CHAPTER - IV

ANALYSIS OF DATA

The replies and responses received from the subjects were subjected to analysis and are tabulated in this chapter.

**Entry Achievement Test Paper**

**Question I : Read the following passage carefully**

Mr Jones liked being comfortable, so when he got into a train, he always used to put his suitcase on the seat beside him and pretend that it belonged to another passenger who had gone to buy something in the station.

One day he did this when the train was very crowded. Other passengers came and sat in all the other seats except the one on which his suitcase was lying. Then an old gentleman arrived, looked at Mr Jones' suitcase and said, "Is this somebody's seat?"

"Yes," answered Mr Jones. "A friend of mine is travelling with me, and he has gone to buy some cigarettes. He will return soon." Mr Jones opened the window and looked out, to make the old gentleman think that he was anxious about his friend.
"All right," said the old gentleman, "I'll sit here until your friend comes back, and then I'll stand somewhere." He put the suitcase up above him and sat down. Mr Jones did not feel happy about this, but he wasn't able to do or say anything, because all the other passengers were watching and listening.

Several minutes passed, the whistle blew, and the train began to move. Then the old gentleman jumped up and said, "I am very sorry, but your friend seems to have missed the train. We don't want him to be separated from his suitcase, do we? I don't believe that he would like that at all," and before Mr Jones was able to do or say anything to prevent him, he took his suitcase and threw it out of the window which Mr Jones had opened.

You can be sure that Mr Jones never tried to play that game again.

Now answer the following questions

A. Put one word from this story in each empty place in these sentences.

1. Mr Jones used to look out of the window and .......... that he was looking for his friend.
2. The passengers heard a loud ...........
before the train started.

3. The old gentleman seemed ............ that
Mr Jones' friend should have the suitcase.

4. It is more ............ to travel in an empty
train than in a crowded one.

B. Find the words in the story which mean about the
same as

5. come back ............
6. divided ............
7. think ............
8. certain ............
9. stop ............

The responses to the above items from 423 Ss were
examined and the number of Ss who made errors noted
item-wise.
<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss. who made errors</th>
<th>Percentage of Ss. who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>150</td>
<td>35.46</td>
</tr>
<tr>
<td>2</td>
<td>137</td>
<td>32.38</td>
</tr>
<tr>
<td>3</td>
<td>356</td>
<td>84.16</td>
</tr>
<tr>
<td>4</td>
<td>119</td>
<td>29.13</td>
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<tr>
<td>5</td>
<td>104</td>
<td>24.58</td>
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<td>6</td>
<td>89</td>
<td>20.10</td>
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<tr>
<td>7</td>
<td>267</td>
<td>63.12</td>
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<tr>
<td>8</td>
<td>156</td>
<td>36.87</td>
</tr>
<tr>
<td>9</td>
<td>208</td>
<td>49.17</td>
</tr>
<tr>
<td>1-9</td>
<td>1586</td>
<td>41.55</td>
</tr>
</tbody>
</table>

It is evident from the above table that many trainees are weak in reading comprehension of the passage under question I.

The passage under reference is comparatively of low level for comprehension and is generally meant for the secondary school pupils of 13-14 age group. The highest percentage (84%) of the Ss made mistake in item 3, the
response expected was 'anxious' and the lowest percentage (20%) is in item 6, in choosing 'return' as the equivalent to 'come back'. The second highest percentage (63%) of Ss who made errors is in finding out the equivalent of 'divided'. Nearly half the Ss have failed in finding the equivalent to 'stop' i.e. 'prevent'. About one third of the Ss were not able to find suitable words - 'pretend', 'whistle', 'comfortable' and 'believe' for the blanks in the items 1, 2, 4 and 8.

**Question II:** Read the following passage carefully and answer the questions that follow.

Most of the people who appear most often and most gloriously in the history books are great conquerors and generals and soldiers, whereas the people who really helped civilization forward are often never mentioned at all. We do not know who first set a broken leg or launched a seaworthy boat, or calculated the length of the year, or manured a field; but we know all about the killers and destroyers. People think a great deal of them, so much so on all the highest pillars in the great cities of the world you will find the figure of a conqueror or a general or a soldier. And I think most people believe that the greatest countries are those that have beaten in battle the greatest number of other
countries and ruled over them as conquerors. It is just possible they are, but they are not the most civilized. Animals fight; so do savages; hence to be good at fighting is to be good in the way in which an animal or a savage is good; but it is not civilized. People fight to settle quarrels. Fighting means killing, and civilized people ought to be able to find some way of settling their disputes other than by seeing which side can kill off the great number of the other side, and then saying that that side which has killed most has won, has been in the right. For that is what going to war means; it means saying that might is right.

10. Which of the following sentences gives the best summary of the passage? Put a tick against the correct answer.

   a) Some of the people who helped civilization forward are not mentioned at all in history books.

   b) Conquerors and generals have been our most famous men, but they did not help civilization forward.
c) It is true people today do not fight or kill each other in the streets.

11. What examples does the author give of people who really helped civilization forward?

1.  
2.  
3.  
4.  

Answer the following questions by choosing the best alternative (a, b, c, d) under each.

12. In the first sentence, the author says that

a) most history books are written by conquerors, generals and soldiers.

b) no one who really helped civilization forward is mentioned in any history book.

c) history books tell us far more about conquerors and soldiers than about those who helped civilization forward.

d) conquerors, generals and soldiers should not be mentioned in history books.
13. On all the highest pillars in the great cities of the world we find
   a) the figure of the same conqueror or general or soldier.
   b) the figure of some conqueror or general or soldier.
   c) a figure representing the number of conquerors, generals and soldiers.
   d) the figure of a person who helped civilization forward.

14. Most people believe that the greatest countries are
   a) those that built the highest pillars.
   b) those that were beaten in battle by the greatest number of other countries.
   c) those that were ruled by the greatest number of conquerors.
   d) those that won the greatest number of battles against other countries.

15. The author says that the civilized people
   a) should not have any quarrels to settle.
   b) should not fight when there are no quarrels to settle.
c) should settle their quarrels without fighting.

d) should settle their quarrels by seeing which side can kill off the greater number of the other side.

16. "That is what going to war means; it means saying that might is right." The meaning of this sentence is that

a) those who fight believe that the winner is right and the loser wrong.

b) only those who are powerful should go to war.

c) those who are right should fight against those who are wrong.

d) in a war only those who are powerful will win.

The responses to the above items from 423 Ss were examined and errors made were noted item-wise.
Table 4: Number and Percentages of Ss who made errors -
Reading Comprehension Passage II (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>212</td>
<td>50.11</td>
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<tr>
<td>11</td>
<td>208</td>
<td>49.17</td>
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<td>12</td>
<td>160</td>
<td>35.46</td>
</tr>
<tr>
<td>13</td>
<td>130</td>
<td>30.73</td>
</tr>
<tr>
<td>14</td>
<td>167</td>
<td>39.50</td>
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<tr>
<td>15</td>
<td>142</td>
<td>33.56</td>
</tr>
<tr>
<td>16</td>
<td>300</td>
<td>70.92</td>
</tr>
<tr>
<td>10-16</td>
<td>1319</td>
<td>44.24</td>
</tr>
</tbody>
</table>

The passage under question II, meant for reading comprehension, is slightly more difficult than the first passage. Here too, a little less than 50% are wrong in comprehending the passage. It can be observed from the above table that the highest percentage of Ss (71%) have failed to answer the item 16 correctly. About half the Ss have made mistakes in answering the items 10 and 11. About one third of the Ss have made mistakes in answering the items 12, 13, 14 and 15.
When someone learns a language, he is not, properly speaking, gaining knowledge of his environment. Language is not knowledge, but a set of skills. The teaching of it, therefore, must be different from the teaching of a 'content' subject like science. Of course, it is possible to study language or languages in the way we study history or geography or science - as a 'content' subject, a set of concepts of varying degrees of abstraction. This is the way a linguist studies a language, so that he can analyse and describe it. This, too requires skill, but it is the sort of skill a scientist needs rather than the language learner; there is many an academic linguist who is capable of giving an excellent description of a language in which he is only a mediocre performer.

Choose the correct ending of the sentence. Put a tick against it

17. Learning a language means ..............
   a) improving one's ability to speak better.
   b) knowing something about the language.
   c) learning a set of skills.
   d) gaining a knowledge of one's own environment.
18. We can study a language as we study a science if we want to ............
   a) learn the language.
   b) describe the language.
   c) teach the language.
   d) enjoy the language.

19. A linguist's purpose of study of language is to ............... it.
   a) teach
   b) describe
   c) improve
   d) correct

Choose the correct statement. Put a tick against it

20. a) The teaching of a language is not the same as the teaching of a science.
    b) We can use the same methods to teach both science and language.
    c) If we teach science well, the pupils learn a language also.
    d) Teaching science is unnecessary if we teach a language.
21. a) A good linguist may not be a good learner of a language.

b) A good linguist means a good teacher of a language.

c) A good linguist is always a good learner of a language.

d) A good linguist can become a good scientist.

The responses to the above items were examined and errors made were noted item-wise.

Table 5 : Number and Percentage of Ss who made errors -

Reading Comprehension Passage III (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
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<tbody>
<tr>
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<td>18</td>
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<td>19</td>
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<td>20</td>
<td>76</td>
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<td>21</td>
<td>322</td>
<td>76.12</td>
</tr>
<tr>
<td>17-21</td>
<td>834</td>
<td>39.42</td>
</tr>
</tbody>
</table>

The passage under discussion was on English methodology. It can be seen from the above table that
nearly 40% of the Ss have given wrong responses to the comprehension of the passage in general. The highest percentage (76%) have gone wrong with the item 21; followed by the item 18 with 57%. Nearly one-fourth of the Ss have made mistakes with regard to the items 17 and 19 whereas only 18% have gone wrong with the item 20.

**Question IV-1:** Choose the correct alternative from those given and write its letter in the bracket

22. When the telephone rang, she ........... a letter.
   - A) writes
   - B) has written
   - C) wrote
   - D) was writing

23. The film started before we ............ the cinema.
   - A) reach
   - B) reached
   - C) were reaching
   - D) have reached

24. I will speak to Murthy when I ............ him tomorrow morning.
   - A) see
25. It's five o'clock. It is time the game .......... 
   A) starts
   B) started
   C) has started
   D) will start

26. I saw something ........... from the ceiling.
   A) hanging
   B) hangs
   C) is hanging
   D) hanged

27. This is the second time he ............ his books.
   A) forgets
   B) is forgetting
   C) has forgotten
   D) forgot

28. I don't know whether the letter is finished yet, 
   but he ............ it yesterday as he had nothing 
   else to do.
   A) had finished
B) finished
C) could finish
D) could have finished

29. Ravi: Supposing it had rained when you were there?
Gopi: We ............... until it stopped.
A) had sheltered
B) would shelter
C) sheltered
D) would have sheltered

30. I am a hawker. I go home when I have finished ............... my things.
A) selling
B) to sell
C) sold
D) sell

31. The doctor made me ............... in the bed for a week.
A) staying
B) stayed
C) stay
D) to stay
32. The table ................. with dust.
   A) is covering
   B) covered
   C) covers
   D) is covered

33. I stayed at home yesterday ........... my mother.
   A) help
   B) to help
   C) helped
   D) was helping

34. If I picked up the crab, it ............... me.
   A) will bite
   B) bites
   C) bit
   D) would bite

The responses to the above items from 423 Sq were examined and the errors made were noted item-wise.

...
Table 6: Number and Percentage of Sg who made errors -
Verb form (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Sg who made errors</th>
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<td>78</td>
<td>18.43</td>
</tr>
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<td>33</td>
<td>45</td>
<td>10.63</td>
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<tr>
<td>34</td>
<td>198</td>
<td>46.80</td>
</tr>
<tr>
<td>22-34</td>
<td>2428</td>
<td>44.15</td>
</tr>
</tbody>
</table>

It can be seen from the above table that the highest percentage (84%) of Sg have made a mistake with regard to the item 28 which was about the usage of 'could+V' expressing a possibility in the past.
Almost equal percentage of Ss have gone wrong with the item 25. Two-thirds of the Ss were wrong with regard to the item 31 which was about the use of plain infinitive which expresses completion of action in the 'S+V+(pro)N+V'. Nearly half the Ss made error with regard to the item 34 which tested the verb form in an 'if-clause' expressing hypothetical condition. More than 40% of the Ss have gone wrong with the items 24, 26 and 29 which tested the verb form after the conjunction; the present participle in the 'S+V+O+ing' pattern; and conditional perfect tense respectively. More than half the Ss made mistake in the item 27 which was about 'present perfect tense'. About 30% of the Ss have gone wrong with the items 22, 23 and 30 which were about past continuous tense, simple past tense and gerund respectively. The lowest percentages of Ss (18% and 11%) made errors with regard to the items 32 and 33 which tested the usage of 'passive voice' and 'to+infinitive' of purpose.

It can also be observed from the above table that many Ss are generally weak in verb forms.
Question IV-25: Choose the correct alternative from those given and write its letter in the bracket.

35. We missed the bus. There's nothing else we can do now ............... wait for the next one.
   A) although
   B) unless
   C) except
   D) if ( )

36. I was aware of certain disappointment, improbable ............... it may sound.
   A) though
   B) as soon as
   C) for
   D) while ( )

37. I don't know how ............... it is all right now.
   A) did he repair it?
   B) did he repair it
   C) he repaired it
   D) he is repairing it ( )

38. Don't tell Krishna because I don't want ............... 
   A) him know
   B) him to know
   C) know him
   D) to know ( )
39. He gave us .......... we could not move for an hour afterwards.
   A) so a huge meal that
   B) such a huge meal that
   C) a such huge meal that
   D) so huge a meal as

40. The examination was .......... no one was passed
   A) very hard that
   B) as hard as
   C) so hard that
   D) so hard as

41. I hid it under the carpet ................. they would not find it.
   A) that
   B) in order
   C) so that
   D) unless

42. The student .............. book I still have can come to collect it after the lesson.
   A) who
   B) whose
   C) what
   D) whom
43. This pen is no good. Please change it and
give me ..........  
A) other one
B) one another
C) another one
D) other ( )

44. Sudhakar wanted to win the race. He ran ............  
A) as fast as he could
B) so fast as he can
C) fast as he can
D) fast as he could ( )

45. He is a doctor; I am sure of that.
...... .......... he is a doctor.
A) I am sure of that
B) I am sure of
C) Sure I am
D) I am sure ( )

46. I don't remember .......... she emerged alive or not.
A) how
B) whether
C) why
D) that ( )
The responses to the above items from 423 Ss were examined and errors made were noted item-wise.

Table 7: Number and Percentage of Ss who made errors –

Miscellaneous structures (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>Structural pattern</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Except (preposition)</td>
<td>126</td>
<td>29.78</td>
</tr>
<tr>
<td>36</td>
<td>Though</td>
<td>204</td>
<td>48.22</td>
</tr>
<tr>
<td>37</td>
<td>Know+‘wh’+clause</td>
<td>152</td>
<td>35.93</td>
</tr>
<tr>
<td>38</td>
<td>S+V+(pro)to+V</td>
<td>105</td>
<td>24.82</td>
</tr>
<tr>
<td>39</td>
<td>Such a+that+clause</td>
<td>83</td>
<td>19.62</td>
</tr>
<tr>
<td>40</td>
<td>So+adj.+that+clause</td>
<td>163</td>
<td>38.29</td>
</tr>
<tr>
<td>41</td>
<td>so that (in order that)</td>
<td>75</td>
<td>17.73</td>
</tr>
<tr>
<td>42</td>
<td>Relative pronoun</td>
<td>38</td>
<td>8.98</td>
</tr>
<tr>
<td>43</td>
<td>Another (a similar one)</td>
<td>61</td>
<td>14.42</td>
</tr>
<tr>
<td>44</td>
<td>as + adj.+as</td>
<td>95</td>
<td>22.45</td>
</tr>
<tr>
<td>45</td>
<td>Be+sure+that+clause</td>
<td>189</td>
<td>44.68</td>
</tr>
<tr>
<td>46</td>
<td>Whether</td>
<td>73</td>
<td>17.25</td>
</tr>
<tr>
<td>35-46</td>
<td></td>
<td>1364</td>
<td>26.87</td>
</tr>
</tbody>
</table>

From this table it can be seen that only a few more than one-fourth Ss have responded wrongly to the items in
general whereas nearly half the Se have gone wrong with the item 36. Here the usage of 'though' was a little different from the usual pattern (though he is late, he is permitted). Next to this comes the item 45, in which 45% of the Se have gone wrong; followed by the item 40 with a little less than 40%. More than one-third of the Se were wrong in the item 37, which was about the pattern-know+wh+ clause. And 30% of the Se gave wrong response to the item 35, which is slightly different from the usual pattern- 'except+(pro)N. Nearly one-fourth of the Se made mistakes in the items 38 and 44 which were about to+V and comparison of adverbs, respectively. Nearly one-fifth of the Se were wrong in the items 39, 41, and 46. And the lowest percentage of Se made mistake in the item 42.

Question V: Choose the expected answer

47. They won't come tomorrow, will they?
   A) No, not coming.
   B) No, they won't.
   C) Yes, they will.
   D) Yes, they do. ( )
48. Everybody wants a drink, don't they?
   A) Yes, do.
   B) Yes, they do.
   C) Yes, he does.
   D) Yes, they do want.

The responses to the above items from 423 Ss were examined and the errors made were noted item-wise.

Table 8: Number and Percentage of Ss who made errors –
   Question tag (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
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</thead>
<tbody>
<tr>
<td>47</td>
<td>76</td>
<td>17.96</td>
</tr>
<tr>
<td>48</td>
<td>142</td>
<td>33.56</td>
</tr>
<tr>
<td>47 + 48</td>
<td>218</td>
<td>25.76</td>
</tr>
</tbody>
</table>

It is evident from this table that more than one-fourth of the Ss have gone wrong with regard to the question tags. One-third of the Ss were wrong in their response to the positive tag, i.e. item 48, whereas only 18% were wrong in the item 47, which is about negative tag.
Question VI: Choose the alternative which is nearest in meaning to the sentence(s) given below

49. We shall not be able to go there unless you take us in your car.

A) We shall not be able to go there because you won’t take us in your car.
B) If you take us in your car, we shall be able to go there.
C) You will take us in your car, so we shall be able to go there.
D) We shall be able to go there even if you don’t take us in your car.

50. I gave two metres of cloth to the tailor. He made a shirt for me.

A) I have made my shirt.
B) I had the tailor made my shirt.
C) I have had my shirt made.
D) The tailor had my shirt made.

The responses to the above items were examined and the errors made were noted item-wise.
Table 9: Number and Percentage of Ss who made errors - Structure comprehension (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>102</td>
<td>24.13</td>
</tr>
<tr>
<td>50</td>
<td>278</td>
<td>65.72</td>
</tr>
<tr>
<td>49 + 50</td>
<td>380</td>
<td>44.91</td>
</tr>
</tbody>
</table>

The above table clearly shows that many Ss, nearly half, are weak in comprehending the meaning of the structure. Two-thirds of the Ss were wrong in the item 50 which expected the Ss to recognize the correct sentence pattern conveying the meaning of the two sentences under the item. This item was about the causative 'have'. Nearly one-fourth of the Ss could not understand the meaning of the item 49, which was about the usage of unless.

Question VII: Choose the sentence which has the most normal English word order

51. A) He has been living in America for over five years.
   B) He in America has been living for over five years.
   C) He for over five years has been in America living.
   D) He has in America been living for over five years  ( )
52. A) The whole class did badly the exercises.
   B) The whole class did the exercises badly.
   C) The whole class badly did the exercises.
   D) Badly the whole class did the exercises. 

53. A) Any birds have you seen today?
   B) Have you seen any birds today?
   C) Have you seen any birds today?
   D) Have today you seen any birds?

The responses to the above items were examined and the errors made were noted item-wise.

Table 10 : Number and Percentage of Sa who made errors - Word order (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Sa who made errors</th>
<th>Percentage of Sa who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>26</td>
<td>6.14</td>
</tr>
<tr>
<td>52</td>
<td>40</td>
<td>9.45</td>
</tr>
<tr>
<td>53</td>
<td>26</td>
<td>6.14</td>
</tr>
<tr>
<td>51-53</td>
<td>92</td>
<td>7.24</td>
</tr>
</tbody>
</table>

The above items tested the ability of the Sa in recognising the correct word order - mainly the position of adverb. It can be seen from the table
that 93% of the Ss answered the items correctly, the maximum percentage of errors being less than 10%.

**Question VIII: Complete the following to make short typical sentences**

54. I do not know if ...............  
55. There was no time ...............  
56. It was so easy ...............  
57. I would like ...............  
58. As soon as they ...............  
59. He was writing while ...............  
60. Sometimes ...............  
61. Sometime ...............  
62. After I ...............  
63. He was writing when ...............  

The responses to the above items were examined and the errors made were noted item-wise.
Table 11: Number and Percentage of Ss who made errors in writing controlled structure (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>168</td>
<td>39.71</td>
</tr>
<tr>
<td>55</td>
<td>99</td>
<td>21.27</td>
</tr>
<tr>
<td>56</td>
<td>321</td>
<td>75.88</td>
</tr>
<tr>
<td>57</td>
<td>91</td>
<td>21.51</td>
</tr>
<tr>
<td>58</td>
<td>186</td>
<td>43.97</td>
</tr>
<tr>
<td>59</td>
<td>217</td>
<td>51.30</td>
</tr>
<tr>
<td>60</td>
<td>174</td>
<td>41.13</td>
</tr>
<tr>
<td>61</td>
<td>279</td>
<td>65.95</td>
</tr>
<tr>
<td>62</td>
<td>239</td>
<td>56.24</td>
</tr>
<tr>
<td>63</td>
<td>188</td>
<td>44.44</td>
</tr>
<tr>
<td>54-63</td>
<td>1962</td>
<td>46.38</td>
</tr>
</tbody>
</table>

From the above table it is evident that nearly half the Ss gave wrong responses to the whole question in general. More than three-fourths (76%) did not complete the item 56 correctly. This item was about 'so+adjective+that+clause' pattern. Two-thirds of the Ss were wrong in the item 61 which was comparatively more open-ended than the others under the question in discussion. More than
40% gave wrong responses to the items 58, 60 and 63 - the last of these had a clear structural signal in the verb 'was writing'. 40% of the Ss were wrong in the item 54 which tested the usage of 'if' to introduce an indirect question. The lowest percentage of errors occurred in the items 55 and 57.

**Question IX:** In each list one word is spelt wrongly. Find out that word and write it correctly.

64. A) crowd
B) smooth
C) rough
D) quite
ty

65. A) messinger
B) astonished
C) hospital
D) twelfth

66. A) relative
B) scenery
C) certainly
D) collector

67. A) exhausted
B) vehicles
C) argument
D) careless
68. A) sincerely
B) faithfully
C) truely
D) usually

The responses to the above items were examined and the errors made were noted item-wise.

Table 12: Number and Percentage of Ss who made errors - Spelling (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>208</td>
<td>49.17</td>
</tr>
<tr>
<td>65</td>
<td>177</td>
<td>41.84</td>
</tr>
<tr>
<td>66</td>
<td>168</td>
<td>44.44</td>
</tr>
<tr>
<td>67</td>
<td>149</td>
<td>35.22</td>
</tr>
<tr>
<td>68</td>
<td>323</td>
<td>76.12</td>
</tr>
<tr>
<td>64-68</td>
<td>1045</td>
<td>49.35</td>
</tr>
</tbody>
</table>

It can be seen from the above table that half the Ss made mistakes in spelling in general whereas more than three-fourths went wrong in the item 68 which tested the spelling of 'truly'. Almost half the Ss responded wrongly to the item 64 in writing the correct spelling - 'quietly'. More than 40% mistakes occurred in the items 65 and 66.
Even in the item 67 more than one-third of the Ss made error--the word tested being 'exhausted'.

Question X: Rewrite the following sentences using the words given in the brackets

69. He has been to London before. (never)
70. They were injured in a bad accident. (very)
71. He is late to school. (always)
72. Has your brother been to London or America? (ever)

The responses to the above items were examined and the errors made were noted item-wise.

Table 13: Number and Percentage of Ss who made errors—

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>123</td>
<td>29.07</td>
</tr>
<tr>
<td>70</td>
<td>219</td>
<td>51.77</td>
</tr>
<tr>
<td>71</td>
<td>67</td>
<td>15.83</td>
</tr>
<tr>
<td>72</td>
<td>62</td>
<td>14.65</td>
</tr>
<tr>
<td>69-72</td>
<td>471</td>
<td>27.83</td>
</tr>
</tbody>
</table>

It is evident from the above table more than one-fourth of the Ss gave wrong responses to the above items.
in general. The highest percentage (52%) of the 89 made error in the item 70 which tested the position of 'very'. About 15% of the 89 went wrong with the items 71 and 72. Nearly 30% made mistake in the item 69, which tested the position of 'never'.

**Question XII:** You are to choose one word that best completes the sentence. Mark its letter in the blank.

73. When two lorries hit, they ............
   A) collect  B) coincide  C) co-operate  D) collide

74. When a person stands out in a society, he is considered ..............
   A) obscure  B) vague  C) impertinent  D) prominent

75. When we say a person is absurd, we mean that he is .............
   A) vague  B) ridiculous  C) stubborn  D) mute

76. To set a man free is to ............ him. ............
   A) suppress  B) collect  C) release  D) arrest.

77. When a problem is difficult to solve, we say it is .............
   A) prominent  B) complicated  C) interesting  D) useless.
The responses to the above items were examined and the errors made were noted item-wise.

Table 14: Number and Percentage of Ss who made errors—
Vocabulary I (N=423)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>162</td>
<td>38.29</td>
</tr>
<tr>
<td>74</td>
<td>189</td>
<td>44.68</td>
</tr>
<tr>
<td>75</td>
<td>238</td>
<td>56.24</td>
</tr>
<tr>
<td>76</td>
<td>56</td>
<td>13.23</td>
</tr>
<tr>
<td>77</td>
<td>39</td>
<td>9.21</td>
</tr>
<tr>
<td>73-77</td>
<td>684</td>
<td>32.33</td>
</tr>
</tbody>
</table>

The above table reveals that nearly one-third of the Ss are weak in vocabulary. The highest percentage of Ss made mistake in the item 75 which expected 'ridiculous' as an equivalent to 'absurd'; whereas the lowest percentage was 9, which tested the equivalent ('complicated') of 'difficult' in the item 77, followed by 13% in the item 76 which required 'release' as correct response. More than one-third of the Ss could not identify the equivalent ('collide') to 'hit' in the item 73.
Last summer, I took my family to Hyderabad to see places of interest. I'd reserved seats by a deluxe bus as accommodation in this bus is (78) ............, because there is room to (79) ............ our legs. The clerk in the enquiry counter (80) ............ our reservation and even gave us the numbers of our seats. We reached Hyderabad at 4.30 a.m. As we had a lot of luggage, we called a porter. He came running and (81) ............ my heavy suitcase even without waiting to know where we had to go. He took us to the lounge.

We could make use of the de-luxe lounge into which entry is (82) ............ to deluxe passengers only. The canteen was not yet open, so we went to a nearby (83) ......... for coffee as I am (84) ............ to coffee early in the morning. We reached our lodge at 6 a.m. The room-boy was very (85) ............ to us; he helped us get a taxi.
The taxi-driver acted as a guide also. He gave us a lot of information about the important buildings like University Arts College though sometimes (86) ............ things a little. We stayed at Hyderabad for another day shopping, and seeing films. The (87) ............ was pleasant.

The responses to the above items from 423 Ss were examined and errors made were noted item-wise.

**Table 15 : Number and Percentage of Ss who made errors – Vocabulary II (N=423)**

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Ss who made errors</th>
<th>Percentage of Ss who made errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>92</td>
<td>21.74</td>
</tr>
<tr>
<td>79</td>
<td>161</td>
<td>38.06</td>
</tr>
<tr>
<td>80</td>
<td>126</td>
<td>29.78</td>
</tr>
<tr>
<td>81</td>
<td>219</td>
<td>51.77</td>
</tr>
<tr>
<td>82</td>
<td>159</td>
<td>37.58</td>
</tr>
<tr>
<td>83</td>
<td>256</td>
<td>60.52</td>
</tr>
<tr>
<td>84</td>
<td>136</td>
<td>32.15</td>
</tr>
<tr>
<td>85</td>
<td>116</td>
<td>27.42</td>
</tr>
<tr>
<td>86</td>
<td>195</td>
<td>46.09</td>
</tr>
<tr>
<td>87</td>
<td>128</td>
<td>30.26</td>
</tr>
<tr>
<td>78-87</td>
<td>1588</td>
<td>37.54</td>
</tr>
</tbody>
</table>
It can be observed from the above table that the highest percentage of Ss (16%) went wrong in the item 83 which required 'restaurant' as correct response; and the lowest in the item 78 (22%) which required 'comfortable' as correct choice. More than half the Ss were wrong in the item 81, which expected 'dragged' as correct answer; and nearly half the Ss made mistake with the item 86 which required 'exaggerated' as correct answer. Nearly 40% of the Ss responded wrongly to the items 79 and 82 which required 'stretch' and 'restricted' as answers. About 30% made mistakes in the items 80, 84, 85, and 87 which required 'confirmed', 'accustomed', 'courteous' and 'trip' respectively as correct responses.

Question XIV: Report the following conversation

Raju: Mr Kiran, I am in need of money. Please lend me ten rupees.

Kiran: When can you pay it back?

Raju: Not later than the first week of next month.

Kiran: All right. I don't have cash; I'll give you a cheque.

The responses to the above question from 423 Ss were examined and noted as follows.
While arriving at the total number of errors in reported speech only the points which were considered important (See appendix. C ) were looked for. If the trainee made a mistake elsewhere in the answer it was not considered as an error.

Question XV: Punctuate the following passage

good morning sir said the salesman good morning
I want a second-hand scooter are these second-hand scooters

In arriving at the total number of errors in punctuation, only the expected punctuation marks (See appendix. B ) were looked for. If the trainee made an error at other points in the sentence by using extra punctuation marks, these errors were not taken cognisance of.

Question XVI: Read the following letter

House No. AE/28,
Pylon colony,
NagarjunaSagar,
9 August, 1977

My dear Subhadra,

If you have not made any plans for your Dasara holidays, this year, perhaps you would like to stay with us.
It is a long time since we met, and my parents and brothers would love to see you again. We have a bigger house now, and there is plenty of room for one or two guests. We also have a bigger garden in the evening when it is cool. Do come; we look forward to seeing you.

Yours affectionately,

Lakshmi

Imagining that you are Subhajit, write a reply expressing your inability to accept the invitation because of your mother's illness.

The responses, from 423 to the above question were examined and the errors made were calculated as follows.

To arrive at the total number of errors in letter-writing, four credits were allotted to the body of the letter; two credits for the heading (place and date), one for greeting and one for the ending. Minor grammar mistakes were ignored for the purpose of calculating errors.

The possible total errors in each question (XIII, XIV and XV) were as follows.
The number of the Ss under each question varied, for, only the attempted answers by the S were analysed.

1. Reported speech  \( Re \times 320 \times 20 = 6400 \)
2. Punctuation  \( Re \times 393 \times 13 = 5109 \)
3. Letter writing  \( Re \times 366 \times 8 = 2928 \)

Table 16: Percentage of errors in Reported speech, Punctuation and Letter writing

<table>
<thead>
<tr>
<th>Item</th>
<th>Total No. of ( Re )</th>
<th>Total No. of errors actually made</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported speech</td>
<td>6400</td>
<td>3749</td>
<td>58.57</td>
</tr>
<tr>
<td>Punctuation</td>
<td>5109</td>
<td>2155</td>
<td>42.18</td>
</tr>
<tr>
<td>Letter writing</td>
<td>2928</td>
<td>1121</td>
<td>38.28</td>
</tr>
</tbody>
</table>

It is evident from the table above that the highest percentage of errors (59%) were made in reported speech followed by 42% in punctuation. Even the lowest percentage of errors was more than one-third.

Percentage of errors made by graduates and post-graduates were calculated separately under each question. For calculating the percentage of errors, the total number of possible errors were calculated as above.
Graduates

i) Comprehension passage I  Re: 386 x 9 = 3474
ii) Comprehension passage II  Re: 386 x 7 = 2702
iii) Comprehension passage III  Re: 356 x 5 = 1930
iv) Verb form  Re: 386 x 13 = 5018
v) Miscellaneous patterns  Re: 386 x 12 = 4632
vi) Question tag  Re: 386 x 2 = 772
vii) Structure comprehension  Re: 386 x 2 = 772
viii) Recognition of correct word order  Re: 386 x 3 = 1058
ix) Writing controlled structure  Re: 386 x 10 = 3860

x) Spelling  Re: 386 x 5 = 1930
xi) Position of adverbs  Re: 386 x 4 = 1544
xii) Vocabulary I  Re: 386 x 5 = 1930
xiii) Vocabulary II  Re: 386 x 10 = 3860
xiv) Reported speech  Re: 286 x 20 = 5720
xv) Punctuation  Re: 356 x 13 = 5018
xvi) Letter writing  Re: 329 x 8 = 2632

Post-graduates

i) Comprehension passage I  Re: 37 x 9 = 333
ii) Comprehension passage II  Re: 37 x 7 = 259
iii) Comprehension passage III  Re: 37 x 5 = 215
iv) Verb form  Re: 37 x 13 = 481
v) Miscellaneous patterns
vi) Question tag
vii) Structure comprehension
viii) Recognition of correct word order
ix) Writing controlled structure
x) Spelling
xi) Position of adverbs
xii) Vocabulary I
xiii) Vocabulary II
xiv) Reported speech
xv) Punctuation
xvi) Letter writing

Table 17: Percentage of errors made by Graduates and Post-graduates

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage of errors made by graduates (N=386)</th>
<th>Percentage of errors made by post-graduates (N=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension passage I</td>
<td>41.79</td>
<td>40.24</td>
</tr>
<tr>
<td>Comprehension passage II</td>
<td>45.22</td>
<td>37.06</td>
</tr>
<tr>
<td>Comprehension passage III</td>
<td>39.63</td>
<td>37.29</td>
</tr>
<tr>
<td>Verb form</td>
<td>44.45</td>
<td>40.95</td>
</tr>
<tr>
<td>Miscellaneous patterns</td>
<td>27.20</td>
<td>20.71</td>
</tr>
<tr>
<td>Question tag</td>
<td>20.58</td>
<td>17.56</td>
</tr>
<tr>
<td>Item</td>
<td>Percentage of errors made by graduates (N=386)</td>
<td>Percentage of errors made by post-graduates (N=37)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Structure comprehension</td>
<td>43.56</td>
<td>47.29</td>
</tr>
<tr>
<td>Correct word order</td>
<td>7.42</td>
<td>5.40</td>
</tr>
<tr>
<td>Writing controlled structure</td>
<td>47.56</td>
<td>36.47</td>
</tr>
<tr>
<td>Spelling</td>
<td>54.14</td>
<td>31.34</td>
</tr>
<tr>
<td>Position of adverbs</td>
<td>27.39</td>
<td>18.91</td>
</tr>
<tr>
<td>Vocabulary I</td>
<td>33.57</td>
<td>19.45</td>
</tr>
<tr>
<td>Vocabulary II</td>
<td>38.88</td>
<td>23.50</td>
</tr>
<tr>
<td>Reported speech</td>
<td>58.39 (N=286)</td>
<td>60.14 (N=34)</td>
</tr>
<tr>
<td>Punctuation</td>
<td>41.65 (N=356)</td>
<td>38.04</td>
</tr>
<tr>
<td>Letter writing</td>
<td>38.71 (N=329)</td>
<td>34.45</td>
</tr>
</tbody>
</table>

It is evident from the above table that post-graduates have made less percentage of errors than the graduates in all the areas except 'structure comprehension' and 'reported speech', in which graduates have made less percentage of errors. Both the graduates and post-graduates have made lowest percentage of errors in 'correct word order' followed by 'question tag'; the highest percentage of errors in 'reported speech'.
Questionnaire to the Principals

The replies, about the admission procedures, received from the principals — six of government colleges and four of private colleges — were analysed. The following are the findings.

i) There is no insistence on optional English at degree level, both in government and private colleges, to allow a trainee to choose English methods in B.Ed. course.

ii) Two principals of private colleges have expressed the view that they would like to admit only such candidates if they were given freedom.

iii) No preference is shown to additional qualifications, in allowing English methods.

iv) The admission into B.Ed. course is decided purely on the basis of candidate’s performance in Part II of the degree examination and for the inservice teachers even his performance is not considered. Only seniority is taken into account.

v) None of the government colleges is administering any English test to assess the linguistic abilities of the trainees before they are admitted.
into English methods. Only one private college is administering a test but the content of the test paper is not restricted to the high school syllabus in English.

Questionnaire to the Lecturers

The replies to the questionnaire, received from eight lecturers – six from government and two from private colleges – in English methods were analysed in terms of the aspects already listed (See chapter IV). The following are the findings.

1) All the lecturers in English methods are post-graduates in English.

ii) Of the six government lecturers only two are B.Ed.'s and the rest are M.Ed.'s. One of these had English methodology at M.Ed. level. And of the private college lecturers one is B.Ed. and the other an M.Ed. with a dissertation on English methodology. Of the government lecturers six have the Diploma from Central Institute of English and Foreign Languages and one has a five-month course certificate from Regional Institute of English and was mainly trained for primary-teacher training institutes.
Neither of the two private college lecturers had any specialised training in English language teaching. The private college lecturers did not attend the Summer Institute Course in English methodology, at R.I.R., for the lecturer in English methodology, whereas three government lecturers attended. Seven of the eight lecturers who have responded participated in a few seminars in ELT for high school teachers. One lecturer from private college has not attended any ELT seminar.

iii) All the government lecturers had worked in degree colleges and seven out of eight had worked in secondary schools before coming to colleges of education. Two of these had even worked as teachers in primary-teacher training institutions and also as deputy inspector of schools. But one of the private college lecturers did not have any experience in teaching English, at any level, before becoming a lecturer in English methodology and this lecturer had no specialised training in ELT. Four government lecturers worked in specialised institutions— one in SCERT for five years; one in Andhra Pradesh English Language
Teaching Campaign Centre for six years; one in R.I.E. for two years; and one at HSE.L'IC for three years. One of the private college lecturers worked in a primary-teacher training institution.

iv) Regarding the time spent on different activities of the training programme - classroom teaching, tutorials, supervision of and guidance for practice teaching - there is difference according to the university area in which the lecturer is functioning. That is to say the lecturer is guided by the work load suggested by the concerned university and the lecturer is not free to allocate the time as he/she feels suitable.

The analysis reveals that in all the universities the lecturer spends five or six hours in classroom teaching (i.e. lecturing) and one or two hours in tutorials. But only one private college lecturer has stated that she teaches for four hours a week, one tutorial and three lecture periods, and spends the rest of the time, fifteen hours, in guiding the trainees for practice teaching but supervises only for two hours a week. In Osmania University area there is no practice
teaching throughout the year; it is in two or three spells, during which time the lecturer is guiding and supervising only. But in Andhra and Sri Venkateswara areas, the lecturer spends, daily, one hour in supervision and one hour on guidance.

v) Seven of the eight lecturers who responded, are following lecture and discussion methods in their classroom teaching. One lecturer has not specified his method. His response—'as per the latest methods of teaching English'—was vague. Only one of them has mentioned two more 'methods'—paper reading and debates. But can these be called classroom methods?

vi) Only two lecturers give notes after classroom teaching whereas all of them give the trainees annotated bibliography. But two of these have contradicted their statement when they gave another response that they suggest only names of the books. Two lecturers neither suggest preliminary reading nor give hand-outs, for the topics taught in the lecture class. But one lecturer suggests only preliminary reading but does not give a hand-out. Four lecturers suggest preliminary reading as well as give hand-outs.
Regarding the need for inservice education for the lecturers, only one has responded near to suitable reply, and this lecturer wants to have more seminars and workshops but he has not specified the areas in which he wants these. Six lecturers have given responses which are difficult to be considered as 'needs of inservice education'. Some of the responses were as follows:

a) selective intake and suitable placement after training;

b) increase in emoluments;

c) language laboratory, linguaphone records, films and charts (related to methodology);

d) a good batch of pupils with proficiency in English;

e) all possible encouragement from management, department and society; and

f) M.Ed. degree.

Almost all the lecturers have suggested that the trainees could be allowed to opt for English methods after they prove their linguistic abilities to be assessed through an appropriate test. Most of the lecturers have suggested that the B.Ed. English syllabus should be modified. All the lecturers want to have more demonstrations.
The responses to the English-teacher education effectiveness scale received from 250 B.Ed. English trainees, in colleges of education were tabulated and they were given values as follows.

To a very great extent - 5
To a great extent - 4
To a some extent - 3
To a very limited extent - 2
Not at all - 1

Table 18: Objective-wise distribution of Sa according to the extent of achievement (N=250)

<table>
<thead>
<tr>
<th>Objective</th>
<th>To a very great extent</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To a very limited extent</th>
<th>Not at all</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarity of aims and objectives of teaching English</td>
<td>120 (600)</td>
<td>49 (196)</td>
<td>58 (174)</td>
<td>23 (46)</td>
<td>0 (0)</td>
<td>4.06</td>
</tr>
<tr>
<td>2. Knowledge of recent developments in your subject field</td>
<td>42 (210)</td>
<td>65 (260)</td>
<td>63 (189)</td>
<td>50 (100)</td>
<td>30 (50)</td>
<td>3.15</td>
</tr>
<tr>
<td>3. Ability to translate the instructional objectives into corresponding learning outcomes</td>
<td>50 (250)</td>
<td>80 (320)</td>
<td>71 (213)</td>
<td>40 (80)</td>
<td>9 (9)</td>
<td>3.48</td>
</tr>
</tbody>
</table>
Table 18 (Contd.)

<table>
<thead>
<tr>
<th></th>
<th>To a very great extent</th>
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<td>22. Ability to diagnose pupils difficulties and deficiencies of English</td>
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Table 18 (Contd.)

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<th>To a very great extent</th>
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<td>32 (128)</td>
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From the above table it is evident that the trainees trained in English methods, in colleges of education have ranked the statements in the following order.

1. Systematic blackboard writing.
2. Clarity of aims and objectives of teaching English.
4. Ability to select an appropriate method of teaching in a particular teaching situation.
5. Ability to use most of the audio-visual aids.
6. Ability to use pictures, maps, charts and models effectively.

7. Preparation of simple teaching aids

8. a) Ability to translate instructional objectives into corresponding learning outcomes

b) Ability to prepare detailed objective-based lesson plan

9. Ability to give verbal illustrations

10. Ability to select objectives appropriate to a given teaching situation

11. Knowledge of various ways and methods of motivating children to learn

12. Ability to diagnose pupil's difficulties and deficiencies in English

13. Knowledge of recent developments in the subject field

14. Ability to construct objective-based test items

15. a) Ability to involve students in the development of a lesson

b) Knowledge of journals in the teaching of English
16. Ability to formulate thought-provoking questions

17. Ability to meet the needs of bright, average and poor pupils in English

18. Ability to prepare and use various forms of assignments

19. Knowledge of source books in English

20. Ability to prepare remedial teaching programme

21. Ability to locate and select instructional materials needed for teaching English

22. Ability to conduct a class discussion.

Considering the average achievement the following objectives have been achieved by the trainees:

1. Systematic blackboard writing

2. Clarity of aims and objectives of teaching English

3. Knowledge of various methods of teaching English

4. Ability to select an appropriate method of teaching in a particular teaching situation
5. Ability to use most of the audio-visual aids
6. Ability to use pictures, maps, charts and models effectively
7. Preparation of simple teaching aids.

Questionnaire to the staff of the HSELTG's

The replies, from the staff at the HSELTG's, to the questionnaire were analysed keeping in view the aspects listed in Chapter IV.

The findings were as follows.

i) Four members are post-graduates and four are graduates. All the eight who have responded have B.Ed. degree with English as one of the two methods subjects. None of these has an M.Ed. degree. But all of them were trained at RIE, Bangalore, for five months and one of them has the diploma from GIZFL, Hyderabad. Only two members consider their professional training as inadequate for their work at the HSELTG.

ii) All the eight members worked for more than ten years in secondary schools before coming to HSELTG. Some of them have acted as resource persons
in ELF seminars for primary school teachers. Only one of them worked in degree college for two years and most of them worked in primary teacher training institutions and almost all of them worked previously in Andhra Pradesh English Language Teaching Campaign Centres.

iii) All of them agree that the topics suggested for 'Principles and methods' and 'Usage' are exhaustive but two of them want more demonstration and practice teaching lessons.

iv) Most of the staff members consider that the time spent on speech practice is not adequate. But none of them mentioned any models for speech practice. Most of them have mistaken the following as models:

a) 'Living English Speech' by W. Stannard Allen
b) Readers
c) Records (not specified)
d) 'Better English Pronunciation' by J.D.O. Connor.

'a', 'b' and 'd' are books.

v) Almost all the centres have tape recorder and radio and one of them has intercom system also.
vi) Seven out of eight do not give any exercises in writing other than those suggested by RIE, and only one is giving teaching material and lesson plans for "exercise".

vii) All the staff members think that the course helps the trainees to improve their own English and also teaching skills. But seven out of eight consider the duration of the course to be not adequate.

viii) Six out of eight members feel better emoluments for them and increased daily allowance for the trainees will help them do more work at the centre; but two members consider that the cooperation of the District Educational Officer is necessary.

ix) All the eight members feel that the course at the centre is liked by the teachers and all of them listed demonstration and practice teaching lessons as the most liked activities of the programme. Almost all of them have listed the speech work and assignments as the least liked components of the course.

x) The responses about the job satisfaction for the staff were tabulated and they were given values as follows.

| First preference | - 7 |
| Second preference | - 6 |
Third preference - 5  
Fourth preference - 4  
Fifth preference - 3  
Sixth preference - 2  
Seventh preference - 1

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<td>3</td>
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<td>and experiment new ideas</td>
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From the above table it is evident that the staff members have ranked the preferences in the following order from high to low.

1. Professional work
2. Extra monthly allowance
3. Follow-up work tour
4. Place of work
5. a) HIE's professional help, and
   b) acquaintance with the trainees
6. Freedom to organise the course and experiment new ideas.

**English-teacher Education Effectiveness Scale**

The responses to the English-teacher education course effectiveness scale, received from the teachers trained at the HSEI&C's were tabulated and they were given values as follows.

- To a very great extent 5
- To a great extent 4
- To some extent 3
- To a very limited extent 2
- Not at all 1
Table 20: Objective-wise distribution of EOE according to the extent of achievement (N=150)

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<th>To a great extent</th>
<th>To some extent</th>
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<td>41</td>
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<td>3. Ability to translate the instructional objectives into corresponding learning outcomes</td>
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<th>To some extent</th>
<th>To a very limited extent</th>
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<td>37 (185)</td>
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<td>36 (72)</td>
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<td>61 (183)</td>
<td>30 (60)</td>
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<td>10. Knowledge of different methods of motivating students to learn</td>
<td>30 (150)</td>
<td>47 (188)</td>
<td>49 (147)</td>
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<td>11. Ability to formulate thought provoking questions</td>
<td>13 (65)</td>
<td>40 (120)</td>
<td>64 (192)</td>
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<td>17 (34)</td>
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<td>13. Ability to use pictures, maps, charts etc. effectively</td>
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<td>50 (250)</td>
<td>61 (244)</td>
<td>30 (90)</td>
<td>9 (18)</td>
<td>0 (0)</td>
<td>4.01</td>
</tr>
<tr>
<td>17. Ability to select an appropriate method of teaching in a particular teaching situation</td>
<td>39 (195)</td>
<td>47 (188)</td>
<td>36 (108)</td>
<td>28 (56)</td>
<td>0 (0)</td>
<td>3.64</td>
</tr>
<tr>
<td>18. Ability to give verbal illustrations</td>
<td>38 (190)</td>
<td>48 (192)</td>
<td>37 (111)</td>
<td>27 (54)</td>
<td>0 (0)</td>
<td>3.64</td>
</tr>
<tr>
<td>19. Ability to prepare and use various forms of assignments</td>
<td>17 (85)</td>
<td>28 (112)</td>
<td>52 (156)</td>
<td>43 (86)</td>
<td>10 (10)</td>
<td>2.99</td>
</tr>
<tr>
<td>20. Ability to construct objective test items</td>
<td>36 (180)</td>
<td>33 (132)</td>
<td>42 (126)</td>
<td>30 (60)</td>
<td>9 (9)</td>
<td>3.38</td>
</tr>
</tbody>
</table>
Table 20 (Contd.)

<table>
<thead>
<tr>
<th>Statements</th>
<th>To a very great extent</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To a very limited extent</th>
<th>Not at all</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Ability to involve students in the development of a lesson</td>
<td>25</td>
<td>35</td>
<td>51</td>
<td>35</td>
<td>4</td>
<td>(125)</td>
</tr>
<tr>
<td>22. Ability to diagnose pupils' difficulties in English</td>
<td>36</td>
<td>42</td>
<td>37</td>
<td>28</td>
<td>7</td>
<td>(180)</td>
</tr>
<tr>
<td>23. Ability to prepare remedial teaching programmes in English</td>
<td>18</td>
<td>28</td>
<td>49</td>
<td>39</td>
<td>16</td>
<td>(90)</td>
</tr>
<tr>
<td>24. Ability to meet the needs of bright, average and backward pupils in English</td>
<td>20</td>
<td>24</td>
<td>56</td>
<td>45</td>
<td>5</td>
<td>(100)</td>
</tr>
</tbody>
</table>

From the above table it is evident that the teachers trained at the HSELTDC's have ranked their achievements in the following order.

1. Clarity of aims and objectives of teaching English
2. Knowledge of various methods of teaching English
3. Systematic blackboard writing
4. Ability to use pictures, maps, charts etc. effectively
5. a) Ability to select an appropriate method of teaching
   b) Ability to give verbal illustrations
6. Ability to translate the instructional objectives into corresponding learning outcomes
7. a) Ability to prepare objective-based lesson plan
   b) Knowledge of different methods of motivating the pupils
8. Ability to select objectives appropriate to a given teaching situation
9. Ability to diagnose pupils' difficulties in learning English
10. Ability to construct objective test items
11. Ability to use most of the audio-visual aids
12. Knowledge of recent developments in the subject
13. Knowledge of journals in the teaching English
14. Ability to involve students in the development of the lesson
15. Ability to formulate thought provoking questions
16. Ability to meet the needs of the bright, average and backward pupils

17. a) Ability to locate and select the instructional material
    b) Preparation of simple teaching aids

18. Knowledge to prepare and use various forms of assignments

19. Ability to prepare remedial teaching programmes

20. Knowledge of source books in English

21. Ability to conduct a class discussion

Considering 3.5 average as the level of reasonable achievement, it is observed that the first eight expected outcomes have been achieved by the teachers trained at the HSEITC's.

**B.Ed. English Syllabuses**

The B.Ed. (Bachelor of Education) course in all the Universities in Andhra Pradesh is for one year. Every B.Ed. student studies the stipulated number of general educational subjects and specialises in two of the English methods/being one of them. In most colleges of Education at the moment five or six periods a week are devoted to English Methods. This time allotment agrees with the
status of this course has, along with other methods courses, in the scheme of B.Ed. examinations, namely, one full paper (3 hours) out of a total of six papers.

The English syllabus of each University in the State are analysed separately.

Osmania University (See Appendix H.)

Four objectives of the course have been listed out. These objectives highlight the importance of only teaching skills, in theory and practice, of the prospective teacher. The proficiency of the trainee is not aimed at. There is no scope for the trainee to improve his own English.

The course outline has the following major heads.

1. English in India and its role.
3. Approaches and Methods.
4. Teaching Techniques and Teaching Aids.
5. Teaching at different stages.
6. Teaching Pronunciation.
7. Teaching the Advanced skills.
8. Teaching of Reference Techniques.
Notes and suggestions are not given under all the topics; only the first topic has these. Also there is no suggestion regarding the time required for each topic. Also, the way in which the topic is to be conducted (i.e. lecture, tutorial, seminar etc.) is not indicated.

Under the topic 'Aids' the list is fairly exhaustive, and it includes both audio and visual aids. Under "Approaches and Methods", "the use of mother tongue" is not included. Also the "objectives of teaching English" in Primary and Secondary schools and the "Problems of learning a second language" are not mentioned.

Under student teaching the trainee is expected to practice ten lessons followed by another five lessons during internship. Generally the trainees are given practice in teaching only Reader lesson and poems. There is no remedial lesson for practice though sometimes the trainees are given practice in composition lessons.

The trainees are expected to observe demonstration lessons by the lecturers. The University has not prescribed any specific number in this regard. But in actual practice, each methodology lecturer gives only one demonstration and never more than two.
Besides practice lessons each trainee will undertake three "field experiences". The following items are suggested in the syllabus.

i. Error analysis based on practice teaching lessons.

ii. Critical linguistic analysis and evaluation of teaching materials and readers in use.

iii. Analysis of radio lessons.

iv. Analysis of errors in written and spoken English occurring due to the influence of mother tongue.

v. Preparation and adoption of graded drills and exercises for oral work.

vi. Construction and use of substitution tables.

vii. Analysis of question papers and offering suggestions for improvement.

viii. The making and use of audio-visual aids in teaching specific language items and skills.
ix. The preparation of passages for reading comprehension and speed.

x. Construction and administration of unit test.

Final Examination

Only the trainees who have completed the obligatory practical work can take the P.Ed. examination at the end of the course. And the trainee has to take examination both in theory and practice for the first appearance. There is one full paper for 100 marks (3 hours) in English and the trainee will teach one lesson (period) for the final examination under the supervision of two external examiners, followed by viva voce examination by these examiners. But there is no scheme suggested for valuation of the examinee's teaching. It is mostly subjective assessment.

For a pass in English the trainee has to score a minimum of 35% in theory subject to the condition that he gets an aggregate of 40% in the whole examination. And in practical work the trainee has to score a minimum of 40% in English lesson, subject to the condition that he scores a minimum of 45% in whole of practical work.

There is an internal assessment of practical work for 50% of marks but in theory there is no internal assessment.
Andhra University (See Appendix I)

Here too, four objectives have been listed out.

They are —

1. to develop student-teachers' understanding of the nature and objectives of second language teaching,

2. to develop in them the essential skills of language teaching,

3. to train them to be efficient in the use of modern successful methods and classroom techniques, and

4. to improve the student-teachers' command of spoken and written English and to develop their skill in reading.

The improvement of trainees' own skills of language are also kept in view. Also, the three language skills — viz. speaking, writing and reading are really of greater importance to a teacher of ESL. Listening skill is not very important.

The course content is divided into three parts.

A) topics
B) additional topics
C) English usage
Part A includes topics on the methodology of teaching English. This part is divided into three stages—viz. 
a) introductory, b) early stage in learning English, and 
c) Middle and High school English.

The introductory topics deal with the general problems and principles of learning a second language including a comparison with the principles of learning mother-tongue, objectives and aims of teaching English in India in view of the changed political and educational conditions in India after Independence, general approaches of teaching English and the general language content of the English syllabus for schools.

The topics under the "early stage in learning English" deal with the approaches and techniques of teaching English at this stage and lay emphasis on all the four skills though writing and reading are given more importance than the other two skills.

Also a survey of materials, at this level, like the teaching items, handbooks and Readers is aimed at. The topic - 'Teaching of poetry' at this stage does not seem appropriate unless the topic aims at teaching of rhymes at this stage.
The topics under "Middle and High school stage" begin with a survey of the syllabus and materials at this stage. Here also the reading and writing skills are equally emphasized. No specific approaches and techniques are suggested for the High school stage of teaching English whereas a few techniques like use of objects and actions, pictures, blackboard, and verbal illustrations - are suggested for the primary stage. Teaching of poetry and of grammar are also considered at this stage.

Part B includes only two topics, viz.

a. latest developments in teaching English (Bilingualism and use of mechanical devices), and

b. testing and evaluation.

But the synopsis that follows does not suggest any points regarding bilingualism. It concentrates only on testing and evaluation.

Under 'Teaching pronunciation' all the relevant items like the study and practice of English sounds, keeping in view of the difficulties of a Telugu speaker, and speaking sentences with stress, rhythm and intonation are included.
Suggestions regarding the way in which each topic is to be conducted are not given and also the time required to complete each topic is not indicated.

Part C aims at the mastery on the part of the trainees, of all the teaching points (structures and vocabulary) included in the school syllabus. The topic - 'An analysis of common errors' is the topic meant for this.

There is guidance regarding the items for demonstration and suggested group work and assignments. The list of items under the above headings are fairly adequate. Demonstration of techniques and methods at different levels is suggested in the syllabus.

The bibliography is fairly exhaustive and representative.

As a part of practical work each trainee should observe eight demonstration lessons by the methodology lecturer and ten lessons by the trained teachers in the practising schools. And each trainee should teach three lessons under the supervision of the methodology lecturer and seven lessons under the supervision of the teachers in the cooperating school during block practice teaching.
The types of lessons to be practised and observed are not indicated. Perhaps the methodology lecturer is expected to take care of the requirements of the trainees.

**Final Examination**

Only the trainees who have undergone the prescribed course for three terms and who have completed the obligatory practical work satisfactorily are eligible to appear for the B.Ed. examination conducted by the University. The trainees will have to answer one full paper in theory for 80 marks (3 hours) in English. There is internal assessment by the lecturer in English for 20 marks based on tests and assignments. Each trainee has to teach one lesson of his choice for the University examination which is supervised and evaluated by two examiners appointed by the University, for 50 marks (each examiner for 25 marks). One of the two examiners will be the methodology lecturer of the college and the other from another college of education in the University area. Internal assessment of practical work is for 50 marks. This is based on the teaching practice lessons, record of observation lessons, criticism lessons, lesson plans and other assignments given by the methodology lecturer. Besides this internal assessment the methodology lecturer will also evaluate the "scholastic achievement test" in English for 40 marks.
The University appoints a Board of supervising examiners who will visit each college and examine and assess the work-books submitted to them and their decision regarding the marks to be awarded is final. This board will also see the scripts of school pupils to whom the scholastic achievement test is administered.

A trainee's result will be declared in theory and practical work separately. For a 'pass' in theory a trainee has to score a minimum of 40% out of one hundred. And in practical work a trainee has to score a minimum of 40% in internal assessment and 40% in the examination lesson. A trainee can appear for part II examination (practicals) twice only. However the syndicate, on the recommendation of the Board of examiners, is competent to allow a trainee to take a third chance also.

Sri Venkateswara University (See Appendix J).

The B.Ed. English syllabus has the following major objectives:

i. To enable the trainee to improve his own knowledge of English, both spoken and written.

ii. To help the trainee understand the nature and objectives of learning a second language.
iii. To help the trainees develop essential skills of language teaching by using modern methods and techniques.

The syllabus, in accordance with the above objectives, is divided into three sections - A, B, and C - covering content, methodology, and practical work respectively.

The topics suggested for content study, to achieve the first objective, are on (a) the study of the sound system in English (including mechanism of English speech sounds) and comparison and contrast with the speech sounds in Telugu; and (b) the study of structures and other teaching items prescribed for high school classes.

The course outline on methodology has the following major heads:

i. The place of English as a school subject.

ii. The methods of teaching modern languages.

iii. The teaching of English.

iv. The organisation of English teaching.

v. Tests and examinations in English.

vi. The use of audio-visual aids in teaching English.
Under each topic, fairly copious notes is provided. But the time to be spent and the means to teach these are not indicated.

In the first topic general principles of beginning of teaching English in schools and the aims and objectives of teaching the four language skills in high school and the relative importance of each skill are dealt with. Besides this, position of English is also included.

The second topic is concerned with general psychological principles of learning a language and in particular a second language and the place of Direct method in teaching a second language. Also scientific approach to teaching English keeping in view the word-frequency lists, basic English, graded structures etc., is attempted.

The third topic covers the modern approaches - structural, oral, and situational and how to teach the four language skills - listening, speaking, reading and writing, and classroom techniques. The four language skills are dealt with in great detail.

The fourth topic simply deals with planning - lesson plan, unit plan, and year plan.
The fifth topic deals with tests, both diagnostic and achievement.

All the audio-visual aids are listed under the sixth topic. Dramatisation is also listed under 'aids'.

The section on practical work contains a few items which the trainees are expected to do. Preparing aids is one important item. The techniques underlying the preparation are not suggested. The preparation and administration of language tests is a good piece of practical work. The item 'exercises based on the content course' is very vague, for it might mean the content course meant for the trainees themselves. The trainees are also expected to practise key structural items. But how these are to be practiced is not indicated. Also no models or procedure for speech training are suggested. But there is a list of the areas meant for speech training - viz., reading, recitation, speech making etc. Critical evaluation of an English text-book is also undertaken.

Course Content at HSELTGs (See Appendix E).

The course content which is being taught at the HSELTGs, in Andhra Pradesh, includes the following areas:
Eleven topics are listed under 'principles' and methods. These topics along with the tasks to be carried out as suggested by RIE in their 'Notes' make a very big list. Each trainee is expected to plan the sequence of teaching the lesson within the prescribed number of periods. The trainees would prepare suitable oral drills for the key teaching items. The trainees are also required to prepare substitution tables for some important structural items, and write up a passage with the selected vocabulary and structural items, and also construct a reading comprehension test and another test on structural items based on the passage written up.

Under 'Usage' twelve items are suggested for discussion and practice. Each item is to be discussed in a general class, followed by relevant exercises to be done in groups. These exercises are suggested by the RIE in their 'Notes'.
(See appendix....) as well as the hand-outs which the RIE wants the tutors to use supplied during their training period.

Under 'speech work' no theoretical details - like speech mechanism, description of vowels and consonants etc. are attempted. Only practice in sentence stress and intonation by reading excerpts from the Reader lesson and reading of poetry from the Readers, are suggested.

The 'written work' includes the following:

i. letter-writing;

ii. preparing a notice, following a model, with the given details;

iii. narration of events;

iv. precis;

v. description of a scene;

vi. writing an imaginary conversation;

vii. writing a passage illustrating a proverb; and

viii. a free composition on a given subject.

Demonstration lessons are given by the tutors on the first twelve days of the 24 day course. The concentration is on VIII and IX classes, with Reader lesson, poetry, supplementary Reader, composition and remedial teaching.
Teaching practice lessons start from the third day of the course in the forenoon session and in both the sessions, forenoon and afternoon, from the thirteenth day. In every session six teachers teach VIII or IX class, each teacher for thirty minutes. These lessons are supervised by the tutors only.

Reader lesson is discussed, in groups, daily for half an hour, for meaningful situations to be used in teaching structural and vocabulary items.

Course Curriculum at Regional Institute of English, Bangalore (See Appendix E).

The course curriculum comprises two parts - content and methodology.

The activities under content are:

i. Usage;

ii. Speech;

iii. Reading; and

iv. Written English;

The activities under methodology are:

i. Principles and methods of teaching English as a foreign language;
ii. Demonstration lessons;
iii. Teaching practice; and
iv. Visual aids and practical work.

Under each activity the aims are listed out. They are as follows:

**Usage**

i. To help the trainees use language in the syllabus correctly and easily;

ii. To help them conform to standard usage and get rid of common errors;

iii. To give them a sense of 'appropriateness' in English for different purposes;

iv. To help them distinguish between false rhetoric and effective expression.

**Speech**

i. To improve the trainees' spoken English especially their classroom English;

ii. To enable them to note the speech difficulties of their pupils and to handle simple remedial techniques; and

iii. To introduce them to the phonetics of English.
Reading

1. To improve the trainee's active grasp of sentence structure;
2. To help them have a better command over vocabulary;
3. To improve their reading speed and comprehension; and
4. To give them the reading habit.

Written English

1. To help the trainees use the English of the high school syllabus correctly in writing;
2. To enable them to make supplementary written exercises for classes VIII - X;
3. To help them use English correctly when they write letters, reports, summaries, articles etc.; and
4. To help them appreciate and imitate clear models of modern English writing.

Principles and methods of teaching English as a foreign language

1. To give the trainees a clear, well-built and unambiguous statement of methodology;
ii. To help them link belief with practice and teach without much outside help; and

iii. To give them some idea of recent developments in methodology and principles based on the latest findings in linguistics and psychology.

The objectives of the other three activities - demonstration lessons, teaching practice, and visual aids and practical work are not specified.

The means to achieve the objectives of various activities are - talks, tutorials, assignments, language laboratory sessions, workshop sessions. In addition to those a term paper, not exceeding 17 pages of writing, will be written by each trainee on a specific area.

Under each activity various items of the material are listed, followed by some more items as peripheral topics. And each activity is appended with a list of books, for study, for reference, and some for practice.

The demonstration lessons begin with a foreign language lesson in French or German or Russian to make the trainees experience the difficulties in learning a second language. Each trainee by the time he completes the course, will have taught six twenty-minutes lessons and two forty-minutes lessons.
Practical work is mostly in blackboard writing and drawing.

There is provision for aural comprehension in language laboratory. Also, the trainees are helped to read professional books and magazines.

The work of each trainee, during the course, is evaluated and a grade - A or B or C is awarded. Each trainee besides answering the following written papers, takes an individual oral test.

i. Principles and methods
ii. Written English
iii. Usage
iv. Speech (theory)
v. Reading

The term papers and assignments are also taken into account in the over-all evaluation scheme.

Inservice Programmes organised by the SCERT, A.P. Hyderabad for the various functionaries in the field of teaching English in the State during 1971-76.

I. Inservice Programmes for the lecturers in English in the colleges of education in the State.
1. Participants: Lecturers in methods course (including English) in colleges of education in the State.

2. No. of courses organised: 2.


4. Duration of the course: 6 days.

5. Resources persons: SCERT staff (two lecturers).

6. Course content.


   i. Remedial Teaching - preparation of suitable exercise material for remedial work in English.

   ii. Instructional material - preparation of suitable teacher-pupil activities in English.

   iii. Programmed instruction - orientation in programmed learning and preparation of learning material.

   iv. Discussion and identification of 'repertoire of abilities of lecturers in English in colleges of education'.
v. Discussion and identification of suitable assignments and other items of practical work for students of English Methodology.

vi. Systems approach to Teacher Education - preparation of instructional tools for the topic "Use of Michael West's General service list of English words."

vii. Evolving a common approach to lesson planning, practical work etc. in colleges of education.

II. Inservice programmes for various levels of Inspecting Officers in the State.

1. Participants: All the inspecting officers of the various cadres in the State.

2. No. of courses: 7.

3. Venue: a) SCERT for four courses.
   b) District Headquarters for three courses.


5. Resource persons: SCERT staff.

6. Course objectives: To promote better supervision of the schools in the State.
7. Course content:

i. Formulation of objectives of teaching English as a second language.

ii. Evaluation criteria for supervision of English as a second language.

iii. Teaching English for specifications.

iv. Identification of suitable activities for the development of a dynamic curriculum for high school English course.

III. Statewide Academic Programmes for various functionaries in the field of school education in the State. These were three - tier courses, (i) State level conferences,

(ii) District level courses and (iii) school level courses organised almost every year from 1973-77 all over the State.

a. State level conferences:


2. No. of conferences: One in each of the three regions in the State per year.
3. Duration of the conferences: Two or three days.


6. Resource persons: SCERT staff; principals and lecturers of colleges of education, D.E.Os. and Dy.E.Os. and officers of the State Directorate of school Education.

7. Objective: To identify the objectives and course content for the District level and school level courses.

b. District level courses:

1. Participants: All the inspecting officers in the district and select Headmasters and teachers of high schools, who, in turn, had to act as resource person at the school level courses.

2. No. of courses: One in each district per year.

3. Duration of the course: 5 to 8 days.


6. Course objective: To train resource persons for the school level courses in English.

7. Course content: (i) Principles and preparation of instructional material for the school level courses in English.

ii. Analysis of S.S.C. and VII class question papers.

iii. Preparation of suitable teaching-learning materials to help the students to attempt successfully the types of questions given in the question papers.


v. Framing questions on comprehension of seen and unseen passages.

vi. Suitable techniques of teaching English prose, poetry as to give confidence to pupils to answer the types of questions given at the S.S.C. and VII class examinations.
vii. Preparation of Annual, Unit and lesson plan in English.

viii. Testing based upon instructional objectives and specification for English course — preparation of specimen test items for each of the specifications.

ix. Curriculum development.

x. Demonstration lesson by resource person, staff, Tutors in ELCs and experienced Headmasters and teachers.

c. School level courses

1. Participants: All English teachers in Secondary or Upper primary schools in a certain area (say a block) in the district.

2. No. of courses: One course per year in each area for High school and Upper primary schools separately.

3. Duration of the courses: 6 to 8 days.

4. Venues: Suitable schools in the area.

5. Resource persons: Select Headmasters and teachers of High schools, Dy.E.Os. and other
Inspecting staff earlier trained in the district level seminars.


7. Course objectives: To provide inservice training to English teachers to improve teaching English in the schools.

8. Course content: The same as for the district level courses.

Note: The courses mentioned in sections I to III above involved almost all the important functionaries in the field of school education, inspecting officers of various cadres, staff of colleges of education and all the Headmasters and teachers working in all the High schools and Upper primary schools in the State. These courses were not meant exclusively for English teachers but were part of a general programme comprising important general pedagogical topics as well as school subjects. In view of the huge amounts of expenditure and the tens of thousand of participants involved these courses had to be restricted to a duration of three to eight days. In view of the limitations, only a few significant aspects of teaching English as a second language could be included in the course content. It may
also be noted that SCERT had only two lecturers in English for about two years and only one lecturer for the rest of the period when these courses were organised.

IV. Workshop for the preparation of year plans and lesson plans in English.

1. Participants: Select Dy.E.Os. lecturers in English in colleges of education and SCERT staff.
2. No. of courses: One workshop in 1975-76.
4. Duration of the workshop: For about 30 days at various stages of preparing the plans.
6. Course objective: Preparation of year plans and specimen lesson plans in English prose, poetry, supplementary Readers and composition for class VIII to X to provide guidance to the teachers
   (Separate booklets for classes VIII to X are published by SCERT, A.P. in 1976-77.)

V. Evaluation workshop for paper-setters in English.
1. **Participants:** About 25 select lecturers of colleges of education, Headmasters and teachers of secondary schools.

2. **No. of courses:** One course of 3 spells of 10 days each (30 days in all).
   Note: This course was organised in 1966-67).

3. **Venue:** SCERT Hyderabad.

4. **Resource person:** NCERT specialists.

5. **Nature of the course:** Orientation course-cum-workshop.

6. **Course objective:** To train prospective question paper setters.

7. **Course content:** (1) Formulation of objectives of High school English course.
   ii. Analysis of previous question papers in English.
   iii. Orientation in preparing objectives - based test items.
   iv. Preparing full-fledged question papers incorporating:
      a. Design of the question paper (weightages).
      b. Blue print.
      c. Test items.
      d. Scoring key and Marking scheme.
   3. Questionwise Analysis.