

CHAPTER-II

REVIEW OF

RELATED

LITERATURE

2.1 INTRODUCTION

A good researcher has to keep abreast with the current knowledge about what and how much work has been done in the field related to the current study and where more exploration is needed. For a deeper insight and clear perspective of a research work, reviewing of related literature and research is of great importance. A review has been undertaken in order to perceive the problem in its proper perspective. Such a review would not only provide the investigator with a sound rationale for the current study but also help in defining the frontiers of his or her field producing a more definitive statement of the problem. It also helps in establishing the relationship between completed research in the field and the specific topic under investigation. A proper review of related literature helps, to a great extent, in identifying the problem, developing of a research design and determining the size and scope of the problem. Therefore, an overview of the past studies is of great importance. The literature and research thus reviewed include matters related to both national and international context.

Keeping in mind, the above views, an attempt is made in this chapter to present the related research done in the area of the present study. Being a matter of great importance as well as a favorite subject of research, English language has been dealt with by innumerable linguists and researchers. English as a medium, and subject at different levels of education, development of curriculum, textbooks, teaching methods, contrastive studies, teacher competence and measurement of student achievement are some of the major areas generally researched by scholars.

There is a wide range of materials related to the English language. In this chapter, considering the main purposes of the present study, the review of the related literature is being carried out under three heads, namely:

1. Studies related to attitude towards English and its learning and use.
2. Studies related to English language for specific purposes.
3. Studies related to innovations and practices in the teaching of English.

2.2 STUDIES RELATED TO ATTITUDE TOWARDS ENGLISH AND ITS LEARNING AND USE

Language is so intimately connected with human life. As being a matter of great importance with the everchanging development of this scientific world, skills of English language became an essential commodity. Many a concerned educationist have tried to explore the general attitude of the learners towards English language. Attitude is often found to have close affinity with the learning and use of the language. Many studies in this respect have been carried out. Perhaps, a review of the studies might yield the necessary insight with respect to the present study. Hence, an attempt is made below to present in brief the main findings of some of the studies being carried out in this area.

2.2.1 International Studies

Pierson et al, (1980), in their study entitled, "Analysis of the relationship between attitude and English attainment of secondary students of Hong Kong", tried to analyse the relationship between attitude towards English language and achievement in English of the Chinese students. The attitudes of their 466 male and female sample were measured directly by means of a series of statements concerning the study and use of English, to which the subjects were asked to respond on a five point scale. English attainment was assessed by a close procedure. Pierson and his associates found that a significant correlation exists between attitude and achievement.

Wardat, (1980), in a study conducted on randomly chosen high school students in Amman, found an insignificant correlation between students' attitude and their proficiency in English.

Ponce, (1981), also investigated the relationship between Phillipino parents' attitudes towards bilingual/bicultural education and children's oral proficiency in English. Ponce's sample was 64 parents and 45 children. Using different techniques of statistics, Ponce arrived at the following conclusions:(a)

Parents' attitudes towards English highly correlated with their children' oral proficiency in English, **(b)** Significant relationships were clearly shown between parents' motivation and language learning and their children's proficiency in both English and Filipino.

Friedman, (1990), in his study "Affecting attitudes of ESL and bilingual teachers towards accented English speech through teacher", tried to examine the linguistic attitudes of a group of ESL and bilingual teachers in a university methodology course to see if more positive attitudes towards accented speech might be developed. Subjects were 12 ESL or bilingual teachers or prospective teachers enrolled in the graduate course ESP 267 (Teaching English as a second Language-secondary level) at Hofstra University during the spring 1989 semester. The investigator was the course instructor. Data from the semantic differential scales, the accent ratings, and the occupation ratings were reported statistically and information from other instruments was reported descriptively.

The finding indicated a change in attitude towards speakers with varying degrees of accents, as seen in with the rating of characteristics as well as the degree of accent. However, ratings of occupations appeared to be more resistant to change. All teachers did not evaluate accent perceived as slight more positively than accent perceived as strong; participants tended to evaluate speakers on an individual basis.

The study, "Puerto Rican College students educational and social attitudes toward English as a second language", conducted by Birmingham, Diana, (1992), was intended to generate data on the accumulated attitudes of first-year English as a second language (ESL) University students. Both qualitative and quantitative measures were used to collect the data. An adapted version of the Attitudes Motivation Test Battery (AMTB) was used, as well as open-ended interview schedule based on the constructs used in that battery. The sample for questionnaire consisted of 100 students selected at random. One purpose of the study was to assess the relationship between the variables measured by the AMTB; attitude towards North Americans, attitude

towards Americans compared to Puerto Ricans, attitudes towards learning English, integratives and orientations, English class anxiety, parental encouragement, motivational intensity, desire to learn English, evaluation of English teachers and of English courses, (grades 1-6, 7-12), achievements in English, and self rated proficiency.

The major difference between high and low scores interviewed were in their attitudes towards learning English, motivational intensity, and self rated proficiency. Attitude towards learning English and motivational intensity correlated significantly to these Limited English Proficiency (LEP) students present achievement in College. Low and high scores on the AMTB (all LEP students) responded similarly towards English teachers and courses, attitudes towards North Americans, motivational orientation (instrumental and integrative) and parental encouragement.

Meedin, (1993), in his study, "Language use and attitudes among Malaysian Malays", tried to explore the subjects' language attitudes towards English and Malay, and their language proficiency in both languages. He investigated the subjects' use of languages in various domains using both quantitative and qualitative measures. Parametric and non-parametric measures were used to test hypotheses about Malaysian Malays' language use and attitudes and to determine the correlation between factors such as the subjects' level of education, age and occupation and their language use and attitudes. The results suggested that the subjects' language use depended primarily on ethnicity. The Malay language was dominantly favored by the Malay subjects. This documents the expectation for Malays to establish kinship and solidarity with one another through the Malay language. The subjects' attitudes towards English and Malays and their proficiency in both languages differed largely by their age, occupation and the language in which they were educated. The result suggests that the Malay-educated subjects between the ages of 16 and 19, who were secondary school students, showed a less favourable attitude towards English. Conversely, bilingual and or English-

educated Malay subjects between the ages of 20 to 35 years, professionals in various administrative fields, indicated favourable attitude towards both English and Malay, where language proficiency is concerned, the professionals report a bilingual ability in English and Malay, whereas the students reported more fluency in Malay compared to English.

The ethnicity factor in Malaysian Malays' language use will remain an important part of Malay interaction. However, the results concerning the subjects' language attitude and language proficiency can mean that the role of English will decline among Malays when the Malay dominant subjects, and others like them (including those currently in Malay medium primary and lower secondary schools) gradually outnumbered bilingual Malays, unless, language and education policy makers reemphasize English, especially in the education system.

Suleiman, (1993), in his study, of "Arab students' motivations and attitudes for learning English as a Foreign language", tried to investigate by using qualitative and quantitative techniques. The Arab University students' motivations for studying English as a foreign language, attitudes towards Americans and the United States, and future expectations for studying English as a foreign language. The findings of the analyses of data collected, pertaining to motivations and attitudes were presented in separate sections. First, the qualitative findings were reported and summarized in several matrices. Second, the quantitative finding were reported and summarized in a Box-and-whisker plot format. Comparisons by rationality, and gender were presented for each category on motivation and attitudes.

The study revealed several categories of motivation for studying English as a foreign language. Also, mixed feelings toward English as a foreign Language along with different attitudes towards American and the United States are unveiled; these attitudes range from being positive, and neutral to negative.

Maier, (1993), in his study on "correlates between Arab American parents and bilingual programs in Dearborn, Michigan", tried to investigate the Arab-American parents' attitudes towards bilingual / bicultural programs in Dearborn, Michigan. It was also to study the media impact, language impact, culture impact, socioeconomic impact, and parents' involvement. The sample consisted of 95 Arab-American bilingual parents with children in the school district' bilingual program. The Dearborn area was selected because it is considered to be the location with the highest percentage of Arab-Americans in the county, Michigan. The sample included 45 per cent male and 55 per cent female. Attitudes questions required parents to range their responses on five point Likert scale. The questionnaire included 40 items. One of the most important findings was that the respondents were very supportive and satisfied with the bilingual program because they were well informed of the school affairs. Also, it was found that the parents value education in general and felt that an education is of importance in getting a good job. There were also significant positive views towards language and culture maintenance among the parents and their children.

2.2.2 Indian Studies

Not only studies are being carried out abroad with respect to attitude of the learners and their performance, quite a number of studies have also been done in India. As they are as relevant or even more relevant than those studies done abroad, attempt is made here to present the main findings of the studies carried out in the universities of India.

Joshi, (1984), in the study "Factors Influencing English Language Abilities" put forward the following objectives: **(1)** To ascertain the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities of English language among eight graders belonging to the schedule and non-scheduled castes varying in intelligence level, socio-economic status, sex, locality, and school administered by private agencies, missionaries and the state government, **(2)** To find out the common errors in

translation, grammar, language usage and spelling by eight graders belonging to different sex, locality, intelligence, socio-economic status, and types of institutional administration, and (3) To find out the factors which influence the growth of English language abilities.

A sample of 720 students were selected. The sample was then grouped for different strata with 30 students in each stratum. The major findings of the study were, (1) The schedule caste students were found to attain average growth in each one of the six English language abilities whereas students of the non-scheduled caste were found to slightly higher than averages in these abilities, (2) The growth status of English ability was a function of structural factors operating within (intelligence, sex, etc.) and outside (socio-economic status, locality and type of school), (3) There existed a significant relationship between intelligence and growth of various English language abilities, and (4) The growth of English language facilities were found to be maximum among eight graders of missionary schools and private schools.

Shobha, (1988), conducted a study entitled, "A study of urban adult women's attitudes and their continuing education needs with respect to improving their knowledge of the English language".

Shahi, (1991), conducted a study bearing the title, "A study on the role of aptitude, attitude and motivation in English acquisition".

"A study of the relationship between attitude towards and achievement in English of 9 standard students in Guwahati city" was a study completed by Majumdar, (1992).

Al-Sobhani, (1998), conducted a study on, "Attitudes and motivation of Yemini secondary school students and English language learning".

The review of literature and research with respect to attitude towards English its learning and use, both in India and abroad shows that attitude plays a very important and influential role in the learning of the English language.

2.3 STUDIES RELATED TO ENGLISH LANGUAGE FOR SPECIFIC PURPOSES

English language has always been a dominant tool that helps people to keep pace with the rapid changes that take place all over the world. With the development of commerce, science and technology, English has become the international tool in every section of development. In recent years there has been a growing interest in the area of English for specific purposes and a relatively large number of studies have been undertaken. Not only in the west, but all over the world a considerable amount of work has been done to help people in different walks of life to master the English language that would help them in their different fields of knowledge, places of employment, etc.

2.3.1 International Studies

An English course for Professional students' published by University of London press Ltd., is a course researched and designed by Candlin, (1964), for professional civil service executives and local government examination and serves as a study manual for adults seeking to improve their English for being professionals, commercials and official purposes.

"English for Engineers", is a book designed by Brasnett, (1968), for the students of Engineering. The materials are organised around seven topic areas. Each topic area comprises 3-5 units. Each unit consists of a passage followed by a glossary of difficult words and a few exercises. Comprehension questions and exercises like "completing the sentences using words" and "making sentences with the given words" are included. The passages given in the textbook are linguistically graded. The materials seem to assign a passive role to the students. The kind of exercises the students are asked to do in this course, does not give them any chance to produce the language. So, there seems little possibility of learners improving their language. It is felt that the materials do not seem to be specific and suitable for the students of engineering and technology except that the themes of the passages are related to certain aspects of engineering.

"English for Business Students" by Gartside, (1969), published by Macdonald and Evans Ltd., is meant for school leavers to various professional bodies, for commercial, secretarial work, composition, essay writing, precis writing, comprehension and interpretation, business letter writing, summarizing and report writing.

"English for Medical Students", a book written by Bransnett, (1976), is intended to help medical and pre-medical students who are planning to study medicine in English. This book draws attention to characteristic but unfamiliar features of the kind of scientific English used in medical text, and exercises provide opportunities for the student to check his understanding of both vocabulary and structure. It also includes pronunciation practice lists, and a short dictionary to give the students help in reference skills. It is prepared under the assumption that the learners already have some basic knowledge of English.

"English for Secretaries", (1978), developed by the Oxford University Press English Language Teaching Development Unit is an intermediate language course designed to help the foreign secretaries who need English in order to function effectively and confidently in their job. It is assumed that the secretaries already have basic knowledge of English. The course includes practices in pronunciation, remedial grammar, exercises and drills, situational dialogues and rhythm, intonation and stress exercises.

A Macmillan press publication, "English for the offices" by Moore, (1979), is a comprehensive practice book for all students of commerce who need to be able to use English effectively and efficiently in the day-to-day work in the office. The course covers the complete range of general secretarial language including import-export correspondence, postal and telecommunication exchanges and international payments.

"The use of English, communicative skills for university students", by Afolayan and Newsum, published by Longman, (1983), has been written to help the University students for acquiring the communicative language skills which they will need in their studies. This book is intended for first year university students in arts, science, education and social science subjects. It is particularly suitable for students in countries where English is a second Language.

Hutchinson and Waters', (1987), "English for Specific Purposes", A learning centered approach offers the teacher a new perspective in the field of ESP. This book is concerned mainly with the effective learning and how this can best be achieved in courses catering for special needs. It also discusses the evolution of ESP and its position today; the roll of the ESP teacher; course design; syllabuses; materials; teaching methods; and evaluation procedures.

"The English Language needs of the students at the science University of Malaysia", by Mohammed, (1992), was an investigation of the English needs of students of the science University of Malaysia. The need for English of students at the University are considered in the light of statistics provided by the University, an extensive students questionnaire and in-depth interviews with University academic staff and this has thrown light on the extent of the needs and on specific aspects of their nature. Observations are based on a questionnaire completed by sample firms and by a sample of recent graduates themselves, as well as on interviews with graduates, senior officers in government services and private sector executives. This brings to light important differences between the perceived requirements of two sectors, and between the percentage of the graduates themselves and their superiors.

Jennifer and Bernard's, (1992), book, "English for study purposes", tries to equip students with the skills they require to read and study in English. The course is designed for learners with a good intermediate knowledge of English who are going to further studies where English is needed for specialist purposes in various science or science-related fields. The course is in two

parts, Student's Book 1 and Student's Book 2 each of which provides about 60 hr. of classroom and study material.

2.3.2 Indian Studies

With the growth in linguistic science, and educational technology many innovations and practices have been experimented along with the traditional methods. In the Indian context also some studies have been undertaken on instructional material development which focuses on English for 'specific purpose. Summaries of some such studies are presented below.

Patel, (1972), designed a remedial course in spoken English for the 10 standard level on the basis of contrastive studies of English and Gujarati.

The technical Teachers' training institute, Madras evolved "English Communication", new study materials incorporating technical vocabulary, technicians' need, etc. The average level of attainment in English of the school leavers, an analysis of the language use in the prescribed engineering text books of the British authors, a comparison of that language with the English used by popular Indian authors of corresponding text-books, the job requirements of technician in Indian industry, the new communication approach to learning and teaching English and the modern techniques of self-aided study have been incorporated in the preparation of the course.

"English for technical students "by Bakers, R.G. et al, (1975), especially was designed to meet the needs of technical students whose mother tongue was not English. The materials comprised fifteen units. Each unit consisted of a passage followed by word-notes, word-formation exercises, language practice exercises, comprehension exercises and composition tasks. The passages and exercises have been graded. A verb-chart and a verb-table are provided at the end of the book.

Widdowson, (1979), opines that the aim of teaching a language is the ability to use languages naturally in any situation. Our country is becoming

increasingly aware of this fact and a reasonable amount of work has been done in this direction during the past decade.

Sharma, (1980), in his book, "Scientific Contexts: English for Technical Students", carefully selected passages on scientific writings covering a wide spectrum of science centered around the human elements. The passages and exercises are meant to stimulate the reader's interest in science and technology and help to build up his vocabulary and proficiency in the use of language. Each passage is complete in itself and is adapted to project a predominant sentence structure. This facilitates unconscious assimilation of sentence structures. The first exercise in each chapter requires the student to work with the dictionary which promotes self-progress in acquiring linguistic competence.

Saraswathi, (1982), conducted a study entitled, "Towards a communicative Course Design in EOP: A study in applied Linguistics". The study explored the nature of communicative competence in relation to learning a language for specific purposes; and on that basis, suggested guideline for designing a course in English for Official Purposes (EOP) for undergraduates in Tamil Nadu, India. In the first part of the thesis, theoretical perspectives in applied linguistics - both linguistic and pedagogical - are examined. In the second part, learner needs are established through a practical investigation. The specific questions whose answers being sought in this part are:

1. What are the shared conventions of EOP in Tamil Nadu?
2. What are the expectations of the official community in Tamil Nadu regarding EOP?
3. What is the level of potentials of learners' communicative competence in EOP?

In order to answer question no. 1, 30 business letters, 15 each, chosen randomly from a set of letters written by business people in their day-to-day lives and from those written by third year degree students as part of the test designed for the study, were revised into better versions and the changes

introduced were analysed and evaluated. In order to answer question no. 2, a questionnaire was administered to 125 business people at different levels of the officials hierarchy. The areas covered by the questionnaire were a personal profile of the informants, the place of English at the work place, the need for a course in EOP and the nature of English used for official purposes. Question no. 3, was answered through the administration of a diagnostic test written communication in EOP to 60 final year B.A./B.Sc. students and 40 final year B.com. students of Madras University. The third part of the study presents the final outcomes of the theoretical discussions in the first part and the practical investigations of the second. A definition of EOP was attempted. The designing of a new course in EOP is justified on the basis of a critical examination of the currently available materials on EOP. The design of the purposed course was also outlined.

Sundara, (1984), in his study on the academic needs in English of the commerce students of Madurai-Kamraj University, aimed to identify the academic needs in English of the commerce students of Madurai-Kamraj University. The assumption of the researcher was that the commerce curricula in the university had no provision for the essential requirement of the commerce students. She felt that a commerce specific course in English should be provided rather than a general English course so as to make learning the language more meaningful and purposeful for students of commerce. The tools chosen for the analysis of needs were: questionnaires, informal discussions and textbooks analysis. The perceptions of English teachers, commerce teachers and the students of commerce were taken into consideration.

The researcher suggested some changes in the syllabus, materials and methodological procedures to be adopted in the English course and felt that either the English course should be extended to the second year or the number of hours allotted for English should be increased.

Bellare, (1984), in her study, "Towards designing a study skills improvement course for home science students with an ESL background at the

SVT College of Home Science", SNDT Women's University, Bombay, tried to investigate the extent of study skills possessed by the first year students of B.Sc., who had studied English as a second language at school and made an attempt to see how study skills could be improved and how far the students lacked these skills. She made an attempt to analyse the needs of the students and devise sample materials. The tools used for the investigation of the study were a diagnostic pre-test of the learners' study skill and questionnaires for students teachers. The study included a try-out of some sample exercises drawn on a passage taken from a textbook on Food and Nutrition. The researcher found that the learners possessed inadequate reading skills and had problems with production in the language, both oral and written. The researcher proposes a "Skills Approach" so that they get maximum opportunities to use the language in the class and thus improve their reading and production abilities. Based on a skills approach and with emphasis on process-orientation of the learners sample materials were presented and some suggestions were given on the evaluation pattern. The sample materials provided extensive activities for the learners and in order to make the learners conscious of the strategies required in building language skills.

"Interact English for Polytechnics" by Sasikumar and Paul, (1991), is a book designed for the students of polytechnics, Andhra Pradesh. This book provides a note to the teacher in which a brief summary of the objectives is provided and the principles underlying the materials are discussed. Some of the principles on which the materials are discussed are - learning through use, and learning English through English. There are two editions of this coursebook - one for the teachers and the other for the students. The teacher's edition contains a handbook which is provided at the end of the book. The materials comprise 15 units. Each unit consists of the following components: Objectives, Introduction, Reading Passage and Footnote glosses followed by comprehension questions for reading Skills, Language study and word Study, Writing Skills, Speaking skills, Listening skills, Reading for Pleasure, and a checklist of learning outcomes for the students.

The following five studies were conducted at the Central Institute of English and Foreign Languages, Hyderabad at the M. Litt. level:

Vamdatta, (1976), conducted an investigation bearing the title "English for Students of Economics". The project aimed at carrying out a student - oriented need - based operational research. It was concerned with the needs of the post-graduate students of economics in the universities of Gujarat as regards the comprehension of their subject books in English. It dealt with the solution of a practical problem namely the students' inability to get access to knowledge in economics treasured in specialized books in English and consequently their failure to use English for library purposes. The study thus explored the field of developing English as a library language. The study recommends the production of teaching materials for the post graduate students of economics whose academic success is severely affected by inadequate English.

Datta, (1977), makes a case for ESP material preparation involving an inter-disciplinary approach, involving team work.

Bhatia, (1978), prepared "A Remedial Language Laboratory Course in Spoken English for the students of Rajasthan".

Ushakumari, (1978), conducted a study entitled "An Analysis: Designing a Special Purpose Course for Students of Commerce".

Jalota, (1978), conducted a similar study entitled "Working Towards a Special Purpose Academic Course in English for Students of Commerce in Punjab".

Datta, (1980), conducted a study entitled "A Functional Approach to ESP Course Design". Her recommendation of instructional materials for ESP courses would be helpful to anyone undertaking such a venture. She prepared study materials for High School pupils, in Geography.

Mohanraaj, (1980), completed a study in the teaching and testing of writing skills at the undergraduate level and has recommended improvements in the preparation of materials in such a manner as to effectively impart the skill of writing in English to college students.

Exercises in Spoken English, part 2, study materials prepared by the Department of phonetics and Spoken English, CIEFL, Hyderabad, deals with all the twenty four consonants in English. They have been recorded on tape, the recordings of which are available.

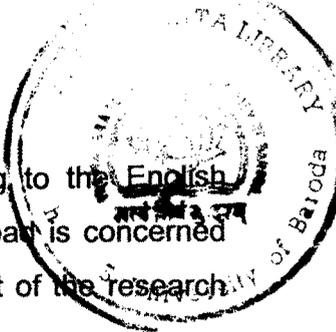
Pillai, (1988), conducted a study entitled, "Preparing a database for designing and developing a post-graduate diploma in the teaching of English for specific purposes and distance learning programme for teachers of English in professional institutions in India"

Antonisamy, (1991), conducted a study entitled, "A study of English curriculum in engineering college."

John, (1991), conducted a similar study entitled, "An investigation into the English curriculum in the polytechnics in Tamil Nadu"

Sadanand, (1993), "Language Use in Industry", is a book based on her Ph.D. work, "The use of English in Industries in Andhra Pradesh - A socio-linguistic study". The investigator perceived that English has an important role to play in public and private sector. The employees' perception of the relative importance of English, Hindi and other Indian languages was that English was indispensable for access to the latest developments in science and technology. It is from a study of the use of language at the work place concerning the importance of English language at the private or public life which the author conceived that this kind of study could serve as feedback for language policy and language planning in India.

Deshmukh, (1998), conducted a study on, "Development of a need - based course in English language for some polytechnic departments of SNT women's University.



The above review of literature and research, relating to the English language for specific purposes, both in India as well as abroad is concerned with some specific aims and deals with certain aspects. Most of the research studies and course books focus on the improvement of courses, since a course provides generally the rules and norms acceptable in good society and their works, studies relating to the art of writing skill will also provide in learning and making the learners capable for their specific works.

2.4 STUDIES RELATED TO INNOVATIONS AND PRACTICES IN THE TEACHING OF ENGLISH

English still continues to be a favorite subject, in spite of all the controversial arguments, as a medium of instruction in India, and with the growth in linguistic science and with the upcoming of different needs of the learners. Many a study on innovation had been done by many researchers, in order to give a feedback to meet the ends needed by the learners.

2.4.1 International Studies

Cordell (1993), conducted a study entitled, "The effects of curricular change on language learning progress and academic preparation". This retrospective study compares the effects of two curricular designs on the language progress and academic achievement of multinational students of an English language Institute in the Mid-Atlantic United States at a University. The curriculum differed along two dimensions: content and format. The "particularist" curriculum focused on language usage through a discrete-language-skills format. The "Integrative" curriculum focused on academic content, using an integrated-language-skills format. Interviews, questionnaires, classroom observations and materials analysis described and documented the research context of the two contrasting curricular models, and their implementation. Standardized tests indicate that the Particularist curriculum promotes better short-term language progress while the Integrative curriculum

promotes better long-term progress. Students and faculty questionnaires and interviews revealed that students and faculty strongly preferred the Integrative curriculum, and felt that it fostered superior language learning and academic preparation. An Integrative curriculum balanced with discrete-skills electives, similar to the one described in this study, may best meet diverse student needs and satisfy the concurrent program goals of language learning, academic preparation, and test-taking preparation.

"Content-based language instruction and learning a foreign language in high school: The restructuring of a learning environment", is a study conducted by Michael, (1994). This study focused on the effects of an innovative content-based foreign language program, completed as an instructional technology project. When defined properly, instructional technology is more than just hardware and software; it encompasses all instruction designed to be more effective. The researcher sought to determine if this content-based program would make a difference in the basic language skills of the participants, as well as help them have a more positive attitude towards the study of a foreign language. The subjects in one side consisted of native speakers, who function in part as peer tutors. The study was conducted over one school year in two high schools using quantitative and qualitative approaches to the collection and analysis of the data.

The researcher found that the participants preferred the content-based class to their traditional class by almost a nine-to-one margin, and an overwhelming majority of students now plan on continuing with their study of the foreign language. They learn the subject matter at least as well as their English counterparts, and there was more than one-third of a standard deviation difference in favor of one comprehension group on a computerized measure assessing grammar, reading comprehension, and vocabulary skills. During interviews, the treatment subjects also expressed that their listening comprehension had significantly improved. Empirical data did indicate, however, that there were no statistically significant difference between the

treatment and comparison group in relation to speaking scores. Possibly the most interesting part of the experiment was the cross-cultural experience one group of students had in the class with the native speakers. They found that diversity can build understanding rather than create fear. The researcher concluded that this type of content-based foreign language program should continue to be used, where students see the language used in context, heightening their interest in it. Recommendations include helping students develop their speaking skills, providing a more structured model for the instructors to follow, and fostering more open coordination between the content-based instructors and the foreign language teachers.

2.4.2 Indian Studies

The following are some of the studies found in the Indian context to have been related to some extent with the present study.

Das, (1977), carried out a study, namely "The need for English in Orissa", an investigation into the language requirement and related instructional programs at the post-secondary level of education. The main objectives of the study were to investigate the roles and functions of English, to find out the need felt by different professional categories to evaluate the effectiveness of the instruction programs at the post-secondary level and to judge how far they were relevant to the actual needs of the various professional categories. 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 in their professions, **(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 are adequate for their professional needs, and, **(IV)** In the opinion of the subjects the existing programs of instruction in English was instrumental to imparting the required proficiency in English to them.

Parasher, (1979), in his study, "Certain aspects of the function and form of Indian English, a socio-linguistic study" aimed at presenting a profile of the functions and forms of Indian English. 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, government and employment, **(ii)** No language appeared to be clearly dominant in the domain of neighborhood, **(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 tongue and English were found to be in diagnostic 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 have positive attitude towards English, **(vii)** The motivation for learning English in India was found to be instrumental rather than integrative, **(viii)** Most of the subjects were aware of the existence of Indian variety of English which they found to be a suitable model for teaching English in the country, **(ix)** Syntactic evidence accounted for 48 percent of the total deviant forms, and, **(x)** To define standard Indian English and adopt this variety for the purpose of teaching English in India was possible.

Thomas (1982), conducted a study entitled "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 a major subject in the school curriculum. The scope of the study was limited to the school stage of education in the presidency of Madras during the period 1835-1947. 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)** Examinations, and **(VI)** Teaching training. The research methodology used was historical survey based on library

study involving identification, analysis, interpretation and evaluation of pertinent primary as well as secondary sources in the form of documents, reports, syllabus, question papers, textbooks, books, articles, speeches, research reports, etc. Structured interviews and questionnaires were also used to collect the necessary data. Two eminent schools were interviewed and one out of the three renowned Indian writers in English was a respondent 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 portion of English in the school curriculum at various times in the presidency of Madras during 1835-1947, **(4)** It produced a faithful record of the teaching of English in schools in the presidency during 1835-1947, **(5)** It gave a connected narrative of linguistic reviews of the teaching materials in English used in the schools of the Madras presidency during the period, **(6)** It provided a historical survey of the practices in testing and examination in English in the presidency during 1835-1947, **(7)** It drew a comprehensive picture of the teacher training programs in the presidency during the period, with special reference to the training of teachers of English, and, **(8)** It helped to have an increased understanding of the history of the teaching of English in the Madras presidency in the context of development in the teaching of modern languages in Europe.

Bhattacharjee, (1984), conducted a study entitled, "An Investigation into the Teaching of English in the High Schools of East Khasi Hills District of Meghalaya". The objectives of the study were: **(1)** To study the background characteristics of the teachers of English in the high schools of East Khasi Hills Schools, their views and opinions as well as practices followed by them in respect of various aspects of teaching English, **(2)** To identify the present status of teaching English, through observations of teachers performance in the classroom situation, **(3)** To study strengths and weaknesses in the teaching

of English, **(4)** To try out the effectiveness of training in selected skills under micro teaching strategy for improving teaching competence of the teacher of English, and, **(5)** To suggest measures for improving teaching of English in the high school of the district. The hypotheses of the experiment were: **(i)** There is a significant difference in the mean score on the rating scale, of the group trained in the five selected teaching skills through 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.

The major conclusions were: **(1)** The majority of the teachers of English were not professionally equipped to teach English, **(2)** Teaching at the foundation stage was neglected, **(3)** There was no uniformity regarding work load of teachers of English in different categories of schools, **(4)** English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers' handbooks, **(5)** The mean overall score in English in classroom teaching was between 'poor' and 'satisfactory', **(6)** Sex and marital status differences, and participation or non-participation in co-curricular activities had no impact on teaching of English, **(7)** 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. They did not use teaching aids and other materials. They did not give assignments, evaluate students' progress and take remedial measures in the English class, **(9)** In service training facilities for the teachers were inadequate, and **(10)** Training in selected skills through micro teaching was effective in improving teaching competence of the teachers of English. Micro teaching supplements training in English teaching methodology.

Soumini, (1984), conducted a study entitled, "A course design based on communicative approach for English language Teaching in Regional Medium High Schools". The main objectives of the study were: **(1)** To design a course based on communicative approach for the teaching of English for regional medium class IX and X students using science as the content, **(2)** To prepare a few sample materials as per the course design, **(3)** To try out the prepared sample materials to find out their workability in classroom situations, and, **(4)** To evaluate the materials in terms of the performance of students in rhetorical acts in biology.

The parallel 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. The six units were on the topics selected from this science subjects. The experiment was conducted in a Telegu medium school. The various types of tests and instructional materials used in this study were English proficiency tests I and II, Science Pretest, Science Achievement test, Science Post-test, questionnaires to find out 'students reactions and teachers opinions' on the course design.

Some of the major findings were: **(1)** In case of science, the pre-test / post-test gain scores of the experimental group demonstrated a significant improvement due to communicative approach. Similar improvements from pretest 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. Students found that figures, illustrations, charts and exercises given in the instructional materials were interesting and satisfactory, and, **(3)** Most of the English teachers felt that this type of course develop vocabulary, structures, science concepts, as well as the language skills. Teachers felt that they needed special training to teach English through communicative approach. They believed that such a course was difficult to introduce in their schools.

Sharma (1985), in his study, namely "Aspects of English Language Teaching in India", focused mainly on to unravel the multidimensional 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, viz. language learning and language teaching, the case for English in India, the objectives of teaching language as a foreign language and second / third language, teaching language learning 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 findings were: (1) The prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades, (2) The existing system of teaching of English in India right from the grassroot levels to the University were defective, (3) Traditional methods and conservative cases of English language teaching in India were incommensurate to the language needs of learners, (4) Instead of becoming realistic, need-based and oriented, the system of English language teaching in India had always tended towards idealism, elitism and status quo and had become more of a hindrance than a help in bringing about an egalitarian 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) There were a number of anomalies. It was necessary that teacher 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, of teaching of English as a second language, and, (7) Teachers of English in India have to develop an elective theory. In teaching English as a second language, the emphasis needed to be on the linguistic aspect rather than on the cultural one.

Sharma, (1986), conducted a study entitled, "A study of the problems of teaching English in Bihar". The main objectives of the investigation were to study the position of English in India and the problem 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. Interviews and discussions were held. Problems of teaching English in Schools, colleges and Universities, training colleges, problems of English teaching pronunciation and socio-political problems of teaching English in Bihar are critically studied. Some of the major conclusions were: (1) During the past three decades there had been a gradual lowering of the standard 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. Traditional methods and conservative bases of teaching were incommensurate with language needs of learners, (3) Misconception regarding English language teaching methods, unpalatable texts books 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 English at college level was 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. Several trained teachers remained ignorant about the effectiveness and limitations of teaching aids, (6) Students faced difficulty in picking up of correct pronunciation of English. Sound system of already acquired Languages mainly interfered with their pronunciation of English, and, (7) There was confusion about the aims and objectives of teaching English at various stages.

Jain, (1987), conducted a study entitled, "A study of English language teaching in the secondary schools of Gujarat state".

Mohire, (1989), conducted a study entitled, "A critical analysis of methods and means of teaching English applied at the undergraduate level".

Rajendra, (1992), conducted a study entitled, "Activity-centered teaching of English: An experimental study".

Pradhan, (1992) conducted an investigation entitled "A critical study of the teaching of English at the +2 stage in Maharashtra: Retrospect and Prospect.

It can be concluded, from the above review of literature and research that most of the studies done stress either innovations in the teaching of the English language or some specific aspects in the teaching of English. Language teaching as currently practiced appears to be bound up with the literacy aspects, which needed to be changed. The various innovations which constitute important break-through have yet to be fully exploited. Many a study had been carried out in the light of research findings suited with the different aspects of the learners. The investigator found that the studies conducted by Parasher and Das were in some aspects closely related with the present study, which tries to explore the functions and forms of the Indian English, but still again in many aspects they differ from the present study, where the investigator was trying to find out the English language learning and its uses by professionals and non-professionals, in what aspects the English language is useful and relevant to their specific works, etc.

2.5 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE ON THE PRESENT STUDY

From the above review of literature and research, both in India and abroad, it can be seen that they are concerned with some specific aims and deal with certain aspects. From the first section of the review of literature, i.e., studies related to attitude towards English language its learning and use, it can be found that stress has been made on the attitudinal aspects of English

language and its correlation with the achievements. Likewise, the second section also concentrates more in the evaluation procedures of the syllabus, improvement of courses, in accordance with the specific needs of the students in their respective fields. The third and last section of the review of the literature, the investigator feels that some studies like those conducted by Parasher and Das, seem to have some similarity with the present study. However, in many aspects, they vary and differ from the present study. Thus, the investigator feels that eventhough many studies have been done in the field of English language, stress has not been given to the aspect of the modalities of learning the language by various professionals and non-professionals. No systematic study has been taken up on to the uses and exploring the learning aspects of English language. The investigator feels that there is a general negligence on exploring the learning aspects and the uses of English. Lack of attempts like, who spoke what language, where and for what purposes, what factors contribute towards the choice of language by learners, etc., are being focused in the present day.

Language teaching as currently practiced appears to abound in quite specific problems which lie within the power of classroom and the teachers to resolve within the existing framework of methodology and organisation.

The various developments which constitute important breakthroughs have yet to be fully exploited. Concentration had to be made on what might be learned before deciding on how it should be taught and above all, does it effect and benefit the learners. It should however be admitted that although many a study of English language teaching situations at the school level as well as the college level were conducted for the betterment of language teaching and learning, the investigator has found certain dearth of studies concerning language learning and its use. The investigator has not so far come across any study which has systematically brought out information as to how different professionals and non-professionals pick up the language, and with what proficiency they use English to perform their various tasks. In this context, a

study that highlights how different professionals pick up English and to what extent they utilize their knowledge of English seems to be very relevant as it would throw much light on the processes involving English language learning as well as its use. Hence, the present study assumes importance.

The present investigation is a modest venture in this direction. A detailed account of the research problem, its objectives, the procedure adopted by the present study and the statistical techniques employed in the analysis of data are presented in the following chapter.