

**CHAPTER - II**  
**REVIEW OF RELATED**  
**LITERATURE**

## CHAPTER II

# REVIEW OF RELATED LITERATURE

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### 2.1 Introduction

For understanding the review of related literature, the investigator has reviewed a total of Eighty Five related researches undertaken in various areas of English language teaching and learning and at different settings. The review of related literature has been reviewed under three sections and presented in this chapter.

2.2 Studies related to methods and approaches of teaching and learning English language (Thirty One Studies)

2.3 Studies related to problems and classroom practices in teaching learning English language (Forty Six Studies)

2.4 Studies related to attitude towards learning English language (Eight Studies)

### 2.2 Studies Related to Methods and Approaches of Teaching and Learning English Language

**Borua (1966)** studied the efficacy of the traditional method and structural approach to the teaching English in the four language skills. The other objectives of the study were to develop in pupils four language skills, viz. i. To understand English when spoken, ii. To speak English iii. To read English iv. To write English. Experimental design was employed and eighty eight pupils of class IV were divided into Experimental group and Control group. The investigator took up the experimental group to teach while another English teacher was put incharge of the control group. Students were taught the oral work, reading, writing, grammar and spelling. From the research, it was observed that pupils of the experimental group were found more prompt and smart than their counterparts who were found generally shy and slow in response. The study concluded that structural approach to teach English was superior to the traditional or translation method.

**Gill (1967)** compared activity and conventional method of teaching English. The purpose of the study was to determine whether improved language skills could be developed at class IX level by incorporating activities while teaching English. Experimental design was adopted to carry out the study. Class IX students were selected purposively for sample of the study. The investigator prepared six achievement tests and a socio-metric scale. Along with them, progressive Matrices 1956 (Non-verbal test of Intelligence and B. Kuppaswami's scale of socio-economic status) was used. The study found that teaching through activity method promoted the learning of the English grammar, spelling and vocabulary more than the conventional method did. It also helped in the learning of the content material. The study also emphasized that reading comprehension was facilitated when English was taught through activity method. The study also revealed that teaching through activity method also affected positively the reading speed of the learner.

**Murthy (1968)** compared the direct method and bilingual method of teaching English. The study was done in the real classroom situation in Telugu medium students of fourth standard in Government high schools in the state of Andhra Pradesh. Quasi-experimental design was employed for the study. The sample chosen for the study was divided into experimental and control group on the basis of preliminary test. The study found that the bilingual method was more suited for teaching English to learners of primary level. The method proved effective in developing oral reading, oral comprehension and expression. It was also found that the time spent by the teachers in preparing lesson through bilingual method was less as compared to direct method.

**Nagrajan (1970)** compared the bilingual method and the direct method in the Hindi medium school. This Experimental study was conducted on class VI students of Hindi medium school of Hyderabad. The class was divided into two groups, control and experimental on the basis of a diagnosis test, class scores, age and home background. The study concluded that the bilingual method was superior as it proved to be simple from the point of view of learners and teachers developed fluency and accuracy in speech. The study also found that the use of bilingual method improved communication between learners and teachers and proved effective for the school with meagre equipment.

**Patankar (1978)** undertook a study on diagnostic and remedial teaching of English in standard VII and VIII. The main objectives of the study were to identify the areas where the students faced difficulties in learning English and developing remedial strategy. The major findings revealed that there was marked difference between mean achievement scores of the students in the Pre-test and post- test. The students were able to understand and assimilate knowledge but failed in transferring their thought in to words and action.

**Al-Kamookh (1981)** surveyed English language teachers' perceptions of the English language teaching methods in the intermediate and secondary schools of the eastern province in Saudi Arabia. The study was focused to answer the following questions. i. Is teaching English in Saudi Arabia still traditional? ii. Does the language laboratory have any significant role in the teaching of English in Saudi Arabia? iii. Are the English teachers in Saudi schools enthusiastic about modern English teaching programs? iv. How great is the importance of teaching English in Saudi Arabia as perceived by the teachers? Out of one hundred and twenty eight schools (ninety eight intermediate and thirty secondary) of Damman and Al-Hasa districts, 50% of the schools were randomly selected for the study. The sample size of teachers were one hundred and fifty one but the investigator considered only one hundred and forty four teachers response who properly completed questionnaires. Two instruments were used to collect data from teachers. One questionnaire was used to determine the attitude and beliefs of the English teachers in Saudi intermediate and secondary schools. The other instrument was a questionnaire concerning information about teachers' academic preparation, experiences and professional backgrounds. The collected data was analyzed with the help of frequency and percentage. The study found that 60.4% (87 teachers) of the respondents agreed that the grammar translation method was not effective in developing oral communication skills. 78.5% (113) of the teachers disagreed with the idea that a good foreign language teacher does not need audio-visual aids to build an effective teaching program. 78.5% (113) of the teachers believed that an oral approach was successful in second language learning. 75.7% (109) of the teachers agreed with the statement that the audio-lingual method provides an adequate emphasis on the development of spontaneous and creative language usage. 93.1% (134) of the teachers agreed that pattern practice was an effective learning technique.

**Gaikwad (1982)** compared the efficacy of Direct Method and the Bilingual Method of teaching English to lower classes of secondary schools in rural area of Maharashtra state. The objectives of the study were i. To compare efficacy of the direct method and the bilingual method under experimental conditions for teaching English as a second language to lower classes of secondary school in area, ii. To compare the achievement of the pupils in language learning gained by the direct method in respect of four skills of language learning, namely, listening, reading speaking, and writing in the case of structure and vocabulary and comprehension, iii. To observe the efficacy of the method in respect of suitability of methods to the teachers in realistic rural condition and in terms of energy required for preparation and presentation of teaching materials by the teachers, iv. To observe the efficacy of the method to the learners in terms of their difficulties in comprehension. The research findings showed that the bilingual method was more effective when it was compared to the direct method in developing skills such as understanding, speaking and writing and the aspects of language such as structure and vocabulary. The bilingual method also helped in speeding in inter-communication among teacher and students. The bilingual method also proved to be suitable for both teacher and learners. Both, the bilingual and direct method proved equally effective in developing reading skills.

**Bhattacharjee (1984)** investigated the teaching of English in the high schools of East Khasi Hills. The main objectives of the study were i. To study background characteristics of the teachers of East Khasi hills high schools, their views and opinions as well as practice followed by them in respect of various aspect of teaching English. ii. To identify the present status of teaching English through observation of teachers performance in the classroom situation. iii. To study the strength and weakness in the teaching of English. iv. To suggest measures for improving teaching of English in the high schools. For this study, survey method was adopted in Phase 1. Two samples (N=490 and N=120) of teachers of English were selected by stratified random sampling procedure. A schedule, questionnaire and rating scale were constructed and used. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. Phase II covered an experiment under microteaching strategy in on training college of shillong. The procured data were analyzed with percentage, mean, median, mode, standard deviation. T-test was applied to examine the hypotheses. The investigator found that i. The majority of the

teachers were not professionally equipped to teach English. ii. Teaching at the foundation stage was neglected. iii. There was no uniformity regarding work load of teachers of English in different categories of schools. iv. English language readers were written according to the lasted approach to the teaching of English. The English language readers were not accompanied by teachers hand book. v. The majority of the teachers were not aware of appropriate methods and also not clear about the four fold objectives of teaching English. They did not give assignments for evaluating students' progress and take remedial measures in the English class.

**Soumini (1984)** conducted a study entitled a course design based on communicative approach for English language teachers in regional medium high schools. The investigator designed a course based on communicative approach for teaching English in regional medium (Telugu medium) class IX and X. The objectives of the study were i. To design a course based on communicative approach for teaching of English for regional medium class IX and X students using science as the content, ii. To prepare a few sample material as per the course design, iii. To try out the prepared sample material to find out their work ability in classroom situation and evaluate the material in terms of the performance of the students in rhetorical act in Biology. The parallel group experimental design was employed for the study. The sample consisted of students of high school, they were divided into groups by pairing them. The test and instructional material used in the study were English proficiency test I and II, Science achievement test, science post-test and Questionnaire to find out students reaction and teacher's opinion about the course design. The investigator found that the course design was effective and same as acknowledged by teachers and students.

**Khare (1986)** compared of traditional and structural approach of teaching English with reference to their learning outcome. The objectives of the study were i. To test the general level of performance of junior high school students in various aspects of English spelling, comprehension, applied grammar and vocabulary, ii. To make a comprehensive study of average performance of students taught through structural approach and the traditional approach, iii. To study the effect of cultural and economic background and intelligence on the performance of the students in the above mentioned aspects of English. The stratified random sampling technique was used for the selection of the students for study. To measure the intelligence, R.K.

Tendon's Samoohik Mansik Yoga Yata Parikshan (1970) test was used. The study concluded that the achievement of the students in spelling, comprehension, composition, grammar and vocabulary was better when taught through structural approach, but the traditional approach yielded better result in terms of achievement in pronunciation.

**Ram (1989)** surveyed method and techniques of teaching English in class VI. The main objectives of the study were i. To conduct an in-depth study of teaching and learning English at class VI, ii. To pinpoint the reasons for unsatisfactory results, iii. To make recommendation for improving the situation. Survey method was adopted for the study. The study found that though the teachers were trained in the use of methods still they followed the traditional methods and techniques, too much emphasis was placed on the textbooks, teacher concentrated on the teaching the prescribed material only e.g. vocabulary lists, teacher were unaware of the structural and situational approach, the text books in the use was uninteresting and contained grammatical mistakes and difficult structures.

**Pradhan (1990)** compared the effectiveness of the direct method and the bilingual method of teaching English in class X in the District of Cuttuck. The main objectives of the study were i. To analyze inadequacies of different methods of teaching adopted before to develop in pupils for language skills, ii. To measure the achievement of control groups and experimental groups taught by the direct method and bilingual method respectively, iii. To measure the quantum of interaction in both the groups. Quasi experimental design was adopted for the study. The study concluded that the bilingual methods proved to be more effective than the direct method. The reasons were the bilingual method saved teacher's time in preparing lessons. It ensured accuracy and fluency in speech and writing. It utilized the established linguistic habits of students and the amount of learning and retention under the bilingual method was more.

**Joshi (1997)** measured impact of visual aids in teaching English to secondary school students of Bhavnagar City in Gujarat. A sample of ninety two boys and girls studying in two classes of standard VIII was selected randomly from a Gujarati medium secondary school. Ninety two students were randomly stratified into experimental and control groups of forty six each. A test was constructed consisting

of twenty four objective type items on the topic prepositions (in, on, near, and under). The lesson plans were executed using direct method, though the mother tongue was used judiciously to instruct the students in the beginning of the lessons. In the teaching of control group, only the blackboard and match-stick drawings were used with lecture method. While teaching the experimental group, pictures, charts, slides, and match-stick drawings on blackboard were used. The mean and Standard deviation were calculated for each group. The findings of the study indicated that there was a significant difference between the achievements of students in experimental and control groups. The study concluded that the use of visual aids in teaching resulted better acquisition of English grammar and significantly advantageous.

**Farooq (2000)** studied the factors influencing the learning of English as a foreign language in Bahrain. The objectives of the study were i. To identify those environmental factors which are currently influencing students' level of achievement in English as a foreign language, ii. To examine the extent of applicability of attitudinal and motivational variables, normally associated with the prediction of achievement in EFL context, iii. To identify other related factors and to develop guidelines and practical recommendations. An explorative research design was employed. Students for the study were randomly selected from four sections of the curriculum (Arts, Science, Commerce and Technical) in final year classes of secondary state schools. The sample consists of 22 final-year secondary school male and female students whose average age is seventeen. The research tools used were questionnaires and interviews for teachers and students. The statistical techniques used were one way anova, frequency and percentage and content analysis. The major findings of the study were i. Respondents indicated that the teachers of English were generally overworked. ii. They were given extra assignments related to the school affairs and they were expected to complete them after the school hours. iii. The majority of the respondents were satisfied with their teaching profession as English language teachers. Teachers of English as a foreign language in Bahrain were adequately aware of their teaching objectives. iv. The study showed that the majority of the teachers used essential teaching aids as often as necessary to get the maximum out of them. v. The four skills in foreign language learning were not given equal degree of importance in school examinations. The finding of the study revealed that

environmental factor could be considered as one of the most influential variables. Eighteen respondents considered the language syllabi was long and difficult. Twenty of them stated that EFL teachers did not effectively use teaching aids. Eighteen students stated that the basic grammar was inadequately taught. Twenty one of them reported that they lacked interest in learning of English language.

**Kahtani (2002)** measured the relative effectiveness of teaching English language using direct method, communicative approach and bilingual method for learning of English among XI standard students. The major objectives of the study were i. To find out the whether the students learn English language more effectively by being taught by direct method or by being taught by communicative approach, ii. To find out whether the students learn English language more effectively by being taught by direct method or by being taught by bilingual method, and iii. To find out whether the students learn English language more effectively by being taught by communication approach or by being taught by bilingual method. The major findings of the study were i. the communicative approach proved to be better suited for teaching English to the students of XI class. ii. Students taught through the direct method showed higher achievement in English language as compared to those students taught through the grammar translation method.

**Mukhopadhyaya and Ghosh (2004)** measured effectiveness of information processing model over traditional teaching methods for teaching English as a second language at secondary schools. Eighty five pupils (boys) from class seven of secondary schools of West Bengal were selected, by considering their achievements in two successive previous examinations. Sixty students from class VII were selected randomly and divided in to experimental group (30 students) and control group (30 students). Four lesson plans were prepared for experimental group considering information processing model and four others for the control group using traditional teaching method. All the tools for measuring achievement of the students were developed and standardized by Mukhopadhyaya and Ghosh (2002). The research concluded that the experimental group taught through information processing model (IPM) did much better than the control group, taught through traditional teaching method (TTM).

**Hossen (2008)** studied communicative language teaching: teachers' perception in Bangladesh at secondary level. The major objectives of the study were i. To study the Teachers' ideas, beliefs; attitude and perception affect the way they teach communicative Language teaching in Bangladesh, ii. To know the teachers' perception about communicative language teaching. Qualitative research design was used for finding answers. Nineteen high school English teachers were selected purposively both from urban and rural areas. Interviewed technique was used for collecting data. The data was analyzed qualitatively. The investigator found that 70% of the teachers did not have any clear idea about CLT and their perception of the definition of CLT was not clear. Most of the teachers did not know how to apply communicative activities in the classroom. The study found that teachers gave emphasis on those topic and activities that will come in the examination. They thought that role play, games, interviews, pair work etc. were a waste of time and these activities' will not help the students to do well in the exam. Even, they did not know how a language can be taught through games, role play and pair work etc. Teachers claimed that class time was so short and overcrowded that, most of the time it become impossible to carry those activities. No one was confined to a single method. They believed that only CLT approach was not suitable to teach English language. More or less they had to rely on grammar translation method. Regarding classroom situation, teachers were frustrated and they faced many problems such as less class time, overcrowded classroom, lack of teaching aids etc. From the interview, it found that teachers failed to motivate the students in learning English language. Thirteen teachers who are teaching at rural area stated that their perception was not positive on a CLT.

**Lee (2009)** studied perception of English language teaching among English language teachers in China. The major objectives of the study were i. Perception of ELT and their daily practice in the classroom, ii. Effectiveness of the training project and whether the knowledge from the training would change their classroom practice. Survey method was used for the study. The study was carried with some primary school teachers who joined a collaborative training project organized jointly by the Hong Kong Institute of Education and the Guangdong Education Bureau. The convenient sampling technique was chosen to gain access to a large sample of respondents with different school background. The total sample of the study was two

hundred and eleven teachers (15 male and 196 female). Research instruments used were questionnaire and classroom observation. The data was analyzed quantitatively and qualitatively. The major findings of the study revealed that new curriculum reform, which advocates the learner-centered approach and cultivation of learners' interests, could have impacted on teachers' attitudes toward English language teaching. Traditional form-focused approach was less valued than the contemporary communicative approach by the Chinese mainland teachers. Many of the Chinese mainland teachers (10.6%) were not yet aware of the value of using authentic materials despite widespread commentary on among a number of ESL.

**Hussain et al. (2010)** measured effect of direct teaching method on the academic achievement of high and low achievers in the subject of English at the secondary level. The main objective of the study was to determine the role of the direct teaching method in the academic achievement of students in English at the secondary level. The Solomon Four-Design pre-test/post-test equivalent group design was used for the study. Two sections A and B of 9th class of Federal Government boys secondary school (Urdu medium) and two sections A and B of 9th class of F.G. Model school for Boys (English medium) were taken as sample of the study. Sample students were divided into two groups, i.e. the experimental and the control groups. Each group comprised 30 students. The pre-test was used only to equate the control and experimental groups. Raw scores obtained from pre-test and post-tests were presented in tabular form for the purpose of interpretation. For the manipulation of data, the means, standard deviations, and differences of means were computed for each group. The research concluded that the direct teaching method was more effective as a teaching-learning technique for English compared to the traditional teaching method. The students in the direct teaching method outscored to students working in the traditional learning situation. Low achievers in the direct teaching showed significant superiority over low achievers learning English by the traditional method.

**Ozsevik (2010)** studied the use of communicative language teaching (CLT): Turkish EFL Teachers' Perceived Difficulties in Implementing CLT in Turkey. The study was designed to investigate the Turkish EFL teachers' understanding of English teaching, predominantly the difficulties and challenges they face in the implementation of CLT practices in the Turkish context. A mixed method research design was employed for

the study. The participants for study were sixty-one Turkish teachers of English teaching of primary and secondary levels selected purposively. The main modes of data collection consisted of online questionnaire, semi-structured questionnaire and informal interviews. The collected data was analyzed with help of frequency percentage and content analysis. The study showed that difficulties stem from four directions, namely, the teacher, the students, the educational system and CLT itself. The study also revealed that majority of the surveyed respondents stated students' passive style of learning was a serious obstacle preventing them from implementing CLT in their English classes. The other findings were: most of the participants (54) unveiled that their students' reluctance to engage in communicative class activities was emerged as a serious challenge in their attempts to apply CLT. 66% of the teachers stated that lack of authentic material was a major challenge for them to implement CLT.

**Bista (2011)** studied on teaching English as a Foreign/Second Language in Nepal: Past and Present. The investigator reviewed the studies done on English language teaching in the Nepal. The study revealed that the problems of ELT had noticed in English syllabi, textbooks, policy matters, classroom environment were major components to change in Nepal (Malla 1977; McCafferty, 1969; Davies et al., 1971; Shrestha, 2008). These studies also found that there was a strong need for teaching English in the Nepal and the country needed well-trained teachers, improved textbooks, enough supplementary materials, and better evaluation system (Anderson & Lindkvist, 2000). Matthies (1988) suggested that English educators in the Nepal need to have teachers' manual, small class size, audio-visual materials, workshops, in-service training and incentives to the teachers. Advanced program packages with student-centered teaching methods, materials, trainings and structural design were recommended to improve existing trend of teaching and learning English in the Nepal.

**Ahmad and Rao (2012)** studied inconsistencies in English language teaching in Pakistan: A Comparison between Public and Private Institutions. The purpose of the study was to evaluate the substantial implementation of communicative approach in teaching English as a foreign language at higher secondary level in Pakistan. Mixed methodology was used for the study. One district (Multan) of the province of Punjab

was selected purposively for the study. A total of 128 teachers were selected by comprehensive sampling technique. Participants belonged to the public (92) as well as private (36) institutes. Both gender i.e. male (73) and female (55) included; urban (102) and rural (26) teachers alike participated. Research instruments used for data collecting were (a) questionnaire, (b) observation schedule and (c) semi-structured Interviews with the participants. The collected data was analyzed by using frequencies and percentages, t test, Mean, standard deviation, minimum and maximum range. The interview was analyzed using qualitative analysis technique. The study found that there was a gap between what teachers claim to do in the class room and what teachers actually do. The study found that teacher-students, students-teacher and student-student interaction situation was not so good. The Public domain teachers mostly used GTM, and their second priority was to use a mixed method approach to meet the learning needs of the students. The private domain teachers preferred to use CLT approach or their second option was to use mixed method approach. The public domain teachers identified the issues for not implementing CLT approach were the examination pressure, over-crowded class rooms, textbook based teaching and the non-availability of teaching materials.

**Hana (2012)** studied teaching English as a foreign language and using English as a medium of instruction in Egypt: teachers' perceptions of teaching approaches and sources of change. The study examined the professional development experiences of a group of English as a foreign language and English-medium subject teachers working in the private and public basic educational sectors in Cairo, Egypt. Multi method approach was applied for the study. One hundred and seventy four English subject teachers were selected through stratified random sampling technique. The data were collected through questionnaire and interview schedule. The collected data analyzed through qualitatively and quantitatively. The study found that English teachers perceived great change in their practices, though their conceptions and implementation of communicative approaches was context-bound. It was also found that the teaching was influenced by various professional learning opportunities.

**Hiew (2012)** studied English language teaching and learning issues in Malaysia: learners' perceptions via face book dialogue journal. The objectives of the study were i. To gather learners' experience and views pertaining to issues on English language

learning problems in secondary school, college or university, ii. To gather learners' views on English language teaching and learning in secondary school, college and university, iii. To gather learners' suggestions on ways to enhance English language learning and teaching. A qualitative method was used to conduct the research by utilizing the content analysis of journal entries written by 46 private and public college and university students. The purposive sampling technique was used to select the forty six respondents who were former students of a public secondary school in Kota Kinabalu, Sabah. The journal entries were analyzed using content analysis and categorized according to the learners' problems in learning the four language skills viz. speaking, listening, reading and writing, learners' classroom observations, and learner's suggestions to teachers and other learners on the teaching and learning of English. The scores were analyzed through frequency and percentage. The study revealed that eighteen respondents stated that they hesitated to speak in English with their teachers and friends in or outside the classroom because they worried about making grammatical mistakes and also felt embarrassed of their low language proficiency. Fifteen respondents were unable to understand their teachers and lecturers because they spoke too fast during conversations, while giving instructions or explaining a topic. Meanwhile, twenty eight respondents preferred, if teachers and lecturers were incorporated more creative teaching approaches in their lessons such as using interactive online programme and videos instead of the conventional chalk-and-talk, power point and textbook-based lessons.

**Kang'ahi et al. (2012)** investigated the teaching styles and learners' achievement in Kiswahili language in secondary schools. The specific objectives of the study were i. To establish teaching styles in Kiswahili language classrooms, ii. To establish learners' achievement in Kiswahili language, iii. To determine the relationship between teaching styles and learners' achievement in Kiswahili language. Descriptive survey and correlational study designs were adopted for research. Simple random sampling technique was used to select twenty five teachers of Kiswahili language. Krejcie and Morgan formula for sample size was used to select sample of three hundred seventeen students. The instruments used for collection data were observation schedule for lesson, questionnaire and document analysis guide. The collected data was analyzed with the help of frequency and percentage and content analysis. The study found that fourteen teachers stated that students rarely respond to

the questions asked as they fear to pronounce words because of mother tongue influence that would lead to teacher criticism. The study also found that 79.3% of the students thought that teachers carried out whole class instruction, 40.8% perceived that teachers read, paused and explained every paragraph and 35.3% witnessed that teachers explained texts throughout the lesson. The study revealed that teachers had a positive perspective while students had a negative perspective on the teaching style used.

**Mondal (2012)** surveyed the English language teachers' attitude towards Grammar-Translation method at secondary Education: Bangladeshi Context. The objectives of the study were i). To know the English teachers' attitude towards GTM method especially secondary level education, ii. To know the characteristics (merits and demerits) of GTM method, iii. To evaluate the suggestions towards the methods at secondary level education. The study adopted the descriptive survey method was used. Fifty seven teachers had been selected as sample of the study. This study was served in the southern part of the country where Khulna, Bagerhat, Satkhira and Jessore are included. For collecting data from teachers, structured questionnaire and interview technique was used. The collected data was analyzed with the help of frequency and percentage. The study revealed that teachers were generally comfortable with this language teaching method offered in secondary level education in Bangladesh and teachers agreed that GTM was very much important in Bangladeshi perspective for learning English in the present era. Teachers reported that grammar translation method in secondary school syllabus helped the students obtaining the perfect knowledge of grammar and translation by which the students can learn English well for career and personal growth.

**Adelabu and Matthias (2013)** surveyed methods of teaching English and Literature among secondary school teachers in Benue State. The study looked at the teachers' level of awareness and utilization of teaching methods as applicable to the teaching of English and literature in English. The respondents of the study were one hundred and ten English teachers (male seventy three, female thirty seven) who participated in the retraining workshop organized for secondary school teachers in Benue State. All the participants were invited for a capacity building retraining workshops from the three

towns - Katsina- Ala, Makurdi and Otukpo of Benue State. One self-constructed questionnaire was employed to collect data from the participants. The results of the responses to the questionnaire were analysed using simple percentage. The results of the study indicated that all the English teachers were not aware of all the methods. Majority of the teachers knew and utilized the textbook (88.2%), discussion (72%) and demonstration (64%) methods. Most of them had neither heard nor used the field and laboratory methods.

**Ahmad et al. (2013)** studied factors affecting the learning of English at secondary school level in Khyber Pakhtunkhwa, Pakistan. The objectives of the study were i. To find out the factors affecting the learning of English at secondary level in Khyber Pakhtunkhwa, ii. To provide a base for improvement of teaching English as a second language at the secondary school level in Pakistan. The study followed the survey method. Sixteen senior most English teachers were selected purposively for the study. Two teachers were selected from each type of school system from district Abbottabad, Malakand, Mansehra and Peshawar. Interviews were conducted with sixteen English teachers. The response of the participants were analyzed qualitatively. The major findings of the study were the teachers in provincial government schools were not sufficiently qualified and had not adequate knowledge of teaching methodologies of teaching English. The classes at both type of school system were overcrowded. The provincial and federal government schools lacked audio-visual aids for teaching of English. The teachers in provincial government schools were not sufficiently qualified for teaching English at secondary level. The study was also found that the teachers of provincial government schools used traditional grammar-translation method for teaching of English. The teachers in federal government schools used the combination of grammar translation and direct method for teaching of English.

**Khurshid et al. (2013)** measured the perception of teachers regarding suitable method of teaching English at secondary level. The objectives of the study were i. To find the perception of teachers about suitable method of teaching English, ii. To compare the difference of perceptions between male and female teachers about the methods of teaching English at secondary level, iii. To compare the difference of

perceptions between high and low qualified teachers, iv. To know about the most popular teaching method of English. The study adopted survey method and carried out in southern Punjab. Cluster sampling technique was employed to select one hundred and twenty seven teachers (83 male and 44 female) of government secondary schools. Data were collected through questionnaire which consisted of restricted response items and open ended items. The gathered data was analyzed qualitatively and quantitatively. The study found that majority of the teachers (92%) favored that audio lingual method was suitable for young children only. 92% of the teachers showed higher level of agreement that direct method of teaching English improves the pronunciation of the students. 88% of the teachers favored that grammar translation method was time saving and suitable for large classes. 89% of the teachers showed higher level of agreement that teaching English through direct method was easy, interesting and improves comprehension of the students. 96% of the teachers agreed that our examination system at secondary level demands grammar translation method. 78% of the teachers agreed that eclectic approach was the best to teach English at secondary level.

**Khimnani and Sharma (2014)** measured the effectiveness of meta cognitive strategy instruction on the English language creativity of students at secondary level. The objectives of the study were i. To study the effect of traditional method on English language creativity of secondary students, ii. To study the effect of metacognitive strategy instructions on the English language creativity of secondary students, iii. To compare the effect of metacognitive strategy instruction and traditional method on English language creativity of secondary students. Experimental method was employed for the study and sixty female class X students were selected purposively on the bases of age and I.Q using verbal intelligence test developed by P. Shrinivasan. The total sample was divided into two groups as experimental as well as controlled groups. Lesson plan were prepared based on traditional method and metacognitive strategy instruction by the investigators. For measuring English language, creativity test developed by S.P. Malhotra and Sucheta kumara was used. The study found that there was no significant effect of traditional method in developing English language creativity among secondary students. The study also revealed that there was

significant difference in the effect of traditional method and metacognitive strategy instructional in developing English language creativity among secondary students.

**Stephen et al. (2014)** measured the effect of computer assisted instructional package as self-learning material in learning English grammar. The specific objectives of the study were i. To find out the effectiveness of conventional method of teaching English grammar for standard VIII students, ii. To find out the effectiveness of CAI package on English grammar teaching for standard VIII students, iii. To compare the effectiveness in learning through two different methods (CAI teaching method and conventional lecture method) in teaching English grammar among the standard VIII students. Two groups experimental design was employed. Purposive sampling techniques was used to select students of standard VIII who had not been exposed to the content of particular grammatical usage (until, since, for, as long as). The study concluded that tutorial mode of CAI package enabled a significant knowledge acquisition by the learners of the experimental group. Further, the study stated that CAI package on English grammar was an effective and appropriate one for using as a supportive material to teach English language and was more convenient for low achiever and high achievers.

### **2.2.1 Major Observations and Implications**

The studies reviewed under this section reveals that the various methods and approaches have been adopted in teaching of English in different regions at school level. The outcome of effectiveness of different methods also shows variance at different level and settings. The reviews revealed that use of bilingual method was superior to others in teaching English language (Murthy, 1968, Nagarajan 1970, Gaikwad, 1982, & Pradhan 1990). But the studies Kahtani (2002) and Hussain (2010) found that direct teaching method was more effective as teaching learning technique for English as compared to the other methods. Khurshid et al. (2013) observed that Grammar translation method was very important for teaching in present era. Khare (1986) and Ram (1989) revealed that teachers were not aware of structural approach and traditional approach yielded better results in achievement of English language. With regard to perception of teachers on methods, Hossen (2008) observed that teachers believed that communicative language teaching was not suitable to teach

English and more or less they had to rely on grammar translation method which is obsolete on contemporary. But when it comes to approach, Lee (2009) found that traditional form focused approach was less valued than the contemporary communicative approach. But in some reviewed studies, teaching of English was a foreign language and some other, it was taught as a second language at school education. For enhancing communication skills and achieving the objectives of teaching English, use of appropriate method and approach is crucial. It can also be understood that the findings of reviewed studies shows teachers use of various methods and their perception for adopting methods for teaching English variation. Moreover these studies, mostly concentrated on comparison of methods for teaching English at different level and settings. It is a paramount significant to examine teaching learning process of English language in the classroom. Teachers' perception with regard to their pupils, English syllabus, various method and approaches, usage of activities and teaching aids, etc. have not been adequately dealt upon these aspects by available studies. Therefore, it is necessary to examine the teaching learning process and perception of English teachers with respect to emerged gaps. The available studies also focused majorly on comparison of methods for teaching English in the classroom does not take into account all these aspects. Above all, there is a dearth of studies in this regard. Hence more studies are necessary to come out with some conclusive findings. Further, it was observed that while examining the effectiveness of methods, comparison of methods and approaches for teaching English have not highlighted the teacher's judgement about syllabus. This enables a researcher to examine teaching learning process and what methods, approaches have been adopted for teaching English at their regular teaching classroom. The reviews also reveals comparison of various methods for teaching English restricted to a few schools have not showed the real status of using methods and approaches for teaching English at schools. Hence, these studies (compared methods) at qualitative level may not tell much. Since most of the studies reviewed in this category were adopted experimental design to see effectiveness of various methods to teach English and few studies followed survey approach. Hence, a number of in-depth studies are needed to identify the methods used for teaching English and language teacher's perception on using of

methods and approach. The investigator felt that there is need of more studies to be conducted on these aspects.

### **2.3 Studies Related to Problems and Classroom Practices in Teaching and Learning English Language**

**George (1966)** investigated the scope and effectiveness of audio-visual instruction in improving English teaching. The study was undertaken to find out i. The availability of audio-visual aids, ii. The attitude of the teachers towards the use of audio-visual aids, iii. Whether the teaching of English with audio-visual aids is more effective than the usual way of teaching. Two hundred English teachers were randomly selected as a sample of the study. The research instruments employed for the study were classroom observation (thirty lessons) and questionnaire. The gathered data was analyzed with the help of qualitatively and quantitatively. The significant findings of the study were i. Teaching English in grade fifth, sixth and seventh generally used the translation method. ii. The oral work was neglected in all three grades. iii. The pronunciation was incorrect and they did not pay much heed to the pupils' pronunciation. iv. Due to overcrowd in the classroom, the children did not get individual attention. v. The type of seating arrangement was neither healthy nor conducive to language learning. vi. Majority of the schools did not possess aids like projector, tape recorders, flannel board and aids available in schools were not properly used. vii. Teachers did not use audio-visual aids because of heavy cost, heavy syllabus. viii. Insufficient number of material aids and lack of skills and lack of special training. ix. The achievement of pupils taught by using audio-visual aids was greater than those taught by the usual method.

**English Language Teaching Institute (1969)** investigated the difficulties with regard to the teaching of English in Junior high schools. The study intended to find out certain tangible difficulties and causes of a purely pedagogical and organizational nature contributing in the context of deterioration of English. The survey method was adopted for the study. The major findings of the study revealed that i. Only five out of the nineteen schools claimed that they were using the structural approach another five classes using two or more methods simultaneously. ii. As many as ten of these schools did not have trained teachers. iii. Junior high schools were not attached to high

schools or intermediate colleges, non-availability of trained staff for teaching English, the teachers in such school had neither a command over the language nor idea of technique required for teaching a foreign language.

**Mishra (1969)** studied the problems and difficulties of Hindi, English and Sanskrit language teaching at secondary stage in Madhya Pradesh. The study aimed at i. Illustrating the importance of the language in all round development of child's personality, ii. Finding out the reasons of deterioration of the stands of Hindi, English and Sanskrit languages among the students at higher secondary stage, iii. Knowing the practical problems and difficulties of Hindi, English and Sanskrit language teacher in their daily language teaching and giving the various practical and constructive suggestions for improving the standards of Hindi, English and Sanskrit languages among the students. Survey method was employed for the study. The sample of the study consisted of 1000 English language teachers of Madhya Pradesh. Data was collected through interviews, observation and questionnaire (containing 29 common parts of three languages). The gathered data was analyzed qualitatively and quantitatively. The study found that explaining the prose pieces was difficulty, forty four percent of the teachers did not give practice in loud reading and less than 50% of the teacher asked the students to memorize the piece of prose and poetry, very few teachers gave practice in correct pronunciation. 80% of the teachers recommend oral and writing practices to improve upon the correct spelling. Most of the teachers considered inductive method of grammar teaching was more suitable but eighty percent of them used deductive method.

**Ghosh (1977)** investigated the causes of poor performance of the students of classes VI to IX in schools of West Bengal. The main objective of the study was i. To survey the attainment of pupils in English, ii. To diagnose the backwardness in specific areas of English. Class VI to IX students in the schools of West Bengal were surveyed for the causes and poor performance in English. Survey method was adopted for the study. The sample of the study was selected through random sampling technique. The study involved: i. construction, standardization and administration of an attainment cum diagnostic test in English. ii. Finding the teachers' rating on the causes of backwardness, iii. Undertaking case study of randomly selected samples to determine the causes of backwardness. The findings of the study showed that thirty two to thirty four percent of students showed poor performance in the following aspects of English

use of capital letters and punctuation, comprehension, usage, spelling, and vocabulary and sentence construction. The causes of poor performance were include unsuitable teaching methods, poverty, absenteeism, lack of books, teaching aids and poor attainment in English at primary stage.

**Gadgil (1978)** examined the causes of large failure in English at the S.S.C examination held in 1977. A questionnaire was used as the tool for data collection further data were obtained from the records of S.S.C.E Board and analysis of answer script. The major findings of the study were i. About 11% of the students' secured less than ten marks and about 60 percent secured less than twenty four marks. This indicated unsatisfactory state of affairs in the teaching of English. ii. The students were in weak in translation, comprehension letter writing and composition. Even, those question which required answer in one sentence only were not answered satisfactorily, questions in the areas of translations, indirect type grammar and linguistics were answered satisfactorily. iii. The students were weak in use of articles, writing correct word order, combining sentences, use of phrase, and discrimination of the correct word from pairs of similar words, reported speech, and use of verb forms. iv. The students were poor in comprehension and understanding of the language. v. Failure in English on a large scale was due to inadequate grounding in the subject, inadequate mastery of the candidates in certain areas of language learning, inadequacy of mastery of the teachers over the subject, inadequate coverage of the syllabus, inadequate attention paid to composition, comprehension and translation, inadequate motivation for study and inadequate guidance provided to students in the practice of the language.

**Nanda (1982)** investigated the causes of poor attainment English comprehension of the student of class VIII Cuttack city and their remedial measure. The major objectives of the study was i. To detect the cause of poor attainment in English in the HSC examination. ii. To detect weak areas of comprehension skills, iii. To investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items and critical thinking. Survey method was followed for the study. Out of 26 schools of Cuttack city, 500 students of class VIII was randomly selected to collect data for the study. Detection of the weak areas of comprehension skills was made through a preliminary test on comprehension. Other tools used for collection of data were Opinionnaire to teachers of English,

interview with English teachers and interview with pupils. The collected data was analyzed in qualitatively and quantitatively. The major findings of the study was i. Significant causes for writing comprehension of pupils according to pupils included lack of knowledge in structural usage, vocabulary item taught in the previous classes, lack of stronger foundations in elementary reading, distraction and careless reading, absence of reading readiness, new vocabulary, lack of reading practice, intelligence and interest, negative attitude towards reading, improper handling of complex sentence structure, abstract ideas, unusual word order and grammatical usages, skipping over the key words and parrot study form a whole, dull recognition of words and central ideas, purposeless reading, and lack of proper guidance. ii. Difficulties which hinder effective teaching of comprehension included lack of teaching aids, library, reading facilities and over-burdened timetable and lack of preparation of lessons due to shortage of time. iii. Socio-economic conditions of both teacher and pupils, lack of study atmosphere and favorable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools. iv. Significant causes identified by pupils included, lack of semantic knowledge, expression, knowledge of word usage, phrase, and grammar and hurried reading.

**Jayashree (1989)** surveyed identification of the difficulties in teaching and learning English as a second language among high school students. The objectives of the study were i. To find out the difficulties of teachers in teaching English as a second language with reference to background variables. ii. To find out the difficulties in learning English by high school students with reference to background variables. A seminar was conducted to find out the teaching difficulties. Fifty English teachers were selected for the sample of the study. A questionnaire was administered to the sample for collecting the data. The collected data were treated using mean, SD and 't' test. The major findings of the study were; i. Teachers experienced a great difficulty in making students to understand English. ii. Students did not show any interest in learning English. iii. Teachers felt that eliciting responses from students took too much time. iv. Students understanding capacity was not normal. v. students' vocabulary was very poor. vi. Students' participation in the English class was not good.

**Mohire (1989)** did a critical analysis of methods and means of teaching English applied at the undergraduate level. The major objectives of the study were i. To find out the difficulties experienced by the teachers of English with reference to methods and means of teaching, professional training, work load and strength of class, ii. To find out the problems of the students in learning English as a second language at the undergraduate level, iii. To suggest measures for improving the present position of teaching English at the undergraduate level. With regard to sample of the study, 100 teachers and 180 students of English were selected from the arts and science colleges of Shivaji University. The tools used for data collection was questionnaire for teachers, classroom observation schedule, interview schedule and written test in English. The collected data was analyzed through qualitatively and quantitatively. The major findings of the study revealed that i. most of the teachers followed traditional lecture and grammar translation method because they were lack of professional training. ii. The difficulties faced by students in learning English as a second language were uninteresting textbooks, dislike for English and monotonous verbal teaching. iii. The study also revealed that teachers did not use teaching aids and the difficulties of teaching got compounded due to students inability to interact in English, large classes and inadequate knowledge of learners about the use of English language.

**Latu (1994)** examined the factors affecting the learning of English as a second language Macroskills among Tongan secondary students. The study was correlational in design and it worked from a synthetic perspective in that it looked at the way in which many aspects of language are interrelated to make the whole language system. The survey method was adopted to collect the data from the sample. Out of 1,890 population, one hundred students from secondary schools of Tongatapu district were randomly selected. Twenty four English teachers were selected from all the secondary schools of Tongatapu district. The research instruments used were a test, questionnaire for the students and questionnaire for English teachers. The data was analyzed with the help of frequency percentage and content analysis. The major findings of the study revealed that students rated their ability in English was not so good. 71.7% of the students indicated that they used English for study at school. The majority of the students (53.5%) used English only sometimes while communicating at home with brothers and sisters. A large majority of the students learned English because their English teacher told them to learn because English will help them to get a job when they leave school. Slightly, more than half of the students in the sample

learned English because it was a compulsory subject at school. The study found that 60.6% of the sample students preferred to spend their free time for reading a book in English. About 50.0% of the sample students considered that they were well motivated in English classes to work hard on English. 74.7% of the students in the sample agreed that English was taught well during English classes.

**Ahmad (2003)** investigated professional difficulties facing secondary school English language teachers and its effect in classroom performance in Northern Governorates of Palestine. The objectives of the study were i. To investigate the professional difficulties facing secondary school English teachers and their effect in classroom performance in Northern Governorates of Palestine ii. To find out the effect of gender towards professional difficulties facing secondary school English teachers, iii. To identify the effect of academic qualification towards professional difficulties facing secondary school English teachers, iv. To identify the effect of years of teaching experience towards professional difficulties facing secondary school English teachers. Descriptive survey method was adopted for the study. A total of 290 English teachers were selected randomly from the 1,132 teachers of 282 schools. The investigator adopted a developed questionnaire by Al-Qadomi (1966) for collecting data from the sample. Statistical techniques used were mean, frequency and percentage, independent sample t-test, one way Anova. The major findings of the study were most of secondary school English language teachers in the Northern Governorates of Palestine suffered with a great professional difficulties in the all study domains. There were no statistically significant differences at ( $\alpha = 0.05$ ) in professional difficulties facing secondary school English teachers between male and female teachers in the following domains ‘difficulties in material and moral incentives’, ‘difficulties with colleagues’, ‘difficulties with school administrators’, ‘difficulties in the nature of work’ and ‘difficulties in education supervisions’. While there was a clear statistically significant differences in the following domains ‘difficulties in professional development’, ‘equipment and facility related difficulties’, ‘difficulties with colleague’ and ‘difficulties in school textbook’.

**Azhar (2004)** investigated the management of large size English language teaching classes at high school level of District Abbottabad in Pakistan. Survey method was used to carry out the study. The research design was both qualitative as well as quantitative. The sample of the study was one hundred teachers, three hundred

students and seventy administrators (principal/ head masters/head mistress) were selected randomly. Three questionnaires were used to collect data from teachers, students and administrators. The data was analyzed with the help of frequency y and one way Chi-square (Non-parametric). The study found that a significant number of the teachers faced that maintaining discipline was mostly a problem in large ELT classes. It became very difficult to give individual attention to weak students in a class of large size. Most of the teachers did not feel comfortable while teaching in large classes. It became very difficult for the teachers to carry out an effective evaluation in a large size of ELT. Modern teaching aids were not available in the most of the institutions. Pupils-teacher interaction could not be maintained in a large size ELT class. Most of the English teachers were lack of special training in large classes' management. The study found that the present syllabus helped in improving of students listening and reading skills, but did not improve their speaking and creative writing skills.

**Bose (2005)** studied the problems in learning modal auxiliary verbs in English at high school level. The aim of the study was to unearth the problems of the students while learning English as a second language especially learning modal auxiliary verbs of English and to advocate certain remedies to solve those problems or at least to lessen the severity of those problems. The specific objectives of the study were i. to find the students' ability in picking up modal auxiliary verbs like may, might, shall, should will, would, can, could etc. ii. To find out the whether students are able to use modal auxiliary verbs in combination with the other verbs and identify whether they are able to identify the modal auxiliary verbs. The study adopted a descriptive method for describing the problems of learning and prescriptive method prescribing measures. Two schools had been selected purposively (one from rural and one from urban) from the ramanathapuram district of Tamil Nadu. The total sample of students were 150 (from standard VIII to X) which included 75 from rural area and remaining from urban Tamil medium schools. The sample of teachers were six English language teachers from these two schools. The research instruments used for data collection were questionnaires for teachers and students separately and interview techniques for both of them. The collected data was analyzed through frequency percentage and content analysis. The investigator found that i. Students, who were from urban environment, know the importance of English language. ii. Parents who got low

income like laborers, former were mostly illiterate. They sent their children to school while away their time and no proper involvement of them in making their children to learn an alien language. iii. The study was observed that most of the students had disinterest to speak in English because they liked their mother tongue and there was an animosity towards English as it was hard, as they perceived to learn. iv. Students did not realize that it was necessary to speak in English in the class because all the students knew Tamil well and found it was an easy to converse in Tamil. Only few were able to converse in English with their classmates. v. The system of education was examination oriented. Students were provided with answer to the question given in the text by the teachers themselves, which prevents them from acquiring the language skills. vi. The Teachers in the English urban area schools are mostly graduates in their respective subject but this was not the case with the teachers in the rural area. vii. The socio-economic background of the urban students was comparatively higher than rural students. viii. The students from urban area had private classes (tuitions) for English grammar, but it was not feasible for rural students.

**Aduwa-Ogiegbaen and Iyamu (2006)** studied factors affecting quality of English language teaching and learning in secondary schools in Nigeria. The objectives of the study were i. To examine the factors responsible for the poor quality of the teaching of English as a second language in public secondary schools in Nigeria. Survey research was adopted for the study. A questionnaire was distributed to three thousand senior secondary school students across the six geopolitical zones in Nigeria. The country was stratified along the six geopolitical zones and five schools were randomly selected from each zone, thus, making a total of 30 schools. From the thirty schools, 3000 senior secondary school students were randomly selected for the study. The research instruments used were questionnaire and observation for data collection. The statistical tests used for the study were the mean and standard deviation. The Results revealed that English language teachers did not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons. The study also found that students learnt under harsh environment which was often rowdy, congested and noisy.

**Douglas et al. (2008)** measured Teacher's perception on the learning difficulties and development of English language skills among high school students: Influence of classroom teaching and workbooks. The main objectives of study were i. To study the learning difficulties and the development of English language skills in secondary school students, ii. To study the influence of classroom teaching on the development of English language skills, iii. To study of the influence of workbooks on the development of English language skills, iv. To compare the perceptions of teachers based on variables like gender, school management, medium of instruction, professional qualification and experience on the development of English language skills. A descriptive survey type of research has been conducted for this study. The sample of the study was selected by using stratified random sampling technique. A total of 50 English teachers were selected who were teaching for classes VI to VII of Vizianagaram district in Andhra Pradesh. For collecting necessary data from teachers, three point Likert type scale was developed and employed by the investigators. Statistical measures such as Arithmetic Mean, Standard Deviation, significance of t-ratios and Analysis of Variance (ANOVA) were calculated for analysis of the data. The study revealed that teachers were under the opinion that there was a significant influence of method of teaching and the nature of workbooks and the way they were being used in the classroom on the overall development of English language development in the students. Almost all the teachers felt that only the classroom practices, methods of teaching, communication in the classroom and effective utilization of the textbooks and workbooks only provide the effective learning of English in all areas i.e. reading, writing, listening and speaking. Regarding the process of instruction, the teachers were under the perception that writing was more useful to learn the language only for writing purpose. Much of the workbook was providing the students the writing part of language but not the oral communication part of the English. The study also found that there was no significant difference in the perception of teachers based on their gender i.e. male and female, management of school i.e. government, private and aided schools and qualification of the teacher i.e. D.Ed. B.Ed. or M.Ed. on the language development of the child.

**Elmer and Manzanares (2008)** studied perception and practices of English teachers and English language learners in middle school classrooms. The main objective of the

study was to examine middle school English teachers' attitudes and opinions about the presence of English language learners in their classrooms and practices. The study used a mixed method "sequential exploratory model" in which quantitative survey data was analyzed first and interview data analyzed second. One hundred and seventy one English teachers from fourteen urban school district in the South Western United States were selected through non representative sampling technique as sample for the study. The research tool was adapted from the Reeves (2002). Six teachers who had completed the survey volunteered to be interviewed to provided clarification and expansion of the survey data. The study found that 75% of the teachers answered that the school district offered effective training to teach ELL students. 90% of the teachers believed that ELL students should be given more time to complete coursework. 79% of teachers agreed that ELL students should not be in their classrooms until a level of English proficiency was reached. The sampled teachers' perceived that lack of English proficiency was the greatest challenge in their classes. A slight majority of the respondents agreed that students should avoid using their native language as a basis for learning English. Many teachers cited that lack of understanding or language barrier as the single greatest challenge that faced them while teaching ELL students. 64% of the teachers reported that they consistently integrated all language skills (i.e., reading and writing, listening and speaking). Majority of the teachers reported that they allowed ELL students to use their native language in the mainstream classroom.

**Mzokwana (2008)** investigated into the factors affecting the pass rate of grade twelve learners with specific reference to the English subject. A case study of selected schools in Libode district was done with the major objectives of the study were i. To find out if there is a relationship between the languages used as a medium of instruction in a school and the performance of grade twelve learners in the English subject, ii. To find out the extent to which the availability and use of teaching aids contribute towards the performance of learners in the English subject, iii. To find out the attitude of grade twelve learners towards the English subject, iv. To determine strategies for improving the pass rate of grade twelve learners in the English subject. The target population comprised all English teachers for grade twelve and grade twelve learners in all forty two senior secondary schools in Libode district. Six senior

secondary schools had been selected randomly. A total of one hundred and seventy one (171) grade twelve learners and six (6) teachers were selected randomly from the six sampled schools. The study used self-administered questionnaires with closed-ended and open-ended questions for both learners and teachers. The collected data was analyzed with the help of qualitative and quantitative methods.

The study identified the some of the factors affecting pass rate of grade twelve learners such as the non-implementation of English as medium of instruction, the non-availability of teaching facilities, the influence of mother tongue on the English subject, social and cultural background of learners, and low level of participation among learners.

**Khan et al. (2010)** studied effect of teachers' academic qualification on students' second language performance at the secondary level. The main objective of the study was i. To investigate the effect of teacher's academic qualification on students' academic achievement scores in English at secondary level. Academic achievement in the study was the performance of the secondary school students in the subject of English in the annual examination conducted by the Board of Intermediate and Secondary Education (BISE), ii. To find out the relationship between secondary school teachers academic qualification and students' academic achievement at secondary level, iii. To suggest measures those have greater impact on students' academic achievement. The Investigators collected the results of secondary school examination for the years 2006, 2007 and 2008. The examinations were conducted by Board of Intermediate and Secondary Education Lahore. Three schools were selected where both English language teachers (ELTs) and teachers with formal education (TFEs) involved in the process of English language teaching to secondary school classes (10th grade students). Three ELTs and seven TFEs results were collected from these schools. The data was collected from three different public schools where ELTs and TFEs were teaching in parallel. The results of the students in their final exam conducted by the board were collected. The comparison of results was made on the basis of the results of a group rather than individual performances by the students or the teachers. The study found that provision of qualified ELTs at secondary level certainly affected the performance of the students in the examinations conducted by the board. The knowledge of the subject was directly proportional to the students'

academic achievement scores. The availability of qualified teachers will result in better learning outcomes.

**Khatri (2010)** exploring common expectations from students in large multilevel secondary level English classes. The aim of the study was to find out the very common expectations of students inside the classroom where students are learning English at a variety of different pace and the classroom is large in size. This survey study focused on six different areas: classroom management, establishing collaboration, range of tasks, giving feedback, classroom English and home assignment. The sample of the study was sixty students of grade ten from government aided schools selected. Purposive sampling procedure was employed to select thirty students from Ramechhap district and thirty students from Kathmandu valley representing rural and urban area of Nepal respectively. Questionnaire was used to collect data from students. The collected data was analyzed through frequency and percentage. The study found that 50% of the students had the top expectations of fixed class rules from the very beginning of the academic year and more than 40% students showed their normal expectation. Around 55% of the students replied that they had enjoyed the group and pair work very much and 20% students normally liked group and pair activities. The study also showed that more than 25% students had expected different activities in a period. Only 20% of the students admitted that their English teacher should speak in English only and more than 75% of the students replied that their teacher should use English and with restricted use of mother tongue. Some teachers often felt that giving lectures were easier and more comfortable than organizing group work and pair work in spite of the students' interest in these activities.

**Nasser (2010)** investigated the problems in teaching of English language at the primary level in District of Kohat. The main objectives of the study were i. To investigate the academic and professional qualification of English teachers, ii. To evaluate the problems related to teaching of English as compulsory subject in primary schools, iii. To make recommendations in the light of findings of the study. The survey method was used for the study. The participants of the study were from eight schools, six male and two female schools were randomly selected within the District. The investigator identified various areas of problems in teaching English language.

On the basis of these areas, two questionnaires were developed, one for the head teachers of the schools and the other for the English language teachers. Data collected through the questionnaires was tabulated, analyzed and interpreted by using percentage and chi square formula. The major conclusions of the study were drawn i. Majority of the teachers (male and female) working as English teachers in primary schools were matriculates who held professional degree or certificate in teaching. ii. Majority of the teachers were having matriculate and professional degree of PST, So, they were under qualified for teaching of English at primary level. iii. Majority of the English teachers reported that they were good in listening but their spoken English was not good because they had not done any English language course. iv. There was no environment of speaking English in schools. Audio-visual aids were not available in the schools. Present primary schools of English syllabus was not developed according to mental/cognitive level of students. v. Facilities for teaching English especially teaching aids from class I to V were not available.

**Ahmad et al. (2011)** studied the nature of difficulties in learning English by the students at secondary school level in Pakistan. The objectives of the study were i. To find out the level of difficulties of secondary school students of Provincial and Federal government schools of N.W.F.P (Khyber Pukhtunkhwa) in tenses, active and passives voices, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension, ii. To compare the level of difficulties in learning English as a second language at secondary level of Provincial and Federal government schools in N.W.F.P (Khyber Pukhtunkhwa). The survey method was employed for the study. Six hundred and fifty four students and twenty four English teachers of twenty four districts of N.W.F.P. (Khyber Pukhtunkhwa) were randomly selected as a sample for the study. Two tools were developed by the investigator to collect data from students (one achievement test and one on learning difficulties). The data obtained were tabulated and analysed through mean, standard deviation, t-value and p-value (significance) level. The major findings of the study were the students of Provincial government schools faced more difficulties in learning of verb forms, narration, conjunctions, prepositions, articles, sentence arrangements and reading comprehension. The students of both types of school systems faced same difficulties in learning voices.

**Al-Mekhlafi and Nagaratnam (2011)** surveyed the difficulties in teaching and learning of English grammar in English as foreign language context. The main aim of the study was to investigate the difficulties faced by EFL teachers of Oman as well as their perceptions of their students' difficulties with regard to grammar instruction. The study was mainly quantitative in design and only one broad geographical context was chosen for the study, namely Oman. The survey design was used for the study. The sample of the study was ninety English teachers and questionnaire was used to collect the data from teachers. A five point Likert type scale was employed to collect data from the sample. The major finding of the study showed that there was a statistically significant difference in the perceptions of teachers and students. Students experienced difficulties to a greater extent than teachers. The study showed that teachers teaching at different levels had similar perceptions about their own and their students' difficulties with English grammar instruction. In teachers' perceptions, totally communicative activities, whether written or spoken, posed a great difficulties to students for learning grammar and improving grammatical accuracy, writing activities proving more challenging than spoken ones.

**Ali (2011)** studied Teachers' and students' perspectives on English language assessment in the secondary English Language Teaching (ELT) curriculum in Bangladesh. The main objective of the study was understanding of English language assessment of both the teachers and students in the secondary schools in Bangladesh. The study was adopted the qualitative research approach. The investigator conducted interview schedule with six secondary school teachers and focus group interview with nine secondary school students. The data was analyzed qualitatively. The study found that the present English assessment system in the secondary level in Bangladesh did not reflect a balanced development of all the language skills of the learners. There were inconsistencies between the stated objectives of teaching English and the actual teaching methods in the secondary schools in Bangladesh. The study also found that both teachers and students in the study emphasized the current assessment was mainly based on reading and writing.

**Atta et al. (2011)** studied problems of teaching English in middle school classrooms and their relationship to teaching performance from Educational supervisors' perceptions. The objectives of the study were i. Identifying the problems of teaching

English language from the educational supervisors' perception, ii. Viewing the problems of teaching English language from the supervisors' point of view, iii. Defining the most important problems of teaching English in the Palestinian curriculum. The investigator used the descriptive method. The investigators used observation card, and a questionnaire. The sample of the study consisted of (20) supervisors of English language from Ministry of Education in Gaza, and (25) teachers of English language from some of governmental schools in Northern Gaza. The investigators designed observation card for supervisors to observe the teacher performance in teaching English in the middle classes in government schools in the Governorates of the Gaza Strip. The data were analyzed statistically by using Pearson correlation coefficient and spilt- half coefficient, Cronpach alpha, Holsti formula, and T. test independent sample and percentage. The study found that the significant problems related to teaching English were absence of remedial plan for low achievers in English (80%), Frequent use of Arabic language in English classes (76.8%), Weakness in English language teachers (not well prepared in universities) (75.6%). Weakness of teachers' communicative skills in English class (72.6%), lack of experience in teaching English skills (reading, writing skills, ....) (70.5%). Problems found related to classroom environment were overcrowded classroom (45 to 50 pupil) (82%), Noisy environment in the classes/school (or in the surrounded area) (62%). Problems identified related to teaching aids were unavailability of audio-video technology in English classes (79%), and Lack of sufficient supporting materials for teaching English (70%).

**Jadal (2011)** studied the effectiveness of the Audio-Visual-aids in teaching and learning of English at primary level in Z.P. primary schools of Solapur District. The main objectives of the study were i. To analyze the development and importance of teaching-learning through multimedia, ii. To study the awareness of teaching-learning of English through multimedia at the primary level teachers and students, iii. To analyze the effectiveness of teaching and learning through audio-visual media among students and teachers at the primary level, iv. To elicit the views of the English teachers over the use of oral and multimedia teaching at primary level. The survey method was adopted for the study. The investigator chose the geographical area of North Solapur Taluka. The taluka consists of 35 Z.P primary schools. The researcher has chosen 5 schools to conduct the research. A total of 300 students were selected as

the sample for this study. For matching them their marks in the class test were taken into account. The students were made equal in number in all the groups. After the students' selection 150 of them constituted the experimental group and the remaining 150 students constituted the control group. 20 students each from the standard V, VI, VIII were selected for the study. During the second phase of sample selection, 15 students who are teaching English at primary levels from the 5 schools were selected randomly to participate in the study. Fifteen primary English teachers were selected from five schools randomly to collect data. Questionnaire and observation schedule was used to collect data from students and teachers. The data was calculated with help of Mean, standard Deviation and Z-test. The major findings of the study showed that 28.90% of the teachers said that they gave the opportunities to the students to watch educational telecast in low because they did not have such facility in their school. More than 80% of the teachers had not used CAI but only 20% of the teachers used CAI and agreed that the students study better than the traditional method of teaching. The study found that 80% of the teachers accepted AV media was the best approach. 76.6% of the teachers expressed that they needed equipment such as computers, compact disks, OHP etc. 90% of the schools did not have adequate facilities and there was no separate room for keeping instructional aids. Many of the English teachers were found to unable to use the equipment's and materials because they were not fully aware of the various projected aids to be used in the classroom. Most of the schools had no provision in the time table for the radio and television programme.

**Teevno (2011)** investigated the challenges in teaching and learning of English at secondary level class X. The main objectives of the study were i. To find out what problems teachers face in teaching English and what problems students face in learning English, ii. what academic facilities have been provided for teaching and learning of English at secondary level. The study employed mix methodology. Seventy students of class X was selected by using stratified randomly sampling technique. Eleven English teachers were constituted as sample for the study. For collecting quantitative data, questionnaire was administered to teachers and students to find out the actual problems faced in teaching and learning of English. For qualitative data collection, classrooms were also observed and focused group discussion one each for teachers and students was organized. The collected was analyzed qualitatively as well as quantitatively. The study found that teachers were

lacking on job trainings and refresher courses especially on English language teaching. In addition to this, teachers did not get training on syllabi change, mostly teachers used grammar translation method, no awareness of communicative teaching method, a few of teachers as well as students used English language in their classrooms, no development of reading, writing, speaking and listening skills, a few teachers used pair work and group work techniques. Though, majority of the schools had libraries but none of them had the provision of English newspapers, computers, and audio visual aids. The classes were overcrowded and English was being taught as a subject not as a language. Lesson planning, insufficient time allocation, classroom management, modification in curriculum of English, and improper inspection system were some other challenges in the development of English Language in the secondary schools were found. The study also revealed that most of the students did not ask questions and their emphasis was on reading skill especially on aloud reading skill.

**Vaishali (2011)** studied achievement in English of standard IX students of Vadodara district, Gujarat. The main objectives of the study were i. To study the achievement of students of standard IX in English with respect to gender, location of school, teacher's experience, qualification, caste, content of achievement test, ii. To investigate the problems faced by teachers and students in English iii) to study the opinions about activities conducted for basic skills (LSRW), iv. To identify the common errors committed by the students in their writing in English to study the achievement with respect to oral communication. The study adopted the descriptive survey method. The present study was followed the multistage sampling. Students were selected through cluster sampling and total sample of size of students were 1,664 from thirty one schools of Vadodara district. All thirty one teachers teaching English at standard IX were selected as sample of teachers. Tools used for study were achievement test, questionnaires for teachers, interview schedule and Opinionnaire for teachers, oral communication test for students. The collected data was analyzed with the help of frequency percentage and content analysis. The study found that teachers were not familiar with objectives of teaching English, faced difficulties in explanation of idiom, introduction of new words, most of the teachers could not check the composition work of student. The investigator found that students were committed mistakes in spelling during writing in English and also revealed that majority of the teachers agreed that glossary and meanings of words given in English textbook was appropriate. 50% of the teachers faced difficulties in teaching grammar given in

textbook and majority of teachers gave the project work in English class, lack of time for checking of homework, teacher felt that students did not have atmosphere and encouragement from home to learn English. 88% of the teachers used pictures and charts for teaching of English and also found majority of the teachers conducted demonstration activities, dictation, copy writing, letter writing, encouraging to read reference books, students were interested to participate in those activities.

**Golam (2012)** compared the factors affecting students' achievement in English at secondary in Narayanganj and Bhola Sadar Upazilla of District of Bangladesh. The objectives of the study were i. To identify the differences of the English Education achievement between Narayanganj and Bhola area of Bangladesh, ii. To find out the issues of development of English education in secondary schools of Narayanganj Sadar and Bhola Sadar Upazilla in Bangladesh, iii. To find out the teachers' demand to the government for improving the students' English achievement at the secondary level. The qualitative research method was used and eight secondary level schools (10<sup>th</sup> grade only) were chosen purposively for collecting the oral and documentary evidence from two region. The data was collected from the 10<sup>th</sup> grade secondary schools students, English teachers, principals, guardians, community members and Upazilla Education officer of two regions (Narayanganj Sadar Upazilla and Bhola Sadar Upazilla). 328 students of class X, 32 English language teachers, eight school principals, eighty guardians, forty community members and four Upazilla Education officers were selected from two region. The research instruments used were questionnaire, observations, interviews and documentary evidence. Inductive thematic analysis and percentage was employed to analyze the collected data. The major findings of the study indicated that, in the case of English achievement, students in Bhola were weaker than the students in Narayanganj. In Bhola, they needed trained English teachers. Teachers expected a lower student's teacher ratio in Narayanganj. They did not have adequate teaching-learning materials, aids, standard salary and social status.

**Harfitt (2012)** studied class size and language learning in Hong Kong based on the students' perspective. The study seeks to investigate from the students' perspective how class size reduction might alleviate one key psychological aspect of learning in Hong Kong. The study employed multiple case studies in four Hong Kong secondary schools. Data was derived from multiple student interviews and classroom observations carried out through multiple case studies of large and reduced-size

classes in four secondary schools in Hong Kong. The individual interviews were conducted with two hundred and thirty one students. Student interview questions focused on their perspectives and experiences of studying in large and reduced-size classes. A total of seventy eight lessons were also observed across the four case studies. The data were analyzed to identify any emergent patterns and themes. The study found that students in smaller classes were more aware of support provided by classmates. Students in smaller classes sensed having more confidence in speaking and participating in class. The study also revealed that students were less anxious about receiving negative evaluation from peers. They also perceived a reduced loss of face when compared with studying in a larger class.

**Hussien (2012)** investigated difficulties faced by Iraqi teachers of English in using authentic materials in the foreign language classrooms. The objective of the study was to identify and classify the main difficulties faced by Iraqi teachers of English in using authentic materials in foreign language classrooms. Survey method was adopted to carry out the study. Survey method was followed for the study. One hundred teachers were selected randomly from the primary and intermediate schools of Diyla. Data was collected through rating scale, interviews, and open-ended questionnaire and expert's opinions. The study revealed that the responses of subjects were investigated by using the mean and the theoretical mean formula. The mean score of the subjects was (34.2) compared with the theoretical mean (28). It proved that Iraqi teachers of English faced difficulties in using authentic material in the foreign language classrooms. The use of authentic materials in foreign languages classrooms demands students' exposure to real language that was taken from real contexts constituted the most difficulty for the students (89%). 83% of the students felt difficulty that time for presenting an authentic text was considered insufficient. The study revealed that the teacher (50%) faced difficulty to find newspapers and magazines which are the most common sources to obtain authentic materials. 70% of the teachers responded that using authentic materials at lower levels made students frustrated and demotivated. 45% of the teachers faced difficulty in using of authentic materials in the classes.

**Nurhanifah and Widayati (2012)** studied the problems of second grade students of SMPN 4 Malang in learning English and the efforts made to overcome them. The objective of the study was to find out the students' problems in learning English and

the efforts made to overcome them. The design of the study was descriptive qualitative. The subjects of the study were the students and the English teacher of class VIII E SMPN 4 Malang in academic year of 2011 to 2012. The data was collected by distributing the questionnaires to students, interview with the teacher and observation. A total of 100 students were purposively selected for the study. The collected data was analyzed with the help of percentage and content analysis. The study found that 64% of the students said that English was a difficult subject. Almost all of them about 94% of the students responded that they found problems in learning English. 89% of them found problems in learning listening, 54% of them found problems learning in reading, and 74% of them faced problems in learning writing skill. The study also indicated that many of students were not enthusiastic in learning English. Almost of all the students were reluctant to ask questions when they did not understand what the teacher had already explained.

**Shahzada et al. (2012)** studied the causes of rising failure of the students' in the subject of English at secondary level. The main objectives of the study were i. To find out the causes of the rising failure of the students in the subject of English among students of secondary level, ii. To give suggestion for the improvement of the situation. The study was descriptive in nature. One hundred English teachers of secondary level were selected from 50 secondary schools as a sample by using simple random sampling technique. A questionnaire was developed with the help of research expert and administered to the sample. The collected data was analyzed with help of frequency and percentage. The major findings of the study were i. Majority of the respondents reported that untrained teachers were one of the causes of student's failure in SSC. ii. Majority of the teachers agreed that overcrowded classroom was the cause of student's failure in English. iii. Majority of the teachers accepted that old system of examination was the cause of failure. iv. Majority of the respondents approved that English was the difficult subject.

**Bahanshal (2013)** studied the effect of large classes on English teaching and learning in Saudi secondary schools. The aims of the study were two fold i. To ascertain the impact of large classes on the teaching and learning outcomes, ii. To suggest appropriate strategies for Saudi secondary teachers can utilize in their large classes to facilitate English teaching and learning. Qualitative approach was adopted for explore

the Saudi secondary teachers perception towards teaching English in large classes and to determine the practical methodology to teach English in such context. Two schools had been chosen purposively for this research. For collecting the data, personal interviews was conducted with six Saudi secondary English teachers. The collected was analyzed qualitatively. The major findings of the study were i. Classes with big number of students did not provide teachers with neither ample chances nor time to correct students either in their oral production or the written form ii. Diversity among students confused and puts too much pressure on their teachers leaving them mentally and physically exhausted iii. Students in large classes received less individual attention than their peers in small classes and that leads to dissatisfaction among students especially weak ones who will feel marginalized. iv. Students in large classes seem to be demotivated as they showed no interest in either the lesson explained or activities presented by the teacher and that was due to the limited or lack of teachers' support v. Big number of students with limited space in class did not allow teachers to move around freely to monitor, observe and assess students during activities vi. With the growth of class size, students had less chance to effectively participate and use the target language in class.

**Evue (2013)** investigated challenges facing the teaching of English language in secondary schools in Aniocha South local government area of Delta State Nigeria. The purpose of the research was to determine the basic factors that can be attributed to poor usage of the language by school leavers and graduates. Survey method was used for the study. Sixty six English teachers were selected by using stratified sampling technique. The instruments used for data collection were a questionnaire, administered on English teachers and oral interviews with some teachers. The questionnaire was covered areas of perceived difficulties in the teaching and learning of English, the motivation of teachers, availability and use of teaching resources, training of teachers and exposure to modern teaching methods. The collected data was analysis with frequency percentage and content analysis. The study found that the problem of poor usage of English was a combination of various factors which include problems of indiscipline among students, teachers' inadequacy to teach effectively, and inadequate coverage of course contents etc.

**Kaçani and Mangelli (2013)** studied Albanian teachers' perceptions about difficulties in teaching and learning grammar of English as foreign language in

Albania. The study employed the survey method. The total sample of the study was fifty eight in-service from 3 level viz. grade 5-9, 10-12 and university level were selected purposively for the study. The research instrument used in the study was questionnaire adopted from Burgess and Etherington (2002). The collected data was calculated with Mean. The study found that in terms of the level taught, teachers of grades 5 to 9 and university level perceived that their learners to have a greater preference of explicit approach to grammar teaching and learning than those of grades 10 to 12. The study found that their learners had difficulties in the process of transferring the knowledge about grammar (declarative knowledge) into ability to use that knowledge in real life communication (procedural knowledge). The study also showed that learners found difficult to use the language accurately in both written and spoken communication. Teachers of the university level scored higher than the others implying that both teachers and students of the university level faced more difficulties regarding EFL grammar instruction.

**Noom-ura (2013)** studied English teaching problems in Thailand and Thai teachers' professional development needs. The objectives of the study were i. To survey English teaching problems related to the teachers, students, assessment, curricula and textbooks, and other factors contributing to successful teaching in secondary schools, ii. To investigate the needs for professional development of English language teachers in those schools. The study was undertaken as quantitative survey method. The sample was thirty four teachers of English language from nine schools from three Secondary Educational Service Areas (SESAs) in central Thailand. There were altogether seventy seven secondary schools in these SESAs, and three schools were randomly selected from each SESA. A questionnaire (closed ended items and open ended items given) was used to collect data. Descriptive statistics of frequencies, percentage, mean and standard deviation were used to analyze the collected data. The study found that problems of English teacher concerned with i. Teaching writing, ii. Incorporating experiential learning into English classes, iii. Their own minimal use and/or exposure to English, iv. Teaching listening and speaking, and v. using games. The study also found that English teachers considered student factor as problematic in their teaching. Highest problems were included that a) students were not having enough practice in English on their own, b) students were lacking opportunities for English exposure outside the class c) students insufficient knowledge and skills of

English, d) students were having problems with writing, e) students were lacking patience in practicing English, f) students were having problems with listening and pronunciation g) students lacked confidence in speaking English. The other founded problems highlighted that teachers were not understanding the details of the curricula, the inappropriateness of the curricula for local conditions assessment of listening, speaking, writing skills, and inadequate supplies of computers and language laboratories to aid teaching, lack of teachers who were English native speakers, and limited time allocation for English classes.

**Raissi and Nor (2013)** investigated the teachers' perception and challenges regarding the implementation of communicative language teaching in Malaysian secondary schools. Qualitative research design was used. Thirty English teachers were selected based on stratified random sampling. The sample of the study was thirty English as Second Language (ESL) instructors who taught general English courses in the secondary schools of Malaysia. The investigators designed a semi-structured interview in order to elicit participants' perceptions about the nature of Communicative Language Teaching (CLT) in Malaysian secondary schools. The findings of the study revealed that most of them were found to have favorable attitude towards implementation of CLT. Most of them expressed favorable attitudes towards the curriculum but they mentioned that curriculum designers should pay more attention to the student's cultures (Chinese, Malay or English). Even though, they had language laboratory but they could not use it due to fact that they had not enough classes. Most of the participants mentioned that they tried their best in order to encourage their students to speak with each other or with their family and friends in English. The study also revealed that participant's believed that still using explicit grammar instruction and translation which existed in the techniques of GTM can help them to teach better.

**Saikia (2013)** studied the challenges of the English teachers in teaching English at secondary level in Assamese medium schools of Assam. The main objective of the study was to find out the challenges of the English teachers and what role they should play to upgrade quality education on the basis of the findings of the study. Fifteen schools were selected based on purposive sampling technique from the greater Jorhat area. Thirty English teachers and one thousand students were selected randomly from standard IX and X. All schools of head of institutions were also considered the sample

of the study. The research instruments used were questionnaire, interview and classroom observation. The collected data was analyzed with the help of percentage and content analysis. The study found that most of the teachers (99.95%) used the grammar translation method. Though majority of the schools had their libraries none of them had the provision of English newspapers magazines, journals etc. In most of the schools computer facility and audio visual aids were not available. Most of the schools (80.90%) had overcrowded classes. Very few of the teachers and students (7%) used English language in their classrooms. No development of reading, writing, speaking and listening skills and English was taught as a subject not as a language.

**Varalakshmi (2013)** conducted a case study on deterioration of English standards in the schools of Hyderabad, Andhra Pradesh. The focused objectives of the study were i. To define standards of Education, ii. To identify and analyze the views and opinions of teachers on the deterioration of the standards of English language teaching and learning, iii. To give suggestions and recommendations to improve language skills of English. The survey method was adopted to carry out the study. The purpose is to ascertain the overall performance of the government and private secondary schools regarding English language teaching. The geographical areas of study were ten towns. From each town, one government and one private high school was selected for data collection. The sample consisted of one hundred English teachers. The questionnaire consisting items related to defective administration, rigid curriculum, and ineffective evaluation system, lack of co-curricular activities, outdated teaching methods and tools, inadequate infrastructure that affect the dependent variable i.e. the low standard of teaching and learning of English at school level. The collected data was analyzed with the help of percentages. The study found that the highest number i.e. 84% of the male teachers and 92% of the female teachers of government secondary schools agreed that the outdated teaching methods were the main reason for the deterioration of the English language educational standards at secondary school level. Private school teachers differ from this idea. 76% of the male teachers and 88% of the female teachers opined that the ineffective evaluation system was the reason.

**Varghese and Nagaraj (2013)** studied English language teaching and tribal learners. The main objectives of the study were i. To study the educational backwardness of tribal learners with special reference to English language, ii. To analyze the causes of backwardness, iii. To understand the English language learning problems of tribal

learners. The study adopted the qualitative approach. The study was conducted in one of the higher secondary schools of Attapady where tribal learners are educated along with non-tribal learners. A sample of twenty weak learners of the class was chosen purposively for the study on the basis of their examination grades. The informal interactions were held with some teachers, parents and children. Apart from the interviews, a focus group discussion was conducted at Agali Block Resource Center with 12 panel member. The major findings of the study were concluded that the inability to read the texts was identified as a serious problem of tribal learners. The learners of VIII grade were not able to identify the alphabets and perceive the texts. The inappropriate syllabus and teaching methods of English developed a negative attitude in learners towards learning. The fear of learning a foreign language was one of the factors to stop their education because English language was a criteria rather than an option at higher level.

**Andiema et al. (2014)** investigated challenges in teaching composition writing in secondary schools in Pokot County, Kenya. The main objectives of the study were i. To establish the challenges encountered in teaching and learning of composition writing, ii. To investigate if there are adequate resources to teach composition writing and find out the techniques teachers use to teach composition writing. The study employed descriptive survey research design. The investigators used stratified random sampling technique to select the three categories of schools: 3 boys, 2 girls and 3 mixed schools. A total of one hundred and sixty students and sixteen teachers participated were selected by using systematic random sampling technique. The teachers were selected purposively. Data was collected through questionnaire from students, teachers and used writing task for the students. Both close-ended and open-ended items were used in the tool. The collected data was analyzed with the help of frequency percentage and content analysis. The study concluded that majority of the students (76%) responded that their teachers used Kiswahili language outside class with them. The study also found that majority of the teachers used group discussion while dramatization and group writing were least utilized. Both students and teachers had negative attitude towards composition writing. In addition, large classes and many lessons handled by the teachers in the study area did not allow teachers ample time to cover writing adequately. Mother tongue and Kiswahili influence was also a challenge. Majority of the students came from rural primary schools and had

difficulties expressing themselves. Most learners used Kiswahili structures where they failed to pick the right English structures. The study was also evident that both teachers and students faced challenges which include inadequate resources, heavy work load on the part of the teachers, and lack of motivation, mother tongue influence and limited use of English both in school and at home.

**Khamri et al. (2014)** investigated into the problems of teaching English at primary level. The main objectives of the study were i. To determine the problems of teaching English in primary schools, ii. To find out the causes of such problem, iii. To recommend remedial measures for minimizing the evils of such problems. Descriptive survey method was adopted to carry out the study. Fifty primary teachers of Raipur town were selected randomly as sample of the study. Tools and techniques used in the study were questionnaire for teacher teaching English and interview with teachers, parents and guardians. The responses of the sample was analyzed with the help of percentage and content analysis. The study found that most of the teachers lacked both in content knowledge and methods of teaching, failed to maintain fluency while teaching English. The respondents unanimously agreed that most of the teachers teaching English were untrained in the methods of teaching English though they possessed a certificate of E.T., D.Ed. or B.Ed. most of the respondents opined that unsuitable textbooks, insufficient teaching aids, insufficient teachers and no provision of sufficient periods in the timetable, heavy workload, inappropriate way of arranging the topics in textbook, Lack of English atmosphere in the classroom while teaching English, Following translation cum-direct method and lack of inspection in schools. 98% of the respondents were of the opinion that pictures given in the text-books were neither attractive nor very appropriate. 98% of the respondents were of the opinion that the pupils did not take part actively in their class room reading because i. They did not clarify their doubt and difficulties. ii. They did not ask questions in the English class. iii. Suitable aids were not used in the teaching of English.

**Mehmood et al. (2014)** studied the communication problems in second language learning at Federal Government secondary schools. The objectives of the study were i. To analyze the present situation of communication skills at secondary level, ii. To find out problems faced by teachers in developing communication skills at secondary level, iii. To find out the weakness in teaching of listening and speaking skills, iv. To

suggest recommendations for subsequent improvement. Survey method was adopted for the study. The sample of the study was twenty five English teachers and fifty students of Federal Government schools Sihala Sector (Federal Area) Islamabad. In order to conduct the research, two questionnaires were employed one for teachers and other for students. For the collection of both qualitative and quantitative type of data, fifty questionnaires to the students and twenty five to the teachers were distributed. The collected data was analyzed with the help of percentage and content analysis. The study found that deficiency in specific syllabus and period allocation for the development of listening and speaking skills. The study also uncovered that 70% of the teachers used traditional grammar translation method for teaching English. 60% of the students did not have interest in the English class and also indicated that 94% of the students responded that only way of teaching listening skill was reading aloud by the teacher.

**Olanipekun et al. (2014)** studied the relationship between mother tongue and students' academic performance in English language among secondary school students in Offa local Government area of Kwara State, Nigeria. The study adopted descriptive survey method where two hundred students' scores in English and Yoruba language were randomly selected as sample for the study. The instruments used for the study were scores of students in English and Yoruba language. Statistically instruments used for this research work were t-test, Pearson product moment correlation coefficient and descriptive statistics. The study revealed that there was no correlation between students' academic performance in English language and Yoruba language. Thus, mother tongue had no effect on students' academic Performance in English language. The study also found that female students outclass their male counter-parts in English language while in Yoruba the finding was at variance.

**Rizi et al. (2014)** compared deficiencies in teaching and learning English as a foreign/second language in the secondary schools of Iran and India. The objectives of the study were i. To explore the ways of developing ELT in Iran at the level of secondary schools, ii. To study and compare perceptions of teachers and students of Iranian and Indian secondary schools in terms of medium of instruction in English class, methods used in English class, difficulties faced in ELT and Textbooks iii) to suggest ways for improvement of status of ELT in Iranian secondary schools.

Descriptive survey method was employed in the study. The sample of the study was consisted of four hundred government secondary school students, two hundred from Iran and two hundred from India, and twenty English teachers, ten from Iran and ten from India. Simple random sampling technique was used to select the sample of students and teachers from Government secondary schools. Two questionnaires were used for collecting data from teachers and students. The questionnaires consisted of mainly multiple choice questions and some open-ended questions. The questionnaire mainly focused on language usage, teaching strategies, medium of instruction and English textbooks. The collected data was analyzed with the help of percentage and content analysis. The study revealed that 100% of the Iranian teachers (70% strongly agree and 30% agree) and 90% of the Indian teachers (40% strongly agree and 50% agree) agreed that more English classes were required. The results showed that 80% of the Iranian and only 20% of the Indian teachers stated that their English textbooks were not interesting. Indian students conversed in English more than Iranian students (36% vs. 29.5% respectively) and used their mother tongue less than the Iranians in their English class (17% vs. 27% respectively). 50% of the Iranian teachers (10% strongly agree and 40% agree) and eighty percent of the Indian teachers (50% strongly agree and 30% agree) agreed that teachers and the students should try to avoid using mother tongue in English classes. The study also found that Indian students found to have better access to English audio-visual aids, they read English newspapers and magazines more than five times as compared to the Iranians. Majority of the Indian students found the contents of English textbook was interest. The extent of speaking English in their English classes was higher than the Iranians.

**Zharkahyel and Gabriel (2014)** the study examined the attitudinal problems towards learning of English language in some secondary schools in Hawul local Government area of Borno State. A descriptive survey design was used for the study. Sixty six respondents comprised sixty students and six English language teachers were randomly selected as sample of the study. Four point Likert type scale and questionnaire (structured) was administered to the respondents to find out the attitudinal problems towards learning of English language. Data collection was carried out by using questionnaire and simple percentages, ANOVA and graphical representation were used for data analysis. The study revealed that 54.5% of the students believed that English language was a difficult subject. The study also found

that mother tongue influences the students' poor performance in English language in secondary school. There were other factors contributing to students poor performances in English language includes, learning environment, poor methods of teaching, lack of good textbooks, poor language background and lack of professional growth and development of teachers.

**Hashem and Salem (2015)** studied the relationship between Saudi English as foreign language students' attitude towards learning English and their academic achievement. The objectives of the study were i. To explore the attitude of Umm Al-Qura University students (Al-Qunfudah branch) towards leaning EFL, ii. To explore the relationship between the students' attitude and their GPAs, iii. Find out the factors affecting the students' attitude towards learning EFL. Survey method was adopted for the study. One hundred and twelve English major students were selected randomly from Umm Al-Qura University / Al-Qunfudah branch. The research instruments used for the study were attitude scale, and semi-structured interviews with some students. The statistical techniques used for data analysis were mean, standard deviation and Pearson product moment correlation analysis was performed. The study showed that students had overall positive attitude towards learning EFL. The results also indicated that students with high GPAs had the highest positive attitudes towards learning English, followed by the medium GPA students and finally the low GPA students.

### **2.3.1 Some Major Observations and Implications**

Examining the studies on problems/difficulties faced by teachers and students in teaching learning of English in schools under this section, it was observed that lack of teaching aids, lack of attentions of pupils, their inability to understand English and poor vocabulary, pupils lack of interest in learning English, shortage of time, overcrowded classes, inadequate coverage of syllabus, inadequate resources, lack of good learning experience at primary level, inactiveness in classroom, absenteeism, inability to interact with English language, shortage of trained and qualified teachers, use of traditional methods, and inappropriate textbooks (Geogre, 1966, Nanda 1982, Jayashree 1989, Mohire 1989, Latu 1994, Azttar 2004, & Elmer 2008). The reviewed studies reveals the majority of the research works were undertaken in foreign context. But the available studies do not sufficient to give conclusive remarks in Indian context, there is a dearth of conducting researches in Indian context.

All the studies taken together have pointed out the challenges of teaching and learning English in three aspects viz., teachers' problems, pupils and teaching learning material. Teacher's challenges coming in the way of their teaching English are large size classrooms, in teaching grammar, lack of experience in teaching of English skills reading and writing, spoken English was not good, inadequate knowledge of learners in use of English, non-availability of teaching aids and teaching learning material, inadequate allocation of time ( Azhar 2004, Jadal 2011, Teenvo 2011, Golam, 2012, Hussien 2012, Shahzada et al. 2012, Bahanshal 2013, Noom - ura 2013, Saikia 2013, & Khamri et al. 2014). The problems faced by pupils in learning of English are lack of speaking environment, vernacular language influence, lack of resources, difficulties in expressing themselves in English, problems faced in listening English and pronunciation, inability to read English text (Aduwa - Ogiengbaen and Lyamu 2006, Nasser 2010, Vaishali 2011, & Nurhanifah and Widayati 2012). The major findings of the reviewed studies were carried out in foreign context and in some settings the English language has been taught as a foreign language.

The studies related to perception of teachers were focused on difficulties in teaching and learning grammar, implementation of CLT, learning difficulties and development of English language skills among pupils (Douglas et al. 2008, Kacani and Mangelli 2013, & Raissi and Nor 2013). But these studies have not explored the perception of teachers towards English language syllabus, use of various approaches and methods, classroom interaction between teacher and pupils, skills development and employment of teaching aids, activities, and use of vernacular language in classroom. Moreover, teachers' perception may also be mostly influenced by their specialization area and medium of instruction pursued at school and college education have been neglected by available studies. The investigator felt that these areas need focus especially in Indian context. In reviewed studies, most of the studies adopted the survey methodology and largely employed questionnaire (mostly closed ended) which could not allow the research participants to express in depth. In such a situation it is necessary to use qualitative strategies serve the exploring causes of challenges in teaching and learning. Using qualitative techniques along with survey instruments are very much fruitful for the studying of phenomena minutely.

## 2.4 Studies Related to Attitude towards Learning English Language

**Lin et al. (1998)** studied different attitudes among non-English major EFL students. The objectives of the study were i. To investigate some causes that may have influenced the effect of English learning for students in Taiwan, ii. Perspectives about English learning among non-English majors in Taiwan. Survey method was adopted for the study. A total of three hundred and forty six students of nine English learning classes from different majors at a university in central Taiwan, Chaoyang University of Technology, participated in the study. English language learning questionnaire was used which composed in Chinese and five point Likert-type scale was also employed. Statistical techniques used were mean, standard deviation and anova. The study showed that most of the students had either fear or unpleasant feelings about their past English learning experiences and those students of different majors had different perspectives about English learning.

**Lilly Epsy Bai (2004)** measured attitude of higher secondary school students towards the study of English. The main objective of the study was i. To find out the extent to which the higher secondary students are favorably or otherwise disposed towards the study of English, ii. It specifically focused to find the difference, if any, between male and female, urban and rural, English medium and Tamil medium students in respect of their attitude towards the study of English. Normative survey method was followed for the study. A scale consisted of twenty eight items to measure the attitude was administered to sample of two hundred and seventeen higher secondary students in Chidambaram town. The scale had fourteen unfavorable items and the remaining fourteen were favorable items. The study found that 79.69% of the total sample of higher secondary students had favorable attitude towards the study of English. The study also revealed that male and female students did not differ in their attitude towards the study of English but it significantly found the difference in their attitude with respect to urban and rural as well as in English medium and Tamil medium.

**Ngidi (2007)** studied the attitude of learners, educators and parents towards English as a language of learning and teaching (Lolt) in Mthunzini Circui. The objectives of the study were i. To find out the nature of educators' attitude towards the usage of English

as a language of learning and teaching and an additional language in schools, ii. To find out about the nature of parents' attitudes towards the usage of English as a language of learning and teaching and an additional language in schools, iii. To find out about the nature of learners' attitudes towards the usage of English as a language of learning and teaching and an additional language in schools. A survey research methodology was used to gather the opinions of teachers, learners and parents about the usage of English as a medium of instruction and as an additional language in schools. The population of the study consisted of senior secondary school teachers, parents and learners of different schools in the north of Kwazulu Natal. Among them, only four schools were selected through simple random sampling technique. Two hundred students were randomly selected as sample for the study. Questionnaires were used as data collection instruments. The data was analyzed with the help of descriptive statistics. The study revealed that learners had a positive attitude towards the usage of English as a language of learning and teaching in schools. Educators had negative attitude towards English as a language of learning and teaching and as an additional language in schools. Parents had a positive attitude towards the usage of English as a language of learning and teaching and as an additional language in schools.

**Hussain et al. (2011)** measured anxiety and attitude of secondary school students towards foreign language learning. The main objectives of the study were i. To examine the level of anxiety of 10<sup>th</sup> grade students in English language and their attitude towards English language learning, ii. To investigate the difference between boys and girls students in classroom anxiety in English and attitude towards English and relationship of two variables. The study was descriptive in nature and a survey method was employed. The Participants of the study were 720 grade X students out of which 360 were boys and remaining of them were girls (360). They were all from public sector secondary schools from six districts of the Punjab Province Pakistan. Foreign language classroom anxiety scale and attitude scale towards English were used as research instruments to collect data. For analyzing the data, frequency percentage, t-test and Pearson product moment coefficient used. The findings of the study showed that there was a significant differences between boys and girls in foreign language anxiety and attitude towards foreign language learning. Girls showed less anxiety in English language class and had more positive attitude towards

English. Similarly, rural students had high anxiety in English and had less positive attitude towards English.

**Abdullah et al. (2012)** studied students' attitudes towards English: The case of Life Science School of Khulna University. The study was non-experimental. It was designed on the conceptual framework of mentalist point of view. In the research of language attitude, two theoretical approaches are used and they are 'behaviorist view' and 'mentalist view' (Fasold, 1984). A total of seventy nine students were selected randomly for the study. The data of the study were collected through a questionnaire by administering upon a total of seventy nine randomly selected samples. The collected data was analyzed with help of the percentage and frequencies. The research found that almost all of (69.62% strongly agreed and 27.85% agreed) them stated that they liked speaking in English and also showed that majority number of the respondents (31.65% disagreed and 50.63% strongly disagreed) disagreed with the statement that they dislike people who speak to them in English. Most of the respondents (69.62% strongly agreed and 29.12% agreed) stated that speaking English was an advantage. They also opined (63.29% strongly agreed and 32.92% agreed) that knowledge of English offers advantages in seeking good jobs. The study also revealed that majority of them (32.92% strongly agreed and 48.10% agreed) responded that they liked to read more newspapers and magazines in English.

**Pathan and Shiakh (2012)** studied students' attitude in English and vernacular medium in secondary schools. The major objectives of the study were i. To study the students' attitude towards self, peers and teachers from English medium schools, ii. To study the students' attitude towards self, peers and teachers from vernacular medium schools iii) to study the relationship between sex of the students and medium of the instruction, iv. To compare the students' attitude towards self, peers, and teachers from English medium schools with students from vernacular medium schools. Survey method was used to collect the required information. The sample of the study was 360 students from nine schools participated. Questionnaire and attitude scale was developed and employed to collect data. Informal interview technique was also used to collect qualitative information regarding the medium of the school and their attitude in it. The study revealed that there was a significant difference between the English medium students' attitude towards self and other pupils as compared to the vernacular medium students' attitude towards self and other pupils. The English

medium school boys and girls attitude towards self and other pupils were better as compared to vernacular medium schools.

**Gajalakshmi (2013)** measured high school students' attitude towards learning English language. The objectives of the study were i. To find out the standard IX school students' attitude towards English, ii. To find out the attitude of standard IX school students towards English in relation to the variables of gender, medium of instruction, religion, locality of the school, type of school and type of management. Normative survey method was adopted for the study. Simple random sampling method was used to select the samples. Six hundred standard IX students (include both gender) were selected randomly from fourteen high school and higher secondary schools in Puducherry region was used as the sample for the study. Likert type of attitude scale designed with the help of the standardized tool prepared by Lilly Epsy Bhai and Magethiran. The statistical techniques used were mean, standard deviation and t- test. The study found that male students had high attitude towards English than female students, urban area students had high attitude towards English than rural area students, Co-Educational school students had high attitude towards English than other school students, Government school students had high attitude towards English than private school students.

**Parameshwar and Sarsani (2013)** studied students' attitude towards the learning of English language at secondary level. The major objectives of the study were i. To find out the opinion of the students on the problems faced by them in learning of English at secondary level in Warangal district of Andhra Pradesh, ii. To find out whether there is any difference in the problems faced by the students in learning of English at secondary level in Warangal district with special reference to their gender, caste, type of management of the schools and location of the school i.e., tribal, rural and urban areas. The normative survey method was used for the study. The sample of the study was selected by simple random sampling technique which comprised 450 of standard X from different managements i.e., Government, Zilla Praja Parishad and Private schools. The investigators developed three point scale which consisted of fifty statements to elicit the attitude of students towards learning of English language. The study was found that boys had more positive attitude towards learning of English than girls. The study also revealed that caste did not show influence on students of OC, BC and SC/ST community towards learning of English. The study concluded that rural

students had more positive attitude towards learning of English than the urban students.

#### **2.4.1 Some Major Observations and Implications**

It can be observed from the fore-going review that attitude towards learning English has been influenced by several factors such as past learning experience, teaching, socio-economic conditions, site, and medium of instruction, etc. The reviewed studies revealed that students had positive attitude towards the learning English and its use (Lilly Epsy Bai (2004), Ngidi (2007), Abdullah et al. (2012), & Parameshwar and Sarsani 2013). When it was observed gender wise, Hussain et al. (2011) reported that girls showed less anxiety in English language learning and had more positive attitude towards English and rural students had high anxiety in English and had less positive attitude towards English. Gajalakshmi (2013) found that male students had high attitude towards English than female students. The study also unveiled that urban students had high attitude towards English than rural student and government schools students had high attitude towards English than private school students. But, Parameshwar and Sarani (2013) stated that rural students had more positive attitude towards learning of English than the urban students. Pathan and shiakh (2012) concluded that English medium school boys and girl attitude towards self and other were better as compared to vernacular medium schools. The findings of reviewed studies have not shown consistency. Some studies have been reported that male students had positive attitude towards learning English with their counterpart. A few studies were undertaken in Indian context, the findings of these studies cannot provide actual state of pupil's attitude towards learning English. The Learners attitude towards studying English at school level, their priority to study English subject, self-interest, and anxiety towards English, belief about learning of English have been unexplored by the reviewed studies. The investigator felt that there is a dearth of studies regarding the attitude of students towards learning English language with regard to cognitive, affective, conative domain and interest and anxiety. Unless these research gaps have been explored, it may not be possible to arrive at any meaningful conclusions or generalization of the findings with a few researches. Therefore, there is a need of a research examining the attitude of students towards learning English at school level.

## **2.5 Implications of the Reviewed Related Literature for the Present Study**

From the review of studies under the three sections, it can be observed that several studies have been conducted on teaching of English at secondary level.

Under the first category of studies related to methods and approaches of teaching and learning English language and studies related to problems, classroom practices and studies connected to attitude towards learning English language. Reviewed studies furnished a clear status of methods of teaching English, Problems of learning English and its practices and attitude towards learning English. There are a total of eighty five studies reviewed from Indian context as well as foreign settings. In the first category, a total of thirty one studies were reviewed. Majority of the researches have been exclusively concentrated on the methods and approaches of teaching English language. Investigators restricted their studies only to methods and approaches of ELT. A total of fifteen studies have adopted experimental method and remaining of them survey method.

The reviewed studies indicate that various methods and approaches have been adopted by English teachers in teaching English in various regions and large scale disagreement prevails with regard to the use of methods and approaches of teaching English (Borua 1966, Gaikwad 1982, Khare 1986, Kahtani 2002, & Hussain 2010). For developing communication skills in pupils, use of appropriate method and approach is essential. But reviewed literature throws a remarkable dissimilarity of the conclusions. It can also be understood that findings of reviewed studies showed a lot of inconsistency. This disagreement among the investigators on methods and approaches leaves the quest for understanding the right method or approach for teaching and learning English language. Therefore, the investigator intended to focus the research work on this area.

The second category of the studies of Mishra (1969), Ghosh (1977), Gadgil (1978), Nanda (1982), Jayshree (1989), Ghosh (1997), Azttar (2004), Bose (2005), Douglas et al. (2008), Nassar (2010), Atta et al. (2011), Shahzada et al. (2012), Khamri et al. (2014), & Zharkahyel and Gabriel (2014) have focused on the problems of teaching and learning English language, its facilities, and classroom practices. Majority of the reviewed studies were adopted the survey method and questionnaire

was employed for data collection. A total of fourteen studies revealed that major causes of the poor performance and challenges in teaching of English were lack of books, teaching aids, lack of attention of children, their inability to understand English and poor vocabulary, pupils lack of interest in learning English, shortage of time, overcrowded classes, inadequate coverage of syllabus, lack of good learning experience at primary level, inactiveness in classroom, unsuitable teaching methods, Absenteeism, inability to interact with in English language, shortage of trained and qualified teachers, use of traditional methods which are out dated and inappropriate textbooks.

The investigator reviewed adequate literature related to challenges in teaching and learning English and its practice. Effective teaching learning depends on number of factors such teaching learning material, teaching aids, appropriate strength of class and availability of resources, environment, sufficient time for teaching learning English, and motivation, etc. From the reviewed studies, it can be observed that majority of the studies were carried out in foreign settings and followed the normative survey method. The reviewed studies were concentrated on factors influencing teaching English, difficulties faced in teaching, effectiveness of teachers' academic qualification on student's performance, achievement of learners in English. From the observed reviews, What has emerged that Transactional process of teaching and learning of English language, problems of English language teachers and students, usage of teaching aids, perception of English language teachers and attitude of students towards learning English language have been largely neglected by the investigators in this field. There is a need of exploring these areas in order to estimate the challenges of English teachers and students while teaching learning English. Thus, the investigator focuses the present work on those areas.

The third category of studies were Lin, Clyde, & warden (1998), Lilly Epsy Bai (2004), Sizakele and Ngidi (2007), Hussain, et al. (2011), Abdullah et al. (2012), Pathn, Swaleha, Shiakh and Shirin (2012), Gajalakshmi (2013), and Parameshwar and Sarsani (2013) have focused on students' Attitude towards learning English language in the classroom. All these studies have adopted survey method and attitude scales employed to procure data from pupils.

All the eight studies have reported inconsistency conclusion among them. Few studies were conducted in Indian context by restricting to specific aspects. From the results of reviewed literature, the investigator could find some research gaps which were left out by surveyed studies such as general attitude towards English language, anxiety of students in English and interest to learn English, beliefs about learning of English, emotionality towards English. The investigator felt that there is a dearth need of conducting research in these emerged gaps of reviewed literature in India. Therefore, the investigator plans to undertake research at secondary schools of Krishna District in Andhra Pradesh. The investigator could not come across any similar and related study on proposed aspects in the region. The investigator wishes to know attitude of students towards learning English especially at Government Zilla Praja Parishad High Schools.

The present chapter focused on review of related literature extensively and some research gaps were found. In order to carry out the study, the detailed methodological process is presented elaborately in the proceeding chapter III.