CHAPTER I

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CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION:

English language is a key that opens all doors of human progress. In every walk of life, the man feels an utmost need of it. None can do without an adequate mastery over the English language oral as well as written. English language plays a vital role in studying any subject whether it be academic, technical or professional. It provides an adequate and effective instrument of communication.

Ronald W. Langacker (1968) has expressed views about the importance of English language "Language is everywhere. It permeates our thoughts, mediates our relations with others and even creeps into our dreams. The overwhelming bulk of human knowledge is stored and transmitted in language. Language is so ubiquitous that we take it for granted, but without it society as we now know it, would be impossible" (Page 51).

Considering the idea of Langacker it can be understood that the success of many a professional personality is mainly due to the powerful and impressive English. In school the aim is to provide the children with such learning experiences as would be useful and directive to them in their future vocations.
But the teaching of English is the most neglected feature in the Indian Education. It should not be treated as an isolated subject confined to certain definite periods assigned to it in the time-table. In Gujarat, the English syllabus prescribed for schools is structural. If one thinks of structural approach, it tends to teach all the skills: Listening, Speaking, Reading and Writing. But the main aim of enabling the learner to use English is not achieved. As one can see that even after four or five years of learning English, children are not able to use the language outside the classroom. Pupils merely learn English by cramming without having the sufficient knowledge for the language learning.

1.2 IMPORTANCE OF ENGLISH IN INDIA

After gaining freedom it was presumed that Hindi would replace English but this has not happened. Today in every walk of life there is a race against time. English is the only language competent enough to meet every requirement. It would be a silly mistake, therefore, to neglect to learn that language for whatsoever reasons.

Emphasizing the importance of English Humayun Kabir (1956) observed: "In the world of natural sciences in anthropology and in history, English has not only a literature of immense richness, but it is also the repository of the
worthwhile literature written in other languages. It, therefore, gives a cross-section of the mind of the modern world. If India is to keep abreast of the modern world in science and technology and make an independent and characteristic contribution to world civilization and culture, she can not afford to give up her command of English" (Page 134).

M. L. Tickoo (1978) has observed that there is a general dissatisfaction with the results of teaching English or even with what is taught and how.

Hence, it is the urgent need of the time that in every branch of the curriculum, pupils should be trained to express their ideas either orally or in writing in accurate and appropriate language. It is, therefore, advisable to exercise a careful supervision over the use of English in every subject.

In the three-language formula the first place is given to the mother tongue, as it was the argument that one can express very well in one's first language, that is, the mother tongue. As a result, the medium of instruction remained the mother tongue only. So what happened that all neglected the study of English, ignored the English subject. In the secondary school examination in Std. IX, weak students are promoted to upper class, that is in Std. X provided that they accept to give up the particular subject of English. Eventually it remains as optional subject at the S.S.C. Examination, students
are naturally pre-determined to drop that subject. Thus it is
clear that there is no good motivation or encouragement. It is
a complaint from many teachers and from other concerned with
education that the students of today are lacking in simple and
correct expression of language. It is also observed that the
majority of the schoolgoing children can not write or read
independently. Although a great number of students know the
matter, but still they fail to express it because of the meagre
knowledge of expression, comprehension and fundamental grammar.
They also lack in adequate vocabulary and proper usage. They
are accustomed to cram the matter and to reproduce it at the
time of examination. It is generally observed that this tendency
and habit help them to get through the examination and
consequently they become careless and indifferent. They do not
make sincere efforts for learning the correct use of the
English language.

One of the common criticisms against the development
of education in the post independence period is that there has
been a fall in standards and the main illustration given to
support it is; the increase in number of students and promotion
of the weak students.

To overcome such problems and difficulties, S.S.C.
examination Board, Gujarat State has made suggestions and efforts
to improve the results of English along with the other subjects.
The following efforts were made:

1. Changing the nature and structure of the text books.
2. Introduction of structural approach.
3. Upgrading and revising syllabi in an attempt to make it graded.
4. Framing syllabus and preparing text books in such a way that the use of Audio Visual aids become not only essential but obvious.
5. In-service training programmes for English.

Various efforts have been made to make teaching learning process effective and accelerate the results of English. Eventhough the significant variations in the S.S.C. Examination results have been observed in most of the schools of Gujarat.

No effort has been made to find out the reasons for these significant variations in the S.S.C. examination results. From educational point of view, present study has significant value, as it is related to different teaching methods and evaluation procedures. The S.S.C. examination result has become the measuring instrument of:

1. Teaching programme
2. Teacher's efficiency
3. Institutional facilities
4. Co-curricular activities
5. Evaluation system.

As a matter of fact, it is observed that the administrators, the teachers, the headmasters and the parents too, consider the S.S.C. examination results as a final judgement. Therefore, by one way or the other, they are trying their level best to improve the S.S.C. examination results.

Inspite of all these, there is hue and cry about the deterioration of Examination results of English Language, which led the investigator to cultivate her interest in the study on the basis of her having close association with the teaching learning process of English in various schools.

The topic for the research selected by the investigator is: "A COMPARATIVE STUDY OF THE ENGLISH LANGUAGE TEACHING IN THE HIGH ACHIEVING AND THE LOW ACHIEVING SECONDARY SCHOOLS OF GUJARAT STATE".

There are a number of reasons why an accurate appreciation of the English Language teaching is worth acquiring. Regarding the general dissatisfaction with the results of teaching English, the utmost and urgent need is for the critical study of the English language teaching in the prevailing situation in the Secondary Schools of Gujarat.
English language is highly structured and it can be learnt to identify and describe all the structures in considerable details. It has, rightly, been considered that language is a priceless possession of civilized man because it has provided him with a tool not only to articulate his feelings, desires and aspirations but also to build up his culture and enrich and refine his cultural heritage through effective communication with his fellow men.

Keeping in mind all the above mentioned points, people associated with the teaching of English tried to overcome the possible problems that obstruct the pupils in language. Even then there was no conspicuous change.

Newmark Leonard (1968) had suggested a proper method for the language learning: "Learning of language involves proper functioning of the memory of the learner, his ability to retain learning and to recall the appropriate items wherever needed. In order that the human brain can acquire and store bits of language in a large number and retrieve them at will, it needs to be helped with a systematic organisation of the stock of knowledge. In the case of teaching Second Language, this can be done by controlling points of contrasts that it has, with the structures of the first language and be sequencing them in a graded way" (P. 149).
1.3 POSITION OF ENGLISH LANGUAGE IN INDIA DURING POST INDEPENDENCE ERA:

While emphasising the place of English in secondary school curriculum of India, the first commission on Education (1948) emphatically stated:

English must continue to be studied. If under sentimental urges, we neglect English, we would cut ourselves off from the living stream of ever growing knowledge. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of dark curtain of ignorance. Our students who are undergoing training at school, which will admit them either to a university or to a vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge" (Page 149).

Towards the realisation of the above goal, India has directed her educational endeavour and has deliberately provided for the teaching of English in her thousands of schools, understanding the fact that the real peaceful revolution can only come through education itself.

The national policy on Education enunciated in 1968 also stated:
"Special emphasis needs to be laid on the study of English...." World knowledge is growing at a tremendous pace especially in Science and technology. India must not only keep up this growth but should also make her own significant contributions to it. For this purpose, study of English deserves to be specially strengthened" (Page 49).

1.4 TEACHING OF ENGLISH LANGUAGE IN GUJARAT : ITS RETROSPECT AND PROSPECTS :

Gujarat, about half of whose territory was under the British rule, and the rest under about three hundred native rulers in 1947, had a variegated system of education, but it shared the common trait of having English as a compulsory subject from Std. V onwards. The British system began with the so-called 'English School' in Bombay presidency. Their primary object was to teach English in order to spread some knowledge of Western science and literature. As a result of the report of the Indian education commission of 1882 the 'English school' came to be known as secondary schools. They used to prepare the students from matriculation examination conducted by universities of India.

English was the medium of instruction in those days for all the classes from IV to VII. In classes I to III of secondary school, English was compulsory as a subject devoting one third of the total time devoted to classroom instruction.
In the thirties of the present century the Bombay university permitted the use of the regional language for answering question papers in certain subjects at the matriculation examination. English was no longer a compulsory medium of instruction at the secondary stage. After independence the various states of India were merged with the Republic India. In the Bombay province English was retained as a second language only in classes IV to VIII.

1.5 **SHIFT IN EMPHASIS**

After 1950 education became state subject as per the constitution. English continued to be taught as second language from classes VIII to XI under the new structure of eleven years. Even at the S.S.C Examination, English was made an optional subject. As a result, it was felt by all concerned that four years' exposure to English was not enough to achieve language skills as compared to other states where the duration of teaching English was comparatively longer.

As such there was hue and cry from all corners of society to introduce English from Std. V (i.e. old Std. I). The Integration committee for primary and secondary education recommended to introduce the subject of English even at an early stage. The state government though introduced the subject at the same stage (i.e. Std. V) but as an optional subject.
When the Bilingual State of Bombay was bifurcated in 1960, Gujarat Government continued
(a) to pursue the four year teaching scheme keeping the subject as an optional one at the S.S.C. level.
(b) to make provision to teach the subject as an optional subject in Std. V to VII after schoolhours. This policy could not satisfy the society at large. The people, not satisfied with the new policy of government of Gujarat still, continued their movement. In 1967 the state Government of Gujarat announced that English would be allowed to be taught in Std. V to Std. VII as an optional subject within the school hours.

In the pursuance of the new policy government had to frame new syllabus as well as the text books based on the prescribed syllabus.

Later Gujarat Government did take some steps to strengthen the teaching of English in Std. VIII, IX and X. In academic year 1960-61 the number of periods assigned to English was raised up to twelve periods per week [calling it intensive teaching of English].

The government appointed a committee in 1960 to re-examine the syllabus of English to redefine the objectives of teaching English and thereby to suggest a curricular programme.
to intensify the teaching of the subject. According to the committee "The main task of the schools was to provide adequate learning experiences to the pupils so as to enable them to build up gradually in the course of four years' a very broad based and precise understanding of the common and essential usage and vocabulary of the English language" (Page 15).

The committee took cognizance of the policy of the Government of India to make Hindi, the principal official language and to give English an important place as a library language to be studied obligatorily at the lower secondary stage consisting of classes VIII, IX, and X. Mother tongue of the pupil was indisputably given the first place among the three.

The committee, while dealing with the course in details found a wide gap between the main objectives of teaching English as laid down in the syllabus and the actual achievement of the pupils. The committee observed: (1961); "Apart from the text most of the pupils hardly read even an extra story-book, a magazine or a newspaper. Very few pupils are confident of comprehending a simple unseen passage. Most of our pupils are unable to enjoy their reading of English lessons and they fail to cultivate the habits of and taste for reading English. Quite frequently pupils fail to satisfy the examiners with their answers to questions on composition, text book and grammar" (Page 11, 12).
To remedy this problem the committee restated the objectives of teaching English for the duration of four year course explaining the importance of laying down objectives and delineating their nature. It stated:

"In order to serve as a beacon to our teachers, it is essential that the objectives should be formulated in full detail and with great precision. The objectives are categorised under two headings, viz. for comprehension and for expression. Sound comprehension is a condition precedent to good expression. Our endeavour, therefore, should be to develop sound comprehension. First along with it or incidental to it, an ability to expression" (Page 14).

To achieve this, committee had prescribed teaching points for the above mentioned classes, for both active use and passive assimilation of language.

It prescribed a three level design of text books providing material for:

(i) intensive reading
(ii) extensive reading, and
(iii) Language work known as section I, II and III respectively.

There was also a provision for functional grammar
in the text book itself to do away with the separate grammar book which had sometimes no relation to the reading material of the text book. It also suggested the adoption of an integrated multi-skill teaching programme.

As to the selection and sequencing of the structures that constitute the nucleus of the entire scheme, the Commission (1961) observed: "The outline of scheme of work presents the linguistic items in a logical order" whereas in the detailed plan of work for Std. VIII, the committee has, while grading these items, attempted to keep that the text book writers and teachers should not generally deviate from the order in which structures or teaching points have been arranged in the plan. As for the other standards the committee has not arranged the language items in a definite sequence because it was not felt necessary at this stage to prescribe uniform order of work as in the case of beginners. The authors were made free to pick up from their lessons details from different groups according to their needs and plans. Whatever the merits and demerits of the language chosen be, the syllabus had been in force since June, 1962" (Page 19).

Text books written on the basis of the said syllabus were prepared year-wise and had been in use. Later, the government of Gujarat revised the courses of study of various subjects and decided to implement them from June 1973 without changing the
sylabus of English. The Gujarat Government established 'The Gujarat State, Board of School Text Books which was a landmark in curriculum-planning and text book preparation with a view to preparing and publishing text books of quality and making them available to pupils at a reasonable rate. It drew up a phased programme for all subjects from Std. 1 to XII and finally in 1976 a text book in English for Std. VIII made available.

1.6  **A BRIEF HISTORY OF ELT SITUATION IN GUJARAT**

A glance at the ELT scene of Gujarat State would put this research project in a proper perspective.

Before 1960, Gujarat was a part of the bilingual state of Mumbai. At that time, English was reintroduced in classes V, VI, VII, on an optional basis. It was accepted on the basis of the recommendations of the Integration committee (1962) on secondary education. The text books recommended by the Integration committee were based on the principles of the structural approach. However, after the decision to bifurcate the state, it was announced that the government of Gujarat would be free to take its own decision in the matter of the teaching of English.

Following the bifurcation the then Chief Minister of Gujarat called for a conference on the 26th of May 1960, to
discuss the place of English in the educational set up of the state. The conference was attended by the Vice-Chancellors of all the universities in Gujarat, some members of the Gujarat legislative assembly, Chairman and some members of the integration Committee for secondary and primary education and other invitees. In this meeting the place of English in educational set up was discussed in all its aspects. On 2nd June 1960, Mr. Hitendra Desai, the then Minister of Education in the State announced the decision of the Government of Gujarat:

(i) To continue to teach English in Standard VIII, IX and X as a compulsory subject as was done previously in the former Mumbai State;

(ii) to allow schools to teach English as 'voluntary' subject in Std. V to VII outside school hours, the expenditure for which, was not to be borne by the state government. The schools were supposed to find the resources for paying the teachers.

The Government further decided to provide an intensive course in standards VIII to XI by assigning more periods to the subject in the school time-table and by allowing schools the freedom to adopt suitable methods of teaching the subject effectively. On 11th June, 1960, the Director of Education invited a few educationists to discuss the problem of intensifying
English teaching in standards VIII to XI.

They came to the following conclusions:

(i) The number of periods assigned to the teaching of English in the high school classes would be raised from 8 to 11 limiting to a maximum of 12 per week.

(ii) The syllabus in English including the prescribed structure and vocabulary lists should be closely re-examined and modified in the light of the revised objectives.

(iii) The objectives of teaching English at different stages should be clearly re-defined.

(iv) A short-term training course for the teachers of English may be organised district-wise to give proper guidance to teachers with regard to the new approach to the subject. A committee was appointed under the chairmanship of L. R. Desai to re-examine the syllabi in English for standards VIII to X. The salient features of the syllabus as mentioned in the report of L.R. Desai Committee are:

(i) 240 structures of English to be covered in 3 years in standards VIII, IX and X.

(ii) Active vocabulary of 1200 words and recognition vocabulary of 3000 words.
In the year 1976 the Government of Gujarat took a bold decision and through an ordinance made the teaching of English compulsory from Std. VI. But when the popular Government came back to power, English was made voluntary once again. However, in 1982 it was felt necessary to have a continuous syllabus in English from Standard V to X. For purposes of devising a new, English curriculum, a series of seminars were conducted at places like Rajkot, Surat and Vadodara. Under the revised policy of the Gujarat Government English was to be taught as an optional, third language subject from classes V to VII. However, English continued to be a compulsory language in classes VIII to IX at the secondary stage.

1.7 CURRENT PICTURE OF LANGUAGE TEACHING :

Today it has been realized that English is useful. However, the attention given to the teaching of the language is far from satisfactory. By and large, classes, at any given stage, are big in size which is not going to be changed in the near future. In many states English does not receive specific weightage at the S.S.C. level. Because of this, both the teacher and the taught do not take the teaching seriously.

In the present situation a continuous enrichment of
the existing human resources becomes very necessary. Many institutions are engaged in an in-service training programme aiming at covering the secondary school teachers from all the districts of Gujarat.

In addition to this, the media was also brought in to solve the problem of reaching a large number of teachers simultaneously.

1.8 NEED OF THE STUDY AND ITS SIGNIFICANCE:

Secondary education, a crux of entire educational system, is a well-known fact. The investigator has placed her finger on the weak points regarding the teaching of English.

This study was undertaken with a view to getting a complete picture of teaching of English. So the investigator had concentrated her mind on the different techniques, teaching approach, teaching aids, other communicative approach, different skills, expertise of the teachers regarding the subject.

The disparities in terms of educational standards, problems of language and ability of students belonging to different areas are some of the likely problems. Most of the students, it is observed, learn English not for acquiring knowledge but merely to get passing marks. As a result, resources and time devoted for this, whole exercise remains fruitless. Hence the time is ripe now to think out the proper solution.
for it. In most of the schools, it is observed the teaching remains static and rigid. Though much of the time and energy is spent on the teaching of English, the results of the schools are not satisfactory. The over all show of the students and results is not generally up to the level of satisfaction in examinations. Why does it happen? - a question needs to be deliberated.

A large number of students appear in the secondary school certificate examination every year and if one examines the results of every year, one may find that in a very large number they generally prefer to give up English and those who have offered it, they are not able to achieve good scores.

In India the place of English is as a library language. That is why it is necessary to teach it efficiently to reap maximum harvest in terms of efficient language skills on the part of the learners.

For this it was necessary to examine the teaching programme of English language extensively and intensively, so that all its components could be studied in detail and necessary suggestions could be offered. Thus the teaching of a subject like English as a second language, therefore, requires to be examined from different angles.

The present study gives a picture of the various
dimensions of the field pertaining to the teaching of English as a second language in the state of Gujarat. It is, indeed, a burning problem that the students' performance is very poor in the subject of English. Though they learn English from Std. V, they do not gain satisfactory results. A significant variation is marked in these school results. The S.S.C. Examination results are the barometer of the prestige of the school, of the head-master and teaching efficiency of the teachers as well. So it is natural that these persons are baffled due to the significant variation of the S.S.C. Examination results. It is also heard that experienced and efficient teachers are not available in rural areas for the teaching of English. An attempt has been made to find out the possible reasons as to why the students lag behind in English and to provide possible suggestion for the improvement of the above mentioned factors.

It is also necessary to find out how many teachers take initiative to improve the teaching of English. This can be made clear through such detailed study. More or less in Gujarat, it is found that teachers use the same instructional material, same methodology, preparation are also similar, teaching methods and evaluation patterns are also same, time allotted to the teaching of English is also same, yet a significant variation is marked in the school results.

It is, therefore, hoped that present study would provide
a better insight into the nature of the problems and the impediments that the students as well as teachers face.

In short, this present study had its relevance to the improvement of the teaching of English language. It dealt with the teaching of English in the secondary schools of Gujarat. As such, there are so many reasons why an accurate evaluation of English language is worth acquiring keeping in mind the changing school contexts and social needs and demands. The gap between the thought and practice is further widened because of the advancements in Techno-Social order and Oceanic growth of knowledge. The very first concern is to improve the standard of English and for that one has to use all the available resources. It was, therefore, felt essential to make a detailed study of the different techniques used for the teaching of English in the high achieving and low achieving secondary schools of Gujarat.

In addition to these the investigator also realised this fact from her own experience of nearly a decade long service in a secondary school. Thus, the investigation had been carried out by this curiosity to analyse the factors weakening the S.S.C. Examination results and keeping it in mind the study was taken up.
1.9 THE STATEMENT OF THE PROBLEM:

The problem under study was framed as under:

"A COMPARATIVE STUDY OF THE TEACHING OF ENGLISH IN THE HIGH ACHIEVING AND LOW ACHIEVING SECONDARY SCHOOLS OF GUJARAT".

1.10 DEFINITION OF MAJOR TERMS USED:

The investigator had defined the following major key words used in the present study.

(i) Study
(ii) Teaching
(iii) English
(iv) High and low achievement
(v) Secondary schools

(i) Study:

C. V. Good (1945) in his Dictionary of Education defined it as follows:

(i) Application of the mind to a problem or subject
(ii) A branch of learning
(iii) An investigation of a particular subject

(Page 390)

Thomas Risk (1966) has given the definition as under:

"A study is a planned effort on the part of the learner in solving a problem in getting to a knowledge or
understanding or in acquiring certain abilities" (Page 354).

Strictly following definition means to accumulate all the data to analyse by sparing special time. In this study, the investigator decided to compare the marks obtained by the students in English at the S.S.C. Examination of the high achieving and low achieving groups of the secondary schools of Gujarat State.

II Teaching:

(i) The act of instructing pupils or students in any educational institution.

(ii) Broadly, the act of providing situations, conditions or activities designed to facilitate learning on the part of those formally engaged in learning activities in English.

III English:

It is taught at the secondary school level as a second language.

IV High and Low Achieving School:

For the purpose of the study schools were identified as per the S.S.C. Examination result of the students in the subject of English, in which:
(A) If the students of the schools obtained marks less than 60% at the S.S.C. Examination, it was conceived as low achieving schools.

(B) If the students of the schools obtained more than 60% marks in English at the S.S.C. Examination, it was conceived as a high achieving school.

V SECONDARY SCHOOLS:

Secondary school means a type of school defined in the Grant-in-Aid code of the Government of Gujarat as under:

A secondary school is an institution which follows syllabus approved by Government for Secondary schools and leads to S.S.C. Examination, such schools may start from Std. V or from Std. VIII. Schools may have standards V, VI and VII but these standards are treated as primary standards and not the secondary standards. Standards VIII to X are the secondary standards in the state of Gujarat.

1.11 OBJECTIVES OF THE STUDY:

This study was undertaken with the following objectives in mind:

1. To study the professional as well as academic equipment of teachers working in High achieving and low achieving secondary schools of Gujarat.
2. To study the mode of teaching procedure in the high achieving and low achieving secondary schools in Gujarat.

3. To study the facilities available for transaction of curriculum in the subject of English in the high achieving and low achieving secondary schools of Gujarat.

4. To study the mode of encouragement provided to students for increasing their interest in English in high achieving and low achieving secondary schools in Gujarat.

5. To study the procedure of evaluation prevailing in high achieving and low achieving secondary schools in Gujarat.

6. To study the nature of remedial programme employed by high achieving and low achieving secondary schools in Gujarat.

1.12 ASSUMPTIONS AND DELIMITATIONS :

(A) ASSUMPTIONS

In the initial stages of the study the investigator formulated the following assumptions:

(i) It is possible to study the effectiveness of the different techniques used in the teaching of English in the high achieving secondary schools in Gujarat.

(ii) A comparative study of the teaching of English in the high achieving and low achieving secondary schools in Gujarat would give a complete picture and thereby
implementing effective techniques in the teaching of English in the low achieving school, remedial steps can be made possible to strengthen English.

(B) THE DELIMITATIONS:

(i) The present study was limited to the teaching programme of English as a second language in Gujarat State.

(ii) It was limited to the teachers of Secondary School of Gujarat state where English is taught at a lower level (L.L)

(iii) It was limited to the standards VIII, IX and X as those standards constitute the secondary stage in the Gujarat State.

(iv) There are some English medium schools in the state of Gujarat, the pupils study different subjects through English, which presumably becomes a first language for them. Also there is a small number of secondary schools teaching through Hindi medium. The central government also runs some secondary schools. So these types of secondary schools, English medium schools, Hindi medium schools and central schools were not included in the present study.

(v) Though an extensive survey was undertaken for the whole state under study namely Gujarat State, only a
representative sample had been taken up. Keeping in mind the principles of sampling in educational research.

The investigator had taken up only the secondary schools keeping in mind that it is the right time for achieving the proper base, having awareness of the pupils at the secondary level.

At the primary level language is just introduced, while at the higher secondary level it remains as a library language to get more and more information or knowledge, but at the secondary level it is the concrete foundation period for the proper language learning.

1.13 SCHEME OF CHAPTERIZATION :

The present study is reported as per the following scheme of chapterization:

Chapter I:

Chapter First basically deals with establishing the need of the study undertaken. In doing so the present state of teaching English in the secondary schools of Gujarat is briefly reviewed. It also includes the objectives of the study, statement of the problem, definition of the major terms, limitations and scheme of chapterization.
Chapter II

Chapter second aims at presenting the views of experts in the field of ELT and allied disciplines by reviewing their works and relating the same to the research on hand.

Chapter III

Chapter third deals with the preparation of tool, selection of sample, administration of the tool, collection of data, and techniques of analysis of the data.

Chapter IV

Chapter fourth deals with analysis and interpretation of data in an attempt to study the objectives of the research.

Chapter V

Finally findings/ conclusions which emerged out of the study are reported in chapter fifth, followed by bibliography and appendices.