions, tenses, passives and negatives.

2.1.11 Dasgupta (1975)\(^\text{11}\) made a critical study of the vocabulary in English of the students of class VI reading in the non-English

medium schools of Meghalaya and the influence of socio-economic background on the actual vocabulary.

The main objectives of the study were (i) to measure the gap between the expected and the actual vocabulary in English of the students of class VI reading in the non-English medium schools in Meghalaya, (ii) to prepare a glossary I of English words containing the weight of each word in respect of the students of class VI, (iii) to prepare glossary II of English words containing the difficulty value of each word, in respect of the students of class VI, reading in the non-English medium schools in Meghalaya, and (iv) to prepare two more glossaries of words (glossary III and glossary IV) containing the difficulty value of each word relating to the students of class VI hailing from the upper socio-economic group and the lower socio-economic group respectively, in order to bring into clear focus, the influence of socio-economic background on the actual vocabulary of the students.

Words were collected from various sources like textbooks, supplementary books, examination scripts, class teaching, wall paper magazines, word games. The final list containing 2043 words bearing frequency and range was prepared and arranged alphabetically, check lists were constructed and tried out. First and second checklists were administered. The final check lists were divided into two parts. About 4110 class
VI boys and girls of upper and lower socio-economic groups drawn from selected urban and rural non-English medium schools of Khasi, Jaintia and Garo Hills district constituted the sample.

Some of the major findings were: of 2043 words, 469 had the greatest weight, 1295 had minimum weight and 279 words had medium weight; 27.34 per cent words from the two checklists were known by 19 per cent students; 28.49 per cent words were known to more than 90 per cent students. The remaining 44.17 per cent words had medium difficulty value. Upper socio-economic group students had a richer vocabulary than those from the lower socio-economic group. The gap between the estimated (1430) and actual vocabulary (943) was 487. The same gaps for the upper and lower socio-economic groups were 246 and 702 respectively.

2.1.12 Rajagopalan (1975) studied the relationships of certain environmental factors to teaching success in English at the school stage. The objectives of the study were: to device and use a means of identifying the successful, average and poor teachers of English at school stage; to find relationship between success in teaching English and the variables of sex, age, size of the family, experience and Job satisfaction, to identify factors with

which the teachers were satisfied or dissatisfied, and to develop the multiple regression equation for the prediction of teaching success, and to analyze the specific nature of teaching success. The sample included 225 teachers, 20 headmasters and 20 first assistants belonging to twenty schools. Tools employed for the study were a teacher situation inventory, a rating scale, a poor rating scale and an overall rating scale administered to the headmasters.

Major findings of the study were that the teachers were on the scale, only mildly satisfied with their environment; that the teachers were satisfied with the headmaster and the school organisation; that the teachers were most dissatisfied with the local community and the students; that married teachers were more satisfied with the environment then the unmarried teachers; and that teacher's experience in teaching English determined his success, i.e., the more a teacher was experienced the more successful he was.

2.1.13 Saraf (1975) made a critical study of training and preparation of teachers of English as a second language in Maharashtra. The major objectives of the study were: (i) to review the changes in the teaching of English in schools and

corresponding changes in the preparation of English teachers in the last twenty five years; (ii) make a detailed study of the programmes of teaching of English in teaching in the B.Ed course in Maharashtra with reference to aims, courses, methods and materials; and (iii) to study the facilities for in-service training of teachers of English and assess their effectiveness. It was hypothesized that the programme of preparation of teachers of English in Maharashtra would be inadequate and not effective.

The study was conducted on 1000 teachers selected from fifty colleges of education in Maharashtra, on the basis of schools of rural versus urban background, government versus non-government management, single sex versus majority married untrained teachers. Care was also taken to see that every district and educational division was proportionately represented in the sample. All the teacher-educators in charge of teaching English were also included in the sample. The data were collected through several tools. Two different questionnaire were used for the colleges of Education and one for teachers of English. These were supplemented by interview observation of teaching of English in classrooms, studies of documents and checklists and inventories.

The study revealed that English was a compulsory course throughout Maharashtra having uniform syllabus, textbooks and other instructional materials. Secondly, the output of English
literature graduates was too short for the need of the teachers in English and those who sought admission to the colleges of education offering English method were weak in the language specially in spelling, vocabulary and use of articles. Next, the courses in teaching of English had also not much changed in the colleges of education. Next, while the number of students offering English as special method remained unchanged over the years 1971-74; English as a special method was offered more by the non-deputed teachers than their counterpart and most of them were from secondary schools. Next, most of the teacher-educators considered the existing provision for preparation of teachers of English as inadequate and less effective. Next, the teacher-educators required a specialized training for proper implementation of the syllabus under the special methods in English. Next, there were only eighteen teacher-educators who had studied English literature, most of them were third class graduates and eight out of fifty teacher educators did not offer English as the special method at the B.Ed level. Next, there were only two out of fifty teacher educators who had done diploma in teaching of English from the CIEFL, Hyderabad. Next, a few agencies like extension services, British Council, CIEFL, State Institute of Education (SIE), Maharashtra were doing good work in the field. Lastly, the SIE had organized intensive courses in English in a more practical way, it had conducted seminars and workshops for teacher educators and had provided an institutional basis to the production of instructional materials.
2.1.14 Joshi (1975) conducted a study of errors in written English among pupils of standard V and VII in A.E. Society's College of Education. The main objectives of the study were: (i) to find out the typical errors committed by pupils in written English, (ii) to diagnose the causes of these typical errors, and (iii) to formulate remedial measures for preventing the typical errors.

The study was confined to pupils studying in Marathi-medium schools in Ahmednagar district. The written work scrutinized was limited to answer scripts of the annual examinations. The sample of schools selected included both boy's and girl's schools. Answer scripts of pupils of standard V, VI and VII in these schools were selected through the random sampling procedure. The answer scripts were closely scrutinized and the errors were listed under twelve different categories. The frequency of errors under each category was calculated. Probable causes of errors were arrived through discussion with the concerned teachers in respective schools.

The major findings of the study were: (i) Errors concerning speech, number and spellings were committed by 90 per cent.

The textbooks and supplementary readers prescribed for study in secondary schools in Kerala since 1952 were analysed on the procedure adopted by the Methods Department of CIEFL, Hyderabad. A questionnaire which incorporated the main criteria for arriving at the concepts of standards which were tentatively set on the basis of the hints indicated in the textbooks, was administered to experts in the field of teaching of English. The concept of standards in English was studied on the basis of analysis of textbooks and the responses of experts. The results of the secondary schools leaving Certificates Examinations, for which the selected textbooks were prescribed were analyzed to find out the level of achievement of pupils in English.

The following were the main findings of the study; (i) The analysis of textbooks showed that the concept of standards of attainment in English had changed with change in textbooks. (ii) Indo-English writings were not given proper representation in the early books. (iii) The vocabulary load on the basis of density indices was found to be very high in the early books and it seemed to become progressively lower in later books. (iv) The density index of new words in the textbooks was satisfactory. (v) The textbooks showed improvement in the use of structure over the period, particularly in standards VII and IX. (vi) The phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils. (vii) The analysis revealed that the standards of attainment in English as indicated in the
textbooks for the period had fallen. The opinion of experts confirmed this conclusion.

2.1.16 Vamdatt (1976)\(^\text{16}\) conducted a study of English for the post graduate students of Economics in the Universities of Gujarat. The investigation was an exploration in the field of developing English as a library language. It aimed at studying the linguistic patterns occurring in the advanced books of Economics with a view to determining the needs of a post graduate student who experienced difficulty in reading books on economics in English and who desired to improve comprehension of these books.

The sample comprised all the post graduate students of Economics in the Universities of Gujarat. About 1,700 technical terms of Economics and 500 terms of general vocabulary were compiled by analyzing the subject indices of nine standard books on Economics. The list was further supplemented by 500 terms suggested by specialists (thirty-six in all). The tools used were a vocabulary test, a test in logical pattern, a test in grammatical patterns and comprehension exercises specially prepared for the study.

The major findings of the investigation were: (i) students needed to study various types of embeddings which characterized the technical language of economics. Among these were non-finite infinitival and participial constructions, reduced relatives, complementation, intraposition and compound noun phrases including factive nominals, agentive nominals, question nominals and abstract nominals. (ii) It was not enough to develop competence in English syntax only. Student also needed to grasp the structure of the text as a whole and the logical patterns of thoughts embodied in it. It was also necessary for them to know the phasic references, cohesion and equivalence by means of which the rhetorical acts were realized. (iii) The students needed to develop ability in following the extra linguistic materials which were predominantly used in the texts of economics.

2.1.17 Sethi (1976)\textsuperscript{17} made a study of the programme in English spelling in relation to Visual and Auditory presentation. The enquiry attempted to investigate the relative effectiveness of visual and auditory presentation of a programme in English spellings in terms of performance of boys and girls on immediate and delayed tests. In the study, the modes of presentation, sex and of testing were the treatments on independent variables and

the extent of attainment recorded by the subjects was the independent variable.

The study covered the target population of high school students of four English-medium schools of Simla selected on a random basis. The size of the sample was 180 students of Class X out of whom 176 were finally included in the experiment by dividing the subjects into levels of verbal reasoning and achievement motivation and within each level, assigning them to two experimental conditions by randomization. The number of subjects in each treatment, sex wise was 44. The experiment was conducted in the framework of 2*2*2 factorial design. It involved two modes of presentation, two categories of sex and two levels of testing in terms of presentation.

The major findings of the study were: (i) The auditory mode more effective in regard to attainment on programmed materials, (ii) Effectiveness of the mode of presentation varied according to the time of testing, (iii) The visual and the auditory modes of presentation appeared to have significant effect performance on the immediate test, (iv) The auditory mode of presentation was more effective as regards performance on the delayed test, (v) Girls appeared to be superior to performance pertaining to programmed presentation through auditory and visual media. The difference in the performance of the boys and girls appeared to be independent of the modes of presentation. (vi) The time of
test appeared to have significant effect on the performance of boys and girls. (vii) Girls appeared to be superior to boys on the immediate test. (viii) Boys seemed to perform better on the delayed test than on the immediate test.

2.1.18 Das (1977) made a study on the Need for English in Orissa which was an investigation into the English language requirements and Related Instructional Programmes at the Post-secondary level of Education.

The objectives of the study were: (i) to investigate the roles and functions of English in the socio-economic set-up of Orissa, (ii) to identify and analyse the needs for English felt by persons belonging to various professional Categories in the state and to assess how effectively they were able to perform certain tasks in English and (iii) to evaluate the effectiveness of existing programmes of instructions in English at the post-secondary levels and to judge how far these programmes were relevant to the actual needs of the various professional Categories and students preparing for those professions.

The sample consisted of fifty-seven persons belonging to seven selected professional categories, namely, doctors, engineers, lawyers, high school teachers, bank clerks, nurses and pharmacists. The techniques used for data collection were questionnaire, interview, observation, and analysis of English syllabi, textbooks and test papers. An analysis was made of the various language tasks which persons belonging to the different professional categories were expected to perform on their jobs. The actual ability of these persons to meet their language needs and assessed through the opinions expressed by their professional superiors as well as through detailed observation of students preparing for some of these professions were assessed through observation of classes. One hundred and twenty-two final year professional and non-professional students from Osissa were taken into consideration for this purpose. Teachers awareness of the English language requirements of their students was assessed through questionnaires and interviews. Forty subject teachers and seventy teachers of English working in the degree and professional colleges affiliated to the four universities of Orissa were selected for this purpose.

The important findings of the study were: (i) English was used by the members of all the professional categories in the performance of language tasks related to their professional. (ii) The elite professions (lawyers, doctors and engineers) made frequent use of English in performing language tasks related to
their professions. (iii) The language proficiency in English of most of the subjects was adequate for their professional needs.

(iv) In the opinion of the subjects, the existing programmes of instruction in imparting the required proficiency in English to them.

2.1.19 Sharma (1978) made a study of programme in English sentence structures in relation to sequencing and prompting.

The study aimed at analysing the variables of sequencing and prompting and their interaction effects on a programme in English sentence structures. The specific objectives were: (i) to study the effectiveness of Ruleg and Egrul sequencing with regard to pupil response on the criterion test, (ii) To study the effectiveness of formal and thematic prompts within a sequence, and (iii) to find out the interaction between sequencing and prompting.

The target population for the study consisted of all the undergraduate students. However, the accessible population comprised the undergraduate students of two colleges of Agra. Out of this accessible population, the sample was drawn randomly. The

size of the sample, for developing the four sets of the programme, namely, Ruleg Formal (RF), Ruleg Thematic (RT), Egul Formal (EF) and Egrul Thematic (ET), was 448 and 120 at the individual, small group and field tryout stages of their development respectively. The tools used in the study were the programme sets modelled on the linear format given by skinner and the criterion test. It was validated on the basis of individual small groups, and field testing. The error rate in the final draft was 0.35, 0.41, 0.55 and 0.52 for RF, RT, EF and ET sets, respectively. The programme density was 0.35 for each of the sets. The programme was validated for the progression for sequence against the criterion test which was used to evaluate the programme. The design of the study was 2x2 classification of the factorial design. Sequencing and prompting were the independent variables and performance of the students on the criterion test was the dependent variable. The data were analysed using analysis of variance. F-test was used to determine the significance of the main effects of sequencing and prompting along with their interaction affects and t-ratio was also calculated.

The main findings of the study were: (i) the main effect of sequencing was significant showing the superiority of the Ruleg over the Egrul sequencing, (ii) the prompting effect did not show any statistical significance implying that the formal and the thematic prompts were equally good, (iii) in the
absence of any significant interaction between sequencing and prompting neither the former nor the thematic prompts affecting the sequencing Ruleg or Egrul. It meant that the interactions between them did not yield significant results.

2.1.20 Parasher (1979) conducted a study on certain aspects of the functions and forms of Indian English: socio-linguistic study.

The study aimed at presenting a profile of the functions and form of Indian English. The functions of English vis-a-vis Indian mother tongues were investigated in respect of a sample of 350 educated Indian bilinguals jobs. The fields were surveyed with the assumption that English and mother tongue were found to have well defined functions for the subject. An elaborate pre-tested questionnaire was used to elicit data on the subjects background, language used and attitudes. The questionnaire data was supplemented by observatin and interview.

The main findings of the study were: (i) mother tongue was found to dominate in the family domain and English in the domains of friendship, transactions, education, governemnt and employment, (ii) no language appear to be clearly dominant in the

domain of neighbourhood, (iii) the use of English was found to be minimal in the most informal domain (family) and maximal in the formal domain (education, government and employment), (iv) the subjects mother tongues and English were found to be in diglotic relationship, (v) within each domain the choice of English was related to certain social variables such as the degree of informality, topic, mobility, professional status, education, medium of education, reading habits and parents knowledge of English, (vi) the subjects were found to be instrumental rather than integrative, (vii) most of the subjects were aware of the existence of Indian variety of English which they found to be suitable model for teaching English in the country, (viii) syntactic evidence accounted for 48 per cent of the total deviant forms, (ix) the central grammatical system of the language was rarely violated, (x) major differences between Indian and native varieties of English were observed in the areas of lexis and style, (xi) to define standard Indian English and adopt this variety for the purpose of teaching English in India was possible.

2.1.21 Bhat (1979) made a study on the bordering rules in Kanada and English.

The investigation aimed at studying the reordering rules in English and Kanada and examining how scrambling compared

with movement rules in respect of what it did to the meaning of a sentence. Data were collected from various books and documents. The investigation analysed the relevant literature in English and Kanada.

The findings of the investigation were: (i) Reordering rules were found to be of two types: Movement rules and scrambling (ii) The scrambling rule was generally considered to be a non-trans formational reordering device and consequently of not much importance to grammatical structure. (iii) Movement rules were found to be poorly distributed in Kannada when compared with English. (iv) Major syntactic processes such as relativization and question formation that employed movement rules in English did not involve any reordering in Kannada. (v) Some of the communicative functions of a wide spectrum of movement rules in English were found to be served by other devices in Kannada, the role played by scrambling was found to be significant in this respect. (vi) Scrambling was generally not found to be a stylistic device and was largely a matter of performance. It significantly contributed to meaning in Kannada, more or less in the same way as several movement rules were found to be contributing in English.
2.1.22 Menon (1980) conducted a study of creativity in English language of student of the higher secondary level in some English medium schools in Delhi in relation to their Intelligence, Achievement and Language Abilities.

The main objectives of the study were: (i) to understand the concept of creativity, (ii) to know how to locate and identify talent, (iii) to analyse the creative process or the stages of creation of students, (iv) to help nurture, the creative talent, (v) to understand the relationship between creativity and basic intellectual potential, (vi) to understand the relationship between creativity and achievement, and (vii) to know to what extent creative ability in language affected language ability.

The sample considered of 301 students from six English medium schools of Delhi. For data collection, two self prepared creative ability language tests were used. Statistical techniques like mean, significance of difference between mean, standard deviation, correlation, multiple regression and analysis of variance were used in analysing the data.

The major findings of the study were: (i) the scrutiny of children's writings confirmed that imaginative activity when synthesized with certain elements of thought was capable of raising itself to the category of creative writing. (ii) Experience was valuable in building up a creative mind but the direction such a mind took in expression was singularly determined by the position of the individual. Hence the stimulus might be common but the searching mind took innumerable directions while expressing. (iii) Creativity correlated with language, the next was with achievement (0.45) and then with intelligence (0.29), (iv) The correlation coefficient between language and achievement was higher (0.56) than that between language and intelligence (0.32), (v) Intelligence correlated highest with language (0.32), the next was with creativity (0.29) and then with achievement (0.24).

2.1.23 Sudarsanam (1980) made a Diagnostic study of Reading Comprehension of the undergraduate students studying English under Part II in colleges in Coimbatore.

The main objective of the study was to construct and administer a diagnostic test of reading comprehension of Under-

Graduate student and to develop a suitable approach for remedial instruction.

Adopting the stratified random sampling technique, 716 students from the three years of the undergraduate (BA/BSc) courses were selected as the sample for the study. For the experimental study to validate the remedial programme suggested, the paired group method was followed and 28 students in the experimental group were paired with 28 students in the controlled group on the basis of the marks scored in Part I of the diagnostic test. The remedial programme was carried out over 15 classes each of one hour devotion.

The main findings were: (1) The mean comprehension score of the sample was only 72.29 against a maximum of 170. (2) Second year students (M=34.14) significantly differed from first year (M=31.04) and third year (M=30.84) students in their comprehension ability. (3) First and the third year students did not differ in their comprehension ability. (4) A significant difference was observed between arts and science students only in the first year. (5) Students (third year) who studied English under Part III (Major) did not differ from students (third year) who studied English only under Part II. (6) Tamil and English medium students did not differ in their comprehension ability in English. (7) Rural and urban students differed only at the second year level. (8) Students in
government and private colleges differed at the first and the third year levels. (9) Men and women students differed at the first and the second year levels. (10) The teaching of English did not contribute to the improvement of student’s comprehension performance. (11) Educational and occupational status of parents correlated significantly with the comprehension scores of the students. (12) Students devoted greater attention to reading the opening and closing paragraphs of long texts. (13) The remedial programme suggested was effective in significantly raising the comprehension score of the experimental group of students.

2.1.24 Venkatasubbaiah (1981) conducted a study on the role of Indian sensibility in the teaching of English literature.

The chief aim of the study was to make an inquiry into the possibility of utilising the unconsciously inherited sensibility of the student and the consciously acquired knowledge of the mother tongue literature in the teaching of English literature in India.

The study analyse the present state of English studies in India in the light of the history of English literature teaching in India since the middle of the 19th century with

reference to the origin and development of syllabi, methods of teaching and testing. In addition to briefly surveying the influence of English literature on Indian literature in general and Telugu literature in particular, the study highlighted the universal and the culturally bound elements in literature in general and English literature in particular and deliberated upon Rasa and Dhwani, the two most important principles of Indian literary sensibility. It also dealt with the pedagogical implications of Indian sensibility in the context of teaching English literature in India covering aspects like the aims and objectives of teaching literature and how they are likely to differ in the native and the non-native situations and the methods by which native literacy sensibility and the knowledge of the mother tongue literature might be used in teaching English literature.

The major findings of the study were: (i) Indian syllabi did not distinguish between native and non-native situation of teaching English literature, (ii) Indian aesthetics were inseparable from Indian social and philosophical institutes, (iii) there exists a pan-Indian literary sensibility, with recognisably common denominations of form and contexts cutting across the racial and linguistic barriers.
2.1.25 Patrikar (1981)\textsuperscript{25} conducted a study on the linguistic analysis of the Errors in written English of students of B.A. classes of the colleges in urban centres of Vidarbha.

The study was concerned with the causes of the deterioration in the usage of English language to be analyzed by critical examinations of errors in language performance of students and suggestions for improvement in the teaching-learning process in schools and colleges.

The investigation was limited to limited expression in English. In all 1500 written scripts of candidates from urban centres of Nagpur, Aloka and Amravati appearing at B.A-I, B.A-II and B.A-III examinations of the University were collected for analysis. In addition 400 scripts from colleges in these cities were also obtained. These scripts contained free composition and not memorized matter.

The study revealed that students knowledge of the English vocabulary, morphology and syntax was very confused. Use of wrong items, omission and wrong sub-situations, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental

grounding for the receptivity of students from psychological and environmental points of view were the major causes in deficient achievement. Even after the completion of secondary education, the objectives of teaching were hardly achieved. Proficiency in the language could be attained only through constant practice and this our schools and colleges have failed to provide.

2.1.26 Kudehedkar (1981)\textsuperscript{26} conducted a study on the development of course in spoken English at the college level and the study of its effectiveness.

The major objectives of the thesis were: (i) to develop a course in spoken English, and study its effectiveness, (ii) to determine the principles on which the course in spoken English should be designed, and (iii) to determine whether greater attention to speech in the language resulted in improving the proficiency in other language skills.

The methodology consisted of designing the objectives for each subject. The various aspects of the basic course were framed on the basis of grammatical syllabus. The advanced course aimed at preparing the students for communication in new and unfamiliar situations. The investigator laid stress on micro

skills. A field experiment was designed. The first version of the course was tried out with eighteen students in 1977. The second version of the course was tried out on a sample of 300 students divided into ten groups from colleges located in Bombay. The third version of the course was tried out with all the B.A. Part I students of the SNDT University. The intermediate course was tried out as a compulsory course unit with all the B.A Part II students of the University. The tools of research were lessons used with cassette recorder, tape recorder and language laboratory. Special tests were prepared to assess the results of the experiments. The experimental groups studied the newly designed basic course in spoken English in two tutorial periods per week for twenty-four weeks. They received no specific training in grammar or composition. The control groups studied the course already in use and grammar and composition for two tutorial periods a week for twenty-four weeks. They received no specific training in speech. The t-test was used to test the significance of difference of main course. The F-test was also used.

The major findings were: (i) In case of four pairs of seven, the experimental groups obtained higher progress marks than the control groups in the subtest in writing (ii) the students taught by traditional methods failed to acquire mastery over the language as a system. The major conclusions were: (i) a three-year course in spoken English could prove of great value at
the SNDT University, (ii) the course must aim at communicative competence (iii) it was necessary to design the basic course according to grammatical syllabus which began with the introduction of simple sentence patterns and preserved strict gradation and control, (iv) the course materials should take the form of simple natural dialogues strictly confined to the language items covered up to that point in the syllabus, (v) the cassette recorder was the most practical; the language laboratory accorded facilities for recording, replay and comparison. The use of hardware was found to be worthwhile only if time could be assigned for subsequent discussions and follow up activities, (vi) student's attitude and motivation affected the results, (vii) aptitude appeared to be an even more important factor than motivation or methodology.

2.1.27 Kotakgira (1981) 27 made a study on the development of a course for increasing the Reading Proficiency in English of the Post High School students of Gujrat.

The research attempted to develop an auto-instructional course that would increase the reading proficiency in English of students of the post high school stage in the state of Gujrat. The course was designed on the lines of skills approach and

included one unit each on the skills or word recognition, word meaning, guessing the meaning of words from the context, reading in meaningful phrases; sentence meaning, finding the main idea, using a dictionary, guided reading and speed reading with comprehension.

After its first try out on a sample of 118 post S.S.C students of different achievement levels in English, the course was modified on the basis of the statistical data obtained, student's opinion and the researcher's observations during the try out. In the modified version of the course there were eight units, and one on word recognition and the one on dictionary use having been dropped. The material in its modified form was then tried out on a sample of 233 students of Class XI who volunteered to take the course.

The major findings of the study were: (i) it was possible to develop the reading proficiency of the students through the skills approach in which a learner practised different skills separately before he engaged in the task of reading in its entirety, (ii) students with a high achievement level perhaps neede a different approach for developing their reading proficiency, (iii) by creating an awareness of the importance of speed, the learner's speed of reading could be increased, (iv) the amount of development of speed depended on how well the learner's were equipped with the knowledge of the
language and his style of work in general, (v) the perceptual exercise of recognizing words in isolation did not produce results in terms of either speed or accuracy.

2.1.28 Koul (1981) made a critical study of the Fundamental Curricular Issues Relevant to the Teaching of English in India leading to an Alternative Integrated ELT Curriculum.

The aim of the investigation was to critically study the curricular considerations pertaining to English language Teaching/Learning (ELT/L) relevant specifically to the Indian situation, and to suggest an alternative integrated English Language Teaching (ELT) curriculum. The author hypothesized that the crisis in ELT/L remained unresolved because the solutions presented so far had not taken cognizance of the curricular considerations (pertaining to ELT/L) relevant specifically to the Indian situations. This was divided into three constituent hypotheses that was further translated into three questions viz., (i) why is English, and should English be, taught and learnt effectively on a mass scale in India ? (ii) What are the socio-cultural constraints that hinder ELT/L and reforms in ELT from being effective ? (iii) What are the instructional constraints that hinder effective ELT/L in India ?

Question (i) was tackled in great detail within the framework of the historical-political compulsions coupled with the socio-cultural tendencies that have played significant roles in introducing or ejecting, sustaining or assimilating, and fostering or diluting foreign languages in India.

In answering question (ii) an attempt at understanding the constituents of ELT/L - the men and the institutions involved in it was made. The sample for this empirical work comprised 122 parents, 72 pupils, and 18 teachers from the states of Rajasthan, Andhra Pradesh and Kashmir. The major tools used for gathering data were questionnaires and experiments.

To answer question (iii) the components of ELT curriculum, namely, the aims, content, the teaching learning activities and the evaluation, were minutely examined and the nature of the relationship that obtained currently among these components was assessed. The major findings pertaining to this question were that in actual fact there was nothing like a curriculum for ELT in India, for the curriculum components stood in a disjoint relationship with one another. This suggested that an ELT/L programme could not be successful if it was put into the framework of the general model of the syllabi currently in operation.
According to the author the 'education-pedagogic' paradigm, for ELT which was in existence in India for over a century had given rise to isolated reforms in teaching materials, teaching methodology or techniques, or syllabi. This, he asserts, would not, in the present situation, prove to be anything more than a hotch-potch patchwork of purposeless repairs and would not be able to mitigate the crisis in ELT. He suggested a new paradigm which might be called a 'utlitarian curriculum' paradigm from which would emerge an overall unified curriculum for ELT - a curriculum in which the curriculum components stood in conjoint relationship at each and every level and also across the various levels of instructions.

2.1.29 Charles (1981) made a study on Developing Language skills in Adults Attending English Improvement Classes.

The objectives of the investigation were: (i) to prepare auto-instructional and support material in English for the development of language skills, (iii) to study the effectiveness of the course as a whole in terms of students performance, (iv) to study the effectiveness of different techniques used in the study in terms of students reactions, (v) to study the relationship of achievement through the course with

intellegence, academic qualifications and socio-economic status (SES), and (vi) to compare the achievement of students of higher and lower academic qualification.

The sample for the study consisted of all the adult learners who attended the English improvement class run by the Department of Adult and Continuing Education of M.S University Baroda. The study involved single group design consisting of thirty students who attended the course regularly. The tools used in the study were programmed learning material, support material, criterion-referenced test, reaction scale Raven's Progression Matrices and SES scale. The collected data were analysed using mean, standard deviation, percentiles, chi-square and t-test.

The findings of the investigation were: (i) mean differences between the pre-test and the post-test scores of the experimental group were significant, (ii) the course in general with all the particular techniques used there in was found to be effective in terms of learner's reactions, (iii) highly intellegent as well as less intelligent adults gained significantly from the course, (iv) both graduates and undergraduates gained significantly from the course. However, a comparison between their gains revealed that the graduates gained significantly more than the undergraduates, (v) both the SES groups, grade I and grade II, gained significantly, but the gains were relatively more on the part of grade I SES group.
2.1.30 Walia (1981)\textsuperscript{30} conducted an Evaluative study of English at the secondary level in Rajasthan.

The objectives of the study were: (i) to find out how the reading materials used in the classroom reflected the professed aims of the syllabus of English, (ii) to find out the extent to which the nature and content of examinations supported the goals of teaching English, (iii) to find out how teachers worked through these materials in the actual teaching situation, (iv) to find out if the English language teaching programme of the state made any impact on the teaching in English at the secondary level. (v) to find out if the teachers had the basic academic qualifications necessary to teach English, (vi) to find out if the teachers had been trained to effectively use the new techniques, (vii) to find out if there existed any difference in the performance of English language trained teachers and untrained teachers, (viii) to find out if the teachers were aware of the considerations important for the writing of textbooks, (ix) to find out if the teachers were able to evaluate the existing textbooks, (x) to find out if the teachers had the ability to evaluate the existing examinations system and suggest reforms, (xi) to find out if there was any difference in the quality of teaching going on in the rural and urban schools of Rajasthan, (xii) to find out how the students viewed the teaching

of which they are exposed, and (xiii) to find out how the students responded to the text books prescribed for them.

For the purpose of the study, 25 schools were randomly selected from Jaipur district of Rajasthan. Out of these 9 were from urban areas and 16 were from rural areas. The final sample consisted of 114 teachers and 154 students who completed various questionnaires. One teacher from each school was observed for his teaching.

The finding of the study were:

1. The new structures that were sought to be taught had not been there in the textbooks,

2. There was no conscientious attempt to define the range of active and passive vocabulary among the new items presented in the textbooks,

3. The actual number of new words outside the prescribed list far exceeded the stated claim and vitiated the principles on which language learning was supposed to be based,

4. Except for a few lessons, thematically the textbooks were quite suitable for all categories of all students for whom they were meant;

5. In case of exercises given at the end of the lessons, the main defects noticed were neglect of the principles of confronting students with exercises given at the end of the lessons;

6. There was imprecise and grammatically incorrect language of instruction in the text books, workbook and handbooks;

7. Teachers felt that the size of the class and the quantum of work-load affected the choice of the mode of teachings; and

8. The grammatical mistakes in framing of the questions and the unscientific nature of multiple choice questions affected the testing of the real language ability of the students.
2.1.31 Gaikwad (1982) made a study on the comparative study of efficacy of the Direct Method and the Bilingual Method of teaching English to lower classes of secondary schools in rural area of Maharashtra state. It was an experiment.

The objectives of the study were: (i) to examine the comparative efficacy of the direct method and the bilingual method under experimental conditions of teaching English as a second language to lower class of secondary schools in rural area, (ii) to compare the achievement of pupils in language learning gained by the direct method and the bilingual method in respect of four basic skills of language, learning, namely, listening, reading, writing and speaking and in the case of structure and vocabulary comprehension, (iii) to observe the efficiency of the methods in respect of suitability of the methods to the teacher in realistic rural conditions and in terms of time, energy required for preparation and presentation of teaching materials by the teacher, and (iv) to observe the efficiency of the methods in respect of suitability of the methods to the learners in terms of their difficulties in comprehension.

Class V from a village school which was typically rural in all respect was selected. The parallel groups experimental design was followed. Each group, the experimental and the control, contained forty-three pupils. The groups were equated on the basis of equal number of pupils, sex, chronological age, I.Q., general scholarship, socio-economic status of parents etc. The experiment was conducted for one academic year. The investigator himself taught both the groups allotting equal number of teaching periods. The same matter i.e., the same textbooks was presented to both the groups. Tests given were mainly teacher-made tests. Statistics used were mean, standard deviation, critical ratio and analysis of variance. The rank difference method was used to find out the correlation between I.Q. and marks of each skill test.

The major findings of the study were: (i) The bilingual method was superior to the direct method in developing linguistic skills of understanding, speaking and writing. (ii) The bilingual method was also superior to the direct method so far as developing the language elements of structure and vocabulary in the pupils was concerned. (iii) Both the methods were equally effective so far as reading skills were concerned. (iv) From the viewpoint of suitability of the method to the teacher as well as to the learner, the bilingual method was most suitable than the direct method. (v) The bilingual method enabled
the teacher and the pupils to speed up inter-communications among themselves.

2.1.32 Khan (1982) Conducted a study on the suitability of Teaching English through correspondence courses as offered by some Indian Universities at the First Degree level.

The objectives of the study were (i) to study the status of the teaching of English through correspondence in Indian Universities with reference to lesson scripts, students, response sheets, personal contact programmes, radio talks and the use of audio-visual aids; (ii) to study the perception of English teachers and students of correspondence institutes towards the teaching of English through correspondence, and (iii) to analyse the lesson scripts and students, response sheets in the subject of English at the undergraduate level.

The sample respondents of the study were 43 English teachers working in the correspondence institutes of 9 Indian Universities and 100 undergraduate students of 8 correspondence institutes. Besides 46 printed lesson and 11 Valued response sheets in English were selected for content analysis. The questionnaires, interview schedules, and Content analysis guides

were used for gathering evidence for the study. Data were collected through the mailing process as well as through personal visits to the sample institutions.

The findings of the study were: (1) The majority of the teachers of correspondence Courses in English were young. (2) The English teaching programme through correspondence was found inadequate because of lack of teacher training, lack of provision of self-learning materials for students, lack of facilities for spoken and listening skills in the English language, lack of supplementation of audio-visual aids to printed materials, outdated syllabi, textbooks and examination systems, lack of proper motivation of students, lack of appreciation of correspondence courses by the academicians including teachers of correspondence institutes. (3) All the teachers indicated a desire to be trained in the methods of distance teaching. (4) Their work load was too high for appropriate evaluation of response sheets. (5) The questions included in assignments did not have potential to test the originality of students. (6) The teachers encouraged students for self learning through personal contact programmes. (7) The teachers were almost equally divided while expressing their views on the question whether the correspondence teaching system was better than face-to-face teaching. (8) Most of the students (58%) joined the correspondence courses because of their desire for improvement of qualification. (9) Around one-fourth of them joined the
correspondence courses because of the non-availability of admission in regular courses and because of occupational involvement.

2.1.33 Ramkumar (1982)\textsuperscript{33} conducted a study on the Assessment of entering Behaviour in English of pupils of standard VIII.

The study intended to obtain the repertory of verbal associations in the English languages with which peoples entered the learning situation in standard VIII. The main objectives were: (i) To assess the attainment in the different component skills in written English of a representative sample of pupils of standard VIII, (ii) To identify and classify errors, if any committed by the sample, and (iii) To compare relevant sub-groups of the sample on both attainment and error incidence in English. Entering behaviours as defined in the study described the present status of the student's knowledge and skill.

The tools used were word fluency test, free composition passage of about 50 sentences written by the peoples and entering behaviours in English test prepared for the study which included ten compared skill of writing English. The sample for the study comprised 600 pupils who had just entered standard VIII, selected

from fourteen schools of Trivendrum District. It included 300 urban and 300 rural pupils and 279 boys and 321 girls. The data obtained from the administration of the three tools were analysed separately. Frequency tabulation was made of errors to identify types and assess the extent of incidence, Chi-Square values were calculated between correct and incorrect responses for each component of the entering behaviour test.

The main findings of the study were: (i) the vocabulary attainment of standard VIII pupils was very low, boys in urban pupils having significantly higher attainments than girls and rural pupils, respectively. (ii) Only 11 per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five. (iii) The types of errors were not very large and the possibilities for committing mistakes were minimum because of the pupils inability to write. (iv) Four types of errors viz. spelling, balancing of sentences, punctuations and wrong word substitution, had the highest incidence. (v) On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses, (vi) Proficiency was low in the use of five component skills, viz., use of phrases, propositions degrees of comparisons, plurals and combining sentences, (vii) Proficiency was average in the use of articles, opposites and the 'ing'
forms, (viii) Not even one pupil could correctly punctuate the
given single sentence.

2.1.34 Sharma (1982)\(^{34}\) conducted an experimental comparison of
Effectiveness of Individual and Group correction of written work
in English in classes VII to IX.

The objectives of the study were (i) to study the
effectiveness of the individual correction method of written work
in English in classes VII and IX, (ii) to study the effectiveness
of the group correction method of written work in English in
classes VII and IX and (iii) to make a comparative study of the
effectiveness of these two methods of correction.

The study was conducted on a sample of 567 students of
class VII and 500 students of class IX of four government high
and higher secondary schools of two districts of Haryana state.
The students of each class were taught 12 lessons of English. For
teaching work, the students of each class in a school were
combined. At the end of each lesson, written work in the form of
a home-task was assigned. Before teaching the next lesson the
correction of written work was done. For correction work two
matched groups of each class in each school were set apart on the

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34. Sharma, O.P. : "An Experimental comparison of effectiveness
of individual and group correction of written work in
English in classes VII and IX", Ph.D. thesis,
Kurukshetra University, 1982, quoted in Buch, M.B.
(ed.) ibid., pp. 660-661.
basis of equal means and standard deviation of their previous annual examination scores in the subject of English. The written work of the students of one group was treated with the individual correction method and of the other group it was treated with the group correction method. The same process was applied to all subsequent lessons. Later on the correction treatments were rotated among the groups in such a way that both methods of correction were applied to both groups. At the end of the teaching and correction process an achievement test was administered to each class. The achievement test were standardized and their reliability was 0.92 and 0.97 for classes VII and IX respectively. The student’s scores, whose written work was treated through the individual correction method was compared with the scores of students whose written work through the group correction method, with the help of the t-test.

The findings of the study were: (1) There was no significant difference between the mean performances of the students of class VII on getting their written work in English corrected through individual or group correction method. (2) There was no significant difference between the mean performances of the students of class VII on getting their written work in English corrected through individual correction method or group correction method.
2.1.35 Shivapuri (1982) made an investigation in pupils comprehension of English.

The objectives of the study were (i) to find out how the background factors of intelligence, socio-economic status, level of aspiration and personality traits affected reading comprehension of English passages in class XI students, and (ii) to find out sex differences in reading comprehension.

A sample of 200 boys and 200 girls studying in class XI of schools in Varanasi city was selected. Data regarding socio-economic status, intelligence, level of aspiration and personality were collected using appropriate standardized tools available. For English comprehension a test standardized by S. Chatterjee and M. Mukherjee consisting of two parts one having items for putting sentences in proper sequence and the other having passages for paragraph comprehension was used.

The findings of the study were: (1) There was no difference in comprehension scores for the two sexes. (2) Socio-economic status affected the comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class groups. (3) When correlation co-efficient were observed it was found that in the case of boys only the

correlation of comprehension scores with intelligence was significant, whereas in the case of girls, it was significant in the case of SES, intelligence as well as level of aspiration. (4) The study of partial r's revealed close relationship between comprehension scores on the one hand and SES intelligence, level of aspiration on the other hand. (5) The relationship with personality factors was significant only for girls. (6) Both in the case of boys and girls, the maximum contribution to comprehension scores was that of intelligence.


The study was an attempt to trace the evolution of the teaching of English in India from its official beginning in the days of Macaulay to the last days of British rule when it had already usurped the position of the major subject in the school Curriculum. The problems examined were: (i) official policy on English education, (ii) position of English in schools, (iii) methods and classroom practices, (iv) courses of instruction and teaching materials, (v) examination and (vi) teacher training. The research methodology used was historical.

survey based on literary study involving identification, analysis, interpretation and evaluation of pertinent primary as well secondary sources in the form of documents, reports, syllabi, question paper, text books, articles, speeches, research reports etc., structured interviews and questionnaires were also used to collect the necessary data. Two eminent scholars were interviewed and one out of the three renowned Indian writers in English responded to the questionnaires.

The major contributions of the survey were: (1) The results of the survey provided a general picture of the implicit and explicit causative forces that led to the official introduction of English education in India. (2) It helped to build up a coherent picture of the development of English education in the Madras Presidency during 1835-1947. (3) It examined the position in the school curriculum at various times in the Presidency of Madras during 1835-1947. (4) It produced a faithful record of the methods and classroom practices in the teaching of English in schools in the Presidency during 1835-1947. (5) It provided a historical survey of the practices in testing and examinations in English in the Presidency during 1835-1947.
2.1.37 BhahmBhatt (1983) conducted a study on the preparation of Language Programme in English for Pupils of class VIII and its Effect on Achievement in Relation to some Psycho-socio Factors.

The objectives of the study were: (i) to examine the efficacy of the language programme in comparison with the language material of the textbook of lower level English for std. VIII; (ii) to readjust the structures of the syllabus taking into consideration some of the salient features of T.G. Grammar to find its effectiveness in language acquisition, (iii) to develop an effective language programme based on simple inversion, substitution, deletion, addition and replacement of words and phrases and to measure thereby its learnability for pupils of std. VIII, (iv) to supply more language practice items having transformative and lucid sequence to strengthen the skills of English language, (v) to introduce a greater number of exercise items demanding an understanding of linguistic behaviors of words, phrases and sentences, (vi) to study the relationship of set and area with the achievement of English language, and (vii) to suggest a more viable language programme for the beginners of L.L. English.

The new language programme was prepared having four parts, viz., teaching items, read and learn, language practice and test items. The programme was prepared to cover the total load of vocabulary found in the text book simple transformational rules were also kept in mind while preparing the programme. The test was based on comprehension, expression in controlled writing, vocabulary and sentence construction.

The major findings were: (1) The language programme prepared by the investigator produced better results so far as English learning was concerned. The difference between the adjusted means of scores of the experimental group, and the control group was 23.30 which was in favour of the experimental group showing that the new programme was more effective than the usual material, (2) the main effect of treatment was significant, (3) the main effect of sex was significant, (4) it was found that the programme proved to be more effective than the usual material without being affected by sex, pre-achievement in language, I.Q, SES, n-Aeh, emotional stability, anxiety and area, (5) the control variables, socio-economic status, intelligence n-Aeh, emotional stability and anxiety were paired with the pre-achievement in language and this showed high correlation with achievement in English.
2.1.38 Joseph (1983)\textsuperscript{38} Evolved a strategy for teaching English grammar at High School level.

The major objectives of the study were: (i) to evolve a validated multi-media strategy for teaching English grammar at High School level, (ii) to find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear and branching, (iii) to find out the relationship between the pupils attitude towards the multi-media strategy and their achievement in the comprehensive test, and (iv) to find out the relationship between pupil's intelligence and their performance in the comprehensive test.

For realizing the above objectives a single group design was used. The study was conducted in a group of 28 students studying in class IX and X of an English medium school of Baroda city. The components of the instructional strategy were introduction by the teacher, PLMS of linear, deviated linear and branching forms, tables & charts, exercises and assignments, key to exercises, summary and criterion test. The study was conducted for two successive years in one group of students studying in class IX and X. The strategy was validated on the basis of the students performance on the criterion test and comprehensive

test student’s reaction towards the material and expert’s reaction towards the material.

The main findings of the study were: (i) About 90 percent of the students scored 60 percent or more marks in five out of nine units. In the rest of the units 30 to 80 percent students scored 60 percent or more marks, (ii) both the students and the experts had expressed a highly positive reaction towards the multi-media instructional strategy, (iii) branching PLM was found to be most effective in terms of achievement and ranking of the students, (iv) deviated linear PLM was found to have a comparatively inferior stand in terms of ranking of the students, (v) the students expressed a stable favorable attitude towards the strategy, (vi) there was no significant relationship between students attitude and achievement, (vii) there was a significantly positive relationship between intelligence of the students and their achievement through strategy.


The objectives of the study were (i) 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, (ii) to identify the present status of teaching English, through observation of teachers' performance in the classroom situation, (iii) to study strengths and weaknesses in the teaching of English, (iv) to try out the effectiveness of training in selected skills under micro-teaching strategy for improving teaching competence of the teachers of English and (v) to suggest measures for improving teaching of English in the high schools of the district. The hypotheses of the experiment were: (i) There is a significant difference in the mean score on rating scale, of the group trained in the five selected teaching skills through micro-teaching strategy and the group without training in the five selected teaching skills. (ii) There is a significant difference in the mean score on the General Teaching Competence scale, of the group trained in the five selected teaching skills through micro-teaching strategy and the group without training in the five selected teaching skills.

Survey method was adopted in phase I. Two samples (N - 490 and N - 120) of teachers teaching English were selected by stratified random sampling procedure. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. Phase II covered an experiment under
micro-teaching strategy in one training college of Shillong. Five skills (fluency in questioning, reinforcement, stimulus variation, student participation and achieving closure) were selected.

The major conclusions were: (1) The majority of the teachers of English were not professionally equipped to teach English. (2) Teaching at the foundation stage was neglected. (3) There was no uniformity regarding work-load of teachers of English in different categories of school. (4) English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teacher's handbooks. (5) The mean overall score in English in classroom teaching was between 'poor' and 'satisfactory'. (6) Sex and marital status differences, and participation or non-participation in co-curricular activities had no impact on teaching of English. (7) Experience and professional training played significant roles in the teaching of English. Teachers from government and grant receiving English medium and urban schools taught significantly better than those from ad-hoc and private, non-English medium and semi-urban schools. (8) The majority of the teachers were not aware of appropriate methods and not clear about the four-fold objectives of teaching English. (9) In service training facilities for teachers were inadequate. (10) Training in selected skills through micro-teaching was effective in improving
English competence of the teachers of English. Micro teaching supplemented training in English teaching methodology.


The objectives of the study were: (i) to construct a test for measuring the reading comprehension of pupils of standard X, (ii) to establish norms for reading comprehension for students of English medium schools for Central Gujrat, (iii) to study whether there were any sex differences with regard to reading comprehension, and (iv) to study reading comprehension in the context of SES, and certain socio-psycho factors, viz., test anxiety, emotional stability, leadership and radicalism.

The test was constructed and standardized for measuring the various components of reading comprehension viz, noting the significant details, finding out the main idea of the paragraph, giving the meaning of the words in context and nearest to the key word, giving the sequence of events, finding the relationship

between ideas, drawing inferences, giving captions, drawing generalizations, and reading and interpreting tables and maps. The test was standardized on a sample of 873 students. The sample included 384 girls and 489 boys selected at random from English medium schools of Central Gujrat. The percentile rank norms and standard score norms were fixed for boys and girls separately. For studying the reading comprehension in the context of SES and other socio-psycho factors 2x2x2 factorial design was used.

Some of the characteristics of the test and finding were: (i) the mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English, (ii) the reliability of the test was determined by the test-retest method, split-half method, Rulon Formula, Flanagan Formula, K.R Formula and analysis of variance of approach range between 0.76 and 0.90, (iii) the concept validity, concurrent validity and factorial validity of the test was established. The concurrent validity of the test was established by correlating the scores of students on the test with the teacher's opinion about reading comprehension and it was found to be 0.49, (iv) the mean difference in reading comprehension scores was in favour of students with high SES, (v) the mean difference in reading comprehension scores was in favour of students having high leadership traits, (vi) emotional stability was not found to influence reading comprehension, (vii) students having a high
degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism.


The objectives of the study were (i) to construct the tools to measure the impact of Teach-English-Learn English (TELE) programme, (ii) to measure the impact of the TELE series on learners of English in relation to the skills of the English language. (iii) to measure the impact of the TELE Series on the learners of English in specific areas and on skills of the English language, and (iv) to make the organizers of the TELE programme familiar with reactions of the audience towards the programme.

The tools used to collect data were short tests covering four language areas devised to measure the proficiency of listeners in English, questionnaires. Seeking information from listeners and programmes about TELE, opinionaires for studying the reactions, and interview schedules. The test for measuring proficiency in English both for teachers and pupils were

Constructed and subjected to the process of item analysis only. The items on selected aspects of English were prepared, viz, pronunciation, vocabulary, grammar and listening comprehension. The pilot test was administered to 300 teachers and 2000 students of class IX selected randomly. The three tools were administered to 500 teachers and 5000 students.

The simple percentage and t-test were used for analysis and testing the significance of difference between the means. Two groups of teachers and pupils were formed as listeners and non-listeners.

Some of the finding were: (1) The impact of the TELE series on the teacher's own English was positive and it was in favour of listener teachers. The listener teachers clearly gained from the broadcast. (2) The teachers did gain in the specific areas, viz, listening, comprehension, pronunciation, vocabulary and grammar. (3) The impact of the TELE series was even greater in the case of the learners of English. (4) The TELE series helped the teachers and learners of English in the schools of rural areas. This supported the contention that the radio could fruitfully be used to strengthen the teaching of English in rural areas where facilities were comparatively inadequate. (5) TELE proved to be useful source of teachers and learners regarding the natural and appropriate use of English. (6) TELE also served as a
source for teachers to become familiar with practicable and effective ideas.


The objectives of the study were: (i) to make a contrastive analysis of English and Oriya with a view to finding similarities and differences between these two languages, and to locate potential areas of difficulty of the Oriya learners in learning English, (ii) to make an error analysis of English of the Oriya speaking pupils studying in Oriya medium schools as well as those in English medium schools, (iii) to evaluate the attitude towards English of the Oriya pupils in Orissa and, (iv) to study the level of parental involvement and home environment of Oriya pupils in the learning of English.

The sample of the study consisted of 300 pupils of grade X studying in six higher secondary schools of Sambalpur town, 150 parents of the Oriya speaking pupils of grade X of Sambalpur town, 50 Oriya speaking pupils of grade X of Oriya medium schools and 50 non Oriya speaking pupils, 40 teachers of English in six higher secondary schools of Sambalpur town and six

headmasters of the Sample schools. The relevant data were collected by employing the attitude towards English scale originally developed by Brown and Holtzman and adopted in Oriya by Bhupinder Singh, two separate questionnaire containing items for students and parents to know their involvement in English and a general questionnaire pertaining to various problems of the teaching learning process in the classroom.

The findings of the study were: (i) there existed a significantly unfavorable attitude towards English among Oriya pupils, (ii) girls were found to have a relatively more favorable attitude towards English than boys, (iii) pupils were found to have great involvement in the learning of English as second language under all normal conditions, (iv) parental involvement in the learning of English was found significant in most of the situations however, the students did not get a stimulating English speaking environment either at home or at school, (v) Oriya speakers were found to have difficulty with the use of inflexionan affairs like the use of plural number, genitive cases and the third person singular verb in the present tense, (vi) many orthographical errors like the use of 'bus' and 'boss' syntactical errors and importation errors were also found to be common in case of Oriya speaking pupils studying English as a second language.
2.1.43 Joshi (1984) conducted a Study on the Factors influencing English Language Abilities.

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

The normative survey study was conducted in Moradabad and was confined to urban and rural schools managed by private agencies, missionaries and the state govt. A sample of 720 students from both the sexes representing scheduled castes and non-scheduled castes were selected using the stratified random sampling method. The sample was then grouped for different strata with 30 students in each stratum. The data were collected administering Raven's Progressive Matrices, SES (urban) scale.

The major findings of the study were: (i) the scheduled caste students were found to attain average growth level in each one of the six English language abilities whereas students of the non-scheduled castes were found to be slightly higher than average in these abilities, (ii) the growth status of language ability was a function of structural factors operating within and outside the individual, (iii) there existed a significant relationship between intelligence and growth of various English language abilities, (iv) the growth of English language abilities was found to be maximum among eight graders of missionary schools followed by the students of state govt. schools and private schools. The male eight graders were found to be higher in such language error as failure to identify the relationship of the verb with the number of the subjects, failure to place the pronoun in the sequence, failure to identify the relationship of the anomalous verb 'will' with the succeeding verb etc., whereas the female eight graders were found to be higher in failure to use 'who', failure to use a word in relation to its pronoun and failure to use 'neither.'

The objectives of the study were: (i) to identify the various uses of the English language by technicians on-the-job in industry, (ii) to analyse the engineering textbooks representing the several subjects taught in each of the three conventional branches of civil, electrical and mechanical engineering in terms of 13 communication categories, (iii) to identify the language skills required for learning in polytechnics, (iv) to correlate the ranks of the language categories identified by job analysis, text analysis and questionnaire method, and (v) to list the needs of polytechnic students in their use of English for studies and for their future career.

All the students in the final semester of civil, mechanical, and electrical engineering, all the teachers of the rank of associate lecturers and lecturers who taught the three branches and all the teachers of English in all the five polytechnics in Madras city constituted the population for administration of the questionnaire. Three textbooks which had all the subjects taught in each branch and written by Indian authors were selected for analysis. As many as 169 technicians in the three branches were interviewed for job analysis.

The major findings were: (i) the ranking of priority of the four needs was language skills, communication skills, communication categories, language elements, (ii) the language skills depended on the situation in which the user put the language to actual use in achieving his objectives. Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively. The use of English for speaking and reading was very limited compared to that for writing and listening, (iii) under communication skills, polytechnic student's interest in professional development and perception of on-the-job requirements were reflected, (iv) the communication categories had to be understood as well as expressed by polytechnic students and technicians.

2.1.45 Singh made a critical evaluation of Nationalized English Textbooks for classes VI to X of Haryana.

The objectives of the study were: (i) to analyse strengths and weaknesses of nationalized textbooks in English prescribed for classes VI to X in schools of Haryana, (ii) to analyse the English readers in terms of two evaluation criteria, namely academic aspects and physical aspects, (iii) to analyse the English supplementary reader prescribed for classes IX and X

in terms of two evaluative criteria, namely academic aspects and physical aspects and (iii) to suggest some general improvement in the textbooks.

A stratified random sampling procedure was followed, schools were selected from each district of Haryana state. From each school, six teachers teaching English textbooks to students of classes VI, VII, VIII and IX were taken up. In this way the total sample include 480 teachers and 480 students. The selected teachers and students were administered a set of three questionnaires which were framed and used for three types of English textbooks prescribed in the schools, that is, English Reader, Supplementary Reader and Poetry book. The opinion of the teachers and students were collected on a five point rating scale and a three point rating scale. The data so collected were analyzed with the help of percentages and chi-squares.

The findings of the study were: (i) the English reader meant for class VI met the criteria by and large, (ii) the textbooks prescribed for class VII had drawbacks like that of having less pictures and less illustrations, (iii) the English Reader for class IX had drawbacks like insufficient number of pictures and illustrations, misprinted words, difficult language, (iv) a textbook of English prose-a supplementary reader prescribed for high school classes also had drawbacks. These were less humorous material, difficult language, less pictures and illustrations and
some difficult lessons for learners, (v) the suggestions received from students and teachers about improvement in the textbooks were concerned with dropping of difficult lessons, adding of humorous material, introduction of simple and easy material, addition of some pictures, decreasing the number of lessons and having an attractive lay-out of the books.


The study investigated the linguistic and communicative abilities of high school teachers of English in relation to their classroom functions. The research questions addressed were: (i) As speaking ability of the subjects adequate for teaching ESL (English as Second Language) at the secondary and higher secondary levels of school education? (2) Is the subject’s writing ability adequate? (3a) Do the subjects possess grammatical and stylistic competence to identify and correct errors in student writing? (3b) 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 a significant difference between the subjects speaking ability and their writing ability?

The sample consisted of 60 trained graduate teachers (TGTs) and Post-Graduate teachers (PGTs) teaching high school classes in 15 Central schools located in the states of Rajasthan and Utter Pradesh, and the Union Territory of Delhi. To find answers to the five questions, four test measures were developed. For the Test of speaking Ability (TSA) sample of classroom teaching were audio recorded. For the test of writing Ability (TWA) the subjects had to write a model composition for high school pupils. In the test of sensitivity to Pupil-error (TSE) the subjects had to identify and Correct in a protocol errors relating to grammars, usage, idioms, and style, and in the test of sentence Completion (Tse) they had to combine sets of short sentences to produce complex sentences. All the four tests here related to an ESL teachers' classroom functions.

The findings of the study were: (1) The speaking ability of three-fourths of the subjects were adequate though it was deficient in accuracy. (2) The writing ability was not adequate. (3a) The subject possessed grammatical competence to correct pupils errors, but not stylistic competence to the same extent. (3b) In error-correction they applied the norms of sentence-level accuracy and were oblivious to discourse and contextual constraints. Errors for them meant grammatical errors
nor errors of idiom and style. (4) The subject generally possessed adequate syntactic control and fluency. (5) There was a significant difference between the subjects speaking ability and their writing ability.

2.1.47 Soumini (1984) made a study on the course Design Based on Communicative Approach for English Language Teaching in Regional medium schools.

The objectives of the study were (i) to design a course based on communicative approach for the teaching in English for regional medium class IX and X students using science as the content, (ii) to prepare a few sample materials as per the course design, (iii) to try out the prepared sample materials to find out their workability in classroom situation, and (iv) to evaluate the materials in terms of the performance of students in rhetorical acts in biology.

The parallel group experimental design was employed. The sample consisted of students of high schools. The experimental and control groups were formed on the basis of one-to-one matching. The course design was drawn for class IX and X, the content taken being the biological and physical sciences.

The six units were based on the topics selected from the science subjects. The experiment was conducted in a Telugu medium school. The various types of tests and instructional materials used in the study were English proficiency test one and two, science pre-test, science achievement test, post test, science questionnaires to find out student’s reactions and teacher’s opinions on the course design.

Some of the major findings were: (1) In case of science the pre-test/post-test gains course of the experimental group demonstrated a significant improvement due to communicative approach. Similar improvements from pre-test to post-test for the control group were not observed. (2) The majority of the students found that the course design was useful to improve both science and English. Most of the pupils felt that the teacher asked sufficient and interesting questions on the basis of designed units. (3) Most of the teachers considered that they had to be more active in the classrooms and most of the students also sought guidance for them. The teachers felt that this type of course developed vocabulary structures, science concepts, as well as the language skills. Teachers felt that they needed special training to teach English through the communicative approach.

2.1.48 Bora (1985) made an analysis of English Reader prescribed

for class VIII of the high schools of Shillong. The main objectives of the study were: (i) To study the effectiveness of the present English Reader. (ii) To find out whether it fulfills the four basic aims of teaching English. (iii) To study whether the English Reader coincides with the requisite of a good English textbook. (iv) To study the opinion of the teachers on the English Reader. (v) To make an analysis of the reader based on structural approach.

The sample of the study included the teachers teaching English in different high schools situated in the Municipal areas of Shillong.

The major findings were as follows: (i) The present Reader is effective in all kinds of students to some extent only. (ii) It fulfills adequately the following aims of teaching English, viz, reading, understanding and speaking but the aim of writing is not adequately fulfilled. (iii) The Reader could be made more interesting and attractive to students. (iv) It needs re-adjustment in some of the units only. Except a few minor changes here and there, the Reader on the whole is quite up to the standard. (v) The content of the Reader is adequate and caters to most of the needs of students. (vi) The density index of words in most of the chapters are adequate but in a few chapters the number of a new words introduced are more. (vii) The number of exercises and assignments given in the Reader are
adequate. (viii) The number of lessons relating to Indian life are inadequate in the Reader and so more such lessons should be included. (ix) The illustrations used are not attractive to the students in many cases.

2.1.49 Jyrwa (1985) conducted a study of common errors in English made by the pupils of class VI in the schools of Shillong following the Indian Certificate of Secondary Education Curriculum. The objectives of the study were: (i) to identify the common errors in English made by the pupils of class VI; and (ii) to give practical suggestions for the improvement of teaching-learning process in English in schools of Shillong following the I.C.S.E. curriculum.

The sample of the study included the three schools of Shillong following the Indian Certificate of Secondary Education Curriculum which comprised of 258 students of class VI.

The major findings of the study were: (i) The areas of common errors in English grammar in which pupils make maximum errors was in Tenses (simple). (ii) Pupils differ considerably in their performances in the three different devices. They make the highest percentage of errors in the area of Preposition (31.98 %)

in the written composition. (iii) Out of the total number of errors in the written composition the highest percentage of errors was in Preposition (31.98%), closely followed by Verbs (30.90%), then came Tenses simple (19.24%), articles (10.94%) and the least was in Adjective (7.75%).

2.1.50 Jacob (1985) conducted a study on Planning an Integrative English curriculum for undergraduate science students: A community Based Approach.

The study sought to describe and relate learner needs to worthwhile curricular aims recommend concrete steps for curriculum development and implementation. The central question of the study were (i) What is the scope of existing instructional activity in relation to the communicative experience of the student? (ii) What perceptions do students have a worthwhile learning opportunities and applications of English education? (iii) How could the self-perceptions of students and the limitations of their curricular experiences be related to a fresh ideology and a set of curricular aims for the teaching-learning of English? (iv) What would be a constructive plan of action towards realizing the curricular aims in the context of existing teacher competence?

Adopting an ethno-graphic approach to the inquiry, the study sought to systematically reproduce the insights gathered from participatory experience in a collage community, i.e., an affiliated college of Poona University. Data were collected through classroom observations of six science lectures and one English class, informal semi-structured interviews with teachers and students, a questionnaire administered to 50 undergraduate science students, and a team teaching exercise involving seven teachers.

The findings from the analysis of instructional activity and student self-perception led to the development of a learner profile in which communicative experience was found to be structured within specific co-occurring communicative functions applicable to both the science and English curricula. Within these functions, a highly controlled role relationship was maintained and the learner’s opportunities for articulatory and exploratory language experience were restricted. As for the student’s self-perceptions of worthwhile learning opportunities, it was found that they had general awareness of the drawbacks of their curricular experience and were able to perceive better earning opportunities in the form of independent study projects and other extra-curricular activities of academic significance. It was also found that their attitudes towards English education were significantly positive and that they valued general
communicative ability in English in view of pursuing their vocational interest.

2.1.51 Joshi (1985)\textsuperscript{51} conducted a study to scrutinize the errors in written English and Remedial Programme.

The major objectives of the study were (i) to make a historical review of the position of English in India since the establishment of the East India Company in 1600 A.D. (ii) to make a review of the position of English in India after the attainment of independence, (iii) to make a historical review of the teaching of English in Maharashtra, since 1815 A.D. (iv) to make a historical review of the teaching of English in Maharashtra after independence, (v) to decide the general importance of the English language at the international as well as at the national level, (vi) to observe the present position of the teaching of English in Maharashtra vii) to study the influence of socio-economic and educational status of the families of pupils under investigation on the achievement of pupils (viii) to locate from their answer-books common errors in English committed by pupils of standards V to X, (ix) to compare the achievement of boys and girls in respect of minimizing the errors, and (x) to decide whether there was any difference in the benefit accruing from the

remedial programme in the case of different pupils belonging to various socio-economic cultural groups.

Pupils learning English as a third language in the Marathi medium schools and coming from various strata of the society were selected for the action-research programme. The classes were boys' classes, girl's classes and mixed ones. All the pupils of grades V to X were selected from different schools. This was an action research programme. The nature of data collected by the researcher included historical review, survey of pupils, study of syllabi of English and study of question papers and answer-books in English. The sources of data collected included surveys of educational research, and reports of various Committees and Commissions. The effect of the remedial programme was studied. The influence of socio-economic and cultural conditions of the family background of the students was studied.

The general conclusions were. (i) Pupils belonged to the middle class group of the society. Some pupils had to help their parents in their occupations. Some of the pupils were first generation learners. (ii) The number and quality of errors were reduced after the introduction of the remedial programme which included correction of spelling, syntax, written expression and drilling.

The major objectives of the study was to make an error analysis of major errors committed by first year students in written English and to suggest remedial measures.

The sample of the study consisted of 225 randomly selected undergraduate students studying in different disciplines i.e., arts, science and commerce, of three universities of Madhya Pradesh. Following the 'Walk in test on' method, these students were asked to write an Essay in English on any one of the six topics given. The first 200 words of these essay compositions were taken for the purpose of analysis. Percentages were computed to analyse the data. Errors in this study were first assigned to the levels of language description, i.e., errors of orthographies, errors of morphology, syntax, lexis etc. they are further classified within each levels in terms of systems, i.e., vowel or consonant system, tense, number, verb, etc. To ensure that the analysis covered all areas of language learning categories and sub-categories were established with reference to

the rules of grammar or usage violated. Percentages and frequencies were computed to analyse the data.

The findings of the study were: (1) the major errors committed by the subjects were spellings (16.50%), lexis (10.56%), verb form and pattern (7.27%), auxiliary (6.72%), tense (5.66%), preposition (9.78%), adjective and adverb (2.97%), number (6.8%), pronoun (4.47%), generative suffix (2.41%), articles (7.37%), omission of major constituents (3.19%), syntax (4.40%), subject-verb agreement (4.62%), connectives (2.95%), and miscellaneous (3.34%). (2) Hierarchy of errors based on frequency of recurrence was (i) verb phase, (ii) spelling, (iii) lexis, (iv) preposition, (v) articles, (vi) number, (vii) subject-verb agreement, (viii) pronoun, (ix) syntax, (x) miscellaneous errors, (xi) omission of major constituents, (xii) adjectives and verbs, (xiii) connectives and (xiv) generative suffix.

2.1.53 Patil (1985) conducted a study on the English Language Achievement of Shivaji University Arts Graduates.

The major objectives of the study were (i) to evolve a comprehensive language testing design based on different theories

of language, (ii) to construct a battery of test measuring overall ability of the Shivaji University students, (iii) to critically study the syllabus and textbooks in compulsory English prescribed for arts students and the scheme of examinations, and (iv) to evaluate as precisely as possible the English language achievement of Shivaji university arts graduates.

The investigator first thoroughly reviewed the four existing models of language, viz., traditional model, structural model, transformative generative model and communicative competency model. He also critically analysed the compulsory English textbooks prescribed for the B.A. course. On the basis of this he evolved a comprehensive language testing design and also an achievement test to measure overall language ability of the arts graduates. The test (a) items of vocabulary that occurred in the compulsory English textbooks, (b) items of associative recognition vocabulary, (c) items on translation of contextualized words, (d) multiple choice test items and (e) close test procedure items. The test had four parallel forms called A, B, C and D and all the four forms were highly inter-correlated. The sample included 300 students i.e., 15 per cent of the total population. One of the four forms was used at each centre. The variables such as sex, urban/rural background, location of college, mother-tongue and subject of specialization, were taken into consideration at the time of testing the
significance of differences between their mean achievement scores.

Some of the major findings of the study were: (1) Only the first year arts course of Shivaji university was found to be well laid providing for teaching of vocabulary, comprehension, practice and dictionary words. The syllabi of the other years were found to be literature oriented. (2) The Shivaji university graduates could hardly achieve 50 per cent of the expected English language proficiency. (3) The average vocabulary of the arts graduates was about 2800 words which was about 50 per cent of the expected vocabulary. (4) There was no significant difference between the performance of male and female students. (5) The urban group was superior to the rural group.

2.1.54 Roy (1985) made a study on the preparation of College and University Teachers of English in India: A socio-philosophical Treatise.

The purposes of this study were: (i) to inquire into the practice of preparation of teachers of English in two typical institutions, and (ii) to identify factors that influence its effective operation.

The study focused on preparing teachers of English at the college and University levels. Two institutions from where the data were collected from Patna University and the Central Institute of English and Foreign Language (CIEFL). In Patna University, there was no formal teacher training programme for College/University level English teachers, but the potential teachers of English would naturally come from those who had offered English (Honors) at the B.A. level and also from those who had offered English at the M.A. level. In the CIEFL, College/University teachers who joined the diploma course in English language teaching as an in-service training programme were studied. The research was executed into two phases - exploratory and explanatory. The exploratory phase comprised a pilot investigation through which an idea of the major issues and realities pertaining to the system of teacher preparation in a few select Universities of India was obtained. The second phase, the explanatory phase consisted of two case studies - the English teacher preparation in Patna University and the teacher preparation programme of CIEFL.

Some of the major findings were: (i) ELT (English Language Teaching) curriculum reform was found to depend on teachers and their teaching to a large extent, (ii) research in teacher preparation and theory building for the same attracted relatively few scholars, (iii) there were structural flaws in the English teacher preparation programmes of Patna University and
CIEFL. (iv) there was a communication gap between experts on the one hand and students on the other in both the institutions, (v) the syllabi for the English courses in Patna University were merely itemized lists containing names of prescribed anthologies, authors and texts, (vi) lecturing was the favored mode of teaching, (vii) there was no obligatory requirement for college teachers of English to have a training qualification in ELT, (viii) the students of Patna University gave precedence to executive jobs and not to the job of a teacher. Lectureship ranked third on the scale of preference.

2.1.55 Sharma (1985) conducted a study on the Aspect of English Language Teaching in India.

The main objects of the study was to unravel the multi-dimensional problems, socio-linguistic implications, technical requirements and situational needs of English language teaching (ELT) in India.

The study was kept within the confines of theoretical and practical aspects of the process of ELT. Various aspects viz., language learning and language teaching, the case for English in India, the objectives of teaching English as a Foreign Language and second/third language, teaching language learning

skills, methods and techniques, curriculum planning and course design, ideas and resources for English language teaching in India, teaching English phonology, morphology and structures, evaluation and remedial teaching in English were critically studied and discussed.

Some of the major conclusions were: (1) The prospective principles and methodology of second language teaching here undergone a drastic change over the last few decades. (2) The existing system of teaching of English in India right from the grassroots level to the university stage was defective. (3) Traditional methods and conservative cases of English language teaching in India were incommensurate to the language needs of learners. (4) In stead of becoming realistic, need-based and oriented, the system of English language teaching in India has always tended towards idealism, eliticism and status quo and had become more of a hindrance than a help in beginning about an equalitarian transformation in the country. (5) With regard to each separate teaching situation - rural, semi-urban, urban and cosmopolitan, the need to provide for a syllabus and materials suited exclusively to each situation had been ignored. (6) It was necessary that teachers of English in India rose to the occasion and had a share in evolving a systematic, empirical and pragmatic approach to English language teaching which was possible if they familiarized themselves with cognitive processes.
in learners, linguistic requirements of the nation and the international mainstream.

2.1.56 **Bhatt** (1986)\(^5^6\) made an Investigation into the various Components of Textbooks in English in std. XI and XII of Gujrat State.

The objectives of the study were (i) to compare the readability indices of the textbooks in English gradewise and streamwise, (ii) to see the effect of interaction of grade and stream of readability, (iii) to compare the human interest scores of the different reading materials of the textbooks, (iv) to see the effect of interaction of grade stream and person on the interest, (v) to prepare reading materials for the pupils of std. XI and XII incorporating the variables of readability, interest, values and format, (vi) to study the effect of the four independent variables, viz., readability, interest, values and format, on reading comprehension, and (vii) to know the trend of comprehension scores obtained form different reading materials.

The readability was determined by using Aukurman's formula, the interest of the reading materials was assessed by the responses of the teachers and pupils; the values were found

out by judgment analysis. The close test was constructed to measure comprehension by using the reading material prepared by the investigation. The treatment of reading material was given to 245 pupils of 12 schools selected at random from urban and rural areas of Mehsana district. In the first phase 2x2 and 2x2x2 factorial design was used. In the second phase 2x2x2x5 repeated measures design and the latin square design were involved. The analysis of variance and Chi-Square test were used to test the various hypothesis.

The major findings were: (1) The readability of the textbook for class XII was more than that of the textbook for class XI. (2) The reading ability exerted a strong influence upon the size of the close score. (3) Reading material come out as a strong predictor of reading comprehension. (4) Grade of the pupils was one of the important independent variables, though it predicted poorly the reading comprehension of the pupils. (5) The pupils of the science streams were found better than those of the general stream but the differences between the mean scores were not significant. (6) Out of 11 interactive effects, none turned out to be significant.
2.1.57 Dholakia (1986)\textsuperscript{57} conducted a study on the Effectiveness of various strategies for Improving Reading Comprehension in English of pupils of class IX in the context of certain variables.

The objectives of the study were (i) to implement various strategies like (a) Request Procedure (b) Guided Reading Procedure (GRP) (c) REAP - technique (Read, Encode, Annote and Ponder technique) in teaching English to pupils of class IX in order to compare their effectiveness on reading comprehension, (ii) to compare the effectiveness of Request Strategy in developing reading comprehension of pupils; (iii) to compare the effectiveness of GRP in developing reading comprehension with those pupils who did not study with any such strategy, (iv) to compare the effectiveness of ReQuest procedure in developing reading comprehension with those pupils who did not study with any such strategy, (v) to study the effectiveness of GRP in developing reading comprehension in the context of study habits, I.Q. SES and entering behaviors, (vi) to study the effectiveness of ReQuest procedure in developing reading comprehension in the context of study habits, I.Q., SES and entering behaviour, (vii) to study the effectiveness of REAP in developing reading

comprehension in the context of study habits, I.Q., SES and entering behaviour.

The experiment was carried out in four schools of Cambay. One class of each school was selected for the purpose of the experiment. The entering behaviour and terminal behaviour tests were prepared. They served as pre-test and post-test. The other tests that were used for collecting data were study Habits Inventory by B.V. Patil, General Ability Test by M.T. Patel and SES Scale by C.C. Pathak. Four equipment groups were prepared on the basis of the score on pre-test.

Some of the findings were: (1) The ReQuest strategy did not prove effective in improving reading comprehension. (2) The GRP proved to be effective in improving reading comprehension. (3) The REAP also proved to be effective in improving reading comprehension. (4) Pupils having good study habits and poor study habits did not differ significantly in reading comprehension when taught through ReQuest Procedure. (5) Pupils having high I.Q. and low I.Q. did not differ significantly in reading comprehension when taught through ReQuest strategy.
2.1.58 Khare (1986) conducted a comparative study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning outcomes.

The study was conducted to compare the traditional and structural approaches to the teaching of English in terms of their learning outcomes. The specific objectives were (i) to test the general level of performance of Junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary, (ii) to make a comprehension study of the average performance of students taught through the structural approach and the traditional approach, and (iii) to study the effect of cultural and economic background and intelligence on the performance of students in the above aspects of English.

The hypotheses were: (1) There is no difference between the average achievement of the students taught through the structural approach and those taught through the traditional approach. (2) Cultural and economic background of the students has no significant effect on their achievement measured by the tests on various aspects of English. (3) Intelligence does not

influence performance of the students in the tests on various aspects of English.

The stratified random sampling method was used for the selection of students. In all 253 boys and 300 girls were included from four districts in U.P. The obtained data were analysed through the calculation of mean, standard deviation, critical ratio and F-ratio.

The following conclusions were drawn: (1) Student's achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, pronunciation, applied grammar and vocabulary. (2) Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition, and pronunciation. (3) Intelligence was found to be an important factor in achievement in all the seven areas of English. (4) The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.
2.1.59 Mohammad (1986) conducted a diagnostic study of Errors in the Written English of Pre-Degree students.

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

Data required for the study were collected using the Diagnostic test of Basic Language skills which was developed by the investigator, Intelligence and General Data sheet. Besides, these tools the teachers and experts in the field of teaching English were interviewed and consulted. A sample of 700 subjects was selected from the population of the second-year pre-degree students (+2 stage) of the colleges affiliated to the university of Calicut. Proportionate stratified random cluster sampling technique was used to ensure greater representation of various categories of the total population. The whole sample was divided subjects were divided into three categories, high, low and

average, on the basis of the scores of achievement, socio-
economic status, and domestic facilities for learning English by
using statistical techniques. The three categories of discrepant
achievers (over, normal and under) were also identified using the
regression equation method.

The major findings were: (1) The total sample
committed errors in 17 grammatical areas. (2) Significant
difference between the following sub-groups taken in pairs were
found to exist in the mean scores of errors in all the
grammatical areas taken together. (3) Twenty-two out of 29 sub-
groups taken in pairs were found to have significant difference
in the percentages of the incidence of errors in different
grammatical areas. (4) Significant differences in the mean scores
of errors existed between each of the 21 pairs of the sub-groups
in some grammatical areas. (5) It was found that there existed
negative correlation between errors and achievement in English (r
= -0.49), errors and intelligence (r = -0.45), errors and socio-
economic status (r = -0.33) and errors and domestic facilities
for learning English (r = -0.15).

2.1.60 Sharma (1986)60 conducted a study of the Problems of
Teaching English in Bihar.

60. Sharma, R.K., "A Study of the Problems of Teaching English in
The main aim of the research was to study the position of English in India and the problems of its teaching/learning in the schools and colleges of Bihar.

Relevant information was collected all over Bihar from various sources. Questionnaires were prepared and used for heads of institutions, teachers of English and students of schools and colleges of Bihar were visited. Interviews and discussions were held. Problems of teaching English in schools, colleges and universities, training colleges, problems of teaching English pronunciation and socio-political problems of teaching English in Bihar were critically studied.

Some of the major conclusions were: (1) During the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio-political problems of teaching English. (2) Efficient teaching of English was lacking. There was a shortage of trained and qualified teachers. (3) Misconceptions regarding English language teaching, faulty teaching methods, unpalatable textbooks and their mishandling etc. were the main problems at middle and high schools. (4) In colleges, faulty teaching methods, improper selection of teaching items etc. were the main problems. Teaching of English in colleges were mistaken as teaching of English literature only, and points of linguistic interest were generally ignored. (5) In training colleges the programme appeared to be
theoretical only. Even trained teachers remained ignorant about the effectiveness and limitations of teaching aids. (6) Students faced difficulty in picking up correct pronunciation of English. (7) There was confusion about the aims and objectives of teaching English at various stages.

2.1.61 Vimala Devi (1986) conducted a study on the strategies for developing critical Reading Abilities in Higher Secondary students in English.

The main objectives of the study were (i) to find out the critical reading ability level of students of standard XI, (ii) to identify the tasks involved in critical reading, (iii) to develop a strategy which would help students to perform the tasks involved in critical reading and (iv) to find out the efficiency of the strategy through an experimental study.

Variable, namely, intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell's non-verbal Intelligence Test for the age group of 16 plus, Dutt's

Personality Inventory, Kuppuwamy's socio-economic status scale, a rating scale to measure the perceived sub-skills in reading a battery of intelligence tests designed for testing productive thinking in semantic and syntactic units and a cloze test in English. Besides, five critical reading tests were designed by the investigator. A survey cum experiment design was adopted and the sample for the survey was 1042 students drawn from 19 schools. For the experimental study, the sample consisted of students who had secured the lowest mean value in the final reading comprehension test. The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 60 instructional hours spread over a period of one month was spent in improving critical reading ability of the students of the target group.

The major findings of the study were:

1. The students of target groups were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy.

2. The total improvements of the critical reading skill was 11.41 per cent.

3. The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement.

4. The four factors identified in the factor analysis revealed that critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, inferative and creative.

5. Students of class XI were below 41 per cent level in their critical reading achievement.
(6) The difficulty level of the students studying in English medium schools under different managements did not differ.

(7) There was a difference in the difficulty level of the students in boy's schools and in girls school in Tamil medium girls' experienced less difficulty than boys.


The objectives of the study were: (i) to find out if instruction through the discussion method was feasible in teaching technical English to the first year students of the polytechnics, and (ii) to compare the effectiveness of two methods of instruction i.e., the lecture method and discussion method, in learning Technical English.

The study followed the experimental method of research. Following the experimental control group design, 15 students of the first year of S.V. polytechnic, Bhopal were randomly assigned to the experimental group, whereas their 15 counterparts of the same class formed the control group. The experimental group was taught the selected units from the book 'A course in Technical English' by the discussion method, while the same units were taught to the control group through the lecture method. The

treatment lasted for three weeks, utilizing one period daily. An achievement test consisting of 30 questions prepared on the basis of Bloom's Taxonomy was administered to the subjects of both the groups after the treatment. Descriptive statistics, t-test and product moment correlation were used to analyse the data.

The findings of the study showed significantly better results on the achievement test for the group which was taught through the lecture method, which showed that the discussion method of teaching was significantly more effective in learning technical English than the lecture method of teaching.

2.1.63 Skantha Kumari (1987)\textsuperscript{63} conducted a study on the Development of strategies for improvement of reading skills in English at middle school level.

The main objectives of the study were: (i) to identify the tasks involved in reading and comprehension, (ii) to develop strategies which would help students perform the tasks involved in reading and comprehension, (iii) to develop the skill of reading and comprehension through these strategies, and (iv) to find out the effectiveness of the strategy by an experiment.

A survey-cum-experiment design was adopted for the study. A stratified random sample of 937 students of both sexes, drawn from 11 schools from both urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample of the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I, Kuppuswamy’s socio-economic status scale, achievement list in English and reading and comprehension tests (I to VII) constructed by the investigator, based on Barrett’s taxonomy. One of the important strategies used for the development of reading skills was ‘easification’, others being schematic, presentation, intermittent comprehension, use of short form and motivation through puppet show and dramatization.

The major findings of the study were: (1) There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas. (2) The intervention strategy helped to improve the reading ability of the student of both high and low groups. (3) The increase in the achievement of reading ability as a result of intervention strategy was significantly high in lateral comprehension and in inferential comprehension from both high and low group students. (4) The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in
the low group students. The percentage of increase in the achievement of reading ability of the students and the mental ability scores of the students of the high and the low groups were significantly related.

2.1.64 Dey (1989)\textsuperscript{64} conducted a study of common errors in written English, and by the pupils of class VIII in the non-English medium schools of Shillong. The objectives of the present study are: (i) To identify common errors in English made by the pupils of class VIII in the non-English medium schools of Shillong. (ii) To study the grammatical errors made by the learners. (iii) To compare the frequencies of errors made by the learners in the important areas, viz, articles, verbs, prepositions, tense and noun-verb-co-ordination.

The population consisted of pupils of class VIII selected eight non-English medium school of Shillong.

The results of the study are summarized below:

(i) The areas of English grammar in which pupils made errors were articles, verbs, prepositions and tenses.

(ii) The area of English grammar in which pupils made maximum errors was tenses (21.61%).

(iii) Pupils made minimum errors in prepositions (12.09%).

2.1.65 Shylla (1990) made a study on the problems faced by the teachers and the students in English and the High schools of Shillong.

The sample of the study included 98 teachers teaching English and 400 students studying in class IX and X in Government, Deficit, Private and Adhoc schools of Shillong.

The major findings in respect of the problems of teaching and learning English are given below:

A. Problems of Teaching English

(1) The percentage of teachers having Pre-service training was very low and even those received did not receive any training in the teaching of English.

(2) Majority of the teachers in the entire sample were not satisfied with the present practice of teaching English and other subjects. In other words most of the teachers preferred teaching English only to teaching of English and other subjects.

(3) Majority of the teachers (56%) used the traditional method (translation method) for teaching of English and they were not aware of the latest approach to the teaching of English.

(4) Majority of the teachers (89%) were found not satisfied with the present syllabus.

(5) From the responses of the teachers, it revealed that majority of them found their workload heavy, and majority utilized their off-periods in various activities other than relaxation.

(6) Majority of the teachers used the skill of loud reading for teaching English pronunciation.

(7) Functional use of grammar in teaching English was not given due consideration.

(8) School libraries did not possess enough reading materials on the latest development in the teaching of English.

B. Problems of Learning English

(1) Majority of the students (64.25%) in the entire sample found the content of English heavy.
(2) A large majority of the students (67.25 %) in the entire sample were of the opinion that lack of the knowledge of the fundamental concepts in English was one of the hurdles in understanding subject matter in English.

(3) Majority of the students were of the opinion that the subject matter in the textbook were not illustrated with suitable diagrams and examples and textbooks were not accompanied by work-books.

(4) Majority of the students were of the opinion that they were not given opportunity to speak English through participation in various co-curricular activities.

(5) Majority of the students (51.5 %) in the entire sample pointed out that there lack of books on English in the libraries.

(6) Majority of the students in the entire sample found that their progress in speaking English were not tested through oral examination.
2.2.0 **Studies Conducted Abroad**

Many of the problems of teaching English as a second language were recognized in the following studies\(^66\) published during the period 1920 to 1940.

2.2.1 **Palmer**\(^67\), who worked in Japan, developed his oral approach to the teaching of English as a second language. He selected useful words to be taught by means of empirical methods and began application of the linguist's principles of analogical creation to the teaching of English and to show concern for the scientific selection of the elements of sound and grammatical usage.

2.2.2 **West**\(^68\), after conducting experiments in the methodology of reading, formulated criteria for selection of words as well as for the introduction of each in a content of familiar words. By using these criteria, he developed a reading vocabulary. The grouped words under two main classes:

(i) form words, i.e., words which make up the form of the language and
(ii) content word consisting mainly of nouns. He, by a process of elimination, arrived at a minimum speaking vocabulary of 1158 words. Through the publication of a general service list of English words. He contributed to a present day approach to the


\(^{67}\) Ibid.

\(^{68}\) Ibid.
teaching of English as a second language. Because, selection and graduation of linguistic materials to be taught received the main emphasis in the present day structural approach to the teaching of English.

2.2.3 Ogden⁶⁹, first formulated the philosophy underlying the selection of words as a rational introduction to normal English for all those whose natural language is not English. He emphasized the selection of words which are useful in greatest number of situation and which render the greatest functional yield. He was able, after about ten years of intensive research⁷⁰ in the field of semantics, to produce the famous language system called Basic English, consisting of a selection of 850 English words, which, together with the minimum of rules for their use, can do the work of some 20,000 words of full English without doing harm to the structure of the English language. He also separated from the list 100 words which have a wider range of meaning and which are the most frequently recurring words. He classified⁷¹ the 850 words under three categories: (i) Things - 600 words, (ii) Quantities - 150 words, and (iii) Structure words or operations - 100 words.

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2.2.4 Fries\textsuperscript{72}, In the English Language Institute at the university of Michigan, applied the techniques of descriptive linguists to the teaching of English to foreign students, who wished to obtain a working knowledge of English, for study or travel in USA. In so doing, he contributed to the selection of the elements of vocabulary, sound and structure that are essential for learning English as a second language. Another feature of this work is the comparative, descriptive analyzing of English and the vernaculars of the foreign students enrolled at the institute. In this way, he was able to isolate the specific linguistic difficulties of each foreign-language-group-students for intensive study.

Fries realised that teaching of English as a second language should be planned on the basis of the assumptions: (i) that the language is best learnt by first learning the essential features of the sound system and the structural system; (ii) that reading and writing skills are acquired most economically through the use of the oral-aural approach in the initial stages; (iii) that the vocabulary be a limited one, centering round the activities of everyday life and enough for manipulating the basic items of sound and structure; and (iv) that the essential features of sound and structure be presented systematically in special materials prepared for different foreign language backgrounds.

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As a result of his work, Fries ultimately made a linguistic analysis of recorded conversations totalling more than 250,000 words, which represent 50 hours of diverse conversation by about 300 different speakers. This introductory analysis of the structure of oral English as used in the United States serves as the basis for the selection of language patterns for instruction in oral language.

2.3 Observations Emerging From the Earlier Studies

The related studies in the area of the teaching of English in India covered mainly the following aspects: Improving English teaching (George 1968, Barua 1972, Charles 1981, Joshi 1984); Provision of teaching facilities (Rangachar and Kulkarni 1967, Soumini 1984); Common errors made in English (Patrikar 1981, Jyrwa 1985, Joshi 1985, Mishra 1985, Mohammed 1986); Textbooks analysis (Nair 1952, Singh 1984, Borah 1985, Bhatt 1986). Views and opinions of teachers of English and practices followed by them in respect of various aspects of teaching English, workload of the teachers of English and identification of the status of teaching English through observation of teacher’s performance in classroom situation were not specifically covered by the earlier studies. These aspects were included by the present investigator. Thus, the present study was an extension of the earlier studies.
Secondly, a number of Comparative studies like:- that of the Direct method and the Bilingual method of teaching English (Murthy 1968, Nagarajan 1974, Gaikwad 1982, khare 1986) were carried out by earlier researchers. The present investigator, however, did not attempt to compare efficacy of one method with that of the other method but the methods generally followed by teachers of English formed a part of her study.

Again, some of earlier studies mentioned in this chapter, deals with the development of different strategies in improving spoken English (kudchedkar 1981); increasing Reading Proficiency (Kokakgira 1981); developing language skills in Adults Attending English improvement classes (charles 1981). The present investigator attempted to study the present status of teaching English as well as the problems of teaching English in the West Garo Hills district of Meghalaya.

Further, it can be mentioned that no study of the kind undertaken by the present investigator was conducted earlier in the district of West Garo Hills, therefore, the need for the present study was felt.