Part A

Linguistic Background

Part B

Study of Previous Researches
Part - A

Linguistic Background

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2.1 Importance of English Language

Language is means by which a child contemplates the past, grasps the present and approaches the future. Undoubtedly, language plays an important role in the mental, emotional and social development of a person. English has occupied an unique position in our country, though after independency its place in the curriculum is changed. Prof. P. Gurrey says ‘All languages are used for the same purpose like communication, for expressing anything that we have attended to, for recording information, for thinking, for getting what we want, and so on.’ The long and the short is, that purpose of any language is communication, expressing emotions and mental concepts.

To speak is man’s distinguishing ability; Man has been rightly called as ‘a talking animal’. Man is blessed with his rare quality of language (speech) which is denied to the other living beings. Like other languages, English also consists of words, idioms, syntax and is a source of thinking, feeling, judgment and expression. It is conventionalized purposeful activity ‘It is an endeavor to represent materially what is immaterial.’

* Prof. Gurrey P-‘Teaching English as a Foreign Language’
English has been confronted by the revolt of dependent or nascent cultures. From the beginning strains and stresses have existed between the Eng. Lang. in Britain and in America. H.L. Mencken (The American Language Page 7, 4th Edn. New York 1947) points out that as the revolution in America drew to its close, there was a widespread tendency to reject English president and authority, in language no less than in politics.

Webster (Dissertations on the Eng. Lang. 1789), the lexicographer declared that is an independent nation are however requires us to have a system of our own in language as well as in government. At the close of the Revolution certain members of congress proposed that the use of English be formally prohibited in the United States in favor of Hebrew one the grounds that it would be more convenient for Americans to keep the Eng. Lang. and make the English speak Greek.

Erasmus, knowing the psychological importance of the mother tongue, emphasized the necessity of using the native English for sermons being better calculated to stir up emotions and impulses. (Here also advocated to preserve English, it its purring 'unmixed and unmingled with borrowings of tongues'.

Madariage (English men, Frenchmen and Spaniards, P. 183 Oxford Uni. Press London 1928) 'Language are most direct expressions of national character'. They are the first impression of the mind of man on the outer world. The Eng. Lang. remains very much as it was in the time of the
Tudors, yet dynasties have been overthrown, revolutions have occurred in
govt. in social life, in sci. and tech; and in literature and hearts Lang. can help to create a tradition and a culture.

Prof. Bruce Pattison (Prof. of Education to be concerned with the teaching of Eng. in 1948 in the Uni. Of London Institute of edu) Said ‘English is assuming a range of functions no other language has ever exercised before. In those areas which are trying to graft European Civilization on their own traditions the level of education will rise only as the student’s control of Eng. becomes wider and surer.

M.K. Gandhaji was said- ‘English is a Language of international commerce, it is the language of diplomacy and it contains many a rich literacy treasure, it gives us an introduction to western thoughts and culture.’

English, so far concerned is a living language because it has undergone a process of evolution and has still to undergo further change. It is ever growing language. It is different from classical languages like Latin, Arabic, Sanskrit, classical Chinese etc.

The English word ‘Language’ is derived from the Latin word ‘Lingua’ which implies tongue. Language is social and purposeful activity which it is life. Sapir says ‘Language is the most potent single known factor for the growth of individuality’. Like any other language, following classifications aptly useful to know the functions of English language.
Functions of English Languages

The Individual aspects

- Aesthetic
- Expressive or communicative

The Social aspects

- Cultural
- Communicative

Following characteristics of Eng. Lang. can be quoted like this-

- It is system of systems like phonology, morphology and syntax.
- It is vocal and skill subject.
- It is ever changing and no visual relationship exists between the language item and the object for which it stands.

English is a sub-branch of Indo-European stock. English is an off-shoot of the Anglo-Frislan group. The period of old English comes to an end somewhere in the beginning of the 12th century middle. English had a large number of dialects up to fifteenth. It was the period of middle English with Chaucer ‘The uneclipsed sun of modern English’ began to rise and shine on our Globe.

Growth of trade, commerce and colonization were the causes of its spread for outside England. Though the sun of the British empire has set, it has not still shining and will shine for the years ahead. C. Rajgopalacharya Said
‘English is the greatest gift of Goddess Saraswati to India’. But Gandhiji said * ‘English has created a permanent bar between the highly educated few and the uneducated many. English has cast upon us. The education class a burden which has maimed them mentally for life and made strangers in their own land. Growth of trade, commerce and colonization were the causes of its spread for outside England.

Bloomfield counted English speakers to be about 170 million in 1920. V.K. Gokak gives us a figure of 250 million and as per saying of Dennis Bloomworth some 300 million people of the world speak English. Chinese tops the list, English comes next. It has become the language of universal culture and embraces many department of knowledge. English being the living language following are its characteristics. *

• English is a progressive language. It is not ‘made’ but ‘evolved’.

• It is a systematic language with its own phonemes, morphemes and syntax.

• It has its own system of writing.

• It is a complex language. It is not only of its ‘localised’ society, but also of others.

* ‘Harijan’ Dated 2.10.1937
† ‘Hindustan Times’ dated 11.1.1965
It has its own grammar. It says how it functions. Language is like prism which reflects the manifold shades of human knowledge and activity. In this concern, English can be called an ideal language as its power of expressing abstract or general ideas is advanced. It is universally known for its power of expression. Charles Grant- the father of modern Indian Education exhorted the East India Company to impart knowledge of English to the natives as it would serve as a ‘Key which will open them a world of new ideas’. He said ahead ‘It would be extremely easy for Government to establish, at moderate expense in various parts of provinces with the help of English. The Hindus would become teachers of English themselves and the employment of our language in public business, make it very general throughout the country.’

English slowly spread to other parts of the world like Great Britain, North America, Australia and New Zealand where the Britishers settled. It is still the vernacular of those countries. Now English has become a world language as means of international communication, no other language. In short, English is our ‘linguistic bridge’ to the outside world. Nearly 200 million people use English as their first language and millions read and understand it as their second language. ‘It has been asserted that over half of the world’s newspapers are printed in English. English is the language of over three fifths of the world’s radio stations.’

and technology are available in English, UNESCO in 1975 observed that every year about 1 to 2 cers of papers published an sci. and technology and 40% of them are in English. "English is the language of intellectual status, commerce and diplomacy. It is a catalytic agent and vehicle of modernization." *

The growing importance of language.

- Accelerating spread of technological knowledge throughout the world.

- Consequently industrial and commercial scene has transformed.

- The world is rapidly shrinking by the annihilation of distance to a size where every movement is one part is felt throughout all the others. By fast transport by wireless, telephone, telegraph, by films and newspapers, the whole world has become a sounding board.

English language is spoken by the largest majority of the world speakers in every nook and corner. Its window to the world, library language, link language, language of science and technology. India can not progress without it that is why Maharashtra Govt. made it compulsory from first standard with mother tongue

* Dr. Pattanayak D.D. Some observations on English in India.
2.2 Characteristics of English Language

English language is spreading by leaps and bounds in the present time also. Convent schools, mushrooming everywhere is the substantial proof of it. Everyone rushes to get his child admitted in the school where English is prominently taught. We cannot come out of the spell of it, as it was once upon a time language of such rulers who ruled over greater part of the world. The following are the characteristics of English language.

- It is used and understood as the important international language. It is mother tongue of nearly about 320 million people and 200 million people use it as the important second/third language. English facilitates the communication in foreign countries. It is important link language on international scene.

- It is important library language also. As in many universities English happens to be the medium of instruction, libraries are full of English books. English is a storehouse of knowledge. Pandit Nehru called 'English language as a major window to the modern world.'

- English language is easy to write. For south Indians it is easier to learn. It has got an advantage of speedy writing and typing.

Reference

*‘Theory and practice of teaching English language’ Prof. N.G. Pawar Pg. 126
Its pronunciations are standardized by international phonetic Association.

English is a popular world language of communications.

English language has occupied a prominent place also as an official language. No regional language is used for official correspondence.

For software purpose and for competitive examinations English language is the only one. Any regional language has not still oust English.

The language is called progressive as said by Mario Pai in his book 'The history of language is the story of civilization, if it has its post present and future. In this sense, English can definitely be called a progressive language.

English language has got its own system of words, phrases and sentences. The phonemes, morphemes and syntax, which are the parts of a language structure, are its own.

English has its own grammar and has its own script.

Its literature is vast and almost touches every part of life.

It has the greater power of expressing abstract or general ideas.

In English we can express any number of delicate shades of meaning with equal ease.

Its sounds are in perfect harmony. (It has 26 letters and 45 sounds)
• In connection with its relation to society.

  ➢ It helps man to live respectfully in society.
  ➢ It is an index of personality
  ➢ It is the medium of literature
  ➢ d. It is a language of immense international importance.

• 15. It possesses capacity to assimilate words from other language eg. words like ‘gherao’, ‘iblis’. Therefore, it has become a very flexible vehicle of thought. It provides greater capacity of reason, judgement, critical balance and equity.

The notion ‘The world-a family’ is fast growing. In this context, English can serve as a unifying link for greater unification of India with the world.

We hated Englishmen and drew them out of the country but could not get rid of this elegant language due to it beauty, flexibility, phonology, vocabulary, treasure of literature and utility. It is so full of life that it can naturalise words of any language. Therefore it is compulsory in every course, every mistake through out India.
2.3 Role of English in India

English has been playing unique role in our country. It has been enjoying affection and love of majority of people. Those who do not study it, feel some sort of inferiority complex. We have borrowed this language from the British from six thousand miles away and it belongs to an entirely different nation. It is an international language. It is the language of world civilization. It has got its unique richness, flexibility, elegance, dignity, weightage that have made it universally popular. Therefore, Mahatma Gandhi in his book ‘Thoughts of National Languages’ wrote ‘I regard the English language as an open window for peeping into western thought and science.’

In various states of India, different regional languages prevail. But English links them together. The language link facilitates the give and take of thoughts among the leaders of different state and it creates unifying thought culture in the country. Moreover, English plays an important role as to help strengthen our contacts with other countries.

In education field, English is the only language in which books with advanced knowledge are available.

It is generally agreed that English is the mother tongue of at least 175 million people, a universal lingual franca-official govt. language. In India, Pakistan, Ceylon and Pyunma where new national and regional languages have been adopted, the use of English still widespread for governmental and professional purposes and in higher education.
During British realm English as a compulsory language was an obstacle in the rapid spread of education. Yet the study of English language inculcated nationalism, independent thoughts and a burning desire for freedom which finally flowered into attainment of independent Indian languages were neglected and they remained underdeveloped.

Teaching English as an auxiliary language. At the Uni. Of Landon Institute of Education these problems are being systematically investigated. First structures then vocabulary were paid attention; mention must also be made of Basic English which was devised by Dr. C.K. Ogden. In several of the countries much use is now made of recording, (both tape and gramophone recordings.) In Sweden films are often used English course. A nearly intelligible pronunciation fit for communication. The point is clear that learning of a foreign language is always easy for small children of five or six years. It is at this stage the power of imitation and reproduction are at their highest.

The six years course recommended by the All India Council for secondary Education is defective for the reason that it introduces English at the age of eleven or twelve which in any case is never the ideal age for starting a new language (Nuru Huda Page 74) In the earlier years every pupil should have a text book of grammar in his hand. Moreover there is

- The dearth of proficient teachers.
- The means to produce them
- The ignorance of proper methods of teaching.
For practice in Direct & Indirect speech W. Stannard Allen’s Living English structure, Languages, Green and Company Ltd. London 1960 should be followed by every Indian student. (Nuru Huda Page 100)

Gestalt Concept of learning which holds that things are learnt as a whole and not by analyzing them into parts.

At the individual level, English continues to be 'the language of opportunity and the language of upward social mobility Any individual seeking social-economic advancement will find ability to use English an asset. (Paper presented by Shivendra Kishore Verma at Rachi Univ. English Teacher’s Association on 15 March 1986)

Higher education in science, engineering, pharmacy, technology cannot be possible without English, Indian languages are not that much compatible. It is impossible to give up English altogether as we would feel ourselves like cutting from living stream of ever growing knowledge.

Before independence English occupied a privileged place in India. To climb the social ladder, knowledge of English was must. The constitution of India adopted in 1950, gave a lease to English as the official language of the country. The union government look upon itself the promotion and the development of Hindi as the medium of suppression during the period of 15 years. There was considerable opposition to Hindi from the south and as a result, the parliament passed in 1963 a Bill declaring English as the Associate official language of India till an indefinite period. In educational
system of India it is dominating and has occupied fashionable place in society. Its position as a medium of instruction has been optional and compulsory only in public schools. Yet it has largely influenced the educated people. It is medium of instruction in law, engineering and medical sciences. It is the language used in parliament and state legislatures. It is the language of higher courts and the supreme courts. English press is also enjoying better position than other vernacular press. Moreover English is a language of opportunity and also a successful passport for employment. It is also a language of inter-state communication the National Policy in education adopted by the Govt. of India in 1968 states world knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth, but also make her own significance contribution to it. Therefore, study of English deserves to be specially strengthened.

English can never be the ‘Lingua franca’ that is the language of the masses in the country, because only 3 % Indian know English inspite of our more than 150 years of association with this language. Yet English enjoys a special position of importance in India because of the following reasons.

- It is international language.
- It is a window on the world.
- It is a library language.
- It is a link language.
English is the mother tongue of 250 million people in the world and it is spoken 350 million people in the world; which is next only to Chinese language. It is interesting to note that now a days chinese are even crazy for the study of English. English is the language of international politics, trade, commerce and industry. To make the world feel our existence, we must read English. English is one of the six official languages of the UNO. It is also the link language by the commonwealth countries. F.G. French in his book ‘Teaching English as an International Language’ says ‘English also promotes cultural give and take among the nations’. It has facilitated mobility of teachers and student from one country to another. English has provided scope for employment anywhere in the world. English is just like pipe-line for the stream of knowledge in all branches of learning. If we cut off English from our lives, we will be ever cut off from the living stream opener growing knowledge. English is just like a window through which we can see scientific, technological, agricultural, commercial, literacy developments in the world.

F.G. French says ‘Anyone who can read English can keep in touch with the whole world without leaving his own home.’ English is a key to the store-room of knowledge. It is very powerful library language. The Kothari Commission has rightly stressed that English would play a vital role in higher education as an important library language. Such indispensable English language is !
Quirk says scholars of international reputation, whatever their mother tongue, choose to write in English since English happens to be a world language. Rejecting English will be intellectual hara-kiri 65 % of world's knowledge is printed in English as Mr. L.G. Alexandar says.

Today more than 70 % of the world's mail is written and addressed in English and more than 60 % world's radio programs are in English. (Barnett, Lincoln, The Treasure of our Tongue, New York A Knopf 1964)

80 % of the books on university library shelves are in English. To keep pace with this knowledge explosion we need to retain English. English holds today the pride of place as a world language. It is the mother tongue of more than 20,000,000 people.

English has become integral part of any syllabus of any institute in India and is the official language, medium of instruction in higher pursuits, science, technology, daily communication, trade contacts and poetic, literary imaginations. As we can not do without food, as we can not do without water so we can not do without English.

*Yardi V.V., Teaching English in India, Parimal Prakashan Aurangabad Page 33.
2.4 The place of English in Indian Education

The three language formula at the secondary stage has emerged as the national consensus. But this formula is not being seriously implemented in the Hindi and Tamil regions.

English is one of the Indian languages but the role it plays on the national educational scene is disastrous. There is a craze for English medium education in the country. The demand is to open pro-primary English classes. Early English education destroys the balance with environment, neutralises the three dimensionality of Indian kinship firms, curbs inactivity and innovativeness and distorts identity. It must be remembered that English, as a supplement to mother tongue education is a strength, as substitute, it is debilisation.

Teachers are not even trained to teach the mother tongue, nor are they trained to link the home language with the school language.

Analysis of text books brings out the fact that most school grammars are written using Sanskrit or English models and do not reflect the grammars of languages concerned.
Shanteshwar in ‘An Investigation into the Roles of English in Higher and Professional education in Karnataka concludes that English is used more by professionals than by teachers and clerks.

In India English is taught as a 2nd or 3rd language in the secondary schools. In India it is used for administration, education and as a common link language. In secondary school curriculum it has acquired the status of compulsory ‘third language’. In the new pattern of education viz. 10+2+3, English has virtually acquired the status of third language (L3) so it is clear now that English is no more used as a language of instruction in a majority of schools and colleges in the country. They have changed to the regional media. However English continues to be the language of instruction in the faculties of law, medicine, engineering, technology, agriculture and the like. In the new scheme of education English has acquired the status of third language and it is implemented in Maharashtra.

In Maharashtra, Marathi the regional language is now L1, Hindi the union language, is L2 and English, the associate link language, is L3. This is the general pattern for most pupils studying in Marathi medium schools. They greatly outnumber Hindi and English medium schools. The terms first language, second language and third language are often used to indicate chronology of learning languages. An active command of a third language is rare. Stern suggests the term ‘international language’ for English in India. Because English is used for wider communication within the country. Yet the range of communication in English is getting sincerely restricted day by day.
The place of English in our educational system is the most controversial issue today. From 'Angrezi Hatao (Totally ban English) at one extreme, to English as the sole medium of education at other. Thus varying shades of opinion, so far, its place in educational set up are seen.

Yet the decision of the government of Maharashtra to teach science and mathematics through the English medium is an instance of this lack of a consensus. Most educationists, it seems, would agree that English cannot be easily dispensed with Mr. P.V. Narasimharao told in the Lok Sabha a few years back that there was a mushrooming of English schools at the primary and pre primary levels even in rural areas. Yet, it is equally clear that the hey-day of English in India is now over. But terminology and vocabulary of regional languages are too inadequate to replace English. English, therefore, may have to continue as our vehicle of knowledge for an indefinitely long period of time, although its role would be less impressive in times to come. It is at this transitional step. Those are needed to define its place as clearly as we can.

English language is the greatest gift of Goddess Saraswati to India. That is what C. Rajgopalacharya said about English language. Problem is there in our country as so many regional languages are spoken in India yet study of a foreign language like English had its own importance. It has been given the status of the Associate official language of the country.

English occupied important place in trade and commerce at first but gradually it entered the political and educational life of the country.
Before independence English was queen of the languages, compulsory medium of instruction and Englishmen were there to teach the language. So people educated in that era, speak 'A class English'.

But after independence, the issue as to *its place in India* became controversial. Mahatma Gandhi noted 'English language is necessary for imbibing ideas of liberty and developing accuracy of thought. C. Rajgopalachary stated 'We in our anger and hatred against British people should not throw away the baby (English) with the bath water (English people) when constitution of India was framed, it was unanimously decided to continue English as the official language of the country for fifteen years. In 1963, the parliament passed the bill and declared 'English will be the Associate official language of India for an indefinite period.' Though some of the states adopted their regional language as the official language, English continues to be the unifying factor in order to link various states. Its place will be undisturbed for a long time. Though in educational field its place has changed, yet it will not lose its importance. Its place will be permanent as an international language.

The Calcutta University commission report said the use of English would have to be continued as means of inter-mutual exchange and for promotion of inter provincial relation commerce and industry. One thing is dead sure that English will be used for advanced studies.

Though it seems that English has been occupying rather retarded position in the field of education, yet it never can be totally abandoned.
Pandit Nehru said 'English language is our historic necessity'
The number of people speaking this language is about 350 million which is
next to Chinese language.
English has also played important part in modernization of Indian society.
English language has brought with it English culture in India and to far
extent it has been successful in dispelling ignorance and superstitious from
the minds of the Indians.
Undoubtedly English is a language of modern scientific culture and so its
place in trade, commerce, education and international relations is
undoubtedly high.
English is the only foreign language known to us since long for developing
relation with outside world.
Majority of educated people use English for correspondence,
communicating and relation of all types.
At the administrative level we have been using it for more than 150 years.
In the courts, English is the language of laces.
Pandit Nehru said about English ‘It is our major window on the modern
world.’
It is highly developed language and we often need it as we are habituated
with it and find dearth of words in our own language while speaking, even
in day to day life.
2.5 Place of English in School curriculum

To speak English like an Englishman was the hallmark of culture in the past. English subject was at the top of educational ladder and the teaching of English came to be regarded as the prime object of the school course in the British realm. During British realm-

- Emphasis was on the formal grammar of written English.
- The literary English was supreme in the teaching of English. The written had more prestige than the spoken from. After independence it continued to be the language of elite.

Now English has become the symbol of urbanization, modernization, internationalism and elitism. Language issue has the deepest political, cultural and personal significance. It gave birth to ‘three language formula’ without knowledge of English. He or she holds a key which will open many doors.

The three language formula was accepted as the practical solution to the problem of the multiplicity of languages in the country, approved by the chief ministers of various states and recommended by the Education commission known as the Kothari Commission. Tamilnadu follows two language formulae. At present, English is taught for six years at the school stage in Maharashtra. Our students have to learn this language as a language. They have, therefore, to be taught the necessary language skills. English, in this context, may be called the skill subject rather than the content subject. History and Geography are information subjects. Listening, Speaking, reading and writing are skills of language. Language learning is
like learning swimming. The Education commission (1964-66) coined the phrase ‘library language’ in the context of discussion pertaining to the teaching of English in India. It implies that the Indian student has to use English mainly for reading purpose. It was to enable the children to make knowledge, which is not in mother-tongue.

Teaching English at the initial stages should be based on the oral approach. C.C. Fries regards oral approach as ‘the most economical and most effective way of teaching the beginners’. Sounds, words and structures are the basic language material. A language is a system of habits. In pre-independence days it was an official language; but it does not have the same place now. Therefore, the parliament had to pass an act in 1963 for making English as associate official language for an indefinite period.

Yet English occupies an important place among the languages. We need the knowledge of English, for having inter-state links on the following matters.

i) Trade  
ii) Administration and management  
iii) Social affairs  
iv) cultural and educational exchanges.


Our youth should acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective study of English, is bound to play an important part!
The chief ministers’ conference (1961) concluded. 'English should be taught along with Hindi in order to get outside affairs’ for all India services for Engineering, medical and forest department.

The Indian Education commission of 1966 also recognized the importance of English in this statement “English should be the most useful ‘library language’ in higher education and our most significant window on the world”

In the conference of vice chancellors in New Delhi (1969) Shri V.K.R.V. Rao, the Education Minister of India, expressed his opinion as- ‘Far from abolishing English, University Students will, in future have to acquire an adequate command over English to read and understand English books in their chosen subjects and use English as their library language.

In short, the development of personality is tied to English language which circulates around the person. The Indian Education Commission (Kothari Commission) can be reviewed as-

‘From Class VIII to X, three languages will be taught one of the will be the regional language. The second will be any modern Indian language. For non-Hindi speaking students, it can be Hindi. The third will be foreign language i.e. English. ‘After X class, language study will be optional. This three languages formula gave English a suitable place in school-curriculum. It should be noted at the lower secondary stage English should cease to be taught as literature. For this we can take H. Kabir’s suggestion.
‘We must remodel our courses in English at the secondary stage and recognize that the learning of English is not an end in itself but only the acquisition of an instrument for adding to our knowledge. The emphasis must, therefore, shift from literature to the simple language of every day. At the university stage, its study should aim at literature’.*

In short, most of the states are following the three language formula with some modification like teaching English from std. V or VIIIth. Thus English is retained and being taught as a compulsory subject at school level and at graduate level.

It shows that we can not do away with English. It must be taught in secondary and even at university level because Mr. V.K. Gokak says ‘It would be rash to cut ourselves off from the English language which keeps up in continued contact with the latest thought in Europe, in every field of life and culture’.

So in India, in elementary, secondary, higher, technical education, English is compulsory language after mother tongue and it is medium of instruction throughout without any exception in higher pursuits of literary taste its flowery literature is enjoyed par excellence.

* H. Kabir ‘Education in New India’
2.6 English as Mother Tongue, Second and Third Language

"Language is a system of sounds, words, patterns etc. used by human to communicate thoughts and feelings" - A.S. Hornby 1989 OALD

Language is a skill subject. It is not a content subject like History, Geography etc. Therefore it is to be taught skillfully. Language is a complex skill involving four sub skills viz. Listening, Speaking, Reading and writing (LSRW). Speaking and writing are productive skills because they enable a student to speak something new and write his thoughts on paper. That way they are productive while reading and listening are receptive skills. They receive knowledge the contents to produce them when required.

English as Mother tongue means the first language. It is learnt by a child before he is admitted knowing the fair rules of grammar within the restricted area of home and the untrained teacher is Mother who unawaringly teaches and the child learns it unawaringly. Because the primary purpose of language first language naturally and don’t find it that much difficult as a student who learns English as second or third language. Students learning English as mother tongue easily pare their way to literature, thought they learn it without grammar. In their case grammar comes after language. They don’t know the rules, so they talk it fluently but lack in grammatical items and writing. Schools teach them ‘about’ the language and not the language. Because they have already learnt it. So they easily reach to the literary side of the language.
‘To aim at literature is to miss the way to the language. To aim at language is to pave way to literature.’ (Palmer)

Literature and language are different. When English is taught as first language, especially in convent schools, it unknowingly takes the form of literature. So the students there are to write the appreciation of the poem and know the figures of speech. They pick-up language easily. It is more colloquial and many times grammatically incorrect. Their communicative skill is much developed than writing. They don’t have to listen patiently. They yet can speak but commit spelling mistakes (vocabulary) and other grammatical mistakes in their writing.

The learning of the second language can take on a variety of patterns. (W.F. Mackey 1965 P. 108) Because learning English as a second language is greatly affected by linguistic, social and psychological factors.

‘Learning a second Language is more than learning a description of it. The process of speaking and listening is involved and this process combines linguistic and psychological as well as other elements. Learning English as a second language is acquiring the ability to use its structure within a general vocabulary under essentially, the conditions of normal communication among native speakers at conversational speed.’

* Robert Lado 1971 P 32-38
The possible causes of learning English as a second language can be quoted like this.

- Interference of Mother-tongue.

- Oversimplification of the target language learning.

- Over generalisations of concepts on the basis of previous learning of the language.

- Defective Teaching material or Method.

Now let us deal with the topic ‘Teaching English as third language; As this stage the objectives become move minute. It is the most difficult task for a teacher to teach English as a third language. Here, the teacher requires a high degree patience.

Linguist Noam Chomsky says ‘There is no point teaching about the language. Let the students learn the language itself. Here English serves as a ‘library language’ to enable them for further studies. It is rather a challenging task for a teacher teaching English as a third language. At this stage they require language with a little bit grammar and communication skills which are crucially important for their further studies. Teaching and learning of a language as like the two sides of the same coin. They are integrated and not separate because a good teaching results in good learning. At this stage English works as a ‘window to the world’.
At this stage grammar is stressed. It may be said that grammar is not language but language is certainly grammar—language is vast, grammar is its part. Because after attempting the questions of grammar, reciting its all rules correctly, they may fail miserably in using the language for communication. When they can not communicate, the basic purpose of knowledge is not attained.

The topic of the researcher has dealt with English as a third language. It is Maharashtra where English is taught as third language and not Rajas than where it is taught as a second language.

The long and the short of is that ‘Language learning’ should always be a pleasurable and meaningful experience irrespective of its place in curriculum as first, second or third language.

So we have English convents with perfect discipline, elegant environment, sincere well trained teachers and our nationalist patriotic citizens prefer them to Balak Mandirs. In primary, secondary and higher education also, English is mother tongue and medium of instructions too.
2.7 Objectives of teaching English in India

To make learning occur is aim of education learning is the modification or change in behavior of students. For a good teaching, the teacher must go through three phases-planning, its execution and evaluation. Objectives are foundation stones of good teaching and learning. Dr. B.S. Bloom has defined educational objectives as ‘The desired goal or outcome at which instruction is aimed’ Yet, simply stated two main objectives of teaching English are

- Language development

- Literacy development

With the advancement of class and age of students, these two objectives will differ. At junior level four objectives of teaching English are there-

- To understand spoken English.

- To speak the language

- To write the language

- To read the language

Yet P. Gurrey in his book ‘Teaching English as a foreign language’ has quoted ‘It is necessary that the Indian pupil should only understand English. When it is spoken or written, but also that he should be able to speak and
write it. Thompson and Wyatt have rightly said ‘It is necessary that the Indian pupil should not only understand English when it is spoken and written but also he should, himself be able to speak and write it. V. P Eliott has also suggested ‘The ability to speak and write English should be regarded as of equal importance. Champion’s notion is ‘All objectives should be regarded as paramount and equal importance should be given to each. The pupil is our live evidence of achievement of objectives.

While thinking about objectives of teaching English in India, we have to take into account the motivation of the learner, the availability of resources for teaching English and the national needs that English may have to serve.

Prof. Gokak mentions five reasons that prompt us to continue with the study of English-

i) English will continue to be the language of all important trade and industry in the country for many years to come.

ii) A knowledge of English is imperative for getting access to modern scientific and technological knowledge.

iii) Creative thought in every department of knowledge is active only in west. Rejecting the study of English as a second language will amount to committing intellectual harakiri.

iv) A knowledge of English is necessary today if only for discarding English at a later stage. Translations alone can enrich the literatures in our languages in every way.

v) There is the need to interprete India’s thought and culture, abroad. A book translated into English or French stands the chance of winning a world public our budding diplomats thinkers and interpreters in the international field have to study. The compulsory and optional courses in
English as they have to express themselves with elegance and grace in written and spoken English. 65 % of world’s knowledge is printed in English. * Today more than 70 % of the world’s mail is written and addressed in English and more than 60 % of the world’s radio programs are in English. †

‘Good spoken English is a luxury’ † Reading habit uses perceptionary senses and mind and makes the comprehension possible. That’s why reading habit is must for a student and it is easily fostered in schools and colleges.

So briefly English is learnt to express our thoughts precisely, beautifully and correctly with natural easy communication i.e. through listening, speaking, understanding, reading, conversing and writing skills. Broadly it is meant for trade, scientific studies and technological advancements. So English language through its objectives achieves fuller, richer and beautiful life.

References
* V.V. Yardi- Teaching English in India today
‡ H.V. George. Personal communication, Pg. 33
2.8 Study and the New Education Policy

The three language formula is almost followed in all the states of India. In Kerala bilingualism prevails. The prime Minister of our country addressed the nation on 5.1.1985 about the necessity of drastic changes in the educational pattern of India. Immediately after it national policy of a education was declared in the month of April 1986. As per the policy the mother tongue has to be encouraged in the elementary stage and thereafter Hindi as a national language was to be developed. Due place was also given to English as a foreign language as it can facilitate inter-state relations and contact with other countries English was given the place of Third Language in the syllabus because it was to help in scientific and technological developments, human development, cultural development, mass education, open universities And countrywide class rooms, educational research, equal opportunities for all going for higher education and international understanding.

'The three language formula was a post independence policy in India to accelerate national integration. English assumed greater importance both as a subject as well as a medium of instruction when three-language formula was adopted.'*

Mr. Aggarawal Santosh in his Ph.D. thesis further wrote about his findings—

'Knowledge of students was not limited to one language only, even before the advent of British rule in India, though Govt. had not formed any policy of teaching languages in the modern sense and bilingualism or trilingualism where considered special features of the educational curriculum.'

The present study, in its own humble way is a sincere effort to enhance the effective teaching of English in secondary schools and to assist the educational development of the country. Hindi was there to work as the link language and promote national integration. It was suggested to translate good books of other languages into Hindi and multi-lingual dictionaries were being prepared. English was assigned the major and important role for all sided development of the country. To cultivate higher values in life, English language was the necessary instrument with us and it is still with us.

Our students who are the future citizens of India, must study English because the well-educated, highly qualified citizens are only true wealth of the country and this fact we can not overlook. English is a powerful tool of progress and it must be used by us. All our great leaders have unanimously approved that English can not be avoided for the sake of international understanding and the national development.

According to National Education Policy of 1986 three language formula ws to be adopted from 6th standard it included National language, Regional language and English. Government of Maharashtra is the only state that prepared a text book for three languages already including 5th standard. Government of Maharashtra has decided the policy of teaching English from 1st standard in 1999 and its actual implementation started from the year 2000.
2.9 Methods of teaching English

How should be the language taught is the very question that creates various methods of teaching English. The methods are based on certain assumptions related to the nature of language and language learning. They can be stated as-

2.9.1 Grammar-translation method

The name itself suggests that knowledge of grammar rules is more important and translation is the best source to interpret foreign phraseology.

The method gives stress upon the teaching of formal grammar and thereby gives practice in the application of rules. The grammatical plan is at the centre and the textual teaching is set around properly.

Main features

- Use of formal grammar

- Vocabulary from the text

- Translation

- Gives importance to reading than listening or speaking.
It is a very popular method. It is used by many teachers as it is easy, workable in large classes. A teacher can teach in the class though he / she is unable to speak English. Yet it has its limitations.

- large interference of mother tongue.
- the fact that language changes from time to time is totally neglected.
- It is to be taken into account that no two languages are similar in respect of vocabulary, sentence patterns or meanings. Idioms can not be translated.
- A learner can not acquire language fluency as it does not stress speaking. Therefore it lacks liveliness and spontaneity.
- This method does not create any attraction of the language in the minds of young language learner.

2.9.2 Direct Method

Communication is the main usage of language. Oval approach is the prime aim of every language. Direct method establishes direct connection between experiences and expression. Their situational approach is the main and only way for the teacher to make the students feel his experience. As it does not allow interference of other language, it is highly praised by the educationists. Main features are.
• It tries to teach the language naturally.

• It stresses speaking aspect.

• Extensive listening and imitation required.

• Pronunciation, vocabulary as well as structure are given priority.

• Inductive grammar

• Mother tongue has nothing to do with it.

Limitations of this method.

• A well versed and a trained teacher of English can only take it up

• It is not useful in large classes.

• It requires ample teaching aids.

• It is not profitable for all students especially the weak in language writing and reading are neglected.

2.9.3 Dr. Wests' New Method

It is remarkable in the history of English language teaching as Dr. Michael west specially designed it after minutely studying the situation in Indian schools. Dr. West thought that Indian students need first to read English then to write or speak it. So this method of Dr. West lays stress on silent reading. So 'purposeful silent reading’ in the main step in teaching English. The reader contains controlled vocabulary with adequate repetitions. The
vocabulary is selected on the basis of its frequent occurrence in the text and its usability etc. Supplementary readers in the format of stories or simplified editions are introduced after the students have attained certain vocabulary level. His main aim is to help students master the skill of silent reading though he advocates loud reading in the beginning. He says "The advantage of commencing the study of a foreign language from the passive aspect of reading is that the child forms in his mind an idea of the structure and a 'feeling' of the language before ever he is permitted to indulge in free composition, so that by the time he is permitted free self expression in the language, he has been inoculated against error.

2.9.4 Audio lingual Method

It is also called 'Army Method' because it developed during second world war when the American Army personnel were taught foreign languages. It stresses listening and speaking than reading and writing skills. It proved very successful as the students and teachers were competent they were in small number and there was high motivation. After the war, this method received fresh impetus. The psychologists and linguists declared that it can be powerfully applied in civil life also. Tape-recorders and the language laboratory have given new dimensions to its application. Grammar was taught inductively. It includes mimicry, dramatizations, memorizations etc. Though it produces desirable attitude towards foreign language, it does not enable the students to write or describe elaborately.

* Dr. Michael West- Bilingualism' P. 252
2.9.5 The Bilingual Method

In this method the mother tongue is judiciously used for teaching English. The ratio of the use of mother tongue and English is 1:1 basis. It means the use of one mother tongue word or sentence to one word or sentence of English.

Features

- Drilling is in English but testing is in mother tongue.
- The teacher uses mother tongue while the pupils always use English
- At last it transits progressively from the bilingual position to monolingual position in the end.

It was first tried in Welsh (U.K.) It was highly praised by Dr. Shastri who experimented it at the central institute of English and Foreign languages Hydrabad. The main drawback of this method is that it assumes the students, studying English as second or third language, well-versed in mother tongue, but very many times, they are not. It allows the use of mother tongue, but the students are not that much competent in mother tongue also.

2.9.6 The eclectic Method

The name of this method itself suggest that this method combine the best elements from different methods; especially the Direct method and all other traditional methods. In this method the language skills are introduced in the
following order speaking, writing, understanding, reading. It allows silent and loud reading, questions and answers. To certain extent, translation is allowed and grammar is taught on traditional lines. It means grammar is taught separately.

“Structural Approach” is another device to teach English but it must be dealt with separately as it is mainly concerned with ‘what is to be taught’ than ‘how is to be taught it’. Let us know about it in the separate chapter.

Marry Finocchiaro says ‘there are no good or bad methods, there are only good or bad teachers’.*

R.K. Yadav Says that ‘Better results may be achieved if English is taught in India for a shorter period but much more interestingly.’

So finally, whatever method is adopted for teaching, the learner get not get rid of its grammar which is essential for correct learning.

* Teaching English as a second language by Marry Finocchiaro, Harper and brothers New York
2.10 Structural Approach of Grammar

"Teachers of English in India had to develop an elective theory. In teaching English as a second language, the emphasis needed to be on the linguistic aspects rather than on the cultural one. In this context structural approach is important as it is used as a basis for the preparation of syllabus, textbooks, etc. that include definitive language experience means the graded syllabus. Words are the main components of grammar. But mere mastery of words does not guarantee the satisfactory use of language. The list of basic elements of language include grammatical features, meaningful sounds and words. The grammatical features help to gain clarity and subtlety in the use of language. e.g. goes, went, going, had gone are the various grammatical features of the word 'go'.

Definite word-order is the another important feature of language. If word order is changed, the meaning changes. A sentence is a group of words (meaningful) having definite sequence. To make meaningful sentences, definite word order must be followed and that is called 'structure' in grammar.

e.g. oil-paint, paint oil

The bear killed the man *

The man killed the bear

References

* Teaching English in India R.S. Saraf Shrividiya Prakashan P 36
'The structural approach is based on the analysis of the language to be learnt. It tries to analyse and select basic elements like meaningful sounds, words and grammatical features. The term 'structure' in this context is defined as arrangement of words in a certain order. Analysis of the language enables one to find out the definite structures as per the syllabus. The structure occurring frequently and very useful are taught first. The structures having easy teachability and interrelationship are taught first. While framing a syllabus, the structures are taken into account by the framers. e.g. In V only words, syllables are taught and then the tense structures are not found in mother tongue while they are in English. e.g. articles. They are thought to be 'problem areas' and need greater attention both in presentation and practice. A syllabus of any standard based on structural approach avoids irrelevant study material and makes the teaching learning process easy. It is keenly related to grammar of English language. Hence it provides sufficient situational and practical teaching material for drilling thought fully graded (according to difficulty level) it is very useful for the teacher teaching English. It lessens the teacher's burden and paves for him definite path of teaching in the class.

Structures are very important and their importance is undisputed among the educationists "Full communication between two speakers can take place only where there exists reciprocal understanding of vocabulary of language structure, of melody and of socio-cultural patterns."*

Different arrangement or patterns of words are called structures. The importance of mastering the structural patterns of English in a graded order has in recent years received recognition notably in the work of Charles Fries of America and department of English in London. All India council of secondary education suggested a list of 250 structures to be taught in the first three years of secondary schools.

Hamby has given classification of structures as two part patterns, three part patterns, four part patterns, interrogative commands, requests and other sentence patterns.

'Every language has particular word-order which should be acquired as an unconscious habit by the native speaker. He has to make its acquisitions a matter of automatic habit. Learning a language is not the learning of its content, it is the acquisition of a skill.'

Kinds of structures can be stated like this.

- Small and big structures
- Simple and complicated

References

* Thesis on education by Dr. Yusuf Khan
† Teaching of Eng. In India Pg. 11
‡ Fries C.C. Teaching and learning English as a foreign language Ann Arbor Univ. of Michigan Press 1945
Statements and questions

Grammatically easy and difficult

Descriptive and persuading

Another way of describing structure is

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Structures

  Conventional
  Sentence Pattern and word order
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'Any paradigm of syntactic pattern is a structure, because vocabulary in isolation has no meaning.' The structure in English are planned according to educational and psychological guide lines. The textbooks are prepared as per the difficulty level of the structure. All text books of English follow graded syllabus.

**Examples**

Structures – Present continuous Tense

1. **Sub + to be + ing form of verb**
   
   She is giving

2. **obj + to be + p.p. + by + subject**
   
   A book is read by Sheela

   Passive voice.

Thus structural approach can be suitable applied while teaching grammar.
More about the importance of structural approach is given below-

- A command of structure is more easily acquired by reading, speaking and writing the language than by heaving and studying explanation.

- Khare M.A.- 'Comparative study of traditional and structural Approaches to teaching of English with refernce to their leaning at comes' Ph.D. in Education Gorakhpur University 1968. 'Students 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!

- Shastri S.V. 'The teaching of English as a second Language I Bombay with special reference to structural Approach at work. 'Ph.D. in Education, Bombay University 1972. 'The Performance of students on the vocabulary test had a significient correlation with their performance at the S.S.C. examination. The average vocabulary of a student was 1800.

A structure is a Pattern a particular arrangement of several elements or parts to indicate grammatical meaning. It may be a word, a phrase or a sentence. Table-s, a book with a red colour, there are some books

The structural approach has many features in common with the direct method and the new method by Dr. Michael West. It implies that Indian Boys need most of all to be able to read English than to write it.

Reference

* P. Gurrey, Teaching of English as a Foreign Language Pg. 80
Good teachers, smaller classes, provision for up-to-date audio visual aids, text books written strictly in accordance with the new syllabus are the pre requisites for the success of the structural approach. ‘The structural approach is the arrangement of words in such a way as to form a suitable sentence pattern e.g. He reads, He reads a book, will he read a book ? Thus the structural approach is not a new method of teaching but of presenting the patterns or structures of sentences at a time in order of difficulty.’ *

‘The structural approach is best on the belief that in the learning of a foreign language mastery of structure is more important than the acquisition of vocabulary. There are about 275 structures at early stage.’ †

Characteristics of Structures

- 275 structures form the core of essential English for a student at the secondary school.

- They are based on word order.

- Every structure embodies an important point of grammar.

- Carefully graded as regards the form and meanings.

- They are graded in such a way that the next structure follows the previous one naturally e.g. as I / saw / her. I / saw / her / sleeping.

* Pathak P.D. Vinod Pustak Mandir Agra Page No. 45
† Menon and Patel Acharya Book Depot Baroda Page 46
Aims of structural Approach

- To lay the foundation of English 275 structures.

- To enable the students to attain mastery over an essential vocabulary of about 3000 root words for active use.

- To correlate the teaching of grammar and composition with the nearby lessons.

- To teach four grammatical skills i.e. reading, writing, speaking and understanding.

- To lay emphasis on the aural oral approach.

Roderick A Jacobs and others say that study of grammar is study of the structure of English sentences and the processes which operate on the structures.*

C.S. Bhandari and other also say that the most important tools in learning English are its structures. Sound, words and structures are the tools of learning English. ♦

Reference


2.11 Teaching English to Primary, Secondary, Higher Secondary and English Medium students.

10+2+3 pattern is followed as education system in India. The last three years belong to the college stage, +2 works as a bridge between the secondary and the college stage. This bridge is known as the higher secondary stage. The first 10 years in the Education system are divided like 5+3+2, comprising the lower primary stage (1+5) higher primary stage (6 to 8) and the high school stage (9 and 10). But the teaching of English begins in different standards in different states. In Maharashtra, English is taught from std. Vth while in other states it is taught at earlier stages. As per New education policy and the draft curriculum, the teaching of English is expected to start from std. six (the first year of the higher primary stage.)

At primary stage the multi skill situational approach should be adopted. Half of the time, available for teaching, must be spent on oral work. The remaining 50% time should be allotted to reading and writing. Oral work is listening and speaking. Nearabout 200 structural items and words based on frequency, usefulness and techability should be taught at this stage. In short, the aim should be correct use of English in everyday life and laying the foundation of skills like speaking, reading and writing. This is a very important stage and the teacher has to present the language material with the help of suitable situation. The teacher should say orally and allow the
students to listen. Oral class practice is essential. Repetition, use of substitution tables, call words, expressive actions, short questions, answers all help in teaching English. The script of English is totally new to them. It creates problem at the early stage. Learning to read is the main object at the early stage. It can be defined as a process of sight and sense or inner speech. Therefore, oral aural work for the first few weeks is essential. Flash cards and the blackboard are very useful for the beginners. Look and say method with the word as a unit or the sentence is useful. Single alphabets reading is useless. Reading leads to collect information, get pleasure and to know more about the language. The stage ‘learning to read’ is to be inevitably followed by ‘reading to learn. Reading skill consists of comprehension and speed.

Students face problems in writing English due to its erratic spellings and new script. Their \textit{penmanship} is sufficiently developed by this time as they write in their mother tongue. Writing is taught best by demonstration on the blackboard with fair lines. Direction of writing is also important, shape of each letters and its height are also to be considered. The copy books can help a lot and cursive script ‘must be banned. A psychological powerful technique like dictation is also valuable at this stage. It helps improve pronunciation, recognition, grammar, vocabulary and comprehension. It helps make students attentive. It offers direct, time restricted challenge to the students.
The high school stage or secondary school stage is std. eight, nine and ten when vocabulary becomes large. The recognition vocabulary slowly gets transferred into active and the circle is widened. The reader (text book) is the main instrument at this stage. It encourages students for extra reading. At this stage the language activities that lead to the language learning are provided. The language activities means listening, speaking, reading and writing. Prose is the main source of teaching items. While teaching vocabulary, vernacular equivalents should not be given but contextual presentation is the effective technique. Many abstract words are introduced at this stage. Synonyms, antonyms, definitions are the devices at this stage to teach vocabulary. Translation technique should be used where it is necessary. For studying the sentences in the text, structural approach is very useful. Dictation, copying, controlled compositions provide writing practice. The correction and whatever is written, must be done by the teacher to make students aware of their mistakes.

Std. XI and XII form the higher secondary stage. Here English is taught as a compulsory language. The prose or the textbook here is meant for critical appreciation and some acquaintance with life nature and culture. The study material is the models of good modern English. At this stage ‘literary sensibility’ is required to fulfil the objective literacy appreciation. This stage may be the stage of the end of study for many students and preparatory stage for going to the colleges for some.
The objectives at this stage are as follows:

- Reading of easy texts.
- Reading of text of general interest
- Reading material of specific interest.

- Writing
  - Ability to write independently.
  - Ability to write English for study
    (taking notes, precise writing etc.)

- Listening
  Ability to listen with fair understanding to spoken English
  on topics of general interest.

- Speaking
  Ability for participating in discussion and seminars etc

Lecturing is the most popular technique at this stage. Loud reading of the students is not at all expected at collegiate stage. The teacher there is only to provide vocabulary and structural complexities. It is also advisable to give students question beforehand and tell them to find the answer while reading. Self study methods have an important place at this stage. Ability to use dictionaries, relevant books, news papers in developed at this stage. They take initiative in language learning to work on their own.

* Teaching English in India, Dr. R.S. Saruf, Shri Vidya Prakashan, Pune, Pg. 65
Thus at this stage they enter the world of ‘literature’ than ‘language’ and develop interest and skill in it.

‘English language is the greatest gift of Goddess Saraswati to India’- said C. Rajgopalacharya. English was introduced in India two centuries ago with the coming up of East India Company and the Britishers. It firmly rooted in India now. Lord Macaulay purposely introduced English as he wanted to create such class of people who were ‘Indian in blood and colour but English in taste, in opinion, in morals and in intellect. This came out true. The Britishers went back to their country but they left the lasting influence of their language English here. Now we are much accustomed to it and we have totally forgotten that it is alien.

C. Rajgopalacharya wrote ‘We in our anger and the hatred against the British people, should not throw away the baby (English) with the bath water (English people). So we learnt the language, we have been learning it and eruption of convent schools is a sound proof of it. Schools having English medium have sprung up in large numbers. Everyone is tempted to get his ward admitted there without caring for donations. English has such magical and deep-rooted influence on people in India. The convent schools run by missionaries are through few in number, English Medium school are opening in large numbers. Teachers teaching English there don’t have the required fluency in English. They also are not well-versed in English and they just teach because they are graduate. Shanteshwar (1982) question in his thesis, ‘An investigation into the roles of Eng. in Higher and
professional education in Karnataka, that English is used mere by professionals than by teachers and clerks. It shows that in convent school the method of course is direct but it is not applied properly by skillful teacher.

Moreover, it is harmful to learn every subject in English in the initial stages as it creates extra tension for the students. Especially, Marathi speaking students face problem as it is proved by the thesis of Dr. Pratap D.G.

‘The process of transforming-affirmative into negative ones is different in between the two languages as well as questions in Marathi was a simple matter as compared to English. Indirect speech is a novel feature of English. Marathi did not make any distinction between direct and indirect speech.’

The English taught in the convent school is without any grammar. Grammar, either functional or formal, is not taught in the convent school. Therefore, they can not write correct English, though they somehow pull on in day to day English conversation.

Marketing of school also matter much in case of convent schools. There is neck to neck competition among the convent schools. They attract parents with showy things like uniforms, building, books, copies bearing the names of school but in fact they think students as product like saleble commodities in the field of jobs. They are clever but not genius.

2.12 Linguistic Background in learning English

Man has been endowed with natural gift of communicating thought. For this man uses his power of articulation. Family background is the main factor.

A child born in educated family naturally develops his linguistic skills. Parents are the main factors. They inculcate in him such refined language habits that he easily grasps it and apply it properly. Linguistic background of every family differs. Different languages are spoken in different families and it is called as the First language the Mother tongue. It is not deliberately taught. In course of time, child automatically learns it. Mistakes committed are slowly eliminated and vanished when a child is allowed to speak and hear the language again and again. It is very essential to allow student for communication. Reading skill is prominent in Modern education policy. In educated family this skill is sufficiently developed. A child born in uneducated family can not use refined language. According to the 1971 census nearly two hundred thousand Indians use English as their mother tongue.
The child born in educated family, is generally admitted in convent school and learns English as first language. In educated family English is taught to be a language of status. They intentionally make their child learn English and also want him acquire fluency and proficiency in it. They are very keen and alert about it. Even they talk to their children in English as they are educated. A child thus gets large opportunities of listening and hearing the language. With art any formal teaching, they start speaking English.

Social status of the family is also important. Enjoying higher status in society is like a born for certain families. They are deliberately taught English as it is the language of social mannerism. A caste also forms linguistic background of a child. The growth of English language ability was found to be influenced by such factors as caste, intelligence, socio-eco. Status, locality, administrative control of a significant relationship between intelligence and growth of various English language abilities. Students of the non scheduled castes were found to be slightly higher than average in English language abilities. * So not the hereditary factors but the social, cultural, moral, educational and finally English conducive background of the child is casting favourable or otherwise influence on learning this foreign language.

Reference

* Joshi A.N. ‘Factors influencing English language abilities Ph.D. in Education 1984
2.13 Problems of teaching English in India

There are various problems of teaching English in India. They can be as it is-

- First of all, aims behind learning and teaching English are unknown both to the teachers and students. So their relative activities are not exactly on the way to learn and teach English it is a great setback for them.

- What place should English be given in school curriculum is still an untachled problem. There is interstate disputes in country.

- English a foreign language, unknown to a student till class Vth. Over crowded classes make the students sit uneasy in the class. They are mentally not quiet and prepared to grasp language in such adverse situations. Sufficient class rooms, airy classrooms are not available. In the same way lack of furniture does not allow students to learn in the class. They are rather nervous and unable to co-up with the studies.

- The old and faculty 'Translation cum Grammar method of teaching is used and the new approaches structural and situational are not popular with our teachers. Because the teachers themselves are incompetent to apply these methods and require in-service training for that. Therefore our students are devoid of advantages of new effective methods and approaches.
There is no uniform policy adopted as to introduce the teaching of English at the definite stage. The history of teaching English goes back to the dispatch of 1854, which is often described as the Magna charta of English education in India. Charles Grant also is regarded as the furtherer of modern Indian Education exhorted. The East India company to import knowledge of English to the natives as it would serve as, 'a key which will open them world of new ideas' He said 'The Hindus would, in time, become teachers of English themselves and employment of our language in public business make it very general throughout the country.' This policy continuously promoted the association of English with a status and the knowledge of English became the mark of prestige. It gave rise to an exclusive class of what Ripon called, 'The daily growing body of natives educated in western learning.

More over low-standard of text-books of English create problems in teaching English. In the words of Guyboas, 'The only person equipped to choose these text books are school teachers who really know the fodder, suited to their flock. But unfortunately, teachers are not included to prepare text books and it creates problems in actual class room work. The teaching and teaching material go astray and students suffer.

Less use of Audio-visual aids is another reason for problem in teaching English. Being foreign language, audio-visual aids can help more, its teaching effective. Due to lack of funds, expensive audio-visual aids can not be purchased by the schools. But whatever cheap aids are available
e.g. pictures, charts, models, fannel boards are not used by teacher only during training period some enthusiasm is found among pupil teachers in this regard.

- Problem in teaching English is also due to lack of effective teachers. Prof. V.K. Gokak says 'No effective teachers in pedagogy of English found' why?

  - Lack of adequate training at the B.Ed. level. The Duration of the course is short in comparison to its study-material actual class room experiences are not sufficient and judging is not proper.

  - Those who have not offered 'English as a method of teaching at B.Ed. level are assigned the duty of teaching English to adjust the time table in the school science teachers know English better is supposed and made to teach the object but they don't know the gist of the language and make poor show of it...

  - Lack of iterative of innovation in teachers also creates problem in teaching English.

  - Absence of right motivation for the teachers is also another reason prof. R.L. Mehta observes 'Teacher's sole aim is to get the pupils through the examination by fun and foul means the result is the outcome of the graduates who don't even write and correct sentence in English.
Traditional examination system also creates problems in teaching English.

The new method of examination with oral and written tests is not used by teachers.

Lack of proper teacher education also causes problem in teaching English. Teachers are not trained thoroughly and properly due to shout time period. There are also very meager provisions and facilities for tin service education.

The exercise books of students lack in suggestive correctors.

Prof. Ronald Mack in has listed the main problems of teaching English as follows.

The old fashioned type of benches and desks which restrict movement, the bad light, the noise from neighboring classes which may be separated from them by nothing more than a bamboo screen insufficient provision for their subject in the time table, lack of aids of all kinds, interference from parents or dominating conservative Head master and finally the requirements of an examination system which places a premium on the written language and consequently seems to favour the grammar, grinder of the old school.

So there is much to be done to improve the standard of teaching English in India.
2.14 Analysis of Text Book of class X

A text book is the only main instrument in the hands of teachers and students in the teaching learning process. It guides the immediate instructional objectives. The curriculum is the totality of the experiences while the syllabus contains the general and specific objective for each stage and the contents are selected and graded. The textbook provides local habitation and a name to the contents. A text book translates the objectives into contextual presentations. They are equipped with general standard of teaching, the psychology of learners, their age, interests, attainability etc.

The text book at the school stage is generally called the Reader because of its association with reading. The text books are prepared according to the vocabulary and distribution of structures serially arranged. The text book is a compilation of the structure. These structurally graded text books are being used throughout the world for teaching of English. The text book is a time saver to the teacher, because the text book essays to present the most pertinent information on the subject, and to present it in a clear interesting and well organized manner. The text book should not determine the curriculum of the school, rather the needs of the pupils should determine the curriculum.

*Introduction to Education Vol 1 W.G. Reeder P 180

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The textbook 'English Reader' (Third Language) of std. X prescribed by Maharashtra State Board of Secondary and Higher Secondary Education, Pune, comprises seven topic-based units each with several texts. Each text is arranged in the following sections.

• Before you read / listen

• Read the text / listen to the text / Glossary and notes.

• Check your understanding

• Vocabulary focus

• Grammar focus

• Writing focus

The linguistic items prescribed for study have been dealt with in the vocabulary and Grammar focus sections of the various units. As the present research deals with grammatical mistakes, the analytical study of the text book in context to grammar is enlisted here-
2.15 Use of Mother tongue in learning English

Everybody learns the mother tongue by mother. In this connection, mother is the first and apt teacher for any child. Though writing and reading skill regarding the language is developed in the class room, communicative skill is automatically developed in the home. Mother tongue is not consciously taught, it is unknowingly grasped and developed by a child itself.

On the contrary English is to be learnt consciously and with purpose. Yet it is not easily possible. It is a pains-taking job, especially for IX class students.

How far a teacher of English should allow the interference of Mother tongue while teaching English? It can be said like this.

Use of mother tongue should be nominal. If it is use excessively, it mars the teaching of English and its effectiveness. It may be said in this connection that the teacher should not open the ‘floodgates of mother tongue’. It should be used to some extent.

- When a teacher starts teaching English to beginners.
- When a teacher finds some words difficult to explain e.g. butter, ant etc.
Unit 5: Humour

- Must + have + past participle (structure)
- May + have + past participle (structure)
- Such + a + adj + Noun (structure)
- Such + adjective + Noun (structure)
- Adjective clauses
- Make someone do

Unit 6: Mysteries

- Participle used as adjectives
- While (clauses)
- Passive voice of infinitive
- Passive voice of past progressive tense.

Unit 7: People

- Passive voice of past perfect tense
- After / Before / while / on + ing form of verbs (structure)
- by + ing form of verb (structure)
Unit 2: Adventure and Sports

- Adjective clauses

- Hardly had- when (structure)

- ‘When’ clause- Adv. Cl. of time

- Busy + ing form of verb (structure)

Unit 3: Science and inventions.

- Various ways of changing an order into a request (transformation)

- much / may / some (structures)

- Noun Substitutes-Noun clauses

Unit 4: India

- Present progressive tense (structure)

- Past progressive tense (structure)
Besides these, reversionary grammatical items are included in the course. e.g. such co-relatives as 'As soon as', no sooner than, 'Hardly had - when' when and 'ought to' had better' etc. They are already taught but reoccur in X class grammatical items and so they are to be taught and revised in the X as they appear in the examination.

Certain grammatical items the researcher wants to state here accordance they appear in the text unitwise.

**Unit 1: Human Values**

Grammatical items, Active-passive voice, simple past tense

- She gave the prince a gab of seeds

- If clauses
  - If you work, you will got money
  - If you worked, you would get money
  - If you had worked, you would have get money.

- Word-formation Verb, Noun, adjective

- Interrogative sentences- Yes / No type questions, WH questions
The ‘introduction of Course Book’ is a mini training material and provides proper guidance regarding the handling of the course book in the class.

The another criteria of the text book is that poetry and prose sections are not separated. They are clubbed together in different units. Each unit has dealt with certain important human values that are essentially to be inculcated in life by the students. That way it is the special feature of the text book giving stress upon certain human values and beautiful blending of morality and knowledge. While giving stress upon the human values, it has thrown new light upon the grammar teaching.

Grammar is not to be taught separately. It is the part and parcel of each language and it goes hand in hand with the language. It should not be studied for the sake of grammar that is what the text book says.

The grammatical items, the students are confronted with, are to be learnt first and rules later. Grammar is to be taught and studied in context to the text. It clearly shows the new policy of Govt. that ‘use of grammar is more important than knowing about it’. It does not want the teacher to reach former grammar in the class.

In short the textbook is such beautiful blend of knowledge, human values, functional grammar and new vocabulary.

- One Good Turn
  - Could + have + past participle.
  - Simple past + past perfect.
Unit 6: Mysteries

- How little Do we know? 1. Past participles as adjectives.
- One Summer Evening 2. Sequences of tenses

Unit 7: People

- The king And the Fakir
  - Passive past perfect
  - After / Before / While / on + ing form of verb.

- Calcutta’s first woman Taxi Driver
  - by + ing form of verb
  - Verbs not normally used in progressive tenses.

From June 1994 the Govt. of Maharashtra revised the structure of school education. The text book arrived with revised structures and the curricula. It involved the changes, modification, additions and deletions in aims and objectives, syllabus, materials of teaching and finally the techniques of evaluation. The teacher of English must know the purpose behind it to discharge the duty as a teacher of English properly.
Unit 4: India

- Daulatabad, Karnala and Nagzira – Degrees of comparison

- Glories of A Bygone Age
  - Present Progressive Tense question framing.
  - Verbs not used in progressive

- The Romance of the Mail Runner
  - Past Progressive.
  - Passive of indirect object

Unit 5: Humour

- The Unlucky Face 1. May / must + have + PP
- The vegetable Kingdom 1. Such + objective … (as)
- Who is the strongest? 1. Adjective (relative) clauses.
  Non-defining / defining
- The Twins (poetry) Appropriate forms of verbs.
Unit 1:  Human Values

- The Mighty Prince – Active / passive
- If you can keep your Head – ‘If’ clauses
- Lag Trap – word formation
- Yaksha’ Quiz – Interrogatives

Unit 2:  Adventure and sports.

- The Bravest of the Brave – Adjective clause
- Rounded up – Hardly- When
- Outwitted – Adv. Cl. (of time, of place)

Unit 3:  Science and Inventions

- Doctor’s example – Making requests
- Why does milk spill out when Heated - Many / Much / some + of
- Lather Burbank – ‘To Infinitive’ as
  Agri Wizard noun substitute.
• For explaining grammatical rules.
• Suggestion, instructions about any exercise can be given in mother tongue so that pupils will know that is to be done.
• To test whether the students have learnt the item correctly e.g. safe / safety.

A teacher of English language.

• Should not use mother tongue where it is not necessary.

• Mother-tongue leads to clarity of the notions, yet its use should be limited.

• A teacher should not ask students the meaning of any word.

• A teacher can take a translation test to know how far students have understood the language item.

• To comprehend what the students have learnt.

While teaching English to beginners, weak in studies, teacher should use mother-tongue as a tool for explaining certain words but it should be limited.

Following statements are supportive to telling importance of mother tongue.

If a pupil has been taught to use his mother tongue with grammatical correctness he will be ready to learn to use the new language correctly, for he will be a potential correct language user.

(P. Gurrey- page 183)
The Chief point to remember is that it is not the grammar of English that is so difficult: it is English usage. Therefore explanation can do little, whereas practice can do much. (P. Gurrey page 78)

Henry Sweet (1891) points out that 'when we begin to learn a new language, we can not help thinking in our language i.e. mother tongue.'

Pickett (1968) finds translation more useful than the blank filling techniques it tests more abilities than one and is nearer to real life use of language.

Mother tongue is a great impediment in learning of this foreign language because the structures of English are differently formed. The students taught through translation method think in mother tongue and then translate the concept in English in unnatural manner. The question of translation meant for testing comprehension in S.S.C. exam is fallacious and hinderance in correct and quick learning of this foreign language.

Most important things to do is that teacher should not speak in mother tongue so that the learner get ample opportunity to listen English sentences patterns, and listening is the first step in learning any language. Only to explain a rather very difficult concept, mother tongue’s assistance may be taken else it should be avoided at all steps of communication process.
Pictorial Representation of Grammatical Mistakes
2.16 Mistakes Committed by Secondary School students

Kinds, probable causes and remedies.

The English teacher is confronted with the following mistakes.

- Students can’t differentiate between ‘b’ and ‘d’ slight difference in writing these syllables may be the cause of it. The student must be given practice of writing all the syllables in the beginning. There must be a special time period provided for it.

- Students often mingle capital and small letters while writing a word. They don’t specifically known the usage of writing capital letters. e.g. They write GiRl sufficient practice of writing must be given.

- Writing the syllables at improper distance is the another mistake often committed. It mars their writing, makes it ugly and meaningless e.g They write sc ho ol (school). The word, as a unit is not seen and the teacher can not follow the meaning. The words get attached wrongly and makes the whole writing a great Jumble. Again practice for writing is necessary.

- Improper way of writing the pronoun ‘I’ They use it in capital or small letter whenever and where their sweet will permits.
Spelling mistakes is the usual phenomenon in case of students who study English as third language is seen eg. Weak / week, son / sun, Road / rode, are / R. The probable reason for this can be quoted like this ‘They don’t deep into the text seriously while the text is being read in the class by the teacher’. They don’t like reading spelling test, games like spello-fun can help reduce the spelling mistakes.

Punctuation mark is the another most neglected grammar factor. Especially in case of narration, students keep the punctuation marks as it is after changing the direct speech into indirect. Even question mark they put as they copy each and every word from the paper. After transforming the assertive sentence into exclamatory mark in the end. Full stop they hardly use and assigns it to the paper checker to give it where it is needed. In this way, they don’t make any meaningful sentence. They don’t know the importance of punctuation mark. They must be taught the proper usage of punctuation mark, elaborate practice in this field is necessary, separate teaching periods should be allotted for it.

Students usually dislike to write and remain idle listeners in the class. Their attention is always distracted when they copy down any sentence either from the book or from the board. It results in shabby handwriting. Due to shabby and illegible handwriting, they lose marks, creates bad impression and very less marks than they deserve.

The root of all these mistakes is found in the lack of knowledge of mother-tongue. They are also poor in mother-tongue and can’t read or write it correctly. Grammar is a very faraway-goal for them to attain.
'One whose mother tongue is fine can acquire the other language well'*

Conjugation of verb is only meant for them as reciting loudly in the class with group and enjoy it without knowing its application. They consciously never add 's' or 'es' in the end to the verb of third person singular in present tense.

Same is the case with the past tense of the verb and past participle. So they often write perfect tense incorrectly or in structure hardly had when. At a time they use more verbs in a sentence.

In the same way, teacher teaching English are not competent. They can be science graduates only and must not have offered English method at B.Ed. yet they are teachers of English. So they are not aptly qualified and don't have liking in teaching English. They don't know various new trends in education and don't use audio visual aids, blackboard and other modern devices. They don't attend in service training workshops and seminars and micro teaching is a distant idea for them. They neglect checking student's progress, remedial teaching to maintain their progress records, graded syllabus and supervised study.

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The students should be given ample chances to use English in social life. They don’t get such chances and this social reason is main cause of their retardation in English.

Sometimes a qualified and suitable teacher teaching English doesn’t get necessary teaching material like text books, supplementary readers, charts, models, coloured pictures and educational toys. The teacher should be sufficiently well equipped and get all the teaching facilities in the class.

Students view that ‘English is difficult, I will not get through’ is the another psychological reason of failures in this subject. Their nervous temperament, lack of previous knowledge and inspiration by the teacher affect a lot. The students are only scolded badly in the class without knowing their perusal difficulties. Total new script and phonetics of English language are the things for students to learn. They can’t grasp easily and commit mistakes. Insufficient practice in writing is also main cause of committing mistakes. They must be compelled to take class notes in class IX and X at least and just not be patient listeners in the class. It will help build confidence in them while they write the paper actually in the examination hall. Their handwriting will improve, spelling mistakes and other grammatical mistakes will lessen.
Periodical tests, unit tests, their checking, making the students aware of their mistakes and progress can help a lot.

In the beginning a teacher maintaining good co-ordination in usage of Marathi and English can be successful in teaching English. Their reading skill should be developed to acquire knowledge in the waste field of study.

An apt and qualified teacher of English is the only magical wand for improving English.

Therefore it can be safely concluded that students commit various types of mistakes i.e. spelling, pronunciation, construction, hand writing, question framing, marks of various kinds, and grammatical out of the last i.e. grammatical mistakes are very important because they directly affect the meaning of the sentence and can confuse the person. In grammar there are various kinds of mistakes e.g. articles, punctuations, pronouns, prepositions, various uses of verbs, adverbs, subject predicated, co-ordination, adjectives, adverbs, direct-indirect, active passive etc. Today diagnostic testing is given much importance in education evaluation, therefore the English teacher must periodically diagnose his students and identify grammatical errors, so that more solid basis is guaranteed of future super structure of English. These mistakes of grammar should be removed in interesting manner so that love for this language should not deteriorate and further advancement takes place smoothly.
2.17 Syllabus of English Std.X 
(As Third Language)

2.17.1 Introduction

In the view of the National policy of Education A uniform course of studies for secondary schools has been prescribed in different states all over the country. English plays an important role in scientific as well as technological studies in the county. Moreover, it means the functional (communicative), literary (aesthetic) and cultural (integrative) requisites of the learner. Apart from this, English serves primarily as a 'Library Language'. It has been more or less an associate official language of the country. It is also an 'International Link Language' which enables us to be in constant rapport with the wider world.

In the state of Maharashtra, English is being taught as a Third Language from Std. Vth. As a corollary, therefore, by the time, the pupil completes the senior primary stage (Vth to VIIIth Std.) and enters Std IX, he/she should have adequate grounding in English.

Besides these considerations, the syllabus in English (Third Language for IX and X std.s will have to cater for varying needs of pupils, who broadly speaking, will fall into two groups.

* Those who may terminate their studies after SSC level (Std. X)
• Those who may pursue higher studies in different faculties.

Pupils belonging to the first category need a working knowledge of English which would enable them to understand written and spoken English, depending on the vocation they select. It is also implied that this ability will be limited to the range of their socio-economic set up and their day to day needs. In the case of the second category, pupils would require a relatively greater degree of proficiency in both spoken as well as written English.

In secondary schools, our attempt should be to lay a sound foundation of linguistic skills in English which would enable the pupils to develop additional and advanced linguistic skills so that they may be able to cope with the socio-economic and cultural life of the nation.

The syllabus basically aims at providing learning experience and exposure to language so that he / she may develop gradually in the course of two years, a board based conceptual understanding of the idiom of English with the help of a knowledge of functional vocabulary, grammatical items, basic sentence patterns and usage.

The syllabus for std. IX and X is designed to be a graded one. It is based on the syllabus already prescribed for the std. V to VII so that it may be a natural continuation of what has been taught in the previous classes.
Adequate care has been taken to cater for the rural as well as the urban learners with different competencies.

The main thrust of the new syllabus is on equipping the learner with communicative skills, with a view to promoting this a list of communicative skills to be developed is provided in the syllabus. These skills are to be developed through the use of the various linguistic items prescribed for the classes concerned and where necessary with the help of others.

The three language formula adopted in the secondary school. Mr. Agrawal Santosh had studied the problem of finding out the origin of the three language formula for his research in education in University of Delhi for Ph.D. He found that knowledge of the students was not limited to one language only even before the Government had formed any policy of teaching languages bilingualism or trilingualism. The three language formula was a post independence policy in India to accelerate national integration. In the school under observation English has a greater importance both as a subject as well as a medium of instructions. In all the three languages, the students had difficulties in acquiring four language skills namely listening, reading, writing and speaking. The students did not feel burden of the three language formula instead it helped them in their studies. The majority of eminent persons like doctors, politicians favoured the three language formula.
Mr. D.P. Pattanayak says in the trained report has said that the three language formula has emerged as a national concenous but this formula is not being curiously implemented in the Hindi and Tamil regions. The Central schools and the Navodaya Vidyalays offer both Hindi and English as media of instructions but there are no plans to follow this up at college level with provision for bilingual media which could ensure the emergence cadre of educated persons, proficient both in Hindi and English. Low standard of achievement in languages, as were as subjects, is because, instead of learning subjects through languages, subjects are used to learn languages. Therefore students are poor both in subjects as well as languages. Minimum competence in languages must be a precondition to the study of subject which in term enlarge the scale of language learning. Many commissions have examine in language education. None has included a linguist in its panels. Indian languages generally have neither been discussed in the constituent assembly nor in the Indian parliament. What was discussed is whether English or Hindi should be the national official language. English is one of the Indian languages but the role it plays on the national educational scene is disastrous. There is a craze for English medium education in the country. The demand is to open pre-primary English classes. Early English education destroys the balance with environment, neutralizes the three dimensionality of Indian kingship terms, curbs creativity and innovativeness and distorts identity. It must be remembered that English as a supplement to mother tongue education is a strength as substitute it is debilitation.

* Research in education 4th survey 83-88 abstracts Pg. 693-770
A.K. Shrivastav et al (1986) have worked on the comparative aspects of mother tongue and English as medium on subjects of study and attainment of students longitudinally. Their conclusion state the different factor responsible for better achievement one of them being the English medium in various studies they have found mother tongue's student reaching the level of English medium students but the methods, materials and media used for the English medium students give them an edge over mother tongue’s students. English which provide better job opportunity and creates psychological setting for ‘development for modernisation’ is responsible for better achievement. English as a subject is improved by the English medium. The mother tongue also improves as a result of better methods and materials in English.

Therefore, English syllabus should be Psychologically according to the likes and dislikes of the learner creating wholesome linguistic atmosphere for them and learning takes place smoothly. The content should be according to their environment the vocabulary within their reach, objectives and items should be as per their capacity. The rules and outline of English syllabus should be sketched by experts and the portion of grammar is selected as per continuity and difficulty level. The syllabus should undergo changes as per needs of society and changing linguistic patterns. It is Bible for English teachers because text book, work book, handbook and methodology are based on it.
2.17.2 Objectives

While framing the syllabus with due emphasis on the structural approach, accepted as a policy by the Maharashtra State, the four skills of listening, speaking, reading and writing, essential for the learning and teaching of any language have also been kept in view. The main thrust is communicative skills.

The language abilities should enable pupils.

- to understand spoken English within the structure and vocabulary prescribed.
- to speak freely using the vocabulary and sentence patterns with correct pronunciation.
- To comprehend written texts in English within the prescribed vocabulary including those which they have learnt in the previous classes.
- To write in simple and correct English answers to questions on the prescribed text or on topics within the range of their experience.
- To acquire the necessary communicative skills required for their day to day social interaction.

The abilities should range from the elementary to the higher or refined studies in accordance with the attainments expected at different stages.
Grammatical and lexical items used for developing language abilities may vary from class to class. The structural items (linguistic items) have been arranged in such a way that the earlier structure facilitate the learning of the later ones.

In order to make meaningful, situational, qural oral and multi-skill approaches are recommended and a balanced development of all four skills is envisaged.

Due emphasis should be given to writing practice. Pupils should also be able to write compositions based on given outlines pertaining to different topics within the range of their experience.

The skills of reproduction, summarising and answering questions on the prescribed text books as well as on unseen passages within the restricted vocabulary and structures should be developed.

In the teaching-learning process, the realization of larger goals of education contributing to socio-cultural equity, national unity, human values and scientific and rational outlook will be taken care of. The text books will help this by including suitable lessons and poems in it.

The detailed syllabus given below is a continuation of the language study done in the previous classes (Std. V to VIII) so that the teaching of English may become a uniform and expanding process.
2.17.3 Standard X

- Prose 60 pages (excluding notes and exercises, about 16 lessons)

- Poetry 125 lines (about 7 poems)

- Compositions, composition exercises will include comprehension, letter-writing, story writing, essay in the form of guided composition of translation from English into mother tongue.

- (A) Grammar (Linguistic Items)

  a) ‘To’ infinitive as noun substitute.

     e.g. To work is to worship.

  b) ‘Be’ + infinitive construction.

     e.g. I am to go.

     He is to stay.

  2 a) May / might / must / ought to / could + have + past participle.

     e.g. He must have forgotten to post the letters.

  b) Could / would for polite request.

     e.g. would you help me ?

     Could you spare me same money ?

  c) needn’t / daren’t
e.g. I needn't wear a coat.
He daren't face the audience.

3) Adjective + ing form of verb
   e.g. I was busy doing my work.

4) Subject + verb + ing form of verb
   go + ‘ing’ forms in set phrases.
   e.g. she goes shopping every Sunday.

5) By + ‘ing’ form of verb(Revision).
   e.g. you can pass the examination by working hard.

6) After / Before / while / on + ing form of verb.
   e.g. I found this pen while walking along the road.
   After taking bath I went to the temple.

7) Such-as
   e.g. Have you ever seen such a long pencil as this ?

8) a) Some / much / many + of
   e.g. Many (some) of the students.
   Some (much) of the food.

8) b) each one of / every one of / any one of / none of
   e.g. Everyone of the guests enjoyed the music
   Each one of the fruits is sweet.

9) Either
   e.g. I didn’t know the answer. He did not know it either.
10) Must have / I must get object + past participle.
   e.g. I must have / must get my watch repaired.

11) Passive voice with Indirect object.
   e.g. He was asked several questions.

12) a) Simple present tense for ‘future’
    e.g. the S.S.C. exam begins next Monday

   b) Present Progressive for ‘future’
    e.g. We are going to Bombay next week.

13) Revision of the tenses studied in the previous classes.

14) Revision of the indirect form of narration studied in the previous classes.

15) Revision of clauses (Noun / Adjective / Adverb)
    e.g. I know when the prisoner escaped.

    This is what he said

    There was great jubilation when the king was born.

    We eat so that we may live.

16) Noun clause in opposition.
    e.g. The news that Mt. Everest is conquered is true.

    It is true that India has made considerable progress.

17) Revision of the passive constructions studied in the previous classes.

    (Excepting the perfect progressive tense)
18) Sequence of the Tense. (Peculiar usage)

a) The combination of the simple past and past perfect Tense forms.

    e.g. The girl went to the temple after she

    a) had bathed in the river.

    b) the combination of the past progressive.

    e.g. when she was singing the lights went off.

19) Verbs not generally used in the progressive tense

See/hear / smell / feel / know / understand / love / late want /like etc.

- (B) Communication Skills.

  - Describing states and processes (More complex)
  - Narrating events (in sequence)
  - Asking for and giving information (More advanced)
  - Comparing and contrasting
  - Making requests
  - Conveying notions of possibilities, necessity / obligation / absence of obligation
  - Conveying notions of quantity, size, distance, weights and measures.
  - Classifying and defining (Continuation)
  - Reference skills: The dictionary (continuation)
  - Skimming and reading for specific information.

Weightage to be given at stds. IX and X.
The following will be weightages to be given to the various aspects of the syllabus.

- **Textual-prose and poetry (Including Vocabulary) 35 %**
- **Composition 30%**
- **Grammar 20 % (10 % textual and 10 % non textual)**
- **Communicative skills 15 %**

Thus objectives of learning and teaching English as mother tongue, second or third language are general and specific. Main objectives are listening, understanding, speaking, reading, writing conversing, appreciation etc. According to there objectives the national syllabus of English is framed and textbook is compiled by writers according to the intellectual capacity of learners. To fulfil the aims, grammar plays vital rold and the learning of language becomes easy, quick and natural. The teachers in the class room should keep in view these objectives before he embarks upon his holy duty of teaching a foreign language.
2.18 Importance of Grammar in learning English

Dr. Sweet says "Grammar is the practical analysis of the language, its anatomy" Unless and until, anatomy is studied deeply, exact diagnosis of disease is not possible. Grammar is the very soul of language. It is inseparable part of language. 'Grammar is a study of language by specialists, made in order to establish the rules and principles which are followed more or less unconsciously or instinctively by the native speakers' says Champion. Especially, while teaching English as third language at secondary school level, grammar is to be taught. Because our aim is to learn the language, to grasp it for oral purpose (communication) and for script (writing) 'Grammar's proper place in the schools is as a means, not an end'. * The direct Methodists have neglected grammar altogether, because they think a child picks up mother tongue without knowing grammar. So English language can be taught in the same way. But in teaching English we can not provide that atmosphere, these situations sufficiently. This deficiency is fulfilled, to a great extent by grammar. Grammar teaching is to be made in class to supplement the learning process. A teacher of English language can not go too far in the revolt again the tyranny of grammar. It is to be endured and welcome.

*The Art of teaching English J.N. Fowler
Grammar should be taught solely in order to increase power of expression in speech and writing.

Grammar gives us a set of rules (generalisations) that operate the language. Grammar, in new context is a generalized lay out of the language in actual use, learning a language is acquiring skill. Learning any language and learning about any language, both things are different. A learner is interested to learn grammar in its applied form and function. Language is a meaningful activity. Therefore it is necessary to differentiate ‘Grammar for Learners and ‘Grammar for teachers.’ The textbook of X th treats grammar as it emerges out of authentic texts.

Teacher should be ready with additional material.

- For further reinforcement of any grammatical item.
- Teacher should make it a point to prompt learning rather than spoon feeding. Teacher should enable the students produce similar parallel expressions.
- Learners need not be burdened with the teaching of formal grammar. The corrections should be done covertly by reformulating learner’s expressions.

Reference

* Nurul Huda, Teaching English to Indian pupils, Pg. 9.
The influence of Latin on English and English grammar was very great in the 15th and 16th centuries as Latin was regarded as an ideal language by the church and the scholars of that time, but it became a dead language in course of time. English is a living language. Therefore rules of grammar is just a simple record of the phenomena of language as it was observed to exist. Usage may differ in different ages. The function of grammar is merely to describe the main characteristics of current usage. It is better and much safe to teach the students general grammar or pure grammar or the ‘broad outline of the ‘anatomy’ of the language i.e. tenses, agreement between the subject and predicate, different types of sentences. Positive, negative, commands etc. Grammar is a ‘map’ a frame of the whole language. ‘The grammar taught in our schools should be a grammar of function, not of form.’ (Board of education) The teaching of English in England. ‘It should be a description of the main laws of the structure of a language couched in terms which are sufficiently precise’ (Jagger, modern English) A living language is bound to undergo modification and grammatic notions should be revised as to be in conformity with them.

A schoolboy learns grammar for utilitarian purpose, not for knowledge. Anyhow, it should help the student to read, write and understand English correctly at the secondary school level.

The object of grammar is to control the freedom of words so that there is no congestion of the intellectual traffic. (Lancelot Hogben : Mathematics for the Million) As language is meant for communication, the study of its
grammar should also aim at the forms, grammatical functions and the structures in close association with the meanings they express. Jespersen work ‘sound and signification, form and function are inseparable in the life of language.’ Therefore, ‘good grammar is profitably useful for communication.

Therefore R.G. Collingwood wrote in ‘The principles of Art’ that ‘Grammar is of great use, but its use is not theoretical, it is practical.’ Teaching of grammar facilitates their practical use of the language. They just don’t want to learn the rule like grammarian but want to have that much practical knowledge of grammar. To any expression or structure, grammar adds, sentence sense to a merely ‘language sense’.

So teaching of grammar is unavoidable part of teaching English language. Nouns, pronouns, verbs, adjectives they all help to express the language and establish clear relations between the words.

Grammar must be our servant and the servant of our pupils and not the master them or us. It is better to do a small amount of grammar and do it thoroughly than to cover a large field, followed close at hand by a few of the best pupils with the rest lagging far behind.

Grammar can not be taught if one eye has to be fixed on the calendar

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† The Teaching of English issued by the incorporated Association of Asst. Teachers of secondary school Cambridge at Univ. Press 1975
If the rules of the grammar are exiled from the classroom, what will be the result? The result was that children at school developed a kind of English which was as primitive and grammarless as a war cry. Such type of English is often learnt by convent students. All English Grammar is the study of syntax forms and formation of structures and morphology forms and formation of words.

Instead of proceeding from morphology the teacher should proceed the syntax from the whole to the parts to let the students to see the whole and then analysed it into parts.

Prof. Kitson says 'the notion that the grammatical mistakes made by a teacher are due to the lack of the grammatical knowledge is wholly false. For acquiring the skills of language learning grammar should be taught as a practical means.

'Language is the vehicle of our thoughts and feelings and grammar is the machinery by which that vehicle is set in motion.'

**Objectives of teaching grammar**

- To enable the students to identify and recall the parts of speech in English
- To use proper words at proper place in reading and writing.
- To speak English correctly.
- To identify the mistakes in written and spoken English
- To acquaint with basic structures of English language

2.19 Methods of Teaching Grammar

'Grammar will help the promotion of correct speech habits by preventing errors. The value of simple grammatical rules lives not in their knowledge as such but in their utility, in surveying a sign-post to the weary and the nervous traveler on the road to the language learning.'*

The first is the Traditional method in which all the rules of grammar are taught directly and emphasises cramming of these rules. It is improper and least interesting. It makes the teaching dull and monotonous. It is against the against the educational maxims 'proceed from simple to complex' and 'proceed from known to unknown'

Grammar can be taught by informal method. The main part of this method is 'grammar for practicability. It enables the pupils to use language in day-to-day life and that is one of main objectives of teaching English. All rules of grammar can be taught by using this method. But it does not give systematised knowledge of systematic knowledge of grammar if this method is followed, Move and strenuous on the part of students. Not a particular portion, of grammar is possible to be taught in the given period. It requires much labour-from students.

Reference

*The principles and practice in English in Indian secondary schools' by M.B. Shaligram P. 195
The third can be said as the Reference or Co-relative method or Incidental Method. The name itself suggests that grammar is taught as per the requirement of the incident. Whenever, a teacher of English needs some reference of grammar to understand the language, he teaches that much part of grammar. It is not all-inclusive. In graded syllabus, it does not help to cover all the grammatical items and it is insufficient. The great draw-back of it is that it often interrupts the teaching. The contents go astray and it mars the whole atmosphere in the class. Normal teaching is disturbed so teacher can not follow it.

The next can be quoted as inductive and Deductive Method of teaching grammar. It can be followed separately. To some extent it follows education participles. The rule is quoted and examples, to emphasise that rule are given in inductive method and in Deductive method, a rule is taught after siting various examples. It follows the maxim ‘from difficult to simple’. Pupils take active part in teaching. They find it interesting and learn grammar easily. Cramming it totally avoided. It develops the students’ power of reasoning and thinking. But still is not complete in itself and it can be applied in the early stage of educational ladder. P.C. Wren says ‘Teach grammar inductively. Teach English as you would by action and practice. The rule show the themselves in both the Deductive and the Inductive grammar Not a boy should be able to define a boot, ball or cricket ball before he can play with it.’
It can be said in conclusion that a good teacher should be eclectic and he need not accept any one theory in toto.

In short, following instructions one should keep in mind while teaching English.

- A lesson of grammar must be well planned before actual classroom teaching.

- The material must be from the text book.

- It should match the level of the learners.

- Teaching aids like pictures, flashcards, substitution tables should be skillfully used to make grammar teaching effective.

- Sufficient spoken and written practice should be done after teaching particular grammar item.

- A teacher must be particular about written work. He should take round in the class and check.

- A teacher should take up objective type test for evaluation.

So, the traditional method of grammar i.e. teaching through rules is out of date, dry, arid, unpsychological and ineffective method of teaching and hence should be discarded in the modern era. All the modern grammarians like Zandword, Wren and Martin and educationists recommended functional grammar alongwith textbook, structures and content is interesting manner so that mistakes are avoided.
To make teaching effective, a teacher sets objectives before him and tries to attain them. After teaching a particular unit or item, teacher wants to find out if it is retained or not in the trains of his students. If the teacher finds out that the objectives have not been achieved, he tries to diagnose the cause of the failure. Such diagnostic tests are essential part of teaching learning process. A teacher can not go on teaching and students simply can not be only patient listeners instead of 'active recipient' in the class. To make the teaching learning process a fruitful one, the teacher administers some diagnostic tests and tries to find out whether any miss learning has occurred; whether any items needs more clarification or whether there is any confusion in the mind of the pupil. Confusions create problem. So the teacher tries to analyse the confusions and find out all this with the help of the diagnostic tests. It helps the teacher to find out exact cause of the error. Then he can correct and improve it by using remedial tests.

Unless and until the exact cause of error on mistake is not found out, proper remedial teaching can not be undertaken by the teacher. In this sense diagnostic tests are essential. They help teacher attain the objectives of teaching.

Direct indirect Narration is the important grammar item in class X. They are to change the following types of sentences into Indirect narration.
Types of sentences.

- Statement
- Question (WH)
- Question (Yes / no type answers)
- Command
- Suggestion
- Exclamatory
- Expressing wish, blessings.

They find ‘that’ conjunction in the statement while changing it into indirect form.

e.g. The teacher said to the boys ‘This is your text-book’.

Thinking ‘that’ is only must, the student just change it as follows.

The teacher said to the boys that this is your text book.

They don’t change the personal pronoun or tense of the verb in the direct narration. Because all they remember is only ‘that’ to be added and not to use punctuation marks like inverted commas again. In the same way they cannot differentiate between WH Que. and yes / no question, between
command and suggestion and forget to transform the exclamatory sentence into statement first and then to write it in indirect form. They also change the narration word to word.

e.g. The king said to his servant, “I think, you are not working properly.”

The students write-

The king told his servant he thought he were not working properly. Instead they are expected to write. ‘The king thoughtfully told his servant that he was not working properly.’ They don’t include expression in adverb form. They can’t use the proper verb showing the particular feeling in the exclamatory sentence.

Another example of ‘if clauses’ can be cited. They are asked to combine the sentence.

Drink milk. You will be strong then.

They write-

If you will drink milk you will be strong. They are confused with the tense of the two actions. They think both the actions refer to future as the effect of the first action is in future, the sentence causing the effect must be in future.

Here they forget the conjugation of ‘If clause’ concerning tense.
One prominent misconception they always have in their minds that every ‘past tense’ of any verb can be written just adding ‘ed’ to it. It is a very common error they commit in the primary stage and even in X class, they do not know the correct conjugation of verb in present, past and future tense. They don’t follow these basic structures.

Thus Diagnostic Tests of grammar brings out some interesting misconceptions of the students. A clever teacher of English always takes note of these errors and makes correct diagnosis where they don’t follow.

While teaching functional grammar with reference to the text, teacher instantly diagnose the nature of misconception and takes up proper remedial measures.

In modern era all the sophisticated educationists recommend use of diagnostic testing and the Government of Maharashtra has also decided to launch mass use of diagnostic tests for all the subjects in primary as well as secondary schools specially for English.

The difference between achievement and diagnostic test is former evaluates the scoring whereas the later searches out loosing the scores i.e. pitfalls, weaknesses and errors.

As far English is concerned, we as teachers have to deal with the mistakes and that too grammatical because their effect is larger than the positive side of language learning.
2.21 Remedial Teaching in English

After diagnosis follows the remedy. After diagnosis of the weak points of the student, a teacher can cure them by adopting proper remedial teaching. Students are apt to make mistakes and in classroom situations it is not something unrealistic. But it is not justifiable to ignore the mistake and continue teaching. Because it will be of no use.

'Adequate diagnosis is the basis of intelligent guidance and of effective teaching.'*

Diagnosis in the education process helps teacher find out the weaker areas of learning. To point out the correct nature of disease and treating it for cure is entirely different. Remedial teaching is treatment for eliminating the weak points in the students. Different kinds of learning problems require different kinds of solutions, so different integral part of teaching. In teaching and learning something happens to be incomplete. A teacher of English must know where the shoe pinches exactly and mend it.

Remedial teaching is not a particularly optional process. It is necessary especially at the secondary and higher secondary stages where the teacher's expectations and student's achievements do not match. They can not attain the level of learning expected by the teacher. Ignoring this situation,

if the teacher goes on teaching head, the whole process of teaching learning becomes futile. It automatically brings frustration to the teacher and the students. Remedial teaching fills the wide gap between expectation and achievement and accelerate the teaching learning process. The achievement failure can be seen in the following aspects.

- Bad language habits.

- Inadequate formation of good language habits.

- Formation of wrong concepts.

They are to be found in connection with pronunciations, reading, writing, grammar, items etc. They lead to miscommunication and make the grasping correct meaning impossible. It creates a jumbling in understanding and language’s very aim ‘communication’, fails. In remedial teacher the efforts are made to eliminate bad habits and mis concepts, consolidation of good language habits and forming designed concepts.

Why do student commit various mistakes? It may be due to faulty teaching also. The result is faulty learning. Interference of mother tongue habits is also the major cause of the wrong language habits. ‘Practice makes man perfect’ is also true in this respect. A teacher of English must find out the proper area of mistakes, must give them sufficient practice by using right pattern and make the process of teaching, learning healthy. Ignoring remedial teaching is harmful on the part of a student and a teacher. It is of no use to take in the food of knowledge without curing the digestion. Remedial teaching enlarges the student’s capacity of digesting knowledge.
In remedial teaching following ways can be adopted.*

1. Providing model patterns.
2. Use of several examples.
3. Application and reinforcement.

It is not only correction but detection of the errors and using advanced procedures to eliminate them.

In short, remedial teaching includes finding the errors, their analysis, diagnosis and implying proper remedies to make the educational process a healthy one.

Since English is a foreign language rather difficult in every manner to the native learner and since our Indian language are linguistically different from it, it is necessary that to avoid errors specially in grammatical, remedial work has to be implemented for extra opportunity to the students specially learning in S.S.C. class which is a turning point in the lives of them.

* 'Teaching English in India Dr. R.S. Saraf Pg. 84.
2.22 Remedial Work of Grammar

The word ‘evaluation’ is used in modern educational practice. It is much more comprehensive than ‘test or examination’ because it not only measures learning but determines value of it. Truly, it not only is concerned with knowledge but the skill of its application also. Moreover, it is objective-based and the teacher has to test whether each objective is fulfilled or not. ‘Test’ and ‘examination’ both the terms are sometimes use in different context. A test is an attempt to see whether the things taught have been learnt, while an examination is linked with an extremely fixed standards of achievement and the standard is pre determined yet both help evaluation.

To motivate the pupils to learn for getting move marks and to change pupils study habits and improve the quality of teaching are the two aims of remedial teaching. After diagnostic test comes the remedial work. It is the next logical step to take necessary remedial measures. It gives systematic treatment to pupils learning problem.

Remedial teaching is based on an identification of error and its causes. The teacher has to observe the errors minutely and try to find out the cause of each error. Following causes can be said, in general, for errors, committed by students.
• Impressions of mother tongue on his speech habits as impressions on a clean slate. A child acquires them as part of reflex actions. Checking the habits of producing sounds and structures of first language is a difficult task. Habits die hard. While using the second language he automatically transfer the speech habits of the first language to the second language. It is called 'the pull of the mother tongue.

• Over learning or over generalisation of rule like plural is to be written adding 's' always. eg. Man / mans.

• Higher difficulty level of a particular problem.

• Defective teaching.

To find out the exact trouble-spot by giving intensive practice in that particular problem area the teacher can make best use of remedial teaching.

In class X the students are sufficiently matured, so a brief explanation and discussion bring good results. For example, the teacher while teaching conditional clauses. 'If clauses', can put before them the definite set of tense used.

e.g. If you work you will get money.
       If you worked you would get money.
       If you had worked you would have got money.
The teacher can ask them various pairs of sentences to join or ask them 'to use proper form of verb in the main clause after asking them to complete the following sentence beginning with ‘If’.

The teacher can also take various examples that in English tense and time do not match always. On 31 st Dec. the teacher can declare.

e.g. We are celebrating the New year Day tomorrow.

However explanation and discussions in the class have marginal utility. The main remedy is only intensive practice. Such intensive practice can be given by using substitution tables. One substitution table for remedial teaching is given below in order to enable the pupils to write and say correct conditional clauses.

<table>
<thead>
<tr>
<th>If Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Shyam go to Poona You Will see Peshave park</td>
</tr>
<tr>
<td>Meena goes to Delhi He Would see Tajmahal</td>
</tr>
<tr>
<td>I went to Agra She Have seen the Red fort</td>
</tr>
<tr>
<td>They had to Hyderabad They the Museum</td>
</tr>
<tr>
<td>You gone to Kashmir I the House boat</td>
</tr>
<tr>
<td>Boys Students</td>
</tr>
</tbody>
</table>

In Remedial teaching teacher must follow two principles.

- Creating an awareness in pupils about their own abilities.
- Actually improving the language skill. Incorrect habits are to be replaced by correct habits of learning is the aim of remedial teaching.

The blackboard can be used for presenting examples.

* Teaching English in Secondary schools by Prof. Mrs. Gadre G.L. P 130
2.23 Functional Grammar

Grammar in school should be a grammar of function not of form. * Grammar is an analytical and terminological study of sentences. Grammar is a total structure of language. Kitton says 'It is doubtful whether a knowledge of grammar helps a person to speak or write correct English. Frank Cawley concluded that teaching of grammar was a waste of time. Prof. W. Nelson Francis has explained grammar as linguistic etiquette. Unfortunately, teaching of grammar in our school, is not related to the study of the text book. Due to compartmentalisation, in the teaching of English, grammar appears to be entirely a separate sub. There must be integrating study of grammar with the text book. Grammar is 1) Prescriptive or 2) Descriptive. Old traditional type of grammar is prescriptive while the descriptive grammar takes note of any new usage, because language when living takes various modes in writing and speaking. Therefore, descriptive grammar is to be taught in the school Language changes and grammar changes accordingly.

D.S. Gordon says 'Formerly it was taught that a grammar book laid down the rules which a language had to obey. Now a grammar book can not be regarded as a code of unchangeable laws. Grammar is a servant of language, not its master. Grammar must change as to suit the changes in the language. Another way of classifying grammar is 1) Functional 2) Formal.

* Teaching English by A.W. Frishy Pg. 266
Functional grammar is incidental while formal deals with terminology, definitions or rules of grammar. Whatever type it may be but grammar should not be taught too much or too little. Functional grammar is to be taught in the class as it has ready reference in the text book. A teacher takes break in the teaching and reaches grammar as per the demand of the incident. It activates students, makes them alert, allows them to take relief from monotonous class teaching and acquaints them with actual work of grammar a noun, objective clause, structure etc. Functional grammar enlivens the class, prepare the students for actual lesson of grammar, so it is effective. As a whole, it definitely lengthens teaching hairs to any decided prose or poetry. It is ready reckoner of language. It helps students understand grammar easily. But it does not allow sufficient oral and written practice. Teacher is again engaged in teaching. Therefore it can not help teacher to distribute teaching material into proper teaching periods allotted to him in the time table. Lesson plan is a mixture of grammar and prose. Though functional grammar helps a lot in teaching grammar effectively with ready references, it is time consuming. A teacher of English can not fit his teaching in the framework of time table while teaching functional grammar.

‘Grammar resembles a vitamin in that ill-effects may spring from a deficiency and an excessive dose must be wasteful and sometimes harmful. So grammar dose, in proper quantity be given to the students. Grammar should be treated as a medicine and not as a form of diet. It all depends upon the skillful teacher of English to teach it incidentally without making his teaching a drudgery, the Central Board of secondary education ha prescribe that teaching of grammar should be related to the use of language rather than to definitions and grammatical terminology.

Yet, Functional grammar is useful and modern to the students to acquire knowledge and they actively take part in learning.
2.24 Audio Visual aids in teaching of English Grammar

To bring variety in the classroom teaching to make it more attractive and interesting and easy, audio-visual aids help a lot in teaching English as they exploit both ear and eyes in the teaching and learning process. Only 'Chalk and talk' is not to be used in the modern classroom. To make teaching effective video-tape cassettes, computers are sophisticated devices. These all form the concept 'language lab'. Teacher's ability to handle all the equipments skilfully can make this concept truly successful. Otherwise 'language lab' will be only showy.

The new as well as the old device is the 'teacher' in the language teaching process. It is the important audio-visual aid. The teacher himself can make students listen, look and learn through his various actions, pronunciations and look. He is the most lively teaching aid in fact.

Students also can sometimes be allowed to explain certain words like clapping, walking etc.

The most traditional visual aid that helps a lot is the blackboard with the fine combination of the chalk and blackboard a teacher can best convey his ideas to the students if he follows the norms of micro-teaching reading.
According to Hilga 94 % of knowledge comes to us through the sense of sight and sense of hearing. In India a highly verbal approach has been characteristic of teaching. This approach is fraught with verbalism.

- Real things like tables, doors, windows, walls, boys, girls, books etc.

- Boards

<table>
<thead>
<tr>
<th>The Blackboard</th>
<th>The Flannel</th>
<th>The Magnetic / Khadi Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Fixed Blackboard</td>
<td>The roll-up Blackboard</td>
<td></td>
</tr>
<tr>
<td>(The Chalk Board)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The element of unpredictability which is used in blackboard writing sustains the pupils interest. It is completely under the control of the teacher as it provides partial modification, complete erasure or redrawing for the teacher within no time and no expert.

It is easily integrated with class work. It is aptly described as ‘the cheapest and the most versatile of visual aids.’

2.24.1 The Flannel-board or Flannel graph

It is a loosely woven rough piece of cloth, stuck on any hard surface on which paper cut-arts backed with sand paper can stick easily. It can be used for dramatising stories as well as for teaching structural items and picture composition. It is generally of the size of 4 feet by 3 feet.
2.24.2 Films

- The teacher cannot intervene to explain or to comment while the film is being shown.
- Language practice cannot be integrated with them. Get they have directness of appeal and pupils love to see them.

Audio aids

| Gramophone | Tape recorder | Radio | Lang. Laboratory |

They provide unlimited quality of good spoken English because the average teacher’s spoken English is of a shockingly different quality. The learner is exposed all the time he is in the class to down night bad English. They provide better organized spoken English than material blackboard writing in this connection. Pictures, picture cards, wall pictures are the other visual aids. For teaching new vocabulary, structures, guided compositions, drilling, they are useful. Only pictures should be large enough to be seen by all the students and secondly they must properly hung in the class. They should be well drawn and not painted using dark colours. In short, they should not cause the distraction while teacher is teaching in the class.

Flash cards are easy to handle. They can be used for reading, vocabulary etc.
Readymade charts available in the market are also valuable aids in teaching. They are neatly printed and readily available. Only they are to be used effectively and not as waste material in the school rack.

Flannel board or graph is easy to handle and more over cheap video-device for teaching. It can be used again and again. Various pictures can be posted on the graph, as and when necessary.

Films in the form of slide or motion picture can be used as effective visual aid in teaching English. Only this teaching aid is not flexible enough to use it often in the class. Films like animated drawings, containing dialogues or commentary are very useful. At a time they make students look, listen, hear and learn. The role played by B.B.C. in language teaching is most striking. The B.B.C. has been described as ‘the largest lang. teaching enterprise in the world. The B.B.C. began to broadcast its English lesson in 1943.

2.24.3 The Language Laboratory

In English grammar teaching conjugation of verb can best be taught by using fannel-board or roll-up black board. Transformation like change the voice, make negative without changing meaning type questions can be taught by using the flannel or khadi board. Best training of correct pronunciation can be given with the help of tape-recorder. For ‘structural approach’ flannel or khadi board is the best device which can be easily used.
It was in 1997 that the Louisiana State Uni. in the USA set up a sedimentary type of lang. Laboratory. The National Defence Education Act (NDEA)1958 gave a fillip to the installation of language laboratories in school and other institution by providing them with necessary financial assistance. In the U.K. the first language laboratory came into operation as late as the year 1961. In the mid sixties it made its appearance in India. Now only Poona and Ahmad Nagar can boast of these facilities.

They are of five types

| Audio Passive (A.P.) | Audio Active (A.A.) | Audio Active Comparative (A.A.C) | Audio Active Comparative with control (AACC) |

These five types language laboratories

- Provide for active simultaneous participation of all students.
- Provide a variety of native speakers voices as models.
- Provide for individual differences through guided practice.
- Free the teacher from the tedious task of drilling
- Afford the teacher opportunity for evaluation and correcting the performance of individual students.
- Provide intimate contact through the use of headphones.
- Provide facilities for group testing of the listening and speaking skills.
2.24.4 Television

It is described as 'the Queen of audio-visual aids'. It is used for educational purposes in more than one hundred countries today. Japan was the first to start teaching English by T.V. yet it is very expensive. It needs coordination with the school programme.

2.24.4 Tape-recorder

It is comparatively easy-to-handle device. Move over after erasing the matter on the cassette, it can be used again for another recording. Recording and playback are the two parts of using this aid. They must be proper and this device should be played at proper time in the class. Complete silence in the class is required. Its often use is improper as it does not give sufficient time to comprehend the matter on the part of students.

'Language Laboratory' is the modern concept which has entered recently in the teaching of English. In-short 'It is a classroom or other area containing electronic and mechanical equipment, designed and arranged to make foreign language learning more effective than is usually possible without it. A.S. Hayes.

Robert Lado defines it as 'a special room where students may practice speaking and listening with the aid of tape recorders, earphones, microphones and other sound equipment chiefly as an audio-lingual supplement to class work’. It does not lessen the importance of teacher.
The most powerful audio-visual aid in the learning process. Therefore for consolidating the teaching done already, it should be used. It requires place, separate room which is not possible for every institution and school. It requires maintenance and servicing now and then. Therefore 'language lab' is merely a dream in modern teaching. Its mere installation in the school is of no use. It does not guarantee the effective improvement in the linguistic skills. It requires teacher's skill to handle all the equipments, to spare sufficient time for it. In school time table lab-work should be included skilfully. Otherwise it will be only waste of money and time.

Since language learning specially of a foreign concern and that too with grammar which is dull and arid, one must take the help of material that creates interest and effect. The English learner of modern era is fortunate to have the facility of modern equipment like T.V., computer, etc. So that grammar is learnt with ease without any mistake.
Part – B

Study of Previous Researches

2.25 Importance of the study of previous research works
2.26 Previous Researches
2.26 Internet Reference
2.25 Importance of the study of previous research works

'To locate, study and evaluate reports of relevant researchers' is the meaning of survey of related Literature. The source of these researchers are encyclopaedias, research abstracts, pertinent pages out of comprehensive books on the subject, manuscripts etc. The research worker must have adequate knowledge of the work which has already been done in the areas of his choice. The up to-date knowledge about what has been done and thought in the particular area of knowledge is must for the researcher to build upon his new theories. The researcher draws maximum benefit from the previous investigations, findings, takes many hints from the contents of previous researches. The researcher matches his conclusions with the conclusions drawn earlier and tries to add a new bulk of knowledge to the existing one.

Purpose of survey of related studies-

- The researcher by studying the related survey literature, knows whether the evidence already available solves the problem adequately without further investigation.

- The Previous research work serves as a foundation for the new research works.

- By studying, previous relevant researches, the researcher can link his research properly with them.
• It furnishes the researcher indispensable suggestions about comparative data, good procedures, likely methods and tried teachings.

• The researcher also knows in details about all related research projects in progress but not yet completed or reported.

• The insight into the methods, measures etc. employed by others lead the researcher to significant improvement of research design.

• It makes the researcher alert to research possibilities that have been overlooked and research approaches that have proved to be sterile.

• It provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problem.

• It helps to utilise the already available data properly in the interpretation of results.

• Above all, it contributes to the general scholarship and the investigator.

• It helps orientation of the readers.

• It prevents pointless repetition of research.

The researcher selects and formulates the research problem after some sort of survey. It is likely to be a partial or hasty survey.
But the researcher can avoid duplication or intellectual misappropriation by studying the research literature elaborately.

In some cases the problem can be very wide and covering vast area. There one or two research workers can jointly undertake the venture by breaking up the study into distinctly separate parts.

Today bibliographical and library resources make it possible for every research worker to know in details about the previous researches on his topic.

Moreover, it is not possible for any research worker to have complete analytical knowledge of the report in the field at the very beginning of the work. It can be elaborately studied and grasped only through this important stage of his research process i.e. study of related researches. It is also said that much knowledge does not hamper originality. Each bit of knowledge, after studying the previous research works, can be the starting point for new and further progress.

Addition of new knowledge is like new bud of thought bursting out along the stem of reflection. The research progress will continue with a birth of original contribution to the sum of knowledge in the area concerned. The keys of the vast storehouse of published literature may open doors to mere meaningful and valuable researches in the concerning field,
A critical reading is necessary to gain knowledge of previous researches.

The sources are:

- Educational journals
- Books, monograph, year books and bulletins
- Dissertations and thesis
- Govt. Publications.

These are the direct sources.

The indirect sources are available in the form of

- Encyclopaedias of education
- Education indices
- Education Abstracts
- Directories
- Bibliographies
- Quotations etc

The research worker must form a habit of regular library goer because library is a store house of the knowledge and wisdom of endless quantity, variety and complexity.

* Sidhu Kulbir Singh Methodology of Research in Education Pg. 70
The research worker must specially develop the skill of utilising library for collecting relevant and irrelevant knowledge. For it good cooperation of the librarians can be sought and utilized. The research worker should also go through the recent articles on education in newspapers and magazines.

Internet is the recent and decent source of collecting related literature for the researcher in the present times and a lot of information within a small span of time can be collected on internet by the research worker.
2.26 Previous Researches

Vishvaran H. undertook research for Ph.D. in Education in Madras University under the title 'Learning of Teaching items in English in the Upper Primary Classes in Coimbatore District' in 1975.

Achievement test in English based on the teaching units of standard VI, VII and VIII were constructed and administered in the beginning of the year to the students of std. VII, VIII and IX respectively. A random sample was of 460 students of std. VII, 462 students of std. VIII, and 493 students of std. IX.

It was found that the performance of the students who underwent the remedial work improved. The girls perform better than boys. Urban pupils found superior to rural pupils. Pupils studying in schools under private management were significantly superior to pupils studying in schools under public management. The students showed a strong liking to develop speaking skills rather than reading writing and listening.
Ghosh A. submitted the thesis titled as ‘Study of Backwardness in English in the Secondary Schools in West Bengal’ in KAL University in 1977.

The objectives were to carry out a survey of the attainment of pupils in English and to diagnose the backwardness in specific areas of English.

The study was limited to the pupils of class VI to XI of the schools of West Bengal. Backwardness in different aspects of English taken in order of their intensity were use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction, again identifying the causes of backwardness Mr. Ghosh found that unscientific curriculum lack of attention of home, unsuitable teaching method, poverty, maladjustment, absenteeism, bad company, want of necessary books and teaching aids, congestion at home, lack of proper place to study, poor health and substandard attainment in English at primary stage were the other causes.

Indapurkar C.D. submitted the thesis for Ph.D. in Linguistic in Poona University in 1968 under the heading ‘A Linguistic study of Errors in English of Middle School Pupils of Chandrapur, (Chanda) District of North East Maharashtra’
The objective of his study were as follows

- To describe various types of errors found in spoken and written English of the middle school pupils
- To find out the probable causes of these errors with special reference to the interference of Marathi the mother tongue of the pupils.
- To have a comparative study of some frequent errors in written and spoken English.

The following were the findings

The lexical errors were not frequent in any standard as revealed in oral test. The errors of pronoun were very frequent so also of articles. The written test revealed that very frequent errors regarding prepositional phrase structure were found in standard VIII.

Mishra J. N. submitted a thesis for Ph.D. in Education In Sagar University in 1969 and the title was ‘A Study of the Problems and Difficulties of Hindi, English and Sanskrit Language Teaching at Secondary Stage.’

He wanted to know the reasons of deterioration of the standard of Hindi, English and Sanskrit languages among the students at higher secondary stage. He also wanted to know the practical problems and the difficulties of the teachers teaching these languages.
For data collection he used a questionnaire and it was send to 1000 teachers teaching these languages. More than 75 % teachers use translation method while only 32 % teachers inspired the students for general reading. He found that vary few teachers give practice of correct pronunciation. 75 % of the teachers recommended oral and writing practice to improve upon correct spelling. Majority of the teachers considered inductive method of grammar teaching more suitable in language teaching. But 80 % teachers used deductive method. 90 % teachers adopted the method of detection of notes only. They all opined that the courses of languages are too vast to finish in time before the commencement of the examination. All said that homework is essential but only 20% could check and correct home work of the students.

Shastri S.V. submitted his thesis for Ph.D. in Education in Bombay University in 1972 titled as ‘The Teaching of English as a second language in Bombay with special reference to Structural Approach at Work’

The purposes of the study were to detect and locate the areas of the students of weakness with regard to their knowledge of certain structures and vocabulary at the secondary school level and to ascertain the existing position of teaching English as a foreign language in the secondary schools in Bombay. He prepared an exploratory test in English to serve as a tool for collecting data.
He found that the performance of the students on the vocabulary test had a significant correlation with their performance at the S.S.C. examination. Only 60% items in the test were correct though all were attempted. A variety of errors was revealed through the test.

Dewal O.S. undertook a research for Ph.D. in Education In Mysore University in 1974 under a title ‘A Study of Difficulties in Teaching English and Effectiveness of Programmed Teaching.’

The major objectives of the study were to study teachers’ perception of difficulties which hampered effective teaching and learning of English and to study the effectiveness of programmed teaching.

For the first part of study 93 English teacher of Udaypur constituted the sample. As for tools, a questionnaire was administered to the teachers for the purpose of data collection.

The study revealed that the difficulties hampering effective teaching and learning of English were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching learning material, lack of individual attention, and poor socio-economic background. Programmed teaching overcame some of the difficulties of the teachers.

The strategy of programmed teaching proved useful in a situation where teachers were under qualified and untrained in teaching English.
Sethi A.S. submitted the thesis for Ph.D. in Education in HPU University in 1976 under the title ‘A study of a programme in English spelling in relation to visual and auditory presentation’

It aimed at knowing the comparative effects of visual and auditory modes of presentation of programmed material among boys and girls.

The sample consisted of 180 boys and girls studying in standard X of four English medium High Schools at Simla. He found that the auditory mode was superior to the visual mode in presentation of the programme in English spelling to class X students of English medium school. He also found that girls perform better than the boys.

The auditory and the sex interaction was found to be not significant. The auditory and time factors were found to be not significant.


The sample consisted of a group of 618 teachers from standard VIII to IX of secondary schools selected randomly they were also selected randomly for interviews. The major findings of the study were as follows.

- Only 30% of the teachers had their training in English and the rest had their training in subjects other than English. While framing the textbook
the sociological background of the students and the Psychological factor of the particular age group were not taken in consideration.

- 40% of the teachers had favoured structural approach to teach English.

Mr. Alvandar R submitted his thesis for Ph.D. Education in Annamalia Univ. in 1992. The subject of his study was of selected variables relating to English reading competency of high school pupils. Ph.D. Edu Annamalia Univ.

Problem: It attempts to study various variables relating to English reading competency of higher school pupils and their manipulation for improving English reading competency (ERC).

Objectives of his studies were (i) to construct and standardize the following tests in English for standard IX pupils, a) Spelling Test, b) Grammar test, c) Silent reading comprehension test (ii) to find out the level of the English reading competency of high school pupils, (iii) to study the reading habits and interests of high school pupils, (iv) to find out if there is any significant difference between the sex and reading habits and interests of the pupils as well as their parents education, occupation and income on the one hand and their English reading competency on the other, (v) to find out if there is any significant relationship between the pupils reading habits, spelling ability, passive vocabulary and grammatical knowledge on the one hand and their English reading competency on the other. (vi) to determine the relative importance of the pupils reading habits, spelling ability, passive vocabulary
and grammatical knowledge in the predication of their English reading competency, (vii) to find out if there are any differences in the English reading competency among different groups of pupils such as English medium and Tamil medium class pupils, rural school and urban school pupils and pupils studying in private schools and those studying in private schools and those studying in government schools (viii) to develop a model of reading in a second language learning situation, and (ix) to suggest appropriate measures for the development of English reading competency of high school pupils.

Methodology: The sample of the study comprised 500 pupils of class IX selected by random sampling from six schools of South Arcot District and eight schools of Tanjore District of Tamil Nadu. The tools used included Silent Reading comprehension Test in English, English spelling test, English grammar test, Questionnaire on reading habits of high school pupils, test of reading speed, A cloze test in English, A word-recognition test I English and personal data sheet. The collected data were treated using descriptive statistics, tests of significance of the difference between the means of the different groups, chi-square tests, correlations, and multiple regressions.

Major Findings: 1) The scores on ERC varied highly. 2) The mean scores on silent reading comprehension and word recognition were less that 50 %. 3) The mean scores on grammar and reading habits were just below 50 %. 4) The mean spelling score was just about 50 %. 5) Boys differed
significantly from girls on ERC. (6) English medium pupils secured a higher mean ERC than Tamil medium pupils. 7) Less than 10% of Tamil medium pupils had access to books in English other than their school texts. 8) Urban pupils secured a significantly higher mean ERC score than rural pupils. 9) Pupils of private schools secured a higher mean ERC score than those from government schools. (10) Pupils whose parents were educated had a higher mean ERC than those whose parents were illiterate (11) Pupils with a graduate father and an undergraduate mother had a higher mean ERC than those who had a graduate father and illiterate mother. 12) Pupils from different income groups did not differ significantly in their ERC. 13) The ERC scores of pupils differed consistently with respect to the occupation of the parents. 14) The interest pattern of Standard IX pupils was the same regardless of their ERC. 15) There was a strong and significant correlation between ERC and reading habits, ERC and spelling, ERC and vocabulary, and ERC and grammar. (16) The findings support the model of English reading in second language learning propounded by the investigator with minor modification. (MDa 1375)

Singh Manju undertook research in 1989 on the subject — “A study of achievement in English in relation to intelligence, interest socio-economic status and facilities available for learning the language at high school stage.”
The problem aimed at knowing why students opt for English at high school level, and how much interest they had and what facilities were provided for learning the language.

The objectives of the study were to find of the reason for opting for English at high school stage, to know the reasons for unsatisfactory achievement of English, to find out the average level of performance of high school students in English, to make a comparative study of the average scores of boys and girls in various tests and questionnaires, to find out the degree of relationship between English achievement and the correlates, and to find out which of the related variables play an effective role in the achievement of students in English.

Random sampling method was adopted for the study and 908 students of Class X were taken as a sample.

The distribution of the scores of boys and girls in the five selected variables i.e. achievement in English language, intelligence, interest, socio-economic status and educational facilities were found to be positively skewed. The girls were found to be enjoying better socio-economic status. They also showed more interest in studying this language. In all the tests, the urban students of both the sexes were found to be superior to the rural students. English achievement of boys and girls was influenced by intelligence interest socio-economic status and facilities. All the five selected variables showed positive relationship.
The correlations obtain between the basic study skills in English and achievement in different scholastic subject were significant. The magnitude of the product moment coefficient were inflated by two intervening variables namely intelligence and socio-economic status. The four language skills in English put together discriminated between the three subjects based achievement groups.

Chandy Sumi submitted his thesis for Ph.D. in Education to University of Kerala in 1991. The topic of his research was Application of certain pupil deficit models to differential achievement in English.

The problem under study was to classify the pupil related variables that result in poor achievement in English. To study the combined / partialled out influence of the variables on achievement in English. To identify the combinations of variables related to low achievers in English to arrive at public deficit models.

The total sample in the study was made up of 1040 pupils drawn from 14 schools. The relationship between the independent variables, intelligence, socio-economic status, physical study facilities, family stability, parental motivation in studies, parental motivation in the study of English, family climate, punishment, social status, study habits, study distraction, maladjustment and the dependent variable achievement in English were positive and significant for total sample and sub-samples (boys and girls of forward and backward community groups)
Muzumdar Angira undertook the research titled as A study of the relationship between attitude towards and achievement in English of standard IX students in Guwahati City. The Thesis was prepared for M.Phil Degree in Education and submitted to North Eastern Hill Univ.

The objectives were to find out the relationship between attitude towards and achievement in English of standard IX students in Guwahati City. The sample selected for the study was 500 students of standard IX selected from 10 high schools of Guwahati City using stratified random sampling technique. There were statistically significant difference between the achievement scores as well as attitude scores of students attending government and private schools with the latter category of students showing higher scores. There were no significant differences between boys and girls in respect of their achievement and attitude scores. The coefficient of correlation between achievement in English and attitude towards English for the entire sample was positive.

Cherian Jacob submitted the thesis for Ph.D. in education in Univ. of Kerala in 1990 under the heading A study of the association between certain basic language skills in English and achievement in pre-degree common examination.

The study aimed at predicing achievements in the four basic language skills in English. He used a basal sample of 960 students undergoing the second year pre-degree course in representative colleges in Kerala.
Shashi Mohan submitted his thesis titled “A study on the role of aptitude, attitude and motivation in English acquisition” in the Univ. of Delhi for Ph.D. in Education.

He attempted to find out the relationship of some socio-psychological factors (attitude and motivation) and linguistic aptitude to English language learning. The study aimed at finding out the relationship between attitude towards English learning and achievement in English. It also aimed at finding out the differences in linguistic aptitude and attitudes of public schools and government school students.

The samples comprise 233 students from three public schools and 313 students from six government schools.

Parental encouragement was found positively related to government school students score in reading comprehension. Public school students mean scores on all the variables of the study were higher than those of government and all school students. Those who were strong in reading vocabulary were likely to commit less spelling errors and performed better in all aspect of English acquisition. Those who were strong in reading vocabulary and reading comprehension did better in language mechanics and language expression aspects of English acquisition. These were the findings of his research.
Sarma V.B.B. submitted his thesis for Ph.D. in education to Osmania Univ. in 1989 under the heading "Designing a course in written English for the high school stage: A communicative approach. He attempted to design a course in written language for the high school based on the communicative approach.

He took into account the needs of high school students in respect of written English and the types and frequency of composition exercises offered to students and the nature of teaching methods and evaluation procedures adopted by the teachers. He took the quota samples of 236 students, 63 teachers and 120 parents.

The major findings of his research were that a large number of students were poor in written English in comparison to their proficiency in the other language skills. High school students needed written English for both academic and certain specified social activities. Frequencies of writing compositions was very low and a large number of students needed may writing exercises. The teachers also used 'impressionistic method' in their evaluation of assignments. A well designed communicative syllabus can enabled the student to enhance the skill of writing and revising.

Sankarappan R. presented his thesis for M.Phil. in Education in Annamalai Univ. in 1992. The topic of his thesis was "A study of some variables related to achievement in English of standard IX pupils in Maduri District in Tamil Nadu."
He attempted to probe into standard IX pupils' attitudes and interest towards the study of the English language.

The objectives of his study were to examine the attitudes and interests towards the study of the English language among standard IX pupils against their sex, residence and their parents' literacy level. And also their teachers of English. Through stratified systematic random sampling method 490 pupils of standard IX were selected from 10 different schools as a sample.

The major findings were that there was no significant difference between boys and girls in respect of their attitude towards the study of English. But there was a significant difference between the rural and urban pupils in respect of their attitude towards the study of English. Students having literate or illiterate parents did not make any difference in their attitude towards English. The rural and urban pupils did not differ significantly in their perception of the level of effectiveness of their English teachers. Boys & girls did not differ significantly in their achievement in English. The urban pupils had a higher level of achievement than the rural pupils in English.

The thesis dealt with the problem for teaching concepts of English language he attempted through his study to find out some concepts for teaching English language to change their attitudes towards English. He selected the sample of nearly 207 pupils of Grade IX for study. Concept attainment model (CAM) was found to be superior in learning English language through concepts. The majority of the pupils express the reaction towards the concept attainment model teaching for English language.

Sahina Geeta submitted her thesis for M.Phil. in Education in the Univ. of Delhi in 1988 under the heading "A study of English syllabus design of the school stage. She attempted to examine the present school syllabus in terms of the expectation of the syllabus and its inadequacy to meet the various needs and practices at other places.

Her objectives were to study various types of syllabi in English, to study the structural syllabi in English and to suggest the changes in English syllabus design for schools in India. She studied the models being followed in Australia, Singapore, Malaysia, Ontario and Denmark.

She stated that the term syllabus does not mean just the objectives contain and sequential arrangement but the language experiences and the evaluation as well. Syllabus translates the philosophy of the curriculum into a series of planned steps, leading towards more narrowly defined objective at each level.
Ramamurthy V. wrote the thesis for M.Phil. in Education in 1992 and submitted it to Madurai Kamraj Univ. the topic of his thesis was common spelling errors in English committed by standard VI students of matriculation schools and remedial teaching programme.

He attempted the problem of children’s spelling ability in English by remedial teaching programme. He wanted to study whether the length of word similar sounds words with silent letters and consonants are factors for misspelling.

He took the sample consisting 30 students of standard VI th from 2 secondary schools. A remedial teaching programme for 60 words, the most commonly miss- pelt by most of the students, was prepared by him.

Matriculation students improved in their learning of spelling after the remedial teaching programme. The common causes for poor spelling were the length of the words with silent letters, words with similar sounds and words with consonant clusters. He suggested oral drill, intensive writing practice gesticulations, dramatisation as some of the techniques for a remedial teaching programme in English spelling writing.

Ram S.K. in 1989 submitted a paper to the NCERT dealing with the subject Survey of methods and techniques of teaching English in class VI.

The problem he felt was alarmingly deteriorating standard of attainment of English in non English medium schools. He wanted to pinpoint the reasons for unsatisfactory results and to make recommendations for improving the situation.
He found that teachers used the traditional technique of teaching though they had been trained to use new techniques and methods. The mother tongue was used too often. Teachers placed much emphasis on the textbooks and were unaware of the structural situational approach. The textbook in use was uninteresting and contained grammatical mistakes and had difficult structures.

Pradhan U.D. submitted the thesis for Ph.D. in Edu in Univ. of Poona in 1991 on the subject- A critical study of the teaching of English at the +2 stage in Maharashtra retrospect and prospect.

He attempted the problem of teaching of English at +2 stages in Maharashtra. He wanted to study the changes wrote about in the place of English and suitability of its syllabus at all the three stages means at the SSC, 12th and degree level. The major findings of his study were as it follows. Essay type answers were difficult for students. They commit grammatical mistakes in their answer to the textual part, general English part and the grammar part. They syllabus of Std. X (lower level) did not appear to lay a solid foundation for the unit level English of standards XI and XII. There was an incredible gap in objectives, textbooks, teaching, evaluation procedure between English at the higher secondary and the senior college level. The question paper merely tested student’s ability in reading a particular text. The major objectives of the teaching of English. 912 teachers said tuition classes made students examination minded.
Pradhan S.S. undertook a research in A comparative study of the effectiveness of the direct method and the bilingual method of teaching English in class X in the district of Cuttak for Ph.D. in Education in Utkal Univ.

His aim was to analyse inadequacies of different methods of teaching adopted before and to study the effectiveness of the direct and the bilingual method of teaching English. The sample of his study comprised 300 students. He concluded the bilingual method was superior to other methods and the use of mother tongue did not act as a barrier in learning English.

Nanda Kamala submitted the thesis for Ph.D. in Education in Sambalpur Univ. in 1982 the title of the thesis was An investigation into the causes of poor attainment in English comprehension of the student of Class VIII in Cuttack city and their remedial measures.

It attempted to investigate causes of poor English comprehension among the pupils of secondary schools and their remedial measures.

The objectives were to detect causes of poor attainment in English in HSC examination, to investigate the causes of poor attainment in English particularly in the areas relating simple comprehension, vocabulary items, structural items and critical thinking, to recommend the remedial measures to be adopted by teaching staff, administrative and controlling authorities of schools. The study was undertaken in 26 secondary schools of Cuttack City. Using purposive sampling method 500 pupils were selected for the study.
Major findings were that lack of knowledge in structural usage and vocabulary items taught in the previous classes, lack of reading practice, parrot study from the examination point of view, lack of proper guidance are the causes for the poor English comprehension among the students. Lack of teaching aids, library, reading facilities, inactive teachers, unsuitable text books, poor salary structures, over burden time table and lack of preparation of lesson due to shortage of time all account for poor attainment of students in English. Remedial teaching can improve it definitely.

Kapadia S.T. submitted his thesis for Ph.D. in Education in Gujrat Univ. in 1988 under the heading Development and try out of programmes for remedial teaching in English for the post HSSC level. It aimed at identifying grammatical errors in the written English of the HSSC students and students of the first year degree class of arts he also wanted to locate areas of high frequencies of errors in English and suggest remedial teaching for them.

He took sample of 160 students for his study. He found that concord in English grammar was more difficult area to learn than the pronoun. The tenses of English required revision and the sequence of the tenses was the most complex part of English grammar.
Jain Brij undertook a research in 1987 titled as A study of English language teaching in secondary school of Gujrat state and submitted the thesis in the Maharaja Sayajirao University of Baroda.

The teaching of English language was examined in detail in the five components namely human resources, classroom teaching, evaluation system and difficulties encountered by the teachers.

The sample comprised 60 Gujarati medium and 16 English medium schools from Baroda District. Data were collected from 62 principals, 188 teachers and 3,557 students. The tools used included, a questionnaire, an Opinionnaires and interview schedule. The collected data were analysed qualitatively.

He found that the objective of teaching have changed presently. In the beginning the main objective was the creation of a class of persons who were Indian in blood and colour but English in taste, in words and intellect but the now the emphasis is on the acquisition of four language skills. Courses of studies are prepared according to the objectives of teaching English mentioned in the curriculum. Teachers teaching English were found overburden by teaching load, clerical duties, co-curricular activities, etc. Over crowded classrooms also added to their burden. With regard to classroom teaching it was found that over 70 % teachers still used lecture and translation methods. As for material resources most schools were found totally lacking especially with regards to audio-visual aids. Even in schools where such resources were available, they were sparely used by teachers owing to lack of training in operating them.
Dey Sarswati submitted her thesis for Ph.D. in Education in Univ of Kalyani under the heading A critical appraisal of the abilities of the students in some aspects of English as a second language and finding out some linguistic factors in 1991.

She attempted proficiency of the students of class X in vocabulary, spelling, transformation, alternation, derivational structures, applied grammar and contextual meaning.

Her main objective was to find out a general factor in different dimensions of the proficiency test in English. She found the urban students showed better performance in the proficiency test in English as compared to their rural counter parts.

Proficiency in English was decided with the students good abilities in spellings, transformation, structures, applied grammar etc.

Chandra Joice G. submitted his thesis for Ph.D. in Education in the Univ. of Madras in 1988 under the heading Correlates of written English at the plus two stage to find out why certain groups of learners are successful in attaining proficiency in written English while others are not.

He studied linguistic Psychological and environmental factors associated with proficiency in written English. His sample comprised 560 pupils from 16 higher secondary schools in Madras City and 2 neighbouring districts.
He concluded that proficiency in written English is co-related with knowledge of grammar, reading comprehension, vocabulary, occupational status of the parents, student's positive attitude towards English, and economic status of the family and the use of English outside the formal educational setting. There existed a significant co-relation between achievement in English and other school subjects. Proficiency in English was not related to gender nor the location of school but to medium of instruction. English medium pupils scored higher than the Tamil medium pupils.

Baskaran Herbert S. submitted his thesis for M.Phil in Education in Alagappa Univ. in 1989 and the topic was “The impact of the remedial teaching programmes on the common errors committed by the students of standard XII in written English.

It aimed at implementing the designed remedial teaching programmes for the students to minimise the errors in written English. A case study method and diagnostic approach for enquiry of errors was followed. He found that orthographical errors are committed even after remedial teaching.

Antonisamy M. undertook a research for M.Phil. Degree in Education titled as “A study of English curriculum in engineering colleges” to be submitted in Alagappa Univ.
He studied the English curriculum used in engineering colleges and to make it relevant to the needs of Engineers in their life situations. His objectives were to find out how different methods of teaching English adopted in engineering colleges in accordance with the syllabus and to suggest suitable remedial strategies to improve the teaching learning process. He found that the teachers teaching English in engineering colleges did not participate in the syllabus making processes. Language teachers were not given freedom in the selection of material desire. Setpmotherely treatment was meted out to the faculty of English in fit only for individuals and not for teaching groups in the classroom. The prescribed text for engineering students did not provide matter for spoken English. Remedial grammar exercises were not integrated with content. Bilingual method is specially when teaching grammar was used by some teachers only. Adequate facilities such as tape recorders, TV sets, were not provided to English departments in engineering colleges, in general to develop spoken English.

In the article published in Shikshan Sankraman of December 2003 Mrs. Veena Vikas Baviskar a teacher of English wrote in the article titled as importance of grammar in examination that grammar learning is essential if one wants to say a state “ I have the knowledge of specific language.” She elaborately discussed question format in her article and wrote ahead that from the beginning only sufficient practice of structures, sentence patterns, and tense should be given. If necessary practice is in given earlier classes
then when students enter in tenth they will certainly have confidence in sentence building and they will be aware of basic rules of grammar. She also opined that providing more opportunities of listening and speaking English will definitely improve English language in the tenth class. While supporting her statement she has said that the same method is applied in convent or English medium school. She said that English should be taught as mother tongue. She is happy with the government’s policy to begin teaching of English from std. first as children of that age group are able to grasp very easily naturally many languages at a time. She says pupils must be provided mother-tongue like atmosphere in the class while teaching English. Study of grammar is essential as it would prove like a magic for crossing the bridge of examination and reach the other end where success awaits.

Prof. R. H. Jain stated in his article named ‘Role of teacher in teaching English’ published in Shikshan Sankraman October 1999 said that teaching is not the primary responsibility of English teacher but create such atmosphere that is nourishing for fostering English is duty of a teacher. A teacher of English should provide opportunities to the students that will help him to construct small sentences in English for speaking and writing. He should inspire them and should not teach instead of he should tell students “learn and I am there to guide.” Yet teacher should not make his students feel that his importance is less but try to implement the new syllabus in the light of the freedom to learn the language by the students. The new syllabus will be successfully implemented in this way.
Pratap D.G. in his thesis for Ph.D. submitted in Poona University in 1985 under the heading "The contrastive study of grammatical structure of English and Marathi stated that word order was a most important syntactic feature of English. Question formation in English is rather difficult than Marathi so they are to be specially taught. In the same way indirect speech is a Novel feature of English it is not in existence in Marathi. He also tress the process of transformation as affirmative and negative sentences differ in Marathi and English basically. Sharma A.K. in his research work for D.Lit. degree in Bhagalpur University submitted in 1985 says that teachers of English in India had to develop an elective theory. In teaching English as second language the emphasis needed to be on the linguistic aspect rather on the cultural one.

Dr. U.D. Pradhan from Dadawala Jr. College Pune said in his article published in Shikshan Sankraman in 1996 under the heading 'Why is the Course book of Std IX English (Third Language) so designed?' said that it is very precisely designed for new teaching approach. The IXth class has certainly close relations with the English of Xth class. About grammar teaching the new course book says that it should be contextual first examples and then rules should come. He also stressed upon providing opportunities for self learning in English to the students to do better in English
Mr. V. G. Damodare, English teacher wrote in his article titled 'English subject and teacher of rural areas' published in Shikshan Sankraman October 1995 that English language is not phonological like Marathi that's why pronunciations of vocabulary should be taught again and again. There are no such things like case or Samas, Sandhi, as in Marathi. A teacher of English must have sufficient knowledge of Marathi while teaching English in rural areas. He should create English atmosphere in the class by teaching some traditional ways of greetings like "Good Morning", "Good Afternoon", "Thank You" etc. and create English atmosphere before starting teaching. It is readily available in rural areas for English teachers.

Prof. S.V. Shastri Convener, Board of studies of English wrote in his article 'The New English Textbooks for Std IX, L1 & L3 from 1994: Teacher Awareness Programme.' Published in Shikshan Sankraman October 1993 said that the new course adopts a blend of two approaches: the traditional structural approach and the modern communicative approach as the most viable one in the given circumstances and its success depend heavily on the competence of the teacher. Near about 25 thousand teachers teaching English throughout the state were given one day orientation programme in English by resource persons. The programme was implemented in June-July 1994 and onwards also.

Mr. H.R. Kadepurkar from B.Y.K. Commerce College Nasik wrote in his article 'New Approach to Teaching and Learning Std. X English (Third Language) Published in Shikshan Sankraman December 1995 that the new
approach is learner centered and wants the learner (students) participate in the process of learning. The role of the teacher is that of a facilitator only. Language being a skill subject integration of the four basic language skills namely listening, speaking, reading and writing must be achieved by the teacher. There would be no kind of teacherocracy and student would be allowed to express themselves freely. Teaching learning would become a matter of enjoyment, students sharing their ideas with the teacher the students will be active users of language in the class and no longer passive listeners only.

Mr. Keskar S.U. submitted his thesis for Ph.D. in education for Bombay Univ. in 1984 and the problem of investigation was “A survey of the implication of three language formula Enunciated by the Government of India with special reference to its impact on Maharashtra State.

One of the objectives was to study the attitude and views of Maharashtrian parents about English as the medium of instruction. He used the sample consisting 520 parents whose wards were studying in English medium schools in Bombay, Thane, Dombivili, Kalyan, Bhivandi, Pune and Nagpur. He found that the majority of students spoke in Marathi or in Hindi or English mix Marathi. Student’s interest in literature in the Mother tongue was limited by the English medium. Children studying in English medium schools found difficulty in understanding the concepts of Marathi and Hindi grammar. The “Three Language Formula” was followed in its real sense in Maharashtra and Gujrat Parents wishing to get their children admitted in Engineering, Medical or Science Colleges in future admitted their children in English Medium schools.
Mr. Walia A. submitted his thesis for Ph.D. in English in Rajasthan Univ. in 1981 titled as 'An Evaluative Study of English at the Secondary Level at Rajasthan.' The objectives of the study were to find out if the English language teaching programme of the state made any impact on the teaching of English at Secondary Level, to find out if the teachers had the basic academic qualifications necessary to teach English, to find out if the teachers had been trained to effectively use the new techniques of teaching. He selected 25 schools with random sampling from Jaipur Dist. of Rajasthan the students were of X class and all the teachers were English teachers. 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. No student participated in the classes and teaching was only a one way process. Rules of grammar were mechanically repeated in the classes and no illustration of such rule was given in the class to develop compositional skills.

Vimladevi P. submitted her thesis titled 'Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English' for Ph.D. in education in Madras Univ. in 1986 to find out the critical reading ability level of students a survey cum experimental design was adopted and the sample for the survey was 1042 students drawn from 19 schools. She found that students of class XI were below 41 % level in their critical reading achievement. She also found that there was relationship between achievement scores and critical reading achievements. Girls experienced
less difficulty than boys in reading. Teacher can develop reading skills of students by probing questions and stimulating thinking process in a regular class room situation while teaching from prescribed text.

Sudarshanam R. submitted his thesis for Ph.D. in education in Madras Univ. in 1980 titled as 'A Diagnostic Study of Reading Comprehension of the Undergraduate Students Studying English under Part II in Colleges in Coimbtore. The main objective of the study was to construct and administer a diagnostic test of reading comprehension for undergraduate students and to develop a suitable approach for remedial instruction. There were 28 students in experimental group and 28 students in the controlled group. The remedial programme was carried out over 15 class each of one hour duration.

The findings were that the teaching of English did not contribute to the improvement of student's comprehension performance. Educational and occupational status of parents correlated significantly with comprehension scores of the students. Students devoted greater attention to reading the opening and closing paragraphs of long texts. The remedial programme suggested was effective in significantly raising the comprehension score of the experimental group students.

Skanthakumari S.K. Submitted her thesis for Ph.D. in education In Madras Univ in 1987 under the heading 'Development of Strategies for Improvement of Reading Skills in English at Middle School Level.' A survey cum experimental 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 major findings were there was a significant higher reading ability score for boys, students with English as the medium of instruction, and students from urban areas. 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 low groups were significantly related.

Singh V.D. submitted his thesis for Ph.D. in English language teaching at CIEFL in 1984 under the title 'A Study of the Linguistic and Communicative Abilities of High School Teachers of English in Relation to Their Classroom Functions'. The sample consisted of 60 trained graduate teachers and post graduate teachers teaching high school classes in 15 central schools located in the states of Rajasthan and Uttar Pradesh, and the Union Territory of Delhi. The speaking ability was adequate though it was deficient in accuracy, the writing ability of most of the teachers was not adequate, the teachers possessed grammatical competence to correct pupil errors, but not stylistic competence to the same extent. Errors for them meant grammatical errors not errors of idiom and style. The responses of questionnaire revealed that most of the teacher favoured a normal teaching of grammar and they instated that their pupils always spoke and wrote grammatically correct English. Most of them felt that the practice and experience of teaching had improved their own English.
Singh M. undertook research for Ph.D. in Education to be submitted in Kurukshatra University in 1984 titled as ‘A critical Evaluation of Nationalized English Textbook for Classes VI to X of Haryana’. The objectives were to analyse the strengths and weaknesses of the nationalized prescribe textbook and to suggest some general improvements in the textbook. Total sample included 480 teachers teaching English textbooks to students of classes VI, VII, VII and IX. He found that there were less pictures and less illustrations in the textbooks. He suggested adding humorous material, simple and easy material, pictures and decreasing the number of lessons to prepare ideal text book.

Shivapuri V. undertook research for Ph.D. in Education under the title ‘An Investigation into Pupil’s Comprehension of English’ to be submitted Banaras Hindu Univ. in 1982. The objectives of study were to find out how the background factors of intelligence, socio-economic status personality traits affected reading comprehension of English and to find out sex differences in reading comprehension. A sample of 200 boys and 200 girls studying in class XI of school in Varanasi City was selected. He concluded that there was no difference in comprehension scores for the two sexes. Socio-economic status comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class groups. The relationship with personality factors was significant only for girls. Both in the case of boys and girls the maximum contribution to comprehension scores was that of intelligence.
Sharma R. K. submitted his thesis titled as 'A Study of the Problem of Teaching English in Bihar ' for Ph.D. in English in Bhagalpur Univ. in 1986, 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 particularly. The major conclusion were that during 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, efficient teaching of English was lacking, shortage of trained and qualified teachers, traditional methods, incommensurate with language needs of learners, faulty teaching methods, unpalatable text books and their mishandling etc. were main problems at middle and high schools. In training colleges the program for teachers appeared to be theoretical only and not practical. There was confusion about the aims and objectives of teaching English at various stages. Students faced difficulty in picking up correct pronunciation of English. Sounds of already acquired languages mainly interfered with their pronunciation of English. Questionnaires and interviews were the tools of the research.

Sharma O.P. submitted his thesis under the heading 'An Experimental Comparison of Effectiveness of Individual and Group Correction of Written Work in English in classes VII and IX for Ph.D. in Education in Kurukshetra University in 1982. The objectives of the study were to compare the effectiveness of the individual correction method of written work in English and the group correction method of written work in
English. 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. The written work in the form of home task was assigned. The findings of the study were that there was no significant difference between these two methods of corrections and there was also no significant difference between the performances of students in written work in English when corrected by either of these two methods.

Patil D.K. undertook research for Ph.D. in English title ‘The English Language Achievement of Shivaji University Arts Graduates’ in 1985, the main objective of the study is to evolve a comprehensive language testing design based on different theories of language and to evaluate as precisely as possible the English language achievement of Shivaji University arts graduates. He reviewed the four existing models traditional, structural, transformative and communicative and analysed the compulsory English text book prescribed for B.A. course. The sample included 300 students. The major findings were the average vocabulary of arts graduates which was about 50% of expected vocabulary. There was no significant between the performance of male and female students; nor between the students whose mother tongue was Marathi and languages other than Marathi and the urban group was superior to the rural group on English language achievement.
Mohammed T.K. submitted his thesis for Ph.D. in Education in Calicut Univ. in 1986 under title ‘A Diagnostic Study of Errors in the Written English of Pre-Degrees Students’. The objectives of the study were to identify the major errors in the written English, to classify the errors into major functional and grammatical areas, to determine the source or cause of the errors identified and to suggest corrective measures and remedial programmes. Data required for the study were collected using the Diagnostic Test of Basic Language skills and administered over 700 students. 17 grammatical areas were found to be error committed, they were like tenses, prepositions, passive voice, auxiliaries verbs, concord, adverbial clauses, spelling, punctuation etc.

Khare M. submitted his thesis for Ph.D. in Education for Gorakhpur Univ. in 1986 under the heading ‘Traditional and structural Approaches to Teaching of English with reference to Their Learning Outcomes’. The aim of the study were to test the general level of performance of junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary, to make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach and to study the effect of cultural and economic background and intelligence on the performance of students in the above 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 following conclusions were drawn in his study:

- 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. In pronunciation, students achievement under the traditional approach was found to be better than that under the structural approach.

- Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

- Intelligence was found to be an important factor in achievement in all the seven areas of English.

- The joint effect of intelligence 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.

Koul B.N. submitted his thesis for Ph.D. in CIEFL Univ. in English learning and Teaching (ELT) in 1981 under the title ‘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 relevant especially to the Indian situation, and to suggest an alternative integrated English Language Teaching curriculum.
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. 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. 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. He suggested a new paradigm which might be called ‘utilitarian-curricular’ paradigm from which would emerge an overall unified curriculum for ELT.

Joshi V.G. submitted his thesis titled ‘Scrutiny of Errors in Written English and Remedial Programme’ for his Ph.D. in Education to Poona Univ. in 1985. The major objectives of the study were to make a historical review of the position of English in India since the establishment of the East India company in 1600 A.D., to make a review of the position of English in India after the attainment of Independence, to make a historical review of the teaching of English in Maharashtra since 1815 A.D., to make a historical review of the teaching English in Maharashtra after Independence, to decide the general importance of the English language at the international as well as the national level, to observe the present position of the teaching of English in Maharashtra, to study the influence of socio-economic and educational status of the families of pupils under investigation on the achievement of pupils, to locate from their answer book common errors in English committed by pupils of standards V to X, to classify errors with
their sub types standard wise, to find out the frequency of each subtype of each error from answer books standard wise, to find out the number of pupils committing each subtype of each error in each standard, to prepare and execute the remedial programme for the pupils of standard V to X as the sample selected for the action research programme, to verify the effect of the remedial programme and to decide whether the errors in writing were reduced, to compare the achievements of boys and girls in respect of minimizing the errors, and 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, girls 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-book in English. The sources of data collection included surveys of educational research and reports of various committees and commissions. In the case of each grade, the answer-books of a particular examination were first collected, errors analysed and recorded, and a remedial programme prepared and executed. 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.
He concluded that 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 and 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.

Joseph K.S. undertook a research for Ph. D. in Education in the Univ. of Mysore in 1983 titled as ‘Evolving a strategy for teaching grammar at High School Level’.

The major objectives of the study were to evolve a validated multimedia strategy for teaching English grammar at high school level, to find out the relationship between the pupils attitude towards the multimedia strategy and their achievement in the comprehensive test and to find out the relationship between pupils intelligence and their performance in the comprehensive test.

The study was conducted in a group of 28 students studying in classes IX and X of an English medium school of Baroda City. There was no significant relationship between students’ attitude and achievement. There was a significantly positive relationship between intelligence of the students and their achievement through strategy.

The objectives of the study were to construct the tools to measure the impact of Teach-English -Learn English (TELE) programme, to measure the impact of the TELE series on teachers of English in relation to the skill of the English language, to measure the impact of the TELE series on the learners of English language. He dealt with the effective audio aid radio in the field of education in his thesis.

The test for measuring proficiency in English both for teachers and pupils were constructed and subjected to the process of item analysis only. The tools were administered to 500 teachers and 5000 students. The impact of the TELE series on the teachers own English was positive and it was in favour of listener teachers. He found that the listener teachers clearly gained from the broadcast. They could improve in listening, comprehension, pronunciation, vocabulary and grammar. The impact of the TELE series was even greater in the case of the learners of English. The finding revealed that the listener pupils gained from the series. The TELE series helped the teachers and learners of English in the schools of rural area. It supported the truth that the radio could fruitfully be used to strengthen the teaching of English in rural areas where facilities were comparatively inadequate. The TELE series contributed to the development of general awareness in teachers and learners of English. The series also put teachers in touch with recent trends in English language teaching. The series had a positive impact on the standard of English teaching in the State.
The research still inspires the English teachers and learners to use radio for effective learning in teaching of English.

Dholakia B.J. submitted his thesis for Ph.D. in Education in SPU in 1986 under the heading a study of the effectiveness of various strategies for Improving Reading comprehension in English of pupils of class IX in the Contest of certain Variables.

He implemented various strategies like Request procedure, guided reading procedure (GRP), REAP technique (Read, Encode, And note and Ponder). In teaching English to pupils of class IX in order to compare their effectiveness on reading comprehension. The experiment was carried out in four schools of Cambay. One class of each school was selected for the purpose of the experiment. In each class there were 40 students. The reading material was prepared keeping in view the language material of English for class IX. The finding was that the guided reading programme and the REAP techniques provided superior to the ReQuest strategy for improving reading comprehension. The REAP technique did not prove superior to the conventional method in the case of pupils having low intelligence, but proved superior in the case of pupils having high intelligence.

Dass P.A. undertook research for Ph.D. in Education in SPU in 1984 under the heading ‘A Study of Reading Comprehension in English of Students of English Medium Secondary Schools of Standard X of Central Gujrat in the
Context of Some Socio-psycho Factors’. The objectives of the studies were to construct a test for measuring the reading comprehension of pupils of standard X, to study whether there were any sex differences with regard to reading comprehension, to study reading comprehension in the context of SES and certain socio-psycho factors vz. Test-anxiety, emotional stability, leadership and radicalism. The test was prepared and administer to 873 students. It was of 60 minutes duration. The findings were girls were more proficient in reading than the boys. Students having high leadership stress were good at reading. Emotional stability was not found to influence reading comprehension. Radical students were good at reading. Students having a low anxiety level had better reading comprehension than those with a high anxiety level.

Bhattacharjee R. submitted his research for Ph.D. in Education in Neharu University in 1984 under a title ‘An Investigation into the Teaching of English in the High School of East Khasi Hills District of Meghalaya.’

The objectives of the study were to study background characteristics of the teachers of English of East Khasi Hills High Schools, to study strengths and weaknesses in the teaching of English, to try out the effectiveness of training in selected skills under microteaching strategy for improving teaching competence of the teachers of English, to suggest measures for improving teaching of English in the high schools of the district. Survey method was adopted for the research. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. Twenty teachers of
English were selected randomly from the sample of 120 teachers. The major conclusions were the majority of the teacher of English were not professionally equipped to teach English, teaching at the foundation stage was neglected, there was no uniformity regarding work load of teachers of English in different categories of schools. Experience and professional training played significant roles in the teaching of English. Teachers from Government and grant receiving English medium and urban school taught significantly better than those from ad hoc and private non English medium and semi urban schools. The majority of the teachers were not aware of appropriate methods and not clear about the four fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate student's progress and take remedial measures in the English class. In service training facilities for the teachers were inadequate. Training in selected skills through microteaching was effective in improving teaching competence of the teachers of English. Microteaching supplemented training in English teaching methodology.

Bhatt D.C. undertook research study in the subject ‘An Investigation into the Various Components of Textbooks in English in Std. XI and XII of Gujarat State’ for Ph.D. in Education in SPU Univ. in 1986

The objectives of the study were to compare the reading ability indices of the textbooks in English gradewise and streamwise, to study the effect of four independent variables, viz. readability, interest, values and format on reading comprehension, to know the trend of comprehension scores
obtained from different reading materials. The treatment of reading material was given to 245 pupils of 12 schools selected at random from urban and rural areas of Mehsana district. The major findings were the readability of the textbook for class XII was more than that of text book for class XI. Grade of the pupils was one of the important independent variables, though it predicted poorly the reading comprehension of the pupils. Grade XII pupils were found better in reading comprehensions than grade XI pupils. The pupils of the science stream were found better than those of the general stream but the differences between the mean scores were not significant. This showed that the significant effect of the reading ability and reading materials were independent.

The researcher suggested that the reading ability, the grade and stream of the pupils should be taken into account while editing the reading materials of the textbook. He also suggested that the different components of the reading material should be selected in such a manner as would elicit greater comprehension on the part of the pupils.

Shastri S.V. undertook the research under the title ‘The teaching of English as a second language in Bombay with special references to structural approach at work’ for Ph.D. in Education to be submitted in Bombay Univ. in 1972.

He prepared a small vocabulary test to be administered over 500 students and found that the performance of the students in the vocabulary test had a significant co-relation with their performance at the S.S.C. examination. He also found that the average vocabulary of a student is 1800.
Singh H. N. and Shrivastava I.S. worked over ‘common errors in written English-Their prevention and cure.’ while working in T.D. college Jaunpur in 1960. The study revealed the following specific reasons responsible for a large number of errors in the fundamentals of written English.

- Pupils were drilled too soon into the use of the pattern, the significance of which they did not understand.

- The teacher was not aware of the point of difference between the foreign language he was teaching and the native language of the pupils.

- Pupils were constantly influenced by the familiar patterns of their native language which caused mistakes in the use of foreign language.

Dewal O.S. submitted his thesis for Ph.D. in Education in Mysore Univ. in 1974 under the heading ‘A study of difficulties in teaching English and Effectiveness of programmed teaching’.

The objectives of the study were to study teacher’s perception of difficulties which hampered effective teaching and learning of English. The findings of his research were that the difficulties hampering effective teaching and learning of English were due to shortage of train teachers, lack of subject competence in teachers, dearth of good teaching-learning material, lack of individual attention and poor socio-economic background. “The strategy of programmed learning” proved useful in a situation where teachers were under qualified and untrained in teaching English. This method is used as a remedial material to help underachievers.
Abraham M. submitted his thesis for Ph.D. in Education in Kerala Univ. in 1974. The subject of his thesis was ‘Sum Factors relating to under achievement in English of secondary school pupils.’ The study revealed that the achievement level was associated with attitudes towards English, personal adjustment, social adjustment and socio-economic status. He also found that there was greater portion of normal achievers among girls as against boys. He stated ahead that under achievement was more frequent in rural schools and overachievement in urban schools.
2.27 Internet reference

The following research reference is from the web site

http://www.phon.ucl.ac.uk/home/dick/writing.htm

Historical background

Does a training in 'formal grammar' improve a child's ability to write? At one time it was taken for granted that the answer was yes, so children were taught grammatical analysis as part of the effort to improve their writing. However when educational researchers sought evidence for the expected effects, the results were negative; for example, one of the classic experiments concluded: "It seems safe to infer that the study of English grammar had a negligible or even harmful effect upon the correctness of children's writing in the early part of the five secondary schools." (Harris 1962) A number of studies in the 60s and 70s have since been accepted as 'classic' support for the view that grammar teaching does nothing for children's writing. By the late 60s the dominant view in both the UK and the USA, and possibly throughout the English-speaking world, was that "most children cannot learn grammar and even to those who can it is of little value." (Thompson 1969) No doubt this view fitted the spirit of the times both in English teaching (where grammar was seen as a shackle on children's imagination) and in linguistics (where Chomsky was arguing that grammatical competence develops 'naturally' according to an innate programme, so teaching is simply irrelevant).

Since then much has changed in both the UK and the USA, and the pendulum seems to be on the return swing. It would be naive to think that the pendulum is driven by academic research - indeed, there has been very little research on grammar and writing since the flurry in the 60s and 70s;
rather it reflects very general attitude changes in education and more generally throughout society. However the result is that there is now much more enthusiasm in some educational circles for the idea that conscious grammar (resulting from formal teaching) could have the useful benefit of improving writing. In the USA this is apparently to be seen in Freshman composition circles (Mccleary 1995) and to a limited extent in the Whole English approach to school English teaching (Weaver 1996), but in the UK (of which I know more) it is one of the main pillars of the newly introduced National Literacy Strategy (DfEE 1997) and the National Curriculum for English (DfEE and QCA 1999). These government directives apply to all state-run schools in England, primary and secondary, and prescribe in some detail both content and methods. The prescriptions are by no means bland commonplaces; on the contrary, they are an attempt to change current practice, and nowhere more so than by reintroducing the teaching of grammar.

One of the reasons given for this major change of teaching policy is the beneficial effect of grammar teaching on the children's writing; but this has inevitably invited criticism from those who believe that the earlier research has proved this effect to be a myth. The status of the research evidence is clearly an important issue, and even an urgent issue given that the policy is already being implemented (on a massive scale). What, then, does the published research really say about the effects of grammar teaching?

Is grammar too difficult?

The earliest research questioning the value of grammar teaching found that it was simply a waste of time in the sense that most children could not apply any of the categories even after many years of teaching (Cawley 1957; Hudson 1987; Macauley 1947). This is clearly a fundamental
objection if it is true, but most research has found that, when well taught, any kind of grammar (traditional or modern) can be learned by most school children at least at secondary level (Bateman and Zidonis 1966; Elley 1994; Elley and others 1975; Elley and others 1979; Harris 1962; Herriman 1994; Kennedy and Larson 1969; Mellon 1969; Quattlebaum 1994; Tomlinson 1994; Tordoir and Wesdorp 1979) and in some cases at primary level - for example, fifth-graders (Gale 1967). My international survey showed that grammatical analysis is regularly taught in some countries to children as young as six or seven (Hudson 1998), and the evidence from developmental psychology is that metalinguistic awareness starts to develop naturally between 5 and 7 years (Herriman 1994).

All that the early research seems to show, therefore, is that it is possible to teach grammar in such a way that children learn nothing; but this is hardly surprising - the same is surely true of any subject. However the early research should act as a warning to any who might argue that any kind of grammar teaching is better than none. It is also interesting to remember that grammar was one of the few subjects that teachers taught purely on the basis of what they themselves learned at school, without any kind of 'boost' at university; a subject with such weak intellectual underpinnings is doomed to eventual extinction, so it is imperative to ensure that the same mistake is not repeated.

**Do structured grammatical exercises improve writing?**

Grammar teaching could be surreptitious, as it were, with a clear underlying theory of grammar but minimal use of grammatical terminology. This is in fact how a lot of grammar teaching has been done; and in particular there is a well-recognised activity called 'sentence combining' which seems to be widely used in the USA. There is some
evidence, apparently good, that this kind of activity benefits children's writing (Abrahamson 1977; Barton 1997; Hillocks 1986; Mellon 1969; O'Hare 1973), and in some studies it turned out that this kind of grammar teaching produced better results than more traditional teaching of grammatical analysis. For example, "Hillocks surveys the many studies of the effects of sentence combining, and finds them overwhelmingly POSITIVE at all levels (grade 2 to adult). 60% show significant gains in syntactic maturity; 30% non-significant gains; 10% no gains." (Weaver 1996, reporting Hillocks (1986)).

Why should these exercises be so much more successful than traditional analysis? It seems reasonable to assume that it is at least in part because they are exercises in the production of language, and specifically in the production of written language, so they feed much more directly into the child's growing repertoire of productive skills than exercises in grammatical analysis do. In short, they are more closely integrated into the teaching of writing, so the skills acquired in isolation are more likely to transfer directly into a usable skill. However this conclusion does not necessarily rule out the possibility of transfer from grammatical analysis under the right conditions.