We selected 210 students each of Third Year B.Sc. from seven science colleges of Gujarat for the purpose of collecting data. Although the academic calendar is similar in institutions across Gujarat, institutions in each region plan these calendars separately, making suitable provisions for organising co- and extracurricular activities. Moreover, our survey also involved test packages and this required time. That is where we faced problems. Hence, the sample size had to be restricted to 210. We selected seven different colleges spread across various regions of Gujarat: R.R. Mehta Science College, North Gujarat University, Palanpur (referred to as RRMSC hereafter), C.P. College of Agriculture, Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar (CPCA), BKM Science College, South Gujarat University, Valsad (BKMSC), College of Agriculture, Junagadh Agricultural University, Junagadh (COA), College of Agricultural Engineering and Technology, Junagadh Agricultural University, Junagadh (CAEAT), D.N. Science College, Gujarat University, Dabhoi (DNSC) and B.A. College of Agriculture, Anand Agricultural University, Anand (BACA). The average age group of the student respondents in all these colleges was 20-22 years. English is taught in the
first and second years in B.A. College of Agriculture, Anand, C.P. College of Agriculture, Sardarkrushinagar, College of Agriculture, Junagadh and College of Agricultural Engineering and Technology, Junagadh and it is taught in all three years in R.R. Mehta Science College, Palanpur, B.K.M. Science College, Valsad and D.N. Science College, Dabhoi.

Each of the items in the questionnaire appended as Annexure 5 and the items in the opinionnaire appended as Annexure 6 are taken up here for discussion.

5.1 **What the results from Opinionnaire indicate**

5.1.1 The first item in the opinionnaire pertains to the respondents' opinion about the **usefulness of study skills in their (a) studies and (b) social life**. The overall study of the table 1 suggests that 210 (100 per cent) respondents are of the opinion that the study skills component has been very useful in their studies, and 210 (100 per cent) respondents agree with the statement that the study skills component has been useful in their social life. Thus we can see maximum similarity in the thinking pattern of the respondents in various universities across Gujarat.
5.1.2 The second item in the opinionnaire relates to the respondents' opinion about the utility of study skills component in their studies. The results are presented in table 2. It is evident from the analysis of the table 2 that a majority of respondents - 196 (93.33 per cent) believe that the study skills component helps them 'very much' in reading articles in journals whereas very less number of respondents - 14 (6.67 per cent) are of the opinion that the study skills component helps them 'not much' in reading articles in journals. A close look at the data reveals that 175 (83.34 per cent and 35 (10.66 per cent) respondents opine that the study skills component would enable them 'very much' and 'somewhat' in understanding lectures respectively, 161 (76.66 per cent) and 49 (23.33 per cent) that it would enable them 'very much' and 'somewhat' in taking notes from lectures respectively, 156 (74.29 per cent), 53 (25.23 per cent and 1 (0.48 per cent) respondents that it would help them 'very much', 'somewhat' and 'not much' in speaking in seminars respectively, 155 (73.80 per cent), 54 (25.72 per cent) and 1 (0.48 per cent) respondents that it would help them 'very much', 'somewhat' and 'not much' in reading articles in textbooks respectively, 153 (72.86 per cent), 53 (25.23 per cent) and 4 (1.91 per cent) respondents that it would enable them 'very much', 'somewhat' and 'not much' in understanding seminars respectively, 147 (70 per cent), 61 (29.04 per cent) and 2 (0.95 per cent) that it would be 'very
much', 'somewhat' and 'not much' useful for them in reading articles in journals respectively, 140 (66.66 per cent), 67 (31.90 per cent) and 3 (1.43 per cent) that it would be 'very much', 'somewhat' and 'not much' of help to them in writing reports respectively, 129 (61.43 per cent), 79 (37.62 per cent) and 2 (0.95 per cent) that it would help them 'very much', 'somewhat' and 'not much' respectively in taking notes from articles and textbooks. Thus, on a close analysis of the table 2, we can say that a majority of respondents in various universities across Gujarat unanimously accept the utility of study skills component in their studies.

5.1.3 Item three deals with the difficulties faced by the respondents in understanding spoken English. Responses to this item are presented in table 3. It is clear from the analysis of the table 3 that 120 (57.14 per cent) respondents are of the opinion that they have 'very often' difficulties because of language in understanding unfamiliar forms of English e.g. local accents (different dialects), 55 (26.19 per cent) respondents 'sometimes' have difficulties whereas 35 (16.66 per cent) respondents 'rarely' and 'never' have difficulties because of language in understanding unfamiliar forms of English. We can also find that 114 (54.28 per cent), and 52 (24.75 per cent) respondents are of the opinion that they 'very often' and 'often', and 'sometimes' have difficulties because of
language in understanding other respondents when they mix socially respectively whereas and 44 (20.95 per cent) 'rarely' and 'never' have difficulties because of language in understanding other respondents when they mix socially. 94 (44.76 per cent), and 82 (39.05 per cent) respondents state that they have 'very often' and 'often', respectively difficulties because of language in understanding other respondents in seminars or group work whereas 34 (16.19 per cent) respondents state that they 'never' have difficulties because of language in understanding other respondents in seminars or group work respectively. We can see that 86 (40.95 per cent) and 59 (28.09 per cent) 65 (30.95 per cent) respondents are of the opinion that they have 'very often', 'sometimes' respectively difficulties because of language in understanding teachers in seminars whereas 65 (30.95 per cent) respondents have 'never' difficulties in understanding teachers in seminars. It is also clear from the analysis of the table 3 that 79 (37.62 per cent), and 65 (30.95 per cent) have 'very often' and 'sometimes' face difficulties because of language in understanding teachers in lectures whereas 66 (31.43 per cent) respondents 'never' face such difficulties. Thus from the close look at the data we can see that maximum respondents in various universities across Gujarat are facing the problems of understanding English. The English courses they go through at this level hardly teach them to think, understand and express independently even though they clear
those courses satisfactorily. The problem becomes more serious when they face the language of the teachers of other subjects. Somehow they manage to transfer the information but the language they use is not up to the mark.

5.1.4 Item four deals with the difficulties faced by the respondents in speaking English. A close reading of table 4 reveals that a majority of respondents - 102 (48.58 per cent), and 67 (31.90 per cent) are of the opinion that they 'very often' and 'sometimes' face difficulties because of language in explaining their opinions when they are not immediately understood respectively whereas 41 (19.52 per cent) respondents 'never' face such difficulties. We can also see that 90 (42.86 per cent) respondents 'very often' have difficulties because of language in expressing their own opinions in seminars, 77 (36.66 per cent) respondents 'sometimes' have such difficulties and 43 (20.47 per cent) respondents 'never' have such difficulties. We can also see from the table 4 that 79 (37.62 per cent) respondents 'very often' face difficulties because of language in expressing counter arguments to points raised by teachers, 94 (44.46 per cent) respondents 'sometimes' face such problem and 37 (17.61 per cent) respondents 'never' face such difficulties. We can also see from the table that 77 (36.66 per cent) and 85 (40.47 per cent) respondents 'very often' and 'sometimes' have difficulties in
expressing counter arguments to points raised by other respondents respectively whereas 49 (23.33 per cent) respondents 'never' have such problem. 76 (36.19 per cent), 70 (33.33 per cent) and 64 (30.47 per cent) respondents 'very often', 'sometimes' and 'never' have difficulties because of language in asking teachers for explanations respectively. It is clear from the analysis that 70 (33.33 per cent), 95 (45.23 per cent) and 45 (21.42 per cent) respondents 'very often', 'sometimes' and 'never' face difficulties in expressing their opinion in informal group. What surprised us was the fact that a majority of respondents facing the problem of speaking in English in various universities across Gujarat. Our students of English, having learned English language for over eleven or twelve years, are not in a position to proficiently utilize the language in their in their day-to-day life for purposes of communication. Thus, we can say that there are two reasons for this: (1) in our country English education has been so formal and (2) academic and English language environment is so little that we may hardly speak of any standard, non-standard; and make futile distinctions like formal, informal or general or special English.

5.1.5 Difficulties in writing are covered in item five. The results are presented in table 5. It is evident from the analysis of the table 5 that a majority of the respondents - 76 (36.19 per cent) 'very often' have
difficulties because of language in writing reports or essays, 79 (37.62 per cent) respondents 'sometimes' have this difficulty and 55 (26.19 per cent) respondents feel that they 'never' face such problem. We find that 66 (31.43 per cent) and 49 (23.33 per cent) respondents 'very often' and 'sometimes' respectively have difficulties in making notes from lectures whereas 95 (45.23 per cent) respondents agree that they 'never' have such difficulties. We can also see that 57 (27.14 per cent), 49 (23.33 per cent) and 95 (45.23 per cent) respondents 'very often', 'sometimes' and 'never' have difficulties because of language in making notes from books respectively. A close study of the data reveals that a majority of respondents have serious problems in writing English. We can say that the time factor is one of the important reasons for this problem. Less time is devoted to writing skill as compared to the other linguistic skills in an academic set up. In many teaching situations, teachers may see their students for no more than an hour or two a week and writing is seen as time consuming and perhaps not the best way of making use of such a short amount of time. Students too may feel that writing is an activity best done away from the classroom and that spending valuable classroom time writing in silence is a waste of time.
5.1.6 Item 6 deals with the respondents’ opinion on **difficulties in understanding written English**. If we look at table 6, we can see that in most of the cases 127 (60.47 per cent) respondents ‘never’ have difficulties because of language in understanding handouts prepared by teachers whereas 38 (18.09 per cent) and 45 (21.42 per cent) respondents are of the opinion that they ‘very often’ and ‘sometimes’ have difficulties because of language in understanding handouts prepared by teachers respectively. We can also find out that 109 (51.90 per cent) respondents opine that they ‘never’ have difficulties in understanding the set of books for their course, whereas 34 (16.19 per cent) and 67 (31.90 per cent) that they ‘very often’ and ‘sometimes’ face such difficulties. We can see that 145 (69.04 per cent) respondents ‘never’ have difficulties in understanding the notes made by teachers during lectures (e.g. on blackboards or overhead project) whereas 33 (15.71 per cent) and 32 (15.23 per cent) respondents face ‘very often’ and ‘sometimes’ such difficulties. If we make a comparison between table 5 and table 6, it is interesting to observe that a majority of students in various universities across Gujarat have serious problems regarding writing in English but when it comes to understanding written English, in most of the cases, the respondents do not face any problems.
5.1.7 Item seven deals with the respondents' self assessment. This item reveals their satisfaction level and difficulties. The results are presented in table 7. If we look at the analysis keeping all the respondents in mind, we can see that a majority of respondents - (120 (48.57 per cent) are of the opinion that they are 'very often' satisfied with their work whereas 71 (33.80 per cent) opine that they are 'sometimes' satisfied with their work and 37 (17.61 per cent) respondents that 'never' satisfied with their work. A close reading of table 7 reveals that 60 (28.57 per cent), 91 (43.33 per cent) and 59 (28.09 per cent) respondents are of the opinion that they are 'very often', 'sometimes' and 'never' satisfied with their oral performance respectively. We can also find that 75 (35.71 per cent), 60 (28.57 per cent) and 75 (35.71 per cent) respondents opine that they 'very often', 'sometimes' and 'never' have difficulties because of uncertainty of their subject respectively, while 64 (30.47 per cent), 72 (34.28 per cent) and 74 (35.23 per cent) respondents opine that they 'very often', 'sometimes' and 'never' have difficulties because of uncertainty about appropriate styles of speech or writing respectively. A close study of the data reveals that majority of respondents are not satisfied with their oral performance.

5.1.8 Item 8 covers the respondents' opinion about their Study methods. Responses to this item are presented in table 8. The overall study
of table 8 suggests that 210 (100 per cent) respondents opine that their course involve lectures, 130 (61.90 per cent), 42 (20.00 per cent), and 38 (18.09 per cent) respondents that their course 'very often', 'sometimes' and 'never' involves demonstrations respectively. We can see that 117 (55.71 per cent), 46 (21.90 per cent) and 47 (20.38 per cent) respondents are of the opinion that their course 'very often', 'sometimes' and 'never' involves group work (more than (10 respondents) respectively whereas 101 (48.09 per cent), 60 (31.42 per cent) and 43 (20.47 per cent) respondents say that their course 'very often', 'sometimes' and 'never' involves using booklists and references to find information respectively. We can find that 74 (35.23 per cent), 83 (39.52 per cent) and 53 (25.27 per cent) respondents have the opinion that their course 'very often', 'sometimes' and 'never' involves group discussion respectively and 73 (34.76 per cent), 69 (32.85 per cent) and 68 (32.31 per cent) respondents that their course 'very often' 'sometimes' and 'never' involves working in small groups (less than 10) respectively. 73 (34.76 per cent), 85 (40.47 per cent) and 52 (24.76 per cent) respondents opine that their course 'very often' 'sometimes' and 'never' involves working with machines or instruments respectively, 65 (30.95 per cent), 63 (30.00 per cent) and 82 (39.04 per cent) respondents that they 'very often', 'sometimes' and 'never' have difficulties in learning form practical demonstrations respectively. We can see that 60 (28.57 per
cent), 76 (36.19 per cent) and 74 (35.23 per cent) opine that they 'very often' 'sometimes' and 'never' find it difficult to learn from lectures respectively, 49 (19.04 per cent), 94 (44.76 per cent), 76 (36.19 per cent) respondents that they 'very often', 'sometimes' and 'never' have difficulties in learning from using booklists and references to find information respectively, 43 (20.47 per cent), 99 (47.14 per cent) and 68 (32.38 per cent) respondents that they 'very often', 'sometimes' and 'never' find it difficult to learn from group discussions with teachers respectively, 43 (20.47 per cent), 73 (34.76 per cent) and 94 (44.76 per cent) respondents that they 'very often', 'sometimes' and 'never' have difficulties in learning from working in large group (more than 910 respondents) respectively, 35 (16.66 per cent), 90 (42.85 per cent) and 85 (40.47 per cent) respondents that they 'very often', 'sometimes' and 'never' have difficulties in learning from working in groups (less than 10 respondents) respectively and we can also see that 104 (59.52 per cent) respondents 'never' have difficulties in learning from working with machines or instruments whereas 30 (14.28 per cent), 76 (36.19 per cent) respondents have 'very often', and 'sometimes' have such difficulties.

5.1.9 Item 9 deals with the respondents’ opinion about the reasons of difficulties in speaking English. The respondents have difficulties

150
mainly because of (1) manners of others and (ii) self mental drawback. The results are presented in table 9. It is evident from the analysis of the table 9, that a majority of respondents - 102 (48.57 per cent) face difficulties due to the unfamiliar accent used by other people whereas 68 (32.38 per cent) respondents have difficulties due to the use of colloquial expressions and 40 (19.05 per cent) respondents face problems due to the fast speech of other people.

The second reason of difficulties in speaking English is self mental drawback. Analysis of response to item 9 shows that 98 (46.66 per cent) respondents have difficulties because they think that they want to speak but can't think of English i.e. English isn't a natural expression mode whereas 76 (36.19 per cent) respondents are of the opinion that they have difficulties because they think that they don't want to speak in case they make a mistake i.e. fear of making mistakes stop them to express themselves in English. We can also find that 28 (13.33 per cent) respondents have difficulties because they think that they speak too slowly and 8 (3.80 per cent) respondents have difficulties because they are not sure when they should speak.
Thus we can see the maximum similarity in the thinking pattern of the respondents in various universities across Gujarat. It is interesting to observe that a majority of respondents have a mental block and they are not even confident of using English in their social and academic life. We can say also that it is the fear which stops to express them freely and fluently.

5.1.10 The tenth item in the opinionnaire relates to the respondents’ opinion about the total **hours of study (outside class) per week**. The results are presented in table 10. A close reading of table 10 reveals that 210 respondents spend 12 hours in reading, 6 hours in writing and 2 hours in other activities per week.

5.1.11 Item eleven relates to the respondents’ opinion about the total **hours of exposure in different activities per week**. Responses to this item are presented in table 11. It is clear from the analysis of the table 11 that 210 respondents spend 14 hours in watching television, 4 hours in talking with respondents of India, 2 hours in talking with other English respondents, 1 hour in talking to other English people, and 1 hour in talking to respondents from other countries per week.
5.1.12 Item twelve relates to the respondents’ opinion about the **most difficult areas.** The results are presented in table 11. A close look at the data reveals that a majority of respondents - 147 (70.00 per cent) find speaking English most difficult whereas 42 (20.00 per cent) respondents meeting other English respondents, 12 (5.71 per cent) respondents studying their subject, 5 (2.38 per cent) respondents meeting other respondents and 4 (1.91 per cent) respondents find understanding English most difficult. Here we can see one more proof about the respondents’ attainment in speaking skill and the real classroom situation which, we believe, is really alarming for our academic set up.

5.1.13 Item thirteen deals with the available **occasions of meeting other respondents.** The results are presented in table 13. The overall study of the table 13 suggests that 196 (93.3 per cent) respondents meet other respondents while working together, 156 (74.29 per cent) in break and lab, 125 (59.52 per cent) respondents in seminars, 90 (42.86 per cent) respondents while going out, 53 (25.24 per cent) respondents in residence, 50 (23.81 per cent respondents in student society on camps, 34 (16.19 per cent) respondents in parties and 9 (4.29 per cent) respondents in clubs.
5.1.14 Item fourteen relates to the opinion about the respondents’ improvement in English. The results are presented in table 14. It is evident from the analysis of the table 14 that 130 (61.90 per cent) respondents are of the opinion that their reading has improved ‘a lot’, 80 (33.33 per cent) respondents that their reading has improved ‘a little’ and 10 (4.76 per cent) respondents are that their reading has ‘not much’ improved. We can also see that 122 (58.09 per cent) respondents opine that their listening has improved ‘a lot’, and 88 (41.90 per cent) respondents that their listening has improved ‘a little’. We can find that 73 (34.76 per cent) respondents opine that their writing has improved ‘a lot’ and 99 (47.14 per cent) respondents that their writing has improved ‘a little’, whereas 38 (18.09 per cent) respondents that their writing has ‘not much’ improved. 38 (18.09 per cent) respondents are of the opinion that their speaking has improved ‘a lot’, 89 (42.38 per cent) respondents that their speaking has improved ‘a little’ and 83 (39.52 per cent) respondents that their speaking has ‘not much’ improved.

5.1.15 Item fifteen deals with the means of improvement in English. Responses to this item are presented in table 15. Analysis to responses item 15 reveals that a majority of respondents 158 (75.23 per cent) state that their English has improved by studying in English. i.e.
English medium has played very important role in improving their English. We can see that 27 (12.85 per cent) respondents are of the opinion that their English has improved by talking to English people and 25 (11.90 per cent) respondents say that their English has improved by working on difficulties with English, such as grammar. Thus, we can say that medium plays very important role in the respondents’ academic achievement.

5.1.16 Item sixteen deals with the comparisons of difficulty level in meeting deadlines for work. The results are presented in table 16. We can see from table 16 that 184 (87.61 per cent) respondents opine that if they compare themselves to British respondents, they have more difficulty in meeting deadlines for work whereas 22 (10.47 per cent) respondents are of the opinion that if they compare themselves to British respondents, they have less difficulty in meeting deadlines for work and 4 (1.90 per cent) respondents say that if they compare themselves to British respondents, they have about the same difficulty in meeting deadlines for work. Thus, we can say that a majority of the respondents feel themselves at a disadvantage when they compare themselves with British respondents because we are learning English as a second language and in some cases as a third language. So this distinction should always be there whether we want it or not.
5.1.17 Item seventeen deals with the respondents’ **comparison in organizing time**. The results are presented in table 17. A close reading of table 17 reveals that 147 (70.00 per cent) respondents have more problems than British respondents in organizing their time whereas 49 (23.33 per cent) respondents have fewer problems than British respondents in organizing their time and 14 (6.66 per cent) respondents have about the same problems than British respondents in organizing their time.

5.1.18 Item eighteen deals with the respondents’ (a) **comparison of disadvantages because of language and (b) different situations in which the respondents feel at a disadvantage**. Responses to this item are presented in table 18. It is clear from the analysis of the table that 174 (82.85 per cent) respondents opine that they feel at a disadvantage because of language when they compare themselves with British respondents whereas 18 (8.57 per cent) respondents are of the opinion that they don’t feel at a disadvantage because of language when they compare themselves with British respondents. We can also see that 18 (8.57 per cent) respondents say that they ‘sometimes’ feel at a disadvantage because of language when they compare themselves with British respondents.
It is evident from the analysis of the table 18 that a majority of respondents - 192 (91.42 per cent) feel at a disadvantage because of language 'in listening to lectures' when they compare themselves with British respondents. We can see that 168 (80.00 per cent) respondents feel at a disadvantage because of language 'in especially note taking' when they compare themselves with British respondents whereas 151 (71.90 per cent) respondents feel at a disadvantage because of language 'in seminar and lecture' when they compare themselves with British respondents. We can also find that 112 (53.33 per cent) respondents opine that essays and reading take time. 76 (36.19 per cent) respondents are of the opinion that 'while giving oral reports and reading books', they are at a disadvantage when they compare themselves with British respondents whereas 05 (2.38 per cent) respondents feel at a disadvantage because of language 'in lectures' when they compare themselves with British respondents and 04 (1.90 per cent) respondents feel at a disadvantage because of language 'in seminars' when they compare themselves with British respondents.

5.1.19 Item nineteen relates to the opinion about the respondents’ other disadvantages creating components apart from language. The results are presented in table 19. If we look at the analysis keeping all the respondents in mind, we can see that a majority of respondents - 108 (51.43
per cent) state that there isn't anything apart from language which put them
at a disadvantage when they compare themselves with British respondents,
and 102 (48.57 per cent) respondents say that there are other components
apart from language which put them at a disadvantage when they compare
themselves with British respondents.

5.1.20 The respondents' **change in opinion of study skills component** is covered in item twenty. The results are presented in table 20. A close reading of the table 20 suggests that 119 (56.67 per cent) respondents state that their opinion of the study skills component has changed whereas 91 (43.33 per cent) respondents say that their opinion of the study skills component has not changed. Thus, we can see the change in thinking pattern of the respondents regarding the use of study skills component in their academic set up in various universities across Gujarat. A majority of respondents realize the importance of study skills component in their study as well as competitive job market.

5.1.21 Item twenty-one relates to the opinion about **problems encountered by the respondents since the study skills component has been introduced**. The results are presented in table 21. If we look at the table 21, we can see that 60 (28.57 per cent) respondents state that they
have not met any problems since the study skills component has been introduced. A close reading of the table 21 reveals the respondents' problems. We can see that 193 (91.90 per cent) respondents have problems in vocabulary and listening, 191 (90.95 per cent) respondents in understanding science and popular lectures Vs specialist lecture, 140 (66.66 per cent) respondents in understanding Nature science explanation Vs social, 58 (27.61 per cent) respondents in taking part in seminars and writing reports, 38 (18.09 per cent) respondents in seminars and writing essay, 14 (6.66 per cent) respondents in vocabulary and phrasal verbs and 8 (3.80 per cent) respondents have problems because of fast speech.

5.1.22 Item twenty-two deals with the role of the course in facing these problems. Responses are presented in table 22. We can see that 188 (89.52 per cent) respondents opine that the course has helped them to prepare for or avoid these problems whereas 22 (10.47 per cent) respondents are of the opinion that the course has not helped them to prepare for or avoid these problems. A close look at the data indicates a strong and unanimous learning favour for study skills component. So we can say that a majority of respondents are in favour of the study skills component in their academic set up and therefore proper weightage should be given to the study skills component in any syllabi.
5.1.23 Suggestions for improvement in Study skills component are covered under item twenty-three. The responses are presented in table 23. It is clear from the analysis of the table 23 that a majority of respondents -190 (90.48 per cent) suggest 'Practical English-Conversation, Writing, Grammar, Note taking' for improvements in study skills component. We can see that 168 (80.00 per cent) respondents suggest 'separate respondents according to levels of language' for improvements in study skills component. We find that 165 (78.57 per cent) respondents suggest 'emphasis on writing and taking part in seminars, listening to lectures' for improvements in study skills component whereas 134 (63.81 per cent) respondents suggest 'considerations of their background and needs' for improvements in study skills component. We can also see that 81 (21.90 per cent) respondents suggest 'study English, not study skills' for improvements in study skills component. 46 (21.90 per cent) respondents suggest 'actual university courses' for improvements in study skills component whereas 44 (20.95 per cent) respondents suggest 'more options, more time on project' for improvements in study skills component and 05 (2.38 per cent) respondents suggest 'need-based teaching' for improvements in study skills component.

Thus, from the overall study of the table 23, it is interesting to observe a maximum similarity in the thinking patterns of the respondents in
various universities across Gujarat. A majority of respondents suggest practical English conversation, which is lacking in our present academic setup.

5.2 What the results from Questionnaire indicate

A Questionnaire, appended as Annexure 2, was prepared to test respondents' achievements in Listening skill, Reading skill, Writing skill and Note taking skill. The analysis of the questionnaire was appended as Annexure 5.

5.2.1 Listening Test

To test the respondents' achievement in listening skill, a pre-recorded lecture was played on a tape-recorder and they were instructed to listen it carefully. After the listening was over, a cloze test was given to them. There were twenty items in the cloze test. They were: 4 Auxiliaries- 'has to', 'can't', 'should' and 'ought', 1 demonstrative pronoun- 'this', 1 verb (with 'to')- 'to choose', 1 adjective- 'indirect', 3 verbs (without 'to')- 'says', 'deciding', isn't, 2 nouns- 'patterns', 'signs', and 8 phrases- 'what's said', 'such as', 'this is', 'they are', 'he will', 'that faces', he has', 'he'll be'.

161
5.2.1.1 The first test item is: when a student takes notes in a lecture he__________ do four things. The correct answer is has to and acceptable answers are should, must, needs. A close look at the data reveals that 70 (33.34 per cent) answers are correct, 115 (54.76 per cent) answers are acceptable and 25 (11.90 per cent) answers are incorrect.

5.2.1.2 The second item is: Firstly, he has to understand ______________, as the speaker says it. The correct answer is what's said and acceptable answers are lecture, the speech, what the speaker says, the context and sentences. 29 (13.80 per cent) answers are correct, 141 (67.14 per cent) answers are acceptable and 40 (19.05 per cent) answers are incorrect.

5.2.1.3 & 4 The third and fourth items are: He __________ stop the lecturer in order to look up a new word or check an unfamiliar sentence ____________. The correct answer for the third item is can't and acceptable answers are does not, may not, is unable to. 124 (59.05 per cent) answers are correct, 11 (5.24 per cent) answers are acceptable and 75 (35.71 per cent) answers are incorrect. The correct answer for the fourth item is pattern and acceptable answers are structure, format. 127 (60.48 per cent)
cent) answers are correct, 2 (0.95 per cent) answers are acceptable and 81 (38.57 per cent) answers are incorrect.

5.2.1.5 The fifth item is: often the lecturer signal _____________. The correct answer is this and the acceptable answers are what's important, important things, the point, it. 27 (12.85 per cent) answers are correct, 114 (54.29 per cent) answers are acceptable and 69 (32.86 per cent) answers are incorrect.

5.2.1.6 The sixth item is: If he _____ this next point is important, the student will have little difficulty. The correct answer is says and acceptable answers are tells, clarifies, indicates. 74 (35.24 per cent) answers are correct, 36 (17.14 per cent) answers are acceptable and 100 (47.62 per cent) answers are incorrect. A close study of the data reveals that majority of respondents - 100 (47.62 per cent) have problems with inflexions -s (due to pronunciation).

5.2.1.7 & 8 The seventh and the eighth items are: A sentences ____________ “This is the crunch” meaning ____________ the really important point, will often cause difficulty. The correct answer for the seventh item is such as and acceptable answers are like, as
for example. A close reading of table 1 reveals 76 (36.19 per cent) answers are correct, 55 (26.19 per cent) answers are acceptable and 79 (37.62 per cent) answers are incorrect. The correct answer for the eighth item is this is and acceptable answers are it is, that is. 64 (30.48 per cent) answers are correct, 10 (4.76 per cent) answers are acceptable and 136 (64.76 per cent) answers are incorrect. This means that a large number of respondents have problem in the use of a phrase- ‘this is’.

5.2.1.9 The ninth item is: Many lecturers pause, and speak more slowly and loudly, when __________ making an important point. The correct answer is they are and acceptable answers are the teachers are, lecturers are. 62 (29.52 per cent) answers are correct, 38 (18.09 per cent) answers are acceptable and 110 (52.39 per cent) answers are incorrect. We can see that most of the respondents have problem in the use of a phrase- ‘they are’.

5.2.1.10 & 11 The tenth and eleventh items are: If the student can’t recognize these _____ signals, __________ finds it difficult to decide what is important. The correct answer for the item ten is indirect and acceptable answers are verbal, behavioural. Analysis of response to item 10 shows that 97 (46.19 per cent) answers are correct, 49 (23.34 per cent)
answers are acceptable and 64 (30.47 per cent) answers are incorrect. The correct answer for item eleven is *he will* and acceptable answers are *respondents will, he is going to, he may:* 20 (9.52 per cent) answers are correct, 50 (23.81 per cent) answers are acceptable and 140 (66.67 per cent) answers are incorrect. A close reading of the data reveals that a majority of respondents (66.67 per cent) have problem in the use of a phrase- 'he will'.

**5.2.1.12** The twelfth item is: **The third task __________ the student is that he has to write down the important points.** The correct answer for this item is *that faces* and acceptable answers are *faced of, for, to be done by*. What surprised us is that not a single respondent is able to write correct answer for this item although 141 (67.14 per cent) answers are acceptable and 69 (32.86 per cent) answers are incorrect.

**5.2.1.13** The thirteenth item is: **There are two problems here in addition to __________ what's important.** The correct answer is *deciding* and acceptable answers are *decides understand, and judge*. Only 8 (3.80 per cent) answers are correct, 79 (37.62 per cent) answers are acceptable and 123 (58.58 per cent) answers are incorrect. The majority of respondents have problem in the use of inflexions of verbs ending in ‘ing’ in its special use.
5.2.1.14 The fourteenth item is: The student _______ abbreviate, should write down the important words (usually nouns, sometimes verbs or adjectives) and should write one point on each line. The correct answer is should and acceptable answers are has to, must. The hint is already given in the sentence itself though 91 (43.34 per cent) answers are correct, 13 (6.19 per cent) answers are acceptable whereas a large number of answers - 106 (50.47 per cent) are incorrect. This means that majority of respondents have confusion in the use of auxiliary.

5.2.1.15, 16 & 17 The fifteenth, sixteenth and seventh items are: He ________, if possible, _________ a moment to write when the lecturer _________ giving vital information. The correct answer for item fifteen is ought and acceptable answers are should, must, has to. It is evident from the analysis of data that 17 (8.09 per cent) answers are correct, 53 (25.24 per cent) answers are acceptable and 140 (66.67 per cent) answers are incorrect. We can see find that a majority of respondents have problem in the use of auxiliary. The correct answer for item sixteen is 'choose' and acceptable answer is select. 40 (19.05 per cent) answers are correct, 5 (2.38 per cent) answers are acceptable and 165 (78.57 per cent) answers are incorrect. Thus, if we look at table 1, we can say that a majority
of the respondents have problem in the use of verb. The correct answer for item seventeen is ‘isn’t’ and acceptable answer is may not be giving. 20 (9.52 per cent) answers are correct, 190 (90.48 per cent) answers are incorrect. We can also see that a majority of respondents have problem in the use of verb.

5.2.1.18 The eighteenth item is: Finally, the student's notes must show the connections between the various points noted. The correct answer is he has and acceptable answers are to be, those are to be, he had and which are. 94 (44.76 per cent) answers are correct, 38 (18.09 per cent) answers are acceptable and 78 (37.15 per cent) answers are incorrect.

5.2.1.19 & 20 The nineteenth and twentieth items are: If he makes intelligent use of spacing and underlining, together with the employment of conventional and the numbering of points, to understand the framework of the lecture more easily. The correct answer for item nineteen is signs and the acceptable answers are symbols, hints, clues. 28 (13.34 per cent) answers are correct, 110 (52.38 per cent) answers are acceptable and 72 (34.28 per cent) answers are incorrect. The correct answer for item twenty is he'll be able
and acceptable answers are *he'll be capable* and *he can*. Only 3 (1.43 per cent) answers are correct and 17 (8.10 per cent) answers are acceptable whereas a large number of answers 190 (90.47 per cent) are incorrect.

If we look at the analysis keeping all the respondents in mind, we can see that a majority of the respondents are not proficient in listening skill. What surprised us is the fact that there are 20 blanks in a cloze test, out of which the respondents are able to answer correctly only in 9 (45 per cent) blanks and in 11 (55 per cent) blanks their answers are incorrect. We can see that a majority of the respondents have problems in the real application of:

(a) auxiliaries: should, ought, will (especially if it goes with 'be able')
(b) inflexions of verbs ending in 'ing' in its special use.
(c) Inflexions -s due to pronunciation.
(d) Contracted forms when spoken spontaneously.

5.2.2 Guided Note taking Test

To test the respondents' achievement in note taking skill, a pre-recorded lecture was played on a tape-recorder and they were allowed to take notes during the listening process. After the listening was over, a cloze test was given to them. There were 28 blanks in the cloze test. They
were 4 nouns- title, nouns, spacing and underlining and connectives, 3 adjectives - direct, indirect and visual; 3 verbs - pause, abbreviate and be numbered; 1 adverb - moreover and 17 phrases - lectures and note taking, important skills, as he says it, stop to look new words, concentrating on points, write it down, signals what's important, speak slowly, quickly? softly? short pauses etc., quickly and clearly, major points, maximum information, one point each line, finding time to write, safe to write, new information and connections between points by. The results are presented in table 2.

5.2.2.1 The first test item is: Title: __________. The correct answer is lectures and note taking and acceptable answers are note taking, talk and note taking and importance of note taking. 19 (9.04 per cent) answers are correct, 128 (60.96 per cent) answers are acceptable and 63 (30.00 per cent) answers are incorrect.

5.2.2.2 The second item is: 4 most _________________. The correct answer for this item is important skills and the acceptable answer is important activities. 115 (54.76 per cent) answers are correct, 58 (27.62 per cent) answers are acceptable and 37 (17.62 per cent) answers are incorrect.
5.2.2.3 Item three is: **understand what lecturer says** _____________. The correct answer is *as he says it*. The acceptable answers are *as he speaks* and *as the lecturer says it*. 119 (56.67 per cent) answers are correct; only 3 (1.43 per cent) answers are acceptable whereas 88 (41.90 per cent) answers are incorrect.

5.2.2.4 Item four is: **cannot** _____________. The correct answer is *stop to look up new words* and the acceptable answers are *referring dictionary, waste time for new words* and *interfere*. 112 (53.34 per cent) answers are correct; only 5 (2.38 per cent) answers are acceptable whereas 93 (44.28 per cent) answers are incorrect.

5.2.2.5 Item five is a phrase. The test item is: **often possible to understand much** _____________. The correct answer for this item is *concentrating on points most important*. The acceptable answers are *associating with the text and focusing on major points*. 101 (48.09 per cent) answers are correct; only 15 (7.15 per cent) answers are acceptable whereas 94 (44.76 per cent) answers are incorrect.

5.2.2.6 & 7 Item six and seven are: **most important information** ____________ make sure _____________. The correct answer for
item six is *title* and acceptable answers are *heading* and *headline*. 93 (44.28 per cent) answers are correct; 117 (55.72 per cent) answers are incorrect. A close study of the data reveals that a majority of respondents have problem in the use of a noun.

The correct answer for item seven is *write it down* and acceptable are *not to skip the keywords* and *take it down*. Only 16 (7.62 per cent) answers are correct and only 12 (5.72 per cent) answers are acceptable whereas a great number of answers 182 (86.66 per cent) are incorrect. A close look at the analysis of the data reveals that a majority of respondents face problem in using a phrase.

5.2.2.8 Item eight is: *implies* ___________. The correct answer is *major points* and the acceptable answers are *main topics* and *main points*. 110 (52.38 per cent) answers are correct and only 13 (6.19 per cent) answers are acceptable whereas 87 (41.43 per cent) answers are incorrect.

5.2.2.9 Item nine is: *Good lecturer* ________________. The correct answer is *signals what's important*. The acceptable answers are *express important points through* and *indicate important points*. 95 (45.24
per cent) answers are correct, 46 (21.90 per cent) answers are acceptable whereas 69 (32.85 per cent) answers are incorrect.

5.2.2.10 & 11 Items ten and eleven are: _______ or _________ signals. The correct answer for item ten is direct and acceptable answers are verbal or body and clear. 167 (79.52 per cent) answers are correct and only 3 (1.43 per cent) answers are acceptable whereas 40 (19.05 per cent) answers are incorrect.

The correct answer for item eleven is indirect and acceptable answers are non verbal, ambiguous and confusing. 178 (84.77 per cent) answers are correct and only 3 (1.43 per cent) answers are acceptable whereas 29 (13.80 per cent) answers are incorrect.

5.2.2.12 & 13 Items twelve and thirteen are: Indirect = _________ or _________ etc. = something important. The correct answer for item twelve is pause and acceptable answers are gesture or body language and stop. Only 53 (25.24 per cent) answers are correct and 3 (1.43 per cent) answers are acceptable whereas a large number of answers - 154 (73.33 per cent) are incorrect. We can see that a great number of respondents are confused in the use of verb - 'pause'.

172
The correct answer for item thirteen is *speak slowly* and acceptable answers are *whispers* and *murmurs*. Only 76 (36.19 per cent) answers are correct and only 23 (10.96 per cent) answers are acceptable whereas a large number of answers 111 (52.85 per cent) are incorrect.

### 5.2.2.14 Item fourteen is: __________ = something incidental. The correct answer is *quickly? softly? short pauses etc.* The acceptable answer is *use of words*. Only 24 (11.43 per cent) answers are correct and 25 (11.91 per cent) answers are acceptable whereas a large number of answers - 161 (76.66 per cent) are incorrect.

### 5.2.2.15 Item fifteen is: main points: write them down has to do __________. The correct answer for this item is *quickly and clearly*. The acceptable answers are *without creating a mess* and *fast and neatly*. 106 (50.48 per cent) answers are correct and 6 (2.86 per cent) answers are acceptable whereas 98 (46.66 per cent) answers are incorrect.

### 5.2.2.16 Item sixteen is: helps to __________. The correct answer is *abbreviate*. The acceptable answers are *shorten* and *contract*. Only 80 (38.09 per cent) answers are correct and 7 (3.34 per cent) answers
are acceptable whereas a large number of answers - 123 (58.57 per cent) answers are incorrect.

5.2.2. 17 & 18 Items seventeen and eighteen are: select only words \[
\underline{\text{_________}} = \underline{\text{_________}}.\]
The correct answer for item seventeen is maximum information and acceptable answer is content words. Only 63 (30.00 per cent) answers are correct and only 10 (4.77 per cent) answers are acceptable whereas 137 (15.72 per cent) are incorrect.

The correct and acceptable answer for item eighteen is nouns. We can see from table 2 that very few answers - 33 (15.72 per cent) are correct and 5 (2.38 per cent) answers are acceptable whereas most of the respondents - 123 (58.57 per cent) have problem in the application of a noun

5.2.2.19 Item nineteen is: writing only \underline{\text{____________________}}. The correct answer for this is one point each line. The acceptable answers are main points and major points. 100 (47.62 per cent) answers are correct and only 35 (16.66 per cent) answers are acceptable whereas 75 (35.72 per cent) answers are incorrect.
5.2.2.20 Item twenty is a phrase. The item is difficulty in _____________. The correct answer for this item is finding time to write. The acceptable answers are writing and writing a full fledged sentence. A close reading of the data reveals that 97 (46.20 per cent) answers are correct and only 6 (2.85 per cent) answers are acceptable whereas most of the respondents 107 (50.95 per cent) have problem in applying a phrase finding time to write.

5.2.2.21 Item twenty-one is: ________ may guide. The correct answer is connectives and acceptable answers are joining words and conjunctions. Only 53 (25.24 per cent) and 18 (8.57 per cent) respondents are able to produced correct and acceptable answers respectively whereas 139 (66.19 per cent) respondents have problem in the application of a noun connectives.

5.2.2.22 & 23 Item twenty-two and twenty-three are: in same direction = _______________ e.g. ____________. The correct answer for item twenty-two is safe to write and the acceptable answer is easy to write. We can see that 40 (19.05 per cent) and 23 (10.95 per cent) answers are correct and acceptable respectively whereas a majority of respondents -147 (66.19 per cent) have problem in applying a phrase safe to write.
The correct answer for item twenty-three is: *moreover* and the acceptable answers are *in addition, further, besides* and *furthermore*. We can find that 98 (46.66 per cent) answers are correct and only 7 (3.34 per cent) answers are acceptable. A majority of respondents 105 (50.00 per cent) have problem in using an adverb *moreover*.

5.2.2.24 Item twenty-four is: *however etc. = ________*. The correct answer is *new information*. The acceptable answer is *new thing*. We can see that 12 (5.72 per cent) and 13 (6.19 per cent) are able to produce correct and acceptable answers respectively whereas a great number of respondents -185 (88.09 per cent) are confused in the real application of a phrase *new information*.

5.2.2.25&26 Items twenty-five and twenty-six are: *show ________ by _________ presentation*. The correct answer for item twenty-five is *connections between points by* and acceptable answer is *relation between points by*. We can see from table 2 that 106 (50.48 per cent) answers are correct and only 20 (9.52 per cent) answers are acceptable whereas 84 (40.00 per cent) respondents are confused with the use of a phrase *connection between points by*.
The correct answer for item twenty-six is *visual* and the acceptable answers are *live* and *lively*. Only 73 (34.77 per cent) answers are correct and only 3 (1.43 per cent) answers are acceptable. A majority of respondents 134 (63.80 per cent) are not clear in the use of an adjective *visual*.

5.2.2.27 Item twenty-seven is: e.g. use of _________ etc. The correct answer is *spacing, underlining* and acceptable answers are *key words* and *main words*. 117 (55.72 per cent) answers are correct and 22 (10.48 per cent) answers are acceptable whereas 71 (33.80 per cent) answers are incorrect.

5.2.2.28 Item twenty-eight is: points should _________ . The correct answer is *be numbered*. The acceptable answer is *highlighted*. 108 (51.43 per cent) answers are correct and 13 (6.19 per cent) answers are acceptable whereas 89 (42.38 per cent) answers are incorrect.

It is evident from the analysis of the table 2 that there are 28 blanks in the guided note taking test. Out of 28 blanks, respondents’ performance is satisfactory in 14 (50 per cent) blanks and in the remaining 14 (50 per cent) blanks, the performance is very poor. We can say that the
reasons for satisfactory performance in 50 per cent blanks are: they may be from good schools or their family background may be very good or they are self-reliant. We can also say that the reasons for unsatisfactory performance in 50 per cent blanks are: they may be dependent or their logic may not be developed. It is found that listening skill is not properly acquired and therefore more emphasis should be given to the development of listening skill in our academic set up.

5.2.3 Reading Comprehension Test

To test respondents' achievement in reading comprehension, a passage of approximately 650 words was given to them. The passage is followed by 15 questions among which 10 questions are 'wh-type' questions, 4 questions were 'explain-type' and 1 is descriptive. The results are presented in table 3.

5.2.3.1 Item one is: What does the writer mean by 'stay put'? The correct answer is: the writer means by 'stay put' remain where she is or not travel. 118 (56.19 per cent) answers are correct and 43 (20.47 per cent) answers are acceptable whereas 49 (23.34 per cent) answers are incorrect.
5.2.3.2 Item two is: What are the 'unsolicited testimonials' that the writer refer to in line 8? The correct answer is: the 'unsolicited testimonials' that the writer refer to in line 8 are reports about how good the places that travelers have visited are which she has not asked for but is given anyway. Only 23 (10.66 per cent) answers are correct but 152 (72.38 per cent) answers are acceptable whereas 36 (16.66 per cent) answers are incorrect.

5.2.3.3 Item three is: According to the writer, what do travelers say about the things they take with them? The correct answer is: According to the writer, the travelers talk about the fact that they have traveled a long way with very few belongings as if it is something to be proud of. Only 19 (9.04 per cent) answers are correct but 158 (75.24 per cent) answers are acceptable whereas 33 (15.72 per cent) answers are incorrect.

5.2.3.4 Item four is: What does the writer want to ask the travelers she describes when they return? The correct answer is: the writer wants to ask the travelers if the places they've been to are so wonderful and the people are so friendly, why they don't go to live there permanently. 127 (9.04 per cent) answers are correct and very few -
32 (15.23 per cent) answers are acceptable whereas 51 (24.29 per cent) answers are incorrect.

5.2.3.5 Item five is: **What do the travelers’ demands at the airport suggest to the writer?** The correct answer is: *the travelers’ demands at the airport suggest to the writer that they have not really enjoyed their trips as much as they say they have.* Only 27 (12.85 per cent) answers are correct and 9 (4.29 per cent) answers are acceptable whereas most of the answers - 174 (82.86 per cent) are incorrect.

5.2.3.6 Item six is: **What does the writer imply about ‘foreigners’?** The correct answer is: *The writer implies about ‘foreigners’ that they are not really friendly and hospitable.* 78 (37.15 per cent) answers are correct and 66 (31.42 per cent) answers are acceptable whereas 66 (31.42 per cent) answers are incorrect.

5.2.3.7 Item seven is: **Why does the writer say that the travelers who have just returned are like ‘to whom the power of speech has just suddenly returned?** The correct answer is: *the writer says that the travelers who have just returned are like ‘to whom the power of speech has just suddenly returned because they talk continuously in a way that*
suggests they have not spoken for a long time. Only 24 (11.42 per cent) answers are correct and 42 (20.00 per cent) answers are acceptable whereas a majority of answers - 144 (68.58 per cent) are incorrect.

5.4.3.8 Item eight is: In what way is traveling like imperialism, according to the writer? The correct answer is: According to the writer traveling like imperialism as it involves people going to distant places and claiming to own them as soon as they arrive there. Only 19 (9.04 per cent) answers are correct but 141 (67.15 per cent) answers are acceptable whereas 50 (23.81 per cent) answers are incorrect.

5.4.3.9 Item nine is: In your own words, explain why the writer prefers charter flights and package deals. The correct answer is: the writer prefers charter flights and package deals because she can take as much luggage as she wants to be sure that accommodation has been booked for her in a hotel, know exactly what she is going to get and complain if she doesn't get it. 95 (45.24 per cent) answers are correct and 96 (45.72 per cent) answers are acceptable whereas 19 (9.04 per cent) answers are incorrect.
5.4.3.10 Item ten is: **Explain the phrase ‘is anathema to me.’** The correct answer is: *The meaning of the phrase ‘is anathema to me’ is something I hate.* Only 9 (4.29 per cent) answers are correct and 16 (7.62 per cent) answers are acceptable whereas a great number of respondents - 185 (88.09 per cent) have problem in this item.

5.4.3.11 Item eleven is: **In your own words, explain what the writer dislikes about airports.** The correct answer is: *Having to wait a long time for her plane to leave, the distance to the airport, the distance within the airport the check-in, and the difficulty of carrying suitcases such a long distance etc. the writer dislikes about airports.* 140 (66.64 per cent) answers are correct and 53 (25.24 per cent) answers are acceptable whereas only 17 (8.09 per cent) answers are incorrect.

5.4.3.12 Item twelve is: **Why does the writer think that her flight will be described as ‘ill-fated?’** The correct answer is: *The writer thinks that her flight will be described as ‘ill-fated’ because she fears that her flight will crash.* 140 (66.64 per cent) answers are correct and 53 (25.24 per cent) answers are acceptable whereas only 17 (8.09 per cent) answers are incorrect.
5.4.3.13 Item thirteen is: What is meant by the phrase ‘a labyrinth of officialdom’? The correct answer is: The meaning of the phrase ‘a labyrinth of officialdom is a complicated process involved officials, bureaucracy, rules and regulations which it is difficult to find your way through / easy to get lost in. 84 (40.00 per cent) answers are correct and 19 (9.04 per cent) answers are acceptable whereas only 107 (50.96 per cent) answers are incorrect.

5.4.3.14 Item fourteen is: In your words, explain what the writer dislikes about being on an aeroplane. The correct answer is: The fact that there is always a child crying / shouting loudly in the seat behind her, the loud noise of the engines and the fact that the food is always standard etc. the writer dislikes about being on an aeroplane. 152 (72.38 per cent) answers are correct and 22 (10.48 per cent) answers are acceptable whereas only 12 (5.72 per cent) answers are incorrect.

5.4.3.15 Item fifteen is: In a paragraph of 70-90 words, summarize the writer’s criticism of the travelers she describes. 186 (88.57 per cent) answers are correct and 22 (10.48 per cent) answers are acceptable whereas only 2 (0.95 per cent) answers are incorrect.
The overall study of table 3 suggests that there are 15 questions in the reading comprehension test out which, in majority of questions 11 - (73.33 per cent) respondents' answers are really satisfactory and correct. This simply means that they are very good on reading comprehension because reading comprehension and writing are the two skills stressed very much in our education system. A close study of the data reveals that they are also good at summary skills. That means that precis writing has been taught earlier.