CHAPTER-I

INTRODUCTION
CHAPTER -1

INTRODUCTION

1.1 English in India Today

One of the perplexing problems that we had to face soon after independence was the position of English in the country. Before Independence English occupied a privileged place in India. It was the language of the administration, a compulsory subject at school and college and a medium of instruction for some subjects at the school and for all subjects at the university level. It opened the doors of employment, and a person who did not know English was not considered educated in the true sense of the word. Knowledge of English was a must to climb the school ladder. Speaking English became a fashion, if not a craze.

After Independence there was rethinking on the place of English. The Constitution of India adopted in 1950 gave a lease of 15 years to English as the official language of the country. The Union Government took upon itself the promotion and the development of Hindi as the medium of expression during the period of 15 years. Later on, however, it was realized that Hindi could not replace English by this deadline, as the people did not understand it in the south of the country.
1.2 Present Status of English

English still occupies an important place in educational system and life of our country. It is the language that continues to dominate the national scene. It is taught compulsorily in most of the states in the country although the class from which it's teaching is started differs from state to state. In the Union Territory of Chandigarh, for example, the teaching of English is started from the third class. In Punjab and Haryana, it's study commenced from the 6th class, but in Gujarat the teaching of English is delayed up to the 8th class so far as the government schools are concerned.

The National Policy on Education adopted by the Government of India in 1968 stressed the importance of the study of English in these words: "Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth, but also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened."

Ghosh and others (1986) have summed up the present state of English in India in these words, "The fact is that in India English is something more than a foreign language and something less than a second language. It has many more users, and many more uses, than a foreign language has. At the same time, the predominant role that
English had in many areas of communication is gradually being taken over by other languages.*

1.3 Importance of English

(i) English as an international language:

English is spoken by 700 million people in the world and is next only to the Chinese language. English is the language of international politics, trade, commerce and industry. We must read English if we want to have our say in the world. One out of ten persons in the world knows English. 75% of the world's mail, 50% of the world newspapers, over 60% of the world's radio stations and more than 50% of the world's scientific and technical periodicals use English as medium of expression.

English is one of the six official languages of the U.N.O. It is also the link language of the Commonwealth countries. In the words of French (1988) "By accidents of history and by the rapid spread of industrial development, science, technology, international trade and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and have forced nations into closer interdependence, English has become a world language. It is the means of international communication, there is no other".

As an international language, English has created better understanding among the nations of the world and has been
responsible for the cultural give and take. It has facilitated mobility of teachers and students from one country to another. It has opened worldwide chances for employment.

(ii) English as a window on the world:

English has been rightly described as a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world. It has been described as pipeline for the stream of knowledge in all branches of learning. The University Education Commission (1948) observed, "It (English) is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we should give up English we could cut ourselves off from the living stream of ever growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movements would become negligible. Its effects would be disastrous to our political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools, which will admit them, either to university or to vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities no student should be allowed to take a degree who does
not acquire the ability to read with facility and understanding works of English authors.” To quote F.G. French, “Anyone who can read English can keep in touch with the whole world without leaving his own home.”

(iii) **English as Library Language:**

   English is the key to the storehouse of knowledge. Most of this knowledge is not as yet available in Indian languages. The Kothari Education Commission (1964) has rightly stressed that English would play a vital role in higher education as an important library language. The Commission has said that no student should be considered as qualified for a degree, in particular, a Master’s degree, unless he has acquired a reasonable proficiency in English (or in some other library language. According to the Commission, “The implications of this (English as a library language) are twofold: all teachers in higher education should be essentially bilingual in the same that they should be able to teach in the regional language and in English, and all students (and, particularly post-graduate students) should be able to follow lectures and use reading materials in the regional language and in English”.

(iv) **English as a link language:**

   English is a link language in India. It is the only language, which is understood by the educated people all over the country. The trade correspondence from one State to another is most conducted in English. Without knowledge in English, there will be
no dialogue between persons from different states. The correspondence between the Union Government and the State Governments is mostly conducted in English.

Speaking of the role of English as a link language, Jawaharlal Nehru once said, "If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event here will be a gap, hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future".

1.4 The Cultural Aim of Teaching English

Most people in India need English for communicative purposes. We have, therefore, to impart them the language skills, viz. listening, speaking, reading and writing. We have to concentrate our efforts on these aspects of language, especially on the school stage. However, the cultural aim should not be ignored, as historically, English has become an important element of contemporary Indian culture. To conclude, the main function of teaching English in India is communicative: the cultural function is secondary.
1.5 Conditions under which English is taught

Some of the weaknesses in our programme of teaching English are:

1. **Lack of a clear-cut policy:**

   It is admitted on all hands that the standard of English has gone down in our schools and colleges. One of the reasons for the decline in the standard is the lack of a clear-cut policy regarding the place of English in the school curriculum.

   “There have been frequent changes in government policy towards the teaching and learning of English in several states” (Report of study group 1971).

   “We have examples of more than one state where, only a few years ago, English was taught as a compulsory language and, however, low the competence attained, pass marks had to be secured in the English paper in order to get through the High school examination. Today, largely because of the mounting concern caused by an alarmingly high percentage of failure in the subject at end of the year and school leaving examinations, the governments have decreed that success in English should no longer be considered essential for admission to the under-graduate courses at the university.

2. **Little understanding of aims:**

   Unfortunately, the average Indian teacher of English loses sight of the aim of teaching the language in his day-to-day work. All that
he remembers is that his aim is to enable his pupils to get through the examination. It is to enable them to master answers of some set questions important from the examination point of view. The result is that the language is not taught as a skill subject as it ought to be taught but as a knowledge subject so that at the end of the course the pupils have acquired very little proficiency in the linguistic skills that really matter.

3. The incompetent teacher:

Not all teachers of English are fully equipped to discharge their duties. Some people believe that no specialized training is needed to teach this language. In some cases; teachers who teach English in school did not offer this subject in a training college. Those who did so failed to get much benefit from their training as they adopted routine methods on their entry in schools. By and large, teachers of English themselves are unaware of the latest techniques of teaching the language. Their knowledge of the language is insufficient and their pronunciation is defective. As Gokak (1985) has pointed out: “The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching developments in the pedagogy of English.”

4. The defective method:

The translation method, which is most wasteful, is still followed in a majority of schools. Oral work, which is the soul of
any good method, is neglected. There is no oral practice on the part of the student as a result of which they cannot construct a few sentences of English of their own accord.

5. **Sub standard textbooks:**

English readers and textbooks are sub-standard. In their writing no attention has been paid to the selection and gradation of structures. Although vocabulary has been graded from year to year, yet the author of these books do not take pains to see that it is properly used in a manner to facilitate it’s grasp by the students. It, may, however, be noted that most of the education departments and school education boards in the country have adopted the textbooks published by NCERT and CBSE. These books have been prepared systematically and are free from the drawbacks pointed above.

6. **Inadequate material facilities:**

Our schools are not equipped with audio-visual aids such as flashcards, charts, pictures, models, filmstrips, gramophone records, tape records, etc. which help in language learning. Even some classrooms function without a suitable black boards or coloured chalk. Unless these material facilities are provided the quality of English teaching cannot be raised.

7. **The faulty examination system:**

Under the present system a student can get through the examination if he cares to remember answers to certain stock
questions. He may not have read the prescribed textbooks. The result is that although a student succeeds in the examination, yet he has no practical command of the language. He can neither speak correct English, nor write it. The standard of spoken English in school is deplorably low and one of the reasons for this is that there are no oral tests.

8. Large classes:

Thanks to population explosion, classes have become over crowded leaving no scope for individual attention. It is not unusual to come across a class as large as 60 students. Besides many pupils come from families with no tradition of learning.

1.6 English is a skill Subject

Unlike history or science, which is a content or a knowledge subject, language is a skill subject. History has something to teach about and what goes on in the classroom is teaching about the subject matter. In language work what we are teaching is the language itself. It is not information about the language that the pupils require. What they need is practice in the use of language.

"The power of expression in English is a matter of skill rather than of knowledge: it is a power that grows by exercise, not by knowing merely meanings or rules. English is a skill subject like painting or dancing. Just as we learn painting or dancing through constant
practice, we acquire English in the same way. In fact English is an over learned skill.

1.7 Aims of Teaching English

There are four general aims of teaching English at the school stage. They are:

1. To enable the pupil to understand English when spoken.
2. To enable him to speak English.
3. To enable him to read English.
4. To enable him to write English.

The following chart makes the aims clear:

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<tr>
<th>Aims</th>
<th>Understanding</th>
<th>Expression</th>
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<td></td>
<td>(receptive)</td>
<td>(productive)</td>
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<tr>
<td>Spoken English</td>
<td>In speech</td>
<td>In writing</td>
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<td>Written English</td>
<td>Passive command</td>
<td>Active command</td>
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What is the standard of attainment to be expected at the end of the higher secondary stage? The conference on the Teaching of English in schools held in Delhi in April 1963 said:

"We should expect pupils at the school leaving stage to be able to-

(a) Read books in simple English.
(b) Converse intelligently in familiar situations of every day life.
(c) Write correct, simple English, and
(d) Comprehend the English necessary for taking up technical and professional courses.

The All India Seminar on the Teaching of English in secondary schools, held at Nagpur in 1957, recommended that "within period of six years of the high school courses, the pupils should be enable to attain a working knowledge of English, giving them mastery over about 250 basic structures and a vocabulary of 2500 essential words."

At the end of the higher secondary stage the average pupil should acquire the ability to

(a) Understand talks in English on topics of general experience and interest within the prescribed range of vocabulary and sentence structures;

(b) Converse freely on topics of everyday interest within the prescribed language items;
(c) Read with understanding books written in English within the prescribed range of vocabulary and sentence structures, and to read easy unsimplified books with detailed annotations;

(d) Write correctly in English on familiar topics capable to express within the prescribed range of vocabulary and sentence structures.

As books written according to structural syllabi are being taught in schools, the aim of teaching English are interpreted in terms of mastery over structures and words in each class.

The report of the Study Group on Teaching of English (1971) recommended the following class-wise division of the syllabus or the level of attainment to be reached in each class in terms of the structures or teaching points (mentioned here as points only) and vocabulary items.

Class VI: Points 1 to 50: 300 words for active use.
Class VII: Points 51 to 100: 300 new words for active use.
Class VIII: Points 101 to 170: 300 words for active use: 200 new words for passive use.
Class IX: Points 171 to 250; 300 new words for active use: 300 new words for passive use.
Class X: Points 251 to 280; 300 new words for active use: 300 new words for passive use.
1.8 Objectives of CBSE Courses in English

The Central Board of Secondary Education, New Delhi, has prescribed two kinds of courses and is meant for those students who start learning of English right from Class I. Course B, on the other hand is for those students who study English from Class VI. Course B is prescribed in most of the schools in the country. The following are its detailed objectives spelt in the terms of various language skills.

Objectives of English Course B

The terminal learning outcomes of English Course B are that the student develops:

1. **Listening Skills**

The ability to understand English when it is spoken.

The student:
- Understands meanings of words, phrases and sentences in context;
- Understands statements, question, and commands;
- Follows directions given orally;
- Follows simple narrations and descriptions;
- Grasps the substance and central idea of what is spoken;
- Listens attentively so as to be able to ask pertinent questions; and
- Maintains his/her higher listening attention for a reasonable length of time.

2. **Speaking Skills**

The ability to speak intelligibly.
The student:
- Produce English speech sounds, which are intelligible to all listeners;
- Uses appropriate word stress, sentence stress and elementary intonation patterns;
- Speaks intelligibly while making statements, asking questions, giving instruction, reporting events, etc;
- Puts ideas in a proper sequence;
- Evokes required responses in his listeners;
- Narrates simple experiences and series of events;
- Describes accurately what he/she observes and experiences;
- Converses in familiar social situations; and
- Uses polite expressions in appropriate situation e.g. Excuse me, I beg your pardon etc.

3. Reading Skills

The ability to read English intelligibly and imaginatively.

The student:
- Decodes phrases or sentence groups;
- Develops correct reading habits;
- Grasps meaning of words and sentences from the context;
- Understands labels and simple notices and written instruction;
- Understands the total underlying meaning in the context;
- Locates significant details;
- Follows sequences of ideas, facts, etc;
- Makes inferences;
- Predicts outcomes;
- Responds to the passages read;
- Acquires the ability to use a suitable dictionary;
- Comprehends materials falling outside the prescribed text;
- Forms the habit of reading for pleasure and/or information; and
- Consults informational matter such as timetables, catalogues and brochures.

4. **Writing Skills**

   Ability to write English correctly.

   The student:

   - Masters the mechanics of writing;

Spells words correctly;

Writes neatly and legibly with reasonable speed;
   - Uses appropriate vocabulary and grammatical items;
   - Writes accurately descriptions of people, places and things and displays imagination in writing semi-controlled compositions like stories, events, and processes.

5. **Familiarity with simple poems**

   The student:

   - Reads poems effectively i.e. with proper rhythm and intonation;
   - Recites poems;
   - Enjoys reading poems aloud;
Grasps the theme of the poem.

6. Interest in library reading and listening.

The student:
- Read widely books and magazines on his own;
- Listens to radio broadcasts, watches television programmes and films in English.

The overall objective is that the student enjoys acquiring and using the various language abilities of comprehension and expression and acquires the habit of reading to learn for pleasure and information. English, thus, becomes a tool for life-long education.

Now let us examine the objectives of English Course A.

Objectives of English Courses A
The main objectives expected to be achieved at the end of the course are:
- Enlarging the vocabulary of pupils to enable them to read and
- Understands original writings in the language;
- Developing higher order skills in reading to teach appreciation and judgment;
- Developing written English skills to enable them to write independently, accurately and creatively on subjects of general interest;
- Building an awareness of the uses of language in various forms of literary writing; and

Creating interest in wider reading for pleasure and profit.
A careful perusal of the objectives of the two kinds of courses will lead one to conclude that objectives of English Course A are far higher in reading and writing than those of English Course B. This is to be expected because the student who opts for Course A has read English for eight years where as the one who pursues Course B has read it for three years only before reaching Class IX.

1.9 Methods of Teaching English

(i) The Grammar Translation Method

In the grammar-translation method, the mother tongue is maintained as the relevance system in learning the target language. English is taught through the mother tongue.

**Advantages:**

1. Foreign phraseology is quickly explained.
2. There is rapid expansion in the vocabulary of the pupils.
3. Teacher's labour is saved.
4. It makes use of the child's knowledge of his mother tongue.
5. Comprehension is easily tested.

**Disadvantages:**

1. It is an unnatural method.
2. Speech is neglected.
3. It does not provide pattern practice.
4. Exact translation is not possible.
5. It teaches English by rules.
6. It is uninteresting.

(ii) The Direct Method

The direct method developed as a reaction to the grammar-translation method. Its basic principle is that pupils should think directly in the foreign language. In the direct method English is taught through English.

In the words of Webster's new World Dictionary (1973) “Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself without use of the pupil’s language, without translation and without the study of formal grammar.” The first words are taught by pointing to objects or pictures or by performing actions.

Advantages
1. It is a natural method.
2. Pupils acquire fluency of speech.
3. It makes use of audio-visual aids.
4. It facilitates reading and writing.
5. It helps the critical study of English literature.

Disadvantages
1. It is not a complete method.
2. Suitable teachers are not available.
3. It is not suitable for all students.
4. Difficult for explanation.
5. Lack of other facilities.

(iii) The Structural Method

The arrangement of words in English is very important. The meaning of utterance is changed with the change in the word order. Consider the sentence: “you are there.” Consider two other sentences made of the same words but in different order: “Are you there?” “There you are.” The three sentences, although built of same vocabulary items, give meaning because of the different ways in which the words are arranged. These different orders of words are called structures.

Researches in the field of language teaching conducted in the U.S.A. and the U.K. have established that in the learning of a foreign language, mastery of structures is much more important than the acquisition of vocabulary. The approach followed in our schools so far may be described as the vocabulary approach. Much attention is paid to the selection of gradation of structures. But it is equally, if not more important to know how to put words together than it is to know their meanings. Unless the learner becomes familiar with the patterns of English, he will not be able to use his vocabulary.

It should be remembered that structural approach is not a method of teaching, but only an approach to language teaching.
Advantages
1. Carefully selected and graded language items: The language material i.e. vocabulary and structures are carefully selected and graded. This facilitates learning on the part of the pupil.
2. Speech is emphasized: Much importance is given to speech as it is said that language is speech and not writing.
3. Habit formation is stressed.
4. Language is taught in situations.
5. Pupils become active.

Disadvantages
1. Uninteresting reading material.
2. Reading writing and vocabulary expansion are neglected.
3. Pupils’ knowledge of the mother tongue is not exploited.
4. Mechanical drilling.
5. Not suited for senior classes.
6. Suitable teachers are not available.

(iv) The Bilingual Method
According to Dodson (1974) the originator of the bilingual method, the aims of this method are:
1. To make the pupil fluent and accurate in the spoken word.
2. To make the pupil fluent and accurate in the written word.
3. To prepare the pupil in such a manner that he can achieve true bilingualism.
The bilingual method, thus, makes use of the mother tongue in this restricted manner. It, however, differs from the grammar-translation method in two main respects. First, in the bilingual method, it is the teacher only who uses the mother tongue to explain meanings etc. and not the pupils. Second, pupils are given a lot of practice in the drill of sentence patterns. Such practice is not provided in the grammar-translation method.

Advantages

Some of the advantages claimed for the bilingual method are as follows:

1. The teacher is saved the botheration of manoeuvring situation in order to convey the meaning in English only.
2. The time thus saved is used to provide pattern practice to the pupils.
3. Even as average teacher of English can teach successfully this method without any elaborate preparation.
4. The bilingual method promotes both fluency and accuracy. It promotes fluency as it lays emphasis on speech and pattern practice. It promotes accuracy as the meanings of new words are told in the mother tongue of the pupil.
5. It needs little equipment and is suited to all type of schools, rural and urban.
6. Unlike the direct method, which ignores the linguistic habits already acquired by the children in the process of learning their mother tongue, the bilingual method makes use of them.

Disadvantages
A possible objection to this method is that in the hands of an unimaginative teacher it may degenerate into the translation method with all its attendant drawbacks. But it is not a shortcoming of the method itself.

Secondly, it is pointed out that whereas the bilingual method is useful at the secondary stage, the direct method is more useful than the bilingual method to explain meanings of words at the senior secondary stage. It is because the students have mastered sufficient defining vocabulary in English at the senior secondary stage.

The communicative approach to language teaching is based on the belief that acquiring a language means to communicate confidently and fluently in the language.

Selection of a Method
It will be wrong for anyone to swear by one method or the other and be dogmatic. Our approach in this regard should be eclectic and pragmatic. The good teacher cannot sell his freedom and be slave to any method whatever be its merits. He should select features of any method, which he may find effective in particular, circumstances.
“Adapt, don’t adopt” is the general slogan of current language teaching.

Factors affecting choice of techniques: there are a number of factors, which affect our choice of materials and techniques. Such factors may be: (i) the objectives of teaching English; (ii) the class from which its teaching is started; (iii) the age, the ability and capacity of pupils; (iv) the ability and training of teacher; the availabilities of aids; (vi) the size of class and (vii) even the location of school, rural or urban.

Rightly has a teacher educator observed, “We constantly strive and we should continue to strive to base as many of our pedagogical decisions on scientific evidence... (But) we have not yet been very successful in our attempts to perfect a scientifically based method of language instruction.

Language teaching has always been, and remains, more of an art than a science. That is to say, it is largely intuitive and dependent on the personal abilities and convictions of the teacher. Most of the teacher’s success is the result of such qualities as enthusiasm, intelligence, and love for the students. (Clifford, 1976).

1.10 RATIONALE OF THE STUDY

Research in the field of teaching learning and various related issues in the school subject areas is scarce in India. This is supported by the fact that Buch (1974, 1979, 1987, 1991) lists just a few studies
in these areas. An examination of the Indian educational literature shows that research is available in the field of physical and social sciences, but there has been total neglect of research study in vital areas such as objectives of teaching English and their attainment, methods and strategies employed by teachers, adequacy of equipments and audio-visual aids, perception of English teacher regarding the need for studying English and English textbooks, methods which are adopted by teachers to develop listening, speaking, reading and writing skills among the students and similar related issues. The present study is, therefore, aimed to address these issues.

1.11 STATEMENT OF THE PROBLEM

Evaluative study of Teaching of English to Secondary Stage Students in Union Territory, Chandigarh

1.12 ISSUES

In the present study, following issues have been studied.

1. Educational, professional background and socio-economic status of the teachers, teaching English at secondary stage.
2. (a) Perception of English teachers about “why to study English language”.
   (b) Perception of English teachers about the objectives of teaching English at the secondary stage.
(c) Up to what extent the teachers attain the objectives of teaching English.

3. (a) Up to what extent does the curriculum of English as specified by CBSE incorporate the different aspects of English.

(b) Perception of English teachers about the different aspects of English textbooks recommended by CBSE.

(c) Does the present curriculum meet the needs of the students?

4. (a) Different methods of teaching employed by teachers in teaching English.

(b) Different strategies of teaching English employed by teachers in teaching English.

(c) Different mass media, multimedia audio visual aids that teachers make use in teaching English.

(d) Adequacy of equipments, audio-visual aids, and instructions material prepared by the teachers, availability of funds for teaching learning and other related activities.

(e) Availability of funds to purchase equipments and aids.

5. Various evaluative techniques employed by the teachers in assessing the progress of students in the subject of English.

6. (a) Facilities available and incentives given to teachers for attending in-service training programme.

(b) Encouragement given by the principal to the teachers.
(c) Habits of teachers teaching English to keep themselves abreast of new knowledge, skill, new teaching learning material, book or journal in the field of English literature.

7. (a) Facilities available in the school for extra coaching of gifted and backward children in English.

(b) Existence of English subject club in the school and whether the teachers organize exhibition, drama or play.

8. (a) Assigning home work to the student and checking of home work by the teachers.

(b) Provision of feedback by the teachers to the students.

(c) Weekly, fortnight or monthly tests given by teachers.

9. (a) Availability of textbooks and reference books in the subject of English in the school library.

(b) Provision of separate English section in the school library.

(c) Subscription of daily newspaper/s magazines/s or journal/s by the school library.

(d) Provision of bulletin board in the school to display information/news items, hand writing, thought for the day or similar other activities.

10. (a) Whether language and literature are taught by the same teacher or by different teachers.

(b) Achievement by the students who are taught by one teacher and those who are taught by more than one teacher.
11. Methods, which are adopted by the teachers to develop listening, speaking, reading and writing skills among their students.

12. (a) Exposure to the language given by teachers to the students.

(b) Encouragement and motivation given by the teachers to their student to participate in debate, discussion play, essay competition and other such activities for the improvement of English language.

(c) Encouragement given by the teachers to their students to keep the dictionary with them and consult it immediately in case of any spelling doubt.

13. (a) Teachers habit of keeping and consulting dictionary. The researcher while interacting with the teachers will know this.

(b) Whether the teachers themselves pronounce correct English i.e. whether they have the knowledge of phonetics transcription. The researcher while interacting with teachers will know this.

(c) Whether teachers use English while interacting with students, fellow teachers and parents.

(d) Whether teachers prepare notes on language items and literature for the classroom lesson.

(e) Whether the teachers have read any recently published book/s or article/s from newspaper and journal.

(f) Whether the teachers have undergone any certificate/diploma course from Central Institute of English and Foreign languages Hyderabad/RIE Chandigarh.
14. (a) Shortcomings in the subject of English, as perceived by the teachers teaching English.

   (b) Pinpointing the areas where students are deficient in learning English.

   (c) Suggestions of the teachers teaching English at the secondary stage to improve the quality and standard of English.

15. Suggestions of the researcher on the basis of her observation during data collection to make the teaching learning of this subject more effective, relevant, need based and meaningful and also to raise the standard of teaching of English at the secondary stage.

1.13 NEED AND SIGNIFICANCE OF THE STUDY

   A new (10+2+3) system of education has been introduced in India and, therefore, it becomes necessary to provide planned education at the school level to avoid more wastage and heavy burden on Indian economy. As English language is a link language and helps in sharing views and knowledge with the world and also occupies a very important place at the secondary stage, therefore in this context, the present study holds special significance at the crucial period in the history of Indian Education as the study would lead to greater crystallization of objectives, content, methods and evaluative system of teaching English at the secondary stage.

   After reviewing the research literature, it has been found that studies in the area of English language indicates that studies
relating to achievement of students, personality variables of students or teachers, methods of teaching English at the school level, curriculum development, construction of achievement tests etc. have been done in the past by different researchers. However, study of present nature by and large remained unexplored in India as well as abroad. Therefore, there is a great need for such a study.

It is expected that present study will throw light up to what extent objectives of teaching are attained, up to what extent the curriculum, text-books, methods of teaching and evaluative techniques satisfy the need of present time; how much the institutions are equipped with audio-visual aids or what are the problems of teachers teaching English at the secondary stage. Therefore, present study has considerable implications both theoretically and practically to improve the teaching of English at secondary stage.

1.14 ORGANIZATION OF RESEARCH REPORT

In chapter I, Introductory remarks, rationale of the problem, objectives, issues have been given along with need and significance of the study. Chapter II deals with the Review of Related literature, while in chapter III, detailed steps of Development of Tool for data Collection have been presented. Chapter IV is devoted Method and Procedure of the study along with statistical techniques employed in the present investigation. Chapter V deals with the
secondary stage students, while chapter VI is devoted for the suggestions to improve the Teaching of English Language to secondary stage students. In chapter VII, Summary, Findings, Educational Implications and suggestions for Further Research have been presented. Bibliography and Appendix have been presented at the end of the research report.