Chapter II
Review of Related Literature and Past Researches

2.1 Introduction

The present study required in-depth study of the syllabus of English (LL) for classes I to IV, the course-books of English based on the syllabus for classes I-IV (titled My English Book----), the Teacher’s Handbooks, and the training modules: Let’s Teach. A critical study of these literatures was necessary to know the cause of induction of the subject in the curriculum of lower primary education, the Aims and Objectives of teaching English to lower primary classes, the recommended methodology of teaching, the recommendations for the development of study material, the structure and adequacy of the prepared study material, etc.

Unless these related literatures were studied, the present study would not have been possible. Their study enriched the investigator by the knowledge about the background of the syllabus, the aims & objectives, the approaches to & methods and techniques of teaching English, the evaluation techniques, etc.
The review of past research gives an insight of the research methodology as well as in-depth knowledge about the research topic. It guides the investigator in the selection of research method, research design, data collection tools, etc. It also helps the investigator to learn what research work has been done in the area of his research study, and what needs to be done. So the investigator reviewed twenty past researches related to his area of research study.

The related literatures and the past researches reviewed by the investigator, and the outcomes of the review are as follows:

2.2 Review of Related Literature

2.2-A Syllabi of English for Classes I to IV

The Government of Maharashtra passed the resolution No. सुप्रा सँ० १०९९ : १८०/१९९९/प्राची-५, on the 30th, December 1999, to begin teaching of English at the Primary Level (Class-I to Class-IV) in the non-English medium schools. The Government passed an order vide the same resolution that the Maharashtra State Council of Educational Research and Training, Pune would frame the syllabus of English for Classes I to IV and the Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune would produce the educational aids and textbooks based on the syllabus.¹

The Maharashtra State Council of Educational Research & Training, Pune, published the syllabi-book for Class I to IV. The teaching of English from class-I began from June 2000. The phases of implementation of the syllabi were as follows:

1. Year 2000-2001: Syllabus of class I for classes I to IV,
2. Year 2001-2002: Syllabus of class I for I and of II for classes II to IV,
3. Year 2002-2003: Syllabi of classes I & II for classes I & II respectively and syllabus of class III for classes III & IV,
4. Year 2003-2004: Separate syllabi for respective classes from I to IV.
The syllabus committee included teachers, headmasters, educationists and officers from Baalbharati (Maharashtra state bureau of textbook production and curriculum research, Pune) and from the State Institute of English for Maharashtra, Aurangabad. The committee members prepared the syllabus after a lot of brainstorming. The syllabus includes listening English, acting as per instructions, speaking simple and easy English as well as reading and writing skills. The syllabus is learner-centred and is to be implemented by play-way method seeking active participation of the learners. The syllabus has been framed in such a way that the learners can be motivated and encouraged to learn English playfully.5

Efforts are taken to stress the Listening, Speaking and Conversational skills considering their importance in initial language transactions. The committee paid attention to the fact that, grammatical terms and rules should not gain undue importance and create hindrances in acquiring the language. The syllabus includes the philosophical base of teaching-learning English language, features of the syllabus, objectives, recommendations for construction of the course-books, useful techniques for teaching learning as well as evaluation.6

The syllabus doesn't give undue importance to evaluation. The students are to be evaluated in the classroom informally to provide feedback of their achievement and to provide inputs to the teacher to
decide his teaching methodology. The syllabus suggests formative evaluation. Preparing a blue-print, framing question paper, checking papers and crediting, etc. paraphernalia is not expected at all. The syllabus expects a humanistic view of teaching. *To err is human.* Errors are a part of learning process. The mistakes should be corrected by giving more practice, instead of scolding or hating students. The teaching methodology should be such that the learners are encouraged to learn and their confidence is boosted.\(^7\)

The learning of English language should be complementary to the learning of mother-tongue. The abilities in the mother-tongue should be exploited in the acquisition of English language. The syllabus expects the development of the tendency to look more actively towards the mother-tongue. **The syllabus doesn't expect a paradigm shift from mother-tongue to English.** The factors complementary to the learning of mother-tongue are paid attention to without affecting the language peculiarities of English.\(^8\)

The draft of the syllabus was sent to the experts and educationists from different parts of the state for their expert views and remarks, before finalizing the syllabus. A workshop of two days was also organized to exchange views about the syllabus. The suggestions and written remarks put out by the workshop are also considered while finalizing the draft.\(^9\)
Background of the Syllabus

The new syllabus of English is framed considering the adopted use of English in the society and the need of English language. English is not as foreign to us as other languages like French, German, Russian, etc. The English language has been in contact with the vernacular languages for about two centuries. The contemporary Marathi has adopted English words, sounds, constructions and English set up of mind. The syllabus is framed considering this influence of English on vernacular languages. There is opposition to the English culture, that's why the Indian & Marathi culture is given priority in the syllabus. The linguistic aspects, not related to the culture, are considered next. The inevitable aspects related to the western culture are included in the syllabus. The teaching of English should not affect teaching of mother-tongue adversely. So, the matter conducive, helpful and complementary to the teaching is given top priority. At the same time English language has its own peculiarities. These peculiarities are included in the syllabus to help students grasp the language.\(^\text{10}\)

In a nutshell, the syllabus has been framed in such a way that the achievement level of the learners in English should increase.\(^\text{11}\)
- **The Philosophical Base:**

  The use of English language is an indivisible part of the socio-linguistic transactions. Though the use of mother-tongue as medium of instruction is convenient, the hierarchy in teaching languages is not desirable and necessary. The nature of society is complex with multi-lingual use in daily life. This complexity of the society and the multi-lingual use should be considered while making provisions for languages teaching. Hence, though the mother-tongue is accepted as medium of instruction, the teaching-learning of mother-tongue and English simultaneously is appropriate. The linguistic capabilities are very elastic in the childhood, which makes the acquisition of languages natural and effective. The new syllabus of English is framed considering the motivation to learn language, the need, the level of teaching, and the prestigious position of the language in the society.\(^\text{12}\)

- **Salient Features of the Syllabus:**\(^\text{13}\)

  1. Care has been taken to make the syllabus *coherent to the age* as it is emerged from the immediate needs of the society.

  2. The syllabus has been made *skill-based* so that students can apply the language skills instead of studying English just as a school subject.
3. The concept of *joyful learning* has been stressed to avoid the load of study increased due to addition of new subject.

4. The activities would be selected in such a coordinating way that the newly added subject would be *associated with other subject* in the curriculum.

5. The *language skills* also would be *coordinated* within the subject.

6. Considering the environment in which English would be taught and learnt, instead of a specific learning theory, different methods and techniques are selected according to the emerging *principle of comprehensiveness* in the science of Languages teaching.

7. The syllabus expects *learner-centred teaching-learning process*.

8. The active participation of learners in the teaching-learning process would be important. Different *Language Activities* are arranged to keep learners active.

9. There would be enough scope for *self-learning* in the syllabus.

10. The balanced *development of personality* would be stressed in the syllabus.

   - **Recommendations of the Syllabus Committee**

1. Attractive and pictorial course-books should be provided right from Class-I. There should be scope for self-learning for students
in the books. Separate Activity Books may be provided from Class-II.

2. Apart from course-books, the teachers should be provided a hand-book that would be useful to the teachers and would guide them throughout the year. The hand-book should be in both the languages, i.e. English and mother-tongue.

3. Following principles should be considered while producing books:
   - The language should be easy, entertaining and suitable to the age group. The content should be coherent with the experiences of the learners.
   - The matter to be read by students should be in comparatively big, clear and appropriate font (type face).
   - The content and elucidation in the books should be according to the objectives.
   - The language and elucidation should not hurt feelings of any caste, category, creed and religion.
   - Special attention should be paid that most of the core areas are included in the content of the book.
   - *The Indian Cultural Heritage* and *The National Pride* should be nurtured through the course-book.
4. The following things concerning teacher education / training should be considered:

- The State Institute of English for Maharashtra should play key role in the teacher training.
- Teachers should be doubly benefited through training.
  i) The knowledge of English should be enriched and ample practice of the use of English should be given. This should include English pronunciation, vocabulary, knowledge of linguistics, etc.
  ii) Teachers should become aware of various teaching methods conducive for teaching different language skills.
- In the training, there should be stress on active participation and the teachers should be prepared to use the same method inviting active participation of the learners in daily class-room transactions.
- An appropriate outlook of teaching English should be developed in the teachers.
- The syllabi and course-books should be introduced completely in the training.
• The information about various teaching aids should be given in the training and the teachers should be made to prepare various teaching aids.

• Special workshops should be conducted in the training, for preparing teaching aids, for rhymes and songs, for conversation practice.

• Mother-tongue may be used in the training wherever necessary.

• Substantial training should be provided, though the number of teachers is very large.

• Through training teachers should be informed about…
  - Supplementary material
  - Essential reference material
  - Consolidated check-list for skills, material and previous knowledge necessary for teaching English.

• The media like *Jeevan Shikshan* magazine, *Baalchitravani*, etc. should be used more and more.

• Special audio and video cassettes should be prepared for the training.

• Follow-up programme should be conducted throughout the year after the training.
• Teachers' reactions and opinions should be noted down during the training programme and useful reactions should be considered.

5. Physical Facilities: All the physical facilities necessary and conducive for teaching English to classes I to IV should be made available in all the schools. A set of support material, games, cassettes and reference material should be made available in every cluster / Central Primary School. The secondary teachers should extend their guidance and assistance to the schools in the cluster, as required.15

  o **Teaching Methods, Approaches and Techniques:**16

The syllabus has suggested methods, approaches and techniques considering the background of the students from non-English medium schools, their age-group, their linguistic background such as their preparation, environment. That's why no specific learning theory is insisted upon. The principle of practicable comprehensiveness, the output of the modern trends in Linguistics, is considered while deciding upon teaching methods, approaches and techniques. Various teaching methods, approaches and techniques based upon various learning theories are selected as per requirement in the syllabus. The syllabus suggests that this principle of flexibility should be used while preparing course-books,
teachers' handbooks and other material. The syllabus recommends following criteria for selecting methods, techniques and approaches as well as linguistic items.

1. Need of the students should be considered. Take into account following three factors while identifying needs.

   a) *Choice and Interest of the students:* It’s very important to give experiences of the things students are interested in, irrespective of the age-group.

   b) *Practical Value:* Consider, how useful the selected linguistic items, methods are in students' future life and in daily life out of the classroom.

   c) *Teaching Value:* Consider how useful the selected linguistic items, methods, approaches and techniques are in their daily learning experiences and in future study.

2. At the initial stage, fluency and ease, instead of accuracy, should be considered while selecting the teaching method. The initial years should be used to increase the confidence of learners. The objective of teaching a natural language may not be attained if undue importance is given to rectification and corrective measures. Instead of rectifying the mistakes done by students frequently, the technique of presentation, at proper time, of models of the
appropriate use of natural language with ease, is going to help them rectify their mistakes on their own.

Some methods, approaches and techniques useful at this stage are…

a) *Situational Approach*: The method of presenting units, items through meaningful situations matching the experiences of the learners, is the core of the syllabus.

b) *Aural-Oral Approach*: Some techniques from this approach can be used effectively to give sequential oral practice of some linguistic items useful in English.

c) *Multi-skilled Approach*: All the language skills should be coordinated appropriately. Considering the hierarchy of the skills, care should be taken that enough practice is given in the previous skill, and students are prepared enough through the language skill while teaching-learning a skill.

(The relationship of English with other school subject should be considered and educational aids should be prepared accordingly. While teaching vocabulary and use of English in practical life, this coordination should be maintained.)

3. The diagnostic testing and remedial teaching should become a part of daily teaching-learning process.
Some useful techniques:

1. Listen and act
2. Listen and repeat (Individual and Group practice)
3. Look and say
4. Look and draw
5. Listen and tell
6. Enact
7. Look, listen and say
8. Spot the similarity
9. Spot the difference
10. Find out
11. Listen and brief
12. Look and say (words / letters, phrases, sentences, passages)
13. Listen and write (words, series of words, sentences, connected sentences)
14. Listen and read aloud (Individually, in groups, in chorus)
15. Read aloud
16. Read silently (at the end of class-IV)
17. Look and write
18. Role-play
19. Work in pairs
20. Work in groups
Grammar: Grammar is not to be taught separately and formally. Whether the students are able to construct according to grammatical rules, is to be observed through the use of English. Teachers are not expected to explain according to grammatical terms. There should be a specific linguistic item included in each activity. But only the teacher should have knowledge of the linguistic item to be taught. It’s improper to tell the students about the linguistic item in grammatical terms.

The student internalizes the language rules automatically through various language activities and experiences while learning a language. Each linguistic item should be related to specific situation and experiences. It would be useful to list such situations and experiences.

Examples: 1) Telling some information about self, 2) Enquiring, 3) Demanding / Asking for, 4) Describing things, 5) Describing the surrounding, 6) Simple narration, 7) Requesting, Permitting, Asking for permission, Orders, 8) Expressing feelings like anger, sympathy, sensibility, respect, gratitude, likes, dislikes, surprise, etc. 9) Telling directions, 10) Reading easy maps, graphs, 11) Reporting others, 12) Planning programmes, etc.
- **Use of the Mother-tongue:**

  Though English is taught from Class-I, it isn't the mother-tongue of the learners. It's inevitable to use the mother-tongue while teaching English. But the use of mother-tongue should be least and should be used wherever necessary. The use of mother-tongue doesn't mean to translate everything. Any linguistic item should be taught through English. Mother-tongue can be used on occasions excluding teaching matter. In most of the schools the students listen to English only from their teachers. Hence the teachers should use maximum of English.

- **English in the class-room**

  The instructions, questions, responses, etc. useful in the class-room are also considered in the syllabus to facilitate teachers to use them in the teaching process easily. The information useful and necessary in the class-room situation should be given in the books of English and in teachers' handbooks. The teachers should use and practise them rigorously. This will increase the use of English automatically in daily teaching-learning process.

- **Evaluation:**

  1. The evaluation should be done mainly to give feedback to the learners.
  2. Proper care should be taken so that students are not discouraged due to evaluation, but should be encouraged for good performance.
3. Specific language skills should be evaluated in groups and other skills individually.

4. Evaluation process should be an integral part of the teaching-learning process. Remedial teaching should be done according to the feedback from the evaluation. Group method should be used for remedial measures.

5. Evaluation should be done orally four-six times throughout the year.

6. As the students are learning other subjects with English in class I to IV, the evaluation method for English should be very much like other subjects with some exceptions.

7. As the oral evaluation is to be stressed, the teachers are expected to note down the performance only for personal inputs. The notes may be either in English or vernacular language as per convenience. The notes shouldn't be formal like register, charts, record-book, etc. but in the form of personal diary. Slate and pencil or Note-book and pencil can be used for evaluation.

8. The teachers should study the evaluation methods suggested by experts and devise their own innovative method.

9. The evaluation should be based on taught skills only.

10. Educational aids should be invariably used for evaluation.
  o **Aims for Classes I and II**

- To make the student aware of the difference between his/her mother-tongue and English.
- To exploit the student's competence in his/her mother-tongue to enrich his/her English as well as the mother-tongue.
- To build a sound base in primary skills to facilitate the learning of secondary skills later.

  o **Aims for Classes III and IV**

- To enable the student to perceive the difference between his/her mother-tongue and English especially at the level of lexicon and syntax.
- To enable the student to articulate in English using his/her abilities of articulation in his/her mother-tongue.
- To enable the student to achieve secondary skills correlating them with the primary skills learnt previously.

  o **General Objectives at the stage of Classes I to IV:**

1. To create confidence about English subject through joyful teaching-learning method and ample practice.
2. To create eagerness and interest in learning English.
3. To listen and understand easy but natural English.
4. To get acquainted with pronunciations in English language.
5. To be able to recite rhymes and poems.

6. To be able to speak English fluently and intelligibly.

7. To be able to converse in English according to the age-group.

8. To be able use English properly in the practical life.

9. To prepare for reading and writing English.

10. To be able to read after the teacher and independently.

11. To be able to write, from the black-board, heard matter and independently.

12. To be able to read literature in English for children.

13. To be able to write easy, descriptive, narrative and informal write-ups.

14. To be able to show the assimilation of rules of English language through use of English.

15. To develop vocabulary related to surroundings.

- Specific Objectives for Classes I and II

- Listening

   To enable the student to…

   1. enjoy listening to songs and poems.

   2. listen so as to speak the sounds, and the stress and intonation patterns.

   3. understand and respond to commands, requests and instructions.

   4. acquire new vocabulary.
5. increase his/her span of attention.
6. listen attentively to short narrations and descriptions presented with the help of visual aids.

- **Speaking**

  *To enable the student to…*

1. learn the distinct sounds of the English Language.
2. become aware of and begin to use features such as stress and intonation.
3. recite a few poems/songs of his/her choice.
4. say a few sentences according to a given model.
5. speak about himself/herself and topics of her/his choice in a few simple sentences (about 5 sentences)
6. relate a story with the help of pictures and key-words.
7. be ready for face-to-face interactions with others in familiar situations. (Use of stock expressions, seeking permission, making requests, etc.)

- **Reading**

  *To enable the student to…*

1. identify shapes and the distinction between them.
2. name objects and pictures.
3. say a few whole words by looking at them.
4. identify some letters of the alphabet.
5. read the calendar. (Class-II)

- **Writing**

  *To enable the student to…*

1. hold a pencil/ crayon properly.
2. gradually achieve better eye-hand co-ordination.
3. get used to left to right progression in writing.
4. copy different shapes in the proper direction.
5. associate the names of some letters with their shapes.
6. trace the strokes and some letters.
7. copy some letters of the alphabet.
8. learn to write his/her name, names of family members, teachers and friends, name of his/her place.

- **Specific Objectives for Classes III and IV**

- **Listening**

  *To enable the student to…*

1. listen attentively to note the characteristics of spoken English such as stress and intonation patterns.
2. locate the stress in words of two or more syllables.
3. listen and understand instructions for individual and group activity.
4. listen and respond to a chain of instructions / requests at a time.
5. enjoy listening to songs and poems.
6. get motivated to listen to English on TV, radio and audio cassettes.
7. understand words and phrases from the context.
8. listen to short announcements and understand them.
9. understand a sequence of events.
10. get the gist of a short conversation or narration.

- **Speaking**

*To enable the student to…*

1. be aware of the stress patterns while saying polysyllabic words and groups of words.
2. be aware of the use of intonation.
3. use greetings, farewells and other polite expressions with ease.
4. say a few sentences with reasonable speed and awareness of features such as stress and intonation.
5. recite poems / songs of his / her choice individually with pleasure.
6. learn the use of body language and gestures that accompany speech.
7. speak a few sentences on a familiar topic.
8. talk about people, occupation, etc. in a few simple sentences.
9. answer simple questions appropriately.
10. make simple inquiries and polite requests.
11. give directions in simple sentences.
12. narrate a sequence of events with the help of pictures and key words.

13. try to repeat an event.

14. describe things, pictures, etc. in a few simple sentences.

15. participate in a conversation on a familiar topic.

16. know how to use the telephone.

17. tell simple jokes, riddles, etc.

18. describe known events, festivals, etc. in a few sentences.

19. communicate one's personal needs, feelings, etc. politely.

20. take part in a short skit, play, etc.

- **Reading**

  *To enable the student to…*

  1. read and identify the letters of the alphabet. (capital and small)

  2. read and understand simple words.

  3. read and understand simple punctuation marks.

  4. read aloud groups of words and short sentences with proper pauses, stress and intonation.

  5. read aloud simple, familiar and short passages with reasonable speed.

  6. read and understand commonly used contracted forms.

  7. try to read English signs, hoardings, advertisements etc. seen in the surroundings.
8. read simple maps.

9. read simple narrations, descriptions, conversations, news etc. from authentic sources such as children's books, magazines, etc.

10. arrange various words in alphabetical order.

11. find words from a children's dictionary or glossary.

12. read handwritten material.

- **Writing**

  *To enable the student to…*

  1. copy the letters of the alphabet properly on four lines. (Print script)
  2. write capital and small letters properly.
  3. write simple words such as names of parts of the body, personal names, names of birds, animals and other familiar objects.
  4. copy sentences from the blackboard and from the text.
  5. write to dictation simple familiar words and sentences.
  6. use punctuations:
     - apostrophe (’)
     - full stop (.)
     - question mark (?)
     - comma (,)
     - capitalization for proper nouns, at the beginning of a sentence, etc.
7. write simple phrases and short sentences about self, family, friends, school, pet animals, birds and such other familiar things.

8. (a) write words with proper spacing between letters.
   (b) write sentences with proper spacing between words.

9. write related words from given clues.

10. write a continuous, meaningful passage (5 to 7 sentences) on a simple familiar topic with the help of pictorial clues, key words, etc.

   o **Activities, Examples & Expected Learning Outcomes**

   Skill wise and standard wise (Class wise) Activities and Examples to achieve the set objectives are given in the last part of the syllabi-book. They are accompanied by the Expected Learning Outcomes.

   There are two parts in the syllabi-book. The first part comprises background, philosophical base, salient features, recommendations of the syllabus committee, General objectives, teaching methods and techniques, guidance about grammar, use of mother tongue and evaluation.

   The second part comprises Aims, Specific objectives and curriculum. Standard wise and skill wise activities, examples as well as Expected Learning Outcomes are given in this part. In the appendices some important Government Resolutions are given.
The review of the syllabi-book of English for class I to IV was very helpful in understanding the Aims & Objectives as well as the teaching methods, techniques and methodology. It contained guidelines for the production of books as means.

2.2-B  A Short Review of Course-books:

*My English Book…*

A series of course-books titled ‘My English Book…..’ was produced by the *Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune – 411 004* popularly known as 'Baalbharati'. The course-books for classes I to IV were produced in the consecutive years beginning with 2000 till 2003 when the course-book for class IV was produced by Baalbharati. These were the first editions of these course-books. The books were given the titles as follows:

1. *My English Book One* was the title of the course-book for class I,
2. *My English Book Two* was the title of the course-book for class II,
3. *My English Book Three* was the title of the course-book for class III,
4. *My English Book Four* was the title of the course-book for class IV.

The book for class I was taught to all the four classes I to IV in the academic year 2000-01. The next year the book for class I was used
for class I and the new book for class II was taught to classes II to IV. In
the academic year 2002-03, when the new book for class III was
produced the books of class I & II were used for the respective classes
and the newly produced *My English Book Three* was taught to classes III
& IV. The next academic year, the last book in the series for the primary
classes was produced and there were separate course-books for all the
four classes from the academic year 2003-04 onwards.

The process of revising these books began from the year
2008. The book for class I was revised in the year 2008 and two separate
revised books for two terms were produced which were taught from the
academic year 2008-09. The books were titled as *My English Book One –
Part I* and *My English Book One – Part II*. In the academic year the book
for class II was revised. But there was no difference in the title.

The course-books are reviewed and analysed in detail in
Chapter IV.

2.2-C Review of Teacher’s Handbooks

The *Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune* known as *Baalbharati* developed a series of
handbooks to facilitate teaching of English. They are published in
Marathi. The investigator couldn’t procure the Teacher’s Handbook for
*My English Book One*. He inquired many times in the offices of
Baalbharati at Aurangabad and Pune. It is not published as a policy matter. But the course-book itself contains a separate page for teachers at the beginning of each unit in the first edition. In the revised edition, too, footnotes are provided to the teachers.

- **My English Book Two – Teacher’s Handbook:**

  The first edition of the Teacher’s Handbook to facilitate teaching of My English Book two (first edition) was published in the year 2001. The handbook is titled *‘My English Book Two – Teacher’s Handbook’*. The cover page depicts the cover page of My English Book Two (first edition). Its cost is just Rs.17/-, quite affordable even by a *Shikshan Sevak* (Para-teacher). The contemporary director of Baalbharati, Shri N. K. Rathod published this edition and gave foreword to the handbook.

  Though the instructions to the teachers are incorporated in the course-book itself, in the form of separate Teacher’s Page, the handbook is prepared for more effective teaching of My English Book Two. Every language activity is explained in detail. The handbook explains the objectives, the way of handling each activity, guidance about the teaching aids to be used for each activity, guidance about the easy English the teachers would have to deploy while conducting study of each activity. The handbook further explains the co-relation of the
activity with the mother-tongue of the learners as well as with his surroundings. The guidance about pronunciation is also provided, wherever necessary, by giving sound script using Devnagari symbols. The handbook is well equipped with material conducive to overcome any difficulty about teaching methodology. The confidence of teachers would definitely boost after the use of handbook.

The handbook is reviewed through experts and teachers to make it perfect. The English language committee of Baalbharati finalised the handbook by considering the suggestions and remarks provided by the reviewers. The invitee member, Shri Bhalchandra Desale, the then director of S.I.E.M. extended his valuable cooperation in the production of this handbook.

The handbook recommends some useful techniques like practical, oral practice, oral revision, dramatization, etc. The activities are to be handled in the classroom in the form of oral drill. Hence the handbook recommends essential practice by every individual learner as well as opportunities and exposure to handle every language activity in the classroom situation. The handbook discourages the practice of translation method.

The language games give double benefit of practice of English as well as the strong motivation to learn without tension. That’s why the handbook recommends the teachers to be careful about personal
attention to the speech of every individual learner and ensure participation of every individual learner in the language games. The teachers should bear in mind that though games are important from the learners’ point of view, the linguistic part is very important from the pedagogical point of view. Learning new things, reinforcement and informal evaluation using play-way method are possible through language games. These can be achieved through regular classroom transactions. The instructions for teachers to conduct the language games are given in the handbook and course-book.

The guidance about the sound script and the list of pronunciation of all the words from class I & II is provided in the appendices of the handbook. Throughout the handbook the sound script in the form of Devnagari symbols is given for the classroom instructions and the matter to be said or read in the classroom by the teacher.

Some preparatory activities to develop preparatory Reading and Writing skills are included in the course-books of class I & II. The handbook warns the teachers not to teach the spellings in an orthodox way while handling the activities like identifying letters from sounds without the help of pictures, identifying first letter of words by recalling the word after watching pictures, identifying and sound of seen letter and recalling words beginning with those letters, etc.
Unlike Devnagari/Marathi letters, English (Roman) letters of alphabet have separate names assigned to them, different from their sounds. In orthodox teaching method the reading and writing of English (Roman) letters of alphabet is introduced by their names as /eɪ, bɪ:, sɪ:, dɪ:/.

Here, the handbook once again warns teachers not to adopt the orthodox method, but to introduce their sounds in class I & II, as given in the activities.

The handbook strives to explain the concepts necessary for the teachers to understand vividly, possible difficulties that teachers might face while teaching, the things the teacher should be elastic about as per the local circumstances. Guidelines about aims and objectives behind the inclusion of each activity, handling the particular activity in the classroom, the necessary preparation which includes the kind of practice the teacher is required to do as well as the aids to collect like pictures, cards, objects, replica, etc. The handbook urges the teachers to use maximum English in the classroom as in many localities; the learners are going to get the opportunities to listen to English only from the teachers. So the teacher is required to spend more time to prepare himself in order to speak good English in the classroom.

The guidelines about how to conduct the activities/language games in the overcrowded classes are also given in the handbook. Some additional words, sentences, supplementary activities, language games are
provided in the book for additional practice. The teachers are advised to use them considering the need and inclination/ interest of the learners.

The teachers are advised to read the handbook in two ways. Firstly, they should read it continuously to know the kind of work expected throughout the year. Secondly, they should read the concerned explanation from the handbook about the activity to be taught, a few days before handling each activity. They should read the page of the course-book, the instructions given on the Teacher’s Page related to the page from the course-book and explanation from the handbook. This will help them plan their classroom teaching.

The handbook suggests that the language activities should be handled with, in given sequence. They are logically arranged. But however, there is no objection for revision of taught activities, poems, strokes, etc.

There are two appendices appended to the handbook. The first one is the list of all the words from class I & II with their pronunciations. The second one is the curriculum of class I & II in Marathi.
**My English Book Three - Teacher’s Handbook:**

The layout and most of the features of the teacher’s handbook for class III are almost like that of the handbook for class II with following differences.


A special appendix titled ‘Appendix 2: Activities, Self-study and Techniques for teaching Reading-Writing’ is appended in the handbook to guide teachers about the teaching of actual Reading & Writing skills. In class I & II the learners are prepared to acquire actual reading and writing skills. The teaching of these skills begins from class 3rd. That’s why the teachers are guided in detail about the development of these skills, and the way of handling the language activities to develop these skills. The teaching of reading and writing begins with the letters of alphabet. They are not introduced sequentially. They occur in a specific order determined by their occurrence in the known vocabulary of Class III learner, as well as by their frequency in written English.

The teachers are advised to use the actions from ‘Listen and act’ to shed the fatigue. There is ample scope for physical exercise/movement which renders the study into games. These activities are varied
to bring in entertainment, enthusiasm and to avoid the pseudo-exercise mechanical nature of these activities. The activities like mime time, mimicry, group competition, games, etc. the students are inclined naturally to, are included to develop the listening skill of the learners and the teachers are expected to introduce English without affecting the amusement in these activities.

The teachers conduct practice of the activities in the classroom, but the students are expected to apply, outside the classroom, the talking skill acquired through learnt dialogues. The teachers are guided in the handbook about what efforts they can take to help students to apply their skill.

In the introductory section of the handbook the logic behind the inclusion of various activities for the development of Reading and Writing skills is given. The teachers are expected to read it first and know the background of each and every activity to teach it in a better way. At the end of the handbook some useful sketches are also given.

- **My English Book Four - Teacher’s Handbook:**

The layout and most of the features of the teacher’s handbook for class IV are almost like that of the handbook for class II with following differences. The handbook is published in May-2003. Its cover page depicts the cover of My English Book Four. It is titled ‘My
English Book Four – Teacher’s Handbook’. Its cost is just Rs.24/-, certainly not too much for a teacher.

In the first part of the handbook the role of teachers in teaching English is explained. They are also guided about the way of preparation, about provisions to be made for practice and evaluation, the use of games and educational aids, etc. In a nutshell, all the things to be considered throughout the year for teaching are explained in this part.

In the second part of the handbook every page from every unit is explained in detail. The explanation includes …

- Objectives behind each activity.
- Preparation to be done by the teachers for conducting every activity.
- Detailed instructions about teaching methodology: The instructions include instructions about how to conduct each activity in the classroom, what changes should be done considering the local situation, what should be done in overcrowded classes as well as in under-populated classes, how to use educational aids, etc.
- The direct and indirect help useful and necessary in actual teaching, e.g. sounds-script of English matter from the book, answers of puzzles, language games, riddles, etc.
- The linguistic content or necessary complementary information about teaching units or activities.
• Complementary language games and activities as an extension.

The standard pronunciations of all words from My English Book Four are given in the appendix for the reference of teachers. The students are expected to begin to read and write in Classes III & IV. There is some matter in the book for students to read. This matter is given in big font size. The Devnagari sound-script of this matter is avoided in the book, but it is given in the handbook for the teachers.

Though the amount of stories, passages is greater in My English Book Four than the previous three books, they are not to be used like lessons in orthodox way. The content is to be used for the practice of listening, speaking, reading as per the instructions included in the activities.

Though some matter is given in the book for reading aloud, the learners should be able to read it silently till the end of the academic year. The teachers should try to develop the habits useful for reading silently. They include: taking meaningful pauses, reading with meaningful chunks, reading fluently, reading whole word/ phrase at a glance. The objective behind reading poems aloud is to take proper pauses, consider phrases at a glance. The instructions for teachers indicate the co-ordination of loud reading with silent reading.

The handbook recommends that the teachers should use the stories to encourage learners to read and create interest in reading. That’s
why comprehension questions are avoided intentionally. The stories should be dealt with as a story-book, not like a text-book. The values as a story should be maintained. It shouldn’t be treated as a means of teaching vocabulary or structures. The teachers are expected to proceed towards continuous reading of stories through revision of words. The informative passages, too, don’t emphasize comprehension. They are used to encourage learners to collect more information and to read English. It’s the responsibility of the teachers/parents to cater reading needs of the learners who are eager to read.

The teachers are advised to bear in mind that though the primary writing skills like writing letters of alphabet, spellings, etc. are necessary, they are taught in an entertaining manner. In the development of any skill the mechanical things are avoided. As the students are informed to display their writing in front of others, they are going to write more carefully. Their awareness about proportionate writing will develop through it. There is no need to compel learners to write always in four-line notebook for proportionate writing. They can be asked to use four-line notebook once a week as well as for home-work.

Memorizing spellings should be avoided. If the learners get opportunity and enough material for reading, they learn spellings just like that of their mother-tongue. The teachers should use exercises from ‘A Garden of Words’ for this purpose. Exercises like odd-man out, riddles
for a word, making words from given letters, spotting words in stories, solving puzzles and creating own puzzles, etc. are included in the book for the practice of spellings. Teachers and students can create their own exercises on this base. The activity ‘From the Post-box’ should be used by teachers for self-expression.
2.3  Review of Past Researches

2.3(1)

- Researcher: Bhatt, D.C.

- Title of Research Study: *An Investigation into the Various Components of Textbooks in English in Std. XI and XII of Gujrat State* (Ph.D.)

- Research Submitted to: SPU

- Year of Submission: 1986

- Objectives of the Research Study: The objectives of the study were:
  
  (i) to compare the readability indices of the textbooks in English grade wise and stream wise,

  (ii) to see the effect of interactions of grade and stream on readability,

  (iii) to compare the human interest scores of the different reading materials of the textbooks,

  (iv) to see the effect of interaction of grade, stream and person on the interest,

  (v) to prepare the reading material for the pupils of standards XI and XII incorporating the variables of readability, interest, values and format,
(vi) to study the effect of the four independent variables, viz. readability, interest, values and format on reading comprehension, and

(vii) to know the trend of comprehension scores obtained from different reading materials.

- **Design of the Study:** The readability was determined by using Aukerman's formula, the interest of the reading material was assessed by the responses of the teachers and pupils, the values were found out by judgement analysis. The cloze test was constructed to measure comprehension by using the reading material prepared by investigator. The treatment of reading material was given to 245 pupils of 12 schools selected at random from urban and rural areas of Mehsana district. In the first phase 2X2 and 2X2X2 factorial designs were used. In the second phase 2X2X2X5 repeated measures design and Latin square design were invoked. The analysis of variance and chi-square test were used to test the various hypotheses.

- **Findings of the Study:** The major findings were:
  1. The readability of the textbook for class XII was more than that of the textbook for class XI.
  2. The reading ability exerted a strong influence upon the size of the cloze score.
3. Reading material came out as a strong predictor of reading comprehension.

4. Grade of the pupils was one of the important independent variables, though it predicted poorly the reading comprehension of the pupils. Grade XII pupils were found better in reading comprehension than grade XI pupils.

5. The pupils of the science stream were found better than those of the general stream but the differences between the mean scores were not significant.

6. Out of 11 interactive effects, none turned out to be significant. This showed that the significant effects of the reading ability materials were independent.

- Implications of the Study: The implications are:

  (1) The reading ability, the grade and stream of the pupils should be taken into account while editing the reading materials for textbooks.

  (2) The different components of the reading material should be selected in such a manner as would elicit greater comprehension on the part of the pupils.
2.3(2)

- Researcher: Bhattacharjee, R.

- Title of Research Study: An investigation into the Teaching of English in the High Schools of East Khari Hills District of Meghalaya (Ph.D. Education)

- Research Submitted to: NEHU

- Objectives of the Research Study: The objectives of the study were

   (i) to study background characteristics of the teachers of English of East Khari Hills High Schools, their views and opinions as well as practices followed by them in respect of various aspects of teaching English,

   (ii) to identify the present status of teaching English, through observation of teachers' performance in the classroom situation,

   (iii) to study strengths and weaknesses in the teaching of English,

   (iv) to try out the effectiveness of training in selected skills under microteaching strategy for improving teaching competence of the teachers of English, and

   (v) to suggest measures for improving teaching of English in the high schools of the district.

- Hypotheses of the Research Study: The hypotheses of the experiment were:
(i) There is a significant difference in the mean score on the rating scale, of the group trained in the five selected teaching skills through microteaching strategy and the group without training in the five selected teaching skills,

(ii) There is a significant difference in the mean score on the General Teaching Competence Scale, of the group trained in the five selected teaching skills through microteaching strategy and the group without training in the five selected teaching skills.

- Design of the Study: Survey method was adopted in Phase I. Two samples (N=490 and N=120) of teachers of English were selected by stratified random sampling procedure. A schedule, a questionnaire and a rating scale were constructed and used. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. Phase II covered an experiment under microteaching strategy in one training college of Shillong. Five skills (fluency in questioning, reinforcement, stimulus variation, student participation, and achieving closure) were selected. Parallel groups, pre-test post-test design was followed. Twenty teachers of English were selected randomly from the sample of 120 teachers. Two groups of ten teachers each formed and equated. The rating scale, Baroda General Teaching Competence Scale, Passi's Observation Proformas for teaching skills and
Ahluwalia's Teacher Attitude Inventory were used. Percentage, mean, median, mode, S.D., etc. were calculated; t-test was applied to examine the hypotheses.

- Findings of the Study: The major conclusions were:

  (1) The majority of the teachers of English were not professionally equipped to teach English.
  (2) Teaching at the foundation stage was neglected.
  (3) There was no uniformity regarding work-load of teachers of English in different categories of schools.
  (4) English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers' handbooks.
  (5) The mean overall score in English in classroom teaching was between 'poor' and 'satisfactory'.
  (6) Sex and marital status differences, and participation or non-participation in co-curricular activities had no impact on teaching of English.
  (7) Experiences and professional training played significant roles in the teaching of English. Teachers from Government and grant-receiving English medium and urban schools taught significantly
better than those from ad hoc and private, non-English medium and semi-urban schools.

(8) The majority of the teachers were not aware of appropriate methods and not clear about the four-fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate students' progress and take remedial measures in the English class.

(9) In-service training facilities for the teachers were inadequate.

(10) Training in selected skills through microteaching was effective in improving teaching competence of the teachers of English. Microteaching supplemented training in English teaching methodology.

2.3(3)

- Researcher: Brahmbhatt, J.C.

- Title of Research Study: A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Some Psycho socio Factors (Ph.D. Education)

- Research Submitted to: SPU

- Year of Submission: 1983
• Objectives of the Research Study: The objectives of the study were:

(i) to examine the efficacy of the language programme in comparison with the language material of the textbook of Lower Level (L.L.) English for Std. VIII,

(ii) to readjust the structures of the syllabus taking into consideration some of the salient features of T.G. Grammar to find its effectiveness in language acquisition,

(iii) to develop an effective language programme based on simple inversion, substitution, deletion, addition and replacement of words and phrases and to measure thereby its learnability for pupils of Std. VIII,

(iv) to supply more language practice items having transformative and lucid sequence to strengthen the skills of English language,

(v) to introduce a greater number of exercise items demanding an understanding of linguistic behaviour of words, phrases and sentences,

(vi) to determine the economy of time and labour while teaching the language programme based on the syllabus prescribed for L.L. English for Std. VIII of Gujarat State,

(vii) to study the relationship of various psycho-socio factors affecting the achievement in English language,
(viii) to study the relationship of sex and area with the achievement in English language, and
(ix) to suggest a more viable language programme for the beginners of L.L. English.

• Design of the Study: The new language programme was prepared having four parts, viz. teaching items, read and learn, language practice and test items. The programme was prepared to cover the total load of vocabulary found in the textbook. Simple transformational rules were also kept in mind while preparing the programme. The text was based on comprehension, expression in controlled writing, vocabulary and sentence construction (syntax). Besides this, the tools used to measure some psycho-socio factors were Intelligence Test of K.G.Desai, SES Scale by A.S.Patel, Anxiety Scale by H.K.Nijhavan, Emotional Stability Scale by A.S.Patel and n-Ach Test by Prayag Mehta. The equivalent group method was used for subjecting the programme to experimentation. One hundred and thirty students were in the experimental group and equal number in the control group. Analysis of covariance was used to draw conclusions.

• Findings of the Study: Some of the findings were:
  1. The language programme prepared by the investigator produced better results so far as English language was concerned. The
difference between the adjusted means of scores of the experimental group, and the control group was 23.30 which was in favour of the experimental group showing that the new programme was more effective than the usual material.

2. The main effect of treatment was significant.

3. The main effect of sex was not significant.

4. It was found that the programme proved to be more effective than the usual material without being affected by sex, pre-achievement status, intelligence, n-Ach, emotional stability and anxiety were paired with the pre-achievement in language and this showed high correlation with achievement in English.

2.3(4)

- Researcher: Dasgupta, N.

- Title of Research Study: *A Critical Study of the Vocabulary in English of the Students of Class VI (usually 12+) Reading in the Non-English Medium Schools of Meghalaya, and the Influence of Socio-economic Background on the Actual Vocabulary* (Ph.D. Education)

- Research Submitted to: Gau. U.

- Year of Submission: 1975
- **Objectives of the Research Study:** The major objectives of the study were:

  (i) to measure the gap between the expected and actual vocabulary in English of the students of class VI (usually 12+) reading in the non-English medium schools in Meghalaya,

  (ii) to prepare a glossary I of English words containing the weight of each word in respect of the students of class VI,

  (iii) to prepare a glossary II of English words containing the difficulty value of each word, in respect of the students of class VI, reading in the non-English medium schools in Meghalaya, and

  (iv) to prepare two more glossaries of words (glossary III and glossary IV) containing the difficulty value of each word relating to the students of class VI hailing from the upper socio-economic group and lower socio-economic background on the actual vocabulary of the students.

- **Design of the Study:** Words were collected from various sources like textbooks, supplementary books, examination scripts, class teaching, wall paper magazines, word games. The final list containing 2043 words bearing frequency and range was prepared and arranged alphabetically. Checklists (vocabulary tests) were constructed and tried out. First and second checklists were administered. The final
checklists were divided into two parts. About 4110 class VI boys and girls of upper and lower socio-economic groups drawn from selected urban and rural non-English medium schools of Khasi, Jaintia and Garo Hills districts of Meghalaya constituted the sample. It was district wise stratified random sampling with proportionate strata and control of other categories. Weight and difficulty value of words in respect of students hailing from upper and lower socio-economic backgrounds was also estimated. The gap between the expected and actual vocabulary was measured for different groups. The actual vocabulary of students belonging to the upper and lower socio-economic groups was compared. Four glossaries of words were prepared.

• Findings of the Study: Some of the major findings were:

1. Of 2043 words, 469 had the greatest weight, 1295 had minimum weight and 279 words had medium weight, 27.34 per cent words from the two checklists were known by 19 per cent students; 28.49 per cent words were known to more than 90 per cent students. The remaining 44.17 per cent words had medium difficulty value. Upper socio-economic group students had a richer vocabulary than those from the lower socio-economic group. The gap between the estimated (1430) and actual vocabulary (943) was 487. The same
gaps for the upper and lower socio-economic groups were 246 and 702 respectively.

- Implications of the Study: The major educational implication of the study is that the glossaries of words can be used for the improvement of educational and communicational practices in schools.

2.3(5)

- Researcher: Dass, P.A.

- Title of Research Study: A Study of Reading Comprehension in English of Students of English Medium Secondary Schools of Standard X of Central Gujarat in the Context of Some Socio-psycho Factors (Ph.D. Education)

- Research Submitted to: SPU

- Year of Submission: 1984

- Objectives of the Research Study: The objectives of the study were:
  
  (i) to construct a test for measuring the reading comprehension of pupils of standard X,

  (ii) to establish norms for reading comprehension for students of English medium schools for Central Gujarat,

  (iii) to study whether there were any sex difference with regard to reading comprehension, and
(iv) to study reading comprehension in the contest of SES, and certain socio-psycho factors, viz. test-anxiety, emotional stability, leadership and radicalism.

- Design of the Study: The test was constructed and standardized for measuring the various components of reading comprehension, viz. noting the significant details, finding out the main ideas of the paragraph, giving the meaning of the words in context and nearest to the key word, giving the sequence of events, finding the relationship between ideas, drawing inferences, giving captions, drawing generalizations, and reading and interpreting tables and maps. These components were measured through seven sub-tests. The usual method of test construction was followed for the purpose of item analysis, determining reliability, validity and establishing test norms. The total time required to administer the test was 60 minutes. The test was standardized on a sample of 873 students. The sample included 384 girls and 489 boys selected at random from English medium schools of Central Gujarat. The percentile rank norms and standard score norms were fixed for boys and girls separately. For studying the reading comprehension in the context of SES and other socio-psycho factors, 2X2X2 factorial design was used.
• Findings of the Study: Some of the characteristics of the test and findings were:

1. The mean score of girls was higher than that of boys. There was sex difference with regard to reading comprehension in English.

2. The reliability of the test was determined by the test-retest method, split-half method, Rulon formula, Flanagan formula, K.R. formula and analysis of variance approach ranged between 0.76 and 0.90.

3. The concept validity, concurrent validity and factorial validity of the test were established. The concurrent validity of the test was established by correlating the scores of students on the test with the teachers' opinion about reading comprehension and it was found to be 0.49.

4. The mean difference of reading comprehension scores was in favour of students with high SES.

5. The mean difference in reading comprehension scores was in favour of students having high leadership traits.

6. Emotional stability was not found to influence reading comprehension.

7. Students having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism. Students having a low anxiety level had better reading comprehension that those with a high anxiety level.
2.3(6)

- Researcher: Datta, C.

- Title of Research Study: *Effects of Maximising Contextual Clues: A Pragmatic Study* (Ph.D. ELT)

- Research Submitted to: CIEFL

- Year of Submission: 1985

- Objectives of the Research Study: The dual purpose of the investigation was to derive insight into the pragmatics of classroom interaction, and to contribute towards developing a pedagogical theory of second language (L₂) learning in a multilingual situation.

- Design of the Study: The relationship between context, including the social conventions for target language (TL) use, the physical setting, the behavioural, psychological and language contexts and learner behaviour were explored. The insight gained from the investigation was expected to provide the foundations for a theory of L₂ learning in a multilingual instructional setting. The different facets of the problem investigated were,

  (i) exploring probable relationship between various dimensions of context and learner behaviour,

  (ii) identifying interpretive strategies initial level learners adopt under pressure to use the TL, and
(iii) exploring means of manipulating contextual constraints by maximizing contextual clues to activate meaningful interactions in the classroom.

The investigation was conducted within an ethnographical framework. The method included participant observation and interpretive analysis of samples of speech in different multilingual situations. The main data sources were two teaching projects undertaken respectively to identify learner-strategies and to investigate the effects of maximizing contextual clues in instructional stimuli. The pilot study involved teaching about 25 Hindi/Urdu medium students of class IV in a Government High School in Hyderabad for a period of three months. It included activities other than language learning tasks, related to students' practical and academic interests. Most of the classes were tape recorded. Three class periods chosen at random from the tape recorded data were analysed interpretively. The final study consisted of a team-teaching project undertaken by the researcher and the class teachers at Darjeeling for a period of three months. The purpose of this study was to try out materials developed in the course of the investigation based on the proposed pragmatic approach to English Language Teaching (ELT). Forty-one class V Nepali medium students constituted the sample of the study. Most of the classes were tape recorded. One class period from the data was analysed in detail.
interpretively and compared with a regular class taught by the same teacher.

- Findings of the Study: The major findings were:

  1. The strategies that initial level learners adopted to interpret meanings of TL utterances were derived partly from the social conventions for TL use and partly from underlying competences and these strategies facilitated the process of L₂ learning.

  2. Contextual constraints that restricted the scope of classroom interactions could be manipulated by maximizing contextual clues in instructional stimuli to activate meaningful interaction conducive to L₂ learning.

  3. Maximizing contextual clues helped participants to jointly develop a multi-sources model of the TL that provided opportunities for teaching/learning the language as a system as well as a form human behaviour.

2.3(7)

- Researcher: Desai, K.G.

- Title of Research Study: *Diagnosis of Defects in Language Ability of Children Studying in Std. IV and a Try-out of a Remedial Programme for Their Correction*  (Gujarat State School Textbook Board financed)
• Year of Submission: 1986

• Design of the Study: This project was undertaken to diagnose the defects in language learning of pupils of grade IV based on their learning during the first three years and to try out a remedial programme to correct the defects.

The investigator first analysed the contents of the language textbook of grade III and prepared a vocabulary list of difficult words and phrases as also the points of functional grammar as evidenced in the exercises given at the end of each lesson in the textbook. A pilot achievement test based on the difficult vocabulary and functional grammar that the pupils were supposed to have learnt; till grade III was prepared. It included exercises on reading, speaking and writing. After scrutinizing the pupils’ answers, the final version of the test was prepared which revealed the difficult points of language which the pupils could not master at the end of grade III. The sample selected for the experimentation comprised 162 pupils of grade IV of two municipal and two private schools of Ahmedabad City. One of these schools was a good and reputed school, two were average and one was below average. The same test (final form) was again administered to these pupils at the end of the remedial work and the results were analysed. A control group of 40 pupils was also kept parallel to the
experimental group. No remedial programme was given to this control group.

- Findings of the Study: The findings were:
  1. Most of the defects in language learnt during the first three years of the primary school comprised errors of spelling, missing letters while writing, bad handwriting, faulty pronunciation, wrong forms of tenses in verbs, and of participles, and lack of knowledge of how to transform sentences.
  2. It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong learning. Added to this was the apathy of parents towards their wards’ education, particularly in municipal schools.

2.3(8)

- Researcher: Deshpande, S.S.


- Research Submitted to: Poona University

- Year of Submission: 1985

- Objectives of the Research Study: The objectives of the study were
(i) to study the effect of economic, socio-cultural and experiential deprivation on the three components of language ability, namely vocabulary, comprehension, and narration and expression,
(ii) to study the relation of different factors of deprivation with the three components of language ability,
(iii) to find the effective factor among the factors of deprivation which affected the language ability of the child,
(iv) to find out the effect of school environment on the language ability for each school separately and to find out whether this effect was significant, and
(v) to find out whether the school environment had narrowed the difference between the language ability scores of deprived and non-deprived children.

- Hypotheses of the Research Study: The following hypotheses were framed in the study:

1. Development of language ability is related to the level of deprivation of the child. Those who are highly deprived would tend to be poorer in development of language ability.
2. Among the three types of deprivation, namely, economic, socio-cultural and experiential, the experiential deprivation is likely to
be the most prominent factor having a detrimental effect on the
development of language ability.

(3) Parental interaction and ways of bringing up the child are
important factors facilitating language development of the child.

(4) Children from private schools are likely to do better than children
from corporation schools in language development, because the
latter are more deprived economically, culturally, and
experientially.

(5) Children from corporation schools are likely to do better in
language development as compared to children from village
schools because the latter are experientially more deprived.

(6) The school environment is likely to be more of a facilitating
factor in development of language ability for deprived children
than for non-deprived children.

- Design of the Study: In order to study the effect of deprivation, three
types of schools were selected. The children of these schools fell into
three categories, namely, non-deprived, deprived and most-deprived.
The non-deprived group was represented by a private school which
was on a main thoroughfare in the town surrounded by middle class
society. The deprived group was represented by the Pune Municipal
Corporation School, not very far from the private school described
above, but a majority of students of which were from slums. The most deprived group was selected from a village school, away from the taluka place and cut off from the city atmosphere. All children from Std. I of these schools were selected for the study. A deprivation scale and language tests were developed for this study. The deprivation scale was prepared to find out the economic, socio-cultural and experimental deprivation level of the child. The language tests were prepared to measure language ability. The tests aimed to measure three aspects of language ability of the child, namely, vocabulary, comprehension, and narration and expression. All these tests were administered orally as the children were from standard I. A second set of parallel language tests was prepared to find out the effect of school environment on their language performance. These were administered to the same children to whom the earlier tests were administered. These tests were administered in Std. II, i.e. after one year of schooling.

- Findings of the Study: The major findings were:

1. Children who were seriously deprived (economically, socio-culturally and experientially) were found to be affected more in all aspects of language ability.
2. Linguistic ability of a child was more seriously affected by experiential deprivation than by socio-cultural and economic deprivation.

3. Economic deprivations affected comprehension ability more than the other two components of language ability, namely, vocabulary and narration and expression.

4. Socio-cultural deprivation of the child hampered comprehension more as compared to the other two aspects of language development.

5. Experiential deprivation affected narration and expression ability of the child much more than the other two aspects of language ability.

6. Factors of deprivation which were found to be prominent for language development were (a) parental interaction and ways of bringing up the child, (b) educational background of the family, and (c) standard of living of the family.

7. The differences in the mean scores on all the ten tests of language ability between the private school and the corporation as also between the private school and the village school were significant.

8. Three schools significantly differed in vocabulary.
9. The private schools and the corporation school as also the private schools and the village school differed significantly in scores on comprehension. However, the difference between the village school and the corporation school on comprehension was not significant.

10. In narration and expression, significant differences were found in all pairs of schools.

11. School environment did affect the improvement in language ability of children, improvement being more in the corporation school as compared to the private school and in the village school than in the corporation school.

12. The corporation school and the village school children knew the vocabulary form their own environment. However, children from the private school knew much more than that. Children from the private school were the best in comprehension. The deprived children could not narrate their experiences.

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2.3(9)

- Researcher: Devaki,

- Title of Research Study: *Learning of Morphological Rules in Children* (Ph.D. Language Development)
• Research Submitted to: Mysore University
• Year of Submission: 1986
• Design of the Study: The study examined the development of morphological rules in children across sex, socio-economic status and age groups of the children chosen coming from two language groups – Kannada and Tamil. The development of morphological rules in children was inferred from extension of rules to new words. Based on this inference, the adequacy of theoretical models of language acquisition was critically assessed, and inferential validation for the tentative postulates of a morphological rule development model was drawn.

A 2X2X9 factorial design was followed in the case of both the languages, with two manipulation of sex (boys and girls), two manipulations of socio-economic status (middle and low) and nine cross-longitudinal variations of the age factor from 3.0 to 7.6 years. The tools used were Kuppuswamy’s SES Scale revised by the Department of Psychology of the Mysore University in 1982 and a test developed for morphological rules. These tests were administered individually to the sample in two settings, with separate instruction for each item. The data so obtained were subjected to quantitative and qualitative analysis. The statistical technique used were analysis of variance for sex and age difference, and socio-economic status and
age difference, one-way ANOVA for age difference, Chi-square test and t-test. The qualitative analyses consisted of the following:

(i) The features of response from age groups 4.6 to 7.6 years were extracted and percentages were calculated.

(ii) The percentages of children in the younger (3.0 to 5.6 years) and older (5.6 to 7.6 years) group giving a particular type of response were calculated for all the markers.

(iii) The responses of five randomly selected children in nine age groups were presented to show the developmental features of response.

- Findings of the Study: The major findings were:

1. Sex had no significant effect on rule extension.

2. Socio-economic status had no significant effect on rule extension.

3. Age had no significant effect on rule extension.

4. However, age exerted a quantificative influence on rule extension as seen from the nature of responses.

5. Children in extending rules proceeded actively from simple to complex morphological rule structures.
2.3(10)

- Researcher: Dhangar S.S.

- Title of Research Study: A *Comparative Study of the Reading Ability of the B.C. and Non-B.C. Pupils of Grade X in the Context of Their Intelligence, Anxiety, n-Ach and Certain Demographic Variables* (Ph.D. Education)

- Research Submitted to: SPU

- Year of Submission: 1985

- Objectives of the Research Study: The objectives of the study were

  (i) to compare the reading ability of the backward class (B.C.) pupils with that of the non-B.C. pupils,

  (ii) to compare the reading ability of the B.C. and non-B.C. pupils from rural areas with that of the B.C. and non-B.C. pupils from urban areas,

  (iii) to compare the reading ability of the B.C. and non-B.C. pupils having low intelligence,

  (iv) to compare the reading ability of the B.C. and non-B.C. pupils having high anxiety with that of the B.C. pupils having low anxiety,

  (v) to compare the reading ability of the B.C. and non-B.C. pupils having high n-Ach with that of the B.C. and non-B.C. pupils having low n-Ach,
(vi) to compare the reading ability of the B.C. and non-B.C. pupils from large families with that of the B.C. and non-B.C. pupils from small families,

(vii) to compare the reading ability of the B.C. and non-B.C. pupils with that of the B.C. and non-B.C. pupils in relation to their 1st, 2nd and 3rd birth order, and

(viii) to study the effect of interaction among the various independent variables and the dependent variables incorporated in the study.

• Design of the Study: The Motibhai Patel’s General Ability Test, Boxall’s Test of School Anxiety (adapted) the adapted Smith’s n-Ach Measure and Trivedi and Patel’s Test of Reading Ability were used for collecting the data. The reliability of the General Ability Test was 0.83 to 0.97. The adapted Boxall’s Test of School Anxiety had a reliability of 0.84. The reliability of the adapted Smith’s n-Ach Measure was 0.76. Initially 1811 pupils of grade X of 79 secondary schools were selected as the sample. The two phased factorial design namely 2X2X2X2X2, first phase factorial design and 2X2X2X3 second phase factorial design were adopted. The analysis of variance was used to arrive at conclusions.

• Findings of the Study: The major findings were:
1. There was significant difference between the mean scores on the reading ability test given to B.C. and non-B.C. pupils and it was in favour of non-B.C. pupils,

2. The pupils from urban areas were significantly better in their reading ability than those from rural areas.

3. The pupils having high intelligence were significantly better in their reading ability than those having low intelligence,

4. The pupils having low anxiety were significantly better in their reading ability than those having anxiety.

5. The pupils having high n-Ach were significantly better in reading ability than those having low n-Ach,

6. The pupils from small families were significantly better in reading ability than those from large families.

7. The pupils who were first in birth order were significantly better in reading ability than those second in birth order, and the pupils who were second in birth order were significantly better in reading ability than those third in birth order. Pupils of 1st birth order got the highest scores in reading ability.

8. Out of 47 predictors of reading ability, eight turned out to be of an interactive nature. These were reading ability x anxiety, intelligence x n-Ach, intelligence x anxiety x n-Ach in the first
phase of the study, while in the 2\textsuperscript{nd} phase of the study these were caste x area x birth order and family size, caste x birth order.

9. There was a definite linear trend in reading ability across birth order.

- Implications of the Study: The implications are:
  
  (1) The caste and area of residence of the pupils should be taken into account while dealing with the pupils and attacking their problems in reading ability.

  (2) Teachers should create a tension-free environment in schools so that pupil’s growth in reading ability is not endangered by the negative influence of school anxiety.

2.3(11)

- Researcher: Dholakia, B.J.
- Title of Research Study: A Study of the Effectiveness of Various Strategies for Improving Reading Comprehension in English of Pupils of Class IX in the Context of Certain Variables (Ph.D. Education)
- Research Submitted to: SPU
- Year of Submission: 1986
- Objectives of the Research Study: The objectives of the study were:
(i) to implement various strategies like (a) ReQuest procedure (b) Guided Reading Procedure (GRP) (c) REAP-technique (Read, Encode, Annote and Ponder technique) in teaching English to pupils of class IX in order to compare their effectiveness on reading comprehension,

(ii) to compare the effectiveness of ReQuest strategy in developing reading comprehension of pupils with those pupils who did not study with any such strategy,

(iii) to compare the effectiveness of GRP in developing reading comprehension with those pupils who did not study with any such strategy,

(iv) to compare the effectiveness of REAP technique in developing reading comprehension with those pupils who did not study with any such technique,

(v) to study the effectiveness of ReQuest procedure in developing reading comprehension in the context of study habits, I.Q., SES and entering behaviour,

(vi) to study the effectiveness of GRP in developing reading comprehension in the context of study habits, I.Q., SES and entering behaviour,
(vii) to study the effectiveness of REAP in developing reading comprehension in the context of study habits, I.Q., SES and entering behaviour, and

(viii) to compare the effectiveness of ReQuest procedure, GRP and REAP technique in developing reading comprehension in English of pupils of class IX.

- Design of the Study: The experiment was carried out in four schools of Cambay. One class of each school was selected for the purpose of the experiment. In each class there were 40 students. The reading material was prepared keeping in view the language material of English for class IX. The entering behaviour and the terminal behaviour tests were prepared. They served as pre-test and post-test. The other tests that were used for collecting data were Study Habits Inventory by B.V.Patel, General Ability Test by M.T.Patel and SES scale by C.C.Pathak. Four equivalent groups were prepared on the basis of the score on pre-test. The analysis of variance technique was used for testing the significance of difference between two means.

- Findings of the Study: Some of the findings were:
  1. The ReQuest strategy did not prove effective in improving reading comprehension.
  2. The GRP proved effective in improving reading comprehension.
3. The REAP also proved to be effective in improving reading comprehension.

4. Pupils having good study habits and poor study habits did not differ significantly in reading comprehension when taught through ReQuest procedure.

5. Pupils having high I.Q. and low I.Q. did not differ significantly in reading comprehension when taught through ReQuest strategy.

6. The ReQuest strategy group did not have a definite advantage over the traditional control group.

7. Pupils having good study habits proved better in reading comprehension when taught through GRP than pupils having good study habits and taught through the traditional way.

8. Pupils having low intelligence did not achieve significantly more through GRP than pupils with low intelligence and taught through the conventional method. Similarly, pupils having high intelligence did not achieve significantly more through GRP than pupils having high intelligence and taught through the conventional method.

9. Pupils belonging to the low SES group getting GRP did not achieve significantly more than pupils of the low SES group getting no such treatment. The same was the case with high SES pupils.
10. Pupils who scored high on entering behaviour and who took GRP did better in the reading comprehension test than pupils scoring high on entering behaviour and who received no such treatment.

11. The REAP technique did not prove superior to the conventional method in the case of students having poor study habits as well as in those having good study habits.

12. The REAP technique did not prove superior to the conventional method in the case of pupils having low intelligence, but proved superior in the case of pupils having high intelligence.

13. The REAP technique did not prove superior to the conventional method in the case of pupils having low SES, but it proved superior to the conventional method in the case of pupils having high SES.

14. The REAP technique proved superior to the conventional method in the case of pupils scoring high on entering behaviour but did not prove superior to the conventional method in the case of pupils scoring low on entering behaviour.

15. The guided reading programme and the REAP technique proved superior to the ReQuest strategy for improving reading comprehension.
2.3(12)

- Researcher: Edke, S.R.
- Title of Research Study: *Graded Basic Vocabulary of Standards I to IV* (Ph.D. Education)
- Research Submitted to: SNDT
- Year of Submission: 1985
- Objectives of the Research Study: The objectives of the study were:
  (i) to analyse the reproduction and recognition lists of words,
  (ii) to determine the new words from each of the standards,
  (iii) to determine the list of reproduction words,
  (iv) to determine the graded basic vocabulary for grades I to IV, and
  (v) to compare the different lists of graded vocabulary prepared by different researchers with the present list.
- Design of the Study: The sample consisting of 350 students from each of the four grades was elected on the basis of socio-economic status, their marks at the examination, etc. A list of graded vocabulary was prepared by using the catalogue method, sampling method, and word count method. Words were determined by using the card method, written word lists, oral and written tests. The collected data were analysed by counting frequency and comparing with earlier lists of words.
• Findings of the Study: The major findings of the study were:

1. The total number of basic words was 4090, 3880, 4295, and 3659 for classes I, II, III and IV respectively.

2. The number of words decreased from class I to II.

3. Rural students knew a larger number of words than urban students in case of grade I students, whereas in the case of grades II to IV, urban students knew more words than their counterparts from rural schools.

4. The number of words determined by the oral test was more than that of the written test.

• Implications of the Study: Educational implications of the study are:

(1) These lists can be used for evaluating the texts.

(2) A dictionary for the students of grades I to IV can be developed on the basis of this graded vocabulary.

(3) Diagnosis of the difficult words for the students can be done.

(4) Reading material can be developed on the basis of these words.
2.3(13)

- Researcher: Gill, P.S.
- Title of Research Study: An Investigation into the Impact of ‘Teach English – Learn English’ Radio Programme on Listener Teachers’ and Pupils’ English in Gujarat (Ph.D. Education)
- Research Submitted to: SPU
- Year of Submission: 1984
- Objectives of the Research Study: The objectives of the study were:
  (i) to construct the tools to measure the impact of Teach-English – Learn English (TELE) programme,
  (ii) to measure the impact of the TELE series on teachers of English in relation to the skills of the English language,
  (iii) to measure the impact of the TELE series on the learners of English in specific areas and on skills of the English language,
  and
  (iv) to make the organizers of the TELE programme familiar with reaction of the audience towards the programme.
- Design of the Study: The tools used to collect the data were short tests covering four language areas devised to measure the proficiency of listeners in English, questionnaires seeking information from listeners and programmers about TELE, opinionnaires for studying the reactions, and interview schedules. The tests for measuring
proficiency in English both for teachers and pupils were constructed and subjected to the process of item analysis only. The items on selected aspects of English were prepared, viz., pronunciation, vocabulary, grammar and listening comprehension. The pilot test was administered to 300 teachers and 2000 students of class IX selected at random from Kheda, Baroda and Panchmahal districts. The three tools were administered to 500 teachers and 5000 students. The simple percentage and t-test were used for analysis and testing the significance of difference between the means. Two groups of teachers and pupils were formed as listeners and non-listeners.

- Findings of the Study: Some of the findings were:

1. The impact of the TELE series on the teachers’ own English was positive and it was in favour of listener teachers. The listener teachers clearly gained from the broadcast.

2. The teachers did gain in the specific areas, viz. listening comprehension, pronunciation, vocabulary and grammar.

3. The impact of the TELE series was even greater in the case of the learners of English. The findings revealed that the listener pupils gained from the series.

4. The TELE series helped the teachers and learners of English in the schools of rural area. This supported the contention that the radio
could fruitfully be used to strengthen the teaching of English in rural areas where facilities were comparatively inadequate.

5. TELE proved to be a useful source for teachers and learners regarding the natural and appropriate use of English.

6. TELE also served as a source for teachers to become familiar with practicable and effective ideas.

7. The TELE series contributed to the development of general awareness in teachers and learners of English. The series also put teachers in touch with recent trends in English language teaching. The series had a positive impact on the standard of English teaching in the State.

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2.3(14)

- Researcher: Jacob, P.G.
- Title of Research Study: Planning an Integrative English Curriculum for Undergraduate Science Students: A Community Based Approach (Ph.D. ELT)
- Research Submitted to: CIEFL
- Year of Submission: 1985
- Central Questions of Study: The study sought to describe and relate learner needs to worthwhile curricular aims and to recommend
concrete steps for curriculum development and implementation. The central questions of the study were:

(i) What is the scope of the existing instructional activity in relation to the communicative experience of the student?

(ii) What perceptions do students have of worthwhile learning opportunities and applications of English education?

(iii) How could the self-perception of students and the limitations of their curricular experiences be related to a fresh ideology and a set of curricular aims for the teaching-learning of English?

(iv) What would be a constructive plan of action towards realizing the curricular aims in the context of existing teacher competence?

- Design of the Study: Adopting an ethnographic approach to the inquiry, the study sought to systematically reproduce the insights gathered from participatory experience in a college community, i.e. an affiliated college of Poona University. Data were collected through classroom observations of six science lectures and one English class, informal semi-structured interviews with teachers and students, and a team teaching exercise involving seven teachers.

- Findings of the Study: The findings from the analysis of instructional activity and student self-perception led to the development of a learner profile in which communicative experience
was found to be structured within specific co-occurring communicative functions applicable to both the science and English curricula. Within these functions, a highly controlled role relationship was maintained and the learner’s opportunities for articulatory and exploratory language experiences were restricted. As for the students’ self-perceptions of worthwhile learning opportunities, it was found that they had a general awareness of the drawbacks of their curricular experience and were able to perceive better learning opportunities in the form of independent study projects and other extra-curricular activities of academic significance. It was also found that their attitudes towards English education were significantly positive and that they valued general communicative ability in English in view of pursuing their vocational interest.

- Implications of the Study: The main implications of the study were:

  (1) The profile provided a theoretical orientation for an integrative curriculum. From a psychological point of view, the learner’s communicative experience was observed to be largely cognitive at the level of acquiring and reproducing given knowledge in the form of factual information. An integrative English curriculum would therefore seek to enrich the learner’s existing experience in relation to the human being and his/ her environment. From the socio-linguistic point of view, the curriculum, by providing for an
extensive exposure to language through encounters with interdisciplinary and cultural knowledge, would aim at developing a communicative competence and target repertoire that is in general academic rather than subject specific. From a philosophical point of view the curriculum would rest on the principles for a liberal education and would aim to provide the opportunity for critical reflection and acquisition of personal knowledge of a comprehensive nature through wide thematic investigation in dialogical learning contexts.

(2) Towards implementing an integrative English curriculum, the analysis of teacher competence revealed that teachers had a minimal competence with regard to participatory teaching and negotiation of cultural knowledge. A constructive plan of action would, therefore, support teachers in acquiring a new competence for fulfilling the aims of the proposed curriculum.

(3) The study concluded that an integrative English curriculum was justified considering the limitation of the learner’s existing communicative experience and need for an extensive language experience. It could be developed through systematic planning and collaborative undertaking in specific academic communities. Communities that had the infrastructure for accommodating innovation could undertake a plan of action towards developing a
new competence in English teachers and fresh expectancies in science students.

2.3(15)

- Researcher: Joseph, K.S.
- Title of Research Study: Evolving a Strategy for Teaching English Grammar at High School Level (Ph.D. Education)
- Research Submitted to: MSU
- Year of Submission: 1983
- Objectives of the Research Study: The major objectives of the study were
  (i) to evolve a validated multimedia strategy for teaching English grammar at high school level,
  (ii) to find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear and branching,
  (iii) to find out the relationship between the pupils’ attitude towards the multimedia strategy and their achievement in the comprehensive test, and
  (iv) to find out the relationship between pupils’ intelligence and their performance in the comprehensive test.
• Design of the Study: For realizing the above objectives a single group design was used. The study was conducted in a group of 28 students studying in classes IX and X of an English medium school of Baroda City. The components of the instructional strategy were introduction by the teacher, PLMs of linear, deviated linear and branching forms, tables and charts, exercises and assignments, key to exercises, summary and criterion tests. The instruments used for the study were nine criterion tests and a comprehensive test, a reaction questionnaire, and an attitude scale prepared by the investigator and Raven’s Standard Progressive Matrices. The study was conducted for two successive years in one group of students studying in class IX and X. The strategy was validated on the basis of the students’ performance on the criterion test and comprehensive test, students’ reaction towards the material and experts’ reaction towards the material. Descriptive statistical techniques and t-tests were used for analysis of data.

• Findings of the Study: The main findings of the study were:

1. About 90 per cent of the students scored 60 per cent or more marks in five out of nine units. In the rest of the units 30 to 80 per cent students scored 60 per cent of more marks.

2. Both the students and the experts had expressed a highly positive reaction towards the multimedia instructional strategy.
3. Branching PLM was found to be most effective in terms of achievement and ranking by the students.

4. Deviated linear PLM was found to have a comparatively inferior stand in terms of ranking by the students.

5. Linear PLM was found to be least effective in terms of achievement and rating by the students.

6. The students expressed a stable favourable attitude towards the strategy,

7. There was no significant relationship between students’ attitude and achievement.

8. There was a significantly positive relationship between intelligence of the students and their achievement through strategy.

- Implications of the Study: The educational implication of the study is that a duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient English grammar teaching.

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2.3(16)

- Researcher: Joshi, A.N.

- Title of Research Study: *Factors Influencing English Language Abilities* (Ph.D. Education)
• Research Submitted to: Meerut University

• Year of Submission: 1984

• Objectives of the Research Study: The objectives of the study were

(i) to ascertain the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities of English language among eighth graders belonging to the scheduled castes and non-scheduled castes varying in intelligence level, socio-economic status, sex, locality, and schools administered by private agencies, missionaries and the state government,

(ii) to find out the common errors committed in translation, grammar, language usage and spelling by eighth graders belonging to different sex, locality, intelligence, socio-economic status, and types of institutional administration, and

(iii) to find out the factors which influenced the growth of English language abilities.

• Design of the Study: The normative survey study was conducted in Moradabad and was confined to urban and rural schools managed by private agencies, missionaries and the state government. A sample of 720 students from both the sexes representing scheduled castes and non-scheduled castes was selected using the stratified random sampling method. The sample was then grouped for different strata
with 30 students in each stratum. The data were collected administering Progressive Matrices (Raven), SES (urban) Scale (Kapoor), SES (rural) Scale (Udai Pareek), Sixteen Personality Factor Inventory (Cattell) and English Language Ability Test (Sharma). The statistical techniques used for analysing the data were mean, percentage, t-test and correlation.

- Findings of the Study: The major findings of the study were:

1. The scheduled caste students were found to attain average growth level in each one of the six English language abilities whereas students of the non-scheduled castes were found to be slightly higher than average in these abilities.

2. The growth status of language ability was a function of structural factors operating within (intelligence, sex, etc.) and outside (socio-economic status, locality and type of school) the individual.

3. There existed a significant relationship between intelligence and growth of various English language abilities.

4. The growth of English language abilities was found to be maximum among eighth graders of missionary schools followed by the students of state government schools and private schools. The male eighth graders were found to be higher in such language errors as failure to identify the relationship of the verb with the number of the subject, failure to place the pronoun in the sequence,
failure to identify the relationship of the anomalous verb ‘will’ with the succeeding verb, etc., whereas the female eighth graders were found to be higher in failure to use ‘who’, failure to use a word in relation to its pronoun and failure to use ‘neither’.

5. The growth of English language ability was found to be influenced by such factors as caste, intelligence, socio-economic status, locality, administrative control of an institution and personality factors.

2.3(17)

- Researcher: Joshi, V.G.
- Title of Research Study: Scrutiny of Errors in Written English and Remedial Programme (Ph.D. Education)
- Research Submitted to: Poona University
- Year of Submission: 1985
- Objectives of the Research Study: The major objectives of the study were

  (i) to make a historical review of the position of English in India since the establishment of the East India Company in 1600 A.D.,
(ii) to make a review of the position of English in India after the attainment of Independence,

(iii) to make a historical review of the teaching of English in Maharashtra since 1815 A.D.,

(iv) to make a historical review of the teaching of English in Maharashtra after Independence,

(v) to decide the general importance of the English language at the international as well as the national level,

(vi) to observe the present position of the teaching of English in Maharashtra,

(vii) to study the influence of socio-economic and educational status of the families of pupils under investigation on the achievement of pupils,

(viii) to locate from their answer-books common errors in English committed by pupils of standard V to X,

(ix) to classify errors with their sub-types standard wise,

(x) to find out the frequency of each sub-type of each error from answer-books standard wise,

(xi) to find out the number of pupils committing each sub-type of each error in each standard,
(xii) to prepare and execute the remedial programme for the pupils of standard V to X as the sample selected for the action research programme,

(xiii) to verify the effect of the remedial programme and to decide whether the errors in writing were reduced,

(xiv) to compare the achievements of boys and girls in respect of minimizing the errors, and

(xv) to decide whether there was any difference in the benefit accruing from the remedial programme in the case of different pupils belonging to various socio-economic cultural groups.

• Design of the Study: Pupils learning English as a third language in the Marathi medium schools and coming from various strata of the society were selected for the action-research programme. The classes were boys’ classes, girls’ classes and mixed ones. All the pupils of grades V to X were selected from different schools. This was an action-research programme. The nature of data collected by the researcher included historical review, survey of pupils, study of syllabi of English and the study of question papers and answer-books in English. The sources of data collection included surveys of educational research and reports of various committees and commissions. In the case of each grade, the answer-books of a particular examination were first collected, errors analysed and recorded, and a remedial programme prepared and
executed. The effect of the remedial programme was studied. The influence of socio-economic and cultural conditions of the family background of the students was studied.

- **Findings of the Study:** The general conclusions were:

  1. Pupils belonged to the middle class group of the society. Some pupils had to help their parents in their occupations. Some of the pupils were first generation learners.

  2. The number and quality of errors were reduced after the introduction of the remedial programme which included correction of spelling, syntax, written expression and drilling.

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### 2.3(18)

- **Researcher:** Khan, I.

- **Title of Research Study:** *Suitability of Teaching English through Correspondence Courses as Offered by Some Indian Universities at the First Degree Level* (Ph.D. English)

- **Research Submitted to:** Utkal University

- **Year of Submission:** 1982

- **Objectives of the Research Study:** The objectives of the study were

  (i) to study the status of the teaching of English through correspondence in Indian universities with reference to lesson
scripts, students’ response sheets, personal contact programmes, radio talks and the use of audio-visual aids,

(ii) to study the perception of English teachers and students of correspondence institutes towards the teaching of English through correspondence, and

(iii) to analyse the lesson scripts and students’ response sheets in the subject of English at the undergraduate level.

- Design of the Study: The sample respondents of the study were 43 English teachers working in the correspondence institutes of nine Indian universities and 100 undergraduate students of eight correspondence institutes. Besides, 46 printed lessons and 11 valued response sheets in English were selected for content analysis. The questionnaires, interview schedules, and content analysis guides were used for gathering evidence for the study. Data were collected through the mailing process as well as through personal visits to the sample institutions. They were analysed in descriptive form.

- Findings of the Study: The findings of the study were:

1. The majority of the teachers of Correspondence Courses in English were young.

2. The English teaching programme through correspondence was found inadequate because of lack of teacher training, lack of provision of self-learning materials for students, lack of facilities
for spoken and listening skills in the English language, lack of supplementation of audio-visual aids to printed materials, outdated syllabi, textbooks and examination system, lack of proper motivation of students, lack of appreciation of correspondence courses by the academicians including teachers of correspondence institutes.

3. All the teachers indicated a desire to be trained in the methods of distance teaching.

4. Their workload was too high for appropriate evaluation of response sheets.

5. The questions included in assignments did not have potential to test the originality of students.

6. The teachers encouraged students for self-learning through personal contact programmes.

7. The teachers were almost equally divided while expressing their views on the question whether the correspondence teaching system was better than face-to-face teaching.

8. Most of them agreed on the positive dimensions of correspondence courses in comparison to those study practices.

9. The majority of distant learners were teenagers, men and unemployed.
10. Most of the students (58 per cent) joined the correspondence courses because their desire for improvement of qualifications.

11. Around one fourth of them joined the correspondence courses because of the non-availability of admission in regular courses, and because of occupational involvement.

12. Almost all of them (98 per cent) were interested in learning the English language.

13. A large number of students complained about the lack of library study facilities, lack of adequate contacts between the tutors and students, and not getting proper instruction through lesson scripts.

14. However, 64 per cent of students appreciated the lessons on prose, poetry and non-detailed courses.

15. The majority of them (56 to 85 per cent) did not submit the assignments, and did not consider personal contact programmes as necessary elements of their studies.

16. As a whole, a large number of students were in favour of correspondence courses while 34 per cent of them disliked the system.

17. The study came out with the suggestion for provision of training of distance education teachers, introduction of utilitarian courses, introduction of a new evaluation system, creation of autonomous institutions of correspondence courses, improvement of two-way
communication between the institution and students, improvement of student support services, and reduction of fees from students.

2.3(19)

- Researcher: Khare, M.
- Title of Research Study: *A Comparative Study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning Outcomes* (Ph.D. Education)
- Research Submitted to: Gor. University
- Year of Submission: 1986
- Objectives of the Research Study: The study was conducted to compare the traditional and structural approaches to teaching of English in terms of their learning outcomes. The specific objectives were
  (i) to test the general level of performance of junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary,
  (ii) to make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach, and
(iii) to study the effect of cultural and economic background and intelligence on the performance of students in the above aspects of English.

- Hypotheses of the Research Study: The hypotheses were:

  (1) There is no difference between the average achievement of the students taught through the structural approach and those taught through the traditional approach.

  (2) Cultural and economic background of the students has no significant effect on their achievement measured by the tests on various aspects of English.

  (3) Intelligence does not influence performance of the students in the tests on various aspects of English.

- Design of the Study: Seven achievement tests (for seven different dimensions of English) and a cultural and economic background questionnaire were constructed by the investigator. R.K.Tandon’s Samoohik Mansik Yogyata Parikshan (1970) was used to measure intelligence. The stratified random sampling method was used for the selection of students. In all 253 boys and 300 girls were included from four districts in U.P. The obtained data were analysed through the calculation of mean, standard deviation, critical ratio and F-ratio.

- Findings of the Study: The following conclusions were drawn:
1. Students’ achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, pronunciation, applied grammar, and vocabulary. In pronunciation, students’ achievement under the traditional approach was found to be better than that under the structural approach.

2. Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

3. Intelligence was found to be an important factor in achievement in all the seven areas of English.

4. The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

2.3(20)

- Researcher: Soumini, P.
- Title of Research Study: A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High Schools (Ph.D. Education)
- Research Submitted to: Andhra University
• Year of Submission: 1984

• Objectives of the Research Study: The objectives of the study were
  (i) to design a course based on communicative approach for the
teaching of English for regional medium class IX and X students
using science as the content,
(ii) to prepare a few sample materials as per the course design,
(iii) to try out the prepared sample materials to find out their
workability in classroom situation, and
(iv) to evaluate the materials in terms of the performance of students
in rhetorical acts in biology.

• Design of the Study: The parallel group experimental design was
employed. The sample consisted of students of high schools. The
experimental and control group were formed on the basis of one to one
matching. The course design was drawn for classes IX and X, the
content taken being the biological and physical sciences. The six units
were based on the topics selected from these science subjects. The
experiment was conducted in a Telugu medium school. The various
types of tests and instructional materials used in this study were
English Proficiency Test I and II, Science Pre-test, Science
Achievement Test, Science Post-test, questionnaires to find out
students’ reaction and teachers’ opinion on the course design.

• Findings of the Study: Some of the major findings were:
1. In case of science the pre-test/ post-test gain scores of the experimental group demonstrated a significant improvement due to communicative approach. Similar improvements from pre-test to post-test for the control group were not observed.

2. The majority of the students found that the course design was useful to improve both science and English.

3. Most of the English teachers considered that they had to be more active in the classroom and most of the students also sought guidance from them. The teachers felt that this type of course developed vocabulary, structures, science concepts, as well as the language skills. Teachers felt that they needed special training to teach English through the communicative approach. They believed that such a course was difficult to be introduced in our schools.

- Implications of the Study: The educational implications are:

(1) English language teaching through the communicative approach will give the students some capacity both for receptive and productive knowledge. The students’ handbook and guidelines to the teachers for implementing this innovative method should be applied in all the schools. The exercises in these handbooks should be based on the needs of the students and local resources of the school and the environment.
(2) In-service orientation of teachers has to be organised for explaining the salient features of the communicative approach.

(3) Textbook writers have to be oriented for writing innovative textbooks so that initiative and genuine communication is developed in the students.

(4) Team teaching between the Science teachers and the English teachers has to be accepted and made effective.

(5) The pre-service teacher training syllabi should be revised so as to include the communicative approach in teacher education programmes.

(6) Research institutes and specialized organizations like CIEFL, NCERT, etc. should undertake extensive studies for assessing the feasibility of communicative teaching at different stages of school education.

(7) Changes in evaluation techniques have to be evolved according to the requirements of the communicative approach.

(8) Emphasis on a written discourse has to be given its due importance.

(9) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative skills.
2.3-A Implications / Outcome of the review of the past research studies:

In all, 20 different past researches related to different aspects of teaching-learning of languages as well as the curriculum of languages were studied by the reviewer. Most of them were experiments based and related to Upper primary, Secondary and Higher Secondary classes.

Dr. Bhatt, D.C. studied various components of text-books in English in Std. XI and XII of Gujarat State. The components studied were Readability, Interest, Values, Comprehension, etc. He sought responses of teachers and pupils to study interest. From this the reviewer decided to seek responses from practising teachers, headmasters and cluster heads.

Dr. Bhattacharjee, R. investigated into the Teaching of English in the High schools of East Khasi Hills District of Meghalaya. One of the objectives of the investigation was to identify the present status of teaching English, through observation of teachers’ performance in the classroom situation. The investigator used a schedule, a questionnaire and a rating scale to conduct survey in the first phase of his investigation. The reviewer got the idea of studying the present status of teaching English in the primary classes today, ten years after the introduction of the new strategy of teaching English from class I in all non-English medium schools in Maharashtra. The reviewer decided to use questionnaire and rating scale for survey.
Both the above investigations were made at the High school level and Higher Secondary level. The reviewer could find three studies made for Primary classes. They were as follows:

1. ‘Diagnosis of Defects in Language Ability of Children studying in Std. IV and a Try-out of a Remedial Programme for their Correction’ by Dr. K. G. Desai,

2. ‘A Critical Study of Deprivation on Language Ability of Children studying in a Municipal Corporation school in Std. I : A Comparison with children in a Private school and a Village school’ by Dr. S. S. Deshpande, and

3. ‘Graded Basic Vocabulary of Standards I to IV’ by Dr. S. R. Edke.

These studies were about language in general, not especially done for English language as a Lower Level language. These studies were not related to either study of the course-books/ text-books or the status of teaching of English.

The reviewer could find a study about the curriculum of English done by Dr. P. G. Jacob titled ‘Planning an Integrative English Curriculum for Undergraduate Science Students: A Community Based Approach’. This study, too, was done for higher stage. The investigator collected data through classroom observations and informal semi-structured interviews. The reviewer used the technique of formal structured interviews to gather statistical data from the Block Education
Officers. The reviewer had limitations whereas actual classroom observations are concerned.

Teaching of English as a Lower Level language is comparatively a newer policy. As the decision of teaching English from class I in all non-English medium schools of Maharashtra was taken in December-1999 and implemented from June-2000, the study of the course-books and the present status of teaching English at the primary stage is most probably not carried out. At least, the reviewer couldn’t find any research study in the discussed field. So, the idea of studying the course-books of English of classes I to IV critically and studying the present status of teaching of English at the primary stage may be considered as novel.
2.4 Chapter References

1. Government Resolution No. सुप्राचर १०९९ : १८०/ ९९/ प्रशिक्षण-५, मंत्रालय विस्तार

भवन, मुंबई-३२: शाळेवर शिक्षण विभाग, महाराष्ट्र शासन, dated 30th, December 1999.

2. ‘इंग्लिश विषय अभ्यासक्रम–इयता पहली ते इयता चौथी (इंग्लिश माध्यमात्मिक इतर तर्फ माध्यमात्मिक शाळा)”’, पुणे-३०: महाराष्ट्र राज्य शैक्षणिक संस्थान व प्रशिक्षण परिषद, २००१, पृष्ठ ४९.

3. Ibid. पृष्ठ ६.

4. Ibid. पृष्ठ ८.

5. Ibid. पृष्ठ ९.

6. Ibid.

7. Ibid.

8. Ibid.

9. Ibid. पृष्ठ ६.

10. Ibid. पृष्ठ ९.

11. Ibid.

12. Ibid. पृष्ठ ८.
13. "इंग्रजी विषय अभ्यासक्रम-इयता पाहिली ते इयता चौथी (इंग्रजी माध्यममध्यतितितक इतर सर्व माध्यमांच्या
शाळांसाठी), पुणे-30: महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, 2001, पृष्ठ क्र.8-9.

14. Ibid. पृष्ठ क्र.9.

15. Ibid. पृष्ठ क्र.10.

16. Ibid. पृष्ठ क्र.11.

17. Ibid. पृष्ठ क्र.13-14.

18. Ibid. पृष्ठ क्र.14.

19. Ibid.

20. Ibid. पृष्ठ क्र.15.

21. Ibid.

22. Ibid. पृष्ठ क्र.16-19.

23. Ibid. पृष्ठ क्र.15-16.

24. Ibid. पृष्ठ क्र.17-18.
