THE RESEARCH TOOL AND COLLECTION OF DATA
The status of English in India is different from its status in a Western European country. In contrast to a country like Germany, where it is a foreign language, English is a second language in India insofar as higher education is concerned, and, as such, it is widely used in the media, education, administration, non-localized business, etc. In majority of cases, spoken and written English are learnt through formal education. Even for those who learn and use English as their first language at home, there will be constant exposure to one or more regional languages, as well as the local variety of English (NEP 1968 and NEP 1986). While school textbooks are written in Standard English, students will also be continuously exposed to many varieties of Indian English outside of the classroom. Given this and the fact that spoken English language instruction will always be greatly influenced by the regional flavour or variety used by the teacher, exposure to Standard English may be limited just to English grammar.

3.1 Though English was the medium of school and university education during the British rule, it is now mainly used as the medium of
instruction in English medium schools and colleges in India. English medium schools of varying standards (locally known as 'convent' and 'public' schools) exist in most cities and towns. Some of these schools insist that students speak only in English within the school premises. In other schools, English is taught as a subject within the curriculum. At university level, the usage of English becomes more intense. It is the medium of instruction and examination in all the institutes of technology, institutes of medical sciences, agricultural universities, and university departments of engineering and technology. It is also the medium of instruction and examination at post-graduate level for many subjects in a majority of universities in this country.

This simply means that English used by the students in our universities, schools and colleges should be kept alive. More concretely, it means that this should rise above its 'text bookishness' - a syndrome with which India seriously suffers. The need of the day is natural, fluent and communicative English. 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 a restaurant, a post office, a shop or in a school or college office for purposes of communication. English for informal situations with its conversational texture doesn't really help even
the English speaking student population. In a country such as ours where English education has been so formal and academic and English language environment so little, we may hardly speak of any standard, non-standard; and make futile distinctions like formal, informal or general or special English. For the ordinary Indian speaker of English there is just one form of English language and that is its formal textbookish use. Hence, the dire need of the present day classroom is the usage and skill-oriented teaching of English, an aspect which is a major concern of this thesis.

3.2 The researcher has observed that many students found it difficult to manage the syntax, rules of grammar and idiom. To quote some of the linguistic abbreviations like, "so we was in very lost", "now let us see the midway of the path", "difficulties arises", "The war of Bangladesh has been made India a big expenditure to the state" will illustrate the point. The overall performance of science students in English is not satisfactory. The attainment, intellectual as well as linguistic, is far below the expected standard. This researcher has observed that the precis often lacked structure and looked like a string of quotations from the passage and the question on the comparison of ideas and attitudes produced answers, which lacked precision and subtlety. Even those who answered in more or less grammatically correct English adopted a mechanical kind of style riddled
with cliches and turns of phrases without any regard for the use of the language as a living medium. Very few students had any idea of what constituted a paragraph. Defective English was the main drawback. Apart from mistakes of grammar and spelling, the incorrect use of the definite and indefinite articles, was a common deficiency with majority of the students. The use of preposition also posed a difficult problem even in case of reasonably good answers. Sentences like "If you choose Engineering for your higher studies, you will become an applied person", "I am very happy here and believe in your intelligentsia", "before introducing the bill the parliament the member begging pardon from the speaker and tell him the utility of the bill," etc. illustrate the poor quality of answers.

3.2.1 This researcher found most of the science students lacking in the habit of reading books or even newspapers and regular writing. Even the students of English literature do not have a good command of the language. This researcher's own experience with students of his college and elsewhere has not been particularly heartening in this regard. Far from gaining any native competence in the language they have to use for communication most of the students lack the reasonable knowledge and control of the functional grammar. Most of them cannot help being scatterbrained, cannot make a central meaningful statement, cannot think
logically, cannot illustrate their point with evidence, cannot think in terms of whole. They hardly ever contact a good teacher for correction and editing - a teacher whose "concern is to teach clear thinking and the orderly use of precise words and to castigate whatever is slovenly, pretentious or pedantic". During this researcher's eight years of teaching in college of Agricultural Science, he feels very disheartened to admit the fact that the study of English is not at all respected intellectually by everyone. Both the English language and English teachers are treated as alien or outsiders. Students do not like to learn a subject which they feel is imposed on them. They do not think English is as important as a technical course. They tend to view the requirement of English as 'worthless obstacle' to the real business of becoming experts in their own technical field. If language learning skills are viewed merely as secondary to other more serious areas, they lose sight of its importance altogether. This is what has happened to language arts curriculum in general. Students in technical field should not view competence in manipulation and use of language as the sole concern of people with a literary bent of mind. The necessity of right language in pursuing a scientific course can hardly be over estimated. To be enlightened on this point, students have to consider the mastery with which their text books in various subjects are written by the scholars in the field.
3.3 Writing or lecturing in a field as difficult as humanities, especially in a science college, a teacher is not independent, insofar as the academic freedom goes. He/She cannot follow his/her own way of teaching a subject in which he/she is a specialist for fear of undue interference. To quote Monroe E. Deutsch, “a true scholar will not rush forward precipitately, but will take time to feel assured that his work has a solid underpinning before he hastens to publicize his views. I need not remind you that there are some professors who eagerly seek the spotlight and love nothing more than spectacular pronouncements.” The breadth of responsibility of the English department has yet to be realized and appreciated.

3.4 “Technical English” or “Engineering English” as it is understood may be something very important for a professional writer, but for students of science and engineering, it should be just English, different from belles letters only to the extent that it has a specialized vocabulary. This is true in particular of its adjectives and nouns. Moreover, it has developed usages that enrich the great treasure of English language and literature. In the course of three centuries or so, English has expanded geographically from its original home in Britain to become an international language that is spoken or understood by over 450 million of the earth’s
The importance and vitality of the language are further pinpointed: "Finally, beginning with the middle of the 19th Century and still going on apace is the fertile coinage of scientific, technical, scholarly commercial and political terms that have swelled the English vocabulary." The science and technical register today boasts of not less than 500,000 words according to a guarded estimate. Every profession has its own special language and vocabulary, different from what is generally called everyday language, but if just for this reason a branch of language independent of the main gains currency, one is afraid; it would be a sort of academic adventurism carried to the extreme. Technical vocabulary or style, now so much emphasized outside the literature, is a just part of the growth of language as a whole and cannot justifiably be x-rayed as a discipline. The way we think about technical English will one day make English department offer courses in “Medical English”, “Legal English”, “Electronic English”, “Mining English”, “Business English”, “Agricultural English” and so on. That way the term is a misnomer, probably coined for commercial purposes.

3.4.1 Teaching of technical English in the sciences in India is a recent craze: ‘overtly well intentional yet without a definite form’. The whole idea is at a stage of experimentation and no one is able to answer the
problems that its teaching poses: the students' passivism, disinterestedness and boredom. We have been too enthusiastic to understand the basic difficulties of the students. The teachers do not seem to accept that the students are poor in language and cannot think critically or logically about the media or the language as a tool. Also, the concept of teaching English for technical purposes is not clear and teachers have failed in seeing the teaching learning symbiosis in perspective.  

3.4.2 There is a definite relationship between the everyday language and the language of science. Before the students can become proficient in the latter, they have to be at home in the former. The language of science cannot be taught exclusively or mastered without a sound base of everyday language. Unless learners have a solid background of grammar, they cannot be trained in effective use of linguistic tools. Almost every writer of the Technical English texts claims to provide the student with a strategy for reading more difficult technical texts and to prepare him for making effective use of English in his own writing. None aims at "teaching technical subject matter" or "grammatical structures and vocabulary as such." Every writer assumes that "the reader knows certain amount of the subject" and has "mastered the elements of English." Everyone demands from the students "a reasonable understanding of the fundamentals of
Teachability puts a good deal of weight on comprehensibility and interest of the students. The contemporary English language master should constantly speculate over the predicament of language learners and his/her own role in moulding their aptitude. And his/her modus operandi should clearly target at schooling the learner into perfect expressive mode. It ultimately becomes the teacher’s responsibility to see how far his/her methodology is making the much-desired impact on the class as a whole. All this needs be accomplished without losing light of the primary interest and involvement on both sides to create an atmosphere of absolute absorption in the matter he/she is trying to impart.

3.4.3 It is unfortunate that in our desire to be trendy we have prescribed Technical English texts without considering the English teaching methodology. Present day college student launches his/her English medium career with drastically sparse English knowledge. At this juncture, it becomes the task of the English teacher to procure such methods and materials, which would prompt the student, who is shying away from English, into willingly transforming himself/herself into an active participant in the class-room interaction. Although there are courses produced by various technical institutions, we have not been able to develop a Technical English course that can prevent the need of basic
teaching of grammatical structures and is acceptable to a majority. Truly speaking, the responsibility for spelling, punctuations, standard usages, and grammatical base of expression belongs to the high schools. Until the high schools of our country take it upon themselves to do a better job in training students to write, the earlier part of our English teachers' careers will have to be spent in this sub-collegiate task. Faithful and devoted teachers have brought much skill and ingenuity to the task, but until the other discipline insist upon good performance in writing from their students nothing substantial will be accomplished. We strongly believe inter-disciplinary collaboration to be desirable in the sense that the language would then be effectively used by the teachers and each one would be contributing to the building up of a language sense among the students.  

3.5 It is a fact that educational needs and efforts in that direction are not proportionate. The discrepancy between the output of education and our needs is too vast. Unless the teaching situation at school level improves and the science institutions get linguistically well-equipped students, the teachers need to be imaginative and flexible in their teaching technique and material. This obviously requires of each institution that they have a sustained in-service programme for regularly training their teachers. Their teaching at the initial stage ought to be need-based and practice oriented
and the course should be of introductory nature, as the first rung in the ladder of specialization. When a particular book or piece of writing is selected for use in the class room, the specific aims and guiding ideas must be kept in view. In the first year of a three or four year B.Sc. course, the syllabus should comprise of General English with stress on learning of grammar, vocabulary building and simple text; in the second year reading of a suitable technical text-book will help improve the students' sensibility. From third year onward, the teacher may devote more time to various forms of composition, precis and report writing. If we want to keep our feet firmly on the ground, a systematized knowledge of language in the field of grammar and semantics must be infused into the student's mind. The teaching material should consist of a proper blend of general and technical English. The humanizing effect of literature will help them develop the sense of discrimination between good and bad writing. Unless the uncompromisingly hostile attitude of the scientist community towards English language taken a positive turn, students will never realize the importance of studying English as a subject. \(^{15}\) They need to understand that if the literary aspect of language is neglected, a science or engineering graduate will not only know how to write with any degree of ease or flexibility, but he/she will have only the remotest idea of what writing involves. If we aim at stimulating an awareness of good English among
students and succeed in providing them with all the necessary mechanics of grammar and composition, they will certainly take interest and like to see how the language works for them. They should be motivated to work in a sort of writing laboratory until such time as their performance is satisfactory. Francis Bacon wrote more than three centuries ago that "writing makes an exact man". Students should cultivate the art of writing, a very exacting one at that, for as has been said, "writing means rewriting". When we settle down to write something, we collect our ideas and seek words for suggesting the right shade of meaning.

3.6 Tool description

We have prepared two tools to collect data: (1) a test package (questionnaire) and (2) an opinionnaire. The test package was of the kind presented in "Communicative Language Testing with special reference to English as a foreign language" and it is appended as Annexure 2. We have also prepared the key to the test package which is appended as Annexure 4. The test package contained three tests - listening test, guided note taking test and reading comprehension test. The time allotted to each test was 25 minutes, 50 minutes and 75 minutes respectively. In all the three tests the texts were in written form. The test package aimed at testing respondents' language skills i.e. listening, speaking, reading, writing, and study skills i.e.
reference skills, note taking, note making, summarizing, time management etc.

3.6.1 Questionnaire: Test I

The first test in the test package was designed to test of respondents’ ability to understand spoken English. They had one task to do in approximately 25 minutes. They heard a short tape recording once only. The passage was record in the voice of the supervisor of this research work in Gujarat recording studio at Anand. After the listening they were given a cloze test which contained 20 items. They were 4 auxiliaries - ‘has to’, ‘can’t’, ‘should’, ‘ought’, 1 adjective - ‘indirect’, 1 demonstrative pronoun - ‘this’, 1 verb (with ‘to’) - ‘to choose’, 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 able’. We decided not only to take into account the correct answers from the recorded text but also acceptable answers that fits into the context.

3.6.1.1 The first item is an auxiliary. The test item is: **When a student takes notes in a lecture he** ________ do four things. The respondents were expected to use the correct answer *has to* with the acceptable answers being *should*, *needs to* and *must*. 
3.6.1.2 The second item is a phrase: **Firstly, he has to understand** ____________, as the speaker says it. The correct answer is *what's said* and the acceptable answers are *lecture, the speech, what the speaker says, the context* and *sentences* in that order of preference.

3.6.1.3 The third and fourth items are an auxiliary and a noun respectively. The item is: **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*. The correct answer for the fourth item is *pattern* and acceptable answers are *structure, format*.

3.6.1.4 The fifth item is a demonstrative pronoun. The item is: **often the lecturer signals _____________.** The correct answer is *this* and the acceptable answers are *what's important, important things, the point, it* in that preferential order.

3.6.1.5 The sixth item is a verb (without 'to'): **If he _____ this next point is important, the student will have little difficulty.** The correct answer is *says* and the acceptable answers are *tells, clarifies, indicates*. 

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3.6.1.6 The seventh and the eighth items are phrases: A sentences ‘This is the crunch’ means 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. The correct answer for the eighth item is this is and acceptable answers are it is, that is.

3.6.1.7 The ninth item is a phrase: 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.

3.6.1.8 The tenth and eleventh items are an adjective and a phrase respectively. The items are: If the student can’t recognize these signals, finds it difficult to decide what is important. The correct answer for the item tenth is indirect and acceptable answers are verbal, behavioural. The correct answer for the eleventh item is he/she will and acceptable answers are students will, he/she is going to, he/she may in that order of preference.
3.6.1.9 The twelfth item is a phrase: 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 in that preferential order.

3.6.1.10 The thirteenth item is a verb (without ‘to’): There are two problems here in addition to what’s important. The respondents were expected to write the correct answer deciding with the acceptable answers being decides, understand, and judge in that preferential order.

3.6.1.11 The fourteenth item is an auxiliary: The student abbreviate, should write down the important words (usually nouns, sometimes verbs and adjectives) and should write one point on each line. The correct answer is should and acceptable answers are has to, must.

3.6.1.12 The fifteenth, sixteenth and seventh items are an auxiliary, a very (with ‘to’) and a verb (without ‘to’) respectively. These items are: He , if possible, a moment to write when the lecturer giving vital information. The respondents were
expected to write the correct answers *ought, to choose, isn’t* for items fifteen, sixteen and seventeen respectively with the acceptable answers for item fifteen being *should, must, has to* in that preferential order. The acceptable answer for item sixteen is *select*. The acceptable answer for item seventeen is *may not be giving*.

3.6.1.13 The eighteenth item is a phrase. The item is: **Finally, the student’s notes must show the connections between the various points** ____________ noted. The respondents were expected to write the correct answer *he/she has* with the acceptable answers being *to be, those are to be, he/she had* and *which are* in that preferential order.

3.6.1.14 The nineteenth and twentieth items are a noun and a phrase respectively. The 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 respondents were expected to write *signs* as the correct answer. The acceptable answers for this item were *symbols, hints, clues*. The correct answer for item twenty is *he’ll be able* and acceptable answers are *he’ll be capable* and *he can*.
3.7 Test II

The second test item in the test package is meant to test respondents' ability to understand spoken English and note taking skill. They had to make notes and use them to answer a number of questions. They had two tasks to do in approximately 50 minutes. They heard a tape recording of a short lecture only once. This was done so as to create a lecture situation. No lecture is normally repeated because it is not a drill. A written outline of the main points of the lecture was printed in the answer booklet to help them to follow what the speaker was saying. This lecture outline consisted of important statements from the passage, each followed by questions. While listening to the lecture they had to make notes so that they would have time to go through these notes after the lecture and use these to write answers. They had to write a summary of parts of the lectures, using the lecture outline and their notes and answers.

3.7.1 A cloze test was given to them after the listening. There were 28 test items in the 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
The respondents were expected to write the correct answer lectures and note taking with the acceptable answers being Note taking, Note taking from lectures and Importance of Note taking in that preferential order.

The correct answer for this item is important skills and the acceptable answer is important abilities/activities.

The respondents were expected to write the correct answer as he/she says it with the acceptable answers being as he/she speaks and as the lecturer says it.

The correct answer is stop to look up new words
and the acceptable answers are referring to dictionary, waste time for new words and interfere in that preferential order.

3.7.1.5 The fifth item 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 focusing on major points and processing the text.

3.7.1.6 The sixth item is a noun and the seventh item is a phrase. The sixth and seventh test items are: most important information _________ make sure _________. The correct answers are title and write it down respectively. The acceptable answers for item six are heading and headline. The acceptable answers for item seven are not to skip the keywords and take it down.

3.7.1.7 The eighth item is a phrase. The item is: implies _________. The correct answer is major points and the acceptable answers are main topics and main points.

3.7.1.8 The ninth item is a phrase. The test item is: Good lecturer _________. The correct answer is signals what’s
important. The acceptable answers are explains important points and indicate important points.

3.7.1.9 The tenth and eleventh items are adjectives. The tenth and eleventh items are: _______ or _________ signals respectively. The correct answers for item ten and eleven are direct and indirect respectively. The acceptable answers for item ten are verbal or body and clear. The acceptable answers for item eleven are non verbal, ambiguous and confusing.

3.7.1.10 The twelfth and thirteenth items are a verb and a phrase respectively. The test items are: Indirect = _________ or __________ etc. = something important. The correct answers for item twelve and thirteen are pause and speak slowly respectively. The acceptable answers for item twelve are gesture or body language and stop. The acceptable answers for item thirteen are whispers and murmurs.

3.7.1.11 The fourteenth item is a phrase. The item is: _________________ = something incidental. The correct answer is quickly? softly? short pauses etc. The acceptable answer is use of words.
3.7.1.12 The fifteenth item is a phrase. The test item 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*.

3.7.1.13 The sixteenth item is a verb. The test item is: **helps to** _____________. The correct answer is *abbreviate*. The acceptable answers are *shorten* and *contract*.

3.7.1.14 The seventeenth item is a phrase and the eighteenth item is a noun. The test items are: **select only words** _________ = __________. The correct answer for item seventeen is *maximum information* and acceptable answer is *content words*. The correct and acceptable answer for item eighteen is *nouns*.

3.7.1.15 The nineteenth item is *a phrase*. The test item is: **writing only** ________________. The correct answer for this is *one point each line*. The acceptable answers are *main points* and *major points*. 

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3.7.1.16 The twentieth item 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*.

3.7.1.17 The twenty-first item is a noun. The test item is: ______ 
**may guide**. The correct answer is *connectives* and acceptable answers are 
*joining words* and *conjunctions*.

3.7.1.18 The twenty-second item is a phrase. The test item is: **in same** 
direction = ________. The correct answer is *safe to write* and the 
acceptable answer is *easy to write*.

3.7.1.19 The twenty-third item is an adverb. The test item is: **e.g.** 
___________. The correct answer is *moreover* and the acceptable answers 
are in *addition, further, besides* and *furthermore*.

3.7.1.20 The twenty-fourth item is a phrase. The test item is: **however** 
etc. = _________. The correct answer for this is *new information*. The 
acceptable answer is *new thing*. 

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3.7.1.21 The twenty-fifth and twenty-sixth items are a phrase and an adjective respectively. The twenty-fifth item is: show ____________ and the twenty-sixth item is: __________ presentation. The correct answer for item twenty-five is connections between points by and acceptable answer is relation between points by. The correct answer for item twenty-six is visual and the acceptable answers are live and lively.

3.7.1.22 The twenty-seventh item is a phrase. The test item is: e.g. use of _______ etc. The correct answer is spacing, underlining. The acceptable answers for this item are key words and main words.

3.7.1.23 The twenty-eighth item is a verb. The test item is: points should ___________. The correct answer for this is be numbered. The acceptable answer is highlighted.

3.8 Test III

The third test item in the test package is test of respondents’ ability to read in English and to write in English about what they have read. They had two tasks to do in 75 minutes. To test their reading comprehension, note making and organizational skills, a passage of approximately 650 words was given them to read. They had to write short
answers to 15 questions after reading the passage. There are 10 ‘wh’ type questions, 4 ‘explain’ type questions and 1 is ‘summary’ type question. To help them to do this, they were required to take brief notes while reading the passage so that they could use these to make a summary for themselves.

3.9 Opinionnaire

The second tool, which is appended as Annexure 3, was an opinionnaire. An opinionnaire was prepared to know respondents’ opinions about their course in English and thus to design a remedial programme for them. The opinionnaire mainly focused on certain important areas such as usefulness of study skills, utility of study skills, difficulties in understanding spoken English used by their teachers and other students, difficulties in understanding of written English, self assessment of satisfaction level, various study methods involved in course, reasons of difficulties, hours of study (outside class per week), hours of exposure per week, most difficult areas, occasions of meeting other students, improvement in study skills, means of improvement, comparison of difficulty level in meeting deadlines, comparison in organizing time, comparison of disadvantages because of language, other disadvantages creating components apart from language, change in opinion, problems
encountered since the study skills course, role of the course in facing these problems, suggestions for improvements etc.

There are twenty three items in the opinionnaire.

3.9.1 Item 1 on the tool required the respondents to give their opinion on how the study skills course has been useful in (a) studies and (b) in social life.

3.9.2 In item 2, the respondents were asked to give their opinion on the study skills course helped them in their studies (a) to read articles in journals (b) to read articles in textbooks (c) to understand lectures (d) to take notes from lectures (e) to take notes from articles and textbooks (f) to understand seminars (g) to speak in seminars (h) to write reports (i) to write essays.

3.9.3 Item 3 asked them to give their opinion on difficulties faced by them because of language in understanding (a) other students in seminars or group work (b) other students when mixing socially (c) tutors in seminars (d) tutors in lectures (e) unfamiliar forms of English e.g. local accents.
3.9.4 Item 4 asked them to specify the difficulties faced by them because of language in (a) asking other students for explanations (b) asking tutors for explanations (c) expressing own opinions in seminars (d) explaining opinions when they are not immediately understood (e) expressing opinions in information group (f) expressing counter-arguments to points raised by other students (g) expressing counter-arguments to points raised by tutor.

3.9.5 In item 5, the respondents were asked to give their opinion on the difficulties faced by them because of language in (a) writing reports or essays (b) making notes from books (e) making notes from lectures.

3.9.6 Item 6 required them to opine about difficulties faced by them because of language in understanding (a) the set books for course (b) notes made by tutors during lectures (e.g. on blackboards or overhead projector) (c) handouts prepared by tutors.

3.9.7 Item 7 asked them to say whether they are satisfied with (i) written work (ii) their oral performance and difficulties faced by them because of (i) uncertainty about subject (ii) uncertainty about appropriate styles of speech or writing.
3.9.8 Item 8 is on study methods. Item 8 wanted them to tell us that whether the course involve (a) lectures? If so, do they find it difficulty to learn from them? (b) group discussions with tutors? If so, do they find it difficult to learn from them? (c) working in large groups (more the 10 students)? If so, do they have difficulty in learning from this activity? (d) working in small groups (less than 10)? If so, do they have difficulty in learning from this activity? (e) using book-lists and references to find information? If so, do they have difficulty in learning from this? (f) practical demonstrations? If so, do they have difficulty in learning from this? (g) working with machines or instruments? If so, do they have difficulty in learning from this?

3.9.9 Item 9 required them to state about their difficulties because (i) (a) other people speak too fast (b) they speak too colloquially (c) they speak with an unfamiliar accent (ii) (a) they want to speak but can't think of English (b) they don't want to speak in case they make a mistake (c) they are not sure when they should speak (d) they speak too slowly.

3.9.10 Item 10 asked them to say about total hours they spend studying outside class per week in (a) reading and (b) writing.
3.9.11 Item 11 asked them to say about total hours they spend per week in (a) talking to other students (b) talking to other English people e.g. landlady (c) talking to students from their country (d) talking to students from other countries in English (e) watching T.V.

3.9.12 In item 12, the respondents were required to give their opinion on the thing they have found most difficult among (a) studying their subject (b) meeting other students (c) meeting other English students (d) speaking English (e) understanding English.

3.9.13 Item 13 wanted to inquire them about how they do meet other students.

3.9.14 Item 14 wanted to know from them about the kind of improvement in English.

3.9.15 Item 15 required them to tell us about the reasons of their improvement in English.
3.9.16 Item 16 required them to tell us that if they compare themselves with British students, do they have more or less difficulty in meeting deadlines for work?

3.9.17 Item 17 required them to say that whether they have more or fewer problems than British students in organizing their time.

3.9.18 Item 18 required them to tell us that whether they feel at disadvantage compared with British students because of language.

3.9.19 Item 19 required them to tell us about whether there is anything apart from language which they feel puts them at a disadvantage to British students.

3.9.20 Item 20 asked them to say that whether their opinion of the study skills course has changed and if so, how.

3.9.21 Item 21 wanted to know from them that whether they have met any problems since the study skills course has been introduced.
3.9.22 Item 22 required them to tell us whether the course has helped them prepare for or avoid these problems.

3.9.23 In item 23, the respondents were required to give their opinion about the improvements they would like to suggest for the study skills course.

This test package as a whole was administered to the students in various institutions listed earlier, and the chapter five is devoted to analysis and interpretation of the data that was so collected.
Notes:

2. Ibid
4. Ibid
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Madras

11. Ibid

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13. Ibid

14. Review. I.A.S. Examination, New Delhi: union Public Service 

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