

**A STUDY OF THE PRESENT STATUS
AND PROBLEMS OF TEACHING ENGLISH
AT THE JUNIOR SCHOOL LEVEL IN
WEST GARO HILLS DISTRICT, MEGHALAYA**

A THESIS

**SUBMITTED FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATION**

BY *Sonali Roy* **TRANSLATED**
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I
Dedicate
this humble piece of work
to the Loving Memory of
my Beloved Father late G. C. Roy
who has been an invisible but a strong source of
Inspiration and Strength throughout my studies

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C E R T I F I C A T E

I certify that the thesis entitled A Study on the Present Status and Problems of Teaching English at the Junior School level in West Garo Hills District Meghalaya submitted by Mrs. Sonali Roy for the Degree of Doctor of Philosophy of the North Eastern Hill University, Shillong embodies the record of original investigation carried out by her. She has been duly registered and the thesis presented is worthy of being considered for the award of the Ph. D. Degree. This work has not been submitted for any Degree of any other University.

Shillong

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Dated the 20th Sep 1995

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The investigator, at the outset, expresses her profound gratitude to her guide **Dr. R. Bhattacharjee** Reader, Department of Education, North-Eastern Hill University, who supervised her work so meticulously at every stage without which this work would not have materialised.

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Sonali Roy

The present study was undertaken for two main purposes, (i) to identify the present status and problems of teaching English in the Junior school level situated in the West Garo Hills District, Meghalaya and (ii) to suggest measures for improving the teaching of English at this level. The study was conducted as a descriptive survey study.

The text of the thesis has been divided into seven chapters, Chapter I, Introduction deals, among other things, with significance of the objectives and delimitations of the study. Chapter II deals with review of related literature. Chapter III is on methodology, in which all about sampling tools, data collection, etc. have been discussed. Two chapters have been devoted to analysis and interpretation. In chapter IV, analysis and interpretations of data relating to background characteristics of the teachers of English, their workload, their views and opinions as well as practices followed by them in respect of various aspects of teaching English have been given. Chapter V gives the analysis and interpretation of data collected through observation of the performance of the teachers of English in classroom situation. Chapter VI discusses the findings of the present study. In the last chapter, some conclusions of the study together with suggestions to teachers, teacher-educators, and others are given. Some suggestions are also given to future researchers.

Notes and References have been given as footnotes at the end of each page where ever applicable. The text is followed by the bibliography and copies of the tools used, and materials for remedial teaching have been given in appendices.

The ultimate purpose of a piece of work of this type, obviously, is to ensure better teaching. The investigator hopes that the present study will contribute to a better understanding of the present position of teaching English in Junior schools situated in the West Garo Hills district of Meghalaya and that the suggestions offered by the investigator will be taken care of by all concerned.

Sonali Roy

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CHAPTER I

INTRODUCTION

1.1 Profile of West Garo Hills District

The year 1976 marks the division of West Garo Hills district with its headquarters at Tura and East Garo Hills district with its headquarters at Williamnagar. It lies between $25^{\circ}9'$ and $26^{\circ}1'$ north latitude and $89^{\circ}4'$ and $91^{\circ}2'$ east longitude. It is bounded on the east by the Khasi Hills; on the south by the Mymensingh district of Bangladesh, and on the west and north by a part of Mymensingh and Goalpara district of Assam. It covers an area of 8164 sq. km. accounting for about 36.28 per cent of the total area of Meghalaya and a population of 405,615 souls¹.

Garo Hills has two physical divisions, the hills and plains. The latter stands between the hills and the Brahmaputra valley. As regards the physical features, the district forms the western extremes of the Shillong plateau. The principle hills ranges are known as the Tura and the Arbella hills which run parallel to one another from east to west. The Tura range runs almost through the centre of the district due east and west, until it joins the Khasi mountain ranges. The greater height of the Tura range is about 4500 feet, which is reached by two peaks, one called Nokrek, is near Tura and another called Chikmang or Bhim Tura or Manrai. These ranges take the form of a series of

1. Kar, P.C. : "Glimpses of the Garos", Garo Hills Book Emporium, Tura, West Garo Hills, Meghalay, p. 26.

long even ridges with deep valleys between, occasionally diversified by peaks or towering masses of rocks².

On the central spur of the Tura range is situated the station of Tura. That spur is shaped something like a crescent, and is situated from 2000 to 2200 feet below the summit of Tura mountain i.e., Tura peak. At the town of Tura the range practically terminates, and towards the west breaks off into a series of low hills, gradually decreasing in height until they end entirely on the bank of the Brahmaputra³.

The people of Garo Hills district are called Garos. But they call themselves 'A Chik Mande' meaning hillman⁴. The Garos have a strong belief that they have come from Tibet and after wandering so much in West Bengal and Assam, they have at last reached and found for themselves what we now called 'Garo Hills'⁵. The Garos a matrilineal tribe of North-Eastern India, live predominantly in the districts of East and West Garo Hills of Meghalaya⁶.

After reaching this land they settled permanently here. The Garos, were great head hunters before the arrival of

2. Ibid. : pp. 26-27.

3. Ibid. : p. 27.

4. Majumdar, D.N. : "The Garos", Lawyer's Book Stall, Guwahati, Assam, p. 3.

5. Playfair, M.A. : "The Garos", United Publishers, Guwahati, p.7.

6. Kar, P.C. : op cit., p. 1.

Christianity and the Britishers. Brave men were honoured and respected in the Garo society. For many centuries they were looked upon as cruel and blood thirsty savages. But with the coming of Christianity and education, the Garos have turned from head hunters to peace loving people. At present, crime and immoral acts are not accepted in the society and there are lots of law and order laid before the people. A great change in all aspects of life is *seen* because of education and Christianity⁷.

The Garo Hills is the abode not only of the Garos but also the Koches, Rabhas, Hajongs, Banais and others. But the Garos got themselves settled in the Hills as a compact group⁸. The Garos have many divisions among them like the Ambengs, the Rugas, the Atongs, the Chisaks, the Matabenga, the Matchis, the A'was, the Duals, the Chiboks, the Garos and the Meganes. Each division have its own area and each group speak their own language. Also their culture differ slightly from one group to another. Besides, this great division in the community, the Garos have five major clans - Sangma, Marak, Momin, Shira and Areng. Again these clans have many other sub-clans as A. gitok, Sinthang, Gabil and so on⁹.

The staple food of the Garos is rice and besides these they eat millet, maize, tapioca, yams, and many fruits and roots.

7. Playfair, M.A. : "The Garos", op cit., p. 25.

8. Kar, P.C. : op cit., p. 3.

9. Playfair, M.A. : "The Garos" op cit., p. 28.

WEST GARO HILLS DISTRICT

GOALPARA DISTRICT

RESUBELPARA

DADENGERI

SELSSELLA

TURAS

BETASING

ZIKZAK

DALU

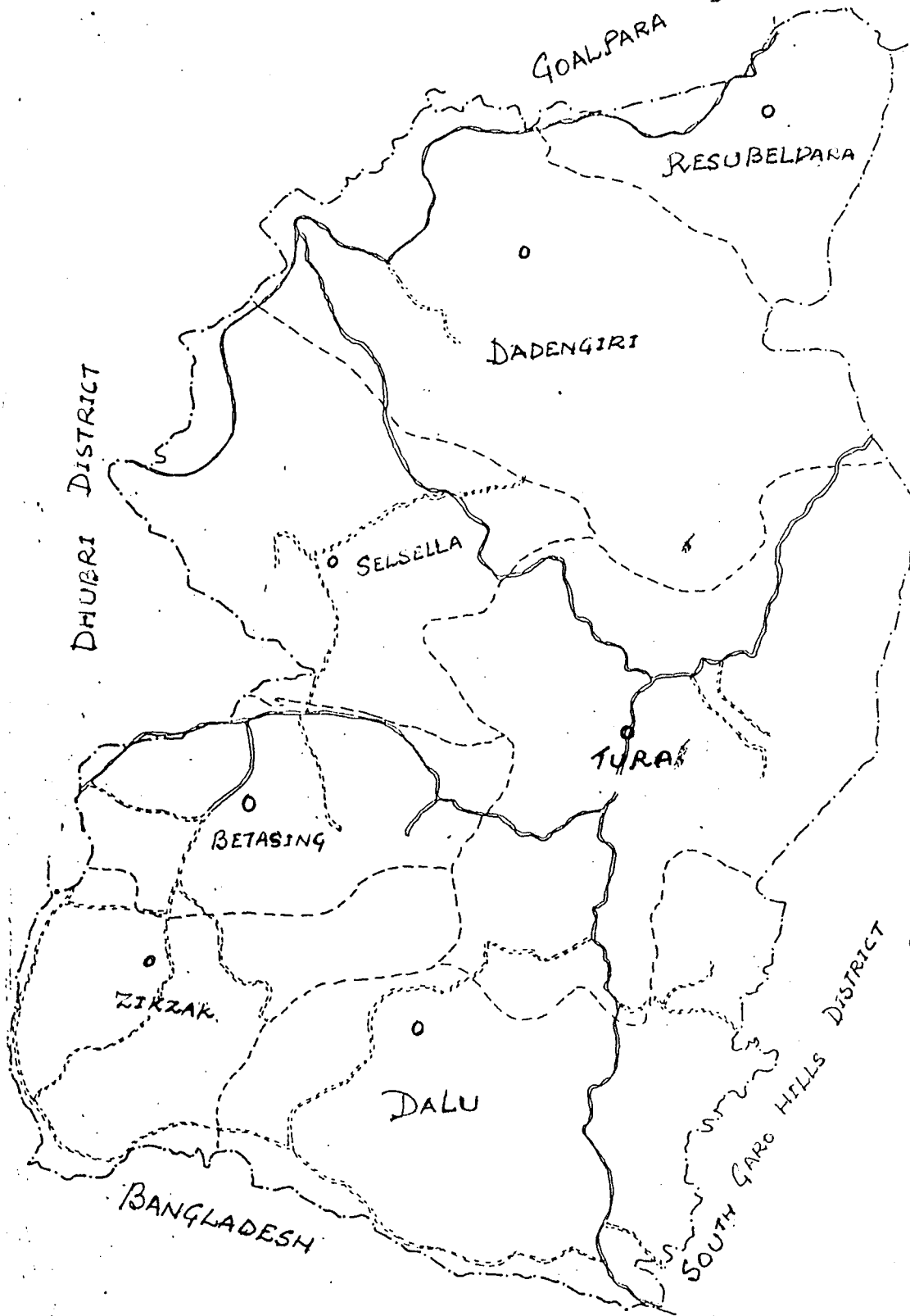
BANGLADESH

DHUBRI DISTRICT

EAST GARO HILLS DISTRICT

SOUTH GARO HILLS DISTRICT

0 10 20 30 40 Km.



Most of their food are boiled and they are fond of meat, dry fish and chillies. They also use 'katchi' or 'soda' for cooking their curries which is kind of potash. The Garo people use liquor in every day life and this is prevalent among the non-Christians even till today. Every sort of festivals whether religious or social is accompanied by drinks. Therefore, liquor has an important place in the society¹⁰.

The garos have a rich culture which is indicated by their dress, utensils, ornaments, household articles, weapons and musical instruments. They have so much likes for ornaments that both man and woman wear different types of ornaments on their ears, wrist, neck, and elbow. However, they give more importance to silver than to gold¹¹.

In the garo society, marriage establishes a perpetuating relation and is customary contract between the respective clans called Machong of the husband and the wife¹².

The traditional garo society has developed certain norms of behaviour in their intra-familial relations based on the matrilineal kin groups, and these are followed by implicit regularity. A garo always observes a code of conduct that abhors

10. Sangma, Milton : "History and Culture of the Garos" Books Today (Oriental Publishers), New Delhi, pp. 156-158.

11. Ibid. : pp. 160-161.

12. Kar, P.C. : "The Glimpses of the Garos", op cit., p. 5.

all acts that may injure the feelings of any person, and honours those that maintain or restore peace therein. "Unlawful acts are felt to be wrong not because they violate or infringe on a moral precept but because these hurt some particular person or damage an individual's reputation or feelings". In course of time, the garos got prepared a schedule of tariff for payment of compensation either to soothe those feelings or to compensate the offended person for any loss. The whole object has been to make the offending and the offended parties return to normal life without carrying any hatred against each other in future¹³.

Every garo regards himself constituent of a kin group, mahari or machong, which has an inherent obligation of looking after the interest and prestige of its own members. Their concept of right and wrong generally concerns the individuals and through them, their respective maharis are involved¹⁴.

Besides Christianity, some of the garos, especially in the interior villages still keep their animist religion. Like any other animists, the garos also consists of many believers in various spirits. They maintain strict discipline in regard to their worship and also they are very superstitious people. But now as mentioned earlier, education and christianity have influenced even their beliefs and has thus broadened the outlook

13. Kar, P.C. : ibid., p. 16.

14. Kar, P.C. : ibid., p. 17.

of the people. They now seem to be more aware, know the reality of life with the knowledge they receive through education. To all these, the garo people owe thanks and gratitude to the Missionaries who had opened their eyes to this world for the first time¹⁵.

The garos speak their own language called the "Garo language". But due to the presence of divisions among the garos into sub-tribes, the languages spoken by them are different from one another, from region to region. Still then the educated garos have maintained to keep the language into one single dialect which they use in literature. With the help of early Baptist Missionaries who had translated garo language and have reduced to writing in an English script. This modified form of language used in literature is understood by all and this made things easier for communication among the different sub-tribes¹⁶.

The garos have developed an institution to train up their young people as good citizens of the akking polity. It is called Nokpante which literally means the house of the bachelors, and is found in every village or akking. All the bachelors of the village have to sleep therein and pass their leisures in and around Nokpante. Under the leadership of the senior youngman of the village, young people were to learn the various arts and

15. Majumdar, D.N. : "The Garos", op cit, p. 18.

16. Playfair, M.A. : "The Garos", op cit., p. 25.

crafts in respect of cane, wood and bamboo works and thus to excel in the making of the nets, mats and baskets of various sizes and uses. Beating of drums, and gongs, playing of flutes, harps and reeds and dances for various festivals were also in use and to be practiced in and around the Nokpante¹⁷.

The entry of ladies to a Nokpante is, however, strictly regulated. Girls had no such common institution for their training, and were to grow up in the company of their parents and married elders¹⁸.

On the economic front, each household constitutes a separate economic unit that maintain its own subsistence from out of land and other resources of the akking. There are certain items of work which a household cannot execute with its limited labour force as in the case of construction of residential houses, field houses, planting and harvesting in a fleeting agricultural seasons. Certain customs were developed in respect of transaction between different households in the akking to meet such situations¹⁹.

With the few exceptions the garos are mostly agriculturists. Jhum cultivation is the chief method they use though few of them who settled down in the plains have their own

17. Kar P.C. : "The Glimpses of the Garod", *op cit.*, pp. 18-19.

18. Kar, P.C. : *ibid.*, p. 19.

19. Kar, P.C. : *ibid.*, pp. 19-20.

paddy fields. Economically the garos are still lagging behind and depend entirely on the agricultural products. Both men and women are engaged in cultivation and they spend most of the time in their fields except during the slack seasons²⁰.

At any peak agricultural season, several households may pool their labour force and work in their respective fields by rotation under system called Kamkagrma in which the amounts of labour to be exchanged by household of varying sizes may be unequal but a rough accounting is maintained²¹.

The garos favorite way of passing their leisure time is fishing, hunting, games and dancing²².

But in this present century the occupational structure has shown a vast difference. The progress of education before long, created a salaried class of white collared job-holders. There are many gazetted officers and many others who are serving different offices. Also there are teachers and efficient technicians who are serving in different areas of the state. There are others who have proved to be efficient politician and still others who joined business and some tertiary jobs. The significant changes, however, occurred in the fold of occupation

20. Majumdar, D.N. : "The Garos", op cit., p. 10.

21. Kar, P.C. : "The Glimpses of the Garos", op cit., p. 20.

22. Sangma, Milton : "History and Culture of the Garos", op cit., p. 162.

and by monetisation of the economy. The traditional barter system was gradually replaced by money. The total number of population of garo Hills district may be grouped under five classes :

- (i) Agriculturists
- (ii) Government and semi-government services
- (iii) Industrial occupations
- (iv) Businessmen
- (v) Other miscellaneous services.

The entire garo settlement of the Hills were thus composed of a cluster of akking politics, self sufficient at subsistence level, led by Nokmas under the centralizing force of a kin²³.

1.2 A Profile of Schools in West Garo Hills

Among all the districts of Meghalaya East Khasi Hills district possesses the largest number of high schools which constitutes 50 per cent of the high schools in the state²⁴. West Garo Hills is next only to East Khasi Hills in the number of schools. the district possesses schools scattered over the rural and urban areas and it has high and middle schools.

23. Kar P.C. : "The Glimpses of the Garos", op cit, p. 26.

24. Government of Meghalaya : Report of the Education Commission, Meghalaya, D.P.I., Meghalaya, Shillong, 1977, p. 16.

The growth of such a large number of schools was the contribution of the Christian Missionaries to the cause of Education and the Garo people.

At the secondary level, in the district vis-a-vis the state of Meghalaya, three types of courses are offered :

- (i) ICSE courses in the three English schools viz., Loreto Convent, St. Edmund's School and Pine Mount School is offered. These schools are found only in Shillong,
- (ii) HSLC course in the high schools under Meghalaya Board of School Education, is spread over the urban and rural areas of the district;
- (iii) CBSE course are offered by two schools in the district - the Central School and the Tura Public School.

As regards schools offering HSLC course, there were Assamese, Bengali, Hindi, Khasi, Nepali, Mizo and English schools, but these schools have now been converted to English medium schools from Class IV onwards.

The district had 228 schools in all and 153 or 67.10 per cent were high schools including middle stage or Junior stage, and 78 or 34.21 were only middle schools.

In addition to the nine Govt. schools, there were 38 deficit schools; 171 Adhoc schools and 10 private schools. As observed by the Meghalaya Education Commission (1977)²⁵, middle

25. Ibid. : p. 12.

school sections attached to many of the adhoc high schools are under Government's deficit system and high school classes in these schools have been started without prior permission from the authority. In the absence of specific rules and norms, these schools go ahead first and then seek permission later. On the other hand, the schools which have already received permission or recognition for sometime past are still not in a position to attain improvement, some of the reasons of which are shortage of staff, poor salary, shabby building and equipments.

1.3 Position of English in India

English occupied a privileged position during the British period. It was the medium of instruction for many school subjects, so whether the method was good or bad he has to learn it. It was surely the first language not in the sense that it was taught and learnt as a mother tongue but in the sense that it was more important than the mother-tongue for all practical purposes. English was then the language of the government, law, business and trade.

The position has changed after independence and English has lost much of the privileged position it once held, although it is still to remain as an important second language. It is still used extensively in public life. So it is necessary that the Indian pupil should not only understand English, when it is spoken or written but also that he should himself be able to

speak and write it. So the need of the Indian people to learn English is still important. It is, of course quite obvious that the national system of education does not favour a foreign language, and this is clearly seen from the Constitution of India which in 1950 gave a period of fifteen years to continue English as the Official language of the Country. In the meantime the Central Govt. should take steps to promote Hindi as the medium of expression and also instruction.

But in 1953, a Conference of the Professors of English held at New Delhi gave the following resolutions²⁶ :

- (i) English should continue to occupy an important place in the curriculum of secondary schools;
- (ii) The objective of teaching English should be the attainment by the pupils of a good working knowledge of English at the end of the secondary stage.

After the attainment of Independence many people were in favour of total rejection of English but public opinion has changed considerably and it is an accepted thing that English should have a definite place in the Scheme of Indian education. In fact, the whole transformation of India from a medieval state into a modern progressive one, may be attributed to a great extent to English education. English has been assimilated in the

26. Jyrwa, M.B. : "A Study of Common Errors in English made by the Pupils of class VI in the Schools of Shillong Following the Indian Certificate of Secondary Education Curriculum", 1985, (Unpublished M.A. Dissertation), North-Eastern Hill University.

flesh and blood of most Indian even after Independence. That is English has become one of the most important subjects of the Indian school curriculum. This also necessitates the right method for teaching of the English language and the use of adequate text books of English.

It is said that pupils will be unable to express their thoughts in originality in any foreign language. Also the knowledge gained by them through a foreign language cannot be claimed to be exhaustive and thorough. Consequently the process of education as a whole would be superficial and divorced from reality. We, however, cannot ignore the impact of English as English is the medium of instruction in India and we find that the masses are being educated in English. There are also classes as to the dominance or abolition of English language and subject. Some say that English should not dominate, others say that we should not entirely abolish English but rather English subject is essential to enhance our knowledge in science and political relations. Expressing his views regarding the teaching of English, Maulana Abul Kalam Azad an Education Minister of India said "so far as general studies are concerned, it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India. In addition English has today become one of

the major languages of the world and Indians can neglect its study at the risk of loss to themselves. I am convinced that in the future as well the standards of teaching English should be maintained at as high a level as possible"²⁷.

1.4 Position of English in the Schools of West Garo Hills

The language medium schools viz. Assamese, Bengali and Hindi schools, were holding subsidiary position in the system of High Schools education of the district. English was taught as a second language in the Non-English medium schools and as a main language in the English medium schools. Number of such schools were relatively small in the district. English is the official language of the state of Meghalaya. The erstwhile language medium schools of the state Assamese, Bengali and Hindi schools have since been converted to English medium from class IV onwards. Vernacular languages viz. Garo, Khasi, Bengali, Assamese Hindi etc. are not used as medium of instruction at the Junior school stage. There is no opposition to the use of English as medium of instruction at the Junior school level in this part of the country.

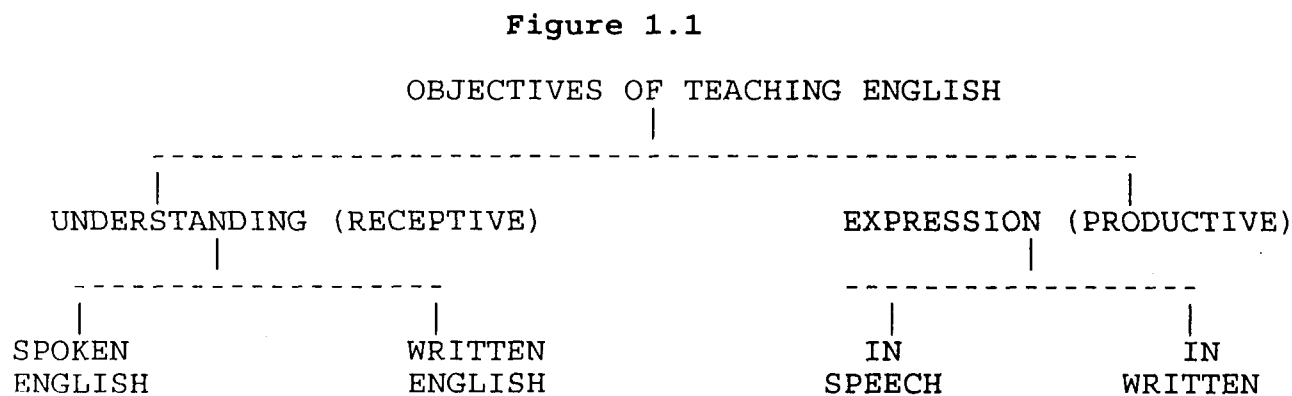
English, therefore, occupies an important position in the life and education of the tribal people of West Garo Hills

27. Asad, A. : Quoted in Panchal, M. R., Teaching English in India (Old and New Approaches), Light and Life Publishers, New Delhi, 1976, p. 3.

vis-a-vis Meghalaya. The Meghalaya Education Commission²⁸ has rightly pointed out that standard of teaching English in the Junior school stage should be improved.

1.5 Objectives of Teaching English in the Junior Stage

The emphasis given in the study of highly literary and difficult prose, poetry and drama in the past has now, after independence given place for the students in Indian schools to the acquisition of the skills of the language. Development of practical command of the English language which is the ultimate aim of teaching English in Indian schools, can be ensured by the English teachers through realisation of the four-fold specific objectives of teaching English as shown in figure 1.1 below²⁹ :



28. Government of Meghalaya : Report of the Education Commission, Meghalaya, D.P.I., Meghalaya, Shillong, 1977, p. 16.

29. Aberorombie, D. : Problems and Principles in Language Study, Longman Group Ltd., London, 1972, p. 17.

Gaind, D. N. and Sharma, R.P. : Talks to Teachers of English in India, Ramprasad and Soms, Agra, 1963, p. 17.

Sewak, N.S. and Khatri, R.P. : Teaching of English, Kitab Ghar, Jullunder, 1969, pp. 32-35.



The four-fold objectives have been recommended in the case of teaching English in the high schools and can be extended to the Junior school section as that stage forms the stepping stone into the high schools under the Meghalaya Board of school education, In other words, students in the Junior school stage, under Meghalaya Board of school Education, irrespective of the medium of instruction used in the schools (that is the primary stage where the medium of instruction is vernacular) have to acquire a practical command or working knowledge of English through the mastery of four basic skills of understanding, speaking, reading and writing. The present revised English text books prescribed by the Meghalaya Board of school Education for the Junior school under it, are in keeping with the Latest approach to the teaching of English in Indian schools.

1.6 Methods Used for Teaching English in India

Since the introduction of English in the Educational system of India, it has been taught unscientifically by old traditional Methods based on the principles of Greek and Latin grammatical points. As the need to evolve new methods and techniques, was felt some basic principles were formulated and new techniques seemed to substitute the old ones. These traditional and new methods of teaching English are :- (i) The grammar-translation method (ii) The Direct Method (iii) Dr West's new method, (iv) substitution Method.

At present structural Approach is being adopted in India.

1.6.1 The Grammar-Translation Method

The translation method is the oldest method of teaching English in Indian schools. It began to be used as soon as English was introduced in this country, as this method was in vogue in England at that time for teaching of latin and greek³⁰. Since both grammar and translation equally predominate in it, this method is often called. Translation-grammar Method, The linguistic Material³¹ presented for study is graded on a grammatical plan and according to this method, meanings of English words and phrases are explained by means of word-for-word translation into mother-tongue. The meanings of words and phrases are then integrated into the meanings of a whole sentence. Supporters of this method³² believe that until a word is translated complete mastery over it is not possible and under this method letters are taught first, then words and a sentence comes last of all.

30. Wadhwa, S. S. and Shaida, K.K. : Latest Trends in English Teaching, Aggarwal Publishers, Chandigarh, 1973, p. 23.

31. Bhatia, K. Bhatia, B.D. : 1972, The Principles and Methods of Teaching, Doaba House, Delhi, p. 312.

32. Ibid.

1.6.1.1 Principles on Which Based

Translation method is based on the following principles³³ :

- (i) Translation interprets the English phrasology best.
- (ii) In the process of interpretation in the mother-tongue, the English phrasology is assimilated.
- (iii) The structure of English language can be best learnt by way of comparing and Contrasting it with that of the mother-tongue.

1.6.1.2 Advantages

The supporters claim the following advantages of the method³⁴:

- (i) Translation method enables the learner to acquire Vocabulary economically, quickly and effectively.
- (ii) It helps the teacher to test pupils Comprehension of English by asking them to tell in their mother-tongue what they have learnt.
- (iii) In translation, the pupil associates the English word with the vernacular word and consequently, a strong memory bond is established.
- (iv) By comparing with the grammar of the mother tongue the teacher can teach English grammar clearly and effectively.
- (v) The teacher here, proceeds from known to unknown in the sense that mother tongue being already known the pupils task is to know English equivalent.
- (vi) The method can be very popular with the teacher, because it is very easy for them and they are not required to put in much labour for teaching in this method.

33. Thompson, M.S.H.; Wyatt, H.G.; 1939 : The Teaching of English in India, Humphrey Hilford, Oxford University Press, London, p. 23.

34. Kohli, A.L., 1972 : The Techniques of Teaching English, Dhanpat Rai and Sons, Jullunder, p. 38.

1.6.1.3 Disadvantages

(1) Because of difference of climate and culture³⁵, exact translation of English words into Indian languages is not possible. All meanings are interpretation³⁶ of the culture of a community and symbols are instruments through which meanings are Communicated. For example, to an average Indian, the word 'lunch' means usually a heavy meal after which a rest is required, while to an American, 'lunch' is a 'very light meal'. Moreover, meanings of English words are contextual and as such, the Hindi meaning of the word 'table' (mez) does not fit in such expression³⁷ as : table of contents, table of figures, multiplication table, time table, table the motion.

The difference between 'ice' and 'snow'³⁸ cannot be grasped by Indian children through translation. There are, thus, hundred of words and phrases in the English text books for which there are no appropriate equivalent in the Indian languages.

(2) Because of the difference between the structure of English and that of an Indian language, word for word translation is not possible. A few examples are given below³⁹ :

35. Champion, H., 1937 : Lectures on Teaching English in India, Humphrey Hilford, Oxford University Press, Madras, p.45

36. Gaiind, D.N., Sharma, R.P. : op cit., p. 43.

37. Kohli, A.L. : op cit., p. 49.

38. Mennon, T.K.N.; Patel, M.S., 1974: The Teaching of English as a Foreign Language, Acharya Book Depot, Baroda, p. 36.

39. Champion, H. : op cit.

Kohli, A.L. : op cit.

- (i) 'a' and 'the' in 'a man' and 'the man' cannot be translated into mother-tongue;
- (ii) English tenses cannot be translated into the simple tenses of the Indian language, some of which have not got equivalents for the perfect and indefinite present;
- (iii) Most of the English propositions are different from those of the mother-tongue, e.g. 'on', 'in', 'the book lies on the table', 'he is on the committee', 'on duty', 'on the move', 'on condition that', 'on the authority of', 'on the contrary', 'on fire', 'on his arrival', 'go on', etc.;
- (iv) Prepositional phrases, such as, 'in the way', 'on the way', 'by the way' have no appropriate equivalents and words for word translation of such expression as 'it rained cats and dogs' give ludicrous renderings.

3) Even for the purpose of understanding the meaning of an English expression⁴⁰ translation is not the surest and quickest way, as it has been now found that direct observation of near objects, demonstrations of actions, gestures, illustrations, with pictures, etc. are easier and quicker means than translation.

4) Since it lays emphasis⁴¹ on reading and ignores speech practice as a necessary preliminary to the learning of a new language, this method is unnatural and it is psychologically wrong, speech before reading and writing is the natural order of language learning and because of the neglect of speech training the language would not appear, to the child, as a living one.

40. Swarup, S. (ed.), 1964 : The Teaching of English, P.E.P.S.U. Publication, Nabha, p. 70.

41. Ibid. : p. 71.

The habit of translating vernacular words and sentences into English often leads the pupils to substitute English words for vernacular⁴⁴ and if a pupils, for example, mentally translate Hindi sentences into English he will write : 'I am play', 'he is play', 'he was played'⁴⁵ and make such ludicrous expressions as 'my head is eating circles' for 'mera sir chakkar kha raha hai' or ungrammatical expressions as 'the teacher is angry for me', 'she went on the station', 'the headmaster is kind on me'.

6) It is not true that a language can be best learnt through its grammar⁴⁶ because though the grammatical scheme of a course of lessons may be interesting to an adult, it is definitely detrimental to the interest of young learners who pick up a language through imitation and through reason. In other words, grammar, which describes a language, which is something about the language, can have a place only after language.

1.6.1.4 Evaluation of the Method

From the review of the advantages and disadvantages of the method, it can now be concluded that the method has more disadvantages than advantages and that since it has been established by researchers on the psychology of language learning

44. Srivastava, B.D., 1966 : The Structural Approach to the Teaching of English, Ram Prasad and Sons, Agra, p. 44.

45. Ibid. (The reason for these mistakes is very obvious : they have tried to fit in English equivalents for them?, 'hai', and 'tha').

46. Thompson, M.S.N.; Wyatt, N.G. : op cit, p. 24.

that a language cannot be acquired through translation or memorisation of grammatical rules, it should be condemned as a method of teaching English as a second language. One does not know English until one breaks the habit of mentally translating every sentence into the vernacular or formulating ideas in the mother-tongue and then converting them into English⁴⁷. This method is most unsuitable for mastering the sound-system of the language, practicing speech to acquired confidence in speaking, which are the pre-requisites of language learning. For learning a language, one must directly plunge into the language, function within it just as one learns swimming by actually plunging into the water, ^{and} by practicing it.

Translation as an exercise can, however, be taken after the pupils have learnt the language, because of the fact that translation from one language to another is a separate intellectual exercise and ability.

1.6.2 The Direct Method

The direct method⁴⁸ was adopted in India in the early part of the 20th century in order to reform the method of teaching English. It came as a reaction against this translation method. Fluency in speech can be acquired only when one thinks in the language and thinking in a language is possible when words

47. Regional Institute of English, Chandigarh : op cit. p. 123.

48. Thompson, M.S.M., Wyatt, H.G. : op.cit., p. 32.

and objects are directly associated in the mind. The direct method teaches English directly by establishing immediate association between experience and expression, between English word and its meaning without the intervention of the mother tongue.

1.6.2.1 Dictionary Meaning

Webster's New International Dictionary describes the method as : "a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself without use of the pupil's language, without translational and without the study of formal grammar.

At first words are taught by pointing to objects of pictures or by performing actions⁴⁹.

1.6.2.2 How Originated

The Direct Method was the outcome of the Natural Method, 'which had a considerable Vogue in America as long as 1866⁵⁰, and which aimed at teaching⁵¹ a foreign language naturally, that is, in the same manner in which mother tongue is acquired. The method was originated⁵² when Jesperen of Denmark, Lundell of Sweden and Western of Norway put their heads together to find out a suitable method of teaching foreign languages at

49. Goswami, P. : 1969, The Teaching of English, Lawyer's Book stall, Guwahati. p. 19.

50. Thompson, M.S.H.; Wyatt, H.G. : op. cit., p.32.

51. Mennon, T.K.N.; Patel, M.S.: op. cit., p. 38.

52. Goswami, P. : op. cit., p. 18.

the Philosophical Congress of Stockholm in 1886. These philologists realized that mere memorization of rules of grammar and learning of word meanings without speech practice could not give the student a practical command of the foreign language. Suggestions offered by them came to be known as 'reformed instructions' and were accepted by the Scandinavian countries. Norway, in 1897, produced a large number of teachers trained in 'reformed instructions' and its example was followed in other countries. This 'reformed instructions' came to be known in English, subsequently, as the Direct Method.

1.6.2.3 Features of the Method

H.E. Palmer has put forward the following features of the Direct Method⁵³ :

- (i) Translation is banished from the classroom including the use of the mother tongue as well as of the bilingual dictionary,
- (ii) Grammar is taught inductively,
- (iii) Oral teaching precedes any form of reading and writing,
- (iv) The use of disconnected sentences is replaced by the use of connected texts,
- (v) Pronunciation is to be taught, systematically on a more or less phonetic basis,
- (vi) The meanings of words and forms are taught by means of object lessons or by natural contexts,
- (vii) The vocabulary and structure of the language are inculcated to a large extent by questions asked by the teacher and answered by the pupils.

53. Mennon, T.K.N.; Patel. M.S. : op. Cit, p. 37.

1.6.2.3 Advantages of the Direct Method

- (i) The Direct Method tends to give fluency in speech⁵⁴ in as much as it lays stress on oral work,
- (ii) Direct association between the word and its meaning enable⁵⁵ the learner to grasp easily and spontaneously the sense of what he hears,
- (iii) Fluency of speech and expression tends to facilitate writing⁵⁶,
- (iv) Since it lays stress on speech, correct articulation, and pronunciation, it makes loud reading easy and natural⁵⁷,
- (v) The technique adopted in this method makes⁵⁸ pupils active and alert and the use of objects, illustrations, actions and demonstrations makes the lesson interesting and concrete.

Psychologically, this is a sound method⁵⁹, as it follows the main principles of education, e.g. the particular must precede the general, the concrete must come before the abstract and practice must precede theory.

1.6.2.4 Disadvantages of the Method

- (i) Some critics do not consider that the Direct Method is a complete method. For example, Kittson⁶⁰ thinks that it does not embrace all aspects of language teaching; Palmer defines it as a 'vague term'⁶¹, West renames it 'Direct

54. Wadhwa, S.S.; Shaida. A.K. : op. cit., p. 38

55. Bhatia, K.; Bhatia, B.D. : op. cit., p.316

56. Wadhwa, S.S. Shaida, A.K. : op. cit.

57. Ibid.

58. Bhatia, K.; Bhatia, B.D. : op. cit.

59. Champion, H. : op. cit., pp. 54-55.

60. Thompson, M.S.H.; Wyatt. H.G. : op-cit., p. 36.

61. Palmer H. E., 1968 : The Scientific Study of Languages, Language and Language Learning, Oxford University Press, London, p. 225.

Principle'⁶²; and O Gardy⁶³ thinks that it does not give adequate emphasis on reading and writing,

- (ii) It is held⁶⁴ that there are many words which cannot be directly explained without wasting time and creating confusion and sometimes the words explaining or defining the meaning of a word may appear as more difficult than the word explained or defined; e.g. the word 'mist' is defined as the 'condensed' drops of vapour hanging in the air. It is also difficult to explain directly the differences in meanings between words, such as, 'tremble and shiver', 'beautiful and pretty', 'fetch and bring', etc.
- (iii) This method is based on the principle⁶⁵ that the aural-oral appeal is stronger than the visual in fixing foreign phraseology; but that all children are not linguistically minded is ignored by this method. Moreover, because of large classes, this method cannot be conducted successfully in Indian schools.
- (iv) For the success of this method⁶⁶ suitable readers in which reading materials and grammar are closely co-related, are

62. Thompson, M.S.H : Wyatt, H.G. : op. cit.

63. Ibid.

64. Bhatia, J.; Bhatia, B.D : op. cit., pp. 316-317.

65. Thompson, M.S.H, ; Wyatt, H.G : op. cit., pp. 37-38

66. Sachdeva, M.S., 1974 : A New Approach to Teaching of English in India, Prakash Brothers, Ludhiana, p. 38.

necessary; but there is a dearth of such readers and a paucity of teachers competent to teach English by this method.

- (v) The extreme followers of the Direct Method overlook;⁵⁷ the fact that it is difficult on the part of Indian Children, who have a very strong hold on mother tongue on them, to establish direct association between a word and its meaning.

1.6.2.5 Evaluation of the Method

The objections raised against the method are mostly frivolous and silly⁶⁸ and a resourceful and imaginative teacher, who instead of becoming a mechanical follower of the method would handle it successfully by way of modifying his technique here and there. It is, however, true⁶⁹ that mother-tongue words do come, automatically to the minds of the Indian children; but, then, if the teacher tries to keep the mother-tongue in the back ground as far as possible, the learning of English would become easy.

The method did not work well in India because of the fact that a vast majority of the English teachers of the country were not trained in the method which calls for fluency of speech

67. Swarup, S. (ed) : ibid.

68. Itty, P. I. : 1947, Notes on the Teaching of English, M.S.P.B.U.T.I., Travancore, p. 61.

69. Ibid p. 62.

with correct pronunciation for them. On the other hand, as P. Gurrey⁷⁰ points out, the method has been handled successfully by the well trained teachers of the West African schools.

In fine, as Gaird and Sharma⁷¹, assert, the Direct Method would go a long way to give the children a practical command of English, if the language material are properly selected and graded, if priorities in objectives of teaching is fixed and if teachers are trained in phonetics.

1.6.3 Dr. West's New Method

Michael West⁷², formerly Principal of the Teacher's Training College at Dacca, studied the problem of teaching English in India from the point of view of the bilingual needs of the Indian children. The findings of his study revealed that an Indian Child requires a passive knowledge of English and in his booklet entitled 'Learning to Read a Foreign Language'⁷³, he observed that a bilingual child does not so much need to speak his second language as to read it. According to him, reading ability can be acquired without preliminary work in speech and writing. He suggested that until about twelfth year, an Indian

70. Gurrey, P., 1961 : Teaching as a Foreign Language, Languages, Green & Co. Ltd., London, p. 26.

71. Gaird, D.N.; sharma, R.P. : op. citt., p. 48.

72. Swarup, S. (ed.) : op. cit.

73. Widdowson, H.G : 1972, English Studies Series/Language Teaching Texts, onford university press, Madras, p. 141.

child should be engaged in reading English only for the following reasons⁷⁴ :

- (i) Learning to read a foreign language is easy and as such, the child can begin it early,
- (ii) Teaching to read a foreign language is easy and as such the lower grade teacher can undertake it,
- (iii) A reading lesson is not affected by the size of a class, for all read simultaneously.

1.6.3.1 Contrast with the Direct Method

While the Direct Method lays stress on speech, the new Method⁷⁵ seeks to lessen the excessive emphasis on speech by stressing reading. The new method is based on the principle of priority of reading, separate provision for readers with controlled vocabulary and a judicious use of the mother tongue.

1.6.3.2 Silent Reading

West gives⁷⁶ first priority to reading ability. Next comes writing, and last position is given to speaking and understanding. According to him, purposeful silent reading and not oral reading, should be the objective of Indian children learning English.

74. Mennon, T.K.N.; Patel, M.S. : op cit., pp. 41-42.

75. Ibid. : p. 42.

76. Ibid.

1.6.3.3 Special Readers

West brought out a series of Readers⁷⁷ containing interesting reading materials with controlled vocabulary and in his view the special readers should

- (i) give ease and pleasure,
- (ii) suit the age and interest of the pupils,
- (iii) contain plenty of illustrations, and
- (iv) include words of the highest frequency

1.6.3.4 Advantages

It is held that West's stress on reading is justified on the following grounds⁷⁸ :

- (i) Indian students have little opportunities for speaking in English. They need information from books,
- (ii) Since reading is easier and more important than speaking or writing, reading has a high surrender value to a pupil who leaves school before completing the stage,
- (ii) Reading is free from phonetic difficulties,
- (iii) It serves as a basis for active work in writing and speaking,
- (v) Reading ability can be improved without much help from the teacher.

1.6.3.5 Disadvantages

The method suffers from the following disadvantages⁷⁹ :

77. Ibid.

78. Swarup, S. (ed.) : op cit., p. 81.
Bhatia, K. Bhatia, B.D. : op cit., p. 318.

79. Swarup, S. (ed.) : ibid., p. 83.
Gand, D.N.; Sharma, R.P. : op cit., p. 51.

- (i) The approach through teaching students reading first, and then speaking and writing is pedagogically unsound,
- (ii) The psychology of learning a language has proved that speech is basic to language learning. Good reading ability is the result of good speaking ability,
- (iii) Pronunciation cannot be learnt by reading,
- (iv) West's contention that the ability to speak English is more difficult than other linguistic abilities seems to be wrong. In fact, speech is easier and quicker to learn than reading or writing,
- (v) Reading alone may not have much attention for adults.

1.6.3.6 Evaluation of the Method

This is not a complete method. It emphasizes reading rather than speech and thereby it ignores the most important psychological principle that one learns a language by first speaking it.

1.6.4 The Substitution Method

The substitution Method⁸⁰ was introduced for supplementing the Direct Method and removing its difficulties and according to Rynburn⁸¹, it can be used in places where the Direct Method fails. It was originated and developed⁸² by H.E Palmer, but only in recent years it has come to be recognised as an important tool for teaching English as a second language.

80. Swarup, S. (ed.) : ibid., p. 24.

81. Ryburn, W.N : 1961, The Teaching of English, Oxford University Press, Bombay, p. 26.

82. Trench, P.G. : 1970, English in Tables, English Language Book Society and Oxford University Press, London, p. 1.

1.6.4.1 What is Substitution

According to Palmer⁸³, substitution is a process by which any model sentence can be multiplied indefinitely by substitution for any of its words or word groups, others of the same grammatical family and within certain scientific limits. The teacher, for teaching a particular construction, will first construct a model sentence embodying that construction and then draw up a substitution table round it on the same pattern. Thus, if the teacher wants to teach the construction 'is made of', his model sentence may be 'The pot is made of clay' and he may build a substitution table as follows⁸⁴ :

| | | |
|-----------|------------|--------|
| The ring | is made of | gold. |
| The table | is made of | wood. |
| The pant | is made of | cloth. |

1.6.4.3 Uses of Substitution Tables

According to Palmer, substitution tables can be used for the following purposes⁸⁵ :

- (i) To present the words and word groups of high frequency to form the greatest number of useful sentences,
- (ii) To provide ear-training exercises,
- (iii) To give context for words,
- (iv) To serve as pronunciation exercises,
- (v) To offer a variety of model sentences to be memorized,

83. Swarup, S. (ed.) : op cit.

84. Ibid : p. 85.

85. Swarup, S. (ed.) : ibid., p. 88.

- (vi) To enable the teacher to guard against literal translation, artificial separation of words, non-recognition of word-groups, and over reliance on visual memory,
- (vii) To form the basis of series of progressive exercises in grammar,
- (viii) To serve as vocabulary and phrase-books to be used with a key in the mother tongue.

1.6.4.4 Advantages

The advantages of the method are as follows⁸⁶ :

- (i) It ensures the formation of correct speech habits,
- (ii) Since the sentence is the basis of this method, pupils learn to think in sentence rather than in words,
- (iii) Pupil's interest can be aroused easily and they can make rapid progress, 'substitution tables lend themselves to various class competitions and class games-all played against a time limit⁸⁷.

86. Ryburn, W.M. : op cit., pp. 27-28.

Trench, F.G : 1970. pp. 15-16

87. Trench, F.G. : ibid.

a) The class is divided into as many terms as there are columns in the table. On a five seconds time limit, each team has to produce an item, for column it represents, to agree with items already given.

b) Two sides compete

Team A : as a question on the last column of the table.

Team B : answer the questions, all within a time limit, thus :

Team A : what will happen to this room before mid night ?

Team B : This room will have been cleared before midnight.

c) A 'Poetry' game

Students repeat sentences from the table. If any student produce a sentence which has already been given by somebody else, he 'goes into the bag' and cannot come out until he puts up his hand a volunteers a new sentence of his own.

d) Revision of old tables

The teacher from memory a sentence from a table studied a few days, or a few weeks, previously. After a minute or so for resolution, other examples are called for. Any learner who fails goes 'into the bag'.

1.6.4.5 Limitations

Swarup points out the following limitations of the method⁸⁸ :

- (i) Only too many isolated sentences can be learnt,
- (ii) Sequence is absent,
- (iii) Systematic grammar-teaching is not possible.

1.6.4.6 Evaluation of the Method

Substitution method, though not a complete method, can serve as a very useful technique of teaching English and it can be profitably adopted in combination with any method. It is now commonly held that substitution tables play⁸⁹ a very important role in English teaching programme during the first three years and that though they may not be very useful during the first year later on, during the second and third years, they have a very useful place in the material selected for teaching.

1.7 Necessity of a New Approach

Each of the methods so far discussed has its own merits and demerits and none of them it has been observed is a complete method. The translation method⁹⁰, which was first adopted keeping in view the ideas that a language can be learnt by working through its grammar and by doing translation exercises, failed to

88. Swarup, S. (ed.) : op cit., p. 89.

89. Gaind, D.N.; Sharma R.P.: op cit., p. 80.

90. Hill, L.A. : 1969, Selected Articles on the Teaching of English as a Foreign Language, Language and Language Learning, Oxford University Press, London, p. 85.

give to the pupils the ability to use English in their real life. Next, the Direct Method⁹¹, which banned the use of translation and stressed practice instead of theory was adopted; but this method also did not work well. The next step⁹² taken was to select and grade vocabulary. Researchers were made to discover the frequency of words and text-books were written with graded vocabulary. This, however, was *not* found to work as well as had been hoped; because even though the pupils knew all the words in a sentence; they could not understand what the sentence meant. The difficulty is caused not by the actual words but by the way they are combined in a sentence.

These experiences that have been gathered⁹³ over many years in Africa, India, Burma, Malaya, Japan and China have clearly shown that a new approach is both possible and necessary.

1.7.1 The Structural Approach

The new approach⁹⁴ other wise known as the structural approach consists of selecting and grading the structures of the language rather than the words. Of course, words are also selected and graded, but the main emphasis is put on enabling the pupils to acquire command of the structures. If, for instance the

91. Ibid.

92. Ibid.

93. Mennon, T.K.N.; Patel, M.S.: op cit., p. 46.

94. Hill, L.A.: op cit., p. 86.

pupils know the pattern⁹⁵. Ifhad beening.....would have (done); they can fit words into them easily.

1.7.2 An Approach not a Method

Structural approach is an approach, not a method. An approach tells us what to teach, while a method tells us how to teach⁹⁶. Once the structures⁹⁷, which constitute the frame work of the language, are selected and graded, any method can be used for teaching them.

1.7.3 Origin of the Structural Approach

The structural approach is the outcome⁹⁸ of the extensive researches carried out at the University of London, Institute of Education by the British Council language experts and at the Universities in U.S.A., such as Michigan, Cornell, and Georgetown. The researches in the U.K. stemmed from the works of Faucett, Palmer, West and others and that in the U.S.A. from the investigations of linguists into the true nature of language.

95. Ibid.

96. Kohli, A.L.: op cit., p. 65.

97. Hill, L.A. : op. cit.

98. Mennon, T.K.N; Patel, M.S: op. cit., pp. 46-47.

1.7.4 Two Forms of the Approach

The structural approach has taken two different forms on the two sides of the Atlantic Ocean. These two forms are different in origin, usefulness and essentials⁹⁹.

The first movement known as vocabulary approach, grew from inside the classroom and was referred by eminent teachers of English like Michael West, Harold Palmer, L. Faucett and A.S. Hary. Reforms began in this field during and after the first world war when increased number of foreigners began to study English. Some problems were very common in all the countries. Research on sentence pattern began in Japan where in 1923 the Institute for Research in English Teaching was organised and H.E Palmer was appointed Director of the Institute and Editor of its Bulletin, issued ten times in a year, Palmer made real contributions to the vexed problems of the romanization of Japanese. Researches in languages profited much from the advances made in Educational Psychology, descriptive linguistics and the study of literature. Reform in English teaching began with vocabulary by finding the best words for specific purposes. It was felt that the real intrinsic difficulty of learning a foreign language lies in mastering its vocabulary, so they began to focus attention on vocabulary. They considered vocabulary more important in learning English than its grammatical pattern. A

99. Sharma, K.L.: "Methods of Teaching English in India", Lakshmi Narain Agarwal, Educational Publishers, 1979, p. 95.

distinctive feature of the approach was its emphasis on meaning. In order to convey proper meaning of the words taught, simplified and graded patterns are presented with suitable situations¹⁰⁰.

The second movement was a development in linguistics. The underlying assumption was that all languages were structural and systematic. It led to objective studies of various languages. So it was not a pedagogic approach like the first one. It did not offer the 'why' and 'how' of teaching English. It concentrated on 'what' to teach. In U.S.A., this approach was called the 'oral approach'. They first compared English with the native languages and then found out areas of interference in learning English. As such they prepared the the teaching material to cope with this difficulty. The different native languages created different problems in learning English¹⁰¹.

1.7.5 Comparison with the Direct Method

The structural approach is not different¹⁰² from the Direct Method in its efforts to teach the language by actually using it in life situation, and as a matter of fact, it is an off shoot of the Direct Method¹⁰³. But while in the Direct Method the new sentence patterns or phrase patterns are presented without much grading, in the structural approach there is a well graded

100. Ibid. : pp. 95-96

101. Ibid. : p. 96.

102. Srivastana, B.D : op cit., p. 32.

103. Ibid.

list of structures. Again, while the Direct Method completely bans the use of mother tongue, the structural approach may allow it at the initial stages for the purpose of explaining a situation where certain sentences are to be practiced, for giving certain instructions.

1.7.6 The Structural Approach in India Today

The structural approach¹⁰⁴ in India is the product of necessity. They have borrowed and accepted the tenets of both the vocabulary approach and the oral approach. They have made it very popular as a linguist find supported by language specialists all over the world. In passing from West to East the two approaches have also become methods of teaching. In India this method is generally understood as 'direct method with some additions and alterations here and there, plus the play-way method'. But an approach is not a method. An approach is concerned with 'how', so it may vary from teacher to teacher and from situation to situation. An approach does not change like methods¹⁰⁵.

Now, it is possible to state what are the structures or patterns which English employs in order to convey meaning. These structures generally consist of arrangement of words in a certain order and other syntactical devices like the addition of "-ed" to

104. Sharma, K.L. : op cit., p. 96.

105. Sharma, K.L. : ibid., p. 96.

certain verbs in order to situate an action in the past. In the case of English the structure is by nature analytic and not synthetic. A student of English should have mastery in the handling of word order devices. The basic structures of English should be arranged in order of frequency by the teacher. Then for classroom purposes the items should be arranged in a teaching order. A structural syllabus clearly states which items are to be taught at which stage. It also indicates the order in which the items should be presented. The crux of the problem is how to make it yield maximum results in terms of the learners' achievement even in rural schools. The pioneering work in this field was done by the British council and the C.I.E. Hyderabad, In the hands of appropriately trained teachers the structural syllabus proves to be an effective tool. By nature it is an activity method which demands initiative, resourcefulness, imagination and skills on the part of the teacher. It keeps the pupils keen, active and fully co-operative in the class. The learning of English becomes more delightful when they actively participate in the enterprise of language learning¹⁰⁶.

1.7.7 Gradation of Material

According to Mr. Burton the material for teaching is arranged in graded structures with the following consideration in mind :

106. Sharma, K.L. : ibid., pp. 96-97.

1.7.7.1 Areas of Difference¹⁰⁷

The areas of difference between Hindi and Gujrati or between Hindi and Punjabi may be very small as compared to the difference between Hindi and English. The area of difference is always large between languages belonging to different families. for e.g., 'Ra' in Hindi is not equivalent to 'of' in English. Where such words correspond in use their meanings can be taught more quickly. But areas of difference need special attention e.g.: sentences in the present-perfect continuous tense in English differ very much from their equivalents in Indian Languages.

1.7.7.2. Usefulness¹⁰⁸

The usefulness of the structure should be determined in terms of the age and experience of the learner. In the beginning the child talks about his present actions, so structures of present continuous tense will suit him most. When he grows older and talks about his past and future verbs and structures required for such expressions *can be taught.*

107. Ibid.

108. Ibid.

1.7.7.3 Surrender Value¹⁰⁹

Any item of language should not be taught in isolation, e.g. "this is a table and this is its leg." It can also be presented like this: "This is a table and this is a leg of a table." In the second sentence 'of' indicates ownership or possession which has been indicated by another method in the first sentence, In two ways, one item can be linked with other items to be taught subsequently. A series of such inter locking items can be worked out in English.

1.7.7.4 Teachability¹¹⁰

The items that we want to teach must be such that it may be presented by creating a suitable situation in the class. The linguistic material should emerge naturally from the situation of which the pupils are a part. If the situation is presented after proper introductory work, the linguistic material *emerging out of it will be readily assimilated by the pupils.*

1.7.8 Important Characteristics of the Structural Approach

1. The structural syllabus¹¹¹ is generally a list of linguistic items arranged in teaching order, and accompanied by illustrative sentences.

109. Ibid.

110. Ibid. : pp. 97-98.

111. Ibid.

2. Language, being primarily¹¹² a spoken thing is to be presented in its spoken forms in the first instance.
3. Mastery over the signalling¹¹³ system of English language is more important than the detailed knowledge of the forms. This mastery is best acquired by repetition or drill.
4. The teacher's most important¹¹⁴ work to create meaningful situations in the class.
5. The principle of teaching¹¹⁵ one item at a time should be strictly followed so that the pupils may acquire complete mastery over a given structure and may use it with full confidence in life situations.
6. The item¹¹⁶ must be firmly established by plenty of oral work before the pupils read it in their books.
7. Every reading book¹¹⁷ is accompanied by a teacher's Hand book which offers practical Suggestion for the teaching

112. Ibid.

113. Ibid.

114. Ibid.

115. Ibid.

116. Ibid.

117. Ibid.

of words and structures. The Vocabulary for each standard is fixed.

8. The pupil at the end¹¹⁸ of a six year course is expected to know about 3,000 root words and their derivatives. He is also expected to master about 275 basic structures in six years.

1.7.9 The Structural Syllabus

In India, several states have prepared and adopted¹¹⁹ syllabi based on the structural approach. Madras is the first Indian State to adopt such syllabus as early as in 1952. It was popularised in other parts of the country during the sixties and the pioneering work was done by the institutes of English and the All India council for secondary Education.

The Directorate of Extention Programmes for secondary. Education New Delhi, has published in its journal 'Teacher Education' a list of 250 structures¹²⁰ to be taught in the first three years of secondary school and a list of 3300 words¹²¹ for a six years' course in English and the central Institute of English and foreign Languages, Hyderabad¹²² has also prepared suitable

118. Ibid.

119. Kohli, A.L. : op cit., pp. 58-59.

120. Srivastava, B.D. : op cit., (Appendix I), pp. 103-130.

121 Ibid. (Appendix) pp. 132-168 (reproduced from Teacher Education, February 1958.

122. Ibid. : p. 7.

Vocabulary and reading material for P.U. class students. The structural Approach, with slight modification, is in use in Andhra Pradesh and U.P.¹²³. The Bombay syllabus¹²⁴ has included, in its vocabulary, about 3000 root-words and 'Deepak Readers', published by the Oxford University Press, Bombay is based on the structural approach.

The State of Punjab, including Haryana,¹²⁵ has introduced the 'Read and learn' series, prepared according to the syllabus worked out by the English language Teaching Institute, Allahabad in 1965, The Regional Institute of English, Chandigarh¹²⁶ has recently prepared a structural syllabus to be used in schools of Himachal Pradesh.

The newly introduced 'Meghalaya Readers', as text book for classes IV to VIII, of the high schools under the Meghalaya Board of secondary Education has also been written according to the structural syllabus.

1.7.9.1 Merits of the approach

1. It lays more emphasis¹²⁷ on oral work, giving more opportunities to the learners to practice the use of

123. Ibid. : p. 8.

124. Mennon, T.K.N.; Patel, M.S. : op cit., p. 55.

125. Kohli, A.L. : op cit., pp. 58-59

126. Ibid.

127. Sharma, K.L. : op cit., pp. 105-106.

language. According to Jespersen language cannot be separated from sound.

2. In oral work¹²⁸, the difficulties of the pupils are removed then and there. Language-Learning, through oral work, becomes lively and real.
3. This approach creates¹²⁹ suitable environment (the work-shop, environment, the class-room being teachers laboratory) in the class for learning a foreign language.
4. It gives more opportunities¹³⁰ to pupils to express their ideas, feelings and experiences. As such, it gives some Command over the language.
5. Since there is much emphasis on practice of language¹³¹ in a given situations, whatever is acquired by the pupils in the class, is made stable in their minds.
6. This approach is based on scientific principles¹³² of language and is further supported by linguistic research work. It has proved its success in other

128. Ibid.

129. Ibid.

130. Ibid.

131. Ibid.

132. Ibid.

countries where English is not the mother-tongue of the learners.

7. This method alone fulfills the four-fold aims¹³³ of teaching English, Therefore, it is a complete method.
8. It is a comprehensive method of teaching English¹³⁴ and brings about a harmonious development of the skills implied in to language learning.
9. It utilises the pupil's knowledge and experience¹³⁵ in his mother-tongue which play an important part in learning a foreign language,.

1.7.10 Teaching of structures

The selected and graded structures can be taught by any method and the teacher will select his own method or methods according to needs and requirements since structural Approach is an extention or off shoot of the Direct method, the teacher may teach the structures through the Direct method. Other methods and approaches which may be adopted by the teacher are as follows¹³⁶:

133. Ibid.

134. Ibid.

135. Ibid.

136. (i) Bhandari, G.S., Minkley, V.A.: Ram S.K. 1966 'Teaching English, A Handbook for Teachers, English Language Teaching Institute, Allahabad; Orient Longman Ltd, New Delhi. p. 8-9; (ii) Sachdeva, M.S.: op cit., pp. 59-61. Unesco : 1975, International Understanding at school, Unesco associated school Project no.29

1.7.10.1 Oral Approach

Since children should become really fluent within a small group of structures with a limited Vocabulary before they encounter the written language, It is implied that in the early stages oral teaching occupies a very significant place.

1.7.10.2 Drill Method

Since language learning is a process of habit formation the structures are to be repeated by the learners. The teacher is however, required to see that drilling of structures does not become mechanical and boring.

1.7.10.3 Situational Approach

Since a structure or a word becomes meaningful for the learner when it is used in appropriate situation, the teacher should use a particular situation in order.

- (a) to practice the structures and to relate it to its meaning and
- (b) to build up a Vocabulary of content words. situations may be created
 - (i) by showing actual objects inside and outside the classroom.
 - (ii) through gestures and actions
 - (iii) by using models, charts, pictures,
 - (iv) by drawing match-stick diagrams in the blackboard,
 - (v) by using substitution tables.

Since structural Approach is now in use in most of the states of India, a study of its working in the classroom situation should be done.

1.7.11 Working of the structural Approach

As it is very new in this country and as it is still in an experimental ^{stage} in the Indian schools, no final verdict about its efficacy can be given. It can, however, be said that while formerly the experts were seriously engaged in finding out 'how to teach' the advocates of the structural Approach sought to find out 'what to teach' and it is definitely an improvement upon the earlier methods in so far as it aimed at selecting and grading the materials to be taught. Randolph Quirk says that 'the structural Approach brings us nearer to an understanding of the most characteristic human activity and near to linking it up with the rest of man's patterned and systematic behaviour',¹³⁷.

1.8 The Beginning of the Junior School Stage - the Appropriate Stage for Beginning to Teach English

The question as to what is the best stage for beginning to learn a second language has been studied by neurologists, psychologists and linguists and it has been observed that study of a second language should begin as early as possible.

137. Sachdeva, M.S. : op cit PP 61-62.

Penfield¹³⁸ the world-famous neuro-surgeon of Canada, who conducted researches into human brain, claimed that to start learning a second language after Puberty is difficult because it is 'unphysiological',¹³⁹. The British Psychologist, Tomb¹⁴⁰, Observed that children placed in multi lingual environment show remarkable ability to pick up all the languages they are exposed to. The specialist meeting at the Unesco Institute for Education, Hamburg (1962)¹⁴¹, concluded that childhood is the best period for learning a new language. In a statement submitted to the modern Language Association of America in connection with a conference on the age for beginning to learn a second language,

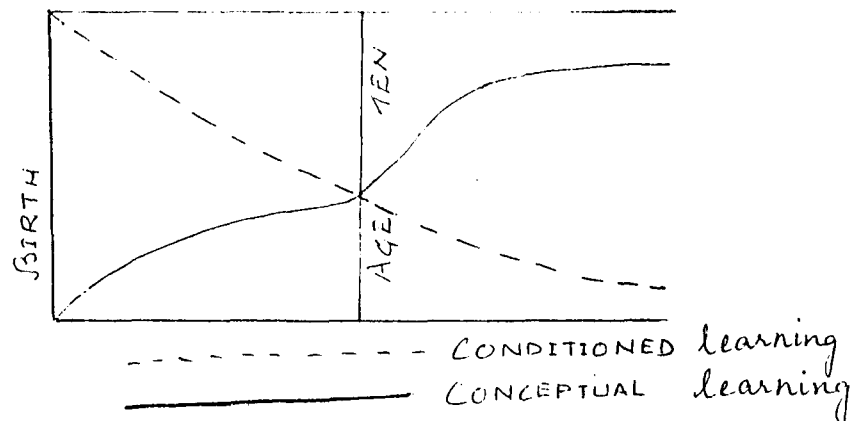
-
138. Mennon T.K.N. and Patel, M.S. : op cit., p. 19 (Quoted)
 Dr. Wilder Penfield (1963) challenged the methods of educators who ignored the unalterable evolution of the human brain and tried to start teaching foreign languages after students had long passed the age when they could easily and effectively learn them. There are four separate areas of the human cerebral Cortex devoted to Vocationalization. There is an age when the child has a remarkable capacity to utilize these areas for the learning of a language, a time when several languages can be learned simultaneously as easily as one language. Later with the appearance of Capacity for reason and abstract thinking, this early ability is largely lost.
139. Christophereen, P. : Second Language Learning. Myth and Reality, Penguin Education, Cox and Wyman Ltd. London, 1973, p. 49.
140. Mennon, T.K.N. and Patel, M.S. : op cit., p. 20 (Quoted).
141. Stern, H.H. : Foreign Language in Primary Education, Unesco Institute, Language and Language Learning, Oxford University Press, London, 1974, p. 11.
 The meeting which was held from the 9th to the 14th April, 1962 was attended by twenty participants including nationals from Belgium, the Federal Republic of Germany, France, India, Ireland, Israel, Italy, Morocco, U.K. U.S.A. and U.S.S.R. They represented such diverse disciplines as language teaching, linguistics, primary education, Educational Psychology Neuro-physiology and comparative education.

Gessel and ILG¹⁴² said that a child, with favourable motivation, is emotionally ~~emana~~nable to a second and even a third Language. Emile de Sauze called the period before puberty as **bilingual**,¹⁴³ on the basis of available studies. According, to Anderson the period of childhood is 'multilingual',¹⁴⁴ concluded that the linguistic achievement of the child is the result of conditioned and Conceptual learning, that in the early childhood conditioned i.e., unconscious learning prevails, while conceptual learning is still at a low ebb and while gradually the conditioned learning capacity declines the reliance on conceptual learning increases.

The figure 1.3¹⁴⁵ below makes the point clear.

Figure 1.3

Linguistic Achievement of the Child



142. Ibid. : p. 20.

143. Mennon T.K.N. and Patel M.S.: op cit.; p. 22 (Quoted)

144. Ibid.

145. Stern, H.H. : op cit., p. 22.

In India, Menon and Patel ¹⁴⁶ after discussing various research evidences, suggested that when the child goes to the middle school at the age of 10 or 11, he should begin the study of English. They further pointed out that the success of six years course beginning in the second standard of the middle school, can be achieved if it is preceded by one year's oral work in the first standard of middle school aiming at the development of the skills of understanding and speech.

Thus the linguistics are of the opinion that the Junior school stage is the best stage to acquire a second language. In all the types of schools under the Meghalaya Board of School Education the students learn English as a compulsory subject from Class IV onwards till the end of the High School stage. Students in the English schools, here, however, are exposed to English language before reaching class IV and for that matter, much earlier than the students in the Assamese, Bengali, Garo, Nepali and Hindi schools, But the age at which the students in those Non-English medium and bilingual schools like Assamese, Garo, Nepali schools etc. (which existed before 1993) starts learning English, falls within the age limits prescribed by the language experts, They study English for a period of seven years and this duration is in keeping with *the Standard followed everywhere and*

146. Mennon, T.K.N and Patel M.S.: op cit., p. 24.

147. Nambiar, K.C. et al (eds) : XV Annual Conference of English

what has been prescribed for effective teaching and learning of English.

1.9 Rationale of the Present Study

Having considered the important position that English has in Garo Hills as the medium of communication, ^{and} the medium of instruction in all schools and colleges and universities, the investigator felt the need of taking up the present study in order to locate the status and problems of teaching English at the Junior school stage which forms the most important base for the learning of a second language.

The Meghalaya Education **commission** (1977)¹⁴⁸ has rightly pointed out that standard of teaching English at the school level should be improved and this stage is important as at this stage the foundation of the whole school and Education career is made.

An analysis of the results of the high schools examinations for the last few years in respect of the students of west Garo Hills as well as the State as a whole would reveal that it there has been identified by the SCERT, Meghalaya, ^{English} as a

148. Govt. of Meghalaya : Report of the Education Commission op cit., p. 14.

subject in which a large number of students at the school final level cut sorry figures. It is therefore necessary to undertake studies in different geographical areas of the state to identify the various problems and difficulties in teaching and learning of English at the Junior school and High school stage.

The English teachers were found not abreast of the latest developments in the field of English teaching Methodology and that they used traditional method for teaching English through word-for-word translation into mother tongue. Explanation in the mother-tongue seemed to occupy prominent place in the scheme of English teaching. Students' comprehension was not ensured by putting questions and encouraging students to give answers in English. The teachers were not habituated in the use of aid materials in teaching English, use of situation in drilling of words and structures. It appeared that the teachers were treating English as a knowledge subject, since their approach to teaching of English was not different from that of teaching knowledge subject like History and geography.

Moreover, there is a backlog of untrained teachers in Meghalaya in general and west Garo Hills in particular. Lack of training facilities and absence of attempts to familiarise the English teachers with the latest methods and techniques of teaching contributed to the failure in teaching English. Handling of the present revised English readers used in the Junior school

also needed training and expertise on the part of the English teachers.

The Junior schools were not equipped with books on English teaching methodology to keep the English teachers abreast of the development in English teaching.

The Junior schools of the district were not in possession of modern aids for teaching of English and the teachers were not keen in using improvised aid material.

Teachers in the adhoc and private schools were in receipt of poor pay and since these schools were under staffed, the teachers in those schools were over worked. This produces a sense of frustration and feeling of insecurity among the teachers of schools in the private sector. Consequently a large majority of teachers of such schools were always in the look out for more paying jobs elsewhere. This type of half-heartedness on the part of teachers affect the quality of teaching and a majority of teachers in these schools were indifferent towards effectiveness or other wise of their teaching of any subject.

Generally, undergraduates and untrained teachers taught English at the ^{JUNIOR} school stage and trained and more qualified teachers were given to teach at the high school stage. As a

result of this practice students did not have a firm foundation in English.

In view of the unhappy state of affairs, the present investigator found it necessary to conduct a study on the present status and problems of teaching English at the Junior school stage.

1.10 Statement of the Problem

The problem selected for the present study is as follows "A STUDY OF THE PRESENT STATUS AND PROBLEMS OF TEACHING ENGLISH AT THE JUNIOR SCHOOL LEVEL IN WEST GARO HILLS DISTRICT, MEGHALAYA."

1.11. Definition of the Terms Used

Present status refers to the status of teaching identified by observation of classroom teaching.

Problems of teaching English include problems as perceived by the English teachers themselves as well as those identified by the investigator through the practice followed by them.

Junior school level includes classes IV to VI in high and middle schools of west Garo Hills District.

1.12. Objectives of the Present Study

The objectives of the present study are as follows :

- i) To identify the present status of teaching English through observation of classroom teaching;
- ii) To study the strengths and weaknesses in the classroom teaching of English;
- iii) To find out the problems of teaching of English at the Junior school level;
- iv) To suggest measures for improving teaching English at the Junior school level in the west Garo Hills district.

1.13 Delimitations of the Study

One limitation of the present study was that it concentrated on process variables, which pertains to the teachers of English only. It did not attempt to establish a link between process variables and product variables, which deal with the extent of achievement of pupils on various dimensions like achievement in knowledge, gain in skills, change in attitudes etc., occupying as a result of the process in the classroom. However, Some answer-scripts were reviewed in order to detect the errors generally made by students in written English.

Another limitation of the present study to be mentioned here was the validation of the tools used by the present investigator. The present investigator ensured only content Validity of the tools by collecting opinions of selected judges.

Lastly, the study was limited to west Garo Hills district only.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims at reviewing the related studies conducted on the problems of teaching and learning in India and abroad.

2.1.0 The Studies Conducted in India

2.1.1 George (1966)¹ conducted a study on the scope and effectiveness of audio-visual instruction in improving English teaching in Kerala state in the first three years of school course. The study was undertaken to find out (i) the availability of audio-visual aids in schools, (ii) the attitude of teachers towards the use of audio-visual aids and (iii) whether the teaching of English with audio-visual aids is more effective than the usual way of teaching. The data were collected by observing thirty lessons, by administering a questionnaire to 200 teachers from 200 different schools selected at random and by conducting an experiment in actual classroom situation.

The important findings were : (i) the teachers teaching English in grades fifth, sixth and seventh generally used the translation method; (ii) the oral work was neglected in all the three grades; (iii) the teachers pronunciation was incorrect and

1. George, A. : "An Inquiry into the Scope and Effectiveness of Audio-Visual Instruction in Improving English Teaching in Kerala State in the First Three Years of School", Ph.D. Thesis, Kerala University, 1966, quoted in Buch, M.B. (ed.) : A Survey of Research in Education, Centre of Advanced Study in Education, Maharaja Sayajirao University of Baroda, 1974, pp. 279-280.

they did not pay much heed to the pupils' pronunciation; (iv) children did not get individual attention due to over-crowding in the classroom; (v) the type of seating arrangement was neither healthy nor conducive to language learning; (vi) aids like tape recorders, projectors and flannel boards were not available, and aids available in schools were not properly used; (vii) reasons for teachers' not using aids were heavy cost, heavy syllabus, insufficient number of material aids, and lack of skill and special training; (viii) the percentage of specially trained teachers in audio-visual instruction was 6.06 only and (ix) the achievement of pupils taught by the use of audio-visual aids was greater than those taught by the usual method and the use of audio-visual aids did not require more time than what was required for ordinary teaching.

2.1.2 Rangachar and Kulkarni (1967)² investigated into the provision of teaching facilities for English at class V level in Mysore state. The aim of the investigation was to find out the prevailing facilities for teaching of English with a view to diagnosing its deteriorating standards. The types of facilities probed into were (i) the equipment of the teachers of English language; (ii) the methods they know and follow; (iii) the aids they had, and (iv) extent of the students knowledge of English.

2. Rangachar, C. and Kulkarni, S.N. : "Provision of Teaching Facilities for English at Class V Level in Mysore State", M.E.S. Teachers' College, Bangalore (NCERT Financed), 1967, quoted in Buch, M.B. (ed.) ibid., pp. 295-296.

150 representative schools situated in different districts of the Mysore (Karnataka) state were selected and data were collected by actual observation of classes, administering questionnaires holding discussions and administering the language ability test to the students of standard VI.

The findings revealed that only a few students had picked the elements of English. Most of them did not know the alphabets fully. A vast majority of them did not know spellings of simple words, could not answer simple questions or read words like 'cap', 'call', 'father', etc. Their ignorance in each of the language skills was uniform. English was taught as knowledge subject like History and Geography, and most of the teachers were not clear about the objectives of teaching English. Majority of teachers were unaware of good 'methods' of teaching English and they followed the translation-grammar method sometimes even without the knowledge of its principles.

2.1.3 Murthy (1968)³ made a comparative study of the direct method and the bilingual method of teaching English. The main purpose of the study was to compare, under experimental condition, the effectiveness of the bilingual method and the direct method in teaching English to Telugu speaking pupils. The

3. Murthy, R.V.S. : "A Comparative Study of the Direct Method and the Bilingual Method of Teaching English", CIEFL, Hyderabad, 1968, quoted in Buch, M.B. (ed.) ibid., p. 287.

experiment was conducted on the fourth standard students in government high school Hyderabad typically representative of an average school in the state. The control group was taught by the direct method and the experimental group by the bilingual method. On completion of teaching for 103 days, a final test was given to assess the achievement of the pupils.

The findings reveals that : (i) the bilingual method is more effective than the direct method in developing the pupils' ability in oral reading, oral comprehension and expression; (ii) the bilingual method gives greater frequency of contacts with English per pupils per lesson; and (iii) in the case of bilingual method, spending of time on preparation of lesson plans by the teachers is less.

2.1.4 Shukla (1968)⁴ studied the problems of translation and the implication of its use as a teaching device with special reference to Hindi speakers. The aims of the study were to examine (i) the problem involved in the process of translation and (ii) the implications of its use as a teaching device. The study was made with reference to English translation.

4. Shukla, S.K. : "Problems of Translation and the Implication of its use as a Teaching Device with Special reference to Hindi Speakers", CIEFL, Hyderabad, 1968, quoted in Buch, M.B. (ed.) ibid., p. 299.

The major findings of the study were (i) the translation device can be used as aid to create meaningful contexts (ii) it is not a complete method of teaching a second language; (iii) this device cannot be adequate in teaching items which do not have their equivalents in the pupils first language; and (iv) this device should not exclude other devices used in presenting language items whenever necessary.

2.1.5 Mishra (1969)⁵ included English also in his study of the problems and difficulties of Hindi and Sanskrit language teaching. The study aimed at (i) illustrating the importance of language in all around development of child's personality; (ii) finding out the reasons for deterioration of the standard of English among the students of higher secondary stage; (iii) Knowing the practical problems and difficulties of English teachers in their daily language teaching; (iv) giving various constructive and practical suggestions for improving the standard of language among the students. A questionnaire containing twenty-nine different common parts of English, Hindi and Sanskrit language teaching was developed. It was sent to 1000 Hindi, English and Sanskrit language teachers of higher secondary schools of Madhya Pradesh. Data were also collected through

5. Mishra, J. N. : "A Study of the Problems and Difficulties of Hindi, English and Sanskrit Language Teaching at Secondary Stage", Ph.D. Thesis, Saugar University, 1969, quoted in Buch, M.B. (ed.) : Second Survey of Research in Education, Society for Educational Research and Development, Baroda, 1979, pp. 297-298.

interviews, observation and a survey of literature of English, Hindi and Sanskrit language teaching.

Main findings of the study were (i) that 90 per cent teachers experienced the difficulty of explanation of prose teaching and more than 75 per cent teachers used translation method; (ii) that 40 per cent of the teachers did not give practice of loud reading and less than 50 per cent of the teachers asked the students to memorize certain good pieces of prose and poetry; (iii) very few teachers gave practice of correct pronunciation; (iv) 75 per cent teachers recommended oral and writing practice to improve upon correct spelling; (v) majority of the teachers did not find time for correction of translation work due to heavy workload; (vi) that majority of the teachers used the method of dictation for giving notes as well as for essay teaching; (vii) that although majority of the teachers considered inductive method of grammar teaching more suitable in language teaching 80 per cent teachers used deductive method; (viii) that cent per cent teachers opined that the courses of all languages were too vast to finish in time before the commencement of the examinations, while 95 per cent of them pointed out that the lessons in the text books were above the mental level of the students; (ix) 95 per cent of the teachers accepted the language examination to be essential.

2.1.6 Nagarajan (1970)⁶ made a comparative study of the bilingual method and the direct method in Hindi medium school. The experiment was conducted on class VI of a Hind medium school in Hyderabad. The control group and the experimental group were taught, by the direct method and the bilingual method respectively, for a period of five months and both the groups were tested periodically. As a result of the study, the bilingual method was found superior to the direct method. because, it is simple from the point of view of the learners as well as the teacher, it ensures fluency and accuracy in speech, it increases the rate and amount of classroom learning, it promotes inter communication between the pupils and the teacher, it is most effective even in school where equipment is meagre, and it combines the best elements of the direct method as well as of the other methods.

2.1.7 Borua (1972)⁷ tries out the efficacy of the traditional method of and the structural approach to the teaching of English in the four language skills. The main purpose of the study was to test the efficacy of the two methods : The translation method and

6. Nagarajan, N. : "A Comparative Study of the Bilingual Method and the Direct Method in Hindi Medium Schools", CIEFL, Hyderabad, 1970, quoted in Buch, M.B.(ed.) 1974, ibid, p. 288.

7. Borua, R.N. : "Trying out the Efficacy of the Traditional Method of and Structural Approach to the Teaching in the four Language Skills, Nazira H.S. and M.P. School", Assam (NCERT Project), 1972, in Gopal, J.C. and Duggal, J.(eds.): Research in Classroom, Reports of Experiments and Projects, Vol. 3, N.E.ERT, New Delhi, pp. 83-90.

the structural approach. The other objectives were to develop in pupils the four language skills viz., to understand English when spoken, to speak English, to read English and to write English. The study was conducted in Nazira higher secondary and multi-purpose school in Assam and the students of class IV of the school were involved in the study. The total of 88 students of class IV were divided into two groups, i.e., section A and Section B, as per result of the admission test for class IV. The investigation took care to see that the two groups contained equal number, as far as possible, of bright, average and below average pupils. Section A was called the experimental group with 45 students and section B was called the controlled group with 43 pupils. The investigation took up the experimental group to teach, while another English teacher was put in charge of the control group. The project was carried out throughout the session of one year and the working days were divided into three terms : 1st term - from January to June, 2nd term - from July to September and 3rd term - from October to December. While teaching the experimental group through the structural approach, the investigator tried to develop in pupils all the four language skills. In the control group, the translation method was applied throughout the year.

Results of monthly, terminal and annual examinations were analyzed statistically in respect of both the groups of students. It was found that the mean score of the experimental

group were higher than those of the control group. It was, therefore, concluded that the structural approach to the teaching of English is superior to the traditional or translation method.

2.1.8 Rajagopalan (1972)⁸ made a critical study of the English curriculum at the primary and secondary stages of education in the state of Tamil Nadu. The main purpose of the study was to examine and identify inadequacies in respect of objectives of teaching English, present English syllabus, textbooks used, audio-visual aids available method of instructions followed, organisation of English curriculum and the administrative barriers in implementing it, the evaluation procedures utilized, and to suggest remedial measures in all respects. The investigator used the normative survey method and 100 secondary and 104 primary and upper primary schools were involved in the study. The sample was randomly selected at all the three stages and the data were analyzed by appropriate statistical technique.

Findings of the study reveals that nearly 29.3 per cent English teachers were untrained; majority of teachers and supervisors were yet out of the pail of inservice training; majority of the teachers, supervisors and parents supported English to be compulsory at school stage; use of translation

8. Rajagopalan, S. : "A Critical Study of the English Curriculum at the Primary and Secondary Stages of Education in the Madras State (Tamil Nadu)", Ph.D. Thesis, Annamalai University, 1972, quoted in Buch, M.B. (ed.), 1974, op cit., p. 295.

method, poor knowledge of English on the part of English teachers caused the fall in standard of learning English; inadequate syllabus, unsuitable textbooks and very poor methods of instruction were some of the most potential factors in deteriorating the language situation.

Appointment of subject inspectors for English offering two courses in the subject : one ordinary and the other advanced, identifying proper objectives of teaching English, use of structural method of instruction and use of suitable audio-visual aids, proper training of teachers and scientific evaluation of pupil performance in the subject with more stress on internal assessment and less on public examination were the major remedial measures suggested.

2.1.9 Vora (1973)⁹ made a critical study of the present position of teaching English in the secondary schools of Gujrat state. The study aimed at providing a broad picture of the various dimensions pertaining to the teaching of English as a second language in Gujrat. The sample consisted of a group of 618 teachers from standards VIII to XI of secondary schools selected randomly. For the purpose of personal interviews, secondary schools and teacher colleges were selected randomly. From amongst

9. Vora, I.A. : "Critical Study of the Present Position of Teaching English in Secondary Schools of Gujrat State", Ph.D. Thesis, Sardar Patel University, 1973, quoted in Buch, M.B. (ed), 1979, pp. 362-363.

the course planners and textbook writers, six of the framer's category and four of the writers' category were interviewed on the basis of the items of the questionnaires. Three tools were prepared to evaluate the syllabus for English for standards VIII, IX and X and textbooks prescribed by the state government. The tools administered were: tool of inquiry in question form, the spot check syllabus evaluation scale, and the spot check textbook evaluation scale. The data were collected pertaining to training of teachers in English, syllabus committee, framing of textbooks, handbook for the teachers, instructional material, use of structural approach in teaching English and composition work by using the above tools and interviewing the schools principals, course farmers and textbook writers.

Following were the major findings of the study. (i) In respect of training, only 30 per cent of the teachers had their training in English and the rest had their training in subjects other than English. (ii) The syllabus revised in 1962 by the committee appointed by the Board, was found to be unscientific. (iii) While framing the textbooks, the sociological factor of the particular age group did not seem to be taken into consideration. (iv) Teachers in Gujarat were provided with a handbook for the textbooks to be used in the classroom. (v) Teachers had no choice of the instructional material, as the only material available in the market were some workbooks and copybooks. (vi) 40 per cent of the teachers had favoured structural approach to teach English.

(vii) Composition work was the weakest link in the teaching programme which was not associated with the textbooks.

2.1.10 Pillai (1974)¹⁰ made a critical study of the Basic structure in English and the corresponding structure in Malayalam and its implications in the Design of a course for secondary schools. The objectives of the study were: (i) to select and adopt a form suitable for the purpose of contrastive study with Malayalam syntax, (ii) to provide a short introduction to the grammar of Malayalam sentence structure, (iii) to produce a short contrast grammar of Malayalam and English restricting it to syntax of sentences, (iv) to compare the basic structures in English and the corresponding structures in Malayalam with a view to isolating the learning problems, and (v) to suggest a suitable methodology of teaching, emphasizing a productive use of the contrastive findings.

The questionnaire for a sample of eighty seven teachers and another questionnaire for a sample of ninety-five pupils were administered and twenty administrators were interviewed in order to collect views about the methods of teaching English. An inventory of the basic structures in English of high school classes and parallel structures in Malayalam with a description

10. Pillai, V.A. : "A Critical Study of the Basic Structures in English and the Corresponding Structures in Malayalam and its Implications in the Design of a Course for Secondary Schools", Ph.D. Thesis. Kerala University, 1974, quoted in Buch, M.B. (ed.), ibid., pp. 601-602.

of the form, meaning and distribution of each structure was prepared. Thirty-six structures in English selected for analysis were presented to pupils of class IX in three schools, to determine the effectiveness of the contrastive method of teaching. The results were cross-validated with the test scores of a standardized achievement test in English.

The major findings of the study were (i) the situational method was the most commonly employed method for teaching in schools in Kerala, but many teachers were not fully aware of the implications and principles of the different methods, (ii) there were many syntactical features in English structures that were similar to those of Malayalam structures, (iii) the structure of English and Malayalam could be subjected to contrastive analysis, (iv) the counteractive feelings could be used for collecting target element of a foreign language course and for determining the priority to be given to a structure, (v) the structures, in the order of difficulty, were the use of prepositions, tenses, passives and negatives.

2.1.11 Dasgupta (1975)¹¹ made a critical study of the vocabulary in English of the students of class VI reading in the non-English

11. Dasgupta, N.A.: "A Critical Study of the Vocabulary in English of the Students of Class VI (Usually 12th) Reading in the Non-English Medium Schools of Meghalaya, and the Influence of Socio-Economic Backgroup on the Actual Vocabulary", Ph.D. Thesis, Gauhati University, 1975, quoted in Buch, M.B. (ed.) : Fourth Survey of Research in Education, Vol. I, NCERT Publication, p. 629.

medium schools of Meghalaya and the influence of socio-economic background on the actual vocabulary.

The main objectives of the study were (i) to measure the gap between the expected and the actual vocabulary in English of the students of class VI 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 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 the lower socio-economic group respectively, in order to bring into clear focus, the influence of socio-economic background on the actual vocabulary of the students.

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, check lists were constructed and tried out. First and second checklists were administered. The final check lists 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 district constituted the sample.

Some of the major findings were : 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.

2.1.12 Rajagopalan (1975)¹² studied the relationships of certain environmental factors to teaching success in English at the school stage. The objectives of the study were: to devise and use a means of identifying the successful, average and poor teachers of English at school stage; to find relationship between success in teaching English and the variables of sex, age, size of the family, experience and Job satisfaction, to identify factors with

12. Rajagopalan, S. : "A Study of the Relationships of Certain Environmental Factors to Teaching Success in English Achieved at the School Stage", Department of Education, Annamalai University (UGC Financed), 1975, quoted in Buch, M.B. (ed.), Second Survey of Research in Education, Society for Educational Research and Development Publication, Baroda, 1983, p. 629.

which the teachers were satisfied or dissatisfied, and to develop the multiple regression equation for the prediction of teaching success, and to analyze the specific nature of teaching success. The sample included 225 teachers, 20 headmasters and 20 first assistants belonging to twenty schools. Tools employed for the study were a teacher situation inventory, a rating scale, a poor rating scale and an overall rating scale administered to the headmasters.

Major findings of the study were that the teachers were on the scale, only mildly satisfied with their environment; that the teachers were satisfied with the headmaster and the school organisation; that the teachers were most dissatisfied with the local community and the students; that married teachers were more satisfied with the environment than the unmarried teachers; and that teacher's experience in teaching English determined his success, i.e., the more a teacher was experienced the more successful he was.

2.1.13 Saraf (1975)¹³ made a critical study of training and preparation of teachers of English as a second language in Maharashtra. The major objectives of the study were: (i) to review the changes in the teaching of English in schools and

13. Saraf, R.S. : "Trainng and Preparation of Teachers of English as a Second Language in Maharashtra", A Critical Study, Ph.D. Thesis, Bombay University, 1975, quoted in Buch, M.B. (ed.), ibid., p. 445.

corresponding changes in the preparation of English teachers in the last twenty five years; (ii) make a detailed study of the programmes of teaching of English in teaching in the B.Ed course in Maharashtra with reference to aims, courses, methods and materials; and (iii) to study the facilities for in-service training of teachers of English and assess their effectiveness. It was hypothesized that the programme of preparation of teachers of English in Maharashtra would be inadequate and not effective.

The study was conducted on 1000 teachers selected from fifty colleges of education in Maharashtra, on the basis of schools of rural versus urban background, government versus non-government management, single sex versus majority married untrained teachers. Care was also taken to see that every district and educational division was proportionately represented in the sample. All the teacher-educators in charge of teaching English were also included in the sample. The data were collected through several tools. Two different questionnaire were used for the colleges of Education and one for teachers of English. These were supplemented by interview observation of teaching of English in classrooms, studies of documents and checklists and inventories.

The study revealed that English was a compulsory course throughout Maharashtra having uniform syllabus, textbooks and other instructional materials. Secondly, the output of English

literature graduates was too short for the need of the teachers in English and those who sought admission to the colleges of education offering English method were weak in the language specially in spelling, vocabulary and use of articles. Next, the courses in teaching of English had also not much changed in the colleges of education. Next, while the number of students offering English as special method remained unchanged over the years 1971-74; English as a special method was offered more by the non-deputed teachers than their counterpart and most of them were from secondary schools. Next, most of the teacher-educators considered the existing provision for preparation of teachers of English as inadequate and less effective. Next, the teacher-educators required a specialized training for proper implementation of the syllabus under the special methods in English. Next, there were only eighteen teacher-educators who had studied English literature, most of them were third class graduates and eight out of fifty teacher educators did not offer English as the special method at the B.Ed level. Next, there were only two out of fifty teacher educators who had done diploma in teaching of English from the CIEFL, Hyderabad. Next, a few agencies like extension services, British Council, CIEFL, State Institute of Education (SIE), Maharashtra were doing good work in the field. Lastly, the SIE had organized intensive courses in English in a more practical way, it had conducted seminars and workshops for teacher educators and had provided an institutional basis to the production of instructional materials.

2.1.14 Joshi (1975)¹⁴ conducted a study of errors in written English among pupils of standard V and VII in A.E. Society's College of Education. The main objectives of the study were: (i) to find out the typical errors committed by pupils in written English, (ii) to diagnose the causes of these typical errors, and (iii) to formulate remedial measures for preventing the typical errors.

The study was confined to pupils studying in Marathi-medium schools in Ahmednagar district. The written work scrutinized was limited to answer scripts of the annual examinations. The sample of schools selected included both boy's and girl's schools. Answer scripts of pupils of standard V, VI and VII in these schools were selected through the random sampling procedure. The answer scripts were closely scrutinized and the errors were listed under twelve different categories. The frequency of errors under each category was calculated. Probable causes of errors were arrived through discussion with the concerned teachers in respective schools.

The major findings of the study were: (i) Errors concerning speech, number and spellings were committed by 90 per

14. Joshi, V.G. : "A Study of Errors in Written English Among Pupils of Standard V to VII, A.E. Society Village of Education, Ahmednagar (MSBYPCR Financed), 1975, quoted in Buch, M.B. (ed.), Third Survey of Research in Education, Society for Educational Research and Development, Baroda, 1978, pp. 590-591.

The textbooks and supplementary readers prescribed for study in secondary schools in Kerala since 1952 were analysed on the procedure adopted by the Methods Department of CIEFL, Hyderabad. A questionnaire which incorporated the main criteria for arriving at the concepts of standards which were tentatively set on the basis of the hints indicated in the textbooks, was administered to experts in the field of teaching of English. The concept of standards in English was studied on the basis of analysis of textbooks and the responses of experts. The results of the secondary schools leaving Certificates Examinations, for which the selected textbooks were prescribed were analyzed to find out the level of achievement of pupils in English.

The following were the main findings of the study; (i) The analysis of textbooks showed that the concept of standards of attainment in English had changed with change in textbooks. (ii) Indo-English writings were not given proper representation in the early books. (iii) The vocabulary load on the basis of density indices was found to be very high in the early books and it seemed to become progressively lower in later books. (iv) The density index of new words in the textbooks was satisfactory. (v) The textbooks showed improvement in the use of structure over the period, particularly in standards VII and IX. (vi) The phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils. (vii) The analysis revealed that the standards of attainment in English as indicated in the

textbooks for the period had fallen. The opinion of experts confirmed this conclusion.

2.1.16 Vamdatt (1976)¹⁶ conducted a study of English for the post graduate students of Economics in the Universities of Gujarat. The investigation was an exploration in the field of developing English as a library language. It aimed at studying the linguistic patterns occurring in the advanced books of Economics with a view to determining the needs of a post graduate student who experienced difficulty in reading books on economic in English and who desired to improve comprehension of these books.

The sample comprised all the post graduate students of Economics in the Universities of Gujarat. About 1,700 technical terms of Economics and 500 terms of general vocabulary were compiled by analyzing the subject indices of nine standard books on Economics. The list was further supplemented by 500 terms suggested by specialists (thirty-six in all). The tools used were a vocabulary test, a test in logical pattern, a test in grammatical patterns and comprehension exercises specially prepared for the study.

16. Vamdatt, D.A. : "A Study of English for the Post-Graduate Students of Economics in the Universities of Gujrat", Ph.D. Thesis, South Gujrat University, 1976, quoted in Buch, M.B. (ed.) op cit., pp. 612-613.

The major findings of the investigation were: (i) students needed to study various types of embeddings which characterized the technical language of economics. Among these were non-finite infinitinal and participial constructions, reduced relatives, complementation, intraposition and compound noun phrases including factive nominals, agentive nominals, question nominals and abstract nominals. (ii) It was not enough to develop competence in English syntax only. Student also needed to grasp the structure of the text as a whole and the logical patterns of thoughts embodied in it. It was also necessary for them to know the phasic references, cohesion and equivalence by means of which the rhetorical acts were realized. (iii) The students needed to develop ability in following the extra linguistic materials which were predominantly used in the texts of economics.

2.1.17 Sethi (1976)¹⁷ made a study of the programme in English spelling in relation to Visual and Auditory presentation. The enquiry attempted to investigate the relative effectiveness of visual and auditory presentation of a programme in English spellings in terms of performance of boys and girls on immediate and delayed tests. In the study, the modes of presentation, sex and of testing were the treatments on independent variables and

17. Sethi, A.S. : "A Study of a Programme in English Spelling in Relation to Visual and Auditory Presentation", Ph.D. Thesis, Himachal Pradesh University, 1976, quoted in Buch, M.B. (ed.) ibid., pp. 605-606.

the extent of attainment recorded by the subjects was the independent variable.

The study covered the target population of high school students of four English-medium schools of Simla selected on a random basis. The size of the sample was 180 students of Class X out of whom 176 were finally included in the experiment by dividing the subjects into levels of verbal reasoning and achievement motivation and within each level, assigning them to two experimental conditions by randomization. The number of subjects in each treatment, sex wise was 44. The experiment was conducted in the framework of 2*2*2 factorial design. It involved two modes of presentation, two categories of sex and two levels of test in terms of presentation.

The major findings of the study were : (i) The auditory more effective in regard to attainment on programmed materials, (ii) Effectiveness of the mode of presentation varied according to the time of testing, (iii) The visual and the auditory modes of presentation appeared to have significant effect performance on the immediate test, (iv) The auditory mode of presentation was more effective as regards performance on the delayed test, (v) Girls appeared to be superior to performance pertaining to programmed presentation through auditory and visual media. The difference in the performance of the boys and girls appeared to be independent of the modes of presentation. (vi) The time of

test appeared to have significant effect on the performance of boys and girls. (vii) Girls appeared to be superior to boys on the immediate test. (viii) Boys seemed to perform better on the delayed test than on the immediate test.

2.1.18 Das (1977)¹⁸ made a study on the Need for English in Orissa which was an investigation into the English language requirements and Related Instructional Programmes at the Post-secondary level of Education.

The objectives of the study were: (i) to investigate the roles and functions of English in the socio-economic set-up of Orissa, (ii) to identify and analyse the needs for English felt by persons belonging to various professional Categories in the state and to assess how effectively they were able to perform certain tasks in English and (iii) to evaluate the effectiveness of existing programmes of instructions in English at the post-secondary levels and to judge how far these programmes were relevant to the actual needs of the various professional Categories and students preparing for those professions.

18. Das, M. : "The need for English in Orissa : An Investigation into the English Language Requirements and Related Instructional Programmes at the Post-secondary level of Education", Ph.D. thesis, CIEFL, Hyderabad, 1977, quoted in Buch, M.B. (ed.) ibid., p. 586.

The sample consisted of fifty-seven persons belonging to seven selected professional Categories, namely, doctors, engineers, lawyers, high school teachers, bank clerks, nurses and pharmacists. The techniques used for data collection were questionnaire, interview, observation, and analysis of English syllabi, textbooks and test papers. An analysis was made of the various language tasks which persons belonging to the different professional categories were expected to perform on their jobs. The actual ability of these persons to meet their language needs and assessed through the opinions expressed by their professional superiors as well as through detailed observation of students preparing for some of these professions were assessed through observation of classes. One hundred and twenty-two final year professional and non-professional students from Orissa were taken into consideration for this purpose, Teachers awareness of the English language requirements of their students was assessed through questionnaires and interviews. Forty subject teachers and seventy teachers of English working in the degree and professional colleges affiliated to the four universities of Orissa were selected for this purpose.

The important findings of the study were : (i) English was used by the members of all the professional categories in the performance of language tasks related to their professional. (ii) The elite professions (lawyers, doctors and engineers) made frequent use of English in performing language tasks related to

their professions. (iii) The language proficiency in English of most of the subjects was adequate for their professional needs.

(iv) In the opinion of the subjects, the existing programmes of instruction in imparting the required proficiency in English to them.

2.1.19 Sharma (1978) ¹⁹ made a study of programme in English sentence structures in relation to sequencing and prompting.

The study aimed at analysing the variables of sequencing and prompting and their interaction effects on a programme in English sentence structures, The specific objectives were : (i) to study the effectiveness of Ruleg and Egrul sequencing with regard to pupil response on the criterion test, (ii) To study the effectiveness of formal and thematic prompts within a sequence, and (iii) to find out the interaction between sequencing and prompting.

The target population for the study consisted of all the undergraduate students. However, the accessible population comprised the undergraduate students of two colleges of Agra. Out of this accessible population, the sample was drawn randomly. The

19. Sharma, A.R. : "A study of Programmes in English structure in relation to sequencing and Prompting", Ph.D. thesis, Agra University, 1978, quoted in Buch, M.B. (ed.) ibid., pp. 606-607.

size of the sample, for developing the four sets of the programme, namely, Ruleg Formal (RF), Ruleg Thematic (RT), Egul Formal (EF) and Egrul Thematic (ET), was 448 and 120 at the individual, small group and field tryout stages of their development respectively. The tools used in the study were the programme sets modelled on the linear format given by skinner and the criterion test. It was validated on the basis of individual small groups, and field testing. The error rate in the final draft was 0.35, 0.41, 0.55 and 0.52 for RF, RT, EF and ET sets, respectively. The programme density was 0.35 for each of the sets. The programme was validated for the progression for sequence against the criterion test which was used to evaluate the programme. The design of the study was 2x2 classification of the factorial design. Sequencing and prompting were the independent variables and performance of the students on the criterion test was the dependent variable. The data were analysed using analysis of variance. F-test was used to determine the significance of the main effects of sequencing and prompting alongwith their interaction affects and t-ratio was also calculated.

The main findings of the study were : (i) the main effect of sequencing was significant showing the superiority of the Ruleg over the Egrul sequencing, (ii) the prompting effect did not show any statistical significance implying that the formal and the thematic prompts were equally good, (iii) in the

absence of any significant interaction between sequencing and prompting neither the former nor the thematic prompts affecting the sequencing Ruleg or Egrul. It meant that the interations between them did not yield significant results.

2.1.20 Parasher (1979)²⁰ conducted a study on certain aspects of the functions and forms of Indian English : socio-linguistic study.

The study aimed at presenting a profile of the functions and form of Indian English. The functions of English vis-a-vis Indian mother tongues were investigated in respect of a sample of 350 educated Indian bilinguals jobs. The fields were surveyed with the assumption that English and mother tongue were found to have well defined functions for the subject. An elaborate pre-tested questionnaire was used to elicit data on the subjects background, language used and attitudes. The questionnaire data was supplemented by observatin and interview.

The main findings of the study were : (i) mother tongue was found to dominate in the family domain and English in the domains of friendship, transactions, education, governeemt and employment, (ii) no language appear to be clearly dominant in the

20. Parasher, S.V. : "Certain Aspects of the Functions and Forms of Indian English : socio-linguistic study", Ph.D. thesis, CIEFL, Hyderabad, quoted in Buch, M.B. (ed.) ibid., pp. 590-591.

domain of neighbourhood, (iii) the use of English was found to be minimal in the most informal domain (family) and maximal in the formal domain (education, government and employment), (iv) the subjects mother tongues and English were found to be in diglotic relationship, (v) within each domain the choice of English was related to certain social variables such as the degree of informality, topic, mobility, professional status, education, medium of education, reading habits and parents knowledge of English, (vi) the subjects were found to be instrumental rather than integrative, (vii) most of the subjects were aware of the existence of Indian variety of English which they found to be suitable model for teaching English in the country, (viii) syntactic evidence accounted for 48 per cent of the total deviant forms, (ix) the central grammatical system of the language was rarely violated, (x) major differences between Indian and native varieties of English were observed in the areas of lexis and style, (xi) to define standard Indian English and adopt this variety for the purpose of teaching English in India was possible.

2.1.21 Bhat (1979)²¹ made a study on the bordering rules in Kannda and English.

The investigation aimed at studying the reordering rules in English and Kannda and examining how scrambling compared

21. Bhat, K.V.T. : "Bordering Rules in Kannada and English",
Ph. thesis, CIEFL, 1979, quoted in Buch, M.B. (ed.)
ibid., p. 583.

with movement rules in respect of what it did to the meaning of a sentence. Data were collected from various books and documents. The investigation analysed the relevant literature in English and Kanada.

The findings of the investigation were : (i) Reordering rules were found to be of two types : Movement rules and scrambling (ii) The scrambling rule was generally considered to be a non-transformational reordering device and consequently of not much importance to grammatical structure. (iii) Movement rules were found to be poorly distributed in Kannada when compared with English. (iv) Major syntactic processes such as relativization and question formation that employed movement rules in English did not involve any reordering in Kannada. (v) Some of the communicative functions of a wide spectrum of movement rules in English were found to be served by other devices in Kannada, the role played by scrambling was found to be significant in this respect. (vi) scrambling was generally not found to be a stylistic device and was largely a matter of performance. It significantly contributed to meaning in Kannada, more or less in the same way as several movement rules were found to be contributing in English.

2.1.22 Menon (1980)²² conducted a study of creativity in English language of student of the higher secondary level in some English medium schools in Delhi in relation to their Intelligence, Achievement and Language Abilities.

The main objectives of the study were : (i) to understand the concept of creativity, (ii) to know how to locate and identify talent, (iii) to analyse the creative process or the stages of creation of students, (iv) to help nurture, the creative talent, (v) to understand the relationship between creativity and basic intellectual potential, (vi) to understand the relationship between creativity and achievement, and (vii) to know to what extent creative ability in language affected language ability.

The sample considered of 301 students from six English medium schools of Delhi. For data collection, two self prepared creative ability language tests were used. Statistical techniques like mean, significance of difference between mean, standard deviation, correlation, multiple regression and analysis of variance were used in analysing the data.

22. Mennon, P.A. : "A study of creativity in English language of students of the higher secondary level in some English medium schools in Delhi in relation to their Intelligence, Achievement and Language Abilities", Ph.D. thesis, Delhi University, 1980, quoted in Buch, M.B. (ed.) ibid., pp. 673-674.

The major findings of the study were : (i) the scrutiny of childrens writings confirmed that imaginative activity when synthesized with certain elements of thought was capable of raising itself to the category of creative writing. (ii) Experience was valuable in building up a creative mind but the direction such a mind took in expression was singularly determined by the position of the individual. Hence the stimulus might be common but the searching mind took innumerable directions while expressing. (iii) creativity correlated with language, the next was with achievement (0.45) and then with intelligence (0.29), (iv) The correlation coefficient between language and achievement was higher (0.56) than that between language and intelligence (0.32), (v) Intelligence Correlated highest with language (0.32), the next was with creativity (0.29) and then with achievement (0.24).

2.1.23 Sudarsanam (1980)²³ made a Diagonostic study of Reading Comprehension of the undergraduate students studying English under Part II in colleges in Coimbatore.

The main objective of the study was to construct and adminster a diagonostic test of reading comprehension of Under-

23. Sudarsanam, R. : "A Diagnostic study of Reading comprehension of the undergraduate students studying English in under Part II in colleges in Coimbatore", Ph.D. thesis, Madras University, 1980, quoted in Buch, M.B. (ed.) op cit., p. 668.

Graduate student and to develop a suitable approach for remedial instruction.

Adopting the stratified random sampling technique, 716 students from the three years of the undergraduate (BA/BSc) courses were selected as the sample for the study. For the experimental study to validate the remedial programme suggested, the paired group method was followed and 28 students in the experimental group were paired with 28 students in the controlled group on the basis of the marks scored in Part I of the diagnostic test. The remedial programme was carried out over 15 classes each of one hour devotion.

The main findings were : (1) The mean comprehension score of the sample was only 72.29 against a maximum of 170. (2) Second year students (M=34.14) significantly differed from first year (M=31.04) and third year (M=30.84) students in their comprehension ability. (3) First and the third year students did not differ in their comprehension ability. (4) A significant difference was observed between arts and science students only in the first year. (5) Students (third year) who studied English under Part III (Major) did not differ from students (third year) who studied English only under Part II. (6) Tamil and English medium students did not differ in their comprehension ability in English. (7) Rural and urban students differed only at the second year level. (8) Students in

government and private colleges differed at the first and the third year levels. (9) Men and women students differed at the first and the second year levels. (10) The teaching of English did not contribute to the improvement of student's comprehension performance. (11) Educational and occupational status of parents correlated significantly with the comprehension scores of the students. (12) Students devoted greater attention to reading the opening and closing paragraphs of long texts. (13) The remedial programme suggested was effective in significantly raising the comprehension score of the experimental group of students.

2.1.24 Venkatasubbaiah (1981)²⁴ conducted a study on the role of Indian sensibility in the teaching of English literature.

The chief aim of the study was to make an inquiry into the possibility of utilising the unconsciously inherited sensibility of the student and the consciously acquired knowledge of the mother tongue literature in the teaching of English literature in India.

The study analyse the present state of English studies in India in the light of the history of English literature teaching in India since the middle of the 19th century with

24. Venkatasubbaiah, V. : "Role of Indian sensibility in the teaching of English Literature", Ph.D. thesis, CIEFL, Hyderabad, 1981, quoted in Buch, M.B. (ed.) op cit., p. 619.

reference to the origin and development of syllabi, methods of teaching and testing. In addition to briefly surveying the influence of English literature on Indian literature in general and Telugu literature in particular, the study highlighted the universal and the culturally bound elements in literature in general and English literature in particular and deliberated upon Rasa and Dhwani, the two most important principles of Indian literary sensibility. It also dealt with the pedagogical implications of Indian sensibility in the context of teaching English literature in India covering aspects like the aims and objectives of teaching literature and how they are likely to differ in the native and the non-native situations and the methods by which native literary sensibility and the knowledge of the mother tongue literature might be used in teaching English literature.

The major findings of the study were : (i) Indian syllabi did not distinguish between native and non-native situation of teaching English literature, (ii) Indian aesthetics were inseparable from Indian social and philosophical institutes, (iii) there exists a pan-Indian literary sensibility, with recognisably common denominations of form and contexts cutting across the racial and linguistic barriers.

2.1.25 Patrikar (1981)²⁵ conducted a study on the linguistic analysis of the Errors in written English of students of B.A. classes of the colleges in urban centres of Vidarbha.

The study was concerned with the causes of the deterioration in the usage of English language to be analyzed by critical examinations of errors in language performance of students and suggestions for improvement in the teaching-learning process in schools and colleges.

The investigation was limited to limited expression in English. In all 1500 written scripts of candidates from urban centres of Nagpur, Aloka and Amravati appearing at B.A-I, B.A-II and B.A-III examinations of the University were collected for analysis. In addition 400 scripts from colleges in these cities were also obtained. These scripts contained free composition and not memorized matter.

The study revealed that students knowledge of the English vocabulary, morphology and syntax was very confused. Use of wrong items, omission and wrong sub-situations, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental

25. Patrikar, M.S. : "A linguistic Analysis of the Errors in Written English of students of B.A. classes of the colleges in urban centres of Vidarbha", Ph.D. thesis, Nagpur University, 1981, quoted in Buch, M.B. (ed.) ibid., pp. 600-601.

grounding for the receptivity of students from psychological and environmental points of view were the major causes in deficient achievement. Even after the completion of secondary education, the objectives of teaching were hardly achieved. Proficiency in the language could be attained only through constant practice and this our schools and colleges have failed to provide.

2.1.26 Kudehedkar (1981)²⁶ conducted a study on the development of course in spoken English at the college level and the study of its effectiveness.

The major objectives of the thesis were: (i) to develop a course in spoken English, and study its effectiveness, (ii) to determine the principles on which the course in spoken English should be designed, and (iii) to determine whether greater attention to speech in the language resulted in improving the proficiency in other language skills.

The methodology consisted of designing the objectives for each subject. The various aspects of the basic course were framed on the basis of grammatical syllabus. The advanced course aimed at preparing the students for communication in new and unfamiliar situations. The investigator laid stress on micro

26. Kudehedkar, S. : "The Development of course in spoken English at the College Level and the study of its Effectiveness", Ph.D. thesis, Shreemati Naltribari Damodar Thakersay Women's University, 1981, quoted in Buch, M.B. (ed.) ibid., p. 594.

skills. A field experiment was designed. The first version of the course was tried out with eighteen students in 1977. The second version of the course was tried out on a sample of 300 students divided into ten groups from colleges located in Bombay. The third version of the course was tried out with all the B.A. Part I students of the SNDT University. The intermediate course was tried out as a compulsory course unit with all the B.A Part II students of the University. The tools of research were lessons used with cassette recorder, tape recorder and language laboratory. Special tests were prepared to assess the results of the experiments. The experimental groups studied the newly designed basic course in spoken English in two tutorial periods per week for twenty-four weeks. They received no specific training in grammar or composition. The control groups studied the course already in use and grammar and composition for two tutorial periods a week for twenty four weeks. They received no specific training in speech. The t-test was used to test the significance of difference of main course. The F-test was also used.

The major findings were: (i) In case of four pairs of seven, the experimental groups obtained higher progress marks than the control groups in the subtest in writing (ii) the students taught by traditional methods failed to acquire mastery over the language as a system. The major conclusions were: (i) a three-year course in spoken English could prove of great value at

the SNDT University, (ii) the course must aim at communicative competence (iii) it was necessary to design the basic course according to grammatical syllabus which began with the introduction of simple sentence patterns and preserved strict gradation and control, (iv) the course materials should take the form of simple natural dialogues strictly confined to the language items covered up to that point in the syllabus, (v) the cassette recorder was the most practical; the language laboratory accorded facilities for recording, replay and comparison. The use of hardware was found to be worthwhile only if time could be assigned for subsequent discussions and follow up activities, (vi) student's attitude and motivation affected the results, (vii) aptitude appeared to be an even more important factor than motivation or methodology.

2.1.27 Kotakgira (1981)²⁷ made a study on the developmet of a course for increasing the Reading Proficiency in English of the Post High School students of Gujrat.

The research attempted to develop an auto-instructional course that would increase the reading proficiency in English of students of the post high school stage in the state of Gujrat. The course was designed on the lines of skills approach and

27. Kotakgira, H. : "Development of a course for Increasing the Reading Proficiency in English of the Post-High School students of Gujrat", Ph.D. Education, Gujrat University, 1981, quoted in Buch, M. B. (ed.) ibid., p. 593.

included one unit each on the skills or word recognition, word meaning, guessing the meaning of words from the context, reading in meaningful phrases; sentence meaning, finding the main idea, using a dictionary, guided reading and speed reading with comprehension.

After its first try out on a sample of 118 post S.S.C students of different achievement levels in English, the course was modified on the basis of the statistical data obtained, student's opinion and the researcher's observations during the try out. In the modified version of the course there were eight units, and one on word recognition and the one on dictionary use having been dropped. The material in its modified form was then tried out on a sample of 233 students of Class XI who volunteered to take the course.

The major findings of the study were: (i) it was possible to develop the reading proficiency of the students through the skills approach in which a learner practised different skills separately before he engaged in the task of reading in its entirety, (ii) students with a high achievement level perhaps need a different approach for developing their reading proficiency, (iii) by creating an awareness of the importance of speed, the learner's speed of reading could be increased, (iv) the amount of development of speed depended on how well the learner's were equipped with the knowledge of the



language and his style of work in general, (v) the perceptual exercise of recognizing words in isolation did not produce results in terms of either speed or accuracy.

2.1.28 Koul (1981)²⁸ made a critical study of the Fundamental Curricular Issues Relevant to the Teaching of English in India leading to an Alternative Integrated ELT Curriculum.

The aim of the investigation was to critically study the curricular considerations pertaining to English language Teaching/Learning (ELT/L) relevant specifically to the Indian situation, and to suggest an alternative integrated English Language Teaching (ELT) curriculum. The author hypothesized that the crisis in ELT/L remained unresolved because the solutions presented so far had not taken cognizance of the curricular considerations (pertaining to ELT/L) relevant specifically to the Indian situations. This was divided into three constituent hypotheses that was further translated into three questions viz., (i) why is English, and should English be, taught and learnt effectively on a mass scale in India ? (ii) What are the socio-cultural constraints that hinder ELT/L and reforms in ELT from being effective ? (iii) What are the instructional constraints that hinder effective ELT/L in India ?

28. Koul, B.N. : "A critical study of the Fundamental curricular issues Relevant to the teaching of English in India leading to an Alternative Integrated ELT curriculum", Ph.D. thesis, CIEFL, 1981, quoted in Buch, M.B. (ed.) op cit., pp. 644-645.

Question (i) was tackled in great detail within the framework of the historical-political compulsions coupled with the socio-cultural tendencies that have played significant roles in introducing or ejecting, sustaining or assimilating, and fostering or diluting foreign languages in India.

In answering question (ii) an attempt at understanding the constituents of ELT/L - the men and the institutions involved in it was made. The sample for this empirical work comprised 122 parents, 72 pupils, and 18 teachers from the states of Rajasthan, Andhra Pradesh and Kashmir. The major tools used for gathering data were questionnaires and experiments.

To answer question (iii) the components of ELT curriculum, namely, the aims, content, the teaching learning activities and the evaluation, were minutely examined and the nature of the relationship that obtained currently among these components was assessed. The major findings pertaining to this question were that in actual fact there was nothing like a curriculum for ELT in India, for the curriculum components stood in a disjoint relationship with one another. This suggested that an ELT/L programme could not be successful if it was put into the framework of the general model of the syllabi currently in operation.

According to the author the 'education-pedagogic' paradigm, for ELT which was in existence in India for over a century had given rise to isolated reforms in teaching materials, teaching methodology or techniques, or syllabi. This, he asserts, would not, in the present situation, prove to be anything more than a hotch-potch patchwork of purposeless repairs and would not be able to mitigate the crisis in ELT. He suggested a new paradigm which might be called a 'utilitarian curriculum' paradigm from which would emerge an overall unified curriculum for ELT - a curriculum in which the curriculum components stood in conjoint relationship at each and every level and also across the various levels of instructions.

2.1.29 Charles (1981)²⁹ made a study on Developing Language skills in Adults Attending English Improvement Classes.

The objectives of the investigation were: (i) to prepare auto-instructional and support material in English for the development of language skills, (iii) to study the effectiveness of the course as a whole in terms of students performance, (iv) to study the effectiveness of different techniques used in the study in terms of students reactions, (v) to study the relationship of achievement through the course with

29. Charles, D.L. : "Developing language skills in Adults Attending English Improvement classes", Ph.D. thesis, Maharaja Sayajirao University of Baroda, 1981, quoted in Buch, M.B. (ed.) op cit., p. 584.

intelligence, academic qualifications and socio-economic status (SES), and (vi) to compare the achievement of students of higher and lower academic qualification.

The sample for the study consisted of all the adult learners who attended the English improvement class run by the Department of Adult and Continuing Education of M.S University Baroda. The study involved single group design consisting of thirty students who attended the course regularly. The tools used in the study were programmed learning material, support material, criterion-referenced test, reaction scale Raven's Progression Matrices and SES scale. The collected data were analysed using mean, standard deviation, percentiles, chi-square and t-test.

The findings of the investigation were: (i) mean differences between the pre-test and the post-test scores of the experimental group were significant, (ii) the course in general with all the particular techniques used there in was found to be effective in terms of learner's reactions, (iii) highly intelligent as well as less intelligent adults gained significantly from the course, (iv) both graduates and undergraduates gained significantly from the course. However, a comparison between their gains revealed that the graduates gained significantly more than the undergraduates, (v) both the SES groups, grade I and grade II, gained significantly, but the gains were relatively more on the part of grade I SES group.

2.1.30 Walia (1981)³⁰ conducted an Evaluative study of English at the secondary level in Rajasthan.

The objectives of the study were : (i) to find out how the reading materials used in the classroom reflected the professed aims of the syllabus of English, (ii) to find out the extent to which the nature and content of examinations supported the goals of teaching English, (iii) to find out how teachers worked through these materials in the actual teaching situation, (iv) to find out if the English language teaching programme of the state made any impact on the teaching in English at the secondary level. (v) to find out if the teachers had the basic academic qualifications necessary to teach English, (vi) to find out if the teachers had been trained to effectively use the new techniques, (vii) to find out if there existed any difference in the performance of English language trained teachers and untrained teachers, (viii) to find out if the teachers were aware of the considerations important for the writing of textbooks, (ix) to find out if the teachers were able to evaluate the existing textbooks, (x) to find out if the teachers had the ability to evaluate the existing examinations system and suggest reforms, (xi) to find out if there was any difference in the quality of teaching going on in the rural and urban schools of Rajasthan, (xii) to find out how the students viewed the teaching

30. Walia, A. : "An Evaluative study of English at the Secondary Level in Rajasthan", Ph.D. thesis, Rajasthan University, 1981, quoted in Buch, M.B. (ed.) *ibid.*, p. 672.

of which they are exposed, and (xiii) to find out how the students responded to the text books prescribed for them.

For the purpose of the study, 25 schools were randomly selected from Jaipur district of Rajasthan. Out of these 9 were from urban areas and 16 were from rural areas. The final sample consisted of 114 teachers and 154 students who completed various questionnaires. One teacher from each school was observed for his teaching.

The finding of the study were :

- (1) the new structures that were sought to be taught had not been there in the textbooks,
- (2) there was no conscious attempt to define the range of active and passive vocabulary among the new items presented in the textbooks,
- (3) The actual number of new words outside the prescribed list far exceeded the stated claim and vitiated the principles on which language learning was supposed to be based,
- (4) except for a few lessons, thematically the textbooks were quite suitable for all categories of all students for whom they were meant;
- (5) In case of exercises given at the end of the lessons, the main defects noticed were neglect of the principles of confronting students with exercises given at the end of the lessons;
- (6) there was imprecise and grammatically incorrect language of instruction in the text books, workbook and handbooks;
- (7) teachers felt that the size of the class and the quantum of work-load affected the choice of the mode of teachings; and
- (8) the grammatical mistakes in framing of the questions and the unscientific nature of multiple choice questions affected the testing of the real language ability of the students.

2.1.31 Gaikwad (1982)³¹ made a study on the comparative study of efficacy of the Direct Method and the Bilingual Method of teaching English to lower classes of secondary schools in rural area of Maharashtra state. It was an experiment.

The objectives of the study were : (i) to examine the comparative efficacy of the direct method and the bilingual method under experimental conditions of teaching English as a second language to lower class of secondary schools in rural area, (ii) to compare the achievement of pupils in language learning gained by the direct method and the bilingual method in respect of four basic skills of language, learning, namely, listening, reading, writing and speaking and in the case of structure and vocabulary comprehension, (iii) to observe the efficiency of the methods in respect of suitability of the methods to the teacher in realistic rural conditions and in terms of time, energy required for preparation and presentation of teaching materials by the teacher, and (iv) to observe the efficiency of the methods in respect of suitability of the methods to the learners in terms of their difficulties in comprehension.

31. Gaikwad, M.A. : "A comparative study of Efficacy of the Direct Method and the Bilingual Method of Teaching English to lower classes of secondary schools in Rural Areas of Maharashtra State : an experiment", Ph.D. thesis, Shivaji University, 1982, quoted in Buch, M.B. (ed.) ibid., pp. 587-88.

Class V from a village school which was typically rural in all respect was selected. The parallel groups experimental design was followed. Each group, the experimental and the controll, contained forty-three pupils. The groups were equated on the basis of equal number of pupils, sex, chronological age, I.Q., general scholarship, socio-economic status of parents etc. The experiment was conducted for one academi year. The investigator himself taught both the groups allotting equal number of teaching periods. The same matter i.e., the same textbooks was presented to both the groups. Tests given were mainly teacher-made tests. Statistics used were mean, standard deviation, critical ratio and analysis of variance. The rank difference method was used to find out the correlation between I.Q. and marks of each skill test.

The major findings of the study were : (i) The bilingual method was superior to the direct method in developing linguistic skills of understanding, speaking and writting. (ii) The bilingual method was also superior to the direct method so far as developing the language elements of structure and vocabulary in the pupils was concerned. (iii) Both the methods were equally effective so far as reading skills were concerred. (iv) From the view-point of suitability of the method to the teacher as well as to the leaerner, the bilingual method was most suitable than the direct method. (v) The bilingual method enabled

the teacher and the pupils to speed up inter-communications among themselves.

2.1.32 Khan (1982)³² Conducted a study on the suitability of Teaching English through correspondence courses as offered by some Indian Universities at the First Degree level.

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.

The sample respondents of the study were 43 English teachers working in the correspondence institutes of 9 Indian Universities and 100 undergraduate students of 8 correspondence institutes. Besides 46 printed lesson and 11 Valued response sheets in English were selected for content analysis. The questionnaires, interview sschedules, and Content analysis guides

32. Khan, I. : "Suitability of teaching English through Correspondence Courses as offered by some Indian Universities at the first degree level", Ph.D. thesis, Utakal University, 1982, quoted in Buch, M.B. (ed.) ibid., p. 672.

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.

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 systems, 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 work load 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 the students (58%) joined the correspondence courses because of their desire for improvement of qualification. (9) Around one-fourth of them joined the

correspondence courses because of the non-availability of admission in regular courses and because of occupational involvement.

2.1.33 Ramkumar (1982)³³ conducted a study on the Assessment of entering Behaviour in English of pupils of standard VIII.

The study intended to obtain the repertory of verbal associations in the English languages with which peoples entered the learning situation in standard VIII. The main objectives were: (i) To assess the attainment in the different componenet skills in written English of a representative sample of pupils of standard VIII, (ii) To identify and classify errors, if any committed by the sample, and (iii) To compare relevant sub-groups of the sample on both attainment and error incidence in English. Entering behaviours as defined in the study described the present status of the student's knowledge and skill.

The tools used were word fluency test, free composition passage of about 50 sentences written by the peoples and entering behaviours in English test prepared for the study which included ten compared skill of writing English. The sample for the study comprised 600 pupils who had just entered stabdard VIII, selected

33. Ramkumar, V. : "Assessment of Entering Behaviour in English of Pupils of Standard VIII", Deptt. of Education, Kerala University, 1982 (UGC financed), quoted in Buch, M.B. (ed.) ibid., pp. 603-604.

from fourteen schools of Trivendrum District. It included 300 urban and 300 rural pupils and 279 boys and 321 girls. The data obtained from the administration of the three tools were analysed separately. Frequency tabulation was made of errors to identify types and assess the extent of incidence, Chi-Square values were calculated between correct and incorrect responses for each component of the entering behaviour test.

The main findings of the study were : (i) the vocabulary attainment of standard VIII pupils was very low, boys in urban pupils having significantly higher attainments than girls and rural pupils, respectively. (ii) Only 11 per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five. (iii) The types of errors were not very large and the possibilities for committing mistakes were minimum because of the pupils inability to write. (iv) Four types of errors viz. spelling, balancing of sentences, punctuations and wrong word substitution, had the highest incidence. (v) On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses, (vi) Proficiency was low in the use of five component skills, viz., use of phrases, propositions degrees of comparisopns, plurals and combining sentences, (vii) Proficiency was average in the use of articles, opposites and the 'ing'

forms, (viii) Not even one pupil could correctly punctuate the given single sentence.

2.1.34 Sharma (1982)³⁴ conducted an experimental comparison of Effectiveness of Individual and Group correction of written work in English in classes VII to IX.

The objectives of the study were (i) to study the effectiveness of the individual correction method of written work in English in classes VII and IX, (ii) to study the effectiveness of the group correction method of written work in English in classes VII and IX and (iii) to make a comparative study of the effectiveness of these two methods of correction.

The study was conducted on a sample of 567 students of class VII and 500 students of class IX of four government high and higher secondary schools of two districts of Haryana state. The students of each class were taught 12 lessons of English. For teaching work, the students of each class in a school were combined. At the end of each lesson, written work in the form of a home-task was assigned. Before teaching the next lesson the correction of written work was done. For correction work two matched groups of each class in each school were set apart on the

34. Sharma, O.P. : "An Experimental comparison of effectiveness of individual and group correction of written work in English in classes VII and IX", Ph.D. thesis, Kurukshetra University, 1982, quoted in Buch, M.B. (ed.) ibid., pp. 660-661.

basis of equal means and standard deviation of their previous annual examination scores in the subject of English. The written work of the students of one group was treated with the individual correction method and of the other group it was treated with the group correction method. The same process was applied to all subsequent lessons. Later on the correction treatments were rotated among the groups in such a way that both methods of correction were applied to both groups. At the end of the teaching and correction process an achievement test was administered to each class. The achievement test were standardized and their reliability was 0.92 and 0.97 for classes VII and IX respectively. The student's scores, whose written work was treated through the individual correction method was compared with the scores of students whose written work through the group correction method, with the help of the t-test.

The findings of the study were : (1) There was no significant difference between the mean performances of the students of class VII on getting their written work in English corrected through individual or group correction method. (2) There was no significant difference between the mean performances of the students of class VII on getting their written work in English corrected through individual correction method or group correction method.

2.1.35 Shivapuri (1982)³⁵ made an investigation in pupils comprehension of English.

The objectives of the study were (i) to find out how the background factors of intelligence, socio-economic status, level of aspiration and personality traits affected reading comprehension of English passages in class XI students, and (ii) to find out sex differences in reading comprehension.

A sample of 200 boys and 200 girls studying in class XI of schools in Varanasi city was selected. Data regarding socio-economic status, intelligence, level of aspiration and personality were collected using appropriate standardized tools available. For English comprehension a test standardized by S. Chatterjee and M. Mukherjee consisting of two parts one having items for putting sentences in proper sequence and the other having passages for paragraph comprehension was used.

The findings of the study were : (1) There was no difference in comprehension scores for the two sexes. (2) Socio-economic status affected the comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class groups. (3) When correlation co-efficient were observed it was found that in the case of boys only the

35. Shivapuri, V. : "An Investigation into Pupil's comprehension of English", Ph.D. thesis, Benaras Hindu University, 1982, quoted in Buch, M.B. (ed.) ibid., p. 662.

correlation of comprehension scores with intelligence was significant, whereas in the case of girls, it was significant in the case of SES, intelligence as well as level of aspiration. (4) The study of partial r's revealed close relationship between comprehension scores on the one hand and SES intelligence, level of aspiration on the other hand. (5) The relationship with personality factors was significant only for girls. (6) Both in the case of boys and girls, the maximum contribution to comprehension scores was that of intelligence.

2.1.36 Thomas (1982)³⁶ made a study on the Teaching of English in India with Special Reference to the Madras Presidency : A Historical Survey (1835-1947).

The study was an attempt to trace the evolution of the teaching of English in India from its official beginning in the days of Macaulay to the last days of British rule when it had already usurped the position of the major subject in the school Curriculum. The problems examined were : (i) official policy on English education, (ii) position of English in schools, (iii) methods and classroom practices, (iv) courses of instruction and teaching materials, (v) examination and (vi) teacher training. The research methodology used was historical

36. Thomas, M. : "The Teaching of English in India with special Reference to the Madras Presidency : A historical survey (1835-1947)", Ph.D. thesis, Osmania University, 1982, quoted in Buch, M.B. (ed.) ibid., p. 670.

survey based on literary study involving identification, analysis, interpretation and evaluation of pertinent primary as well secondary sources in the form of documents, reports, syllabi, question paper, text books, articles, speeches, research reports etc., structured interviews and questionnaires were also used to collect the necessary data. Two eminent scholars were interviewed and one out of the three renowned Indian writers in English responded to the questionnaires.

The major contributions of the survey were : (1) The results of the survey provided a general picture of the implicit and explicit causative forces that led to the official introduction of English education in India. (2) It helped to build up a coherent picture of the development of English education in the Madras Presidency during 1835-1947. (3) It examined the position in the school curriculum at various times in the Presidency of Madras during 1835-1947. (4) It produced a faithful record of the methods and classroom practices in the teaching of English in schools in the Presidency during 1835-1947. (5) It provided a historical survey of the practices in testing and examinations in English in the Presidency during 1835-1947.

2.1.37 BhahmBhatt (1983)³⁷ conducted a study on the preparation of Language Programme in English for Pupils of class VIII and its Effect on Achievement in Relation to some Psycho-socio Factors.

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 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 behaviors of words, phrases and sentences, (vi) to study the relationship of set and area with the achievement of English language, and (vii) to suggest a more viable language programme for the beginners of L.L. English.

37. BrahmBhatt, J.C. : "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. thesis, Sardar Patel University, 1983, quoted in Buch, M.B. (ed.) ibid., p. 627.

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 text book simple transformational rules were also kept in mind while preparing the programme. The test was based on comprehension, expression in controlled writing, vocabulary and sentence construction.

The major findings were : (1) The language programme prepared by the investigator produced better results so far as English learning 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 significant, (4) it was found that the programme proved to be more effective than the usual material without being affected by sex, pre-achievement in language, I.Q, SES, n-Aeh, emotional stability, anxiety and area, (5) the control variables, socio-economic status, intelligence n-Aeh, emotional stability and anxiety were paired with the pre-achievement in language and this showed high correlation with achievement in English.

2.1.38 Joseph (1983)³⁸ Evolved a strategy for teaching English grammar at High School level.

The major objectives of the study were: (i) to evolve a validated multi-media 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 multi-media strategy and their achievement in the comprehensive test, and (iv) to find out the relationship between pupil's intelligence and their performance in the comprehensive test.

For realizing the above objectives a single group design was used. The study was conducted in a group of 28 students studying in class 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 & charts, exercises and assignments, key to exercises, summary and criterion test. 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

38. Joseph, K.S. : "Evolving a Strategy for Teaching English Grammar at High School Level", Ph.D. thesis, Maharaja Sayajirao University of Baroda, 1983, quoted in Buch, M.B. (ed.) ibid., p. 662.

test student's reaction towards the material and expert's reaction towards the material.

The main findings of the study were: (i) About 90 per cent of the students scored 60 percent or more marks in five out of nine units. In the rest of the units 30 to 80 percent students scored 60 percent or more marks, (ii) both the students and the experts had expressed a highly positive reaction towards the multi-media instructional strategy, (iii) branching PLM was found to be most effective in terms of achievement and ranking of the students, (iv) deviated linear PLM was found to have a comparatively inferior stand in terms of ranking of the students, (v) the students expressed a stable favorable attitude towards the strategy, (vi) there was no significant relationship between students attitude and achievement, (vii) there was a significantly positive relationship between intelligence of the students and their achievement through strategy.

2.1.39 Bhattacharjee (1984)³⁹ investigated into the teaching of English in the High Schools of East Khasi Hills District of Meghalaya.

39. Bhattacharjee, R. : "An investigation into the Teaching of English in the High Schools of East Khasi Hills District of Meghalaya", Ph.D. thesis, North-Eastern Hill University, 1984, quoted in Buch, M.B. (ed.) ibid., p. 626.

The objectives of the study were (i) to study background characteristics of the teachers of English of East Khasi 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 micro-teaching 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. The hypothses of the experiment were :

(i) There is a significant difference in the mean score on rating scale, of the group trained in the five selected teaching skills through micro-teaching 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 micro-teaching strategy and the group without training in the five selected teaching skills.

Survey method was adopted in phase I. Two samples (N - 490 and N - 120) of teachers teaching English were selected by stratified random sampling procedure. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. Phase II covered an experiment under

micro-teaching strategy in one training college of Shillong. Five skills (fluency in questioning, reinforcement, stimulus variation, student participation and achieving closure) were selected.

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 school. (4) English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teacher's 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) Experience 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. (9) In service training facilities for teachers were inadequate. (10) Training in selected skills through micro-teaching was effective in improving

English competence of the teachers of English. Micro teaching supplemented training in English teaching methodology.

2.1.40 Dass (1984)⁴⁰ conducted a study on the reading comprehension in English of students of English medium secondary schools of standard X of Central Gujrat in the context of some socio-psycho factors.

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

The test was constructed and standardized for measuring the various components of reading comprehension viz, noting the significant details, finding out the main idea 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

40. Dass, P.A. : "A study of Reading Comprehension in English of students of English medium secondary schools of standard X of Central Gujrat in the context of some socio-physical factors", Ph.D. thesis, Sardar Patel University, 1984, quoted in Buch, M.B. (ed.) ibid., pp. 629-630.

between ideas, drawing inferences, giving captions, drawing generalizations, and reading and interpreting tables and maps. 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 Gujrat. 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.

Some of the characteristics of the test and finding were: (i) the mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English, (ii) 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 of approach range between 0.76 and 0.90, (iii) the concept validity, concurrent validity and factorial validity of the test was established. The concurrent validity of the test was established by correlating the scores of students on the test with the teacher's opinion about reading comprehension and it was found to be 0.49, (iv) the mean difference in reading comprehension scores was in favour of students with high SES, (v) the mean difference in reading comprehension scores was in favour of students having high leadership traits, (vi) emotional stability was not found to influence reading comprehension, (vii) students having a high

degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism.

2.1.41 Gill (1984)⁴¹ investigated into the Impact of "Teach-English-learn-English' Radio Programme on listener Teachers' and Pupils' English in Gujrat.

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 learners 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 reactions of the audience towards the programme.

The tools used to collect data were short tests covering four language areas devised to measure the proficiency of listeners in English, questionnaires. Seeking information from listeners and programmes about TELE, opinionaires for studying the reactions, and interview schedules. The test for measuring proficiency in English both for teachers and pupils were

41. Gill, P.S. : "An Investigation into the Impact of 'Teach-English-learn-English' Radio Programme on Listener Teachers' and Pupils' English in Gujrat", Ph.D. thesis, Sardar Patel University, 1984, quoted in Buch, M.B. (ed.) ibid., pp. 636-637.

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 randomly. 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.

Some of the findings were : (1) The impact of the TELE series on the teacher's 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. (4) The TELE series helped the teachers and learners of English in the schools of rural areas. 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 of 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.

2.1.42 Gulam (1984)⁴² conducted a study on the Psycho-Linguistic Problems of the Oriya Speakers in learning English.

The objectives of the study were: (i) to make a contrastive analysis of English and Oriya with a view to finding similarities and differences between these two languages, and to locate potential areas of difficulty of the Oriya learners in learning English, (ii) to make an error analysis of English of the Oriya speaking pupils studying in Oriya medium schools as well as those in English medium schools, (iii) to evaluate the attitude towards English of the Oriya pupils in Orissa and, (iv) to study the level of parental involvement and home environment of Oriya pupils in the learning of English.

The sample of the study consisted of 300 pupils of grade X studying in six higher secondary schools of Sambalpur town, 150 parents of the Oriya speaking pupils of grade X of Sambalpur town, 50 Oriya speaking pupils of grade X of Oriya medium schools and 50 non Oriya speaking pupils, 40 teachers of English in six higher secondary schools of Sambalpur town and six

42. Gulam, R.S. : "Psycho-Linguistic Problems of the Oriya speakers in Learning English", Ph.D. thesis, Ravishankar University, 1984, quoted in Buch, M.B. (ed.) ibid., pp. 653-654.

headmasters of the Sample schools. The relevant data were collected by employing the attitude towards English scale originally developed by Brown and Holtzman and adopted in Oriya by Bhupinder Singh, two separate questionnaire containing items for students and parents to know their involvement in English and a general questionnaire pertaining to various problems of the teaching learning process in the classroom.

The findings of the study were: (i) there existed a significantly unfavorable attitude towards English among Oriya pupils, (ii) girls were found to have a relatively more favorable attitude towards English than boys, (iii) pupils were found to have great involvement in the learning of English as second language under all normal conditions, (iv) parental involvement in the learning of English was found significant in most of the situations however, the students did not get a stimulating English speaking environment either at home or at school, (v) Oriya speakers were found to have difficulty with the use of inflexionan affairs like the use of plural number, genitive cases and the third person singular verb in the present tense, (vi) many orthographical errors like the use of 'bus' and 'boss' syntactical errors and importation errors were also found to be common in case of Oriya speaking pupils studying English as a second language.

2.1.43 Joshi (1984)⁴³ conducted a Study on the Factors influencing English Language Abilities.

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 English language abilities.

The normative survey study was conducted in Moradabad and was confined to urban and rural schools managed by private agencies, missionaries and the state govt. A sample of 720 students from both the sexes representing scheduled castes and non-scheduled castes were 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 Raven's Progressive Matrices, SES (urban) scale

43. Joshi, A.N. : "Factors Influencing English Language, Abilities", Ph.D. thesis, Meerut University, 1984, quoted in Buch, M.B. (ed.) ibid., pp. 640-641.

(Kapoor), SES(rural) scale (Udai Pareek), sixteen personality Factor Inventory (Cattell) and English Language Ability Test (Sharma). The statistical techniques used for analyzing the data were mean percentage, t-test and correlation.

The major findings of the study were: (i) 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, (ii) the growth status of language ability was a function of structural factors operating within and outside the individual, (iii) there existed a significant relationship between intelligence and growth of various English language abilities, (iv) the growth of English language abilities was found to be maximum among eight graders of missionary schools followed by the students of state govt. schools and private schools. The male eight graders were found to be higher in such language error as failure to identify the relationship of the verb with the number of the subjects, 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 eight 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'.

2.1.44 Pillai (1984⁴⁴) made a study on the English needs of polytechnic students.

The objectives of the study were: (i) to identify the various uses of the English language by technicians on-the-job in industry, (ii) to analyse the engineering textbooks representing the several subjects taught in each of the three conventional branches of civil, electrical and mechanical engineering in terms of 13 communication categories, (iii) to identify the language skills required for learning in polytechnics, (iv) to correlate the ranks of the language categories identified by job analysis, text analysis and questionnaire method, and (v) to list the needs of polytechnic students in their use of English for studies and for their future career.

All the students in the final semester of civil, mechanical, and electrical engineering, all the teachers of the rank of associate lecturers and lecturers who taught the three branches and all the teachers of English in all the five polytechnics in Madras city constituted the population for administration of the questionnaire. Three textbooks which had all the subjects taught in each branch and written by Indian authors were selected for analysis. As many as 169 technicians in the three branches were interviewed for job analysis.

44. Pillai, S.S. : "A study of English needs of Polytechnique students", Ph.D. thesis, South Gujrat University, 1984, quoted in Buch, M.B. (ed.) ibid.; p. 652.

The major findings were: (i) the ranking of priority of the four needs was language skills, communication skills, communication categories, language elements, (ii) the language skills depended on the situation in which the user put the language to actual use in achieving his objectives. Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively. The use of English for speaking and reading was very limited compared to that for writing and listening, (iii) under communication skills, polytechnic student's interest in professional development and perception of on-the-job requirements were reflected, (iv) the communication categories had to be understood as well as expressed by polytechnic students and technicians.

2.1.45 Singh⁴⁵ made a critical evaluation of Nationalized English Textbooks for classes VI to X of Haryana.

The objectives of the study were: (i) to analyse strengths and weaknesses of nationalized textbooks in English prescribed for classes VI to X in schools of Haryana, (ii) to analyse the English readers in terms of two evaluation criteria, namely academic aspects and physical aspects, (iii) to analyse the English supplementary reader prescribed for classes IX and X

45. Singh, M.A. : "A critical Evaluation of Nationalised English Textbooks for classes Vi to X of Haryana", Ph.D. thesis, Kurukshetra University, 1984, quoted in Buch, M.B. (ed.) ibid., pp. 663.

in terms of two evaluative criteria, namely academic aspects and physical aspects and (iii) to suggest some general improvement in the textbooks.

A stratified random sampling procedure was followed, schools were selected from each district of Haryana state. From each school, six teachers teaching English textbooks to students of classes VI, VII, VIII and IX were taken up. In this way the total sample include 480 teachers and 480 students. The selected teachers and students were administered a set of three questionnaires which were framed and used for three types of English textbooks prescribed in the schools, that is, English Reader, Supplementary Reader and Poetry book. The opinion of the teachers and students were collected on a five point rating scale and a three point rating scale. The data so collected were analyzed with the help of percentages and chi-squares.

The findings of the study were: (i) the English reader meant for class VI met the criteria by and large, (ii) the text books prescribed for class VII had drawbacks like that of having less pictures and less illustrations, (iii) the English Reader for class IX had drawbacks like insufficient number of pictures and illustrations, misprinted words, difficult language, (iv) a textbook of English prose-a supplementary reader prescribed for high school classes also had drawbacks. These were less humorous material, difficult language, less pictures and illustrations and

some difficult lessons for learners, (v) the suggestions received from students and teachers about improvement in the textbooks were concerned with dropping of difficult lessons, adding of humorous material, introduction of simple and easy material, addition of some pictures, decreasing the number of lessons and having an attractive lay-out of the books.

2.1.46 Singh (1984)⁴⁶ conducted a study of the Linguistic and communicative Abilities of High School Teachers of English in relation to their classroom functions.

The study investigated the linguistic and communicative abilities of high school teachers of English in relation to their classroom functions. The research questions addressed were : (i) As speaking ability of the subjects adequate for teaching ESL (English as Second Language) at the secondary and higher secondary levels of school education? (2) Is the subject's writing ability adequate? (3a) Do the subjects possess grammatical and stylistic competence to identify and correct errors in student writing? (3b) What is the subjects' norm and concept of correctness? (4) Do the subjects possess syntactic control and fluency to be able to put ideas into complex sentences economically and effectively, where necessary? (5) Is

46. Singh, V.D. : "A study of the Linguistic and Communicative Abilities of High school Teachers of English in Relation to their classroom Functions", Ph.D. thesis, ELT, CIEFL, 1984, quoted in Buch, M.B. (ed.) ibid., p. 654.

there a significant difference between the subjects speaking ability and their writing ability?

The sample consisted of 60 trained graduate teachers (TGTs) and Post-Graduate teachers (PGTs) teaching high school classes in 15 Central schools located in the states of Rajasthan and Utter Pradesh, and the Union Territory of Delhi. To find answers to the five questions, four test measures were developed. For the Test of speaking Ability (TSA) sample of classroom teaching were audio recorded. For the test of writing Ability (TWA) the subjects had to write a model composition for high school pupils. In the test of sensitivity to Pupil-error (TSE) the subjects had to identify and Correct in a protocol errors relating to grammars, usage, idioms, and style, and in the test of sentence Completion (Tse) they had to combine sets of short sentences to produce complex sentences. All the four tests here related to an ESL teachers' classroom functions.

The findings of the study were : (1) The speaking ability of three-fourths of the subjects were adequate though it was deficient in accuracy. (2) The writing ability was not adequate. (3a) The subject possessed grammatical competence to correct pupils errors, but not stylistic competence to the same extent. (3b) In error-correction they applied the norms of sentence-level accuracy and were oblivious to discourse and contextual constraints. Errors for them meant grammatical errors

nor errors of idiom and style. (4) The subject generally possessed adequate syntactic control and fluency. (5) There was a significant difference between the subjects speaking ability and their writing ability.

2.1.47 Soumini (1984)⁴⁷ made a study on the course Design Based on Communicative Approach for English Language Teaching in Regional medium schools.

The objectives of the study were (i) to design a course based on communicative approach for the teaching in 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.

The parallel group experimental design was employed. The sample consisted of students of high schools. The experimental and control groups were formed on the basis of one - to-one matching. The course design was drawn for class IX and X, the content taken being the biological and physical sciences.

47. Soumini, P. : "A course Design Based on communicative Approach for English language Teaching in Regional Medium High Schools", Ph.D. thesis, Andhra University, 1984, quoted in Buch, M.B. (ed.) ibid., pp. 665-666.

The six units were based on the topics selected from the science subjects. The experiment was conducted in a Telugu medium school. The various types of tests and instructional materials used in the study were English proficiency test one and two, science pre-test, science achievement test, post test, science questionnaires to find out student's reactions and teacher's opinions on the course design.

Some of the major findings were : (1) In case of science the pre-test/post-test gains course 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. Most of the pupils felt that the teacher asked sufficient and interesting questions on the basis of designed units. (3) Most of the teachers considered that they had to be more active in the classrooms and most of the students also sought guidance for 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.

2.1.48 Bora(1985)⁴⁸ made an analysis of English Reader prescribed

 48. Borah, R. : "Analysis of English Readers prescribed for class VIII of the High Schools of Shillong", (Unpublished M.A. Dissertation), North-Eastern Hill University, 1985.

for class VIII of the high schools of Shillong. The main objectives of the study were : (i) To study the effectiveness of the present English Reader. (ii) To find out whether it fulfills the four basic aims of teaching English. (iii) To study whether the English Reader coincides with the requisite of a good English textbook. (iv) To study the opinion of the teachers on the English Reader. (v) To make an analysis of the reader based on structural approach.

The sample of the study included the teachers teaching English in different high schools situated in the Municipal areas of Shillong.

The major findings were as follows : (i) The present Reader is effective in all kinds of students to some extent only. (ii) It fulfills adequately the following aims of teaching English, viz, reading, understanding and speaking but the aim of writing is not adequately fulfilled. (iii) The Reader could be made more interesting and attractive to students. (iv) It needs re-adjustment in some of the units only. Except a few minor changes here and there, the Reader on the whole is quite up to the standard. (v) The content of the Reader is adequate and caters to most of the needs of students. (vi) The density index of words in most of the chapters are adequate but in a few chapters the number of a new words introduced are more. (vii) The number of exercises and assignments given in the Reader are

adequate. (viii) The number of lessons relating to Indian life are inadequate in the Reader and so more such lessons should be included. (ix) The illustrations used are not attractive to the students in many cases.

2.1.49 Jyrwa (1985)⁴⁹ conducted a study of common errors in English made by the pupils of class VI in the schools of Shillong following the Indian Certificate of Secondary Education Curriculum. The objectives of the study were : (i) to identify the common errors in English made by the pupils of class Vi; and (ii) to give practical suggestions for the improvement of teaching-learning process in English in schools of Shillong following the I.C.S.E. curriculum.

The sample of the study included the three schools of Shillong following the Indian Certificate of Secondary Education Curriculum which comprised of 258 students of class VI.

The major findings of the study were : (i) The areas of common errors in English grammar in which pupils make maximum errors was in Tenses (simple). (ii) Pupils differ considerably in their performances in the three different devices. They make the highest percentage of errors in the area of Preposition (31.98 %)

49. Jyrwa, M. : "A study of the common errors in English made by the Pupils of class VI in the schools of Shillong following the Indian certificate of secondary education curriculum", ((Unpublished M.A. Dissertation), North-Eastern Hill University, 1985.

in the written composition. (iii) Out of the total number of errors in the written composition the highest percentage of errors was in Preposition (31.98 %), closely followed by Verbs (30.90 %), then came Tenses simple (19.24 %), articles (10.94%) and the least was in Adjective (7.75 %).

2.1.50 Jacob (1985)⁵⁰ conducted a study on Planning an Integrative English curriculum for undergraduate science students: A community Based Approach.

The study sought to describe and relate learner needs to worthwhile curricular aims recommend concrete steps for curriculum development and implementation. The central question of the study were (i) What is the scope of existing instructional activity in relation to the communicative experience of the student? (ii) What perceptions do students have a worth while learning opportunities and applications of English education? (iii) How could the self-perceptions 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?

50. Jacob, P.G. : "Planning an Integrative English curriculum for undergraduate science students : A community Based Approach", Ph.D. thesis, ELT, CIEFL, 1985, quoted in Buch, M.B. (ed.), Fourth Survey of Research in Education, op cit., p. 638.

Adopting an ethno-graphic approach to the inquiry, the study sought to systematically reproduce the insights gathered from participatory experience in a collage 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, a questionnaire administered to 50 undergraduate science students, and a team teaching exercise involving seven teachers.

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 experience were restricted. As for the student's self-perceptions of worthwhile learning opportunities, it was found that they had 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.

2.1.51 Joshi (1985)⁵¹ conducted a study to scrutinize the errors in written English and Remedial Programme.

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 at 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 standards V to X, (ix) to compare the achievement of boys and girls in respect of minimizing the errors, and (x) to decide whether there was any difference in the benefit accruing from the

51. Joshi, V.G. : "Scrutiny of Errors in Written English and Remedial Programme", Ph.D. thesis, Poona University, 1985, quoted in Buch, M.B. (ed.) ibid., p. 641.

remedial programme in the case of different pupils belonging to various socio-economic cultural groups.

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, girl's 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 study of question papers and answer-books in English. The sources of data collected included surveys of educational research, and reports of various Committees and Commissions. 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.

The general conclusions were. (i) 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. (ii) 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.

2.1.52 Mishra (1985) ⁵² conducted a study on an analysis of Errors Made by a group of undergraduate students of Madhya Pradesh and its Pedagogical Implications. An Applied Linguistic study.

The major objectives of the study was to make an error analysis of major errors committed by first year students in written English and to suggest remedial measures.

The sample of the study consisted of 225 randomly selected undergraduate students studying in different disciplines i.e., arts, science and commerce, of three universities of Madhya Pradesh. Following the 'Walk in test on' method, these students were asked to write an Essay in English on any one of the six topics given. The first 200 words of these essay compositions were taken for the purpose of analysis. Percentages were computed to analyse the data. Errors in this study were first assigned to the levels of language description, i.e., errors of orthographies, errors of morphology, syntax, lexis etc. they are further classified within each levels in terms of systems, i.e., vowel or consonant system, tense, number, verb, etc. To ensure that the analysis covered all areas of language learning categories and sub-categories were established with reference to

52. Mishra, Shubra : "An Analysis of Errors made by a group of Undergraduate students of Madhya Pradesh and its Pedagogical Implications-An Applied Linguistic Study", Ph.D. thesis, Dr. Harisingh Gaur Vishwa Vidyalaya, 1985, quoted in Buch, M.B.(ed.), ibid., p. 647.

the rules of grammar or usage violated. Percentages and frequencies were computed to analyse the data.

The findings of the study were : (1) the major errors committed by the subjects were spellings (16.50 %), lexis (10.56 %), verb form and pattern (7.27%), auxiliary (6.72%), tense (5.66%), preposition (9.78 %), adjective and adverb (2.97%), number (6.8%), pronoun (4.47 %), generative suffix (2.41%), articles (7.37%), omission of major constituents (3.19%), syntax (4.40%), subject verb agreement (4.62 %), connectives (2.95%), and miscellaneous (3.34 %). (2) Hierarchy of errors based on frequency of recurrence was (i) verb phase, (ii) spelling, (iii) lexis, (iv) preposition, (v) articles, (vi) number, (vii) subject-verb agreement, (viii) pronoun, (ix) syntax, (x) miscellaneous errors, (xi) omission of major constituents, (xii) adjectives and verbs, (xiii) connectives and (xiv) generative suffix.

2.1.53 Patil (1985)⁵³ conducted a study on the English Language Achievement of Shivaji University Arts Graduates.

The major objectives of the study were (i) to evolve a comprehensive language testing design based on different theories

53. Patil, D.K. : "The English Language Achievement of Shivaji University Arts Graduate", Ph.D. thesis, Shivaji University, 1985, quoted in Buch, M.B.(ed.), ibid., p. 651-652.

of language, (ii) to construct a battery of test measuring overall ability of the Shivaji University students, (iii) to critically study the syllabus and textbooks in compulsory English prescribed for arts students and the scheme of examinations, and (iv) to evaluate as precisely as possible the English language achievement of Shivaji university arts graduates.

The investigator first thoroughly reviewed the four existing models of language, viz., traditional model, structural model, transformative generative model and communicative competency model. He also critically analysed the compulsory English textbooks prescribed for the B.A. course. On the basis of this he evolved a comprehensive language testing design and also an achievement test to measure overall language ability of the arts graduates. The test (a) items of vocabulary that occurred in the compulsory English textbooks, (b) items of associative recognition vocabulary, (c) items on translation of contextualized words, (d) multiple choice test items and (e) close test procedure items. The test had four parallel forms called A,B,C and D and all the four forms were highly inter-correlated. The sample included 300 students i.e., 15 per cent of the total population. One of the four forms was used at each centre. The variables such as sex, urban/rural background, location of college, mother-tongue and subject of specialization, were taken into consideration at the time of testing the

significance of differences between their mean achievement scores.

Some of the major findings of the study were : (1) Only the first year arts course of Shivaji university was found to be well laid providing for teaching of vocabulary, comprehension, practice and dictionary words. The syllabi of the other years were found to be literature oriented. (2) The Shivaji university graduates could hardly achieve 50 per cent of the expected English language proficiency. (3) The average vocabulary of the arts graduates was about 2800 words which was about 50 per cent of the expected vocabulary. (4) There was no significant difference between the performance of male and female students. (5) The urban group was superior to the rural group.

2.1.54 Roy (1985)⁵⁴ made a study on the preparation of College and University Teachers of English in India : A socio-philosophical Treatise.

The purposes of this study were: (i) to inquire into the practice of preparation of teachers of English in two typical institutions, and (ii) to identify factors that influence its effective operation.

54. Roy Chhanda : "The Preparation of college and university Teachers of English in India : A socio-Philosophical Treatise", Ph.D. thesis, ELT, CIEFL, 1985, quoted in Buch, M.B.(ed.), ibid., pp. 656-657.

The study focused on preparing teachers of English at the college and University levels. Two institutions from where the data were collected from Patna University and the Central Institute of English and Foreign Language (CIEFL). In Patna University, there was no formal teacher training programme for College/University level English teachers, but the potential teachers of English would naturally come from those who had offered English (Honors) at the B.A. level and also from those who had offered English at the M.A. level. In the CIEFL, College/University teachers who joined the diploma course in English language teaching as an in-service training programme were studied. The research was executed into two phases- exploratory and explanatory. The exploratory phase comprised a pilot investigation through which an idea of the major issues and realities pertaining to the system of teacher preparation in a few select Universities of India was obtained. The second phase, the explanatory phase consisted of two case studies - the English teacher preparation in Patna University and the teacher preparation programme of CIEFL.

Some of the major findings were: (i) ELT (English Language Teaching) curriculum reform was found to depend on teachers and their teaching to a large extent, (ii) research in teacher preparation and theory building for the same attracted relatively few scholars, (iii) there were structural flaws in the English teacher preparation programmes of Patna University and

CIEFL. (iv) there was a communication gap between experts on the one hand and students on the other in both the institutions, (v) the syllabi for the English courses in Patna University were merely itemized lists containing names of prescribed anthologies, authors and texts, (vi) lecturing was the favored mode of teaching, (vii) there was no obligatory requirement for college teachers of English to have a training qualification in ELT, (viii) the students of Patna University gave precedence to executive jobs and not to the job of a teacher. Lectureship ranked third on the scale of preference.

2.1.55 Sharma (1985)⁵⁵ conducted a study on the Aspect of English Language Teaching in India.

The main objects of the study was to unravel the multi-dimensional problems, socio-linguistic implications, technical requirements and situational needs of English language teaching (ELT) in India.

The study was kept within the confines of theoretical and practical aspects of the process of ELT. Various aspects viz., language learning and language teaching, the case for English in India, the objectives of teaching English as a Foreign Language and second/third language, teaching language learning

55. Sharma, A.K. : "Aspects of English Language Teaching in India", D. Lit., Bhagalpur University, 1985, quoted in Buch, M.B.(ed.), ibid., pp. 658-659.

skills, methods and techniques, curriculum planning and course design, ideas and resources for English language teaching in India, teaching English phonology, morphology and structures, evaluation and remedial teaching in English were critically studied and discussed.

Some of the major conclusions were : (1) The prospective principles and methodology of second language teaching here undergone a drastic change over the last few decades. (2) The existing system of teaching of English in India right from the grassroots level to the university stage was defective. (3) Traditional methods and conservative cases of English language teaching in India were incommensurate to the language needs of learners. (4) In stead of becoming realistic, need-based and oriented, the system of English language teaching in India has always tended towards idealism, eliticism and status quo and had become more of a hindrance than a help in beginning about an equalitarian transformation in the country. (5) With regard to each separate teaching situation - rural, semi-urban, urban and cosmopolitan,, the need to provide for a syllabus and materials suited exclusively to each situation had been ignored. (6) It was necessary that teachers of English in India rose to the occasion and had a share in evolving a systematic, empirical and pragmatic approach to English language teaching which was possible if they familiarized themselves with cognitive processes

in learners, linguistic requirements of the nation and the international mainstream.

2.1.56 Bhatt (1986)⁵⁶ made an Investigation into the various Components of Textbooks in English in std. XI and XII of Gujrat state.

The objectives of the study were (i) to compare the readability indices of the textbooks in English gradewise and streamwise, (ii) to see the effect of interaction of grade and stream of 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 reading materials for the pupils of std. 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.

The readability was determined by using Aukurman's formula, the interest of the reading materials was assessed by the responses of the teachers and pupils; the values were found

56. Bhatt, D.C. : "An Investigation into the various components of textbooks in English in std. Xi and XII of Gujrat State", Ph.D. thesis, Sardar .Patel University, 1986, quoted in Buch, M.B. (ed.) ibid., pp. 625-626.

out by judgment analysis. The close test was constructed to measure comprehension by using the reading material prepared by the investigation. 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 2×2 and $2 \times 2 \times 2$ factorial design was used. In the second phase $2 \times 2 \times 2 \times 5$ repeated measures design and the latin square design were involved. The analysis of variance and Chi-Square test were used to test the various hypothesis.

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 close score. (3) Reading material come 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. (5) The pupils of the science streams 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.

2.1.57 Dholakia (1986)⁵⁷ conducted a study on the Effectiveness of various strategies for Improving Reading Comprehension in English of pupils of class IX in the context of certain variables.

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, Annotate 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; (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 ReQuest procedure in developing reading comprehension with those pupils who did not study with any such strategy, (v) to study the effectiveness of GRP in developing reading comprehension in the context of study habits, I.Q. SES and entering behaviors, (vi) to study the effectiveness of ReQuest procedure 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

57. Dholakia, B.J. : "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. thesis, Sardar Patel University, 1986, quoted in Buch, M.B. (ed.) ibid., pp. 633-634.

comprehension in the context of study habits, I.Q., SES and entering behaviour.

The experiment was carried out in four schools of Cambay. One class of each school was selected for the purpose of the experiment. The entering behaviour and 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. Patil, General Ability Test by M.T. Patel and SES Scale by C.C. Pathak. Four equipment groups were prepared on the basis of the score on pre-test.

Some of the findings were : (1) The ReQuest strategy did not prove effective in improving reading comprehension. (2) The GRP proved to be 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.

2.1.58 Khare (1986)⁵⁸ conducted a comparative study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning outcomes.

The study was conducted to compare the traditional and structural approaches to the 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 comprehension 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.

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

58. Khare, M. : "The comparative study of Traditional and Structural Approaches to Teaching of English with Reference to their Learning Outcomes, Ph.d thesis, Gorakhpur University, 1986, quoted in Buch M.B (ed) ibid., p. 644.

influence performance of the students in the tests on various aspects of English.

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.

The following conclusions were drawn : (1) Student's 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. (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.

2.1.59 Mohammed (1986)⁵⁹ conducted a diagnostic study of Errors in the Written English of Pre-Degree students.

The objectives of the study were : (i) to identify the major errors in the written English of pre-degree students, (ii) to classify the errors into major functional and grammatical areas, (iii) to study the relative proportion of errors with a view to classifying and arranging them into the major areas in the order of their importance, (iv) to determine the source or cause of the errors identified, and (v) to suggest corrective measures and remedial programmes.

Data required for the study were collected using the Diagnostic test of Basic Language skills which was developed by the investigator, Intelligence and General Data sheet. Besides, these tools the teachers and experts in the field of teaching English were interviewed and consulted. A sample of 700 subjects was selected from the population of the second-year pre-degree students (+2 stage) of the colleges affiliated to the university of Calicut. Proportionate stratified random cluster sampling technique was used to ensure greater representation of various categories of the total population. The whole sample was divided subjects were divided into three categories, high, low and

59. Mohammad, T.K., "A Diagonostic Study of Errors in the written English of Pre-Degree students", Ph.d thesis, Calicut University, 1986, quoted in Buch M.B (ed) ibid., pp. 647-648.

average, on the basis of the scores of achievement, socio-economic status, and domestic facilities for learning English by using statistical techniques. The three categories of discrepant achievers (over, normal and under) were also identified using the regression equation method.

The major findings were : (1) The total sample committed errors in 17 grammatical areas. (2) Significant difference between the following sub-groups taken in pairs were found to exist in the mean scores of errors in all the grammatical areas taken together. (3) Twenty-two out of 29 sub-groups taken in pairs were found to have significant difference in the percentages of the incidence of errors in different grammatical areas. (4) Significant differences in the mean scores of errors existed between each of the 21 pairs of the sub-groups in some grammatical areas. (5) It was found that there existed negative correlation between errors and achievement in English ($r = -0.49$), errors and intelligence ($r = -0.45$), errors and socio-economic status ($r = -0.33$) and errors and domestic facilities for learning English ($r = -0.15$).

2.1.60 Sharma (1986)⁶⁰ conducted a study of the Problems of Teaching English in Bihar.

60. Sharma, R.K., "A Study of the Problems of Teaching English in Bihar", Ph.D. thesis, Bhagalpur University, 1986, quoted in Buch M.B (ed) ibid., p. 661.

The main aim of the research was to study the position of English in India and the problems of its teaching/learning in the schools and colleges of Bihar.

Relevant information was collected all over Bihar from various sources. Questionnaires were prepared and used for heads of institutions, teachers of English and students of schools and colleges of Bihar were visited. Interviews and discussions were held. Problems of teaching English in schools, colleges and universities, training colleges, problems of teaching English pronunciation and socio-political problems of teaching English in Bihar were critically studied.

Some of the major conclusions were : (1) During the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio-political problems of teaching English. (2) Efficient teaching of English was lacking. There was a shortage of trained and qualified teachers. (3) Misconceptions regarding English language teaching, faulty teaching methods, unpalatable textbooks and their mishandling etc. were the main problems at middle and high schools. (4) In colleges, faulty teaching methods, improper selection of teaching items etc. were the main problems. Teaching of English in colleges were mistaken as teaching of English literature only, and points of linguistic interest were generally ignored. (5) In training colleges the programme appeared to be

theoretical only. Even trained teachers remained ignorant about the effectiveness and limitations of teaching aids. (6) Students faced difficulty in picking up correct pronunciation of English. (7) There was confusion about the aims and objectives of teaching English at various stages.

2.1.61 Vimala Devi (1986)⁶¹ conducted a study on the strategies for developing critical Reading Abilities in Higher Secondary students in English.

The main objectives of the study were (i) to find out the critical reading ability level of students of standard XI, (ii) to identify the tasks involved in critical reading, (iii) to develop a strategy which would help students to perform the tasks involved in critical reading and (iv) to find out the efficiency of the strategy through an experimental study.

Variable, namely, intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell's non-verbal Intelligence Test for the age group of 16 plus, Dutt's

61. Vimala Devi, P., "Strategies for Developing critical Reading Abilities in Higher Secondary Students in English", Ph.D. thesis, Madras University, 1986 quoted in Buch, M.B.(ed.) ibid., pp. 671-672.

Personality Inventory, Kuppaswamy's socio-economic status scale, a rating scale to measure the perceived sub-skills in reading a battery of intelligence tests designed for testing productive thinking in semantic and syntactic units and a cloze test in English. Besides, five critical reading tests were designed by the investigator. A survey cum experiment design was adopted and the sample for the survey was 1042 students drawn from 19 schools. For the experimental study, the sample consisted of students who had secured the lowest mean value in the final reading comprehension test. The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 60 instructional hours spread over a period of one month was spent in improving critical reading ability of the students of the target group.

The major findings of the study were :

- (1) The students of target groups were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy.
- (2) The total improvements of the critical reading skill was 11.41 per cent.
- (3) The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement.
- (4) The four factors identified in the factor analysis revealed that critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, inferative and creative.
- (5) Students of class XI were below 41 per cent level in their critical reading achievement.

- (6) The difficulty level of the students studying in English medium schools under different managements did not differ.
- (7) There was a difference in the difficulty level of the students in boy's schools and in girls school in Tamil medium girls' experienced less difficulty than boys.

2.1.62 Kudesia (1987)⁶² conducted an experimental comparison of Discussion Method and Lecture Method in Teaching Technical English to First Year students of polytechnics.

The objectives of the study were: (i) to find out if instruction through the discussion method was feasible in teaching technical English to the first year students of the polytechnics, and (ii) to compare the effectiveness of two methods of instruction i.e., the lecture method and discussion method, in learning Technical English.

The study followed the experimental method of research. Following the experimental control group design, 15 students of the first year of S.V. polytechnic, Bhopal were randomly assigned to the experimental group, whereas their 15 counterparts of the same class formed the control group. The experimental group was taught the selected units from the book 'A course in Technical English' by the discussion method, while the same units were taught to the control group through the lecture method. The

62. Kudesia, U.C. : "An Experimental comparison of Discussion Method and lecture method in Teaching Technical English to First year students of Polytechniques", TTTI, Bhopal, 1987, quoted in Buch, M.B. (ed.) ibid., p. 645.

treatment lasted for three weeks, utilizing one period daily. An achievement test consisting of 30 questions prepared on the basis of Bloom's Taxonomy was administered to the subjects of both the groups after the treatment. Descriptive statistics, t-test and product moment correlation were used to analyse the data.

The findings of the study showed significantly better results on the achievement test for the group which was taught through the lecture method, which showed that the discussion method of teaching was significantly more effective in learning technical English than the lecture method of teaching.

2.1.63 Skantha Kumari (1987)⁶³ conducted a study on the Development of strategies for improvement of reading skills in English at middle school level.

The main objectives of the study were: (i) to identify the tasks involved in reading and and comprehension, (ii) to develop strategies which would help students perform the tasks involved in reading and comprehension, (iii) to develop the skill of reading and comprehension through these strategies, and (iv) to find out the effectiveness of the strategy by an experiment.

63. Skantha Kumari, S.K. : "Development of Strategies for Improvement of Reading skills in English at Middle school level", Ph.D. thesis, Madras University, 1987 quoted in Buch, M.B. (ed.) ibid., p. 665.

A survey-cum-experiment design was adopted for the study. A stratified random sample of 937 students of both sexes, drawn from 11 schools from both urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample of the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I, Kuppuswamy's socio-economic status scale, achievement list in English and reading and comprehension tests (I to VII) constructed by the investigator, based on Barrett's taxonomy. One of the important strategies used for the development of reading skills was 'easification', others being schematic, presentation, intermittent comprehension, use of short form and motivation through puppet show and dramatization.

The major findings of the study were : (1) There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas. (2) The intervention strategy helped to improve the reading ability of the student of both high and low groups. (3) The increase in the achievement of reading ability as a result of intervention strategy was significantly high in lateral comprehension and in inferential comprehension from both high and low group students. (4) The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in

the low group students. The percentage of increase in the achievement of reading ability of the students and the mental ability scores of the students of the high and the low groups were significantly related.

2.1.64 Dey (1989)⁶⁴ conducted a study of common errors in written English , and by the pupils of class VIII in the non-English medium schools of Shillong. The objectives of the present study are : (i) To identify common errors in English made by the pupils of class VIII in the non-English medium schools of Shillong. (ii) To study the grammatical errors made by the learners. (iii) To compare the frequencies of errors made by the learners in the important areas, viz, articles, verbs, prepositions, tense and noun-verb-co-ordination.

The population consisted of pupils of class VIII selected eight non-English medium school of Shillong.

The results of the study are summarized below :

- (i) The areas of English grammar in which pupils made errors were articles, verbs, prepositions and tenses.
- (ii) The area of English grammar in which pupils made maximum errors was tenses (21.61 %).

64. Dey, A. : "Study of the common Errors in written English made by the pupils of class VIII in the non-English medium schools of Shillong", (Unpublished M.A. dissertation), North-Eastern Hill University, 1989, 1990.

(iii) Pupils made minimum errors in prepositions (12.09 %).

2.1.65 Shylla (1990)⁶⁵ made a study on the problems faced by the teachers and the students in English and the High schools of Shillong.

The sample of the study included 98 teachers teaching English and 400 students studying in class IX and X in Government, Deficit, Private and Adhoc schools of Shillong.

The major findings in respect of the problems of teaching and learning English are given below :

A. Problems of Teaching English

- (1) The percentage of teachers having Pre-service training was very low and even those received did not receive any training in the teaching of English.
- (2) Majority of the teachers in the entire sample were not satisfied with the present practice of teaching English and other subjects. In other words most of the teachers preferred teaching English only to teaching of English and other subjects.

65. Shylla, M. : "A study on the problems faced by the Teachers and the students in English in the High schools of Shillong", (Unpublished M.A. dissertation), North-Eastern Hill University, 1990.

- (3) majority of the teachers (56 %) used the traditional method (translation method) for teaching of English and they were not aware of the latest approach to the teaching of English.
- (4) Majority of the teachers (89%) were found not satisfied with the present syllabus.
- (5) From the responses of the teachers, it revealed that majority of them found their workload heavy, and majority utilized their off-periods in various activities other than relaxation.
- (6) Majority of the teachers used the skill of loud reading for teaching English pronunciation.
- (7) Functional use of grammar in teaching English was not given due consideration.
- (8) School libraries did not possess enough reading materials on the latest development in the teaching of English.

B. Problems of Learning English

- (1) Majority of the students (64.25 %) in the entire sample found the content of English heavy.

- (2) A large majority of the students (67.25 %) in the entire sample were of the opinion that lack of the knowledge of the fundamental concepts in English was one of the hurdles in understanding subject matter in English.
- (3) Majority of the students were of the opinion that the subject matter in the textbook were not illustrated with suitable diagrams and examples and textbooks were not accompanied by work-books.
- (4) Majority of the students were of the opinion that they were not given opportunity to speak English through participation in various co-curricular activities.
- (5) majority of the students (51.5 %) in the entire sample pointed out that there lack of books on English in the libraries.
- (6) Majority of the students in the entire sample found that their progress in speaking English were not tested through oral examination.

2.2.0 Studies Conducted Abroad

Many of the problems of teaching English as a second language were recognized in the following studies⁶⁶ published during the period 1920 to 1940.

2.2.1 Palmer⁶⁷, who worked in Japan, developed his oral approach to the teaching of English as a second language. He selected useful words to be taught by means of empirical methods and began application of the linguist's principles of analogical creation to the teaching of English and to show concern for the scientific selection of the elements of sound and grammatical usage.

2.2.2 West⁶⁸, after conducting experiments in the methodology of reading, formulated criteria for selection of words as well as for the introduction of each in a content of familiar words. By using these criteria, he developed a reading vocabulary. The grouped words under two main classes :

(i) form words, ie, words which make up the form of the language and (ii) content word consisting mainly of nouns. He, by a process of elimination, arrived at a minimum speaking vocabulary of 1158 words. Through the publication of a general service list of English words. He contributed to a present day approach to the

66. Harris, C.W. and Liba, M.R. (eds) : Encyclopedia of Educational Research, The Macmillan company, New York, 1960, p. 476.

67. Ibid.

68. Ibid.

teaching of English as a second language. Because, selection and graduation of linguistic materials to be taught received the main emphasis in the present day structural approach to the teaching of English.

2.2.3 Ogden⁶⁹, first formulated the philosophy underlying the selection of words as a rational introduction to normal English for all those whose natural language is not English. He emphasized the selection of words which are useful in greatest number of situation and which render the greatest functional yield. He was able, after about ten years of intensive research⁷⁰ in the field of semantics, to produce the famous language system called Basic English, consisting of a selection of 850 English words, which, together with the minimum of rules for their use, can do the work of some 20,000 words of full English without doing harm to the structure of the English language. He also separated from the list 100 words which have a wider range of meaning and which are the most frequently recurring words. He classified⁷¹ the 850 words under three categories : (i) Things - 600 words, (ii) Quantities - 150 words, and (iii) Structure words or operations - 100 words.

69. West, M. : Language in Education, Longman Green and Co. Ltd., Calcutta, 1932, p. 127.

70. Catford, J.C. : The Background and Origin of Basic English in Lee, W.R. (ed), *ELT Selection/I Articles from English Language Teaching*, Oxford University Press, London, 1967, p. 207.

71. Ibid. : pp. 209-210.

2.2.4 Fries⁷², In the English Language Institute at the university of Michigan, applied the techniques of descriptive linguists to the teaching of English to foreign students, who wished to obtain a working knowledge of English, for study or travel in USA. In so doing, he contributed to the selection of the elements of vocabulary, sound and structure that are essential for learning English as a second language. Another feature of this work is the comparative, descriptive analyzing of English and the vernaculars of the foreign students enrolled at the institute. In this way, he was able to isolate the specific linguistic difficulties of each foreign - language - group - students for intensive study.

Fries realised that teaching of English as a second language should be planned on the basis of the assumptions : (i) that the language is best learnt by first learning the essential features of the sound system and the structural system; (ii) that reading and writing skills are acquired most economically through the use of the oral - aural approach in the initial stages; (iii) that the vocabulary be a limited one, centering round the activities of everyday life and enough for manipulating the basic items of sound and structure; and (iv) that the essential features of sound and structure be presented systematically in special materials prepared for different foreign language backgrounds.

72. Harris, C.W. and Liba, M.R. (eds) : op cit., p. 479.

As a result of his work, Fries ultimately made a linguistic analysis of recorded conversations totalling more than 250,000 words, which represent 50 hours of diverse conversation by about 300 different speakers. This introductory analysis of the structure of oral English as used in the United State serves as the basis for the selection of language patterns for instruction in oral language.

2.3 Observations Emerging From the Earlier Studies

The related studies in the area of the teaching of English in India covered mainly the following aspects : Improving English teaching (George 1968, Barua 1972, Charles 1981, Joshi 1984); Provision of teaching facilities (Rangachar and Kulkarni 1967, Soumini 1984); Common errors made in English (Patrikar 1981, Jyrwa 1985, Joshi 1985, Mishra 1985, Mohammed 1986); Textbooks analysis (Nair 1952, Singh 1984, Borah 1985, Bhatt 1986). Views and opinions of teachers of English and practices followed by them in respect of various aspects of teaching English, workload of the teachers of English and identification of the status of teaching English through observation of teacher's performance in classroom situation were not specifically covered by the earlier studies. These aspects were included by the present investigator. Thus, the present study was an extension of the earlier studies.

Secondly, a number of Comparative studies like :- that of the Direct method and the Bilingual method of teaching English (Murthy 1968, Nagarajan 1974, Gaikwad 1982, khare 1986) were carried out by earlier researchers. The present investigator, however, did not attempt to compare efficacy of one method with that of the other method but the methods generally followed by teachers of English formed a part of her study.

Again, some of earlier studies mentioned in this chapter, deals with the development of different strategies in improving spoken English (kudchedkar 1981); increasing Reading Proficiency (Kokakgira 1981); developing language skills in Adults Attending English improvement classes (charles 1981). The present investigator attempted to study the present status of teaching English as well as the problems of teaching English in the West Garo Hills district of Meghalaya.

Further, it can be mentioned that no study of the kind undertaken by the present investigator was conducted earlier in the district of West Garo Hills, therefore, the need for the present study was felt.

CHAPTER III

METHODOLOGY

Effectiveness of any research depends on the kind of methodology and procedure followed in conducting the investigation. A good research should follow a sound methodology without which the obtained findings of the investigation may not be useful for the purpose of generalization of facts. This chapter deals primarily with the method and procedure followed in conducting the present study.

3.1 Types of School

For the purpose of the present study the investigator had to first collect a list of schools of the district from the office of the Deputy Inspector of schools and since this list did not include names of the schools functioning without government aid and government recognition (beyond certain stage/stages), she collected another list ^{of} schools from the State Council of Educational Research and Training (SCERT), Meghalaya and also consulted a list of schools prepared by the Meghalaya Board of School Education (MBOSE)¹. The Lists thus collected showed that there were high schools with classes IV to X and middle schools with classes IV - VI; since the present study was concerned with Junior School stage of class IV to VI, *thus* the aforesaid types of the schools formed the universe of the study. Table 3.1 gives the breakup of schools.

1. Meghalaya Board of School Education : Science and Mathematics Teachers in the recognised High School and the schools with permission of the Board to open classes IX and X as on 1.5.91, MBOSE, Tura (1992) Mimeo.

Table 3.1 : Typewise Breakup of Schools.

| Types of Management | High Schools including Junior Stage | Number of Middle School | Total Number of Schools |
|---------------------|-------------------------------------|-------------------------|-------------------------|
| Govt. | 7 | 2 | 9 |
| Deficit | 30 | 8 | 38 |
| Adhoc | 106 | 65 | 171 |
| Private | 10 | - | 10 |
| Total | 153 (67.10%) | 75 (32.89%) | 228 (100%) |

There were no Private schools exclusively for the middle school section; Private high schools included middle schools as well.

West Garo Hills District had schools scattered over the urban and rural areas. The idea of setting up schools in the rural area was to develop the rural areas in proportion to the urban areas. The distribution of the schools scattered over rural and urban areas are given in Table 3.2.

Table 3.2 : Distribution of Schools Scattered Over Rural and Urban Areas.

| Type of Management | Urban | | Rural | | |
|--------------------|----------------|----------------|----------------|----------------|---------------|
| | High | Middle | High | Middle | |
| Govt. | 5 | 2 | 2 | Nil | 9 |
| Deficit | 18 | 5 | 12 | 3 | 38 |
| Adhoc | 63 | 35 | 43 | 30 | 171 |
| Private | 8 | Nil | 2 | Nil | 10 |
| Total | 94 (41.22%) | 42 (18.42%) | 59 (25.87%) | 33 (14.47%) | 228 (100%) |

3.2. Description of the Population of Teachers :

The study demanded the investigator to draw up sample of teachers teaching English in the Junior school section of the different schools including middle schools situated in the urban and rural areas of the district. In fact 'sampling is a part of the strategy of research'² and in order to make the sample representative of the population the investigator had to take special care of the factors relating to the schools, such as location of the school, medium of instruction, types of schools, levels whether middle school or high school and factors relating to the teachers such as sex, community, marital status, qualification experience etc.

2. Varma, M. : An introduction to Educational and Psychological Research, Asia Publishing House, Bombay, 1965, p. 48.

It was learnt that school wise list of the teachers teaching English were not available with the Inspectorate of the district and that such list of teachers were not prepared by the Inspectorate; because most of the teachers teach English as well as other subjects and secondly teachers keep changing frequently.

The investigator, then, in order to collect various informations for drawing a sample contacted the heads of the schools either personally or through messengers and Collected the requisite information such as names of the teachers teaching English, sex, Community, marital status, qualification experience etc. It took one odd month's time to collect the above information. The information thus collected showed that the Universe Consisted of 443 teachers of English with 290 or 65.46 per cent from urban and 153 or 34.53 per cent from rural areas.

3.2.1 Sample for the Present Study

The investigator, after studying the sampling designs³ used in various empirical studies decided to adopt stratified

3. The investigator in this connection consulted the following books :

Bajpai, P.O : Foundations of Statistics, Asia Publishing House, Bombay, 1967, pp. 434-485.

Bloomers, P. & Lindquis - t, E.P. : Elementary Statistical methods in Psychology and Education, Oxford Book Company, Calcutta, 1960, pp. 233-256.

Croxtn, P.E. & Cowden, D.J. : Applied General Statistics, Prentice Hall of India, Pvt. Ltd. New Delhi, 1966, pp. 26-34.

Yates, P. : Sampling methods for Censuses and surveys, Charles Criffen and Co. Ltd., London, 1960, pp. 20-47.

random sampling, stratification in addition to randomness, introduces a secondary element of control as a means of increasing precision and representativeness.

For collection of data relating to teachers views and opinions in respect of various aspects of teaching English, vide the third and fourth objectives of the study, the investigator decided to include the Universe of 443 teachers. In practice, however, the investigator could get back return from 428 teachers who formed 96.61 per cent of the population and represented different selected strata of the population. The names of schools from where the sample of 428 teachers were drawn appear in Appendix A. The distribution of the sample of 428 teachers according to important strata is given in the Table 3.3.

Table 3.3 : Distribution of Respondents According to Rural-Urban and High and Middle Schools. (Respondents, included in Sample I)

| | URBAN (279 Teachers) | | | RURAL (149 Teachers) | | | Total |
|--------|----------------------|---------------|-----------------|----------------------|--------------|-----------------|--------------|
| | Govt. | Deficit | Adhoc & Private | Govt. | Deficit | Adhoc & Private | |
| High | 44 | 57 | 126 | 9 | 34 | 80 | 350 |
| Middle | 12 | 4 | 36 | Nil | 3 | 23 | 78 |
| Total | 56 (13.08) | 61 (14.25) | 162 (37.85) | 9 (1.63) | 37 (8.64) | 103 (24.06) | 428 (100) |

3.2.2 Sample II

For studying the present status of teaching English in classroom situation and identifying the strengths and weaknesses

in the teaching of English, vide the first and second objectives of the present study, the investigator selected a smaller sample of teachers according to the stratified random sampling procedure. A sample of 320 teachers were selected from out of 428 teachers included in sample I, after collecting data relating to the third and fourth objective of the study. The sample included proportionate representation in respect of the different variables namely urban and Rural schools, schools of various types medium of instruction used, sex, community (Tribal and Non-Tribal), marital status, qualifications, experience and participation and non-participation in co-curricular activities. Distribution of teachers in sample II according to important strata (variables) is shown in the Table 3.4.

Table 3.4 : Distribution of Respondents According to Rural-Urban and High-Middle Schools. (Respondents, included in Sample II)

| | URBAN | | | RURAL | | | Total |
|--------|---------------|---------------|-----------------|-------------|--------------|-----------------|-----------------|
| | Govt. | Deficit | Adhoc & Private | Govt. | Deficit | Adhoc & Private | |
| High | 38 | 48 | 98 | 5 | 22 | 54 | 265 (82.81%) |
| Middle | 7 | 3 | 27 | Nil | 2 | 16 | 55 (17.19%) |
| Total | 45 (14.06) | 51 (15.94) | 125 (39.06) | 5 (1.56) | 24 (7.50) | 70 (21.88) | 320 (100) |

3.3 Planning of the Tools for Data Collection

Any research requires the framing of an accurate strategy, for carrying out further investigation with the help of

problem of test reproduction, to provision for expert review, to the provision of adequate equipment and facilities, to the procurement of personnel and so forth.

Thus, a careful planning of a research project not only helps the investigator to decide the strategy of work but also eliminates waste of money, energy, time and the feeling of frustration which he may feel in obtaining unexpected and faulty results at various stages afterwards.

Barr, Davis and Johnson (1953) have stated, "sound method of appraisal and research require careful planning, not only as a means of ensuring accurate results but of making it possible for other to repeat an investigation for the purpose of corroboration or repetition"⁴.

It may also be stated that planning is the key to effective testing. It provides greater assurance that the research tool will measure a representative of the desired behaviour, so there is no doubt that a sound method of research should be based on a proper planning, and only through this type of planning one can achieve his target speedily and accurately.

4. Barr, Davis, Johnson as quoted in Borah, R. "An Analysis of the English Reader Presented for class VIII of the High Schools of Shillong" (Unpublished M.A. dissertation) North-Eastern Hill University, 1985, p. 57.

3.4 Tools for Data Collection

The investigator consulted relevant literature⁵ regarding tools used in educational researches and after considering the relative advantages and disadvantages of different tools with reference to the objectives of the present study, finally decided to evolve the following tools :

Tool I A questionnaire for collecting views and opinions of teachers of English and identifying the problems faced by them in respect of various aspects of teaching English

Tool II A scale for rating performance of teachers of English in classroom situation.

3.4.1 Construction of Questionnaire

After selecting the sample of teachers of English in the junior school stage from the different schools of West Garo Hills, the investigator turned to the construction of the questionnaire for collection of data relating to respondent's

5. For identifying various tools, the investigator consulted among other, the following books on research methodology :

- (a) Best, J.W. : Research in Education, Englewood Cliffs, M.J. Prentice Hall, Inc., 1959, pp. 140-186.
- (b) Good, C.V. : Introduction to Educational Research, New York, Appleton Century Crafts Inc. 1959, pp. 155-166.
- (c) Good, C. V. and Doarglas, E.S. : Methods of Research, New York, Appleton Century Crafts Inc. 1954, pp. 548-688.
- (d) Barr, A. S., Robert, A.D. and Palmer, C.J. : Educational Research and Appraisal, J.B. Lipincott Co., Chicago, 1953, pp. 51-59.
- (e) Mouly, C.J. : The Science of educational Research, Eurasia Publishing House Pvt. Ltd., New Delhi, 1964, pp.238-274.
- (f) Weringstone, J.W. et al. : Evaluation in Modern Education, Eurasia Publishing House (Pvt.) Ltd., New Delhi, 1964, pp. 136-170.
- (g) Sukma, S. P. et al. : Elements of Educational Research, Allied Publishers, New Delhi, 1974, pp. 124-174.

views and opinions in respect of various aspects of teaching English. Keeping in view the characteristic of a good questionnaire inferred from related literature, and also the needs and requirements of the questionnaire for the realisation of the specific objectives of the present study, the investigator decided to construct closed form or restricted type of questionnaire, instead of the open-end form. The reason for the choice of this type was that the closed form helps the respondents to be more specific in their responses by making choice from among the possible alternatives and also enables the investigator to tabulate and interpret the responses more objectively. The investigator, however, decided to give as many alternative responses as possible against each question and add in many cases an extra category as "any other" please "specify" in order to provide for unanticipated responses.

In order to identify the content of the questionnaire, the investigator consulted related literature on English teaching Methodology⁶ and also utilised her own knowledge regarding the

6. In order to identify various aspects of teaching English, to be included in the draft questionnaire, the investigator consulted the following books on English teaching :

- (a) Sharma, K.L. : Methods of Teaching English in India, Lakshmi Narain Agarwal, Educational Publi., Agra, 1979, pp.122-142.
- (b) Trivedi, R.S. and Ghanchi, D.A. : Techniques of Teaching English, Belgovind Prakashan, Ahmedabad, 1977, pp.65-90.
- (c) Tonckinson, W.S. : The Teaching English , Oxford University Press, London, 1935, pp. 7-18.
- (e) Ryburn, W.M. : The Teaching of English, Oxford University Press, Bombay, 1961, pp. 58-98.
- (f) Sachdeva, M.S. : op cit., pp. 73-50 and 227-233.

English teaching Methodology and also utilised her own experience as a school teacher before becoming a college teacher. After drafting the questionnaire in this way, the investigator submitted the draft questionnaire to 8 teachers in the Education Department of the university, one college principal of Tura having expertise in English teaching and five teachers of schools (three schools from urban area and two from the rural) to examine the adequacy and appropriateness of the form, content and language of the questionnaire. Most of the reviewers suggested changes in the language of some of the questions and coverage of content, they pointed out that the last question of the questionnaire regarding problems and difficulties experienced by the respondents in teaching English, should be changed to an open question, so that they could write as many problems as they would like to. These suggestions were accepted by the investigator and the questionnaire was revised accordingly and the final one constructed.

In the final questionnaire, instruction, on the top was given to the respondents for selecting response/responses by putting check marks on the box/boxes . The content of the questionnaire included such items as : methods of teaching English, use of language skills; preparation of lessons, why prepared/not prepared, use of material aids, why used/not used; asking questions to the students, types of oral work conducted in the class; ensuring reading comprehension of student; ensuring

student's comprehension in the lesson; English syllabus; reaction about present English textbooks, school library facilities; reaction about inservice training; and problems and difficulties faced by the teachers in teaching English. The investigator got 600 copies of the questionnaire cyclostyled and kept ready for administration. Copy of the questionnaire has been given in Appendix B.

3.4.2 Construction of Rating Scale

The next tool to be constructed was a scale for rating performance of English teachers in classroom situation. The investigator/~~Researcher~~ had preliminary discussion with the officer-in-charge of the Central Institute of English and Foreign Languages (CIEFL) Regional Centre at Shillong regarding construction of a scale to be used for observation (on a global basis) of the performance of teachers of English in classroom situation. Secondly, she consulted books on English teaching Methodology and took into consideration the objectives, principles and methods etc. of teaching English, in order to identify content of the scale. Thirdly, she consulted some NCERT materials⁷ regarding observation of classroom teaching. Materials for the scale having thus identified, the investigator drafted a -----

7. The following reports were consulted :

Pandey, B.N. and Khosla, D.N. : Student Teaching and Evaluation for Secondary Colleges of Education, Hand Book, Department of Teacher Education, National Institute of Education, NCERT, New Delhi, 1970, pp. 90 (a) -90 (d) .

five point rating scale, putting on the left hand side of the scale, the items to be observed and on the right hand side, the ratings 1, 2, 3, 4, 5 which stood for very poor, poor, satisfactory good and very good respectively.

The draft scale was divided into five main areas which were: (A) General Qualities, (B) Preparation, (C) Teaching, (D) Use of language skills and (E) Closing and Evaluation. There were 6 items under General Qualities, 6 items under Preparation, 14 under Teaching, 4 under Use of language skills, 3 under closing and Evaluation.

Typed copies of the draft scale were submitted to 10 judges with the request to examine the form, content and the language of the same and to give suggestions for changes, if any. The 10 judges included 6 teachers from the Education Department of North Eastern Hill University, one college Principal of Tura, Heads of two schools from Tura and one college lecturer of English, Tura. It was suggested by most of the judges to change the language of the items from passive voice to active as far as possible and it was duly accepted by the investigator. It was suggested that the order of the main areas of the scale should be changed as (a) Preparation, (c) Presentation, (c) Assignment and Evaluation, (d) Use of language skills during the lesson, (E) General Qualities. The final rating scale thus included 6 items under Preparation, 20 items under Presentation,

3 items under Assignment and Evaluation, 5 items under use of language skills during the lesson and 6 items under General Qualities of the teacher (Total 40 items). In this way the scale was finalised. Copy of the scale has been given in Appendix B.

3.5 Administration of Tools

As regards administration of the tools which included a questionnaire and a rating scale was carried out in two phases for the two different samples.

3.5.1. Administration of the Questionnaire

As already pointed out in 3.2.1 the investigator decided to administer the questionnaire to all the teachers teaching English of the Universe numbering 443, for this purpose, she consulted the school-wise lists prepared earlier and started distributing the questionnaire in March 1993, with the co-operation from the heads of schools, she personally distributed the questionnaires as far as possible and mailed the ones to the rural areas. The questionnaire was given inside a cover without giving any explanation in respect to its items. Some of the respondents who could not be contacted on the first day of the visit to a school were served with the tools through the head of the school and they were contacted personally later. Investigator kept on renewing her visits to schools and sometimes they were reminded through messengers. Some of the respondents were supplied with copies of the questionnaire twice or thrice as they

got their copies lost. As had already been pointed out the investigator collected data from 428 teachers of which 279 or 65.18 per cent from urban areas and 149 or 34.82 per cent from rural areas of the district. Data from 15 teachers of which 9 from rural areas and 6 from urban areas could not be obtained. But since this already took almost 9 months' time and since non-receipt of data from 15 respondents did not affect the representativeness of the sample and already formed 96.61 per cent of the population the investigator decided to process the data in respect of these 428 respondents who formed sample I.

3.5.2 Administration of the Rating Scale

After having received the questionnaire from 428 teachers the names of 320 teachers of which 221 or 69.06 per cent were from urban areas and 199 or 30.94 per cent from rural areas of the district were listed according to the sampling procedure discussed in 3.2.2. These 320 teachers who formed sample II, were to be observed in classroom situation. As regards observers, the investigator felt that she should involve another observer who had specialisation in and close contact with English teaching. Finally, she contacted a college lecturer from Tura who had been in touch with teaching of English in schools for a pretty long time. He consented to act as a co-observer. Thus there were two observers - the investigator herself and the co-observer.

The investigator discussed with her co-observer all about the rating scale and both of them decided to have a pilot study. 12 teachers from 4 urban schools and 8 teachers from 3 rural school, other than those included in the main sample of 320 teachers, were randomly selected for the pilot study. With the permission of the heads of the schools, the teachers were observed in classroom situation, each in one lesson. Typed copies of the rating scale were used for the purpose. Observation of classes taken by these 20 teachers was completed within a period of three weeks. Study of the ratings given by the investigator and the other observer revealed that the inter-observer⁸ correlation of ratings was 0.82. The observers experienced no difficulty in using the rating scale.

The pilot study having been over, the investigator then took up the administration of the rating scale to the main sample, of 320 teachers of English, selected proportionally from the urban and rural schools of the district. The investigator got about 1300 copies of the rating scale cyclostyled and collected the English time table of the 320 teachers from their respective schools. The investigator carried with her school-wise lists of teachers to be rated, their time table and also adequate number of rating scales to be used by both of them. The investigator and

8. 'r' was calculated as per :

Garett, H.E. : "Statistics in Psychology and Education",
Vakils, Poffers and Simons Pvt. Ltd., Bombay, 1973,
p. 143.

the other observer reported to the heads of the schools on the days of the visits and the heads of the schools in most cases showed the classrooms of the teachers to be rated. Care was taken by the investigator and the other observer to ensure that the teachers were not disturbed and that their teaching was not affected in any way by the presence of the observers. Each lesson was observed till the end of the period and the observers took position in some cases from outside the classroom. Each of the raters observed each of the teachers in two English lessons.

The work which started in the 2nd week of March 1994 continued till the end of September 1994, when observations of two lessons by each of the raters in respect of each of the 320 teachers of the sample could be completed. All the rating scales used by the investigator and the other observer numbering 1280 (640+640) were then arranged and kept ready for analysis.

3.6 Errors Made by Students in Written English

Although the sample for the present study included only teachers of English and the study was based mainly on the methodology of teaching English at the school level, the investigator felt that a sample of answer scripts of students could be reviewed in order to find out the errors generally made by them in writing English. It was felt that such an effort will throw further light on the problems of teaching English at the Junior school level. The present investigator therefore decided

to study the annual examination scripts of the students who were just promoted to class VI. Accordingly, the investigator approached the heads and some English teachers of selected urban and rural schools of various strata. With the permission of the heads and co-operation from the concerned teachers, answer scripts numbering 643 were *thus* collected by the investigator from the schools where classroom teaching was observed, according to the same stratified sampling procedure. These were reviewed in order to find out the errors made by the students in writing English.

CHAPTER IV

ANALYSIS AND INTERPRETATION

SECTION I

The present chapter deals with the analysis and interpretation of data regarding background characteristics of the teachers teaching English, their workload, their views and opinions, the practices followed by them and also the problems faced by them, in respect of various aspects of teaching English.

4.1 Analysis of Data Collected Through Questionnaires

Background Characteristics : Analysis of data regarding background characteristics of the teachers of English were given in terms of percentages. The data have been presented, item-wise, in tables. In the tables, figures in parenthesis indicate percentage.

4.1 (a) Teachers Belonging To Different Linguistic Group

Break-up of teachers, linguistic-group wise was done in respect of the sample of 428 teachers. Schools, for the purpose of analysis and interpretation the data were divided in terms of the types of school : (i) Government and Deficit schools and (ii) Adhoc and Private schools. The analysed data are given in Table 4.01.

Table 4.01 : Teachers Belonging to Different Linguistic Group.

| | Males | | Females | | Total |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Govt. & Deficit | Adhoc & Private | Govt. & Deficit | Adhoc & Private | |
| Garo | 78 (18.22) | 85 (19.86) | 36 (8.41) | 98 (22.90) | 297 (69.39) |
| Khasi | 0 | 8 (1.87) | 6 (1.40) | 3 (0.70) | 17 (3.97) |
| Bengali | 11 (2.57) | 9 (2.10) | 6 (1.40) | 19 (4.44) | 45 (10.51) |
| Keralite | 11 (2.57) | 6 (1.40) | 6 (1.40) | 26 (6.07) | 49 (11.45) |
| Hindi | 3 (0.70) | 2 (0.47) | 5 (1.17) | 6 (1.40) | 16 (3.74) |
| Nepali | 1 (0.23) | 0 | 0 | 3 (0.70) | 4 (0.93) |
| Total | 104 (24.30) | 110 (25.70) | 59 (13.79) | 155 (36.21) | 428 (100.00) |

The table indicates that among the different linguistic groups, Garo Group had the highest percentage of share in the entire sample and Nepalis formed the lowest. The meagre share of the Nepali group was due to the fact that there was only one Gorkha school in the entire district. The proportion of the Keralites was only next to the Garos, followed by the Bengalis, then by the Khasis, the Hindi speaking teachers and the nepalis respectively.

4.1 (b) Marital Status of Teacher

Marital status of teachers of English, Sex-wise and linguistic group-wise was analysed. Table 4.02 gives the analysed data relating to marital status of the teachers of English.

Table 4.02 : Marital Status of Teachers.

| | Govt. and Deficit | | Adhoc and Private | | Total |
|--------------|-----------------------|----------------------|-----------------------|----------------------|------------------------|
| | Married | Unmarried | Married | Unmarried | |
| Garos | 86 (20.09) | 25 (5.84) | 121 (28.27) | 65 (15.19) | 297 (69.39) |
| Khasis | 5 (1.16) | 3 (0.70) | 7 (1.64) | 2 (0.46) | 17 (3.97) |
| Bengalis | 9 (2.10) | 8 (1.87) | 22 (5.14) | 6 (1.40) | 45 (10.51) |
| Keralites | 10 (2.33) | 13 (3.04) | 21 (4.90) | 5 (1.77) | 49 (11.45) |
| Hindis | 0 | 2 (0.47) | 6 (1.40) | 8 (1.86) | 16 (3.74) |
| Nepalis | 0 | 2 (0.47) | 2 (0.47) | - | 4 (0.93) |
| Total | 110 (25.70) | 53 (12.38) | 179 (41.82) | 86 (20.09) | 428 (100.00) |

The table shows that percentage of married teachers were higher than the percentage of unmarried teachers. While the percentage of married teachers was 67.52% and the percentage of unmarried teachers was only 32.47%.

4.1 (c) Members Of Scheduled Caste And Scheduled Tribe

There was no teacher belonging to scheduled caste in the sample. The position of teachers belonging to scheduled tribe, which included Garo and Khasi tribes, has been indicated in table 4.01. Therefore, no separate tabulation in respect of the teachers belonging to scheduled tribe was done.

4.1 (d) Teachers By General Qualification

The general qualifications of teachers were classified under three heads : Post-Graduate, Graduates and Under-Graduates. Position of tribal and non-tribal groups of teachers with sex-wise break-up was done for the purpose of analysis of data. The analysed data appear in Table 4.03.

Table 4.03 : Teachers By General Qualification.

| | Tribal | | Non-Tribal | | Total | |
|----------------|-----------------------|-----------------------|----------------------|----------------------|-----------------------|-----------------------|
| | Male | Female | Male | Female | Male | Female |
| Post Graduate | 12 (2.80) | 5 (1.17) | 10 (2.34) | 11 (2.57) | 22 (5.14) | 16 (3.74) |
| Graduate | 106 (24.77) | 60 (14.01) | 29 (6.78) | 25 (5.84) | 135 (31.54) | 85 (19.86) |
| Under Graduate | 53 (12.38) | 78 (18.22) | 4 (0.93) | 35 (8.18) | 57 (15.65) | 113 (26.40) |
| Total | 171 (39.95) | 143 (33.41) | 43 (10.05) | 71 (16.59) | 214 (50.00) | 214 (50.00) |

The table indicates that the non-tribals were more with post-graduate degrees. The table also shows that a large majority of teachers were graduates by general qualification. The under-graduates by general qualification included more of females both in the tribal and non-tribal section.

4.1 (e) Teacher's By Professional Qualification

Analysis of tribal and non-tribal teachers having professional degrees (L.T./B.ED., M.ED. etc.) can be ^{seen} in Table 4.04.

Table 4.04 : Teachers with Professional Qualification.

| | Males | Females | Total |
|------------|---------------|---------------|--------------------------|
| Tribal | 13 (10.48) | 13 (10.48) | 26 (20.96) |
| Non-Tribal | 70 (56.45) | 28 (22.59) | 98 (79.04) |
| Total | 83 (66.94) | 41 (33.06) | 124 (28.97%) (100.00) |

The table 4.04 indicates that only 28.97 of the total sample were with professional degrees. The table further indicates that out of 124; 98 or 79.03 per cent of the trained teachers were non-tribal while only 20.96 per cent of the trained teachers were tribals. The males were more professionally qualified than the females as out of 124 or 100.00% (83 or 66.94%) were males and 41 or 33.06 were females.

4.1 (f) Teachers Trained with and Without English

Table 4.05 indicates the position of tribals and non-tribal teachers with and without English as a subject at the (L.T./B.T./B.Ed./M.Ed.) level with sex-wise breakup in the sample.

Table 4.05 : Teachers Trained with and without English.

| | Tribal | | Non-Tribal | | Total |
|-------------------------|---------------|---------------|---------------|---------------|-----------------|
| | Male | Female | Male | Female | |
| Trained with English | 3 (2.42) | 0 | 5 (4.03) | 1 (0.82) | 9 (7.25) |
| Trained without English | 10 (8.06) | 13 (10.48) | 65 (52.42) | 27 (21.77) | 115 (92.74) |
| Total | 13 (10.48) | 13 (10.48) | 70 (56.45) | 28 (22.58) | 124 (100.00) |

The table indicate that only 7.25 per cent of the trained teachers were trained with English and 92.54 per cent were trained without English. The proportion of non-tribals being trained with English was higher than the tribals. The non-tribals were more professionally trained ^{With English} than the tribals and the males were more professionally trained than the females *in English*.

4.1 (g) Other Professional Degrees/Diplomas

Teachers having other professional degrees or diplomas are shown in Table 4.06.

Table 4.06 : Teachers with Other Professional Degree or Diploma.

| | Tribal | | Non-Tribal | | Total |
|--------------------------|---------------------|---------------------|----------------------|----------------------|--------------------------------|
| | Male | Female | Male | Female | |
| Dip. in English Teaching | 1 (2.56) | 0 | 3 (7.69) | 3 (7.69) | 7 (17.95) |
| Others | 3 (7.39) | 4 (10.26) | 13 (33.33) | 12 (30.77) | 32 (82.05) |
| Total | 4 (10.26) | 4 (20.26) | 16 (41.02) | 15 (38.46) | 39 (9.11) 100.00 |

In table 4.06, 'Others' include diplomas in Home Science and Montessory training. The table indicates that percentage of teachers having other professional degrees and diplomas were only 9.11 of the total sample and out of 39 respondents only 7 or 17.95 per cent had Diploma in English teaching while 32 or 82.05 had other professional degrees.

4.1 (h) Summer Institute and Short Course Training

Position of teachers of English having attended summer institute and short course inservice training in English as well as in other subjects is given in Table 4.07.

Table 4.07 : Teachers having Attended Summer Institute.

| Subjects | Tribal | | Non-Tribal | | Total |
|----------|---------------|---------------|---------------|--------------|----------------|
| | Male | Female | Male | Female | |
| English | 1 (2.22) | 0 | 4 (8.89) | 0 | 5 (11.11) |
| Others | 10 (22.22) | 13 (28.89) | 12 (26.67) | 5 (11.11) | 40 (88.89) |
| Total | 11 (24.44) | 13 (28.89) | 16 (35.56) | 5 (11.11) | 45 (100.00) |

'Others' in the table included, training in micro-teaching, NCC/Girl Guides, PT and Home Nursing. The Table shows that only 10.51 per cent of the total sample of teachers attended Summer Institute and majority of the teachers of English were out of the pail of inservice training in English teaching.

4.1 (i) Teachers by Experience

The analysis of data under this item was done by dividing the teachers into three groups: (i) teachers having less than one year experience, (ii) teachers having more than one year experience but less than 5 years and (iii) teachers having more than 5 years of experience. Table 4.08 shows the position of teaching experience of teachers.

Table 4.08 : Experience of Teachers.

| | One Year Teaching Experience | | More than One Year Experience But Less Than 5 | | More than Five Years Experience | | Total |
|------------|------------------------------|---------------|---|---------------|---------------------------------|---------------|-----------------|
| | Male | Female | Male | Female | Male | Female | |
| Tribal | 78 (18.22) | 75 (17.52) | 60 (14.02) | 50 (11.68) | 8 (1.87) | 43 (10.04) | 314 (73.36) |
| Non-Tribal | 26 (6.07) | 18 (4.20) | 19 (4.43) | 20 (4.67) | 15 (3.50) | 16 (3.74) | 114 (26.64) |
| Total | 104 (24.30) | 93 (21.73) | 79 (18.45) | 70 (16.36) | 23 (5.37) | 59 (13.79) | 428 (100.00) |

The table 4.08 shows that the percentage of teachers with one year experience was more in the sample. Teachers having more than 1 year but less than 5 years followed next to the respondents with one year teaching experience. The percentage of respondents with 5 and more than 5 years ^{of experience} were very few.

4.1 (j) Teachers by Age

For the purpose of analysis of data, the teachers were divided into two categories : (a) Teachers upto the age of 35; and (b) Teachers above the age of 35. Table 4.09 shows the age group of teachers teaching English in the different section of respondents.

Table 4.09 : Teachers by Age.

| | Upto the Age of 35 | | 35 and Above | | Total |
|------------|--------------------|----------------|---------------|---------------|-----------------|
| | Male | Female | Male | Female | |
| Tribal | 93 (21.73) | 89 (20.79) | 78 (18.22) | 54 (12.62) | 314 (73.36) |
| Non-Tribal | 25 (5.84) | 55 (12.85) | 18 (4.21) | 16 (3.74) | 114 (26.64) |
| Total | 118 (27.57) | 144 (33.64) | 96 (22.43) | 70 (16.36) | 428 (100.00) |

The table shows that majority of the teachers in the sample were below the age of 35. Therefore, they had no experience to teach and consequently teaching suffered to a large extent.

SECTION II

4.2 Workloads of the Teachers of English

Data regarding teacher's workload on various items were analysed and interpreted in terms of percentages.

4.2.1 Classes and Subjects Taught

Table 4.10 gives the analysis of post-graduates, graduates and under-graduates in each of the classes in the Junior school section of the schools in the entire district of West Garo Hills.

Table 4.10 : No. of Post-Graduates, Graduates and Under-Graduates in each of the Classes in the Junior School Section.
(Percentage in Parenthesis)

| Groups | Class IV | Class V | Class VI | Total |
|----------------|----------------|----------------|----------------|-----------------|
| Post Graduate | 4 (0.93) | 16 (3.73) | 18 (4.2) | 38 (8.88) |
| Graduate | 50 (11.68) | 76 (17.75) | 94 (21.96) | 220 (51.40) |
| Under Graduate | 90 (21.03) | 62 (14.49) | 16 (3.7) | 170 (39.72) |
| Total | 144 (33.64) | 154 (35.98) | 130 (30.38) | 428 (100.00) |

The table shows that the percentage of Under-Graduate teachers teaching English were higher in the class IV. The table also shows that the percentage of Post-Graduate teachers taught more in class VI than in classes IV and V. However, it was very disappointing to find that the class which formed the foundation was taught by Under-Graduate teachers who themselves were not good enough in English.

4.2.2 Number of English Periods Taken

Table 4.11 shows the analysis of English periods taken in the different types of schools (i) Government and Deficit and (ii) Adhoc and Private schools.

Table 4.11 : Analysis of English Periods Taken in the different Types of Schools by the Teachers.

| Per Week | Govt. & Deficit | Adhoc & Private | Total |
|----------------------------------|-----------------|-----------------|-----------------|
| Within 15 | 94 (57.67) | 10 (2.34) | 104 (24.30) |
| More Than 15 But Less Than 20 | 45 (27.61) | 27 (10.19) | 72 (16.82) |
| More Than 20 But Less Than 25 | 10 (6.13) | 40 (15.09) | 50 (11.68) |
| More Than 25 But Less Than 30 | 13 (7.98) | 80 (30.30) | 93 (29.73) |
| More Than 30 | 1 (0.61) | 108 (40.77) | 109 (25.47) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table shows that the teachers belonging to the Adhoc and Private schools were having maximum number of English classes. The sample of 265 which formed about 61.92 per cent of the total sample included teachers from Adhoc and Private. Out of 265 teachers 108 or 40.77 per cent had more than 30 classes a week and only 2.34 per cent have within 15 classes a week. Whereas the other 163 or 38.08 per cent of the sample taken from the Government and Deficit schools had classes which are manageable.

More than half (57.67%) of the sample taken from Government and Deficit schools had only 15 classes a week.

Actually, more the a number of classes, more was the pressure on the teachers. The teacher had no time to prepare their lessons, therefore, the quality greatly suffered due to this over-pressure.

4.2.3 Teachers teaching only English and teachers teaching English and other subjects

Table 4.12 : Teachers Teaching only English and Teachers Teaching English and Other Subjects.

| Groups | Only English | English & Other Subjects | Total |
|----------------|---------------|--------------------------|-----------------|
| Under Graduate | 20 (4.67) | 150 (35.00) | 170 (39.72) |
| Graduate | 24 (5.60) | 196 (45.79) | 220 (51.40) |
| Post Graduate | 14 (3.27) | 24 (5.60) | 38 (8.88) |
| Total | 58 (13.55) | 370 (86.45) | 428 (100.00) |

The table indicates majority of the teachers taught English and other subjects. It was only among the post-graduates, that more of the post-graduates in comparison to undergraduates and graduates taught only English and it was mainly found in the government schools. While in the Deficit, Adhoc and Private schools the teachers taught English and other subjects. A teacher when he/she had to teach English and other subjects, there was a

problem of concentration and over-work. Majority of the teachers in Garo Hills were over-worked as they had to teach many other subjects besides English.

4.2.4 Period Load in Hours in other Subjects

Analysis of data regarding Period load was done on the basis of (i) Government and Deficit and (ii) Adhoc and Private schools. The data analysed on Period was converted into hours for convenience in interpretation.

Table 4.13 : Period Load in Hours in other Subjects.

| Period Load (in Hours) | Govt. & Deficit | Adhoc & Private | Total |
|--------------------------------------|-----------------|-----------------|-----------------|
| Less Than 10 Hrs | 103 (24.07) | 14 (3.27) | 117 (27.34) |
| More Than 10 Hrs But Less Than 15 | 23 (5.37) | 19 (4.44) | 42 (9.81) |
| More Than 15 But Less Than 20 | 18 (4.20) | 107 (25.00) | 125 (29.20) |
| More Than 20 a Week | 19 (4.43) | 125 (29.21) | 144 (33.64) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table shows that the period load in other subjects was equally high in the Adhoc and Private schools. Majority of the teachers in the Adhoc and Private schools had to work for more than 20 hours on other subjects along with the English class which implies that the teachers were miserably over-loaded,

therefore the quality suffered to a very great extent. The situation in the Government and Deficit schools was better but those schools happened to be far less in number in comparison to the Adhoc and Private schools. Teaching to a large extent depended on the preparation and more the work load less was the time for preparation.

4.2.5 Pupil Load

Analysis of pupil load of teachers in respect of (i) Government and Deficit schools; (ii) Private and Adhoc schools has been given in table 41.4.

Table 4.14 : Pupil Load.

| Pupils | Govt. & Deficit | Adhoc & Private | Total |
|------------|-----------------|-----------------|-----------------|
| 30 - 40 | 80 (18.69) | 18 (4.21) | 98 (22.90) |
| 40 - 50 | 32 (7.48) | 21 (4.90) | 53 (12.38) |
| 50 - 60 | 30 (7.00) | 90 (21.02) | 120 (28.04) |
| 60 & Above | 21 (4.90) | 136 (31.78) | 157 (36.68) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table shows that majority of the teachers in the Adhoc and Private schools had to work with a large group of students which implied that the pupil pressure on the teachers

were equally high. The pupil pressure being high the work-load on the teachers was also very heavy as the correction was more.

4.2.6 Size of Class

Analysis of data regarding the size of the class to attend to the linguistic problems of the students was worked out in terms of (i) Government and Deficit; and (ii) Adhoc and Private. Table 4.1 shows the responses given by the teachers whether the size was too big or not to attend to the above mentioned objective.

Table 4.15 : Size of Classes.

| Responses | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|-----------------|
| Too Big to Attend to the Linguistic Problem | 75 (17.52) | 243 (56.78) | 318 (74.30) |
| Not Big | 88 (20.56) | 22 (5.14) | 110 (25.70) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table shows that majority of the teachers responded that the size of class was too big to attend to the linguistic problems of the students. However the majority (91.70% out of 265) of teachers who responded that the size of the class was too big were from the Adhoc and Private schools.

4.2.7 Homework

As regards homework, Table 4.16 gives the analysis of data as done (i) Government and Deficit; and (ii) Adhoc and Private.

Table 4.16 : Home Work.

| Response | Govt. & Deficit | Adhoc & Private | Total |
|----------------------|-----------------|-----------------|-----------------|
| Giving Home Work | 40 (9.35) | 109 (25.47) | 149 (34.81) |
| Not Giving Home Work | 123 (28.74) | 156 (36.45) | 279 (65.19) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table shows that the majority of the teachers did not give homework and majority (75.46% out of 163) not giving homeworks belonged to the Government and Deficit schools. While in the Adhoc and Private schools there was not much difference between the teachers giving and not giving homework.

4.2.8 Responses as to Why Homeworks were Given

Analysis of data regarding why homework were given was done on the basis of the options given in the questionnaire. The responses given are shown in the table 4.17.

Table 4.17 : Response as to Why Homeworks Given.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|-----------------|
| Through Homework the Students Learn Their Lessons Better | 7 (4.69) | 16 (10.74) | 23 (15.44) |
| It Keeps the Students with Regular Reading Habits | 7 (4.69) | 26 (17.49) | 33 (22.15) |
| Any Other | 26 (17.45) | 67 (44.97) | 93 (62.42) |
| Total | 40 (26.85) | 109 (73.15) | 149 (100.00) |

The table shows that majority of the teachers gave homework for reasons other than the options given in the questionnaire. Among the other reasons one of the main reason being to finish the syllabus as there was shortage of time to finish the syllabus and make the students do exercises in the classroom.

4.2.9 Position of Students Doing Homework

Table 4.18 gives the position of students doing Homework.

Table 4.18 : Position of Students doing Homework.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|------------------------------------|-----------------|-----------------|-----------------|
| All | 7 (4.70) | 53 (35.57) | 60 (40.27) |
| More Than Half But Less Than 20 | 12 (8.05) | 28 (18.79) | 40 (26.84) |
| Half Less Than 25 | 11 (7.38) | 18 (12.08) | 29 (19.46) |
| Very Few | 10 (6.71) | 10 (6.71) | 20 (13.42) |
| Total | 40 (26.85) | 109 (73.15) | 149 (100.00) |

The table shows that among the 149 teachers giving homework from the total number of respondents of 428 teachers, only 60 teachers could get work done from all the students. However, the majority (88.33% out of 60) of teachers who could get workdone from all were from Adhoc and Private schools.

4.2.10 Correction Of Notebooks

Number of notebooks corrected by the teachers of Govt. and Deficit schools and adhoc and private schools, and the entire sample of teachers, per week, were analysed, but not tabulated. The analysed data indicated that in the Govt. and Deficit schools, the teachers (N=163) corrected 20 notebooks; while in the adhoc and private schools the teachers (N=265) corrected 45 notebooks on an average per week, The Entire sample of 428 teachers corrected 35.48 notebooks on average per week. weekly work

load on correction of notebook was, thus, higher in the case of adhoc and Private schools than in the case of Govt. and deficit schools.

4.2.11 Responses as to Why Homeworks were not Given.

Table 4.19 shows the responses given by the Respondents as to why Homeworks were not given. The data was analysed on the basis of the options given in the questionnaire.

Table 4.19 : Homework not Given.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|---|------------------------------|------------------------------|----------------|
| Students are not Interested in Homework | 26 (9.32) | 15 (5.37) | 41 (14.70) |
| Homework Affects Students' Progress in Studies | 44 (15.77) | 65 (23.30) | 109 (39.07) |
| Students' Homework is Generally done by Parents | 5 (1.79) | 1 (0.35) | 6 (2.14) |
| Any Other | 48 (17.20) | 75 (26.88) | 123 (44.08) |
| Total | 123 (75% of the Teachers) | 156 (58% of the Teachers) | 279 |

The table shows that majority of the teachers did not give homework for reasons other than the options given in the questionnaire. Among the other reasons, One of the main reasons being that Homeworks were not given as it was an extra burden to correct the notebooks. The next majority were teachers who responded that homeworks were not given as it impedes students,

progress in studies. However, very few teachers responded that Homeworks were not given as it was generally done by Parents.

4.2.12 Teachers Giving and not Giving Class-Tests

Table 4.20 shows the percentage of teachers giving and not giving class-tests.

Table 4.20 : Giving and Not Giving Class-Tests.

| Responses | Govt. & Deficit | Adhoc & Private | Total |
|------------------|-----------------|-----------------|-----------------|
| Giving Tests | 65 (15.17) | 95 (22.20) | 160 (37.38) |
| Not Giving Tests | 98 (22.90) | 170 (39.72) | 268 (62.62) |
| Total | 163 (38.08) | 265 (61.92) | 429 (100.00) |

The table shows that percentage of teachers not giving tests were more than the percentage of teachers giving tests. However the majority (63.43% out of 268) of teachers not giving class-tests were from adhoc and Private schools.

4.2.13. Frequency of Class-Test Giving

Table 4.21 shows the frequency of class-tests given by the teachers conducting tests.

Table 4.21 : Frequency of Class-Test Given.

| Frequency | Govt. & Deficit | Adhoc & Private | Total |
|---------------------|-----------------|-----------------|------------------|
| Once a Week | 6 (1.40) | 9 (2.10) | 15 (3.50) |
| Once in two Week | 25 (5.84) | 44 (10.28) | 69 (16.12) |
| Once a Month | 21 (4.90) | 48 (11.21) | 69 (16.12) |
| Never | 111 (25.93) | 164 (38.31) | 275 (64.25) |
| Total | 163 (38.08%) | 265 (61.92%) | 428 (100.00%) |

The table above shows that majority (68.10% out of 163 and from Government and Deficit schools and 61.89% out of 265 from Adhoc and Private schools) of the teachers never gave class-tests. Only a very few conducted class-tests once a week, while teachers conducting class-tests once in two weeks and once a month were equal in number.

4.2.14 Reasons for Conducting Class-Tests.

Analysis of data regarding reasons for conducting class tests was done on the basis of the responses given in the questionnaire. Table 4.22 gives the analysis.

Table 4.22 : Reasons for Conductiong Class-Tests.

| Responses | Govt. & Deficit | Adhoc & Private | Total |
|--|-----------------|-----------------|-----------------|
| Class Test Increase Efficiency in Learning | 14 (8.75) | 11 (6.88) | 25 (15.63) |
| Through Class Tests One can Judge the Amount of Knowledge Acquired by the Students | 19 (11.88) | 25 (15.63) | 44 (27.50) |
| Through Class Tests the Writing Capacity of the Students can be Judged | 12 (7.50) | 18 (11.25) | 30 (18.75) |
| Any Other | 20 (12.50) | 41 (25.63) | 61 (38.13) |
| Total | 65 (40.63) | 95 (59.38) | 160 (100.00) |

The table shows that the 61 or (38.13) teachers among the teachers giving class-tests conducted tests for reasons other than the options given. Among the reasons given, one of the main reasons being as part of the school system. The next majority gave tests as through it the writing capacity of the students can be judged. A very small percentage of teachers conducted class-tests to increase efficiency in learning.

4.2.15 Reasons for not Conducting Class-Tests.

Analysis of data as to why class-tests were not conducted appear in table 4.23. The analysis of data was done on the basis of the options given in the questionnaire.

Table 4.23 : Reasons for not Conducting Class-Tests.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|-----------------|
| Class-Tests Affect Progress in Teaching | 11 (2.57) | 18 (4.21) | 29 (6.78) |
| Class-Tests Affect Progress in Learning | 11 (2.57) | 11 (2.57) | 22 (5.14) |
| Students are not Interested | 35 (8.18) | 103 (24.06) | 138 (32.24) |
| Any Other | 41 (9.58) | 38 (8.88) | 79 (18.45) |
| Total | 98 (36.57) | 170 (63.43) | 268 (100.00) |

The table above shows that among the vast majority i.e., 268 out of 428 or 62.61 per cent were not conducting class-tests. Majority (51.49%) not conducting class-tests responded that class-tests were not given as students were not interested. The next majority responded that class-tests were not conducted for reasons other than the options given. One of the main reason being that class-tests were not given as it was an additional burden to correct the test script.

4.2.16 Correction of English test scripts

Number of English Test scripts corrected by the teachers of Government and Deficit, and Adhoc and Private schools and the entire sample of teachers, per month, were analysed but not tabulated. The analysed data indicated that in the Govt. and Deficit schools the teachers (N=163) corrected 33 test scripts on an average per week while in the adhoc and Private schools, the teachers (N=265) corrected 53 test scripts on an average per week. However, the entire sample corrected 45.38 test scripts in English per week. Weekly workload on correction of notebooks was, thus, higher in the case of Adhoc and Private schools than in the case of Govt. and Deficit schools.

4.2.17 Correction of test scripts in other Subjects

Number of Test scripts corrected by the teachers in other subjects of (i) Govt. and Deficit; and (ii) Adhoc and Private schools and the Entire sample of teachers, per month, were analysed but not tabulated. The analysed data indicated that in the Govt. and Deficit schools, out of 163 teachers, only 65 teachers conducted tests and 35 of them taught English and other subjects. The teachers on an average, taught 3 other subjects apart from English. Therefore, they corrected 54 test scripts on an average per month. while in the Adhoc and Private schools out of 265 teachers only 95 teachers conducted test and 80 of them taught 4 other subjects along with English on an average. Hence they corrected 135 test scripts, on an average in other subjects

apart from English. While in the Entire sample the teachers on an average corrected 105 test scripts in other subjects. The monthly test script correction on other subjects. was thus higher in the case of Adhoc and Private.

4.2.18 Time for correction work.

Analysis of data regarding time for correction work was done on the basis of the options given in the questionnaire, Table 4.24. shows the analysis of data on time for correction work.

Table 4.24 : Time for Correction Work.

| Options | Govt. and Deficit | Adhoc and Private | Total |
|-----------------------|-------------------|-------------------|----------------------------|
| At Home | 3 (2.01) | 60 (40.27) | 63 (42.28) |
| During Off Periods | 35 (23.49) | 32 (21.48) | 67 (44.97) |
| After School Hours | 2 (1.34) | 10 (6.71) | 12 (8.05) |
| Any Other | 0 | 7 (4.70) | 7 (4.70) |
| Total | 40 (26.84) | 109 (73.15) | 149 (34.81) (100.00) |

The table above shows that out of 428 only 149 or 34.81 per cent had correction work as they gave homeworks. A majority (55.05%) from the Adhoc and Private schools did their correction work at home; while the next majority of teachers did their

correction work during off period; of the teachers doing their correction work during off periods, the majority belonged to the Government and Deficit as they ^{had} some off-periods while the teachers belonging to the Adhoc and Private had no off-periods, A small majority did their work after school and a very small majority found some other time to do their correction work.

4.2.19.1 Participation and Work Load on Co-Curricular and Community Activities

Position of Data relating to participation and non-participation in co-curricular and community activities in respect of teachers of each of the two types of schools can be seen in Table 4.25. weekly. workload of teachers participating in such activities has been presented in Table 4.26 (in terms of hours).

Table 4.25 : Participation and Non-Participation in Co-Curricular and Community Activities.

| Participation | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|-----------------|
| Participation in Co-Curricular and Community Activities | 38 (8.87) | 52 (12.14) | 90 (21.03) |
| Non-Participation in Co-Curricular and Community Activities | 125 (29.20) | 213 (49.77) | 338 (78.97) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

Percentage of teachers not participating in co-curricular and community activities was higher than the teachers participating in the co-curricular and community activities.

4.2.19.2 Weekly Workload on Co-Curricular and Community Activities

Responses given by the teachers participating in co-curricular and community activities vary between one hour and two hours a week. Table 4.26 tabulates the following

Table 4.26 : Weekly Workload on Co-Curricular and Community Activities (in hours).

| Hours | Govt. & Deficit | Adhoc & Private | Total |
|---------------|-----------------|-----------------|---------------|
| I Hour a Week | 9 (2.10) | 45 (10.51) | 54 (12.62) |
| 2 Hour a Week | 29 (6.78) | 7 (1.63) | 36 (8.41) |
| Total | 38 (8.88) | 52 (12.15) | 90 (21.02) |

The above indicates that the weekly workload on co-curricular and community activities was higher in respect of Government and Deficit schools than that in respect of Adhoc and Private schools.

4.2.20 Opinion Regarding of Correction Work

Table 4.27 shows the analysis of data regarding the correction work carried out by the teachers in two types of schools.

Table 4.27 : Teachers Opinion on Correction Work.

| Opinion | Govt. & Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|
| Over Burdened | 94 (21.96) | 199 (46.49) | 293 (68.46) |
| Not Over-Burdened | 69 (16.21) | 66 (15.42) | 135 (31.54) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table above shows that majority of the teachers felt that they were over-burdened with their correction work.

4.2.21 Weekly off-period

Analysed data regarding the number of teacher's off-periods appear in Table 4.28 and 4.29 analyses the number of off-periods.

Table 4.28 : Weekly Off-Period.

| Off Period | Govt. & Deficit | Adhoc & Private | Total |
|-------------------------------|-----------------|-----------------|-----------------|
| Teachers Having Off Period | 131 (30.60) | 45 (10.51) | 176 (41.12) |
| Teachers Having No Off-Period | 32 (7.48) | 220 (51.40) | 252 (58.88) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

Table 4.28 indicates that majority of the teachers in the Adhoc and Private schools had no off-periods during the week. while in the Government and Deficit majority of them had a number of off-periods.

Table 4.29 shows the number of off periods that the teachers have in the two different types of schools.

Table 4.29 : Number of Off Periodsin the Two Types of Schools.

| No. of Off Periods | Govt. & Deficit | Adhoc & Private | Total |
|-------------------------|-----------------|-----------------|-----------------|
| 1 Off Period a Day | 85 (48.30) | 34 (19.32) | 119 (67.61) |
| Two Off Period a Day | 23 (13.06) | 10 (5.68) | 33 (18.75) |
| Three Off Periods a Day | 15 (8.52) | 1 (0.56) | 16 (9.09) |
| More Than Three | 8 (4.55) | 0 | 8 (4.55) |
| Total | 131 (74.43) | 45 (25.57) | 176 (100.00) |

The table indicates that out of 428 only 176 or 41.12 per cent of the teachers had off-periods and 67.61 per cent had only an off-period a day; while the teachers in the Government and deficit schools had two, three and more than three offs a day. However, the table further shows that the teachers in the Adhoc and Private schools had only one off a day.

4.2.22 Reasons for not having off-periods

Opinions of teachers as to why they do not have off-periods were analysed in Table 4.30.

Table 4.30 : Reasons for not Having Off-Periods.

| Reasons | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|----------------------------|
| Lack of Enough Teaching Staff in the School | 25 (9.92) | 135 (31.54) | 160 (63.49) |
| Any Other | 7 (2.78) | 85 (33.73) | 92 (36.50) |
| Total | 32 (12.69) | 220 (87.30) | 252 (58.88) (100.00) |

The table 4.30 indicates the majority of the teachers in both the (i) Government and Deficit and (ii) Adhoc and private responded that they had no off-periods as there was lack of enough teaching staff in the school. Among the other reasons, one of the main common reason was frequent changes of teachers. Out of the total number of teachers (252 or 58.88%) not having off-periods, 160 or 63.49 per cent responded to the above reason

4.2.23 Utilisation of off-periods and Tiffin Periods

Item-wise work load of teachers during tiffin and off-periods was analysed. In Table 4.31 percentage of teachers from the two types of schools and in respect of the Entire sample, carrying out different items of work during off-periods and tiffin-periods have been given.

Table 4.31 : Teachers Doing Different Activities During Tiffin and Off Periods.

| Items | Govt. & Deficit | Adhoc & Private | Total |
|--|-----------------|-----------------|-----------------|
| Meeting | 113 (69.32) | 173 (65.28) | 286 (66.82) |
| Relaxation | 163 (100.00) | 265 (100.00) | 428 (100.00) |
| Correction Work | 103 (44.17) | 216 (81.50) | 309 (72.20) |
| Self Improvement | 72 (44.17) | 91 (34.33) | 163 (38.08) |
| Taking Classes Due to Absence/ Shortage of Teachers | 7 (4.29) | 232 (87.55) | 239 (55.84) |
| Doing Other School Work | 94 (57.66) | 239 (90.19) | 333 (77.80) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table above indicates that percentages of teachers meeting students were more in the Government and Deficit schools

teachers doing correction work was higher in the Adhoc and Private schools than in Government and Deficit schools. The percentage of teachers busy in self-improvement was higher in case of Government and Deficit schools than the Adhoc and Private schools. The percentage of teachers busy in other activities like doing other school work was higher in the case of Adhoc and Private school teachers.

4.2.24 Opinion regarding workload

Analysis of data regarding work-load was categorised as very heavy and not heavy. In table 4.32 percentage of teachers' responses from the two types of schools and in the Entire sample have been given :

Table 4.32 : Opinion Regarding Workload.

| Opinion | Govt. & Deficit | Adhoc & Private | Total |
|------------|-----------------|-----------------|-----------------|
| Very Heavy | 74 (17.28) | 95 (22.20) | 169 (39.49) |
| Heavy | 64 (14.95) | 146 (34.11) | 210 (49.07) |
| Not Heavy | 25 (5.84) | 24 (5.60) | 49 (11.45) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

Table 4.32 indicates that the percentage of teachers responding that their work load was very heavy was higher in the Adhoc and private schools than in the Government and Deficit

school. However, Majority of the teachers who responded that their work load was heavy was also from the Adhoc and Private schools. The percentage of teachers responding that their work load was not heavy were from Government and Deficit which implies that the teachers in the Adhoc and private schools were overloaded.

4.2.25 Preference in teaching

Table 4.33 Presents the percentage of teachers in the different types of schools preferring to teach (i) English only (ii) English and other subjects and (iii) only other subjects.

Table 4.33 : Preference in Teaching.

| Options | Govt. & Deficit | | | | Adhoc & Private | | | | Total |
|--------------------------|-----------------|-------------|-------------|--------------|-----------------|--------------|--------------|--------------|-------|
| | PG | G | UG | T | PG | G | UG | T | |
| English Only | 11 2.57 | 6 1.40 | 10 2.34 | 27 6.30 | 13 3.03 | 25 5.84 | 17 3.97 | 55 12.85 | 82 |
| English & Other Subjects | 3 0.70 | 45 10.51 | 10 2.34 | 58 13.55 | 4 0.93 | 104 24.30 | 25 5.84 | 133 31.07 | 191 |
| Other Subjects | 4 0.93 | 32 7.47 | 42 9.81 | 78 19.86 | 3 0.70 | 8 1.87 | 66 15.42 | 77 17.99 | 155 |
| Total | 18 4.20 | 83 19.30 | 62 14.49 | 163 38.08 | 20 4.67 | 137 32.00 | 108 25.23 | 265 61.92 | 428 |

Table 4.33 shows that majority of the teachers prefer teaching English and other subjects. However, the table further indicates that the Post-Graduates prefer teaching only English. While the Graduates prefer teaching English and other subjects

and the under Graduates prefer to teach only subjects other than English.

4.2.26 Teacher's subject preference in addition to English

The responses of the teachers preferring to teach English and other subjects were collected and the number of subjects they would like to teach were analysed. Analysis of Data as to the number of subjects they would like to teach appear in Table 4.34.

Table 4.34 : Subject Preference.

| No. Preference | Govt. & Deficit | Adhoc & Private | Total |
|----------------|-----------------|-----------------|----------------------------|
| One Subject | 26 (13.61) | 60 (31.41) | 86 (45.02) |
| Two Subject | 18 (9.42) | 35 (18.32) | 53 (27.75) |
| Three Subject | 10 (5.24) | 13 (6.80) | 33 (17.28) |
| Four Subject | 4 (2.09) | 15 (7.85) | 19 (9.95) |
| Total | 58 (30.37) | 133 (69.63) | 191 (44.63) (100.00) |

The Table 4.34 indicates that out of the total sample of 428 only 191 or 44.63 per cent of them preferred to teach other subjects along with English and a majority of the teachers from the different types of schools opted to teach one more subject along with English.

4.2.27 Preference in Teaching Only One Class or More Than One Class

Responses of the teachers whether they like to teach only one class or more than one class was analysed and tabulated in Table No. 4.35:

Table 4.35 : Teaching Only One Class or More Than One Class.

| Preference | Govt. & Deficit | Adhoc & Private | Total |
|------------------------------|-----------------|-----------------|-----------------|
| Teaching only one Class | 81 (18.93) | 86 (20.09) | 167 (39.00) |
| Teaching More Than one Class | 82 (19.16) | 179 (41.82) | 261 (60.98) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table shows that majority (60.98%) of the teachers prefer teaching more than one class. and meeting more students.

4.2.28 Opinion About Class-Tests

Responses of the teachers whether class-tests was an extra-burden for them or not, was analysed. The analysed data regarding class-tests is shown in table 4.36.

Table 4.36 : Class Tests.

| Responses | Govt. & Deficit | Adhoc & Private | Total |
|-----------------------------------|-----------------|-----------------|-----------------|
| Class Tests an Extra Burden | 105 (24.53) | 183 (42.76) | 288 (67.29) |
| Class Test not an Extra Burden | 58 (13.55) | 82 (19.16) | 140 (32.71) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table indicates that majority (67.29%) of the teachers teaching English responded that class-tests was an extra-burden as they were already over-loaded with classes and correction work in both the different types of schools.

4.2.29 Opinion Regarding Domestic Work After Correction

Responses of the teachers teaching English was collected to find out if they had enough time for domestic duties after correction. Analysis of data regarding this opinion is shown in table 4.37.

Table 4.37 : Domestic Work.

| Responses Regarding Domestic Work | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|-----------------|
| They had Time for Domestic Work | 67 (15.65) | 69 (16.12) | 136 (31.78) |
| They did not have Time for Domestic Work | 96 (22.43) | 196 (45.79) | 292 (68.22) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

Table 4.37 shows that majority of the teachers in both the different types of schools were over burdened with correction and therefore had very little time for domestic work.

4.2.30 Distribution of Workload Among Teachers

The responses of the teachers were collected to find out if the work load of the teachers were equitably distributed. Table 4.38 gives the analysed data on the opinion of equal distribution of work load.

Table 4.38 : Opinion Regarding Distribution of Workload.

| Opinion | Govt. & Deficit | Adhoc & Private | Total |
|---------------------------|-----------------|-----------------|-----------------|
| Equitably Distributed | 138 (32.24) | 162 (37.85) | 300 (70.09) |
| Not Equitably Distributed | 25 (5.84) | 103 (24.07) | 128 (29.90) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table indicates that majority of the teachers in the sample responded that the workload among the teachers were equitably distributed. However, about 29.90 per cent of teachers in the Adhoc and Private schools responded that the workload was not equitably distributed.

4.2.31 Distance Between Home and School

The opinion of the teachers regarding distance between their house and the school were analysed but not tabulated. More

than 75 per cent of the teachers from the (i) Government and Deficit schools and (ii) Adhoc and Private schools responded that the distance from the home to the school was too much and that it was too tiring to walk up to school.

4.2.32 Mode of Communication

Position of teachers travelling by (i) school bus, (ii) public transport, (iii) riding a bicycle/scooter or (iv) on foot were analysed. Table 4.39 gives the tabulation of data regarding the mode of communication.

Table 4.39 : Mode of Communication.

| Mode of Communication | Govt. & Deficit | Adhoc & Private | Total |
|-----------------------|-----------------|-----------------|-----------------|
| School Bus | 4 (0.93) | 9 (2.10) | 13 (3.03) |
| Public Transport | 20 (4.67) | 8 (1.87) | 28 (6.54) |
| Bicycle/Scooter | 48 (11.21) | 60 (14.01) | 108 (25.23) |
| On Foot | 91 (21.26) | 188 (43.93) | 279 (65.19) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The table above shows the majority of the teachers commuted to school on foot. The next majority of teachers commuted by bicycle or scooter. However, very few depended the school bus or public transport.

SECTION III

4.3 Teaching Materials

The views and opinions regarding Teaching material were analysed and tabulated as described below :

4.3.1 General Opinion About Reader Used

Analysis of data regarding the opinion of teachers was collected and tabulated. Table 4.40 shows the analysis of data regarding the Readers used.

Table 4.40 : Opinion About Readers.

| Opinion | Govt. & Deficit | Adhoc & Private | Total |
|--------------|-----------------|-----------------|----------------|
| Very Good | 23 (5.37) | 56 (13.08) | 79 (18.45) |
| Good | 112 (26.17) | 170 (39.72) | 282 (65.89) |
| Satisfactory | 25 (5.84) | 21 (4.91) | 46 (10.75) |
| Poor | 3 (0.70) | 18 (4.21) | 21 (4.91) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that Majority of the teachers responded that the Readers were good, However, a fairly good percentage of teachers responded that the readers were very good; while about 11 percent responded that it was satisfactory and a small percent of teachers felt that the Readers used were poor.

4.3.2 Students' Work Book

The teachers were required to indicate whether the Readers were supplemented by students work book, The investigator did not consider it necessary to put the responses and the corresponding percentages of teachers in a table, for interpretation. The responses indicated that 352 or (82.24) which included majority of the teachers of Government and deficit schools and Adhoc and Private schools, responded that students, work book was not supplemented along with the readers while 76 or (17.76) *per cent* indicated their ignorance in the matter.

4.3.3 Teachers' Guide Book

The teachers were required to indicate whether the Readers were supplemented by teachers' guide book. The responses, however, were not put in a table as it was not felt necessary. The responses indicated that 366 or (85.14%) which included majority of the teachers of Government and Deficit schools and Adhoc and Private schools, responded that Teachers, guide book was not provided and 62 (14.48%) indicated their ignorance in the matter.

4.3.4 Present English Syllabus

Responses of the teachers as to whether they were happy or unhappy with the *present* English syllabus (for different classes). The responses, however were not tabulated as the investigator felt that it was not necessary. The responses

indicated that 382 (89.25%) teachers, which included majority of the teachers of Government and Deficit schools as well as Adhoc and Private schools were happy with the present English syllabus.

4.3.5 Practical Command of the Language

The teachers were required to indicate whether the present English syllabus at the Junior school level would help the students to acquire a practical command of the language. The responses indicated that 215 or (50.23%) responded in the affirmative while 108 or (25.23%) responded negatively, and 105 or 24.53 per cent indicated their ignorance in the matter. The responses, however, were not put in a table as it was not felt necessary.

4.3.6 Four-fold Objectives of Teaching English

The responses of the teachers were collected so as to find out whether the present English syllabus covered the four-fold objectives of teaching English i.e., understanding, speaking reading and writing. The responses collected indicated that 163 or 38.08 per cent responded that the syllabus covered the above mentioned objectives; while 54 or (12.6%) responded that the present syllabus covers only three-fold objectives and the speaking objective remains uncovered; a vast majority of 211 or 49.29 per cent could not answer this question as they were ignorant about the word "objective".

4.3.7 Language Items (Structures, Vocabulary) Presented Systematically

The teachers were asked to indicate whether the language items i.e., structures, vocabulary etc. were presented systematically i.e., in order of difficulty. Only 38 or (8.88%) responded in the affirmative while the rest 390 (91.12) responded that they do not understand what is meant by 'structures'.

4.3.8 Exercises

The responses of the teachers were collected to find out whether the text books were provided with exercises at the end of each lesson. All the teachers without a single exception responded that Textbooks were provided with exercises at the end of each lesson.

4.3.9 Book Binding

The teachers were asked to indicate whether the English text-books were well-bounded to be handled freely by the students. The majority of the teachers from both the different types of schools responded in the affirmative that it was well-bounded.

4.3.10 Picture-Illustration

The responses of the teachers were collected to indicate whether the Readers were well-illustrated with pictures or not. 395 teachers or 92.28 per cent of the teachers from Government and Deficit, and Adhoc and Private schools responded

that pictures were presented but it was not well-illustrated. The pictures were very hazy and therefore the students could not really benefit from it. However, 33 or 7.71 per cent were quite happy with the pictures presented.

4.3.11 Separate Grammar Books and Periods

As per the responses of the teachers, it was found that majority (85.73%) of the teachers in the entire sample taught English grammar in separate English period.

4.3.12 School library

The responses of the teachers regarding school library was collected and the responses given by the teachers indicated that each of the school in the sample had a library and that no school possessed a departmental library and that no library contained reading materials to keep the teachers abreast of the latest development in English teaching Methodology. No tabulation of the responses has been done by the investigator.

4.3.13 Quality of School Library

Responses on the quality of school library was collected and the analysis of the data was done on the basis of the options given in the questionnaire. The analysed data appear in Table 4.41.

Table 4.41 : Quality of School Library.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|--------------|-----------------|-----------------|-----------------|
| Very Good | 47 (28.83) | 7 (2.64) | 54 (12.62) |
| Good | 70 (42.94) | 62 (23.40) | 132 (30.84) |
| Satisfactory | 32 (19.63) | 75 (28.30) | 107 (25.00) |
| Poor | 14 (8.59) | 121 (45.66) | 135 (31.54) |
| Total | 163 (38.08) | 265 (61.92) | 428 (100.00) |

The majority (91.41% out of 163) of the teachers from the Government and the Deficit schools responded that the school library was either good, very good or satisfactory. However, a good percentage of the teachers in the Adhoc and Private schools responded that the school library was poor. The next majority responded that the school library was satisfactory and a very small percentage of teachers responded that the school library was good and very good.

4.3.14 Use of School Library

The teachers were asked to indicate whether they used the school library or not. The responses thus collected revealed that only 39 or 9.11 per cent of the teachers teaching English used the school library. While the other 389 or 90.89 per cent never used the library. The meagre percent of teachers using the library usually borrowed books or used them during off-periods.

4.3.15 Reading Books on English Teaching Methodology

The meagre percentage of teachers using the library however never read any books on English Teaching Methodology.

4.3.16 Catalogue

The responses of the teachers regarding catalogue was collected and it was seen that no library maintained a catalogue.

4.3.17 English Text Book

The teachers were asked to indicate if they were happy with the English Text Books. Majority of the teachers i.e., 404 or 94.39 per cent teachers were happy and only 24 or 5.60 per cent were not happy. However, majority of the teachers suggested that it was desirable to change the text books into one with colourful pictures.

4.3.18 Exercises Presented to Gain Mastery

The responses of the teachers were collected to find out if the exercises presented helped the students to gain mastery of the language items. The data was analysed on the basis of the options given in the questionnaire. The analysed data appear in Table 4.42.

Table 4.42 : Gaining Mastery Through the Exercises.

| Options | Post Graduates | Graduates | Under Graduate | Total |
|----------------------|----------------|----------------|----------------|----------------|
| To a Great Extent | 20 (4.67) | 32 (7.48) | 5 (1.17) | 57 (13.32) |
| To Some Extent | 10 (2.34) | 150 (35.05) | 65 (15.19) | 225 (52.57) |
| Does not Help at All | 8 (1.87) | 38 (8.88) | 100 (23.36) | 146 (34.11) |
| Total | 38 (8.88) | 220 (51.40) | 170 (39.72) | 428 |

The table indicates that majority (78.95% out of 38) of the Post Graduate teachers responded that the exercises presented help~~ed~~ them to gain mastery to a great extent. The maximum majority (82.73% out of 220) of Graduates responded that it helps to gain mastery to some extent and the higher percentage of Under Graduates responded that it does not help at all.

4.3.19 Happy With the School Library

The teachers were asked to respond if they were happy with their school library. 346 or 80.84 per cent responded that they were not happy with the school library.

SECTION IV

4.4 Methods Used by the Teacher

The questionnaire administered to the teachers of English included, some questions for collecting teachers' views and opinions and others for identifying the practices followed by them. Responses indicated teachers' views and opinions about asking questions, using aid materials, inservice training for teachers, etc. and practices followed by them with regard to methods, skills, aid materials, teaching of different branches of English, reading comprehension, oral English and teaching of English pronunciation etc. The problems and difficulties faced by them in teaching English and also dealing with the students. Responses of both Govt. and Deficit school teachers and Adhoc and Private school teachers were analysed, but for interpretation, percentages were calculated on the total number of respondents (in the Entire sample). In the tables under this section, percentages have been given in parenthesis.

4.4.1 Methods Used

Position regarding methods used by the teachers in teaching English has been given in Table 4.43.

Table 4.43 : Methods Used by the Teacher.

| Methods | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|----------------|
| Direct Method as Modified Under Structural Approach | 28 (6.54) | 43 (10.05) | 71 (16.59) |
| Translation Method | 70 (16.36) | 105 (24.53) | 175 (40.89) |
| Direct Method | 65 (15.19) | 117 (27.34) | 182 (42.52) |
| Any Other | - | - | - |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table indicates that the percentage of teachers using the Direct Method was the highest in the sample. However, the percentage of respondents using the Direct Method was higher in the case of Adhoc and Private schools. The next majority of

teachers followed the Translation Method and a very small percentage used the Direct Method as modified under structural approach.

4.4.2 Use of Language Skills

The teachers were asked to indicate that, if by following the principle of proportion and co-ordination, give practice in all or some of the following skills. Percentage of teachers responding to the different options given in the questionnaire are given in Table 4.44.

Table 4.44 : Use of Language Skills.

| Skills | Govt. & Deficit | Adhoc & Private | Total |
|--|-----------------|-----------------|----------------|
| Reading and Writing | 127 (29.67) | 135 (31.54) | 262 (61.21) |
| Listening, Reading and Writing | 20 (4.67) | 106 (24.77) | 126 (29.44) |
| All the Four Skills (Listening, Speaking, Reading and Writing) | 16 (3.74) | 24 (5.61) | 40 (9.35) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

Percentage of teachers giving practice in reading and writing was the highest. Again, using all the four skills was the lowest in the sample. Again, it appears from the table that students' speech practice was neglected by a large majority of teachers.

4.4.3 Use of Material Aids

Percentage of teachers using material aids in teaching English, 'always', 'Irregularly' and 'never' are given in Table 4.45.

Table 4.45 : Use of Material Aids.

| Aids Used | Govt. & Deficit | Adhoc & Private | Total |
|-------------|-----------------|-----------------|----------------|
| Always | 12 (2.80) | 21 (4.91) | 33 (7.71) |
| Irregularly | 67 (15.65) | 58 (13.55) | 125 (29.21) |
| Never | 84 (19.63) | 186 (43.46) | 270 (63.08) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that the percentage of teachers 'never' using material aids was the highest in the sample. No tabulation on reasons for using and not using aid materials in teaching was done. Analysis of responses indicated that teachers who used aids furnished either (i) aids make teachers' explanation vivid and impressive, or (ii) aids make language learning interesting as reasons for using aids. Teachers who did not use aids pointed that ready made aids were not available in the school.

4.4.4 Asking Questions

Responses revealed that all teachers in the sample, asked questions during teaching. The data were, therefore, not tabulated. Analysis of reasons given by the teachers for asking questions indicated that 329 or 76.87 per cent teachers asked questions because questions help in developing the lesson and 99

or (23.13) teachers asked questions, because it makes the students attentive. Analysis of responses indicated that Majority of the teachers in the urban areas i.e., 253 out of 279 or 90.68 per cent got their responses in mother-tongue and only 26 i.e., 6.07 per cent got their responses in English and in the rural areas all the teachers without a single exception got the responses from the students in mother-tongue.

4.4.5 Types of Oral Work Conducted by the Teachers

Percentages of teachers conducting different types of oral work in the English class have been given in Table 4.46.

Table 4.46 : Types of Oral Work Conducted by the Teachers.

| Types of Work | Govt. & Deficit | Adhoc & Private | Total |
|---------------------|-----------------|-----------------|----------------|
| Oral Composition | 3 (0.70) | 5 (1.17) | 8 (1.87) |
| Reading a Picture | 15 (3.50) | 7 (1.64) | 22 (5.14) |
| Reproducing a Story | 10 (2.34) | 9 (2.10) | 19 (4.44) |
| Dramatisation | 4 (0.93) | 20 (4.67) | 24 (5.61) |
| Discussion | - | - | - |
| Language Games | - | - | - |
| Short Talks | 20 (4.67) | 35 (8.18) | 55 (12.85) |
| Any Other | 111 (25.93) | 189 (44.16) | 300 (70.09) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table reveals that Discussion and Language games were not conducted by the teachers. Percentage of teachers using "Any Other" which mainly included Question-Answers was the highest since each teacher selected one response out of eight alternatives, it appears that co-ordination of different types of oral work was neglected by the teachers.

4.4.6 Steps Taken by Teachers for Ensuring Students' Reading Comprehension

Percentages of teachers taking different steps for achieving students' reading comprehension in English are given in Table 4.47.

Table 4.47 : Steps Taken for Achieving Students Reading Comprehension.

| Steps | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|----------------|
| Observing the Reaction of the Students when they Read a Passage Loudly | 18 (4.21) | 48 (11.21) | 66 (15.42) |
| Putting Short and Simple Questions on the Passage Read Loudly | 55 (12.85) | 92 (21.50) | 147 (34.35) |
| Asking Students to Reproduce the Story or Summarise the Passage in Simple English | 29 (6.78) | 50 (11.68) | 79 (18.46) |
| Asking Students to Reproduce the Story or Summarise the Passage in Mother Tongue | 61 (14.25) | 75 (17.52) | 136 (31.78) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

Table 4.46 indicates that among the teachers taking various steps, percentage of those putting short and simple questions were the highest in the entire sample. However, it was very closely followed by those who allowed students to use mother-tongue for responding to questions put on an passage read, for ensuring students' reading comprehension. The steps mentioned ^{here}, however, were more prevalent among the teachers teaching in the Adhoc and Private schools. The last option was left open to the respondents but no one responded anything to it.

4.4.7 English Composition Work Organised by the Teachers

In analysing the responses regarding points taken care by the teachers in organising English Composition work, it was found that a large majority of teachers had given more than one response and table 4.48 shows the analysed responses regarding the points taken care of in organizing English Composition work.

Table 4.48 : Points Taken Care of in Organizing English Composition Work.

| Points | Govt. & Deficit | Adhoc & Private | Total |
|---|------------------------|------------------------|-------------|
| Spelling. | 65 (15.19) | 140 (32.71) | 205 (47.90) |
| Grammatical Correction | 60 (14.02) | 20 (4.67) | 80 (18.69) |
| Imagination | 21 (4.91) | 18 (4.21) | 39 (9.11) |
| Organisation of Language & Thought | 12 (2.80) | - | 12 (2.80) |
| Continuity of Language & Thought | - | 6 (1.40) | 6 (1.40) |
| Relevance to Subject | 39 (9.11) | 59 (13.79) | 98 (22.90) |
| Clarity of Language | 12 (2.80) | 20 (4.67) | 32 (7.48) |
| Gradation of Topics | 7 (1.64) | - | 7 (1.64) |
| Oral Work Before Undertaking Written Work | - | - | - |
| Any Other | - | - | - |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table 4.48 revealed that the spelling aspect of English composition work was largely concentrated by the teachers of the Government and Deficit schools and also the teachers belonging to the Adhoc and Private schools. Relevance to the subject was considered important by the next higher percentage of teachers. oral work before undertaking written work was not considered important by any group of teachers.

4.4.8 Devices used for teaching new words and structures

The responses given by the teachers indicated that there were a group of teachers who used a number of devices for teaching new words and structures in the English prose Text, while there were teachers who used only one device. Table 4.49 shows the percentage of teachers adopting various devices :

Table 4.49 : Devices Used by the Teachers for Teaching new Words and Structures.

| | | | |
|--|-------------|-------------|-------------|
| Creating Meaningful Situation | 7 (1.64) | 17 (3.97) | 24 (5.61) |
| Giving Equivalents in Mother-Tongue | 118 (27.57) | 205 (47.90) | 323 (75.47) |
| Direct Question on Texts | 18 (4.21) | 39 (9.11) | 57 (13.32) |
| Asking Them to Synonyms, Antonyms etc. | - | 1 (0.23) | 1 (0.23) |
| Competition Type and Matching Type of Exercise | 18 (4.21) | 1 (0.23) | 19 (4.44) |
| Instituting One Word for a Group of Words | - | - | - |
| Using Substitution Tables | 2 (0.47) | 2 (0.46) | 4 (0.93) |
| Any Other | - | - | - |
| | 163 (38.08) | 265 (61.92) | 428 |

The table revealed that percentage of teachers using equivalents in mother-tongue was the highest in the sample. Majority of the teachers did not have any idea about the structural approach for drilling of new words and structures of the English prose text.

4.4.9 Teaching of English grammar

The practices generally followed by the teachers for teaching English grammar can be seen in Table 4.50

Table 4.50 : Practices Followed for Teaching English Grammar.

| Practices Followed | Govt. & Deficit | Adhoc & Private | Total |
|---|------------------------|------------------------|----------------|
| By Giving Rules and Definitions and Asking Students to Memorise Them | 79 (18.46) | 205 (47.90) | 284 (66.36) |
| Comparing Rules of English Grammar with that of the Grammar of Mother-Tongue | 48 (11.21) | 35 (8.18) | 83 (19.39) |
| Correcting Texts and Grammar and by Giving and Encouraging Students to Identify Rules from Examples | 36 (8.41) | 23 (5.37) | 59 (13.79) |
| Any Other | - | 2 (0.47) | 2 (0.47) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table revealed that majority of the teachers (66.36%) used the deductive technique of teaching English grammar which included teaching through rules and definitions. An insignificant percentage of teachers followed other method *i.e.*, they asked the students to write short stories on the basis of the rules and definitions taught by them.

4.4.10 Teaching of English spelling

Percentage of teachers using the different techniques for teaching English spelling are given in Table 4.51.

Table 4.51 : Teaching of English Spelling

| Techniques | Govt. & Deficit | Adhoc & Private | Total |
|--|------------------------|------------------------|-------------|
| Transcription | 0 | - | - |
| Dictation | 72 (16.82) | 169 (39.49) | 241 (56.31) |
| Oral Method | 0 | 28 (6.54) | 28 (6.54) |
| Writing Mistakes a Number of Times | 58 (13.55) | 39 (9.11) | 97 (22.66) |
| Using Flash Cards | - | - | - |
| Using Spelling Note Books | - | - | - |
| Spelling Games | - | - | - |
| Using Dictionary by the Students | 16 (3.74) | - | 16 (3.74) |
| Pronouncing English Words Like Near Equivalents in the Mother-Tongue | 17 (3.97) | 29 (6.78) | 46 (10.75) |
| Any Other | - | - | - |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that Majority of the teachers used Dictation as a technique for teaching English spelling. Techniques like transcription, using Flash cards, using spelling note books, spelling games were not however used by them.

4.4.11 Measures Generally Adopted by the Teachers for Improving Pupil's Pronunciation

Percentages of teachers adopting different measures for improving pupil's pronunciation in English are given in Table 4.52.

Table 4.52 : Measures Adopted by the Teachers for Improving Pupils' Pronunciation in English.

| Measures Adopted | Govt. & Deficit | Adhoc & Private | Total |
|--|------------------------------|------------------------------|----------------|
| Conducting Phonic Drills | 6 (1.40) | 23 (5.37) | 29 (6.78) |
| Encouraging Students to Speak in English | 45 (10.51) | 99 (23.13) | 144 (33.64) |
| Conducting Loud Reading | 56 (13.08) | 78 (18.22) | 134 (31.31) |
| Using Spelling a Tool | 56 (13.08) | 65 (15.19) | 121 (28.27) |
| Any Other | - | - | - |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that majority of the teachers encouraged the students to speak in English.

Percentages of teachers making use of phonic drills, for improving students, pronunciation was the lowest. No teacher, however, used equipments like lingaphone or tape-recorder and therefore these were not included in Table 4.52.

4.4.12 Reading Preference

Responses revealed that all teachers in the sample preferred loud reading to silent reading in the Junior school Stage. The data was therefore, not tabulated.

4.4.13 Using Black-board

The teachers were asked to indicate whether they used the black-board while teaching. The responses indicated that Majority of the teachers in the sample *i.e.*, 349 or (81.54) used the black-board and the majority of teachers used the black-board, because (i) the students can learn better through the black-board and (ii) the students can remember those written on the black-board. However, no tabulation was done for those who did not use the black-board.

4.4.14 Students understanding of the lesson

The teachers were asked to indicate how they ensured that all the students have understood the lesson. A number of options were given in the questionnaire and the percentage of teachers responding to the different options are shown in table 4.53.

Table 4.53 : Understanding of the Lesson.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|---|-----------------|-----------------|----------------|
| By Facial Expression | 6 (1.40) | 11 (2.57) | 17 (3.97) |
| By Putting Questions | 90 (21.03) | 185 (43.22) | 275 (64.25) |
| By Asking Them to Repeat What they have Heard | 67 (15.65) | 69 (16.12) | 136 (31.78) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table indicates that majority (64.25%) of the teachers ensured that all the students have understood by putting questions. However, a significant percentage of teachers asked the students to repeat what the have heard. None of the teachers used any other method. A very meagre percentage of teachers *ensured* the students, understanding by facial expressions.

4.4.15 Encouraging Students to Speak English Outside the Classroom

The responses of the teachers were collected to find out if they encouraged students to speak English outside the classroom. The responses collected indicated that only 98 (22.90%) encouraged students to speak English, while 330 (77.10) did nothing about it.

4.4.16 Composing short stories

The teachers were asked to indicate whether the students were asked to compose short stories on their own. The responses collected showed that the percentage of teachers not asking the students to compose short stories were more in the sample. The percentage calculated showed that 340 or 79.44 were those who did not ask the students to compose short stories; while 88 or 20.56 were those who asked the students to compose short stories. However, no tabulation was done as to find out the reasons for asking and not asking the students to compose short stories.

4.4.17 Punishing students

The responses of the teachers were collected so as to find if they punished the students for not doing their homework. Among 149 teachers giving homeworks only 88 or 59.06 per cent of teachers responded in the affirmative while 61 or 40.93 responded that they do nothing for those who do not their homework. The

percentage of teachers giving the different types of punishment are given in Table 4.54.

Table 4.54 : Types of Punishment Given.

| Types | Govt. & Deficit | Adhoc & Private | Total |
|--|-----------------|-----------------|---------------|
| Making Them Stay After School | 1 (1.14) | 21 (23.86) | 22 (25.00) |
| Sending Them Out of the Class | 16 (18.18) | 33 (37.50) | 49 (55.68) |
| Writing Their Mistakes a Number of Times | 3 (3.40) | 14 (15.90) | 17 (19.32) |
| Total | 20 (22.73) | 68 (77.27) | 88 |

The table shows that the highest percentage of teachers giving punishments took resort to one type i.e., sending them out of the class.

4.4.18 Arrangements for those who do not understand

The teachers were asked to indicate what arrangements they make for those who do not understand. The analysis of data was done on the basis of the options given in the questionnaire. Table 4.55 gives the analysis of data regarding arrangements for those who do not understand.

Table 4.55 : Arrangement for Those who do not Understand.

| Arrangement | Govt. & Deficit | Adhoc & Private | Total |
|------------------------------|-----------------|-----------------|----------------|
| Organizing Extra Coaching | 42 (9.81) | 62 (14.49) | 104 (24.30) |
| Organizing Remedial Teaching | 28 (6.54) | 36 (8.41) | 64 (14.95) |
| Nothing | 93 (21.73) | 167 (39.02) | 260 (60.75) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that majority of the teachers did nothing for those who did not understand while about one-fourth of the respondents in the sample organised extra-coaching and very insignificant percentage of teachers organised remedial teaching.

4.4.19 Arrangements for Those Who are Inattentive

The teachers were asked to indicate what strategies they adopted for those who were inattentive in the English class. The responses collected were analysed on the basis of the strategies, mentioned in the questionnaire. Table 4.56 gives the percentages of analysed data of teachers following the different strategies.

Table 4.56 : Strategies for Those who are Inattentive.

| Strategies | Govt. & Deficit | Adhoc & Private | Total |
|--|------------------------------|------------------------------|----------------|
| Draw Their Attention by Scolding Them | 56 (13.08) | 163 (38.08) | 219 (51.17) |
| Keeping Quite for Some Seconds in Order to Make Them Realise | 15 (3.50) | 73 (17.05) | 88 (20.56) |
| Telling a Story | 12 (2.80) | 27 (6.31) | 39 (9.11) |
| Any Other (Please Specify) | 80 (18.69) | 2 (0.47) | 82 (19.16) |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that Majority of the teachers drew the students attention by scolding the students and the teachers who took resort to other strategies were those who either asked questions on the topic being discussed or asked them to read the passage loudly.

4.4.20 Indiscipline

The teachers were asked to indicate if they faced any indiscipline problem in the English class. A large majority of teachers i.e., 411 or (96.02%) responded that they did face some indiscipline problems in the classroom and it could be tackled very easily as the children were manageable; while the other 17 (3.97) teachers responded that they did not face any indiscipline problem. No tabulation regarding indiscipline was done as it was not felt necessary by the investigator.

4.4.21 Time Duration for English Period.

The teachers were asked to indicate whether time duration for each English period as per the school time table was enough. All the teachers responded in the affirmative and therefore no tabulation was done as it was not felt necessary.

4.4.22 Salary

The responses of the teachers were collected to find out whether they were happy with their salary or not. The analysed data is shown in Table 4.57

Table 4.57 : Responses Regarding Salary.

| | | Govt. & Deficit | | Adhoc & Private | | Total | Percentage |
|----------------|-----------|-----------------|----|-----------------|-----|--------------|------------|
| Post Graduate | Happy | 18 (4.21) | 18 | 3 (0.70) | 20 | 21 (38) | 4.91 |
| | Not Happy | - | | 17 (3.97) | | 17 | 3.97 |
| Graduate | Happy | 67 (15.65) | 83 | 22 (5.14) | 137 | 89 (220) | 20.79 |
| | Not Happy | 16 (3.74) | | 115 (26.87) | | 131 | 30.61 |
| Under Graduate | Happy | 62 (14.49) | 62 | 57 (13.32) | 108 | 119 (170) | 27.80 |
| | Not Happy | - | | 51 (11.92) | | 51 | 11.92 |
| Total | | 163 (38.08) | | 265 (61.92) | | 428 | 100.00 |

The table shows that majority of the teachers in the Adhoc and Private schools were not happy with their salary while the majority of teachers teaching in the Government and Deficit schools were happy with their salary. The table further analyses that the maximum number of Post-Graduates and Graduates teaching in the Adhoc and Private schools were not happy with their salary. while the Under Graduates were quite happy with their salary.

4.4.23 Frequent Contacts with Parents

The teachers were asked to indicate if they had frequent contacts with the parents. The responses collected indicated that only 35 or (8.18) had frequent contacts while 80 or (18.69%) teachers responded that they had contacts once in a while and the rest 313 teachers or 73.13 responded that they had no contacts at all. The teachers responded that contacts with parents are essential in order to help the Children in a better way.

4.4.24 TeachersOpinion About Training in Phonetics

The teachers were asked to respond if they attended any training in Phonetics. The responses collected indicated that only 7 teachers or (1.64) had attended short summer courses in Phonetics. However, 325 or (75.93) agreed that training in Phonetics is essential in teaching English pronunciation and 96 or (22.43) remained undecided.

4.4.25 Teachers Opinion About Role of In-service training for English Teachers

The teachers were asked to indicate the role of In-service training of English teachers. The data was analysed on the basis of the options provided in the questionnaire. The analysed data appear in Table 4.58

Table 4.58 : Role of In-Service Training for English Teachers.

| Options | Govt. & Deficit | Adhoc & Private | Total |
|-------------------------|-----------------|-----------------|----------------|
| Very Useful | 34 (7.94) | 48 (11.21) | 82 (19.16) |
| Helpful | 36 (8.41) | 62 (14.49) | 98 (22.90) |
| Undecided/ Uncertain | 93 (21.73) | 155 (36.21) | 248 (57.94) |
| Not Helpful | - | - | - |
| Total | 163 (38.08) | 265 (61.92) | 428 |

The table shows that Majority of the teachers were uncertain or undecided. However, no one responded that it was not helpful and a significant percentage responded that it is helpful and very useful.

However, all the teachers responded that the facilities for in-service training of English teachers were not adequately provided in their state.

4.5 Problems and Difficulties Experienced by Teachers of English

On scrutiny of the responses given by the teachers against this last question of the questionnaire, it was found that 36 teachers in the entire sample, including 23 from

Government and Deficit schools and 13 from Adhoc and Private schools faced no problem in teaching English. The problems and difficulties were thus experienced by a total of 392 teachers, of which 140 from Government and deficit schools and 252 from Adhoc and Private schools were analysed and tabulated.

The teachers, in the questionnaire, were asked to specify the problems and difficulties faced by them. The investigator studied the written responses and identified the specific problems mentioned by the majority of the teachers. Then, for the purpose of tabulation, coding of the responses was considered necessary.

Table 4.59: Problems and Difficulties Experienced by the Teachers

| Problems & Difficulties | Govt. & Deficit | Adhoc & Private | Total |
|--|-----------------|-----------------|----------------|
| Lack of Qualified Teachers in the Junior Section | 72 | 140 | 212 (54.08) |
| Lack of Aids in School | 125 | 115 | 240 (61.22) |
| Lack of Library Facilities | 118 | 25 | 143 (36.48) |
| Absence of Guidelines for Teaching the Readers | 125 | 228 | 353 (90.05) |
| Lack of Training Facilities | 129 | 212 | 341 (86.99) |
| Lack of (Teachers) Knowledge of Good Method | 35 | 58 | 93 (93.37) |

| Problems & Difficulties | Govt. & Deficit | Adhoc & Private | Total |
|--|-----------------|-----------------|-----------------|
| Heavy Subject Load | 135 | 231 | 366 (93.37) |
| Poor Quality of Grasping Power in English | 128 | 220 | 348 (88.76) |
| Teachers' Difficulties in Teaching English Pronunciation | 110 | 228 | 348 (88.78) |
| Pupils' Fearful Attitude Towards English | 129 | 225 | 354 (90.31) |
| Student's Habit of Using Mother-Tongue Affecting Practice in English | 129 | 235 | 364 (92.86) |
| Lack of Supervision & Guidance from the Authorities | 113 | 165 | 278 (70.92) |
| Absence of Long Stay on the Part of Good Teachers and Students | 20 | 225 | 245 (62.50) |
| Lack of Guidance at Home of Poor Socio-Economic Background | 122 | 189 | 370 (94.39) |
| Inadequate Staff | 30 | 189 | 219 (55.87) |
| Meagre Salary | - | 229 | 229 (58.42) |
| Lack of Transport Facilities | 140 | 252 | 392 (100.00) |

It appears from the table that out of the 17 problems mentioned therein except numbers 13, 15 and 16, all problems were common to both the types of schools. That is to say that majority of the teachers from each of the two types of schools viz. Government and Deficit, and Adhoc and Private experienced the 13 other problems.

**ANALYSIS AND INTERPRETATION : (i) TEACHER'S PERFORMANCE IN CLASS-
ROOM SITUATION; AND (ii) ERRORS MADE BY STUDENTS IN WRITTEN
ENGLISH**

Section I

The present chapter deals with the analysis and interpretation of data collected through

- (i) Observation of classroom teaching of English, and
- (ii) review of annual answer-scripts in English

**5.1 Analysis of Data Regarding Teachers' Performance in Classroom
Situation.**

The five point rating scale used in the present study for observation of teachers' performance, included 40 items, which were divided into five areas, The five areas of the scale were as follows :

(i) Preparation which included 6 items (ii) presentation which included 20 items, (iii) Assignment and Evaluation which included 3 items, (iv) Use of language skills during the lesson included 5 items and (v) General qualities which included 6 items since each of the 320 teachers in the sample was observed in four English lessons, average scores of each teacher in four lessons was first calculated in each of the different areas for the purpose of tabulation (The detailed scores together with mean, median and S.D. appear in Appendix D).

Finally, the means in each of the areas were calculated and each respondents' scores were separately studied to find out if the scores lay below the mean score or on the mean and above the mean score.

It may be recalled the five-point rating scale used for the present study included 1,2,3,4,5 respectively 'very poor', 'poor', 'satisfactory', 'good', very good' respectively.

The scores of 320 teachers in each area were interpreted, in terms of the rating scale, according to the calculation given below :

Area I

| | | |
|--------------------|------------|--------------|
| (No. of items : 6) | 1 x 6 = 6 | very poor |
| | 2 x 6 = 12 | poor |
| | 3 x 6 = 18 | satisfactory |
| | 4 x 6 = 24 | good |
| | 5 x 6 = 30 | very good |

Area II

| | | |
|---------------------|--------------|--------------|
| (No. of items : 20) | 1 x 20 = 20 | very poor |
| | 2 x 20 = 40 | poor |
| | 3 x 20 = 60 | satisfactory |
| | 4 x 20 = 80 | good |
| | 5 x 20 = 100 | very good |

Area III

| | | |
|--------------------|------------|--------------|
| (No. of items : 3) | 1 x 3 = 3 | very poor |
| | 2 x 3 = 6 | poor |
| | 3 x 3 = 9 | satisfactory |
| | 4 x 3 = 12 | good |
| | 5 x 3 = 15 | very good |

Area IV

| | | |
|--------------------|------------|--------------|
| (No. of items : 5) | 1 x 5 = 5 | very poor |
| | 2 x 5 = 10 | poor |
| | 3 x 5 = 15 | satisfactory |
| | 4 x 5 = 20 | good |
| | 5 x 5 = 25 | very good |

Area V

| | | |
|--------------------|------------|--------------|
| (No. of items : 6) | 1 x 6 = 6 | very poor |
| | 2 x 6 = 12 | poor |
| | 3 x 6 = 18 | satisfactory |
| | 4 x 6 = 24 | good |
| | 5 x 6 = 30 | very good |

Taking all the areas together the overall mean was computed and each respondent's scores were separately studied and tabulated on the basis of below the mean score and on the mean or above the mean score.

The data were set out in a (2x2) contingency table in each variable and Chi-Square¹ test was applied to find out the significance of difference.

In each table figures in the boxes in each column of the table represent expected frequency and those outside the box represent actual frequency.

In each column the percentage figures on the right hand side represent row percentages and those on the left hand corner represent the columns percentages.

1. Freund, J.E., 1974 : "Modern Elementary Statistics", Prentice Hall of India Private Ltd., pp. 320-323.

5.1.1 Performance of Teachers in the (i) Govt. and Deficit School and (ii) Adhoc and Private Schools

In order to compare scores of teachers from one type of schools with that of the other, the scores of teachers from the two type of schools were separately studied and the values were compared.

5.1.1.1 Overall Performance of

(i) Govt. and Deficit School Teachers

(ii) Adhoc and Private School Teachers

Taking the scores of all the areas together, the mean is 79.59.

Table 5.1 gives the analysis of overall performance of teachers from the (i) Govt. and Deficit and (ii) Adhoc and Private.

Table 5.1 : Overall Performance of Teachers in the Two Types of School.

| Types of School | Govt. & Deficit | Adhoc & Private | Total |
|-----------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 46 47.06% ----/ 56 44.80% | 73 52.94% ----/ 63 32.31% | 100% 119 |
| Below Mean | 79 34.33% ----/ 69 55.20% | 122 65.67% ----/ 132 67.69% | 100% 201 |
| Total | 125 | 195 | 320 |

$X^2 = 5.626$
Sig. at 2.5%.
Contingency Co-efficient 0.121

The table shows that there was a significant difference in the performance of teachers belonging to the Govt. and Deficit schools and that of teachers belonging to the Adhoc and Private schools. The difference in performance was found to be significant at 2.5 per cent.

5.1.1.2 Performance in Area I : Preparation Mean 12.36

Table 5.2 gives the performance of teachers in Area I that is preparation in the two types of schools.

Table 5.2 : Performance of Teachers in Area I in the Two Types of School.

| Types of School | Govt. & Deficit | Adhoc & Private | Total |
|-----------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 58 50.34% ----/ 75 60.00% | 91 49.66% ----/ 74 37.95% | 100% 149 |
| Below Mean | 67 29.24% ----/ 50 40.00% | 104 70.76% ----/ 121 62.05% | 100% 171 |
| Total | 125 | 195 | 320 |

$$X^2 = 15.25$$

Sig. at 1%.

Contingency Co-efficient - 0.213

The table 5.2 shows that the performance of Govt. and Deficit school teachers was significantly better than the Adhoc and Private school teachers in Area I that is preparation, since the percentage of Government and Deficit school teachers' lying on the mean and above mean score was higher than that of teachers belonging to the Adhoc and Private schools. The difference in performance was found to be significant at 1 per cent.

5.1.1.3 Performance in Area II : Presentation Mean 39.56

Table 5.3 gives the performance of teachers in Area II that is Presentation in the two types of schools.

Table 5.3 : Performance of Teachers in Area II - Presentation in the Two Types of School.

| Types of School | Govt. & Deficit | Adhoc & Private | Total |
|-----------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 53 46.32% ----/ 63 50.40% | 83 53.68% ----/ 73 37.44% | 100% 136 |
| Below Mean | 72 33.70% ----/ 62 49.60% | 112 66.30% ----/ 122 62.56% | 100% 184 |
| Total | 125 | 195 | 320 |

$$X^2 = 5.37$$

Sig. at 5%.

Contingency Co-efficient - 0.128

The table above shows that the percentage of teachers lying in the mean or above the mean score was higher in the case of govt., and Deficit School teachers than that in the case of teachers belonging to the Adhoc private Schools. The difference in performance in this area between the Government and Deficit school teachers and the Adhoc and private school teachers was found to be significant at 1 per cent.

5.1.1.4 Performance in Area III Assignment and Evaluation

Mean 6.70

Table 5.4 Gives the performance of teachers in area III that is Assignment and Evaluation in the two types of Schools.

Table 5.4 : Performance of Teachers in Area II in the Two Types of School.

| Types of School | Govt. & Deficit | Adhoc & Private | Total |
|-----------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 46 49.57% ----/ 58 46.40% | 71 50.43% ----/ 59 30.26% | 100% 117 |
| Below Mean | 79 33.00% ----/ 67 53.60% | 124 67.00% ----/ 136 69.74% | 100% 203 |
| Total | 125 | 195 | 320 |

$$x^2 = 8.143$$

Sig. at 1%.

Contingency Co-efficient - 0.158

The performance in area III was poor in both the types of school. However, the performance of teachers belonging to the Government and Deficit schools was significantly better than the teachers in Adhoc and private schools as 46.4 per cent of the teachers in the Government and Deficit were on or above the mean Score and 30.26 per cent of the teachers belonging to the Adhoc and private schools were on or above the mean score. This difference in performance was found to be significant at 1 per cent.

5.1.1.5 Performance in Area IV

Use of Language Skills During the Lesson **Mean 6.4.**

Performance of teachers in the use of language skills in the two types of school is shown in Table 5.5.

Table 5.5 : Performance of Teachers in the Two Types of Schools in Area IV.

| Types of School | Govt. & Deficit | Adhoc & Private | Total |
|-----------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 85 43.12% ----/ 94 75.20% | 133 56.88% ----/ 124 63.59% | 100% 218 |
| Below Mean | 40 30.39% ----/ 31 24.80% | 62 69.61% ----/ 71 36.41% | 100% 102 |
| Total | 125 | 195 | 320 |

$$X^2 = 4.85$$

Sig. at 5%.

Contingency Co-efficient - 0.12

The table shows that the performance of teachers in area IV or use of language skills during the lesson, the higher percentage ^{of the Entire Sample} were on or above the mean score but the mean itself was very poor. Though, the higher percentage in both the types were on or above the mean score the performance of teachers in the Government and Deficit schools was significantly better than that of the performance of Adhoc and Private schools ^{Teachers}. The difference in performance was found significant at 5 per cent.

5.1.1.6 Performance in Area V : General Qualities Mean 14.54

Performance of teachers in general qualities in the different types of schools is shown in Table 5.6.

5.1.2.1 Overall Performance Taking the Scores of all the Areas Together : mean 79.59

Table 5.7 : Overall Performance of Male and Female Teachers.

| Gender | Males | Females | Total |
|----------------|-----------------------------------|------------------------------------|-------------|
| Mean and above | 70 64.18% ----/ 86 51.81% | 64 35.82% ----/ 48 31.17% | 100% 134 |
| Below Mean | 96 43.01% ----/ 80 48.19% | 90 56.99% ----/ 106 68.83% | 100% 186 |
| Total | 166 | 154 | 320 |

χ^2 13.17

Significant at 1%.

Contingency co-efficient - 0.199

There was a significant difference in the performance of male and females school teachers as 64.18 per cent percentage of male teachers were on or above the mean score and only 35.82 per cent of the female teachers were on or above the mean. Again, 48.19 per cent of the male teachers were below the mean score and 68.83 of the female teachers were below the mean score. The difference in performance was found to be significant at 1 per cent.

5.1.2.2 Performance in Area I : Preparation mean 12.36

Table 5.8 gives the performance of male and female teachers in Area I.

Table 5.8 : The Table Showing the Performance of Male and Female Teachers in Area I.

| Gender | Males | Females | Total |
|----------------|------------------------------------|------------------------------------|-------------|
| Mean and above | 79 67.11% ----/ 102 61.45% | 73 32.89% ----/ 50 32.47% | 100% 152 |
| Below Mean | 87 38.10% ----/ 64 38.55% | 81 61.90% ----/ 104 67.53% | 100% 168 |
| Total | 166 | 154 | 320 |

$$X^2 = 26.5541$$

Sig. at 1%.

Contingency Co-efficient = - 0.276

The table indicates that the performance of the male teachers was significantly better than the female teachers as 67.11 per cent of the male teachers were on or above the mean score, 32.89 per cent of the female teachers were on or above the mean score. Again only 38.55 per cent of the male teachers were below the mean score, 67.53 per cent of the female teachers were below the mean score. The difference in performance was significant at 1 per cent.

5.1.2.3 Performance in Area II : Presentation Mean 39.56

The performance of Male and Female teachers in Area II is shown in Table 5.9.

Table 5.9 : Table Showing the Performance of Male and Female Teachers in Area II

| Gender | Males | | Females | | Total |
|----------------|----------|--------|----------|--------|-------|
| Mean and above | 71 | 59.85% | 66 | 40.15% | 100% |
| | ----/ 82 | | ----/ 55 | | 137 |
| | 49.40% | | 35.71% | | |
| Below Mean | 95 | 45.90% | 88 | 54.10% | 100% |
| | ----/ 84 | | ----/ 99 | | 183 |
| | 50.60% | | 64.29% | | |
| Total | 166 | | 154 | | 320 |

$$X^2 = 6.186$$

Sig. at 2%.

Contingency Co-efficient = - 0.137

The table indicates that the performance of teachers belonging to both the groups were poor in Area II that is presentation. However, it may be interpreted that the performance of males was significantly better than the females, though, among the males the higher percentage of the males lie below the mean score and a smaller percentage lie on the mean score or above the mean score but while comparing with the females, it can be interpreted that their performance was better than the females. The difference in performance was significant at 2 per cent.

5.1.2.4 Performance in Area III : Assignment and Evaluation

Mean 6.07

Table 5.10 showing the performance of Male and Female teachers in Area III.

Table 5.10 : Table Showing the Performance of Male and Female Teachers in Area III

| Gender | Males | Females | Total |
|----------------|------------------------------------|------------------------------------|-------------|
| Mean and above | 61 59.83% ----/ 70 42.17% | 56 40.17% ----/ 47 30.52% | 100% 117 |
| Below Mean | 105 47.29% ----/ 96 57.83% | 98 52.71% ----/ 107 69.48% | 100% 203 |
| Total | 166 | 154 | 320 |

$$X^2 = 4.372$$

Sig. at 5%.

Contingency Co-efficient = - 0.116

The table shows that the general performance in Area III was poor. However, the performance of males was significantly better than the females as 59.83 per cent of the males were on or above mean and 40.17 per cent of the females were on or above mean, again 57.83 per cent of the male teachers performance were below the mean score, 69.48 per cent of the female teachers' performance was below the mean score. The difference in performance was found to be significant at 5 per cent.

5.1.2.5 Performance in Area IV : Use of language skills Mean 6.4

Table 5.11 gives the performance of male and Female teachers in Area IV.

Table 5.11 : Table Showing the Performance of Male and Female Teachers in Area IV

| Gender | Males | Females | Total |
|----------------|-------------------------------------|-------------------------------------|-------------|
| Mean and above | 46 67.42% ----/ 60 36.14% | 43 32.58% ----/ 29 63.86% | 100% 89 |
| Below Mean | 120 45.89% ----/ 106 63.86% | 111 54.11% ----/ 125 36.14% | 100% 231 |
| Total | 166 | 154 | 320 |

$$X^2 = 12.19$$

Sig. at 1%.

Contingency Co-efficient = - 0.191

The table shows that the performance in Area IV was poor among the males as well as the Females. However, the performance of the males was significantly better than that of the females as 67.42 per cent of the male teachers were on or above the mean, only 32.58 per cent of the female teachers were above the mean; again 45.89 per cent of the male teachers were below the mean, 54.11 per cent of the female teachers were below the mean. The difference in performance between these two groups was significant at 1 per cent.

5.1.2.6 Performance in Area V : General Qualities Mean 14.54

Table 5.12 gives the performance of males and Females teachers in Area V.

Table 5.12 : Table Showing the Performance of Male and Female Teachers in Area V

| Gender | Males | | Females | | Total |
|----------------|----------------------------|--------|----------------------------|--------|-------------|
| Mean and above | 85 ----/ 97 58.43% | 59.51% | 78 ----/ 66 42.86% | 40.49% | 100% 163 |
| Below Mean | 81 ----/ 69 41.57% | 43.95% | 76 ----/ 88 57.14% | 56.05% | 100% 157 |
| Total | 166 | | 154 | | 320 |

$$X^2 = 7.21$$

Sig. at 1%.

Contingency Co-efficient = - 0.148

The table above shows that 58.43 per cent of the males were on or above the mean and 41.57 per cent lied below the mean, whereas, 42.86 per cent of the females teachers' performance were on or above and 57.14 per cent of the female teachers' performance were below the mean Score. This clearly shows that the male teachers performance in area V was significantly better than the female teachers. The difference was significant at 1 per cent.

5.1.3 Performance of Post-Graduate/Graduate And Under-Graduate

In order to compare Scores of the Post-graduate/graduate with that of the Scores of under-graduate teachers the Scores of both the groups were separately studied and the values were compared.

5.1.3.1 Overall Performance (Taking the Scores of all the areas)
Mean 79.59

Table 5.13 gives the overall performance of Post-Graduate/Graduate and Under-Graduate teachers.

Table 5.13 : Overall Performance of Post-Graduate/Graduate and Under-Graduate Teachers.

| Qualification | PG/G | UG | Total |
|----------------|------------------------------------|------------------------------------|-------------|
| Mean and above | 64 88.89% ----/ 96 50.26% | 44 11.11% ----/ 12 9.30% | 108 100% |
| Below Mean | 127 44.81% ----/ 95 49.74% | 85 55.19% ----/ 117 90.70% | 212 100% |
| Total | 191 | 129 | 320 |

$$X^2 = 59.37$$

Sig. at 1%.

Contingency Co-efficient = 0.395

The overall performance of PG/G teachers and the Under Graduate teachers shows that Post-Graduate/Graduate teachers taught significantly better than the under graduate teachers as 88.89 per cent of the PG/G teachers were on or above the mean, 11.11 per cent of the ug teachers were above the mean, again 44.81 per cent of the PG/G teachers were below the mean and 55.19 per cent of the UG teachers were below the mean, The difference in performance was significant at 1 per cent.

5.1.3.2 Performance in Area I : Preparation **Mean 12.36**

The performance of Post-Graduate/Graduate and the Under Graduate teachers in area I that is Preparation can be seen in Table 5.14

Table 5.14 : Table Showing the Performance of Post-Graduate/ Graduate and the Under-Graduate Teachers in Area I.

| Qualification | PG/G | UG | Total |
|----------------|------------------------------------|------------------------------------|-------------|
| Mean and above | 84 87.14% ----/ 122 63.87% | 56 12.86% ----/ 18 13.95% | 100% 140 |
| Below Mean | 107 38.33% ----/ 69 36.13% | 73 61.67% ----/ 111 86.05% | 100% 180 |
| Total | 191 | 129 | 320 |

$$X^2 = 76.252$$

Sig. at 1%.

Contingency Co-efficient = - 0.439

The table shows that the PG/G teachers performance was significantly better than the UG teachers performance as 87.14 per cent of the PG/G teachers were either on the mean Score or above and only 12.86 per cent of the UG teachers' performance were above the mean Score. Furthermore, only 36.13 per cent of the PG/G teachers performance were below the mean Score and 86.05 per cent of the UG teachers Performance were below the mean Score. The difference in performance was found to be significant at 1 per cent.

5.1.3.3 Performance in Area II : Presentation Mean 39.56

The performance of the Post-Graduate/Graduate and Under Graduate teachers in Area II is shown in Table 5.15

Table 5.15 : Showing the Performance of Post-Graduate/Graduate and the Under-Graduate Teachers in Area II.

| Qualification | PG/G | UG | Total |
|----------------|------------------------------------|------------------------------------|-------------|
| Mean and above | 82 89.78% ----/ 123 64.40% | 55 10.22% ----/ 14 10.25% | 100% 137 |
| Below Mean | 109 37.16% ----/ 68 35.60% | 74 62.84% ----/ 115 89.75% | 100% 183 |
| Total | 191 | 129 | 320 |

$$X^2 = 29.201$$

Sig. at 1%.

Contingency Co-efficient = - 0.467

The table indicates that PG/G teachers' performance in Area II that is presentation was significantly better than the UG teacher' performance as 89.78 per cent of the PG/G teachers performance were on the mean Score or above the mean Score while only 10.22 per cent of the Under-Graduate teachers were on or above the mean Score. *Again* 37.16 per cent of PG/G teachers' performance were below the mean and 62.84 per cent of the UG teachers' performance were below the mean. The difference in performance between these two groups was found significant at 1 per cent.

5.1.3.4 Performance in Area III : Assignment and Evaluation

Mean 6.7.

The 5.16 showing the Scores ^{of} the Post-Graduate/Graduate teachers with that of the Scores of the Under-Graduate *Teachers* in Area III.

Table 5.16 : Table Showing the Performance of Post-Graduate/ Graduate and the Under-Graduate Teachers in Area III

| Qualification | PG/G | UG | Total |
|----------------|------------------------------------|------------------------------------|-------------|
| Mean and above | 69 88.79% ----/ 103 53.93% | 47 11.21% ----/ 13 10.08% | 100% 116 |
| Below Mean | 122 43.14% ----/ 88 46.07% | 82 56.86% ----/ 116 89.92% | 100% 204 |
| Total | 191 | 129 | 320 |

$$\chi^2 = 64.922$$

Sig. at 1%.

Contingency Co-efficient = - 0.411

The PG/G teachers' performance in Area III or Assignment and Evaluation was also Significantly better than UG teachers' performance as is seen in the Table 5.16. 88.79 per cent of PG/G teachers performance were on or above the mean score and 11.21 per cent of the UG teachers performance were above; while 43.14 per cent of the PG/G teachers were below the mean score and 56.86 per cent of the UG teachers were below the mean score. The difference in performance was significant at 1 per cent.

5.1.3.5 Performance in Area IV : Use of language skills during the lesson Mean 6.4

The performance of the Post-Graduate/Graduate and Under-Graduate teachers in Area IV is shown in Table 5.17.

Table 5.17 : Table Showing the Performance of Post-Graduate/ Graduate and the Under-Graduate Teachers in Area IV.

| Qualification | PG/G | UG | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 128 74.77% ----/ 160 83.77% | 86 25.23% ----/ 54 41.86% | 100% 214 |
| Below Mean | 63 29.25% ----/ 31 16.23% | 43 70.75% ----/ 75 58.14% | 100% 106 |
| Total | 191 | 129 | 320 |

$$\chi^2 = 59.46$$

Sig. at 1%.

Contingency Co-efficient = 0.397

In area IV or use of language skills, it can be seen that the performance of PG/G teachers was significantly better than the ug teachers as 74.77 per cent of the PG/G teachers were on or above the mean score, only 25.23 per cent of the UG teachers were above; again only 29.25 per cent of the PG/G teachers were below the mean, 70.75 per cent of the UG teachers were below the mean. The difference in performance was significant at 1 per cent.

5.1.3.6 Performance in Area V : General Abilities Mean 14.59.

Table 5.18 : Table Showing the Performance of Post-Graduate/ Graduate and the Under-Graduate Teachers in Area V.

| Qualification | PG/G | UG | Total |
|----------------|------------------------------------|-----------------------------------|-------------|
| Mean and above | 97 71.78% ----/ 117 61.26% | 66 28.22% ----/ 46 35.66% | 100% 163 |
| Below Mean | 94 47.13% ----/ 74 38.74% | 63 52.87% ----/ 83 64.34% | 100% 157 |
| Total | 191 | 129 | 320 |

$\chi^2 = 20.789$
 Sig. at 1%.
 Contingency Co-efficient = - 0.247

The table shows that the PG/G teachers' general abilities was significantly better than the general abilities of the UG teachers as 71.78 per cent of the Pg/G teachers' scores on general abilities were on the mean or above while only 28.22 per cent of the ug teachers' scores were on mean and above, while 47.13 per cent of Pg/G teachers were below mean and 52.87 per cent of UG teachers' scores were below the mean. The difference in performance between the PG/G and UG was found to be significant at 1 per cent.

5.1.4. Performance of Urban and Rural School Teachers

In order to compare scores of the urban school teachers with that of the Rural School teachers the scores of teachers from the urban areas as well as the Rural areas were separately studied.

5.1.4.1 **Overall Performance** (Taking the scores of all the areas together) **Mean 79.59**

Table 5.19 gives the overall performance of teachers from the urban as well as the Rural areas.

Table 5.19 : Overall Performance of Teachers in Urban and Rural Areas.

| Location of School | Urban | Rural | Total |
|--------------------|-------------------------------------|-----------------------------------|-------|
| Mean and above | 86 87.20% ----/ 109 49.32% | 39 12.80% ----/ 16 16.16% | 125 |
| Below Mean | 135 57.44% ----/ 112 50.68% | 60 42.46% ----/ 83 83.84% | 195 |
| Total | 221 | 99 | 320 |

$$X^2 = 32.42$$

Sig. at 1%.

Contingency Co-efficient = - 0.303

The table shows that the performance of the urban school teachers was significantly better than the rural school teachers as 87.2 per cent of the urban school teachers were on or above the mean. score, only 12.8 per cent of the rural school teachers were on or above the mean. The difference in performance was significant at 1 per cent.

5.1.4.2 **Performance in Area I : Preparation Mean 12.36**

Table 5.20 gives the performance of teachers in Area I *that* is Preparation in the urban and Rural areas.

Table 5.20 : Table Showing the Performance of Teachers of Urban and Rural Areas in Area I.

| Location of School | Urban | Rural | Total |
|--------------------|-------------------------------------|-----------------------------------|-------|
| Mean and above | 88 81.89% ----/ 104 47.06% | 39 18.11% ----/ 23 23.23% | 127 |
| Below Mean | 133 60.62% ----/ 117 52.94% | 60 39.38% ----/ 76 76.77% | 193 |
| Total | 221 | 99 | 320 |

$$X^2 = 15.58$$

Sig. at 1%.

Contingency Co-efficient = - 0.215

From the table it can be interpreted that the urban school teachers' performance was significantly better than the Rural school teachers as 81.89 per cent of the urban school teachers were on the mean score and above while only 18.11 per cent of the rural teachers were above the mean score. The difference in performance was found to be significant at 1 per cent.

5.1.4.3 Performance in Area II : Presentation Mean 39.56

The performance of the teachers in the Urban and Rural areas in Area II can be seen in Table 5.21.

Table 5.21 : Table Showing the Performance of Teachers of Urban and Rural Areas in Area II.

| Location of School | Urban | Rural | Total |
|--------------------|-------------------------------------|-----------------------------------|-------|
| Mean and above | 95 83.33% ----/ 115 52.04% | 43 16.67% ----/ 23 23.23% | 138 |
| Below Mean | 126 58.24% ----/ 106 47.96% | 56 41.76% ----/ 76 76.77% | 182 |
| Total | 221 | 99 | 320 |

$$X^2 = 23.83$$

Sig. at 1%.

Contingency Co-efficient = - 0.263

Table 5.21 clearly indicates that the performance of the urban school teachers was significantly better than the rural school teachers, as 83.33 per cent of the urban teacher performance were on or above the mean score and 16.67 per cent of the rural school teachers were on or above the mean score. Again while 47.96 per cent of the urban school teachers were below the mean, 76.77 per cent of the rural school teachers were below the mean. The difference between the urban and rural school teachers ^{Performance} was found to be significant at 1 per cent.

5.1.4.4 Performance in Area III : Assignment and Evaluation

Mean 6.7

The performance of teachers in the urban and rural areas in Area III is shown in Table 5.22.

Table 5.22 : Table Showing the Performance of Teachers of Urban and Rural Areas in Area III.

| Location of School | Urban | Rural | Total |
|--------------------|-------------------------------------|-----------------------------------|-------|
| Mean and above | 82 84.87% ----/ 101 45.70% | 37 15.13% ----/ 18 18.18% | 119 |
| Below Mean | 139 59.70% ----/ 120 54.30% | 62 40.30% ----/ 81 81.82% | 201 |
| Total | 221 | 99 | 320 |

$$X^2 = 22.58$$

Sig. at 1%.

Contingency Co-efficient = - 0.257

The table shows that the performance of teachers in Area III among the urban school teachers was significantly better than the rural school teachers as 84.87 per cent of the urban school teachers were on or above the mean score and only 15.13 per cent of the rural school teachers were on or above the mean score. Though it is seen that the higher percentage of the urban school teachers were below the mean score, ^{their performance was better} in comparison to the rural school teachers. However, among the urban school teachers the higher percentage were above the mean. The difference was found to be significant at 1 per cent.

5.1.4.5 Performance in Area IV : Use of Language Skills during the lesson Mean 6.4

Table 5.23 shows the performance of Urban school teachers and Rural school teachers in Area IV.

Table 5.23 : Table Showing the Performance of Teachers of Urban and Rural Areas in Area IV.

| Location of School | Urban | Rural | Total |
|--------------------|-------------------------------------|-----------------------------------|-------|
| Mean and above | 61 80.90% ----/ 72 32.58% | 28 19.10% ----/ 17 17.17% | 89 |
| Below Mean | 160 64.50% ----/ 149 67.42% | 71 35.50% ----/ 82 82.83% | 231 |
| Total | 221 | 99 | 320 |

$$X^2 = 26.60$$

Sig. at 1%.

Contingency Co-efficient = - 0.277

The above table shows that *as in* Area IV or use of language skills the Urban school teachers taught significantly better than the Rural school teachers as 80.90 per cent of the urban school teachers were on or above the mean score, 19.10 per cent of the rural school teachers were on or above the mean score. Again, while 67.42 per cent of the urban school teachers were below the mean, 82.83 per cent of the rural school teachers' were below the mean. This clearly indicates the difference and the difference was significant at 1 per cent.

5.1.4.6 Performance in Area V : General Abilities Mean 14.59

The performance of teachers in Area V in the urban and Rural areas can be seen in Table 5.24.

Table 5.24 : Table Showing the Performance of Teachers of Urban and Rural Areas in Area V.

| Location of School | Urban | Rural | Total |
|--------------------|-------------------------------------|-----------------------------------|-------|
| Mean and above | 93 71.11% ----/ 96 43.44% | 42 28.89% ----/ 39 39.39% | 135 |
| Below Mean | 128 67.57% ----/ 125 56.56% | 57 32.45% ----/ 60 60.61% | 185 |
| Total | 221 | 99 | 320 |

$$\chi^2 = 0.539$$

Not Significant

Contingency Co-efficient = - 0.041

The table shows that there was no significant difference in the general abilities of urban and rural school teachers in Area V or general abilities.

5.1.5 Performance of Trained and Untrained Teachers

In order to study if training played a significant role in the teaching of English, scores of teachers having and not having any professional degree were compared.

5.1.5.1 Overall Performance (Taking the scores of all the areas)
Mean 79.59.

Table 5.25 : Table Showing the Overall Performance of the Trained and Untrained Teachers.

| Professional Training | Trained | Untrained | Total |
|-----------------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 43 67.88% ----/ 93 92.08% | 94 32.12% ----/ 44 20.09% | 100% 137 |
| Below Mean | 58 4.37% ----/ 8 7.92% | 125 95.63% ----/ 175 79.91% | 100% 183 |
| Total | 101 | 219 | 320 |

$\chi^2 = 147.82$
Sig. at 1%.
Contingency Co-efficient = - 0.562

The overall performance of the trained and untrained shows that the trained teachers taught significantly better than the untrained teachers as 67.88 per cent of the trained teachers were on or above the mean; only 32.12 per cent of the untrained teachers were on or above, again only 4.37 per cent of the trained teachers were below the mean scores, 95.63 per cent of the untrained teachers' were below the mean score. This shows that there was a significant difference between the performance of trained and untrained teachers and the difference was significant at 1 per cent.

5.1.5.2 Performance in Area I : Preparation Mean 12.86

Table 5.26 shows the scores of trained and untrained teachers in Area I.

Table 5.26 : Table Showing the Scores of Trained and Untrained Teachers in Area I.

| Professional Training | Trained | Untrained | Total |
|-----------------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 43 67.88% ----/ 93 92.08% | 94 32.12% ----/ 44 20.09% | 100% 137 |
| Below Mean | 71 4.37% ----/ 8 7.92% | 125 95.63% ----/ 175 79.91% | 100% 183 |
| Total | 101 | 219 | 320 |

$$X^2 = 147.839$$

Sig. at 1%.

Contingency Co-efficient = - 0.562

From the table; it can be interpreted that the performance of the trained teachers was significantly better as 67.88 per cent of the trained teachers were on or above the mean score and only 32.12 per cent of the untrained teachers were on or above the mean score and 4.37 per cent of the trained teachers were below the mean score and 95.63 per cent of the untrained teachers were below the mean score. The difference between the trained and untrained teachers in Area I was found to be significant at 1 per cent.

5.1.5.3 Performance in Area II : Presentation Mean 39.56

The performance of trained and untrained teachers in Area II can be seen in Table 5.27

Table 5.27 : Table Showing the Scores of Trained and Untrained Teachers in Area II.

| Professional Training | Trained | Untrained | Total |
|-----------------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 46 63.70% ----/ 93 92.08% | 100 36.30% ----/ 53 24.20% | 100% 146 |
| Below Mean | 55 4.60% ----/ 8 7.92% | 119 95.40% ----/ 166 75.80% | 100% 174 |
| Total | 101 | 219 | 320 |

$$X^2 = 128.84$$

Sig. at 1%.

Contingency Co-efficient = - 0.536

Table 5.27 shows that there was a significant difference in the performance of trained and untrained teachers in Area II that is Presentation as 63.70 per cent of the Trained teachers were on or above mean and 36.30 per cent of the untrained teachers were on or above the mean score. Furthermore, it was also found that 4.60 per cent of the trained teachers were below mean and 95.40 per cent of the untrained teachers were below mean. The difference in performance was found to be significant at 1 per cent.

5.1.5.4 Performance in Area III : Assignment and Evaluation

Mean 6.7

Performance of trained and untrained teachers in area III can be seen in Table 5.28

Table 5.28 : Table Showing the Scores of Trained and Untrained Teachers in Area III.

| Professional Training | Trained | Untrained | Total |
|-----------------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 37 63.79% ----/ 74 73.27% | 79 36.21% ----/ 42 19.18% | 100% 116 |
| Below Mean | 64 13.24% ----/ 27 26.73% | 140 86.76% ----/ 177 80.82% | 100% 204 |
| Total | 101 | 219 | 320 |

$$\chi^2 = 25.438$$

Sig. at 1%.

Contingency Co-efficient = - 0.459

The performance of trained and untrained teachers in Area III can be seen in Table 5.28 and it can be interpreted that the performance of trained teachers was significantly better than untrained teachers as 63.79 per cent of the trained teachers were on or above the mean Score and 36.12 per cent of the untrained teachers were above the mean Score. Only 13.24 per cent of the trained teachers and 86.76 per cent of the untrained teachers were below the mean Score. The difference in performance was found to be significant at 1 per cent.

5.1.5.5 Performance in Area IV : Use of language skills during the lesson Mean 6.4

Table 5.29 shows the performance of the trained and untrained teachers in Area IV.

Table 5.29 : Table Showing the Scores of Trained and Untrained Teachers in Area IV.

| Professional Training | Trained | Untrained | Total |
|-----------------------|-----------------------------------|-------------------------------------|-------------|
| Mean and above | 45 65.96% ----/ 93 92.08% | 96 34.04% ----/ 48 21.92% | 100% 141 |
| Below Mean | 56 4.47% ----/ 8 7.92% | 123 95.53% ----/ 171 78.08% | 100% 179 |
| Total | 101 | 219 | 320 |

$$X^2 = 135.079$$

Sig. at 1%.

Contingency Co-efficient = - 0.54

The table shows that there was a significant difference in the performance of trained and untrained teachers in Area IV as 65.96 per cent of the trained teachers were on or above the mean score, 34.04 per cent of the untrained teachers were above, again 4.47 per cent of the trained teachers were below the mean score and 95.53 per cent of the untrained teachers were below the mean score. The difference was significant at 1 per cent.

5.1.5.6 Performance in Area V : General Abilities Mean 14.59

Table 5.30 showing the performance of trained and untrained teachers in Area V.

5.1.6.1 Overall Performance of Married and Unmarried Teachers

Mean 79.59

Table 5.31 : Table Showing the Performance of Married and Unmarried Teachers.

| Marital Status | Married | Unmarried | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 82 64.71% ----/ 77 35.00% | 37 35.29% ----/ 42 42.00% | 100% 119 |
| Below Mean | 138 71.14% ----/ 143 65.00% | 61 28.86% ----/ 58 58.00% | 100% 201 |
| Total | 220 | 100 | 320 |

$\chi^2 = 1.556$
Not Significant
Contingency Co-efficient = 0.690

There was no significant difference in the overall performance of married and unmarried teachers.

5.1.6.2 Performance of Married and Unmarried Teachers in Area I :

Preparation Mean 12.36

Table 5.32 shows the performance of married and unmarried teachers in Area I.

Table 5.32 : Showing the Performance of Married and Unmarried Teachers in Area I.

| Marital Status | Married | | Unmarried | | Total |
|----------------|--------------|-----|-------------|----|-------------|
| Mean and above | 94 64.71% | 88 | 42 35.29% | 48 | 100% 136 |
| | ----/ 40% | | ----/ 48% | | |
| Below Mean | 126 71.74% | 132 | 58 28.26% | 52 | 100% 184 |
| | ----/ 60% | | ----/ 52% | | |
| Total | 220 | | 100 | | 320 |

$$X^2 = 2.146$$

Not Significant

Contingency Co-efficient = - 0.081

The table shows that there was no significant difference in the performance of married and unmarried teachers in Area I that is preparation.

5.1.6.3 Performance of Married and Unmarried Teachers in Area II:

Presentation Mean 39.56

Table 5.33 shows the performance of married and unmarried teachers in Area II.

Table 5.33 : Table Showing the Performance of Married and Unmarried Teachers in Area II.

| Marital Status. | Married | | Unmarried | | Total |
|-----------------|-----------|--------|-----------|--------|-------|
| Mean and above | 93 | 67.41% | 42 | 32.59% | 100% |
| | ----/ 91 | | ----/ 44 | | 135 |
| | 41.36% | | 44.00% | | |
| Below Mean | 127 | 69.73% | 58 | 30.27% | 100% |
| | ----/ 129 | | ----/ 56 | | 185 |
| | 58.64% | | 56.00% | | |
| Total | 220 | | 100 | | 320 |

$$X^2 = 0.24$$

Not Significant

$$\text{Contingency Co-efficient} = 0.027$$

The table shows that there was no significant difference in the performance of married and unmarried teachers in Area II. that is presentation.

5.1.6.4 Performance of Married and Unmarried Teachers in Area III

Assignment and Evaluation Mean 6.7

Table 5.34 shows that the performance of married and unmarried teachers in Area III that is Assignment and Evaluation.

Table 5.34 : Table Showing the Performance of Married and Unmarried Teachers in Area III.

| Marital Status | Married | Unmarried | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 79 64.35% ----/ 74 33.64% | 42 35.65% ----/ 41 44.00% | 100% 115 |
| Below Mean | 141 71.22% ----/ 146 66.36% | 58 28.78% ----/ 59 56.00% | 100% 205 |
| Total | 220 | 100 | 320 |

$\chi^2 = 1.58$
Not Significant
Contingency Co-efficient = 0.070

The table clearly shows that there was no significant difference in the performance of married and unmarried teachers in Area III that is assignment and evaluation.

5.1.6.5 Performance of Married and Unmarried Teachers in Area IV:

Use of language skills during the lesson **Mean 6.4**

The performance of the married and unmarried in Area IV can be seen in Table 5.35.

Table 5.35 : Table Showing the Performance of Married and Unmarried Teachers in Area IV.

| Marital Status | Married | Unmarried | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 85 66.13% ----/ 82 37.27% | 39 33.87% ----/ 42 42.00% | 100% 124 |
| Below Mean | 135 70.41% ----/ 138 62.73% | 61 29.59% ----/ 58 58.00% | 100% 196 |
| Total | 220 | 100 | 320 |

$$X^2 = 0.53$$

Not Significant

$$\text{Contingency Co-efficient} = 0.040$$

The table shows that there was no significant difference in the performance of married and unmarried in Area IV that is the use of language skills during the lesson.

5.1.6.6 Performance of Married and Unmarried Teachers in Area V :

General Abilities Mean 14.59

Table 6.36 shows the performance of married and unmarried teachers in Area V.

Table 5.36 : Table Showing the Performance of Married and Unmarried Teachers in Area V.

| Marital Status | Married | Unmarried | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 111 70.99% ----/ 115 52.27% | 51 29.01% ----/ 47 47.00% | 100% 162 |
| Below Mean | 109 66.46% ----/ 105 47.73% | 58 30.27% ----/ 56 53.00% | 100% 158 |
| Total | 220 | 100 | 320 |

$\chi^2 = 0.9311$
Not Significant
Contingency Co-efficient = 0.0539

The table shows that there was no significant difference in the performance of the married and unmarried teachers in Area V or General Abilities.

5.1.7.1 Teachers having Below Five Years Experience and Teachers having Experience of Five Years and Above

The sample included teachers with less than five years of experience as well as teachers with experience of five years and more. Scores of these two groups of teachers were studied to see if more experience ensured better teaching.

5.1.7.1 Overall Performance : Mean 79.59

Table 5.37 shows the overall performance of the two experience groups of teachers.

Table 5.37 : Table Showing the Overall Performance of Below 5 Years and Above 5 Years.

| Experience | Below 5 Years | Above 5 Years | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 77 49.58% ----/ 59 28.50% | 42 50.42% ----/ 60 57.52% | 100% 119 |
| Below Mean | 130 73.63% ----/ 148 71.50% | 71 26.37% ----/ 53 42.48% | 100% 201 |
| Total | 207 | 113 | 320 |

$\chi^2 = 18.96$
 Significant at 1%
 Contingency Co-efficient = 0.236

The table above indicates that the overall performance of the experienced teachers i.e., teachers with experience of 5 years and above was significantly better than teachers with less experience or with experience of less than 5 years as 52.42 per cent of the teachers were experience of five years and above were on or above the mean score and 47.58 per cent of the teachers with less than 5 years experience were above the mean. Furthermore, 24.49 per cent of the experienced teachers were below the mean score and 75.51 per cent of the less experienced teachers were below the mean score. The difference in performance between these two experienced groups were found to be significant at 1 per cent.

5.1.7.2 Performance in Area I : Preparation Mean 12.36

Table 5.38 shows the performance of more experienced teachers and less experienced teachers in Area I.

Table 5.38 : Table Showing the Performance of Teachers Below 5 Years and Above 5 Years in Area I.

| Experience | Below 5 Years | Above 5 Years | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 90 48.92% ----/ 68 32.85% | 49 51.08% ----/ 71 62.83% | 100% 139 |
| Below Mean | 117 76.80% ----/ 139 67.15% | 64 23.20% ----/ 42 37.17% | 100% 181 |
| Total | 207 (100.00%) | 113 (100.00%) | 320 |

$$\chi^2 = 26.95$$

Significant at 1%

Contingency Co-efficient = - 0.279

The table above shows that the performance of teachers with more experience was significantly better than teachers with less experience as in the case of more experienced teachers the higher percentage (51.08%) lies on or above the mean score and only a small (48.92%) of the less experienced teachers were on or above the mean. Again, among the more experienced group majority (62.83%) of them were above and a small percentage (37.17%) teachers performance were below while, among the less experienced group 32.85 per cent were above the mean and 67.15 per cent were below the mean, The difference in performance between these two groups was significant at 1 per cent.

5.1.7.3 Performance in Area II : Presentations Mean 39.56

Scores of Experienced and scores of less inexperienced teachers in Area II can be seen in Table 5.39.

Table 5.39 : Table Showing the Performance of Teachers Below 5 Years and Above 5 Years in Area II.

| Experience | Below 5 Years | Above 5 Years | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 90 47.48% ----/ 66 31.88% | 49 52.52% ----/ 73 64.60% | 100% 139 |
| Below Mean | 117 77.90% ----/ 139 68.12% | 64 22.10% ----/ 40 35.40% | 100% 181 |
| Total | 207 | 113 | 320 |

$\chi^2 = 32.078$
 Significant at 1%
 Contingency Co-efficient = - 0.302

The table 5.39 shows that there was significant difference in the performance of teachers with more experience and less experience in Area II that is presentation. As in the case of more experienced group the higher percentage of 52.52 per cent were on or above the mean score and 47.48 per cent of the less experienced teachers were on or above the mean score. Again, among the more experienced group the majority of them or 64.60 per cent were on or above and 35.40 per cent were below, while among the less experienced 31.88 per cent were on or above the mean score and 68.12 per cent were below the mean score. The difference in performance was found to be significant at 1%.

5.1.7.4 Performance in Area III : Assignment and Evaluation

Mean 6.7

Scores of teachers with more experience and less experience in Area III can be seen in Table 5.40.

Table 5.40 : Table Showing the Performance of Teachers Below 5 Years and Above 5 Years in Area III.

| Experience | Below 5 Years | Above 5 Years | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 76 47.46% ----/ 56 27.05% | 42 52.54% ----/ 62 54.87% | 100% 118 |
| Below Mean | 131 74.75% ----/ 151 72.95% | 71 25.25% ----/ 51 45.13% | 100% 202 |
| Total | 207 | 113 | 320 |

$\chi^2 = 23.474$
Significant at 1%
Contingency Co-efficient = - 0.261

The table shows that there was a significant difference in the performance of teachers with more experience and teachers with less experience in Area III that is Assignment of Evaluation as 52.54 per cent of the more experienced teachers were on or above the mean score and 47.46 per cent of the less experienced teachers were on or above the mean score. Again, among the more experienced group 54.87 per cent were above and 45.13 per cent were below, while among the less experienced group 27.05 per cent were above and 72.95 per cent were below the mean score; The difference between the two groups was found to be significant at 1 per cent.

5.1.7.5 Performance in Area IV : Use of language skills Mean 6.4

Table 5.41 shows the performance of teachers in the use of language skills during the lesson among the teachers with more experience and less experience.

Table 5.41 : Table Showing the Performance of Teachers Below 5 Years and Above 5 Years in Areas IV.

| Experience | Below 5 Years | Above 5 Years | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 80 47.58% ----/ 59 28.50% | 44 52.42% ----/ 65 57.52% | 100% 124 |
| Below Mean | 127 75.51% ----/ 148 71.50% | 69 24.49% ----/ 48 42.48% | 100% 196 |
| Total | 207 | 113 | 320 |

$\chi^2 = 25.39$
Significant at 1%
Contingency Co-efficient = 0.271

The table shows that there was a significant difference in the performance of more experienced teachers *than* that of teachers with less experienced as 52.42 per cent of the more experienced teachers were on or above the mean score, only 47.58 per cent of the less experience teachers were above the mean score; again 24.49 per cent of the more experienced teachers were below, 75.51 per cent of the less experienced teachers were below. The difference between the two groups of teachers was found to be significant at 1 per cent.

5.2.7.6 Performance in Area V : General Abilities Mean 14.59

Table 5.42 showing the scores on general abilities among teachers with more experience and teachers with less experience.

Table 5.42 : Table Showing the Score on General Abilities

| Experience | Below 5 Years | Above 5 Years | Total |
|----------------|-------------------------------------|-----------------------------------|-------------|
| Mean and above | 105 63.58% ----/ 103 49.76% | 57 36.42% ----/ 59 52.21% | 100% 162 |
| Below Mean | 102 75.51% ----/ 104 50.24% | 56 34.18% ----/ 54 47.79% | 100% 158 |
| Total | 207 | 113 | 320 |

$\chi^2 = 0.219$
 Insignificant
 Contingency Co-efficient = - 0.026

The table above indicates that there was no significant difference in general abilities among teachers with less than 5 years of experience and teachers with 5^{years} and more experience.

5.2 Analysis of Data Regarding Students' Errors in Written English :

The present section of the chapter deals with the analysis and interpretation of errors made by students in written English. The investigator studied the annual examination papers to study the types of errors made by the students. The errors were identified with reference to structural approach. Students whose annual scripts were analysed were from the Schools in which classroom teaching was observed.

It may be recalled that 643 answer-scripts of class V annual examination was reviewed by the investigator.

5.2.1 Errors Made In Using Tenses :

While reviewing the answer-scripts, it was found that 546 students made mistakes in Tenses. Table 5.43 gives the analysis of errors committed by all pupils in Tenses in the different types of Schools.

Table 5.43 : Errors Made in Using Tenses

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 89 (13.84%) | 103 (16.02%) | 354 (55.05%) | 546 (84.91%) |
| Not Making Errors | 13 (2.02%) | 54 (8.40%) | 30 (4.67%) | 97 (15.07%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table shows that 84.91 per cent of the students made mistakes in Tenses and only a small proportion of 15.09 per cent did not make errors. The mistakes made by students are like "I am go", "He was went" "did not showed", ' did not believed', 'He does not has a book', ' the door was lock from outside', 'I shall got into a bus', 'she will comes now' etc.

5.2.2 Errors Made In Using Verbs :

The answer-scripts revealed that about 469 or 72.94 per cent students made mistakes in using verbs. Table 5.44 gives the analysis of errors committed by all pupils in using verbs in the different types of Schools.

Table 5.44 : Errors Made in Using Verbs

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 98 (20.90%) | 107 (22.81%) | 264 (56.29%) | 469 (72.94%) |
| Not Making Errors | 4 (0.85%) | 50 (28.74%) | 120 (68.97%) | 174 (27.06%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table above shows that 72.94 per cent students made mistakes in verbs and only 27.06 per cent did not make any errors. some common examples of errors made in using Verbs are as follows :

- (i) They Was playing football.
- (ii) There Was going.
- (iii) There Was no chairs.
- (iv) She go to School everyday.
- (v) I Losted my way.
- (vi) We Was in the room for one hour.
- (vii) There Was no apples in the tree.

5.2.3 Errors Made In Using Adjectives :

The answer-scripts revealed that a considerably good percentage of students made mistakes while using adjectives. Table 5.45 gives the analysis of errors made by students in using adjectives.

Table 5.45 : Errors Made in Using Adjectives

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 78 (22.09%) | 128 (36.26%) | 147 (41.64%) | 353 (54.90%) |
| Not Making Errors | 24 (8.28%) | 29 (10.00%) | 237 (81.72%) | 290 (45.10%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table above indicates that around 54.90 per cent of the students made mistakes in using Adjectives and only 45.10 per cent did not make any mistake while using adjectives. Some common examples of errors made in using adjectives are as follows :

- (i) A very interest story.
- (ii) A very enjoying day.
- (iii) A surprised thing happened.
- (iv) A terribly event.
- (v) A conference meeting took place.
- (vi) A beauty lion leapt.

5.2.4 Errors Made In Using Adverbs

While analysing the answer-scripts it was found that a good percentage of students made mistakes in using Adverbs. Table 5.46 gives the analysis of errors made by students in using Adverbs.

Table 5.46 : Errors Made in the Use of Adverbs

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 57 (8.86%) | 69 (10.73%) | 212 (32.97%) | 338 (52.56%) |
| Not Making Errors | 45 (7.00%) | 88 (13.69%) | 172 (26.75%) | 305 (47.43%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table shows that majority of the pupils making mistakes while using Adverbs were from the Adhoc and Private Schools. Some common examples of errors made while using Adverbs are as follows :

- (i) She sang extreme well.
- (ii) She is very beauty.
- (iii) He spoke by no means perfect.
- (iv) She spoke slow.

5.2.5 Errors Made In Using Articles :

The answer-scripts revealed that 378 or 58.79 per cent of the students made mistakes in the use of Articles. Table 5.47 gives the analysis of errors made by pupils in using Articles in the different types of Schools.

Table 5.47 : Errors Made in the Use of Articles

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 62 (16.40%) | 88 (23.28%) | 228 (60.32%) | 378 (58.79%) |
| Not Making Errors | 40 (15.09%) | 69 (26.04%) | 156 (58.87%) | 265 (41.21%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table indicates that a large majority of students made mistakes in the use of articles. Some of the common examples of errors made by students are as follows :

- (i) Use a umbrella.
- (ii) It is a exciting day.
- (iii) We had to take a shelter in the hut.
- (iv) The snake we saw had the big hut.
- (v) There was a old dirty bed.

5.2.6 Errors Made In The Use Of Prepositions :

Table 5.48 analyses the number of students making errors in the use of prepositions.

Table 5.48 : Errors Made in the Use of Prepositions

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 91 (14.15%) | 142 (22.08%) | 365 (56.77%) | 598 (93.00%) |
| Not Making Errors | 11 (1.71%) | 15 (2.33%) | 19 (2.95%) | 45 (7.00%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table indicates that about 598 or 93.00 per cent made mistakes in using prepositions and only 45 or 7.00 per cent did not make any mistakes while using prepositions. Some common examples of mistakes made are gives as follows :

- (i) He drove off on the car.
- (ii) The insect climbed in the wall.
- (iii) I went in Calcutta.
- (iv) In the next day.
- (v) The girl looked in at the window.
- (vi) The teacher is angry from me.

5.2.7 Errors Made In The Use Of Other Structural Words :

Students also made errors in the use of other structural words e.g. :

- (i) Personal pronoun as (I, me, my myself etc.).
- (ii) Auxiliaries (will, shall, can, may etc.).
- (iii) Conjunctions (and or, if, because etc.)

Table no 5.49 analyses the number of students making errors in the use of other structural words.

Table 5.49 : Errors Made in the Use of Other Structural Words

| Errors | Govt. | Deficit | Adhoc & Private | Total |
|-------------------|-----------------|-----------------|-----------------|-----------------|
| Making Errors | 37 (9.30%) | 79 (19.85%) | 282 (70.85%) | 398 (61.90%) |
| Not Making Errors | 65 (26.53%) | 78 (31.84%) | 102 (41.63%) | 245 (48.10%) |
| | 102 (15.86%) | 157 (24.42%) | 384 (59.72%) | 643 |

The table indicates that 61.90 per cent students from all the different types of Schools made mistakes in the use of other structural words.

CHAPTER VI

4

DISCUSSION OF FINDING

The present chapter discusses the major findings of the study with reference to analysis and interpretation of data given in chapters IV to V.

6.1 Study of Background Characteristics

- (i) Among the teachers of English belonging to different linguistic communities, percentage of Garo group was the highest. If, however, the teachers of English were divided into the tribal and the non-tribal groups of teachers, then the percentage of tribal group of teachers of English was higher than that of the non-tribal group of teachers of English.
- (ii) A large majority of the teachers were graduates by general qualification. However, the proportion of under-graduates by general qualification was also considerably high. The study also indicates that proportion of under graduates were more prevalent among the tribals and females.
- (iii) The study revealed that only 28.97 per cent of the total sample were B.T./B.ED. degree holders, under-graduate teachers were not professionally trained. Majority of the teachers of English in the district, were, thus untrained. Again, only 7.25 per cent of the trained teachers specialised in the teaching of English at the B.T./B.ED. level. This was due to the fact that teachers taught

English as well as other subjects in their schools and they generally offered other subjects as they found easier for passing B.T./B.ED. examination. Only 1.64 per cent in the entire sample possessed diploma in English teaching. Similar were the findings reported by Saraf (1975) and Sharma (1986).

- (iv) The investigator also found that only 1.17 per cent in the entire sample received short course training in English teaching. It thus appears that majority of the teachers of English were not professionally equipped. These findings confirm findings of Rajagopalan (1972).
- (v) Majority (84.80%) of teachers with one year of teaching experience as the highest teachers with more than five years of teaching experience was least 15.2 per cent in the entire sample.
- (vi) Majority (61.21%) of the teachers were below the age of 35 and it was pointed out by them that they were ready to leave the present job on getting a better one.

6.2 Study of Work Load

- (a) The collected responses revealed that the proportion of Under-Graduates teachers teaching English were higher in class IV. It also showed that the percentage of Post-Graduates taught more in class VI than in classes V and IV. Teaching by more qualified teachers in the lower classes, for giving a good foundation in English, appears to be neglected.
- (b) On enquiry from different heads of schools it was found that there was no specific instruction available with the school regarding the Weekly period load.
- (c) Except in Government schools, no school had sections, hence the size of the class was too big to attend to the linguistic problems of the students. These findings confirm with those findings of George (1966).
- (d) Majority the teachers (65.19%) in the entire sample did not give homeworks.
- (e) The weekly workload on correction of notebooks was higher in the case of Adhoc and Private schools. The State of affairs in the Adhoc and Private schools was thus very poor. The teachers were much pressurised by classes, in the size of classes and on correction work also.
- (f) A majority of the teachers (58.78) not giving home works resounded that Homeworks were not given as it was a burden to correct the notebooks and that students were not

interested in homeworks. This finding confirm with those, of Mishra (1969).

A small percentage of teachers (2.14) responded that it was generally done by Parents which concludes that parents were also not qualified enough to help the children with their homeworks.

- (g) It was found that majority (62.62%) of the teachers in the entire sample did not give class-tests. As regards reasons for conducting class-tests, majority (65.63%) of the teachers giving class-tests pointed out that class-tests were either given as it was an integral part of the school programme or through class-tests the writing capacity of the students can be judged.
- (h) A large majority (68.46%) of teachers in the Government of Deficit schools and Adhoc and Private schools opined that they were over-loaded with correction work in English as well as in other subjects.
- (i) Majority of the teachers in the Government & Deficit schools could complete their correction work during the off-time while the majority of the teachers in the Adhoc and Private schools had to do the correction work at home

due to the non-availability of enough off-time in the school.

- (j) Participation on co-curricular and community activities was more among the teachers teaching in the Government and Deficit schools in proportion to the teachers in the Adhoc and Private schools. The weekly work load generally varied between one and two hours.
- (k) The opinion of the teachers were Collected to find out if they were over-burdened with the overall work load. From the entire sample, a large majority (88.56%) of teachers^{responded} that they were over- burdened. The majority (90.94%) of the teachers from the Adhoc and Private schools revealed that the teachers were greatly over-worked with their correction work and classes as well. The analysed data also revealed that the teachers in the Adhoc and private schools had in majority of the cases no off periods. Out of 265 teachers belonging to the Adhoc and Private schools only 45 teachers or 16.98 per cent of the teachers had some off periods. The reasons for not having off periods were also collected and the analysed data revealed that they had no off periods as there was lack of enough teaching staff in the school.

- l) Majority (69.32%) of the teachers in the Government and Deficit schools utilised their off period and tiffin periods meeting students and relaxation, while majority (87.55%) of the teachers *teaching* in the Adhoc and Private schools took classes due to the absence or shortage of teachers.
- m) The general opinion of the teachers both from the Government and Deficit schools and from the Adhoc and Private schools regarding workload was collected and Majority of the teachers' opinion was that it was heavy as 210 or (49.07%) teachers responded that it was 'heavy', while 169 or (39.49%) responded that it was 'very heavy'.
- n) Majority (63.16%) of the PG teachers preferred teaching English only. Majority Graduates (67.73%) prefer teaching English and other subjects. Majority Under Graduates (63.53%) preferred teaching other subjects only.

Majority undergraduate teachers were generally handling the beginners *i.e.*, class IV students and they were not interested in teaching the language. Their teaching efficiency in English would obviously be affected.

- o) Majority (60.98%) of the teachers in the entire sample wanted to continue *teaching* in more than one class.

- p) Whereas, majority (84.66%) of the teachers from Government and Deficit schools found their workload equitably distributed, majority (60%) of the teachers from the Adhoc and Private schools responded that the workload was not equitably distributed. This might be due to the fact that most of the schools were under staffed.

6.3 Teaching Materials

- (i) In the opinion of a large majority of teachers the Readers used in the school were good but the readers were not supplemented by students' work Book or 'Teachers' guide Book. This findings were concluded by Borah (1985).
- (ii) Majority of the teachers responded that the present English syllabus was good.
- (iii) A small percentage of teachers(8.88%)responded that the language items i.e., structures, vocabulary etc. were presented systematically i.e., in order of difficulty, while the rest of the teachers in the entire sample indicated their ignorance about structural approach.
- (iv) In the opinion of majority of the teachers the text books were not properly illustrated with the help of pictures and examples.

- (v) As reported by the teachers majority of them in the entire sample taught grammar in separate periods. In fact a study of the time tables used in different schools also revealed ^{that} separate grammar periods was allotted in the time-table. The present advocacy for integrating grammar with the teaching of the reader (language) did not seem to be taken care of.
- (vi) Majority of the schools in the entire sample had a library and that no school possessed a departmental library and that no library contained reading materials to keep the teachers abreast of the latest development in English teaching Methodology.
- (vii) The analysed data on the quality of school library was collected and the analysed data revealed that the teachers in the Govt. and Deficit schools expressed that the school library was either good, very good or satisfactory and majority of the teachers in the Adhoc and Private schools responded that the school library was poor.

The responses collected, however, revealed that a very small meagre percentage of teachers used the school library. No library maintained a catalogue. This finding confirm with the findings of Shylla (1990).

(viii) The study revealed that majority of the teachers were happy with the English text books. However, a small percentage suggested that the text books should be changed in a desirable way into one with colourful pictures. Borah (1985) also concluded in the similar way.

(ix) Majority of the teachers felt that the text books used were inadequate for acquisition of students' mastery over the language.

6.4 Views and Opinions of Teachers and Practices Followed by Them in Respect of Various Aspects of Teaching English

(i) The study revealed that the percentage of teachers using the Direct Method was the highest in the sample. However, the percentage of respondents using the Direct Method was higher in the case of Adhoc and Private schools. Responses revealed that the teachers following the translation Method formed the next majority, However, The analysed data also shows that the 'percentage of teachers in the Government and deficit schools using the translation Method was the highest and a very small group of teachers used the Direct method as modified under structural approach. These finding confirm with those of George (1966) and Shukla (1968).

(ii) From the responses collected ,it was found that the percentage of teachers trying to develop students reading

& writing skill was the highest. It was thus implied that the teachers were either not very clear about the use of language skills or they were ignorant about the objectives of teaching English. The teachers were not clear ^{about} objectives of teaching English. Joseph (1963) also concluded in the similar manner.

- (iii) Teachers responses indicated that majority (63.08%) of the teachers 'never' used material aids. However, the teachers 'irregularly' using material Aids was higher among the Government and Deficit school teachers than the teachers of Adhoc and Private schools. George (1966) concluded that aids were not used as it was expensive while the present study concludes that aids were not used as it was not readily available.
- (iv) Responses revealed that all teachers asked questions while teaching and a large majority of teachers responded that questions were asked because Questions helped in developing the lesson and a small percentage responded that questions helped to make the students' attentive. The study revealed that majority of teachers in the urban areas got their responses in English and a small percentage got their responses in mother-tongue; while in the rural areas all the teachers without a single

exception got their responses in mother-tongue. Parashers (1979) also concluded in the similar manner.

- (v) As regards the types of oral work conducted by the teachers the responses indicated that percentage of the teachers (70.09%) asking short and simple questions was the highest while no teachers used 'Discussion' and 'Language games.' The percentage of teachers using the other types of work like 'oral composition', 'Reproducing a story', Dramatisation etc. were very low.
- (vi) Responses indicated that 'Question-Answer' type of oral work was most common among the teachers. The responses further indicated that co-ordination of different types of oral work was neglected by the teachers.
- (vii) Responses indicated that putting short and simple questions on the passage read loudly was the most common practice for ensuring students' reading comprehension, Responses given revealed that asking students to reproduce story or summarize passage in mother-tongue was quite common among many teachers.
- (viii) The study revealed that the percentage of teachers (75.47%) using equivalents in mother-tongue was the highest in the sample for teaching new words and

structures. The study also shows that majority of the teachers did not have any idea about the structural approach for drilling of new words and structures.

- (ix) The study revealed that Majority (66.35%) of the teachers used the deductive technique of teaching English grammar which included teaching through rules and definitions. A small percentage of teachers followed other method i.e., they asked the students to write short stories on the basis of rules and definitions taught by them. Mishra (1969) also concluded in the same way.
- (x) Majority (56.31%) of the teachers used dictation as a technique for teaching spelling.
- (xi) From the responses given by the teacher regarding measures adopted for improving pupils pronunciation, it revealed that majority of the teachers encouraged the pupils to speak in English. However, very few teachers responded to have used phonic drills for improving pupils pronunciation. This problem was due mainly to teachers' not being trained in phonetics.
- (xii) Majority of the teachers indicated that they preferred loud reading to silent reading and in the entire sample

majority of the teachers used the black-board while teaching.

- (xiii) For ascertaining students' understanding of the lesson, majority (64.25%) of the teachers pointed out that they used 'Question-Answer' method.
- (xiv) The responses collected from the study revealed that only 22.90 per cent encouraged students to speak English, while others did nothing about it.
- (xv) As regards arrangements for those who did not understand, majority (60.75%) did not make any special arrangement, while 24.30 per cent organised extra coaching and only 14.95 per cent organised remedial teaching for those who did not understand.
- (xvi) The responses indicated that different teachers used different strategies in dealing with students who were inattentive in class.
- (xvii) All teachers in the sample pointed out that the number of English periods as included in the time table was enough.
- (xviii) As regards salary of teachers the responses indicated that majority of the Government and Deficit school

teachers were happy with their salaries, while majority of the teachers in the Adhoc and Private school were not found to be happy with their salaries. In fact, proper pay scale were not made available to the teachers in most of the Adhoc and private schools because of the paucity of funds.

- (xix) As regards parent-teacher contacts, the responses indicated that majority (93.13%) responded that they had 'no contact' at all and only a small percentage (8.18%) responded to have 'frequent contact with the parents.
- (xx) While a large majority (75.93%) of the teachers responded to have felt the need for training in Phonetics for improving pronunciation, only a very insignificant percentage of teachers (1.64%) stated to have attended short training courses in phonetics. This indicates that facilities for training in phonetics. were inadequate in the district; Rajagopalan (1972) also concluded in the similar manner.

6.5 Problems Faced by the Teachers in Teaching English

As regards problems and difficulties in teaching English, majority of the teachers in Government and deficit schools as well as in Adhoc and private schools pointed out :

- (i) that the course outline was tough and therefore they were not qualified enough to ^{teach} the prescribed syllabus,
- (ii) that the school did not possess any material aids and therefore they could not use any material while teaching English;
- (iii) that the library was not equipped with books on English-teaching Methodology;
- (iv) that because of the lack of training facilities, majority of the teachers were not professionally trained;
- (v) that owing to the non-availability of proper guidelines, teaching from the English readers was difficult;
- (vi) that because of the non-existence of teachers training institution in the district, the teachers were not abreast of the latest techniques of teaching English;

- (vii) that the teachers had to teach a number of subjects along with English and as a result due justice to the teaching of English as well as other subjects could not be given;
- (viii) that, majority of students belonged to the lower socio-economic strata with not having guidance in practicing language at home;
- (ix) that, majority of the teachers were out of the pail of in-service training;
- (x) that, students were generally afraid of English and they looked upon English as a very difficult subject;
- (xi) that, students reliance on mother-tongue badly affected their practice in English.
- (xii) that, there was a lack of guidance and supervision extended to English teachers from the school authorities;
- (xiii) that good teachers and good students did not generally stay long in many institutions particularly Adhoc and Private schools owing to **lack** of adequate facilities;

- (xiv) that, in majority of the schools particularly Adhoc and Private schools as well as schools situated in Rural areas the teaching staff was inadequate in number;
- (xv) that, the salary of the teachers in majority of the Adhoc and Private schools was meagre.

6.6 Status of Teaching English in Classroom Situation

Major findings of the study to the present status of teaching English in classroom situation, as identified through observation on the rating scale, are discussed below :

- a) The overall performance i.e., taking the scores of all the areas, it was found that the teachers teaching in the Government and Deficit schools taught significantly better than teachers teaching in the Adhoc and Private schools. The difference in performance between and the Government and Deficit teachers and the Adhoc and Private school teachers was also found significant in Area I that is preparation, Area II - presentation, Area III - Assignment and Evaluation, Area IV - use of language skills during the lesson and Area V - General abilities.
- b) The overall performance i.e., taking the scores of all the areas, it was found that the male teachers taught significantly better than the female teachers. This

difference in performance was found significant in other areas as well as in Area I that is preparation the difference was significant at 1 per cent; in Area II, that is presentation the difference was significant at 2 per cent; in Area III the difference was significant at 5 per cent; in Area IV the difference was significant at 1 per cent; and in Area V the difference was significant at 1 per cent.

- c) While comparing the performance of Post-Graduate, Graduate school teachers with that of the performance of the Under-Graduate it was found that the overall performance of the Post- Graduate, Graduate school teachers was significantly better than the Under-Graduate school teachers. The difference in performance between these two group was found significant in the other areas as well as in Area I - Preparation, the difference was significant at 1 per cent, in Area II or Preparation, the difference was also significant at 1 per cent, in Area III or Assignment or Evaluation also the difference was significant at 1 per cent, in Area IV or use of language skills during the lesson the difference was significant at 1 per cent, and in Area V also the difference was significant at 1 per cent. This clearly indicate that qualification does play a significant role in any kind of teaching and at the Junior school stage as well.

- d) The overall performance i.e., taking the scores of all the areas, it was found that the urban school teachers taught significantly better than the teachers of the rural areas. This difference in performance between the urban school teachers and the rural school teachers was found significant in Area I or preparation where the difference was significant at 1 per cent; in Area II, or presentation the difference was significant at 1 per cent; in Area III or Assignment and Evaluation the difference was significant at 1 per cent; in Area IV or use of language skills the difference was significant at 1 per cent; and in Area V or General abilities the difference was significant. This could be that the teachers in the urban areas performed better because of the better working conditions and better infra-structural facilities in comparison to the rural areas.
- e) Trained teachers (B.T./B.ED. degree holders) were found to have taught significantly better than untrained teachers. Further, among the trained teachers, those who offered English as one of the method subjects taught significantly better than those who did not offer English. This indicates that training in English teaching, at B.T./B.ED. level developed in the teachers of English better English teaching competence. The difference was found significant at 1 per cent in the overall performance, at 1

per cent in Area I, Area II, Area III, Area IV and Area V respectively.

- f) There was no significant difference in the performance of married teachers and unmarried teachers, marital status of teachers did not play any significant role in the teaching of English in classroom situation.
- g) The overall performance i.e., taking the scores of all the areas, it was found that the teachers with experience of five years and above taught significantly better than teachers with less than five years experience. The difference was found significant at 1 per cent. The difference in performance between this two groups was found significant at 1 per cent in Area I, Area II, Area III, and Area IV. However, there was no significant difference in Area V that is General abilities. This finding confirm the finding reported by Rajagopalan (1975) that teachers experience in teaching English determined his success.

6.7 Strengths and Weaknesses in the Teaching of English

Strengths and weaknesses in the teaching of English were identified from the study of the scores of the entire sample of teachers in various areas of the rating scale, as well as from

the comments recorded by the investigator and her co-rater. Main points are discussed below :

- a) It was observed that among the different areas of the rating scale, mean score was the highest in area V, General qualities and that according to the scale was 'satisfactory'.
- b) It was observed that the mean score of Area A, that is preparation was according to the scale 'poor'. The study further revealed that teachers generally made no preparation before coming to the classes. That is to say that they did not master the lesson and did not take care of students' motivation.
- c) As regards Area B Presentation, it was found that the mean score was also 'poor' according to the scale. It was found that majority of the teachers used black-board and that black-board was in most cases *was* irrelevant and majority of the teachers were weak in other items of this area. Majority of the teachers did not use aid materials, could not secure students' participation in the lesson, did not encourage students to use English, could not create meaningful situations for drilling and structures. In the case of the majority of the teachers it was also noticed that there was a lack of fluency in questioning and that

English pronunciation was phonetically incorrect. Majority of the teachers did not use appropriate method of teaching English and it was found that majority of those who favoured the structural approach, in their responses, used the traditional translation method in actual classroom situation and they allowed students to use mother-tongue.

- d) The performance of the teachers were 'Poor' in area C : Assignment and Evaluation. The position of ratings in Area C indicates that the teachers were weak in all the three areas i.e., (i) concluding the lesson, (ii) evaluating students' achievement and (iii) students requiring extra care.
- e) As regards area D : use of language skills, it was noticed that majority of the teachers failed to follow the principle of proportion among the four language skills. There was a tendency to use reading and writing skill ignoring the other two skills.
- f) Among the six items of Area E : General Qualities the teachers was highest in 'Generosity'. From the rating as well as the comments of the raters, it was found that majority of the teachers possessed qualities of generosity, friendliness, emotional balance and leadership. But, majority of the teachers were found weak

in other two items in this area viz., 'Enthusiasm' and 'Resourcefulness'. However, it may be noted that the overall score in this area was satisfactory according to the rating scale.

6.8 Errors made in Using Grammar

- a) It was observed while reviewing the answer-scripts that majority (84.91%) of the students in all the different types of schools made mistakes in the use of tenses.
- b) It was found that a large majority (72.94%) of students made mistakes in the use of verbs.
- c) More than 60 per cent students made mistakes in using adjectives.
- d) The study also showed that a high percentage of (52.56%) students made mistakes in the use of adverbs as well.
- e) While using articles, also, it was observed that more than 59 per cent of students made mistakes in the use of articles.
- f) The majority (93.00%) of the students made mistakes in the use of preposition as well.

- g) It was also observed that a large majority (61.90%) of the students made mistakes in the use of other structural words like (i) Personal Pronouns, (ii) Auxiliaries, and (iii) Conjunctions.

The type of errors in written English identified from the review of answer-scripts, indicate students weakness in writing grammatically correct structures and appropriate use of content words as well as structural words.

CHAPTER VII

CONCLUSIONS AND SUGGESTIONS

7.1 Following conclusions were drawn from the findings of the present study

1. The proportion of undergraduate teachers in the entire sample was quite high and that majority of the teachers were not professionally equipped to teach English.
2. Majority of the teachers were with only one year of teaching experience.
3. While *al*most all the undergraduate teachers taught English in the Junior classes, very few graduate and post-graduate teachers taught in this stage. Their, main English class load being concentrated in the high school classes.
4. There was no uniformity regarding workload of teachers of English in different types of schools.
5. Majority of the teachers in the sample pointed out their work load on the whole was very heavy.
6. English readers were written according to the latest approach to the teaching of English, The readers were, however, not accompanied by teachers' guidebooks or students' work book.

7. The school libraries did not possess books on English teaching Methodology.
8. While a large majority of teachers pointed out that they generally used direct method but in actual classroom situation it was observed that majority of them were using the Translation method.
9. Because of the excessive use of Translation method, mother-tongue was found to have played a dominant role in the scheme of English teaching in the Junior school stage.
10. Majority of the teachers of English were not aware of the latest development in the field of English teaching Methodology. They were not clear about the four-fold objectives of teaching English.
11. Majority of the teachers did not use aid materials and the reason furnished by them for not using aid material was the dearth of such material in the school.
12. Majority of the teachers failed to secure students participation in the English class and neglected students' practice in oral English.

13. Formal grammar was found to be taught in all Junior classes right from the 1st class of the stage as per the school programme and thus integration of grammar with text books language items (functional grammar) was not found to be used.
14. As per observation in classroom situation the performance of teachers was highest in General Abilities and lowest in the use of language skills.
15. Marital status had no impact on the teaching of English in the Junior school stage.
16. Teachers from the govt. and Deficit schools, teachers from urban areas taught significantly better than teachers from Adhoc and Private schools and rural schools respectively.
17. Male teachers taught significantly better than the female teachers.
18. Majority of the teachers failed to follow the principle of proportion and co-ordination among the four language skills in classroom teaching. There was a tendency to use Reading and writing skill ignoring the other two skills.

19. Major Errors made by students in written English included (i) order of words in sentence (both structural and content words). (ii) appropriate use of structural words; and (iii) usage.
20. The major problem of teaching English were : (i) Absence of guidelines for teaching the text materials, (ii) Dearth of material aids in the school, (iii) non-availability of books on the methodology of teaching English, (iv) heavy load of subjects other than English, (v) lack of guidance at home, (vi) too much use of mother-tongue in the teaching of English, (vii) half-heartedness on the part of the majority of the teachers teaching in adhoc and private schools particularly in the rural areas, (viii) lack of supervision in the school, (ix) inadequate staff in the Adhoc and Private schools.

7.2 Suggestions for Improving Teaching of English

On the basis of the major finding, the following suggestions are given :

7.2.1 Suggestions to Teachers

- (i) Teachers may as a matter of principle provide scope for the practice of all the four skills, viz., the skills of understanding, speaking, reading and writing in every

lesson though the emphasis will differ from lesson to lesson,

- (ii) Structural approach to the teaching of English may be taken care of and meaningful situations created in the English class for drilling words and structures. Situations may be created with the help of objects, gestures, demonstrations, illustrations, with pictures, diagrams and other improvised aids,
- (iii) Grammar may not be treated as a separate subject in the foundation stage. The teaching of grammar and language teaching may be integrated,
- (iv) In composition work, oral work may be followed by written work,
- (v) Students' participation in the lesson may be secured by asking questions and encouraging students to speak English. Questions asked should be purposeful, well structured and simple,
- (vi) Teacher's may give appropriate assignment towards the end of the lesson to evaluate students progress in the lesson,

- (vii) Teachers may give oral and written tests periodically to assess students progress in the acquisition of the language skills,
- (viii) Teachers own pronunciation may be improved on phonetic basis and for improving pronunciation they can use the pronunciation dictionary. Teachers, should also attend to students pronunciation by organising pronunciation drills in the English class,
- (ix) Student's use of mother tongue in the English class should be guarded against. Students may be encouraged to use English only in answering questions,
- (x) Teachers in the Ad-hoc and Private schools particularly in the rural areas, may take special care of the students belonging to the poor socio-economic background by organising extra coaching and remedial teaching,
- (xi) Teachers, may give practice in various structures of English meant for the junior school stage in day-to-day teaching. In the light of the errors, identified from the students answer-scripts graded, selected structures along-with suggestions about contriving meaningful situation for drilling them have been given in Appendix E (as remedial teaching).

7.2.2 Suggestions to Teacher-Educators

- (1) The training college teachers may give special emphasis on the teaching of phonetics to the student-teachers and modern equipments like linguaphone records may be used for improving students-teachers pronunciation.
- (2) The rating scale, used in the present study can be utilised by the training college teachers for observation of student-teacher's performance in English during the practice-teaching session.
- (3) In giving training in English teaching Methodology, the training college teachers of English may give practical guidance to the student teachers for contriving situation to teach different structures of English language to the junior school teachers. The English Readers, used, in the local schools may be utilised for the purpose of demonstration in training colleges.

7.2.3 Suggestion to the School Authorities

- (i) The work load of teachers be distributed in such a way that each teacher gets some time everyday for relaxation also.
- (ii) Since majority of the teachers desired to continue with the existing pattern of teaching English and other

subjects rather than to teach English alone, the practice may be continued but the English teacher's other subject's load may be reduced considerably as desired by them.

- (iii) School authorities may take steps to procure audio-visual aid materials to be used for the teaching of English.

- (iv) School libraries may be equipped with books on English Methodology to keep the teachers abreast of the latest trend in the teaching of English.

- (v) Trained and competent teachers of English in the school may be given a share of responsibility to teach in lower classes IV and V also since majority of the trained teachers were found to teach generally in the upper classes.

7.2.4 Suggestions to Others

- (1) Backlog of untrained teachers of English may be removed by the Education Department of the state by deputing more teachers, every year to the training colleges.

- (2) In-service training programme for the untrained under graduate teachers of English should be conducted by the SCERT in collaboration with the training colleges.

- (3) For teachers who have already obtained pre-service training degree (B.T., B.Ed.) without training in English teaching, short courses in English teaching Methodology may be organised by the SCERT.
- (4) SCERT and CIEFL Regional centre at Shillong may conduct short courses in phonetics and spoken English for the junior school teachers of English.
- (5) The state government may take measures to improve the poor lot of many adhoc and private school.
- (6) The government may also increase the allocation on book grants and other facilities to equip the libraries of the schools.
- (7) The workload of the teachers as prescribed by the state Education Department should be adhered to and care should be taken to see that the work load among the teachers in a school are equitably distributed.
- (8) Arrangements for developing Teachers' handbook, with guidelines to the teachers for teaching the present English readers, may be made by the Meghalaya Board of School Education.

- (9) Education Department may also consider the feasibility of appointing subject inspectors for English to supervise the work from time to time.

7.3 Suggestions for Further Research

The present study involved teachers of English in the junior schools of West Garo Hills District of Meghalaya. Similar studies may be undertaken in East Garo Hills, Jaintia Hills and Khasi Hills. Again present study had teacher as the main sampling unit. It will be worthwhile to initiate a study based on pupil's achievement in English with reference to the four basic skills.

A few other studies in the area of teaching of English, Junior, Middle, High school stages which may be undertaken by future researchers are given below :

- (a) An investigation into the effectiveness of programmed reading material in English for the Junior school stage in Meghalaya.
- (b) A study of the common language difficulties in English of the Junior and Middle school students in West Garo Hills District of Meghalaya.

- (c) An inquiry into the scope and effectiveness of Audio-visual Instruction in improving teaching of English in the Junior schools in Meghalaya.
- (d) A comparative study of the Direct Method and the Bilingual Method of teaching English in the Junior school stage in Meghalaya.
- (e) A study of the problems of learning English in the Junior school level in Meghalaya.
- (f) Construction and standardization of a Reading Comprehension Test in English for Junior School students of Meghalaya.
- (g) An investigation into the English vocabulary resources of the junior school pupils of Meghalaya.
- (h) A study of the attitude towards and achievement in English ^{amongst} High school students in Meghalaya.

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APPENDIX - A

I. Names of Schools from Which the Sample of 428 Teachers were Selected for the Study

Government Schools

1. Government Boys High School, Tura.
2. Government Girls High School, Tura.
3. Baghmara Government High School.
4. New Tura Government Aided High School.
5. Ampati Government Middle School.
6. Dadengiri Government High School.
7. Kendriya Vidyalaya School.

Deficit Schools

8. Christion Girls High School, Tura
9. Don Bosco High School, Tura.
10. St. Xaviers High School, Tura.
11. Tura Town High School.
12. Hawakhana High School.
13. Rongram High School.
14. Dalu Bengali High School.
15. Sacred Heart High School.
16. Rohon Para High School.
17. Baghmara Girls High School.
18. Rongara High School.
19. Sibbari High School.
20. Silkigiri High School.

21. Rugapara High School.
22. Rang Sakona High School.
23. Sulguri High School.
24. Mellim High School
25. Mahendraganj High School.
26. Nogorpara High School.
27. Katuli High School.
28. Boldamgiri High School.
29. Roni Asim High School.
30. Tikrikilla High School.
31. J.N. Phulbari High School.
32. Janapriya High School.
33. Selsella High School.
34. Bhaitbari High School.
35. Garo Badha High School.
36. Gime Giri High School.
37. Rajabala High School.

Adhoc Schools

38. Akhonggiri High School. Tura
39. Hindi High School.
40. Don Bosco Night High School.
41. L.G.B. High School, Tura.
42. New Tura High School.
43. Dobasipara Night High School.

44. Rongkhon night High School.
45. Multi-Purpose School.
46. Araimile Night High School.
47. Nivedita Girls' High School.
48. Tura Night High School.
49. Dobasipara High School.
50. Rongkhon High School.
51. Christian Boys High School, Tura.
52. St. Mary's Girls High School.
53. Chaku Gitok High School.
54. Jengjal High School.
55. Darrengiri High School.
56. Bolchugiri High School.
57. Bandra High School.
58. Edenbari High School.
59. Rombagiri High School.
60. Babelapara High School.
61. Amongpara High School.
62. Cheng apara High School
63. Sasengpara High School.
64. Rimrangpara High School.
65. Barongpara High School.
66. Gonchudare High School.
67. Kherapara High School.
68. Josipara High School.
69. Purakasia High School.

70. Machangpani High School.
71. Sangknigiri High School.
72. Ashugiri High School.
73. Dalu girls High School.
74. Baghmara Night High School.
75. Nengkong High Schools.
76. Karukol High School.
77. Mindikgiri High School.
78. Nangalbibra High School.
79. Moheskola High School.
80. Warima High School.
81. Chokpot High School.
82. Kapisipara High School.
83. Mitapgiri High School.
84. Rongrikingiri High School.
85. Gasuapara High School.
86. Dimapara High School.
87. Ganchikalak High School.
88. Mibonpara High School.
89. Betasing High School.
90. Kasabanagar High School.
91. Vidyamoni High School.
92. Okkapara High School
93. Monabari High School.
94. Gopinathkilla High School.
- 95. Patizora High School.

96. Salmanpara High School.
97. Kalaipara High School.
98. Tochapara High School.
99. Kalaigaon High School.
100. Mahendraganj Girls High School.
101. Raksamgiri High School.
102. Shuamnagar High School.
103. Nabajati Paham High School.
104. Pedaldoba High School.
105. Halliday ganj High Schools.
106. Thakimagiri High School.
107. New Moded High School, Chok chokia.
108. Hari Pur Namabela High School.
109. Betabari High School.
110. Haldi Bari High School.
111. Bhajamara High^y School.
112. Kalchengpara High School.
113. United Mukdangara High School.
114. Bikkongiri High School.
115. Upper Chandmary Night High School.
116. Janamangal High School.
117. Dalugaon High School.
118. Williompur High School.
119. B.N.A High School.
120. Kristo Jyoti High School.
121. Burny Hill High School.

122. Ranga High School.
123. Maguapara High School.
124. Asanang High School.
125. Nogorpara Night High School.
126. Rongehadenggre High School.
127. Badupara High School.
128. Tekabari High School.
129. Ronasangabagiri High School.
130. Tura Public High School.
131. Old st. Dominic High School, Araimile.
132. Najing Memorial High School.
133. Magnrmari High School.
134. Mongolagiri High School.
135. Bandalkona High School.
136. Hill View High School.
137. Naguapara High School.
138. Wadanang High School.
139. St. Dominic savio High School.
140. Mother's union High School.
141. Tura secondary High School.
142. Capt. W.A sangma Memo High H/S. Mahendraganj.
143. Sacred Heart High School

Private Schools

- 144. Sherwood School.
- 145. Brooklyne High School.
- 146. Rose Bud High School.
- 147. Sparkle Dew High School.
- 148. ELL VEE Haven High School.
- 149. St. John's. High School.
- 150. St. Marys, High School-Dalu.
- 151. Sunny Villa High School-. Phulbari.
- 152. Nehru High School.
- 153. Don Bosco - Tikrikilla.

Middle Schools

- 154 Govt. Sided Gorkha M.E School, Tura
- 155. Tura Bengali Girl's L.P. School.

Deficit Schools

- 156. Chibragal M.E. School.
- 157. Nivedita Girl's M.E School. Tura.
- 158. L.G.B Middle School Tura.
- 159. St. Dominic Middle School, Garobadha.
- 160. R.C. Road Middle School.- Tura.
- 161. Don Bosco Middle School-Chokpot.
- 162. D.A.V. Hindi Middle School.
- 163 Don Bosco Middle School.

Adhoc Schools

164. Auxilium Convent Middle School, Tura.
165. Boldangiri Middle School.
166. Rongram Middle School.
167. Sacred Heart Middle School, Phulbari.
168. Holy Cross Middle School, New Tura.
169. Auxilium Convent Middle School, Garobadha.
170. Bogula Bhita Hongsha Dhar Barman Memorial Middle School.
171. Akkhongiri Middle School, Tura.
172. Wadanang Middle School, Tura.
173. Phulbari Middle School, Tura
174. Ampati Memorial School.
175. S.B. Middle School, Tikrikclla.
176. Bhait Bari Govt. Aided Middle School.
177. Don Bosco - Rongkhon.
178. Rongkhon Middle School.
179. Sibbari Middle School.
180. Dalu Co-Educational Middle School.
181. Katuli Government Aided Middle School.
182. Aerovil Middle School, Tura.
183. Edinbari Middle School, Tura
184. Purakhasia Middle School.
185. Assamese Middle School.-Tura.
186. Vidyamoni Middle School.
187. Holliday Ganj Middle School.
188. Forest View Middle School-Tura.

189. Bajendoba Middle School.
190. Salman para Middle School.
191. Tkakcinagiri Middle School.
192. Raksamgiri Middle School.
193. Williampur Middle School.
194. Bhajama Middle School.
195. Police Reserve Middle School.-Tura.
196. Dobasipara B.S.F Middle School.-Tura.
197. Balika Hindi Middle School. - Rongram.
198. Sat Sangha Vihari M.E School. Tura.
199. Don-Bosco Dalu.
200. Sr. Angela M.E School-Tura.
201. Little Flowers Middle School.-Jengal.
202. Patizora Middle School.
203. Mellim Middle School.
204. Rajabala Middle School.
205. Hawakhana Middle School, - Tura.
206. Darmile Middle School-Tura.
207. Tura Town M.E School.
208. Mahendraganj Middle School.
209. Mission M.E. School.-
210. Kalchengpara Middle
211. Karukol Middle School.
212. Betasing Middle School.
213. Nangalbibrai Middle School.
214. Darrengiri Middle School.

215. Warima Middle School.
216. Kasabanagar Middle School,
217. Rua Doba Middle School.
218. Babelapara Middle School.
219. JangJal Middle School.
220. Selsella Middle School
221. Bhaitbari Middle School
222. Garo Badha Middle School
223. Phulbari Don Bosco Middle School
224. Gimigiri Middle School
225. Zikzak Middle School
226. Betasing Middle School
227. Ashugiri Middle School
228. Duruma M.E. School

APPENDIX B

TOOLS USED IN THE STUDY

I. Questionnaire

1. Please read carefully the items of the questionnaire under various sections.
2. In section I, particulars are to be supplied in the space provided against each item.
3. In each of the sections, multiple choice type of questions as well as Yes/No type of questions have been included. In each of the multiple choice type of questions please tick () mark the response/responses you consider appropriate. In the case of open type of questions you are required to write the answers on the space provided for the purpose. Please don't hesitate to give correct responses.
4. The data supplied by you will be used for research purpose and will be treated as strictly confidential.
5. Please return the questionnaire as early as possible.

Section I

Personal Data

- i) Name
- ii) Age
- iii) Sex
- iv) Community
- v) Whether a member of scheduled caste/tribe :
- vi) Name of the school
- vii) Type of the school (i.e. Govt. Deficit, Adhoc) :
- viii) Medium of instruction in the school

- ix) Educational qualification (undergraduate, Graduate or Post graduate).
- x) Professional qualification (L.T., B.T., B.Ed., M.Ed., etc.)
- xi) Method papers offered at (L.T., B.T., B.Ed., M.Ed. etc.)
- xii) Teaching experience in years and months
- xiii) Whether attended any in-service training
(Please tick the appropriate response)
(a) Yes () (b) No ()

- xiv) If the answer to item (xiii) is 'Yes' then mention the subject in which attended.

- xv) If the answer to item (xiii) is 'Yes' then give the name of the institution/organisation sponsoring the programme.

(iv) Very few ().

(d) Can you state the number of English notebooks corrected by you per week.

10. If you don't give homework, please give reason :

(i) Students are not interested in homework ()

(ii) Homework affects students progress in studies ()

(iii) Student's homework are generally done by parents ()

(iv) Any other please specify.

11. Do you conduct class tests in English ?

(a) Yes () (b) No ()

12. If you conduct class tests, how often do you conduct ?

(i) Once a week () (ii) Once in two weeks ()

(iii) once a month () (iv) never ().

13. Why do you conduct class tests ?

(a) class tests increases efficiency in learning ()

(b) through class tests one can judge the amount of knowledge acquired by the students ()

(c) through class tests the writing capacity of the students can be judged ()

(d) any other (please specify) ().

14. If you do not conduct, please give reasons for not conducting tests :
- (i) Class - tests affect progress in teaching () .
 - (ii) Class - tests affect progress in learning () .
 - (iii) Students are not interested () .
 - (iv) Any other (Please specify) () .
15. How many Test scripts in other subjects, if any, do you generally Examine per month ?
16. How many English Test scripts do you generally Examine per month ?.....
17. When do you usually do your Correction work?
- (a) at home ()
 - (b) During off periods ()
 - (c) After School hours ()
18. Do you participate in Co-curricular and community activities (as per School programme) ?
- a) If 'Yes' please specify the activity / activities :
 - b) -----

 - c) Please indicate the time spent (in hours) approximately in Co-curricular and Community activities per week
19. Do you feel that you are over burdened with your correction work?
- (a) yes () (b) No () .
20. Do you think that you have to take too many periods a day ?
- (a) Yes () (b) NO () .
21. (a) Do you have off-periods ?
- (a) Yes () (b) No () .
 - (b) If 'Yes' how many off-periods do you have per week ? (Please specify the number of periods excluding tiffin periods)
 - (c) If 'No' why don't you have ?
 - (i) Not needed
 - (ii) Lack of enough teaching staff in the school () .
 - (iii) any other () (please specify) .
 - (d) If you have off periods, how do you utilise them ?
 - (i) Meeting students ()
 - (ii) Relaxation ()
 - (iii) Correction work ()
 - (iv) Taking classes due to absence of colleague/shortage of teachers ()
 - (v) Self-improvement ()
 - (vi) Any other () (please specify) .

22. How heavy is your work-load on the whole ?

- (a) very heavy () (b) heavy () (c) not heavy ()

23. What do you prefer ?

- (i) Teaching English only ()
 (ii) Teaching English and other subjects ()
 (iii) Teaching only other subjects ()

24. If you prefer (ii) above, how many other subjects (in addition to English) would you like to teach ?

- (i) One subject () (ii) two subjects () (iii) three subjects () (iv) four subjects ().

25. What do you prefer ?

- (i) Teaching only one class ()
 (ii) Teaching more than one class ().

26. Do you think that giving class-tests frequently is an extra burden for you ?

- (a) Yes () (b) No ()

27. If you do your correction work at home, do you have enough time for other domestic duties ?

- (a) Yes () (b) No ()

28. If you think that the work-load is too heavy what are your suggestions to minimise it.

.....

29. Do you feel that the work load among the teachers in your school has been equitably distributed ?

(a) Yes () (b) No ()

30. Do you think that the distance from the home to the school is too much ?

(a) Yes () (b) No ()

31. How do you travel to and from the school ?

(i) by school bus ()

(ii) by public transport ()

(iii) riding a bicycle/scooter ()

(iv) on foot ()

32. If you feel that the distance from the home to the school is too much, what are your suggestions to get over the problem ?

(i) providing staff quarters ()

(ii) providing public transport ()

(iii) any other () (please specify).

Section III

Teaching Materials

33. Please specify the names of the Readers used in the classes taught by you----- ?
34. What is your general opinion about the Reader used ?
(i) Very good () (ii) good () (iii) satisfactory ()
(iv) poor ()
35. Are the Readers supplemented by student's work book ?
(a) Yes () (b) No ()
36. Does the syllabus provide for a teachers' guide ?
(a) Yes () (b) No ()
37. Are you happy with the present English syllabus ?
(a) Yes () (b) No ()
38. Do you think that the present English syllabus at the Junior school level will help the students to acquire a practical command of the language ?
(a) Yes () (b) No ()
39. Do you think the present English syllabus covers the four-fold objectives of teaching English i.e., understanding, speaking, reading and writing ?
(a) Yes () (b) No ()

40. Are the language items (structures, vocabulary) in the Reader presented systematically (i.e., in order of difficulty) ?

(a) Yes () (b) No ()

41. Are the English text books provided with exercises at the end of each lesson ?

(a) Yes () (b) No ()

42. Are the English text books well bounded to be handled freely by the students ?

(a) Yes () (b) No ()

43. Are the Readers well illustrated with pictures ?

(a) Yes () (b) No ()

44. Do you have a separate grammar books for the students at the Junior school stage ?

(a) Yes () (b) No ()

45. Please name the grammar books for the classes taught by you.

(i), (ii), (iii)

(iv)

46. Do you teach grammar in separate periods ?

(a) Yes () (b) No ()

47. Do you have a school library ?

(a) Yes () (b) No ()

48. How good is your library ?

(i) very good () (ii) good () (iii) satisfactory ()
(iv) poor ()

49. Are there enough books on the methodology of teaching English
in your library ?

(a) Yes () (b) No ()

50. Do you use the school library ?

(a) Yes () (b) No ()

51. If 'Yes' when do you use the school library ?

(a) during off-periods () (b) after school hours ()

52. Do you read books on English teaching methodology ?

(a) Yes () (b) No ()

53. Are you benefitted by the books on methodology or teaching
English if such books are available in the library ?

(a) Yes () (b) No ()

54. Are there fresh arrivals of books on English into your library ?

(a) Yes () (b) No ()

55. Does your library has a separate English section ?

(a) Yes () (b) No ()

56. Does your library maintain a catalogue ?

(a) Yes () (b) No ()

57. Are you happy with the present English text books used in the Junior schools ?

(a) Yes () (b) No ()

58. If you are not happy what text books do you think would help the students better.

59. Do you think that the exercises presented at the end of each lesson help the students to gain mastery of the language items (structure and vocabulary) presented ?

(i) to a great extend () (ii) to some extend ()

(iii) not at all ().

60. Are you happy with your library ?

(a) Yes () (b) No ()

61. Is your library a lending library as well ?

(a) Yes () (b) No ()

62. Do you encourage students to go to the library and read something in addition to the text books in English ?

(a) Yes () (b) No ()

63. Do you encourage your students to take notes from the library.

(a) Yes () (b) No ()

Section IV

Methodology/Teaching Practice

64. The aim of teaching English in High Schools today is to develop in pupils command of the language, both in its spoken and written form. What method/methods do you use generally use for the realisation of these aim of teaching English ?

(i) Direct method as modified under structural approach (

(ii) Translation method ().

(iii) Direct Method

(iv) Any other (please specify).

65. Do you, by following the principle of proportion and co-ordination, impart practice in all or some of the following skills in the English class ?

- (i) Students understanding of English through listening ()
- (ii) Speaking English correctly by the students ()
- (iii) Student's reading with comprehension ()
- (iv) Student's expression in writing ()

66. Do you use material aids in teaching English

- (i) always (), (ii) irregularly () , (iii) never ()

67. If 'Yes' why do you use ?

- (i) aids make the lesson concrete ()
- (ii) make teaching explanation vivid and impressive ()
- (iii) make language learning interesting ()
- (iv) use of aids is obligatory ()
- (v) teacher to develop artistic specialisation ()

68. (a) Do you put question to the students during teaching ?

- (a) Yes () (b) No ()

(b) If 'Yes' why do you put ?

- (i) questions make students attentive ()
- (ii) questions help in developing the lesson ()
- (iii) questions test students understanding ()
- (iv) questions help developing in students the habit of using English in speech ()

- (v) questions make students submissive to the teacher
 - (vi) any other (please specify).
- (c) If 'No' why don't you put questions ?
- (i) questions impede progress in the lesson ()
 - (ii) students do not welcome questions ()
 - (iii) students become indisciplined while answering questions ()
 - (iv) any other (please specify).
69. In what language do the students generally answer ?
- (a) English () (b) mother tongue ()
70. What type/types of oral work in English do you generally conduct in the class.
- (i) oral composition ()
 - (ii) reading a picture ()
 - (iii) reproducing a story ()
 - (iv) dramatisation ()
 - (v) discussion ()
 - (vi) language games ()
 - (vii) short talks ()
 - (viii) any other (please specify)

71. How do you ensure students' reading comprehension ?

- (i) by observing the reaction of the students when they read a passage loudly ()
- (ii) by putting short and simple questions on the passage read loudly ()
- (iii) by asking students' to reproduce a story or summarise the passage in simple English ()
- (iv) by asking students to use mother tongue in responding to questions put on what they have read ()
- (v) any other (please specify)

72. What point/points do you take care of in organising English composition work ?

- (i) spelling () (ii) grammatical correction ()
- (iii) imagination () (iv) organisation of ideas ()
- (v) continuity of language and thought ()
- (vi) clarity of language () (vii) gradation of topics ()
- (viii) oral word before understanding written word ()
- (ix) any other (please specify).

73. What device/devices do you adopt for teaching new words and structures in the English prose text ?

- (i) Creating meaningful situations with the help of objects, gestures, actions and Illustrations with practicals and drills ()
- (ii) Giving Equivalents in the mother-tongue ()

- (iii) Direct Questions on the text read ()
- (iv) Asking students to give synonyms, antonyms of words ()
- (v) Completion type and matching type of exercise ()
- (vi) substituting one word for a group of words ()
- (vii) Using substitution tables ()
- (viii) Any other (please specify).

74. How do you teach English grammar ?

- (i) By giving rules and definitions and asking students to memorize them.
- (ii) By Correcting texts and grammar and by giving examples and encouraging students to identify rules and definitions.
- (iii) By comparing rules of English grammar with that of the grammar of the mother-tongue.
- (iv) Any other (please specify).

75. What do you use for teaching English spelling ?

- (i) Transcription () (ii) dictation ()
- (iii) Oral method () (iv) writing mistakes a number of times. ()
- (v) Using flash Cards () (vi) using spelling note books ()
- (vii) spelling games () (viii) using dictionary By the students ()

76. What measure/measures do you generally adopt for pronunciation of your pupil ?
- (i) Conducting phonic drills for recognition and reproducing sounds.
 - (ii) encouraging students to speak in English.
 - (iii) conducting loud reading.
 - (iv) using spelling as a tool.
 - (v) Any other (please specify).
77. What do you generally prefer ?
- (a) loud reading () (b) silent reading ().
78. How do you introduce a new lesson to the students in the class ?
- (please specify your point).
79. Do you use the black-board while teaching English.
- a) yes () b) No ().
80. If 'Yes' why do you use the black-board?
- (i) because its use supplement the lesson.
 - (ii) because the students can learn better through the black-board
 - (iii) because the students can remember those written on the black-board.
 - (iv) because the black-board serves as an useful media between the texts and students.

81. If 'No', why not please justify your answer.
82. How do you ensure that all the students have understood the lesson ?
(i) By facial expression () (ii) by putting questions ()
(iii) by asking them to repeat what they have heard ().
(iv) Any other (please specify).
83. Do you encourage your students to speak English outside the classroom ?
(a) yes (). (b) No ().
84. Do you ask your students to compose short stories of their own in English.
(a) Yes () (b) No ().
85. Have you faced any problem with your students in English ?
(a) Yes () (b) No ().
86. If 'Yes' would you please specify the nature of the problem encountered ?
87. Do you punish the students for not doing their homeworks in English
(a) Yes () (b) No ().
88. If 'Yes' How do you punish your students ?
(i) Making them stay after School ().
(ii) sending them out of the class ().
(iii) Writing their mistakes a number of times ().
89. What arrangements do you make for those who do not understand ?
(i) organise extra Coaching ()
(ii) organise remedial teaching ()
(iii) nothing ()
90. What arrangements do you do for those who are not attentive in the English class ?
(i) draw their attention by scolding them ()
(ii) keeping quite for some seconds in order to make them realise ()
(iii) telling a story ()
(iv) any other (please specify)
91. What are your problems as English teacher ? Would you please describe them ?
92. Do you face any indiscipline problem in your English class ?
(a) If 'Yes' what do you do to tackle it ?
(b) If 'Yes' would you describe the nature of indiscipline ?

93. (a) Do you think the time duration for each English period as per the school time table is enough ?
(a) Yes () (b) No ().
(b) If tick 'No' what according to you should be the time duration for a period ?
(please specify in terms of minutes)
94. (a) Are you happy with your present salary ?
(a) Yes () (b) No ().
95. Do you have frequent contacts with the parents of your children ?
(a) Yes () (b) No ().
96. Have you attended any training in English Phonetics ?
(a) Yes () (b) No ().
97. What is your opinion about the role of in-service training for English teachers
(i) very useful () (ii) helpful () (iii) undecided/
uncertain () (iv) not helpful ()
98. What do you feel that facilities for in-service training of English teachers are adequately provided for in your state ?

99. What other problems and difficulties do you generally experience in teaching English at the Junior level (i.e. classes IV to VI).
(please list the problems, using additional sheet if necessary).

Tool II

Rating Scale

Scale for Rating the Performance of Junior School English Teachers in Classroom Situation.

Each of the items in the scale is to be rated by giving a circle around the appropriate numerical value (1,2,3,4,5).

(1) very poor, (2) poor, (3) satisfactory, (4) good, (5) very good.

| School | Class |
|---|----------------|
| Name of the Teacher | Lesson |
| <u>Items for Rating</u> | <u>Ratings</u> |
| A. Preparation | |
| 1. The objectives selected for the lessons were appropriate | 1,2,3,4,5 |
| 2. The objectives of the lesson were relevant to the subject matter | 1,2,3,4,5 |

3. The teacher had mastery of lessons 1,2,3,4,5
4. The climate of the classroom was conducive to learning 1,2,3,4,5
5. The students were motivated 1,2,3,4,5
6. The teacher had chosen Audio-Visual Aids relevant to the subject matter 1,2,3,4,5

B. Presentation

7. The lesson presented was systematic and involved the participation of the students 1,2,3,4,5
8. The methods used by the teacher in teaching English was appropriate 1,2,3,4,5
9. The language used in teaching English was appropriate correct and was consistent with the level of students 1,2,3,4,5
10. The voice of the teacher in teaching English was clear and audible to all the students 1,2,3,4,5
11. The teacher's pronunciation was intelligible and correct from the phonetic point of view 1,2,3,4,5
12. The pronunciation of the students was attended to 1,2,3,4,5
13. Questions were asked to maximise student's participation 1,2,3,4,5

14. Questions put were relevant
specific and grammatically correct 1,2,3,4,5
15. The language items (Vocabullary,
structures, etc.) were taught
to the students through meaningful
situations 1,2,3,4,5
16. Audio-Visual aids were used by the
teachers 1,2,3,4,5
17. Variety and interest in language
learning was created through the use
of material aids 1,2,3,4,5
18. Students were responsive in the
class 1,2,3,4,5
19. The responsive behaviour of the
students helped the class to
progress efficiently 1,2,3,4,5
20. Positive reinforcement was given
for their responses in the class 1,2,3,4,5
21. The teacher to be aware of the
students errors in grammar,
composition and spelling 1,2,3,4,5
22. Measures taken by the teacher for
correcting student's errors in
English were appropriate 1,2,3,4,5
23. The Black-Board was used while
teaching 1,2,3,4,5

24. The work done on the Black-board was legible, neat and appropriate 1,2,3,4,5
25. The movement of the teacher was purposeful and the teacher was aware of individual problems 1,2,3,4,5
26. The language atmosphere was maintained throughout the lessons 1,2,3,4,5

C. Assignment and Evaluation

27. Suitable assignments were given in concluding the lesson 1,2,3,4,5
28. The students' achievement were evaluated 1,2,3,4,5
29. The students' requiring extra care were attended to 1,2,3,4,5

D. Use of Language Skills During the Lesson

30. The students were given practice in understanding the language through listening 1,2,3,4,5
31. The students were given practice in speaking English 1,2,3,4,5
32. The students were given practice in reading English with comprehension 1,2,3,4,5
33. The students were given practice in writing correct English 1,2,3,4,5

34. The extend of emphasis given on
each of the skills was in keeping
with the requirement of the lesson 1,2,3,4,5

E. General Qualities of the Teacher

35. Enthusiasm 1,2,3,4,5

36. Leadership 1,2,3,4,5

37. Resourcefulness 1,2,3,4,5

38. Emotional Balance 1,2,3,4,5

39. Friendliness 1,2,3,4,5

40. Generosity 1,2,3,4,5

APPENDIX - C

Table Showing the Distribution of Respondents According to High and Middle (Respondents Included in Sample I)

| | Government | | | | | | | | | | | |
|--------------|------------|----|----|-----------|-----|---|-----------|----|----|-----------|-----|-----------|
| | M | F | T | UT | TRT | N | TRT | PG | G | UG | MAR | S |
| High | 29 | 24 | 16 | 37 | 39 | | 14 | 5 | 22 | 26 | 40 | 13 |
| | 53 | | | 53 | | | 53 | | | 53 | | 53 |
| Middle | 4 | 8 | - | 12 | 8 | | 4 | 2 | 5 | 5 | 8 | 4 |
| | 12 | | | 12 | | | 12 | | | 12 | | 12 |
| Total | 65 | | | 65 | | | 65 | | | 65 | | 65 |

Deficit

| | | | | | | | | | | | | |
|--------------|-----------|----|----|-----------|----|--|-----------|----|----|-----------|----|-----------|
| High | 44 | 47 | 31 | 60 | 61 | | 30 | 10 | 55 | 26 | 54 | 37 |
| | 91 | | | 91 | | | 91 | | | 91 | | 91 |
| Middle | 4 | 3 | 1 | 6 | 5 | | 2 | 0 | 4 | 3 | 7 | 0 |
| | 7 | | | 7 | | | 7 | | | 7 | | 7 |
| Total | 98 | | | 98 | | | 98 | | | 98 | | 98 |

Adhoc and Private

| | | | | | | | | | | | | |
|--------------|------------|-----|----|------------|-----|--|------------|----|-----|------------|-----|------------|
| High | 104 | 102 | 66 | 140 | 150 | | 56 | 18 | 106 | 82 | 140 | 66 |
| | 206 | | | 206 | | | 206 | | | 206 | | 206 |
| Middle | 29 | 30 | 10 | 49 | 36 | | 23 | 3 | 28 | 28 | 40 | 19 |
| | 59 | | | 59 | | | 59 | | | 59 | | 59 |
| Total | 265 | | | 265 | | | 265 | | | 265 | | 265 |

Table showing the Distribution of Respondents According to Urban and Rural (Respondents Included in Sample II)

| Government | | | | | | | | | | | |
|--------------|-----------|----|-----------|----|-----------|-------|-----------|----|-----------|-----|----|
| | M | F | T | UT | TRT | N TRT | PG | G | UG | MAR | S |
| Urban | 25 | 20 | 9 | 36 | 33 | 12 | 5 | 14 | 26 | 32 | 13 |
| | 45 | | 45 | | 45 | | 45 | | 45 | | |
| Rural | 3 | 2 | 1 | 4 | 4 | 1 | 0 | 2 | 3 | 5 | 0 |
| | 5 | | 5 | | 5 | | 5 | | 5 | | |
| Total | 50 | | 50 | | 50 | | 50 | | 50 | | |

| Deficit | | | | | | | | | | | |
|--------------|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|----|
| Urban | 32 | 19 | 25 | 26 | 41 | 10 | 6 | 43 | 2 | 38 | 13 |
| | 51 | | 51 | | 51 | | 51 | | 51 | | |
| Rural | 13 | 11 | 2 | 22 | 15 | 9 | 0 | 8 | 16 | 15 | 9 |
| | 24 | | 24 | | 24 | | 24 | | 24 | | |
| Total | 75 | | 75 | | 75 | | 75 | | 75 | | |

| Adhoc and Private | | | | | | | | | | | |
|-------------------|------------|----|------------|----|------------|----|------------|----|------------|----|----|
| Urban | 60 | 65 | 58 | 67 | 92 | 33 | 18 | 80 | 27 | 89 | 36 |
| | 125 | | 125 | | 125 | | 125 | | 125 | | |
| Rural | 33 | 37 | 6 | 64 | 49 | 21 | 5 | 15 | 55 | 41 | 29 |
| | 70 | | 70 | | 70 | | 70 | | 70 | | |
| Total | 195 | | 195 | | 195 | | 195 | | 195 | | |

APPENDIX - D

Area-Wise Scores of Teachers

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|-----|--------|---------|----------|---------|--------|--------|
| 1. | 15.5 | 57.0 | 11.4 | 10.8 | 17.8 | 112.50 |
| 2. | 19.5 | 66.3 | 9.5 | 11.5 | 24.3 | 131.10 |
| 3. | 17.5 | 54.0 | 12.5 | 10.3 | 17.5 | 111.80 |
| 4. | 14.8 | 57.3 | 11.0 | 9.5 | 20.75 | 113.35 |
| 5. | 19.3 | 56.8 | 9.5 | 5.5 | 14.5 | 105.60 |
| 6. | 15.0 | 57.8 | 9.5 | 9.3 | 16.0 | 107.60 |
| 7. | 10.5 | 42.3 | 5.3 | 8.8 | 17.0 | 83.90 |
| 8. | 13.0 | 41.5 | 6.0 | 5.8 | 15.5 | 81.80 |
| 9. | 15.0 | 53.5 | 8.0 | 7.8 | 19.0 | 103.30 |
| 10. | 17.8 | 20.8 | 4.8 | 5.5 | 16.0 | 64.90 |
| 11. | 14.0 | 46.5 | 7.8 | 5.3 | 19.8 | 93.40 |
| 12. | 12.0 | 42.3 | 7.5 | 7.0 | 15.8 | 84.60 |
| 13. | 15.0 | 46.5 | 8.0 | 5.3 | 17.5 | 92.30 |
| 14. | 13.0 | 37.5 | 8.5 | 10.5 | 24.8 | 94.30 |
| 15. | 13.0 | 38.8 | 8.3 | 5.3 | 15.0 | 80.40 |
| 16. | 12.3 | 33.5 | 6.5 | 6.0 | 13.3 | 71.60 |
| 17. | 12.5 | 48.5 | 7.3 | 6.0 | 16.3 | 90.60 |
| 18. | 13.8 | 43.0 | 8.0 | 5.5 | 15.5 | 85.50 |
| 19. | 13.5 | 29.0 | 8.0 | 6.3 | 14.3 | 71.10 |
| 20. | 10.3 | 36.8 | 3.0 | 6.0 | 17.5 | 73.60 |
| 21. | 11.8 | 39.3 | 5.5 | 7.5 | 17.3 | 81.40 |
| 22. | 6.5 | 28.0 | 5.0 | 5.0 | 12.0 | 56.50 |
| 23. | 11.0 | 38.0 | 6.0 | 5.8 | 15.5 | 76.30 |
| 24. | 12.2 | 40.25 | 7.5 | 7.0 | 13.3 | 80.30 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|-----|--------|---------|----------|---------|--------|--------|
| 25. | 11.0 | 37.0 | 6.8 | 5.0 | 15.8 | 75.60 |
| 26. | 14.5 | 44.8 | 7.5 | 5.0 | 13.0 | 84.80 |
| 27. | 10.5 | 36.8 | 6.3 | 5.0 | 15.3 | 73.90 |
| 28. | 10.0 | 44.0 | 6.3 | 5.0 | 16.5 | 81.80 |
| 29. | 15.0 | 40.3 | 8.0 | 9.8 | 21.8 | 94.90 |
| 30. | 15.2 | 59.3 | 10.8 | 7.5 | 20.0 | 112.80 |
| 31. | 23.3 | 76.5 | 12.0 | 13.8 | 24.3 | 149.90 |
| 32. | 26.5 | 80.8 | 10.8 | 10.5 | 18.8 | 147.40 |
| 33. | 25.8 | 57.3 | 9.3 | 8.3 | 22.0 | 112.70 |
| 34. | 15.8 | 49.5 | 9.8 | 6.5 | 18.8 | 100.40 |
| 35. | 12.3 | 39.0 | 8.0 | 5.8 | 15.8 | 80.10 |
| 36. | 7.8 | 29.3 | 4.8 | 5.0 | 13.5 | 60.40 |
| 37. | 11.5 | 33.3 | 5.0 | 5.0 | 15.3 | 70.10 |
| 38. | 9.8 | 35.0 | 6.0 | 5.5 | 11.5 | 67.80 |
| 39. | 12.3 | 41.8 | 6.5 | 6.3 | 15.0 | 81.90 |
| 40. | 12.0 | 39.5 | 5.5 | 5.5 | 12.5 | 75.00 |
| 41. | 12.3 | 39.5 | 7.5 | 5.0 | 15.0 | 79.30 |
| 42. | 10.5 | 39.3 | 6.0 | 5.5 | 15.8 | 77.10 |
| 43. | 10.8 | 41.8 | 6.0 | 5.3 | 14.5 | 78.40 |
| 44. | 11.5 | 36.8 | 5.8 | 5.0 | 14.8 | 73.90 |
| 45. | 10.8 | 37.0 | 7.0 | 5.5 | 16.3 | 76.60 |
| 46. | 10.3 | 29.0 | 7.5 | 5.3 | 10.5 | 62.90 |
| 47. | 9.8 | 34.5 | 6.2 | 5.5 | 11.0 | 67.00 |
| 48. | 11.8 | 36.0 | 4.0 | 5.5 | 15.5 | 72.80 |
| 49. | 9.0 | 31.0 | 6.0 | 5.3 | 13.5 | 64.80 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|-----|--------|---------|----------|---------|--------|--------|
| 50. | 23.0 | 75.5 | 10.8 | 13.8 | 20.5 | 143.60 |
| 51. | 23.0 | 75.5 | 10.8 | 13.8 | 20.5 | 143.60 |
| 52. | 21.5 | 63.8 | 12.0 | 13.0 | 26.0 | 136.30 |
| 53. | 21.0 | 74.3 | 13.3 | 14.3 | 26.0 | 148.90 |
| 54. | 19.8 | 38.0 | 16.75 | 7.3 | 11.5 | 93.35 |
| 55. | 14.3 | 46.3 | 8.5 | 10.5 | 17.0 | 96.60 |
| 56. | 18.5 | 59.5 | 8.3 | 10.5 | 17.8 | 114.60 |
| 57. | 16.8 | 59.5 | 10.0 | 9.5 | 19.8 | 115.10 |
| 58. | 17.5 | 56.8 | 8.5 | 12.0 | 19.3 | 114.10 |
| 59. | 18.3 | 49.8 | 7.0 | 10.3 | 20.0 | 105.40 |
| 60. | 13.3 | 54.0 | 10.3 | 13.5 | 19.5 | 110.60 |
| 61. | 18.0 | 61.0 | 10.0 | 12.0 | 19.0 | 120.00 |
| 62. | 17.8 | 62.8 | 8.5 | 8.3 | 19.0 | 116.40 |
| 63. | 16.0 | 59.3 | 8.3 | 12.8 | 18.5 | 114.90 |
| 64. | 15.0 | 38.5 | 6.3 | 6.8 | 14.5 | 81.10 |
| 65. | 12.0 | 44.5 | 7.5 | 8.0 | 17.5 | 89.5 |
| 66. | 14.3 | 43.3 | 6.5 | 5.5 | 17.5 | 87.1 |
| 67. | 11.5 | 28.8 | 6.3 | 5.8 | 14.0 | 66.4 |
| 68. | 8.5 | 28.8 | 6.5 | 5.3 | 13.5 | 62.6 |
| 69. | 15.0 | 40.0 | 9.0 | 6.0 | 14.5 | 84.8 |
| 70. | 9.8 | 38.0 | 7.3 | 10.8 | 11.25 | 77.15 |
| 71. | 9.5 | 29.8 | 7.3 | 5.8 | 15.0 | 67.4 |
| 72. | 10.5 | 40.0 | 6.0 | 5.8 | 16.0 | 78.3 |
| 73. | 11.5 | 33.5 | 7.0 | 5.3 | 17.3 | 74.6 |
| 74. | 10.8 | 33.3 | 5.5 | 5.8 | 16.8 | 72.2 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|-----|--------|---------|----------|---------|--------|-------|
| 75. | 10.5 | 36.0 | 8.5 | 5.5 | 14.5 | 78.0 |
| 76. | 7.5 | 40.0 | 8.3 | 5.3 | 17.0 | 75.00 |
| 77. | 10.5 | 35.3 | 5.3 | 5.5 | 17.0 | 73.6 |
| 78. | 10.3 | 37.8 | 7.0 | 5.0 | 15.5 | 75.6 |
| 79. | 9.8 | 36.5 | 4.5 | 6.3 | 16.3 | 73.4 |
| 80. | 14.5 | 39.0 | 7.0 | 7.3 | 13.5 | 81.3 |
| 81. | 10.8 | 38.8 | 5.0 | 5.1 | 14.8 | 74.5 |
| 82. | 10.0 | 38.3 | 5.8 | 5.8 | 17.5 | 77.4 |
| 83. | 12.3 | 41.8 | 4.8 | 5.0 | 13.0 | 76.9 |
| 84. | 11.5 | 45.8 | 7.5 | 5.0 | 15.3 | 85.1 |
| 85. | 8.5 | 41.5 | 5.0 | 5.3 | 14.5 | 74.8 |
| 86. | 10.8 | 38.5 | 7.5 | 5.0 | 16.3 | 78.1 |
| 87. | 13.0 | 35.8 | 6.0 | 5.5 | 16.0 | 76.3 |
| 88. | 10.0 | 38.0 | 5.0 | 5.5 | 15.3 | 73.8 |
| 89. | 8.6 | 35.1 | 5.7 | 5.3 | 11.7 | 66.4 |
| 90. | 10.1 | 39.8 | 6.3 | 5.7 | 10.6 | 72.5 |
| 91. | 9.3 | 30.0 | 5.0 | 5.5 | 14.5 | 64.3 |
| 92. | 9.5 | 30.5 | 5.0 | 6.0 | 13.3 | 64.3 |
| 93. | 7.0 | 29.0 | 4.3 | 7.0 | 11.0 | 58.3 |
| 94. | 9.0 | 28.3 | 5.0 | 5.0 | 13.3 | 60.6 |
| 95. | 9.0 | 33.3 | 4.3 | 5.0 | 16.0 | 67.3 |
| 96. | 17.0 | 51.0 | 8.5 | 5.0 | 22.0 | 103.5 |
| 97. | 14.75 | 48.75 | 7.3 | 5.3 | 18.0 | 94.2 |
| 98. | 11.0 | 43.0 | 6.5 | 5.0 | 19.3 | 84.8 |
| 99. | 14.0 | 49.0 | 5.3 | 5.0 | 13.3 | 86.6 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 100. | 10.0 | 42.3 | 5.5 | 5.0 | 17.0 | 79.8 |
| 101. | 17.3 | 40.3 | 6.0 | 9.0 | 10.75 | 83.3 |
| 102. | 4.7 | 40.5 | 5.8 | 5.0 | 13.0 | 69.00 |
| 103. | 15.8 | 49.3 | 7.0 | 5.3 | 15.8 | 93.2 |
| 104. | 12.3 | 48.3 | 6.5 | 6.5 | 16.5 | 90.1 |
| 105. | 13.8 | 52.0 | 6.8 | 5.5 | 15.3 | 93.4 |
| 106. | 12.0 | 39.5 | 5.0 | 5.0 | 16.0 | 77.5 |
| 107. | 12.3 | 43.0 | 7.5 | 5.0 | 11.0 | 78.8 |
| 108. | 7.3 | 34.3 | 5.8 | 6.0 | 15.0 | 68.4 |
| 109. | 8.0 | 14.3 | 4.3 | 6.5 | 13.5 | 46.6 |
| 110. | 7.0 | 37.3 | 4.0 | 7.5 | 15.3 | 71.1 |
| 111. | 8.5 | 32.0 | 6.0 | 5.3 | 15.3 | 67.1 |
| 112. | 9.8 | 32.0 | 5.3 | 5.5 | 17.5 | 70.1 |
| 113. | 8.5 | 34.3 | 5.3 | 5.0 | 12.0 | 65.1 |
| 114. | 9.8 | 27.5 | 4.8 | 6.3 | 11.0 | 59.4 |
| 115. | 8.8 | 33.3 | 4.8 | 5.8 | 13.8 | 66.5 |
| 116. | 10.0 | 38.8 | 3.8 | 5.0 | 11.3 | 68.9 |
| 117. | 11.0 | 35.0 | 4.8 | 6.0 | 13.3 | 70.1 |
| 118. | 11.3 | 36.3 | 4.8 | 5.5 | 10.5 | 68.4 |
| 119. | 9.0 | 30.8 | 5.0 | 5.8 | 13.8 | 64.4 |
| 120. | 9.5 | 32.5 | 5.5 | 5.8 | 14.3 | 67.6 |
| 121. | 12.1 | 39.2 | 5.1 | 5.3 | 13.9 | 75.6 |
| 122. | 8.2 | 30.5 | 3.6 | 5.9 | 14.1 | 62.3 |
| 123. | 13.10 | 41.9 | 4.3 | 5.9 | 13.6 | 78.8 |
| 124. | 10.10 | 30.20 | 5.5 | 6.2 | 11.5 | 63.5 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 125. | 16.6 | 39.2 | 4.1 | 6.9 | 12.1 | 78.9 |
| 126. | 21.8 | 68.3 | 4.1 | 5.9 | 16.4 | 116.5 |
| 127. | 16.5 | 64.8 | 3.8 | 7.2 | 15.9 | 107.3 |
| 128. | 19.6 | 60.5 | 4.8 | 6.7 | 18.9 | 110.5 |
| 129. | 19.4 | 57.6 | 6.4 | 5.6 | 19.3 | 108.3 |
| 130. | 19.6 | 54.4 | 7.8 | 5.6 | 19.0 | 106.4 |
| 131. | 15.6 | 53.3 | 8.5 | 7.4 | 15.7 | 100.5 |
| 132. | 13.4 | 68.9 | 9.6 | 7.4 | 16.2 | 115.5 |
| 133. | 15.9 | 53.3 | 8.3 | 8.4 | 14.8 | 100.7 |
| 134. | 19.1 | 55.0 | 9.3 | 5.9 | 14.2 | 103.5 |
| 135. | 14.7 | 52.9 | 9.8 | 5.7 | 12.4 | 95.5 |
| 136. | 19.4 | 63.4 | 8.6 | 10.4 | 10.3 | 112.1 |
| 137. | 15.4 | 60.3 | 8.0 | 7.6 | 9.9 | 101.2 |
| 138. | 15.1 | 50.3 | 7.8 | 7.5 | 12.9 | 93.6 |
| 139. | 13.6 | 64.2 | 8.1 | 6.6 | 12.7 | 105.2 |
| 140. | 16.4 | 49.9 | 8.6 | 6.1 | 14.4 | 95.4 |
| 141. | 12.9 | 47.5 | 7.3 | 5.1 | 13.9 | 86.7 |
| 142. | 13.4 | 39.3 | 6.3 | 5.8 | 15.7 | 80.5 |
| 143. | 12.8 | 41.1 | 6.1 | 5.9 | 17.7 | 83.6 |
| 144. | 12.4 | 34.7 | 6.9 | 6.6 | 16.1 | 76.7 |
| 145. | 9.9 | 35.5 | 6.3 | 6.2 | 15.3 | 73.2 |
| 146. | 12.9 | 47.0 | 9.1 | 5.4 | 17.1 | 91.5 |
| 147. | 17.0 | 47.1 | 9.1 | 5.0 | 18.2 | 96.4 |
| 148. | 20.1 | 38.9 | 6.6 | 6.7 | 15.2 | 87.5 |
| 149. | 93.3 | 37.3 | 6.6 | 5.6 | 16.5 | 159.3 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|--------|
| 150. | 12.9 | 36.5 | 6.5 | 5.1 | 13.6 | 74.6 |
| 151. | 15.3 | 44.0 | 9.8 | 9.6 | 19.6 | 98.3 |
| 152. | 11.1 | 27.7 | 5.3 | 5.0 | 12.4 | 61.5 |
| 153. | 15.1 | 48.2 | 11.1 | 7.1 | 15.9 | 97.4 |
| 154. | 11.10 | 28.5 | 6.1 | 5.2 | 17.4 | 68.3 |
| 155. | 9.60 | 24.1 | 5.8 | 5.3 | 12.6 | 57.4 |
| 156. | 13.4 | 53.43 | 9.8 | 7.8 | 15.7 | 100.13 |
| 157. | 10.9 | 30.30 | 5.3 | 5.6 | 14.9 | 67.0 |
| 158. | 7.9 | 26.80 | 3.0 | 6.2 | 12.4 | 56.3 |
| 159. | 15.8 | 68.1 | 11.8 | 14.3 | 20.0 | 130.0 |
| 160. | 8.2 | 35.9 | 3.0 | 5.6 | 21.9 | 74.6 |
| 161. | 8.10 | 26.6 | 3.0 | 5.3 | 21.0 | 64.0 |
| 162. | 15.80 | 51.20 | 6.3 | 10.8 | 14.3 | 98.4 |
| 163. | 8.8 | 28.5 | 4.6 | 5.9 | 13.1 | 60.9 |
| 164. | 16.1 | 54.7 | 5.1 | 8.4 | 21.3 | 105.6 |
| 165. | 8.4 | 32.2 | 4.8 | 5.3 | 17.9 | 68.6 |
| 166. | 9.2 | 28.7 | 4.9 | 6.4 | 11.6 | 60.8 |
| 167. | 14.4 | 45.7 | 6.1 | 6.9 | 12.7 | 85.8 |
| 168. | 8.1 | 33.2 | 3.6 | 6.1 | 11.10 | 62.1 |
| 169. | 10.7 | 53.7 | 5.5 | 8.1 | 14.90 | 92.9 |
| 170. | 8.1 | 32.6 | 3.6 | 6.0 | 10.40 | 60.7 |
| 171. | 8.4 | 29.6 | 3.8 | 5.6 | 10.60 | 58.0 |
| 172. | 14.1 | 51.9 | 4.3 | 8.4 | 13.80 | 92.5 |
| 173. | 17.6 | 50.0 | 8.3 | 5.9 | 15.10 | 96.9 |
| 174. | 15.8 | 61.5 | 11.3 | 12.8 | 11.6 | 113.0 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 175. | 12.9 | 36.3 | 3.9 | 6.6 | 10.0 | 69.7 |
| 176. | 16.8 | 53.9 | 11.3 | 10.8 | 18.9 | 111.7 |
| 177. | 9.6 | 35.7 | 4.1 | 6.1 | 15.4 | 70.9 |
| 178. | 15.9 | 50.6 | 8.8 | 6.6 | 14.7 | 96.6 |
| 179. | 8.4 | 29.1 | 3.0 | 5.3 | 11.8 | 57.6 |
| 180. | 19.8 | 52.7 | 7.3 | 5.1 | 17.9 | 102.8 |
| 181. | 16.3 | 54.0 | 11.4 | 6.3 | 20.4 | 108.4 |
| 182. | 13.6 | 42.0 | 3.0 | 5.9 | 17.1 | 81.6 |
| 183. | 17.6 | 51.0 | 6.1 | 6.1 | 17.3 | 98.1 |
| 184. | 16.3 | 72.9 | 11.3 | 12.4 | 18.10 | 131.0 |
| 185. | 10.10 | 34.9 | 3.60 | 5.4 | 14.4 | 68.4 |
| 186. | 8.6 | 30.8 | 4.80 | 5.8 | 14.6 | 64.6 |
| 187. | 14.90 | 48.10 | 8.3 | 8.6 | 13.5 | 93.4 |
| 188. | 8.60 | 41.10 | 4.6 | 5.0 | 12.0 | 71.3 |
| 189. | 13.30 | 44.9 | 5.8 | 5.6 | 13.90 | 83.5 |
| 190. | 12.70 | 32.0 | 5.10 | 5.1 | 11.20 | 66.1 |
| 191. | 12.10 | 33.5 | 6.10 | 5.1 | 16.30 | 73.1 |
| 192. | 18.30 | 45.8 | 5.10 | 5.3 | 14.30 | 88.8 |
| 193. | 7.90 | 29.8 | 4.6 | 5.9 | 10.9 | 59.1 |
| 194. | 7.90 | 29.7 | 3.8 | 5.9 | 11.10 | 58.4 |
| 195. | 7.90 | 24.6 | 3.60 | 6.9 | 12.10 | 55.1 |
| 196. | 7.40 | 28.4 | 4.30 | 5.9 | 12.10 | 58.1 |
| 197. | 7.60 | 27.5 | 4.1 | 5.1 | 10.60 | 54.9 |
| 198. | 8.20 | 29.2 | 4.1 | 5.9 | 10.20 | 57.6 |
| 199. | 8.40 | 27.5 | 4.1 | 5.1 | 8.9 | 54.0 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 200. | 8.60 | 27.5 | 4.3 | 5.4 | 13.3 | 59.1 |
| 201. | 8.40 | 31.9 | 4.6 | 5.1 | 13.10 | 63.1 |
| 202. | 8.90 | 31.9 | 4.3 | 5.9 | 13.4 | 64.4 |
| 203. | 7.90 | 26.8 | 4.3 | 5.2 | 14.10 | 58.3 |
| 204. | 7.40 | 28.1 | 3.8 | 5.0 | 11.40 | 55.7 |
| 205. | 8.40 | 25.7 | 4.6 | 6.6 | 12.40 | 57.7 |
| 206. | 8.60 | 29.0 | 3.8 | 5.4 | 10.10 | 56.9 |
| 207. | 9.10 | 26.4 | 4.8 | 5.9 | 11.20 | 57.4 |
| 208. | 8.90 | 23.7 | 3.8 | 5.4 | 13.90 | 55.7 |
| 209. | 7.30 | 22.8 | 3.3 | 5.1 | 10.90 | 49.4 |
| 210. | 7.40 | 25.8 | 3.6 | 5.4 | 9.60 | 51.8 |
| 211. | 6.10 | 29.7 | 4.1 | 5.6 | 10.20 | 55.7 |
| 212. | 7.90 | 25.10 | 4.6 | 5.1 | 10.60 | 53.3 |
| 213. | 7.90 | 25.4 | 4.8 | 5.4 | 9.40 | 52.9 |
| 214. | 9.10 | 27.0 | 3.6 | 5.1 | 10.90 | 55.7 |
| 215. | 8.40 | 30.9 | 5.3 | 5.6 | 13.20 | 63.4 |
| 216. | 7.40 | 25.4 | 4.1 | 5.9 | 13.20 | 56.0 |
| 217. | 7.90 | 28.1 | 4.1 | 5.9 | 15.10 | 61.1 |
| 218. | 7.7 | 29.8 | 3.8 | 7.0 | 9.70 | 58.0 |
| 219. | 19.6 | 60.20 | 10.0 | 7.0 | 22.80 | 119.6 |
| 220. | 19.3 | 54.40 | 10.3 | 6.9 | 19.80 | 110.7 |
| 221. | 20.10 | 57.80 | 10.0 | 5.3 | 18.40 | 111.6 |
| 222. | 10.90 | 47.40 | 5.3 | 7.2 | 9.10 | 79.9 |
| 223. | 19.30 | 50.20 | 6.1 | 5.0 | 22.60 | 103.2 |
| 224. | 11.90 | 40.4 | 4.10 | 6.4 | 9.40 | 72.2 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 225. | 18.30 | 38.3 | 8.10 | 5.1 | 21.60 | 91.4 |
| 226. | 17.60 | 52.2 | 8.40 | 8.4 | 15.30 | 101.9 |
| 227. | 10.90 | 40.2 | 6.60 | 5.1 | 8.60 | 71.4 |
| 228. | 17.50 | 45.3 | 8.80 | 12.5 | 19.60 | 103.7 |
| 229. | 10.80 | 79.5 | 11.80 | 7.5 | 17.10 | 126.7 |
| 230. | 17.70 | 54.1 | 8.80 | 6.6 | 15.80 | 103.0 |
| 231. | 16.60 | 50.2 | 9.10 | 5.9 | 16.80 | 98.6 |
| 232. | 16.70 | 50.0 | 9.00 | 6.1 | 14.80 | 96.6 |
| 233. | 16.10 | 50.1 | 8.30 | 5.2 | 16.60 | 96.3 |
| 234. | 11.30 | 41.1 | 3.00 | 5.3 | 10.80 | 71.5 |
| 235. | 17.10 | 55.6 | 5.50 | 5.1 | 10.80 | 94.1 |
| 236. | 16.10 | 52.9 | 8.30 | 5.9 | 24.40 | 107.6 |
| 237. | 12.30 | 38.7 | 5.90 | 6.6 | 10.70 | 74.2 |
| 238. | 16.90 | 55.8 | 10.30 | 5.1 | 8.40 | 96.5 |
| 239. | 11.40 | 40.2 | 3.80 | 5.6 | 9.60 | 70.6 |
| 240. | 15.30 | 56.6 | 8.60 | 6.7 | 9.90 | 97.1 |
| 241. | 17.40 | 51.6 | 8.30 | 5.3 | 7.90 | 90.5 |
| 242. | 9.90 | 35.9 | 5.80 | 5.2 | 9.20 | 66.0 |
| 243. | 9.20 | 36.0 | 3.60 | 5.2 | 10.60 | 64.6 |
| 244. | 16.30 | 50.2 | 6.80 | 5.9 | 12.60 | 91.8 |
| 245. | 13.40 | 43.71 | 6.30 | 5.2 | 10.40 | 79.01 |
| 246. | 16.90 | 40.90 | 6.10 | 5.9 | 8.60 | 78.4 |
| 247. | 11.20 | 43.70 | 6.30 | 5.9 | 11.70 | 78.8 |
| 248. | 17.60 | 52.7 | 7.80 | 5.9 | 8.40 | 92.4 |
| 249. | 9.10 | 35.3 | 6.00 | 5.9 | 8.10 | 64.4 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 250. | 9.70 | 31.9 | 6.30 | 5.2 | 8.70 | 61.8 |
| 251. | 13.80 | 54.8 | 8.80 | 5.3 | 8.10 | 90.8 |
| 252. | 9.30 | 27.4 | 4.1 | 5.1 | 14.40 | 60.3 |
| 253. | 17.60 | 35.9 | 7.8 | 6.1 | 12.0 | 79.4 |
| 254. | 13.2 | 29.10 | 4.1 | 5.9 | 8.10 | 60.4 |
| 255. | 16.9 | 41.10 | 10.1 | 5.9 | 13.10 | 87.1 |
| 256. | 11.2 | 31.10 | 3.6 | 5.5 | 14.40 | 65.8 |
| 257. | 16.9 | 38.7 | 7.1 | 9.1 | 15.40 | 87.2 |
| 258. | 11.7 | 31.7 | 4.4 | 5.1 | 12.60 | 65.5 |
| 259. | 10.1 | 28.6 | 3.8 | 5.4 | 12.70 | 60.6 |
| 260. | 12.1 | 29.3 | 4.1 | 6.9 | 11.20 | 63.6 |
| 261. | 17.9 | 48.5 | 10.3 | 5.9 | 13.10 | 95.7 |
| 262. | 13.2 | 33.4 | 4.3 | 5.4 | 10.90 | 67.2 |
| 263. | 19.4 | 54.7 | 6.0 | 8.6 | 16.40 | 105.1 |
| 264. | 13.6 | 29.9 | 3.0 | 5.2 | 16.10 | 67.8 |
| 265. | 12.2 | 29.4 | 3.3 | 5.1 | 16.90 | 66.9 |
| 266. | 6.9 | 35.6 | 3.6 | 5.1 | 17.40 | 68.6 |
| 267. | 8.4 | 28.1 | 4.3 | 5.4 | 14.50 | 60.7 |
| 268. | 9.0 | 26.4 | 3.0 | 5.8 | 18.10 | 62.3 |
| 269. | 8.3 | 28.8 | 4.3 | 5.8 | 13.20 | 60.4 |
| 270. | 8.6 | 32.8 | 4.0 | 5.4 | 9.20 | 60.0 |
| 271. | 8.7 | 35.9 | 4.3 | 5.6 | 13.90 | 68.4 |
| 272. | 8.6 | 32.4 | 3.8 | 5.4 | 15.60 | 65.8 |
| 273. | 9.9 | 32.2 | 3.3 | 5.9 | 16.10 | 67.4 |
| 274. | 9.1 | 26.9 | 3.8 | 5.1 | 13.90 | 58.8 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|------|--------|---------|----------|---------|--------|-------|
| 275. | 8.1 | 27.8 | 3.3 | 5.9 | 9.20 | 54.3 |
| 276. | 8.4 | 28.9 | 3.3 | 5.9 | 9.4 | 55.9 |
| 277. | 7.8 | 29.4 | 3.8 | 5.4 | 13.20 | 59.6 |
| 278. | 7.8 | 24.9 | 4.3 | 5.5 | 20.60 | 63.1 |
| 279. | 9.4 | 29.2 | 3.8 | 5.9 | 22.90 | 71.2 |
| 280. | 7.8 | 29.4 | 3.3 | 6.3 | 19.70 | 66.5 |
| 281. | 8.8 | 27.7 | 3.0 | 5.5 | 12.20 | 57.2 |
| 282. | 8.4 | 32.4 | 4.1 | 5.3 | 7.60 | 57.8 |
| 283. | 9.1 | 33.7 | 3.8 | 5.4 | 15.20 | 67.2 |
| 284. | 8.6 | 32.5 | 3.8 | 5.0 | 8.60 | 58.5 |
| 285. | 8.5 | 29.90 | 4.3 | 5.9 | 13.60 | 62.2 |
| 286. | 7.6 | 28.3 | 3.3 | 7.1 | 14.5 | 60.8 |
| 287. | 7.4 | 27.2 | 3.8 | 5.0 | 15.2 | 58.6 |
| 288. | 8.6 | 26.4 | 3.3 | 5.3 | 15.4 | 59.0 |
| 289. | 7.6 | 25.4 | 4.3 | 5.9 | 17.3 | 60.5 |
| 290. | 9.2 | 27.8 | 3.0 | 5.7 | 14.7 | 60.4 |
| 291. | 9.3 | 28.8 | 3.3 | 5.5 | 11.1 | 58.0 |
| 292. | 7.3 | 31.5 | 3.8 | 5.9 | 11.6 | 60.1 |
| 293. | 8.4 | 31.3 | 4.3 | 5.2 | 12.9 | 62.1 |
| 294. | 10.1 | 24.8 | 4.3 | 5.4 | 11.4 | 56.0 |
| 295. | 8.9 | 30.0 | 5.0 | 5.8 | 11.6 | 61.3 |
| 296. | 8.1 | 28.3 | 4.3 | 5.0 | 12.6 | 58.3 |
| 297. | 7.9 | 24.7 | 3.8 | 5.2 | 16.1 | 57.7 |
| 298. | 7.6 | 25.6 | 3.0 | 5.9 | 16.1 | 58.2 |
| 299. | 6.8 | 19.6 | 6.8 | 5.7 | 13.0 | 51.9 |

| No. | Area I | Area II | Area III | Area IV | Area V | Total |
|--------|--------|---------|----------|---------|--------|-------|
| 300. | 7.6 | 26.8 | 5.8 | 5.8 | 15.1 | 61.1 |
| 301. | 7.1 | 25.9 | 5.3 | 5.8 | 14.5 | 58.6 |
| 302. | 7.8 | 27.3 | 3.0 | 5.8 | 13.10 | 57.0 |
| 303. | 6.6 | 22.7 | 4.3 | 5.8 | 14.0 | 53.4 |
| 304. | 8.3 | 26.7 | 3.8 | 5.9 | 11.1 | 55.8 |
| 305. | 9.0 | 23.2 | 3.3 | 5.8 | 9.9 | 51.2 |
| 306. | 8.9 | 24.8 | 3.3 | 5.4 | 10.6 | 52.0 |
| 307. | 9.7 | 26.8 | 3.0 | 5.9 | 15.4 | 60.8 |
| 308. | 9.8 | 27.9 | 4.3 | 7.1 | 16.9 | 66.0 |
| 309. | 9.1 | 27.3 | 3.0 | 5.6 | 12.6 | 57.6 |
| 310. | 9.6 | 24.8 | 3.0 | 6.4 | 13.30 | 59.1 |
| 311. | 9.4 | 27.5 | 5.5 | 5.2 | 11.20 | 58.8 |
| 312. | 8.1 | 27.1 | 3.0 | 5.5 | 12.80 | 56.5 |
| 313. | 9.9 | 26.5 | 3.0 | 5.3 | 15.10 | 59.8 |
| 314. | 11.2 | 29.9 | 4.3 | 5.1 | 11.70 | 62.2 |
| 315. | 9.10 | 30.8 | 3.8 | 5.6 | 11.80 | 61.1 |
| 316. | 9.3 | 27.7 | 3.8 | 5.6 | 10.30 | 56.7 |
| 317. | 9.9 | 29.6 | 3.3 | 5.8 | 14.50 | 63.1 |
| 318. | 8.9 | 32.2 | 3.0 | 5.6 | 11.10 | 70.6 |
| 319. | 7.9 | 28.4 | 3.5 | 5.5 | 14.40 | 59.7 |
| 320. | 7.1 | 28.9 | 4.0 | 5.8 | 17.20 | 63.0 |
| Mean | 12.32 | 39.58 | 6.10 | 6.40 | 14.62 | 79.02 |
| Median | 11.0 | 36.90 | 5.60 | 5.80 | 14.50 | 69.30 |
| S.D. | 6.00 | 12.25 | 2.49 | 1.91 | 3.51 | 21.18 |

APPENDIX E

MATERIALS FOR REMEDIAL TEACHING

Structures used to lead up to a structure are placed within brackets.

The examples given against each structure may be used for situation with the help of objects, pictures, actions, questions etc.

| No. | Teaching Points | Examples |
|-----|--|--|
| 1. | This is That is | This is A (A and B are the names of Pupils) |
| 2. | 'a' with names of objects | This is a pen. That is a book That is a pen. This is a book. |
| 3. | My. Your | This is my pen. That is a book This is Your book, That is your book |
| 4. | His, Her | This is his book. That is her book This is her pen. That is his pen. |
| 5. | This is A. This is his Book | This A's is Book. That is that boy's book. |
| 6. | His name is her name is My name is your name is | (This is A) His name is A (This is B) Her name is B My name is e your name is D. |

| No. | Teaching Points | Examples |
|-----|------------------------------------|---|
| 7. | I am You are He is She is | (a) (my name is e) I am C. (Your name is D). You are D. (His name is A). He is A. (Her name is B). She is B. (b) I am a man, you are a boy. He is a boy. she is a girl. Ram is a boy. Sita is a Girl. |
| 8. | It | (This is a book) It is my book. (That is a bag). It is your bag. (That is a pen). It is your pen. (This is an eye). It is my eye. This is an eye. It is my eye. |
| 9. | an | A is here, B is there |
| 10. | here, there | This pen is here, That pen is there My book is here. Your book is there I am here. He is there. |
| 11. | on, in | This pen is in this bag. My book is on Your table. (This is my bag). It is on this Table. |
| 12. | Present Continuous Tense | I am Walking. you are walking. He is Jumping. She is writing. |

| No. Teaching Points | Examples |
|--------------------------------|--|
| 13. To, From | <p>A. is walking from that table.</p> <p>B is walking to this desk</p> <p>A is walking from my Table to that desk.</p> <p>B is walking to my table From that desk.</p> |
| 14. Me, You, him her | <p>He is walking to me, I am walking to you.</p> <p>I am walking to him. You are walking to her.</p> <p>He is walking from you to me. You are walking from Him to her.</p> |
| 15. Go, come | <p>He is going there. She is Coming here. I am going to that table.</p> <p>He is coming to this desk. I am going to her.</p> <p>He is Coming to me.</p> <p>He is going from that table to that door.</p> |
| 16. Subject + Verb + Object | <p>I am opening a box, You are Shutting that box.</p> <p>I am throwing a ball.</p> <p>You are catching my ball.</p> |

| No. Teaching Points | Examples |
|--|--|
| 17. Subject + Verb + Object + Extension | I am throwing my ball to you. He is throwing my ball to me. |
| 18. Give, take | I am giving this book to you. You are taking this book from me. He is giving my pen to you. You are taking my pen from him. |
| 19. Put, take, on, off, out of, into | I am putting my pen on the table You are putting your pen into Your bag. He is taking his pen out of his Box. He is taking his bag off the table. |
| 20. There, those, are | (This is a book). These are books. (That is a desk). Those are desks. These are my books. those are Your books. These boys are here. Those boys are there. I am giving these books to you. He is putting those books into his bag. |

| No. Teaching Points | Examples |
|----------------------------------|---|
| 21. And | <p>(A is here, B is Here).</p> <p>A and B are here.</p> <p>This book and this pen are on The table.</p> <p>I am putting your book and my pen here.</p> |
| 22. Out, Their, your | <p>(This is my pen. This is your pen)</p> <p>These Are Your pens.</p> <p>That is my desk. That is Your desk)</p> <p>Those are our desks.</p> <p>(That is his book. That is Her book). Those are their Books.</p> <p>This is Your pen. That is your pen Thses are your pens.</p> <p>I am putting our pens here.</p> <p>You are putting their pens there.</p> |
| 23 (a) We, they, you (Plural) | <p>(I am here, you are here)</p> <p>We are here.</p> <p>We are putting our books into our bags</p> <p>He is a boy and he is a boy.</p> <p>They are boys.</p> <p>We are boys. They are Girls.</p> |

| No. | Teaching Points | Examples |
|-----|--|--|
| | (b) They (plural of 'it') | These are our books. They are on the table. |
| 24. | (a) us, them, you (plural) | We are giving these books to them. They are taking these books from us. we are giving our books to you. (plural) |
| | (b) Them (plural of 'it'). | (These are our books). We are giving them to you. |
| 25. | (those are their books.) | Those are those boy's books. Those girl's pens are there. |
| 26. | Over, under, between | I am throwing this ball over your head, My book is under my desk. Your pen is between my book and my bag. |
| 27. | The (when only one object of a kind is present). | This is the floor. This is a picture and that is A picture. This is the blackboard. I am a teacher. Mr. X is a Teacher. Mr y is a headmaster. |

| No. Teaching Points | Examples |
|------------------------------|---|
| 28. Adjectives. | <p>This book is red.</p> <p>Is a red book.</p> <p>This is the blue book.</p> <p>The red book is on the table.</p> <p>He is putting the book on.</p> <p>The table.</p> |
| 29. Preposition phrase | <p>The book on the table is red.</p> <p>The book in my bag is blue.</p> |
| 30. (a) its | <p>This is a book. This is its.</p> <p>Cover.</p> <p>Its cover is green.</p> |
| (b) Their (plural of Its) | <p>These are books, Their pages are white.</p> |
| 31. Now | <p>This book is on the table now</p> <p>I am putting it into my bag now.</p> |
| 32. Was, were | <p>(This book on the table now)</p> <p>(I am putting it in my bag now)</p> <p>It was on the table. It is in my bag now.</p> <p>My pencils were on the table.</p> <p>They are in my box now.</p> |

| No. Teaching Points | Examples |
|--|--|
| 33. Will be | <p>(This book is in my bag).</p> <p>It will be on the table.</p> <p>(I am putting it on the table Now.)</p> <p>It will be under the table.</p> <p>(I am putting it under the table now).</p> |
| <p>34. Today. tommorrow, Yesterday, days of The week</p> | <p>Today is Tuesday, Tommorrow Will be wednesday. Yesterday was Monday. we are in our Classroom today.</p> <p>We were in the play ground Yesterday.</p> <p>We shall be in the Play ground tommorrow.</p> |
| 35. Future simple | <p>I shall walk to the door.</p> <p>(I am walking to the door now.)</p> <p>We shall bring our books Tommorrow.</p> <p>(I am going to the door. I am going to the table now).</p> |
| 36. Past simlpe | <p>I went to the door. I put my red book into my bag Yesterday.</p> |

| No. Teaching Points | Examples |
|--|--|
| 37. To School, home | We came to School Yesterday. We went home Yesterday. |
| 38. Invented Questions With Verb 'to be'; | Is this a book? Yes, it is book. Is that a table? Yes, it is a table. |
| Positive answers | Am I a men? Yes, You are a men. Are you a boy? Yes, I am a boy. Was the book on the table? Yes, It was on the table. |
| 39. Specific Questions- What? Where? what Colour ? | What is this? What is that ? It is a book. Where is my pen ? It is in Your bag. What Colour is this bag.? It Is red. |
| 40. Questions - Present Continuous tense | Is he walking? Yes, he is walking Am I going to the door ? Yes, You are going to the door. Are you throwing your ball ? Yes, I am throwing my ball ? What are you throwing ? I am Throwing my ball. Where is he going ? He is Going to the door. |

| No. Teaching Points | Examples |
|-----------------------------------|--|
| 41. Future interrogative | <p>Where is he putting the book ? He is putting it on the table.</p> <p>Will he come tommorrow ? Yes, He will come tommorrow.</p> <p>Where will he come ? He will come tommorrow.</p> <p>What will he bring ? He will Bring a book.</p> <p>Shall. I gave this book to you ? Yes, you will give it ti me.</p> <p>What shall I give You ? You Will give a book to me.</p> <p>When shall I give the book to you ? you will give it to Me tommorrow.</p> |
| 42. Past simple, Interrogative | <p>Did he come here ? Yes, he came Here.</p> <p>What did he give to you ? He gave a book to me.</p> <p>Where did he put the book ?He put it on the table.</p> <p>When did he come here ? He came here Yesterday,</p> <p>Where did he go to ? He went to the door.</p> |

| No. Teaching Points | Examples |
|-------------------------------|--|
| 43. Questions With 'Do' | <p>What is he doing ? He is walking</p> <p>What will he do ? He will open his box.</p> <p>What did he do ? He opened his box.</p> |
| 44. Short Positive Answers | <p>(Is this a book ?) Yes it is.</p> <p>(Are you a man ?) Yes, I am.</p> <p>(Am I a boy ?) Yes, you are.</p> <p>(Are we boys ?) Yes, we are.</p> <p>(Are you girls ?) Yes, we are,</p> <p>(Are those pens ?) Yes, they are.</p> <p>(Is he A ?) Yes, he is,</p> <p>(Am I putting a book on the Table ?) Yes, you are.</p> <p>(Will he come here tommorrow ?) Yes, he will.</p> <p>(Shall I throw the ball to him ?) Yes you will.</p> <p>(Will you give the books to me tommorrow ?) Yes, I shall.</p> <p>(Did he put the book on the Table ?) Yes, he did.</p> |

| No. Teaching Points | Examples |
|---|---|
| 45. Specific Questions, No inversion | <p>Who is coming ? A is.</p> <p>Which book is on the table ? The green book is.</p> <p>Which is your book ? That is.</p> <p>Whose book is on the table ? My Book is.</p> |
| 46. One (Pronoun) | <p>This is a red book. That is a blue one. Did he bring a pencil Yes, he brought a yellow one.</p> <p>The big book is on the chair.</p> <p>The small one is on the table.</p> <p>Which is your book ? The blue One.</p> |
| 47. Or | <p>Are you opening the box or the bag ? Is A or B opening the box ? He will come today or tommorrow.</p> <p>A or B will put the book on the table.</p> <p>Which book is on the table, the red one or the blue one ?</p> <p>Is he running or walking ?</p> |
| 48. Up, down | <p>He is walking up the stairs.</p> <p>He is walking down the stairs.</p> |

| No. | Teaching Points | Examples |
|-----|-----------------|--|
| 49. | Numbers | I am holding three books. He put eight books on the table. |
| 50. | At | (a) He is at the door. She is at the table. (This is a clock). Its big hand is at twelve, Its small hand is at three. (b) A is at home, A is at School. (c) We came here at 9'0 clock. The will go at 4'0 clock. |
| 51. | With, together | I am with A. A is with me. We are together. |
| 53. | Have, had | (a) I have two hands. you have two eyes. we have brown eyes. He has brown eyes. (b) I have two sisters. A has a friend. (c) I have a book. you have a bag. He has a red pen. This book has a red cover. He has a book in his hand. (d) I had a red book in my hand. |

| No. Teaching Points | Examples |
|-----------------------------|--|
| 54. Interrogative of 'have' | <p>(Now I have a blue book.) He had a new pen Yesterday. you had your pen in your bag.</p> <p>Have I two hands ? Yes, you have two hands. Yes, you have.</p> <p>Has he a mother ? Yes, he has a mother. Yes, he has.</p> <p>Have you a book ? Yes, I have a book, Yes, I have.</p> <p>Have you a new pen Yesterday ? Yes, I had a new Pen. Yes, I had.</p> <p>Had they their books ? Yes, they had their books. Yes, they had.</p> |
| Negative answer | <p>Has he a mother ? No, he has not a mother ? No, he hasn't.</p> <p>Have you. a book ? No, I have not a book. No, I haven't.</p> <p>Had you a new pen ? No, I had not a new pen. No, I hadn't.</p> |
| 55. Mass nouns | <p>This is rice.</p> <p>This is water.</p> <p>This is milk. It is white.</p> |

| No. Teaching Points | Examples |
|----------------------------|--|
| (b) before 'is | Rice is white. Milk is white. |
| (c) after adjective | This is fresh milk. This is white milk. |
| (d) after other verbs | The boys are eating rice, we shall drink milk, we drink water |
| 56. any, some | (This is a cup. This is water) |
| (a) with uncountable nouns | <p>I am putting some water in this cup. Is A putting any water in his cup ? No, he isn't putting any water in his cup.</p> <p>He is putting some water in your cup. B will put some rice in his bag. Will B put any rice in any bag ? No, he will not put any rice in your bag. C gave some milk to the boy. Did C give any milk to the boy ? Yes, he gave some milk to the boy.</p> <p>No, he did not give any milk to the boy.</p> |
| (b) with countable nouns | <p>I am putting some pens in the box. Are you putting any pens in the box ? Is A putting any pens in the box ? No, he is not putting any pens in the box.</p> |

 No. Teaching Points

 Examples

Will B put any pens in the box ?

No, he will not put any pens in the box. He will put some books in the bag.

B took some books from the table

Did B take any books from the table ? Yes, he took some books from the table. No, he did not (didn't) take any books from the table.

(c) as pronouns

A hasn't any water but B has some. B has some water but a hasn't any.

57. there is, there are, there was, there were,

(a) with countable nouns

(This is a box. This is a pen).

There is a pen in this box.

This is a blackboard in this room.

(b) with uncountable nouns

(This is a cup. This is water).

There is some water in this cup.

(c) is there?

Is there a pen in that box ?

Yes, there is. Is there any water in that cup ? Yes, there is. No, there isn't.

| No. | Teaching Points | Examples |
|--------|---------------------|---|
| | (d) there was | There was some water in the cup, but there isn't now. |
| | (e) there are, were | .Are there any pens in the bag ? There were some pens in the bag there aren't any now. |
| | f) Were there ? | Were there any boys in the room? Yes, there were. Was there ? Was there a teacher in the room ? No, there wasn't. |
| | g) there will be | There aren't any books on the table now, but there will be. |
| | h) will there be ? | will there be any rice in this bag tomorrow ? Yes, there will. No, there won't. |
| 58. of | | (a) (This is the clock. These are its hands). These are the hands of the clock. This is the cover of the book. This is the lid of the box. The cover is part of the book. (b) There is a cup of water. That is a bag of rice. |

| No. Teaching Points | Examples |
|----------------------|--|
| 59. every | <p>There is a bag of rice under the table.</p> <p>I am taking the bag of rice to that room.</p> <p>This is a box of matches.</p> <p>This is a bag of books.</p> <p>He is putting the bag of books on the table.</p> <p>(c) This is a map of India. This is a picture of Gandhiji. There is a picture of Gandhiji in our room. Is there a picture of Gandhiji in our room ?</p> <p>(A has a pen, B has a pen. C has a pen). I gave a book to every boy in this row.</p> |
| 60. Habitual present | <p>(I came to school yesterday. I came to school today. I shall come to school tomorrow).</p> <p>I come to school every day. You drink milk everyday. He eats rice everyday. We speak English everyday. They read this book everyday. .</p> |

| No. Teaching Points | Examples |
|--|---|
| 61. Interrogative and negative of the habitual present | <p>(a) Do you come to school every everyday. Yes, I do. No, I don't. Does A come to school everyday ? Yes, he does, No, he doesn't.</p> <p>(b) When do you come to school? I come to school every morning. What do you eat everyday ? I eat rice everyday. Where does A go everyday ? I eat rice every day. Where does A go everyday ? He goes to school everyday.</p> |
| 62. Question tags | <p>A is here, isn't he ? Yes, he is. B isn't French, is he ? No he isn't ?</p> <p>A is ill, wasn't he ? Yes, he was. B wasn't there; was he ? No, he wasn't.</p> <p>A will come, won't he ? Yes, he will. B won't go, will he ? No he won't. A comes here every day, doesn't he ? Yes, he does. B didn't go, did he ? No, he didn't. B doesn't speak Hindi, does he ? No, he doesn't.</p> |

| No. Teaching Points | Examples |
|------------------------|--|
| | <p>A wrote that, didn't he ? Yes, he did. There is a big book on the table, isn't there ? Yes, there is. There wasn't a cricket match yeaterday, was there ? No, there wasn't. There will be a book from me, won't there ?</p> |
| 63. Can, cannot, can't | I can open this book. |
| (a) statement | <p>I cannot open this box. I haven't a key.</p> <p>He cannot write. He hasn't a pen. I am giving a pen to him. No he can write.</p> <p>I can read but he can't.</p> |
| (b) interrogative | <p>Can you give some rice to him ?</p> <p>Yes, I can. No, I can't.</p> |

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Class V

Teaching Points

Examples

1. (a) One - another (a) This is a book. This is another book
This is one book. This is another book.
- (b) one ... the others (b) (Two objects of the same kind)
These are two books on the table.
One book is blue, the other is red.
He is holding one book. I am holding the other.
- (c) one ... the others (c) (several objects)
one boy is here, the others are in the classroom.
- (d) some ... the other some boys are here; the others are in the playground.
- (e) some ... others some books are on the table, others are on the desk, others are on the floor.
2. each (A has a pen. B has a pen. C has a pen).
Each boy in the class has a pen.
3. all the, both the, both my, (his, her etc) All the boys in this class have pens
Both the boys at this desk have pens
I am putting all the pencils in this box. I am putting both the pencils in this box. Both my books are red.
I am putting both your books in this box.

Teaching Points

4. all, both (before a verb)

5. all his, all my, etc.

6. (a) first, next, second, third etc

(b) Last

7. Before, after

Examples

They are all running.

They are both reading. They all came. We both went.

He is eating all his rice.

I am putting all my books in this bag.

Sunday is the first day of the week
January is the first month of the Year. Monday is the next day of the week. Monday is the second day of the week.

This is the first page of the book.

This is the next, this is the next, etc.

saturday is the last day of the week. December is the last month of the year, This is the last page of the book. A is the first boy in this row. He is the second boy.

B is the next boy in the row.

He is the second noy.

Sunday comes before Monday.

January comes before February.

A comes to School before B.

A comes to School at half-part

Teaching Points**Examples**

- Tuesday comes after Monday. nine. B comes to School at ten o' clock. B comes to School after A. February comes after January.
8. Change of position
of adverb
(a) time
(b) place
- Yesterday he came at 10' 0 clock.
Now we are ready.
on Tuesday he will be here.
In my bag you will find a pencil.
At School we play cricket every day.
9. Imperatives
- Come here.
Go to the door. open the door.
shut the window.
10. Time adverbs-
always. sometimes,
never, often
- I always get up at 60'clock.
He is always first.
Is he always last.
He sometimes come before me.
I am sometimes first.
Are you sometimes last ?
she never does her home work.
He is never here ?
Is he never last ?
He often comes here. They are Often right. Is he often late ?
11. Possessive pronouns
(mine, yours, his, hers
ours, theirs).
- Your book is red, mine is blue.
My book is here, yours is there.
Our School is small, theirs is big.

Teaching Points

12. By (near). against

13. standing, sitting,
sleeping, lying14. Modification of subject
+ verb + object +
indirect object 'to'
subject + verb +
indirect object + object
(give, get, send, buy,
sell)

15. by (a) (author)

(b) (Means)

16. Measures - a yard of,
piece of, lot of17. a lot of affirmative,
many, interrogative,
not many, negative**Examples**

He is by the window.

My house is by the river.

Your chain is against the wall.

He is putting his bicycle against
the tree.

He is standing by the window.

I am sitting on the chair.

The dog is sleeping in the garden.

Your cat is lying on the table.

I am giving you a book.

He send me a present.

Will you get me an orange ?

We brought them some books.

She sold him his bicycle.

This is a play by Shakespeare.

David Copper Field is by Dickens.

We went by bus.

She bought a yard of silk

This is a piece of wood.

He has a lot of money.

There are a lot of books here.

There are a lot of books on my table

Are ther many books on his table ?

No, there arn't many.

Teaching Points

18. a lot of affirmative,
 much, interrogative;
 not much, negative

19. how much ? how many ?
 a little, a few

20. more than
 less than
 fewer than

21. most
 least
 fewest

22. again

23. once, twice, three
 times, etc.

24. how many times ?
 how often ?

Examples

There is a lot of water in the glass
 Is there much water in this bottle ?
 No, there isn't much.

How much money have you ?
 I have a little money. I have a few
 books.

There is more water in this glass
 than in that one. There is more
 chalk in this box than in that one.
 I have less money than you.

This tree has fewer branches than
 that one.
 There are fewer girls than boys in
 that picture.

Of all Indian cities Calcutta has
 most inhabitants.

A has the least money of the boys.

This has the fewest branches of all
 the trees.

He wrote the word again. Will you
 know again ?

I knocked once.

I drink milk twice a day.

How many times did he knock ?

How often do you drink milk ?

Teaching Points

25. comparatives
26. superlatives (of)
27. superlative (in)
28. what ?
29. more beautiful, etc.
as as

better, worse
32. what ... like
33. how ... (adj)
34. expressions of
measurement
- 35 very
36. look at, listen to
37. verbs of perception
like know, understand
remember, forget,

Examples

- A is taller than B.
- D is older than E.
- A is the tallest of these boys.
- A is the tallest boy in the class.
- What is big tree (That is !)
- What big trees (Those are !)
- This exercise is more difficult than that one.
- This tree is more beautiful than that one.
- A is as tall as B.
- B is not as tall as A.
- This orange is better than that one.
- This pen is worse than that one.
- What is your sister like ?
- How tall are you ? How old is he ?
- He is 5 feet tall.
- She is 14 year old.
- He is very tall.
- She is not very old.
- A is looking at the picture.
- C is listening to you.
- Children like bananas
- We understand this work.
- I remember your name.

Teaching Points**Examples**

- | | |
|--------------------------------------|---|
| want | I forget your name. He wants a pencil. |
| 38. very much, not at all | She likes oranges very much I don't like that at all. |
| 39. very well, not at all | I know him very well. She doesn't know him at all. |
| 40. whom ? | Whom did you see ? Who did you give it to ? |
| 41. adverbs of manner | He writes slowly. He did the work quickly. |
| 42. how | How does he write ? How does a horse run ? |
| 43. comparative degree of adverbs | A horse can run more quickly than a man. A writes more slowly than B. |
| 44. superlative degree of adverbs | A runs the most quickly. B writes the most slowly. |
| 45. better (adv) | An eagle flies better than a peacock A is like B. |
| 46. like (adj) | A is like B. |
| 47. for | This book is for you. A drinks milk for breakfast. A gave two rupees for the book. |
| 48. same (as) | Your book and mine are the same colour. Your book is the same colour Your book is the same colour as mine. |

Teaching Points

49. have (meals, food)

50. make

51. start finish

52. for

53. has been

54. still

55. since

56. present perfect
continuous

57. just, already

58. yet

Examples

A is having his breakfast.

B has a glass of milk everyday

Do you have tea for breakfast ?

C doesn't have tea everyday.

A tailor makes clothes.

The carpenter is making a chair.

This class started at 9 O'clock.

It will finish at 10'0 clock.

It lasts for an hour.

I was at my friend's house for two
hours.

A has been here for a week.

A is still here.

B is still writing.

A has been here since Monday.

A has been reading for half an hour.

B has been living here for three
years.

A has been reading since 10'0 clock.

B has been living here since 1955.

A has just come.

B has already finished.

A has not come yet.

Have you finished yet ?

Teaching Points

59. come, go (to)

60. how long ?

since when ?

61. either - or

62. neither - nor

63. because I am reading this book because
like it.

64. why

65. round

along

through

across

behind

Examples

A comes to school to study.

B went to the hospital to see his
sister.

How long has A has been here ?

Since when has A been here ?

How long has A been waiting ?

Either A or B will go.

Write either in pencil or in ink.

Neither A nor B has come.

It is neither on the chair nor on
the table.A went to the hospital because his
sister was there.

Why did A go to the hospital ?

There is a garden round our house.

A ran round the tree.

There are trees along the river.

A walked along the road.

The road through the village is
narrow.

A cycled through the village.

Is there a road across the mountains?

His shop is behind the Cinema.

A ran behind the house.

