CHAPTER IV
PLAN AND PROCEDURE

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4.1 Introduction

The previous chapter discusses the researches on textbook material improvement in English, and comparative and contrastive studies of basic constituents of languages, carried out in the past. The work of studies of the past indeed gives insight into the problem on hand. It has helped the investigator in planning the present research work.

4.2 Need for Planning - Its practical aspect and relevance

"Even the best curriculum and most perfect syllabus remain dead unless quickened into life by right methods of teaching. If curriculum is the totality of experiences, then methods are the suitable ways of bringing the learner to relieve these experiences. Ultimately, a method is a body of pedagogical principles and procedures. In a country like India where the problem is to educate the teeming millions, methods suited to large classes are also to be arrived at by research. Gradually by the impact of educational technology our traditional methods of teaching are going to be changed and more dynamic methods of teaching are going to be evolved day by day". 1

In modern times everybody has accepted the importance of planning, since planning has yielded good fruits in carrying out research without being held up on cross-roads. The work without planning may lead the whole work into confusion. Planning helps to come or to arrive at definite and valid conclusions. In this context planning of the present research has been carried out. In the present research the main task is to prepare a programme for teaching lower level English in Std. VIII and to implement the programme to find out its effect in the context of predictor variables.

What is true in case of planning in general is more or less true in case of language planning in particular.

If we recognize language as a social institution and if we admit that the life and activities of a society are duly reflected in its language there is no reason why language cannot be subjected to a planned programme.

"So far as the problems of teaching language are concerned the problems of teaching English requires careful study and planning .... We must not only know how to teach but also know what to teach. We should find out what exactly we want and instead of wasting time on the niceties of pronunciation and grammatic accuracy, get to grips with the problem and start working upon it."  

There is a nice saying, 'plan your work and workout your plan'. The present century of human generation is more inclined in a scientific way of planning. Unplanned work will never yield better results and consequently brings frustration. Planning involves previewing and reviewing of any sort of activity, arrangement of all details thinking about the various devices for the implementation.

Efficient and wise planning is the basis of successful teaching. The planning of teaching is a continuous process and certain variations may be made even when the project is on the way.

The planning of writing the whole programme of lower level English for Std. VIII and preparation of the criterion test to measure out the effect of the programme were the two main important tasks for the investigator. Over and above he had to study the effectiveness of the programme in the context of IQ, SES, n.Ach, Anxiety, Emotional stability with respect to different sexes and areas. Thus the present chapter has been divided into two namely: (a) Preparation of the teaching-learning programme of English and construction of criterion test; (b) Selection of appropriate tests to study the effect of the programme in the context of the predictor variables namely, IQ, SES, n-Ach. and Emotional stability.
Planning of language material is really a challenge to an investigator, when he plans the language-programme substituting the existing one for better results.

4.3 Study of the syllabus of L.I. English text book for Std. VIII

In Gujarat State English is being taught as a second language or as a third language. From Std. VIII it is mainly taught as a third language. The text book of English (1976-78) consisting 40 units has been designed in accordance with 'the structural approach' to language learning.

It is a conviction of the investigator that if the whole syllabus prescribed for L.I. English for Std. VIII is recast in the light of 'T.G. Grammar Approach' the pupils will have an interesting as well as a creative inclination in acquisition of language.

Through the language programme the investigator wanted to find out the acceptance, learnability and achievement of language shown by the pupils.

Before preparing the language programme the investigator went through the pedagogic aspects of the text-book prescribed by the Government of Gujarat (1976-78).

1. The text-book (as stated in the earlier chapter), had first eight units for the 'Oral Work' to be taught
during the first three weeks of the first academic term. Here the teacher is expected to build up his own scheme for teaching this part of the text orally.

ii. For the elementary reading and writing the teacher is to devote judiciously some of his time from the oral work.

iii. At the end of the stipulated period of three weeks the units are to be revised using them as reading material.

iv. The exercises at this stage are meant to help the teacher in drilling the various language items.

v. From the ninth unit onwards 'Integrated Teaching' has been divided into four parts namely, (a) Oral work, (b) Language-practice (c) Reading (d) Exercises.

In the introduction of this text book the following hints are given for the above four parts:

**Oral Work:**

"It is necessary that the oral-work be done not only during the first three weeks, but also all through the year, the first part of each unit being for the oral-work purpose. It is in this part that a new language item is introduced. For effective use of this part the following points should be kept in mind:"
i. This part should be done orally—specific care should be taken to teach the pupils the correct pronunciation of the word or words that make up the particular language-item, and the stress and rhythm involved.

ii. Language item should be explained to the pupils keeping the following three things in mind:

(a) The verbal formation of the language-item (including spelling)
(b) The meaning and
(c) The common usage (i.e., functional grammar)

iii. This part should not be used as an exercise in translation or comprehension.

iv. The teacher may ask a few questions orally to see whether the pupils have understood the language item and are able to use it.

Language-Practice:

These exercises are meant to help the teacher in drilling the language items introduced in the oral-part.

Reading:

This part is meant to serve as a material for reading comprehension. The reading may be done either orally or silently.
Exercises:

This part consists of exercises to test comprehension and to help the pupils' correct their oral or written expression."

"The reader is intended to be a tool to help the pupils develop various language skills. A carefully planned classroom programme based on the reader and aided by instructional material for pupils should enable teachers to realise the objectives of teaching English under the new three-year programme for Secondary Education in Gujarat State."

The objectives for intensive teaching programme of L.I. English for Std. VIII under the scheme of three-year integrated programme as stated by the 'Gujarat Government Syllabus Committee' were as under:

Objectives for Comprehension

Pupils should be able -

i. to understand conversation and oral instructions on subjects related to their school-experiences,

ii. to read aloud sentences with proper pronunciation, stress, intonation and pauses,

iii. to read silently material of their class-level and understand its contents,

iv. to recognize the structures and vocabulary used in various expressions.
Objectives for Expression

Pupils should be able -

i. to frame sentences orally on various situations related to their school-experience,

ii. to use proper pronunciation, stress, intonation and pauses in their oral expression,

iii. to write a paragraph of 8 to 10 sentences by way of controlled composition by using appropriate structures and vocabulary,

iv. to spell the words correctly and to use proper marks of punctuation,

v. to write English in the print script and/or in running hand.

Some Comments:

As compared to the earlier syllabus of 1962, this new syllabus as well as the text-book (designed by the Committee formed by the Gujarat State Board of School Text-books) is more in accordance with the linguistic approach. As regards the format of the textbook it has a superior well-knit design. Though the language material selected is found less interesting and sometimes mechanical.

N.B. : While comparing the text books of 1962 and the present text book of 1976 one has to consider following three changes that occurred.
(a) The former text books had their place in a four-year integrated teaching programme of L.L. English.

(b) Some of the objectives laid down by both the text-books were different.

(c) The quantum of the language was also of different proportion.

4.4 Study of Various Text-Books Available

The investigator has gone through some exemplary text-books in English for the beginners. The following were the text-books taught out-side Gujarat State during late sixties.

(a) **The new plan English readers (Book one)**
   For Hyderabad Schools, Orient Longman's Ltd:
   by Jean Forrester.

(b) **English today Series (Book One)**

(a) **The New Plan English Readers (Book One)**

It has been associated with 'Teachers' hand book'. It is found strictly in consonance with the syllabus designed by 'Hyderabad Education Department'.

The syllabus has been laid down arguing that 'the oral-work' must precede reading and writing. The structures which are carefully graded should be taught. An honest
attempt to teach the structures has been done in 'Teachers' handbook. The course has been well-designed on 64 structures. The teachers' handbook suggests:

"The first eight weeks are to be allotted to the oral work of 36 structures. After that the reading should be taught by means of flash cards. (The details of this is given on p. 28 of this handbook.)

It further suggests:

"Writing be taught as soon as pupils begin to learn to read with flash cards. The syllabus, however, permits the teaching of the mechanics of writing even earlier. It is felt that pupils spend the equivalent of one lesson a week on writing. During the first eight weeks, when all work is purely oral, a few minutes may be snatched from each week to teach pupils the mechanics of writing".

"While the teacher is busy with the use of the flash cards and with the teaching of writing, he must not forget that he has to keep ahead in oral work, so that the reading lessons do not catch up with him. He must therefore use part of the time every week to the teaching of remaining structure from 37 to 64 (p. 31).

These new structures must be taught and the pupils must be drilled orally at least a week before they are read. (All the 64 structures are distributed among 24 lessons).
Some Comments

This reader as stated above has really its own worth in introducing the 'Oral-approach' in the initial stage to the beginners. Despite many merits the reader has some loopholes namely:

i. Even in the first lesson of the textbook the author has included (a) this/that (b) a/an (c) my/your/her simultaneously and that too in the first ten sentences.

ii. There is paucity of more practice work on the structural element before the next structure comes in.

iii. From the fourth lesson 'present continuous tense' has been brought in with regular and irregular present participles.

iv. Very long sentence-constructions are given from sixth and seventh lessons. Viz. I am taking these pencils off your desk.

v. From the ninth lesson the author is tempted to incorporate simple essay lessons. Viz. "Our classrooms".

vi. In the seventh lesson the past tense of 'to be' and past tense of action verbs (regular and irregular) are introduced. This is really too early for the pupils.

vii. In the twelfth lesson Yes/No; What/Where type questions are simultaneously given. These types of questions should be given in a proper sequence and at proper interval.
viii. In order to introduce 'story-element' (instead of situations) the author gave this from the fifth lesson onwards.

The above scrutiny of the textbook tells much about it. Possibly the author might have done this in order to be loyal to the syllabus. Looking to the mental background of the beginners, it is empirical that the programme of the language would be of more burden to them.

(b) The English Today (Book one)

This textbook has been specifically designed for the beginners.

"It is written strictly in conformity with the latest syllabus in English for the beginners of Kendriya Vidyalaya Sangathan'.

Material:

"The new syllabus lays down that English text-books should lay special emphasis on Indian culture, literature, custom etc., and portray lives of leaders in various walks of life".

Presentation:

"The lessons have been properly graded in point of both language and ideas. In the writing of lessons special
care has been exercised in respect of the language. Long and involved constructions and sentences have been scrupulously avoided. The language is simple and straightforward and the sentences are short and crisp. The emphasis throughout has been on spoken English. Most of the lessons are given in conversational form. Stories and fables have also been dramatized and playlets are introduced."

**Vocabulary** :

"It has been carefully graded and controlled. No useless and out-of-the-way words have been introduced. Further, to help the teacher and pupils to recognize new material, all the new words used in a lesson have been printed in thick type at the beginning of the lesson."

**Exercises** :

"Exercises given at the end of each lessons have been properly graded. Their main purpose is to help children to comprehend the text and to acquire the practice of correct sentence-building. Hence suitable exercises such as: re-arranging jumbled words to form sensible sentences; matching sentences; completion of sentences; filling in blanks with suitable words; changing sentences from one pattern to another; writing answers to questions and vice versa; constructing sentences with the help of a substitution table and the like have been given."
Lastly, a special feature of this series is that each book is accompanied by a corresponding 'work-book', providing a series of carefully graded exercises in the proper use of words and sentence-structures which will enable the pupils to consolidate what has been learnt in the textbook. It has some revisional tests at intervals.

Thus the textbook has good many features of proper gradation in material, presentation, vocabulary, exercise-work along with a specific work-book in hand.

The main merit of this book, according to the investigator is that it has kept up the simple transformative approach, knowingly or otherwise, in its various lessons.

Let us examine some of such illustrations:

(a) This is a head.
   This is my head (substitution)

(b) He is a boy.
   Ashok is a boy. (substitution of 'doer')

(c) This is a coat.
   It is a coat. (substitution in the beginning of a sentence)
   It is his coat. (Addition)

(d) Your pen is here.
   Your pen is in your pocket. (typical substitution)
Some Comments:

Despite the above qualities that the textbook possesses it is not free from some drawbacks.

i. The introduction of 'He', 'She' and 'I' is found after introducing 'His' and 'My'. This somewhat strange and vague.

ii. In lesson no. 14 "What is this?" and "What is that"? both questions are answered alike as "It is a cat", and "It is a dog". Preferably it should be as under:

What is this? 
What is that?
This is a cat.
That is a dog.
It is a cat.
It is a dog.

Here also in some lessons 'the plural forms' are introduced before supplying the students with good many examples of their singular forms.

iii. In lesson no. 16 Yes/No questions have no short-form answers. Viz., 'Yes it is' and 'Yes it isn't'.

iv. Here are some examples of simple questions in group A from the textbook. According to the investigator they
should be as in group B, to make the pictorial situation clearer and sentence-derivation more effective.

Group A
(a) Are these men?
No, they are not men.

Group B
Are these men?
No, they are not men.

(b) Are these women?
No, they are not women.

They are women.

They are men.

v. In lesson no. 25 'do' has preceded all action-verbs in question-forms of present continuous tense e.g. 'What is he doing?' comes earlier than 'What is he eating?' or 'What is he reading?'

vi. 'How many ... has he? and 'How many .... are they?'
Constructions are simultaneously given in lesson no. 26. The second one could have been taken in lesson no. 30 'How many days are there in a week?'

vii. Use of 'can' model is also found introduced in a rather difficult way.

E.g. What can you do with your hands? (Lesson no. 31)
Can you smell with your hands? (Lesson no. 31)

It is the opinion of the investigator that the following examples should precede the above examples:

"I can play. I can write. I can play with a bat."
I can write with a pen. I can see with my eyes. Can I see with my eyes?"
The investigator also studied some of the textbooks prescribed by Gujarat Government. Following are the details of this kind of study:

In Gujarat, the State Government, after its bifurcation from bilingual state of Bombay, decided to provide an intensive course in L.L. English in Stds. VIII to XI by assigning more periods to the teaching of English in schools.

On eleventh June, 1960, in pursuance of the announcement mentioned, the Director of Education invited a few educationists to discuss the ways and means of intensifying the teaching of English.

As a result, on second September, 1960, the Government of Gujarat, by a resolution No. INS-1060-C appointed a committee under the Chairmanship of Shri L.R. Desai. After a number of meetings of this committee, it worked out a new scheme for teaching of English language.

The objectives of the teaching of English for Std. VIII were re-stated as under:

"At the end of the first year a pupil should be able -

i. to understand spoken English within the structures and active vocabulary prescribed,

ii. to read his textbook aloud with expression, understanding and correct pauses; pronunciation and intonation being fairly accurate,
iii. to understand written English with an active and latent vocabulary of about 600 words,

iv. to translate correctly into the mother-tongue a passage from the text,

v. to use 400 words from the active vocabulary prescribed,

vi. to answer in simple and compound sentences questions arising out of the prescribed text,

vii. to describe a familiar object in about five simple sentences,

viii. to write English in a good hand in print script.

In formulating the new objectives more stress has been laid on (a) Oral-work (b) Reading (c) Testing (d) Comprehension (e) Translation (f) Grammar and Composition.

"The entire programme of teaching English will include the following items:

(A)

i. Oral-work, both preliminary and routine.

ii. Testing comprehension through questions, translation, precis into mother tongue, correct usage and grammar through language exercises, written work in three stages each aiming at:

(a) good handwriting through transcription.
(b) Controlled and directed written work.
(c) Semi-independent written work of composition.

(b) Reading and comprehension through

(a) Supplementary reading material given in Section II of the text; and
(b) Suitably graded and selected book from class and school-library.  

The outline of the syllabus presents the linguistic items in a logical order. In the detailed plan of work for Std. VIII however, the committee has, while grading these items attempted to keep the psychological approach in view. So the textbook writers and teachers are suggested not to deviate from the order in which the teaching points have been arranged in a plan. For Section I 500 words are suggested, for Section II the textbook writers are free to use (i) any of words used in Section I (ii) about 100 words from the word-list for active use suggested for the next higher class and (iii) about 200 additional words.

Let us now go through some of the exemplary textbooks prepared strictly in accordance with the material and method suggested by the appointed committee.

(1) New Swastik Readers (Book one) for Std. VIII.
   By Dr. M.S. Patel (Vora & Co. Publisher's Pvt. Lt. 1962)

(2) New Gujarat Readers (Book one) for Std. VIII.
   By Dr. D.M. Desai, D.D. Pandya and R.M. Desai
   (Deepak Prakashan, Dariyapur, Ahmedabad, 1962)

(3) Modern English Readers. (Book one) for Std. VIII
   By Dr. H.A. De Souza and R.D. Desai
   (Farsandas N. Sons, Navneet, Surat, 1962).

All the above three Readers for Std. VIII were written according to the revised syllabus in English.

As stated in the objectives these textbooks lay emphasis on gradation of structures, controlled vocabulary various skills of language learning.

All the three textbooks are divided into three sections. The first section acquaints the pupils with the basic structures and vocabulary fixed for the particular standard. Here 'Oral work' has been given due stress. The second section expands the scope of the first one. It contains short stories and anecdotes which would appeal to the interest of the young readers. The subjects here are variegated. They provide the pupils with the elements of our cultural heritage, biographical sketches, celebrations of festivals, school-events and the changing face of the country. The third section consists of exercises in grammar and composition. They are based on related lessons and they arise naturally.
Some merits and demerits of the textbooks under study

i. 'The New Swastick Readers' is found to be a self-sufficient text-book as it has more varied and graded language material and exercise work. The structures are also well-woven in 30 lessons (of the first section) with good re-inforcement of the language material. Particular care has been taken and essential emphasis has been laid in incorporating the element of functional use of grammar. (The author, being a member of the committee formed by the State Government, has carefully designed the textbook strictly in conformity with the syllabus).

ii. The language material of Section II in 'Modern English Readers' is found more interesting and lucid. As this textbook is written in colloquial conversational English sometimes the pupils have to come across difficult usages of specific type. Here the exercise-work in Section III is very sketchy. It doesn't work as an efficient tool in reinforcing the language material learnt in earlier section.

iii. 'The New Gujarat Readers' is also designed in a proper gradation of structures. The supplementary reading material of Section II is also in conformity with the syllabus. Exercises are also sufficient for practice work.
All the three textbooks show the features of good selected material. As compared to other two readers under study 'The New Swastik Readers' is more self-sufficient reader as it is a 'Reader in a prose, a grammar and a simple composition book, all in one.'

4.5 An Outline of TG, structural and other prevalent approaches

Language is a specifically human characteristic. A child learns his first language by some innate tendencies of language-acquisition and not by memorising all the sentences.

Language as we know has infinite utterances and spread. Sometimes a person does not duplicate his own specific utterance throughout his own life.

This is an important human activity of generating innumerable sentences. The basic function of a language is communication either by written or by oral expression.

The fundamental remarkable part of a language is a 'Sentence'. It may be a 'word' or 'words'. In the traditional classical grammars (as it has been discussed earlier in details) 'a sentence' is considered as 'a complete thought unit'. This is ambiguous in one way, as the meaning of 'complete thought' is not clear in it.
The modern linguists now define 'a sentence' as 'structural string of words which falls into natural groups'.

"A generative grammar of language is a theory or set of statements which tells us in a formal and explicit way which strings of the basic elements of language are permitted."\(^5\)

"The structured string has meaning (semantics) and form (syntax). If these two elements go together there exists a sensible sentence".

- Noam Chomsky.

Transformation of language relates to both, the deep and surface structures (details of which are in Chapter II).

Simple transformations are (i) Negative transformations (ii) Simple question-transformation (iii) Information question transformation (iv) Ellipsis transformation etc. These all transformations are through (i) substitution (ii) deletion (iii) addition (iv) adjunction and (v) rearrangement etc.

Most of the textbooks available in India have either a base of 'tradition grammar approach' or of 'a structuralist grammar approach'.

In structuralist grammar it is insisted to have an oral-approach and intensive drill-work for the beginners.

How far it is possible to drill all the patterns of a language which has indeed infinite utterances!

The present study has been more or less designed to implement 'a language programme' specifically prepared for the students of Std. VIII learning L.L. English in Gujarat State where available textbooks have more or less a basis of structural approach.

The language programme in L.L. English for Std. VIII prepared by the investigator has incorporated some 'simple transformational rules (as stated in a preceding paragraph).

4.6 Historical perspective of various grammars

For the last two centuries the most commonly used grammar of English was that of classical grammarians. This classical approach provided a framework for an extremely detailed sensitive description of 'English Language' which had however a number of shortcomings viz.,

i. It was based on the description. It did not use a constituent frame for defining grammatical facts and relationship e.g. in defining 'a sentence'.

ii. While defining 'parts of speech' some were described in semantic terms and some were described in formal terms.
iii. It tended to set up the prescriptive rules which the language had to obey. If not, other usages were regarded as slang or colloquialism.

iv. It failed to provide either a satisfactory basis of description or a model for profitable teaching of language (See details in Chapter II).

To overcome these deficiencies new approaches to language learning have sprung up viz., (a) 'Structuralist Approach of Immediate Constituents' mainly associated with American linguist Bloomfield (b) 'Scale-category Grammar', associated with Halliday and Firth (c) 'Transformative Generative grammar' (Known as T.G. Grammar) associated with the well-known American linguist Noam Chomsky.

The last one of the above three is perhaps a revolutionary and promising approach to the learning of English language (See Chapter II for details).

This approach in learning English language had 'a finite system' to generate 'infinite sentences'.

This novel approach of generating sentences through deletion, substitution, addition, replacement etc., needs a close investigation with a language programme based on it and implemented upon the actual classroom situation.

4.7 **Objectives of the present study**

The objectives form a very important part of any scheme for teaching a subject. In a way they provide a
starting point and the investigator has always to keep his eye on them. It becomes his duty to bear them constantly in mind and to organize his work in such a manner that he is able to adhere loyally to these targets with a reasonable chance of leading his programme towards its attainment. The investigator had the following objectives for present study.

(a) To examine the efficacy of the 'Language Programme' in comparison with the language material of the textbook of L.L. English for Std. VIII.

(b) To readjust the structures of the present syllabus taking into consideration some of the salient simple features of TG grammar to find its effectiveness in language acquisition.

(c) To develop an effective language programme based on simple inversion, substitution, deletion, addition and replacement of words and phrases in a sentence and to measure thereby the learnability of it for the pupils of Std. VIII.

(d) To supply more language-practice items having transformativc and lucid sequence to strengthen the skills of English language into the texture of pupils' minds.

(e) To introduce a greater number of exercise items demanding an understanding of 'linguistic behaviour of words, phrases and sentences and thereby to make the students efficacious in applying it knowingly.
(f) To determine the economy of time and labour while teaching the 'Language Programme' based on the syllabus prescribed for L.L. English for Std. VIII of Gujarat State.

(g) To study the relationship of various psycho-socio factors affecting the achievement of language.

(h) To study the relationship of sex and area affecting the achievement of language.

(i) To suggest the teachers of English a more viable language programme for the beginners of L.L. English.

4.6 Delimitations of the Study

No study can be omnibus or all round. It has to put in some inbuilt limitations. Here this study has also some limitations as follows:

(a) While preparing the parallel language programme the investigator incorporated the language material based on the 'Oral work' and 'Language Practice' parts only. He asserts that this being the corner stone of each unit needs intensive treatment.

(b) The reading material of the text-book has been taught to both the groups – experimental and control, to overcome some administrative questions of the school programme viz., syllabus-completion and periodical-testing.
(c) The investigator has considered some of the simple transformation rules (and not all the detailed complex rules of it) while preparing the language programme. He is of the opinion that simple transformation rules are sufficient in framing the language programme for the beginners.

(d) The investigator has kept up the total number of the teaching items unchanged (i.e. 40 items in all). He has not altered even the sequence of the teaching points of the textbook except some minor changes essential for the new language programme.

(e) The programme has been launched upon some schools of rural and urban areas with mixed classes of boys and girls of Sabarkantha District.

4.9 Construction and Implementation of the Experimental Tool

Earlier some of the salient features of the textbooks available have been discussed. After the inception of 'State Board of School Text-books' in the Gujarat State a new look was given to the textbook material of L.L. English. The investigator has gone through the language material of the prescribed text-book of L.L. English for Std. VIII and was convinced that there was scope for modification and rearrangement of the language material to make it more lucid and learnable.
The section of 'oral work' in the textbook was found insufficient. It was so sketchy that the pupils were not supplied with adequate quantum of language material before 'Language Practice' work would start.

So the investigator prepared first five units in all its necessary details consisting (i) Teaching items (ii) Read and learn (iii) Language practice and (iv) Test items.

While preparing the new language programme the investigator tried to cover up the total load of vocabulary found in the textbook. During the process of preparing the programme he had in mind some simple transformational rules.

The investigator visited the schools from rural as well as urban areas and had conferences with the teachers of English, teaching the subject in Std. VIII. He had meetings with senior teachers, supervisors and head masters also.

Before implementing the pilot programme there was free give and take of opinions among the members of conference committee.

The teachers, teaching English in Std. VIII and their associates were found full of zeal to carry out such language programme, which had a basis of proper thinking based on linguistic approach and lucidity.
In the beginning the investigator himself gave the teachers some demonstrations of teaching English based on the new language programme. He also showed the practical way of linking, 'Reading part of the text'.

After a careful study of the acceptance of this programme the investigator prepared a detailed exhaustive language programme in two parts: The first one consisting of 1 to 15 units and the second one consisting of 16 to 33 units, for two academic terms. Mostly all the prescribed teaching points were carefully covered under this total-programme. The sequence of the language items was also not altered except in some essential inevitable, junctures.

This time the teachers found ease in implementing the total programme as they had an experience of such work during its pilot-study. This time the invigorating point for the investigator was, that they could easily link up the 'Oral work' with the 'Reading' part of the textbook itself based on their previous experience.

As stated earlier the investigator was able to reconstruct the total language material prescribed for Std. VIII in accordance with the simple elements of 'TG Grammar'.

He could gather that, the total language syllabus was based on a few kernel sentences i.e. (basic constructions). For convenience he has taken them into some practicable clusters. (Appendix A)
During the implementation of the language programme the teachers were in a better position to give ample language practice followed by test-items. This had a tremendous effect in laying a good foundation for language learning for pupils.

He had frequent visits to the schools selected for the experiment. During his visits he had discussions with the teachers concerned. He gave necessary hints and guidance during these sessions. This always proved profitable.

At the end of the year a criterion test with personal care was given to both the groups, experimental as well as control. This test was mainly based on the following skills:

1. A comprehension test of language through objective items.
2. A test of expression in controlled writing.
3. A vocabulary test.
4. A sentence-construction (syntax) test.

4.10 Selection of some psycho-socio tools

(a) "Intelligence Quotient (IQ) is a measure of a child's rate of development up to the age of 14 to 16 at which he is tested, computed by dividing his mental age (MA) by his chronological age (CA). The range of IQ from
90 to 110 is considered average below which is 'inferior' and above which is superior. [superscript 6]

IQ test prepared and standardized in Gujarati language by Dr. K.G. Desai was used by the investigator during his experiment ([Appendix B]). He gave this test to both the groups, experimental as well as control. He wanted to find out the effect of this variable in the achievement of English language.

(b) "Socio-economic status is an individual's position in a given society as determined by wealth, occupation and social class." [superscript 7] ([Appendix B])

The SES test prepared and standardized in Gujarati language by Dr. A.S. Patel ([M.S.University, Baroda]) was used by the investigator ([Appendix B]). It included questions eliciting details from the pupils. The information asked for was related to the profession, income, and educational status of the head-member of the family. It also included details of family circumstances and other conveniences of it.

(c) "Anxiety is an unpleasant emotional state in which a present and continuing strong desire or drive seems likely to miss its goal. It is a fusion of fear with

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7. Ibid. p. 910.
anticipated future evil. It is a feeling of threat.\textsuperscript{6}

Anxiety scale for children prepared by Dr. (Mrs.) H.K. Nijhawan (Punjab University, Chandigadh) and translated in Gujarati by Dr. (Mrs.) J.I. Vora, was used by the investigator.\textsuperscript{7} It included 30 items eliciting Yes/No answers. This scale was given to the students to find out whether the rate of their anxiety tells upon their achievement of language.

(d) "Emotional Stability" is a characteristic of a person who does not react excessively to emotive situation.\textsuperscript{9}

This is a personality trait of a person. A questionnaire of 20 items prepared by Dr. A.S. Patel (M.S. University, Baroda) was used by the investigator.\textsuperscript{5} This was given to the students to find out the relationship of the pupils' emotional stability with their achievement in the English language.

(e) N.Ach i.e. Need Achievement or Achievement Motivation includes many factors e.g. Achievement Imagery, Competition with others, Unique Accomplishment, long-term involvement, doubtful achievement, Unrelated Imagery, Need, Instrumental

\textsuperscript{8} Ibid. p. 35.

\textsuperscript{9} Ibid. p. 177.
Activity, Anticipatory goal, Obstacles-personal and environmental, Achievement Theme, etc. To find out some of these, stories or questions based on pictures are found effective. A test prepared by Shri Prayag Mehta (NCERT, Delhi) was used by the investigator. It included six pictures with four similar questions which are to be answered by the pupils in the gaps provided in the sheet itself. This test also helps in finding relationship of one's imaginative power with the achievement of language if it exists.