APPENDICES

APPENDIX - I

DEO PERMISSION LETTER

सत्यं शिवं सुन्दरम्

Centre of Advanced Study in Education
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara – 390 002
Phone No. 0265 2795516, 2792631
Fax No. 0265 2795516

From
Ravi Vanguri
UGC JRF
Department of Education (CASE),
The Maharaja Sayajirao University of Baroda,
Vadodara, Gujarat.

Date:23/12/2013

To
District Educational Officer
Krishna District
Andhra Pradesh

Sub: Permission to collect the Research Data.

Respected Madam / Sir,

I am pursuing Ph.D. under the supervision of Prof. S.C. Panigrahi, Head, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. The title of Research is: **"A Study of Teaching and Learning of English at Secondary Schools of Andhra Pradesh."** With regard to the data collection process of my doctoral work, I need to collect the research data from your esteemed Zilla Parished High Schools. The collected data will be kept confidential and will be used only for research purpose. I would like to assure you that this study adheres to research ethics. Kindly permit me.
Thanking you

Yours Sincerely
(Ravi Vanguri)

GUIDE & HEAD
(Prof. S.C. Panigrahi)

HEAD
Centre of Advanced Study in Education
Department of Education
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara

DEAN
(Prof. R.G. Kothari)

DEAN
FACULTY OF EDUCATION & PSYCHOLOGY
M. S. UNIVERSITY OF BARODA
VADODARA

permitted
District Educational Office
KRISHNA, MACHILIPATNAM

APPENDIX - II

LETTER FOR TOOL VALIDATION

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA – 390 002

From
Ravi Vanguri
UGC Junior Research Fellow,
Centre of Advanced Study in Education,
Faculty of Education and Psychology,
The M.S. University of Baroda, Gujarat
Vadodara - 390 002.

Date: 07.11.2013
Vadodara

To,

_____
_____
_____
_____

SUB: VALIDATION OF RESEARCH TOOLS.

Respected Sir/Madam,

I am pursuing Ph.D. under the supervision of Prof. S. C. Panigrahi, Head, CASE, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. The title of research is "**A Study of Teaching and Learning of English at secondary schools of Andhra Pradesh"**. I have prepared tools for my study and attach them objective wise along with this letter. I request you to give me your valuable reflections and suggestions on the tools and find out whether all the items are appropriate or not or needs to be changed. You are also requested to add new items that will help to get more relevant information. Your ideas and comments will enrich the quality of my research work.

Thanking you,

Yours Sincerely,
(Ravi Vanguri)

APPENDIX - III

LIST OF EXPERTS FOR TOOLS VALIDATION

S. No.	Name of the Expert and Address
1.	**Prof. S. Mohanraj** School of English Language Education, The English and Foreign Languages University, Tarnaka, Hyderabad – 500 007, Telangana
2.	**Dr. Karunakaran B. Shaji** Assistant Professor Department of Education in Social Science and Humanities (DESSH), Regional Institute of Education, Manasagangothri, Mysuru, Karnataka - 570 006, India
3.	**Dr. A. S. N. Rao Sindhe** Assistant Professor Department of Education, Regional Institute of Education (NCERT), Manasagangothri, Mysuru, Karnataka - 570 006, India
4.	**Prof. Venukapalli Sudhakar** School of Education The English and Foreign Languages University, Tarnaka, Hyderabad - 500 007, Telangana
5.	**Dr. Rajendrasinh Jadeja** Director, H M Patel Institute of English Training & Research, Vallabh Vidyanagar - 388 120 Anand District, Gujarat, India

6.	**Prof. D. R. Goel** Former Professor in Education, CASE, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara - 390 002 Gujarat, India
7.	**Prof. R. S. Mani** Department of Education, CASE, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara - 390 002 Gujarat, India
8.	**Dr. Asha KVD Kamath** Associate Professor Department of Education (DE), Regional Institute of Education (NCERT), Manasagangothri, Mysuru, Karnataka – 570 006, India
9.	**Prof. K. Pushpanadham** Department of Educational Administration, Faculty of Education and Psychology The M. S. University of Baroda, Vadodara - 390 002 Gujarat, India
10.	**Dr. Chenna Reddy** Assistant Professor Department of English, Acharya Nagarjuna University, Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh

APPENDIX -IV

TEACHER QUESTIONNAIRE

PERSONAL INFORMATION

Name of the teacher :_____

Sex : Male ☐ Female ☐

Age :_____

Location of the school : Urban ☐ Rural ☐ Semi-Urban ☐

Name of the school : _____

Address of the school : _____

Bachelor Degree (specializations) : _____

Master Degree : _____

Professional qualifications : B.Ed. ☐ M.Ed. ☐ M.Phil. ☐ Ph.D. ☐

Any special Diplomas/ Certificates :_____

Teaching Experience in years : _____

Medium of instruction during Secondary education:

Vernacular ☐ English ☐

Medium of instruction during Graduation:

Vernacular ☐ English ☐

INSTRUCTIONS

- ❖ Please put tick **(√)** mark on applicable options on given choices.
- ❖ You may tick more than one answer, if you feel so.
- ❖ If you feel that given options are not applicable to you, please leave it blank.
- ❖ If you feel that the options given at the end of the question do not include your ideas, concepts, please do not hesitate to give your response in the space provided at the end.

1. What methods do you employ in teaching English language in the class?

a) Grammar Translation ☐

b) Direct ☐

c) Bilingual ☐

d) Audio- lingual ☐

e) Communicative language teaching ☐

f) Lecture cum discussion ☐

g) Any other:

_____

_____

_____

2. What approaches do you employ in teaching of English language?

a) Structural ☐

b) Communicative ☐

c) Functional ☐

d) Any other:

_____

_____

_____

3. Do you conduct activities while teaching English in the class? Yes ☐ No ☐ .If yes, what activities do you use in teaching of English in the classroom?

a) Role play ☐

b) Drama ☐

c) Games ☐

d) Quiz ☐

e) Group discussion ☐

f) Debate ☐

g) Conversation ☐

h) Story telling ☐

i) Dictation ☐

j) Any other:

_____

_____

_____

If yes, do you face any problems while conducting activities?

Specify._____

_____

_____

If no, what are the reasons? Specify.

_____

_____

_____

4. Do you use teaching aids while teaching English language? Yes ☐ No ☐. If yes, what types of teaching aids are used by you during the transaction of the content?

a) Self-made ☐

b) Ready-made (available at schools) ☐

c) Any other:

_____

_____

_____

If no, give your reasons?

_____

_____

_____

5. What teaching aids are available for teaching English language in the school?

Visual Aids	Audio Aids	Audio-Visual Aids
Blackboard ☐	Radio ☐	Television ☐
Charts ☐	Cassette recorder ☐	Video player ☐
Pictures ☐	Language lab ☐	Computer ☐
Objects ☐		Films ☐
Flash cards ☐		
Filmstrips ☐		

i) Do you use them in teaching of English language in the class? Yes ☐ No ☐ .If yes, do you face any problems? Please mention. If no, what are reasons? Specify._____

_____

_____

6. Do you use teaching aids while teaching English in the classroom? Yes ☐ No ☐ .

If yes, how often do you use teaching aids in the teaching of English in the class?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

If no, please specify the reasons.

a) Not interested ☐

b) Lack of knowledge to use ☐

a) Lack of competency in English ☐

b) Any other, please specify.

_____

_____

_____

7. What types of evaluation do you conduct for students in learning of English?

a) Objective type ☐

b) Subjective type ☐

c) Oral test ☐

d) Group assignment ☐

e) Project work ☐

f) Combination of all above tests ☐

g) Any other:

_____

_____

_____

8. Do you face problems in conducting of internal and external evaluation in the classroom? Yes ☐ No ☐. If yes, please mention.

_____

_____

_____

9. Do all students participate while you are teaching English in the class?

Yes ☐ No ☐. If yes, what is the nature of participation?

a) Some Students answer the questions ☐

b) Students raise questions ☐

c) Any other

_____

_____

_____

If no, what efforts do you take for students' participation in the class? Please mention.

_____

_____

_____

10. Do you think that strength of class is more for teaching English? Yes ☐ No ☐.

If yes, in your opinion, the ideal strength of English class ought to be……

a) 20 to 25 ☐

b) 26 to 30 ☐

c) 31 to 35 ☐

d) 36 to 40 ☐

e) Above 40 ☐

ii) What problems do you face with the present strength in English class?

a) To conduct activities ☐

b) To maintain discipline ☐

c) To correct the homework ☐

d) To pay individual attention ☐

e) To give feedback ☐

f) Any other:

_____

_____

_____

11. Do you feel that teaching of the present syllabus of English language is difficult? Yes ☐ No ☐ .If yes, which part of the syllabus of English language do you feel is difficult for teaching of English?

a) Poetry ☐

b) Prose ☐

c) Supplementary reader ☐

d) Workbook ☐

Why? State the problems:

_____

_____

_____

12. Which skills do you find difficult to improve in students while dealing with the present syllabus of English language?

a) Listening ☐

b) Speaking ☐

c) Reading ☐

d) Writing ☐

e) Grammar ☐

f) Vocabulary ☐

g) Study skill ☐

h) Any other:

_____

_____

_____

13. Do you cover the entire syllabus of English language in the academic year? Yes ☐ No ☐ .If no, how much portion remains untaught?

a) 10 to 20% ☐

b) 20 to 30% ☐

c) 30 to 40% ☐

d) 40 to 50% ☐

e) Any other:

_____

_____

_____

What would be the cause (s) for it?

(a) Insufficient time ☐

(b) Lengthy syllabus ☐

(c) Non-availability of textbooks on time ☐

(d) If any other, please specify:

_____

_____

_____

14. Do you think that the allotted periods of English language are sufficient for completing syllabus? Yes ☐ No ☐ .If no, what do you suggest regarding allotted time and syllabus? Please mention.

_____

_____

_____

15. Are you assigned any other work apart from teaching English? Yes ☐ No ☐ . If yes, what is the nature of work assigned to you?

_____

_____

_____

16. Do you use any reference material other than the textbook while teaching English in the class? Yes ☐ No ☐ . If yes, what types of reference material do you use?

a) Grammar books ☐

b) Workbook ☐

c) Supplementary books ☐

d) Guides ☐

e) Newspapers ☐

f) Compact Disks ☐

g) any other:

_____

_____

_____

If no, what are the reasons for not using any other reference material?

a) Textbook is adequate ☐

b) Insufficient time ☐

c) Lack of support from students ☐

d) Unavailability of material ☐

e) Any other:

_____

_____

_____

17. What reference materials are available on English language in the school?

a) Grammar books ☐

b) Dictionaries ☐

c) Thesaurus ☐

d) Story books ☐

e) Magazines ☐

f) Newspaper ☐

g) Textbooks ☐

Any other:

_____

_____

_____

APPENDIX -V

TEACHER PERCEPTION SCALE

INSTRUCTIONS

Give your rating to what extent you agree with the following items. Please read the statements below carefully and tick mark (√) of your appropriate choice as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

SA = Strongly Agree **A = Agree** **N= Neutral** **D = Disagree**
SD = Strongly Disagree

Personal Information

- Name of the Teacher :_____
- Sex :Male ☐ Female ☐
- Age :_____
- Location of the school : Urban ☐ Rural ☐ Semi-Urban ☐
- Name of the school :_____
- Address of the School : _____
- Bachelor Degree (specializations) : _____
- Master Degree : _____
- Professional qualification : B.Ed. ☐ M.Ed. ☐ M.Phil. ☐ Ph.D. ☐
- Any special Diploma / Certificate :_____
- Teaching Experience in years : _____
- Medium of instruction during Secondary education:
  Vernacular ☐ English ☐
- Medium of instruction during Graduation: Vernacular ☐ English ☐

Note: Please tick mark (√) only one option for each item in the scale

S. No.	Statements	*SA*	*A*	*N*	*D*	*SD*
	Methods and Approaches of Teaching English Language					
1.	I try to adopt new Approaches/ Methods to teach English in the classroom					
2.	I prefer to follow my own style of teaching English in the classroom					
3.	I prefer to adopt traditional methods of teaching English					
4..	I do not stick to any particular method of teaching English					
5.	I think communicative approach is appropriate to teach English language					
6.	I mostly adopt bilingual method while teaching English					
7.	I give equal importance to all basic skills while teaching English					
8.	I do not give priority to particular approach and methods to teach English					
9.	I adopt the Structural Approach in teaching English					
10.	Teachers need to use a variety of methods for effective teaching of English					
11.	I think speaking and writing skills are more important than listening and reading					
	Medium of Instruction					
12.	I prefer to teach English through English medium					
13.	I think that mother tongue as a medium of instruction enhances the participation level of learners in the class.					
14.	I think that teaching English through vernacular (mother tongue)medium is effective					
15.	I think that use of mother tongue needs to be discarded in the teaching English language					
16.	I think that students learn English effectively if they are taught in English medium only					

	Teaching Aids					
17.	I prefer to use teaching aids while teaching English in the class					
18.	I try to prepare teaching aids for teaching English in the class					
19.	Using teaching aids is time consuming while teaching content of English					
20.	Making of teaching aids requires lot of competency					
21.	Teaching of English through teaching aids is effective					
	Activities					
22.	I prefer to conduct activities while teaching English					
23.	Conducting English language skills related activities is a waste of time					
24.	It is possible for me to conduct group work/ pair work in my English class					
25.	Students learn English language through activities effectively					
	Strength of class					
26.	Strength of the classroom does not matter for me in teaching English					
27.	I follow strict discipline in English language class					
28.	The strength of class hampers my teaching of English in the class					
	Syllabus/ Content of English					
29.	I think English syllabus of standard IX is too large to be completed in time					
30.	English workbook consists of appropriate exercises for practice					
31.	Iam satisfied with the English textbook which I use for teaching English in the class					
32.	The syllabus of English does not meet the needs of learners					

33.	For me, The lessons of English language are easy to motivate students					
34.	I feel some of the lessons in textbook are prepared beyond the understanding level of pupils					
35.	I think that English syllabus is relevant to students' life and culture					
36.	I think that allotted periods for English subject need to be increased					
37.	I feel that the present syllabus needs to be modified					
	Students and their Participation					
38.	Students in my class show enthusiasm towards learning English					
39.	I find English lessons are interesting for students					
40.	I find that students are not interested to learn English					
41.	I try to pay attention towards low achievers in the class					
42.	I find students are passive while learning English language in the class					
43.	Students are afraid of me in the English classroom					
44.	I prefer students doing group work / pair work in English class					
45.	I think that the present strength of class is manageable while teaching English					
46.	All students like my style of teaching English in the classroom					
47.	I restrict students to speak in English only in the class					
48.	I think that providing individual attention to the students is difficult in my English class					
49.	I try to make all students to participate in learning English in the class					
50.	I believe that students talk time is greater than teachers talk time in teaching and learning English in the class					
51.	I do not allow students to speak in their mother tongue (Telugu language) in my class					

APPENDIX - VI

STUDENT QUESTIONNAIRE

Instructions:

- ❖ Please tick **(√)** mark wherever applicable.
- ❖ You can give more than one answer for a question.
- ❖ If you feel that given options are not applicable to you, please leave it blank.
- ❖ If you feel that the options given at the end of a question do not include your ideas, concepts please do not hesitate to give your response in the space provided at the end.

Student Profile

Name of the student :

Class :

Section :

Gender : Boy ☐ Girl ☐

Category : General ☐ SC ☐ ST ☐ OBC ☐

Name of the School :

Address of the School :

Location of the school : Urban ☐ Rural ☐ Semi-Urban ☐

1. Does the English teacher motivate you in teaching and learning of English in the class?

Yes { } **No**{ }. If yes, how does he/she motivate while teaching English?

a) Showing pictures ☐ b) Story telling ☐

c) Asking questions ☐ d) Using real objects ☐

e) Any other ☐

_____

_____

If no, how does he/ she teach English? Mention.

_____

_____

2. Does the English teacher encourage you to read any text in English?

Yes { } **No** { }. If yes, what type of books / Text does he / she suggest for reading?

a) Story books ☐ b) English Newspaper ☐

c) Magazines ☐ d) Any other ☐

_____

_____

3. Does your English teacher encourage you while teaching English in the classroom?

Yes { } **No** { }. If yes, in what ways does he/ she encourage?

a) Interacting with peers ☐ b) Asking questions in the class ☐

c) Getting clarification of doubts ☐ d) Any other: ☐

_____

_____

4. Does your English teacher use mother tongue (Telugu language) while teaching of English?

Yes { } **No** { }.If yes, for what purpose does the teacher use it?

a) To Explain new words ☐ b) To teaching whole lesson ☐

c) To give summary ☐ d) Any other: ☐

_____

_____

5. Do you feel that the content of English subject is difficult to learn?

Yes { } **No** { }. If yes, which part of the English textbook is difficult to learn?

a) Prose ☐ b) Poetry ☐

c) Workbook ☐ d) Grammar ☐

e) Composition ☐ f) Any other: ☐

_____

_____

6. Do you face problems in understanding the English lessons while the teacher is teaching in the class?

Yes { } **No** { }. If yes, what problems do you face in the class?

a) Understanding of vocabulary ☐ b) Teacher's voice is not clear ☐

c) Teacher speaks very fast ☐ d) Teacher's voice is not audible ☐

e) Blackboard writing is not legible ☐ f) Any other: ☐

_____

_____

7. Does your English teacher explain the following aspects while teaching English?

Yes { } **No** { }. If yes, how does he / she explain?

a) Structure of sentences ☐ b) New words ☐

c) Grammar ☐ d) Pronunciation of words ☐

e) How to Read ☐ f) Writing organized and coherently ☐

g) Any other:

If no, how does English teacher teach English?

a) Translating the entire lesson into Telugu language ☐
b) Reading the whole lesson by teacher ☐
c) By dictating notes ☐
d) Giving summary of the lesson in Telugu ☐
e) Any other: ☐

_____

_____

8. Does the English teacher ask you to read textbook while teaching the lesson?

Yes { } **No** { }. If yes, does he/she give chance to all students to read the lesson?

Yes { } **No** { }. If no, whom does the teacher ask to read English text?

a) Only boys ☐ b) Only girls ☐
c) Only high achievers/bright students ☐
d) Only low achievers/weak students ☐

9. Do you face problems in learning of English?

Yes { } **No** { }. If yes, in which of the following aspects do you face problems or difficulties while learning English language?

a) To pronounce the words ☐ b) To understand meanings of the new words ☐
c) To understand grammar rules ☐ d) To understand teacher's teaching ☐
e) To listen in English ☐ f) To speak in English ☐
g) To read in English ☐ h) To write in English ☐
i) To take dictations ☐ j) Any other: ☐

_____

_____

10. In which aspect does your English teacher give order of priority while teaching English in the class? (Give1 to 4, 1- highest, 4 - least)

a) Listening skill ☐ b) Speaking skill ☐
c) Reading skill ☐ d) Writing skill ☐

11. Do you like English Teacher's way of teaching English in the classroom?

Yes { } **No** { }. If no, Please, give your reasons.

_____

_____

12. Are you able to introduce yourself in English with /friends/others/neighbors?

Yes { } **No** { }. If no, what are the reasons?

a) Never get a chance ☐ b) Never tried it ☐

c) I don't know how to do it ☐ d) It's difficult for me ☐

e) Feel shy ☐ f) Not confident ☐

g) Any other: ☐

_____

_____

13. Does your English teacher ask questions while teaching English in the class?

Yes { } **No** { }. If yes, whom does he / she ask?

a) Anybody ☐ b) Only Girls ☐

c) Only boys ☐ d) Only bright students ☐

e) Slow/ weak students ☐

If yes, how frequently does the English teacher ask questions while teaching English?

a) Always ☐ b) Some times ☐

c) Often ☐ d) Rarely ☐

14. Does the English teacher give you feedback on homework/tasks/assignments/exams?

Yes { } **No** { }. If yes, when does teacher give you feed back?

a) Always ☐ b) Some times ☐

c) Often ☐ d) Never ☐

15. Do you get opportunities to speak in English in the English class?

Yes { } **No** { }. If yes, when do you get the opportunity to speak in English?

a) In every English class ☐ b) Some times ☐

c) Rarely ☐ ☐

If no, what are the problems? Specify.

_____

_____

16. Does your English teacher use any activities while teaching English in the class?

Yes { } **No** { }. i). If yes, what type of activities does he /she use?

a) Games ☐ b) Group work ☐

c) Pair work ☐ d) Role play ☐

e) Drama ☐ f) Puzzles ☐

g) Songs/ Music ☐ h) Story telling ☐

ii). If yes, how frequently does the teacher use these in English class?

a) Always ☐ b) Some times ☐

c) Often ☐ d) Rarely ☐

e) Never ☐

iii). Do you participate in those activities? **Yes**{ } **No**{ }, If no, what is your problem/difficulty? Specify.

_____

_____

17. Does your English teacher use teaching aids while teaching English in the class?

Yes { } **No** { }. i). If yes, what type of teaching aids does she/he use?

a) Pictures ☐ b) Charts ☐

c) Models ☐ d) Real objects ☐

e) Television ☐ f) Radio ☐

g) Projector ☐ h) Tape recorder ☐

i) Any other: ☐

_____

_____

ii). How often does your English teacher use teaching aids in the class?

a) Always ☐ b) Sometimes ☐

c) Often ☐ d) Rarely ☐

e) Never ☐

18. Does your English teacher write new words/important points on the black board while teaching the lesson?

a) Sufficient time is given to you to note down the points ☐

b) Legibility in writing ☐ c) it is clear to understand ☐

19. Do you have facilities for listening English at home?

Yes { } **No** { }. If yes, what facilities do you have?

a) Radio, ☐ b) Internet ☐

c) Television ☐ d) Tape recorder ☐

e) Any other: ☐

_____

_____

If yes, do you use these for listening practice of English language?

_____

_____

20. Do you have facilities of reading material in English at school?

Yes { } **No** { }. If yes, what kind of reading material is available at school?

English Newspaper	☐	Magazines	☐
Story books	☐	Textbooks	☐
Internet	☐	Any other:	☐

_____

_____

ii). If yes, Do you read them? If no, what are the reasons not to read? Specify.

_____

_____

21. Indicate the problems you face while speaking English at school.

a) Lack of speaking environment in the school ☐
b) Nobody speaks in English in the class ☐
c) Lack of opportunities in the class ☐
d) No encouragement by the teacher ☐
e) If I speak, students make fun of me ☐
f) Any other: ☐

_____

_____

APPENDIX -VII

STUDENT ATTITUDE SCALE

INSTRUCTIONS

The following scale consists of certain items to ask about your attitudes towards learning of English language. Remember that there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choice that reflect your attitudes towards English language. Please use the scale below to answer the statements.

SA= Strongly Agree **A= Agree** **N= Neutral** **D= Disagree**
SD= Strongly Disagree.

Personal Information

Name of the Student : _____

Class : _____

Section : _____

Gender : Boy ☐ Girl ☐

Caste OC ☐ BC ☐ SC ☐ ST ☐

Name of the School : _____

Address of the School : _____

Location of School : Urban ☐ Rural ☐ Semi-Urban ☐

Note: Please tick mark (√) only one option for each item in the scale

S. No.	*Statement*	*SA*	*A*	*N*	*D*	*SD*
	General Attitude towards English Language					
1.	I give equal weightage to study English subject along with others					
2.	All Indian students need to learn English language					
3.	I give more importance to English subject than others					
4.	English language fetch more job opportunities in future					
5.	Everybody must be able to communicate in English					
	Cognitive Domain					
6.	I get more knowledge if I study English language					
7.	I feel English is a difficult language to learn					
8.	I want to become a good speaker in English language					
9.	I study English subject just to pass the exams					
10.	Learning English language is a challenging task because it requires lot of time					
11.	For me, getting good marks in English subject is important than to learn English					
12.	English should not be a compulsory subject in secondary schools.					
13.	I believe that other students can speak in English better than me					

	Affective Domain					
14.	I like to read newspapers and magazines in English					
15.	I feel shy to speak in English with my classmates					
16.	I can express my feelings easily through English language					
17.	I feel excited when I speak in English with others					
18.	I would like to listen English news and watch English movies					
19.	I do not like to speak English because Iam afraid of making mistakes in spoken English					
20.	I do not like to participate in English conversation in the classroom					
21.	I prefer studying in mother tongue rather than English language					
22.	I am interested to have friends who speak English					
23.	I dislike those who speak with me in English					
24.	I really like to learn English					
25.	I prefer to read English at specific time in a day					
26.	I put off my English home work as much as possible					
27.	I feel free to ask question in English class					
	Conative Domain					
28.	I listen to English on Radio, T.V., Tape Recorder to learn it					

29.	I watch English movies/news whenever I get a chance					
30.	I cannot concentrate on text while reading English					
31.	I try to listen carefully when others speak in English					
32.	I use English dictionary to look up meaning of new words while reading textbook/any article in English					
33.	If I miss English class, I never ask my friends or teachers what is taught and given for homework					
34.	I feel very happy, if English teacher asks me question in the classroom					
35.	I get nervous at times while speaking in English					
36.	I correct myself, if I notice a mistake in spoken English					
37.	I ask teacher to repeat, if I do not understand while teaching English					
38.	I discuss the matter of English subject/language with my friends					
39.	If any part is difficult in English subject, I leave it and study easier part					
	Interest and Anxiety in English Language					
40.	Even If I am given chance to speak in class, I am afraid of speaking in English					
41.	I have a habit of reading English newspapers, magazines, story books etc.					
42.	Whenever I get chance to introduce myself in English I feel happy to do it					
43.	I do not bother about mistakes If I start speaking in English					

44.	Whenever I get free time I make use of it for learning English language					
45.	I would like to use reference material whenever I read English					
46.	I do not get anxious when I have to answer question in my English class					
47.	I look forward to get opportunity for study English in future					
48.	I frequently use small sentences/ phrases like thank you, good morning, good afternoon, good evening, good night etc.					
49.	I think that learning grammar is more important than Listening, Speaking, Reading and Writing skills					
50.	I like to imitate others' ways of English speaking					

APPENDIX - VIII

INTERVIEW SCHEDULE FOR ENGLISH TEACHER

1. Do you focus on developing of listening skills amongst your students' while teaching English? Yes or No.

   If yes,

   a. Which activities do you use for developing listening skills in the classroom?
   b. Do you face problems while conducting activities? Yes or No. If yes, what are they?
   c. Do you have resources for developing listening skills in the school? Yes or No. If no, what resources are needed for it?
   d. Do you think that you need training on developing of listening skills of the students in the classroom?

2. Do you focus on developing of speaking skills of the students while teaching English? Yes or No.

   If yes,

   a. Which activities do you use for developing of speaking skills in the classroom?
   b. Do you face any problems while conducting activities? Yes or No. If yes, what are they?
   c. Do you have resources for developing of speaking skills in the schools? Yes or No. If no, what resources are needed for it?
   d. Do you think that you need training on developing speaking skills of the students in the classroom?

3. Do you focus on developing of reading skills of the students while teaching English? Yes or No.

   If yes,

   a. What activities do you use for developing of reading skills in the classroom?

b. Do you face problems while conducting those activities? Yes or No. If yes, what are they?
c. Do you have resources for developing of reading skills in the schools? Yes or No. If no, what resources are needed for it?
d. Do you think that you need training on developing reading skills of the students in the classroom?

4. Do you focus on developing of writing skills of the students teaching of English? Yes or No.

   If yes,

   a. Which activities do you use for developing of writing skills in the classroom?
   b. Do you face problems while conducting activities? Yes or No. If yes, what are they?
   c. Do you have resources for developing of writing skills in the schools? Yes or No. If no, what resources are needed for it?
   d. Do you think that you need training on developing writing skills of the students in the classroom?

5. Do you use teaching aids in teaching of English in the class? Yes or No.

   If yes,

   a. What are various teaching aids used in class while teaching of English?
   b. Do you use only available teaching aids at school? Yes or No.
   c. Do you prepare teaching aids on your own? Yes or No.
   d. What are the problems faced by you while preparing / using of teaching aids in the classroom?
   e. Do you think that you need training on using and preparation of teaching aids in teaching?

6. Do you have accessibility of resources for teaching English language in the school? Yes or No.

   If yes, what are they? If no, what resources do you need?

7. Do you use vernacular language in teaching of English in the class? Yes or No.

   If yes,

   a. For what purpose do you use it? Is it necessary to use it? To what extent can it be used in teaching of English?
   b. Is it hampering your ability and students in teaching- learning of English?

8. In your opinion, which method and approach is the best for teaching of English to your students? Why?
9. Are you satisfied/comfortable with teaching of current syllabus of English subject? Yes or No.

   If yes,

   a. Does syllabus required any modification?
   b. Which part of English textbook is needed to modify?

APPENDIX - IX

LIST OF MANDAL'S OF KRISHNA DISTRICT

S. No.	Name of the Mandal	No. of Z. P. P. H. Schools in Mandal
1.	A. Konduru	06
2.	Agiripalle	05
3.	Avanigadda	02
4.	Bantumulli	09
5.	Bapulapadu	07
6.	Challapalle	05
7.	Chandarlapadu	08
8.	Chatrai	07
9.	G.Konduru	05
10.	Gampalagudem	07
11.	Gannavaram	05
12.	Ghantasala	07
13.	Gudiavalleru	05
14.	Gudivada	03
15.	Guduru	07
16.	Ibrahimpatnam	04
17.	Jaggayyapeta	09
18.	Kaikalur	07
19.	Kalidindi	06
20.	Kanchikacherla	07
21.	Kankipadu	09
22.	Koduru	05
23.	Krutivennu	10

24.	Machilipatnam	08
25.	Mandavalli	05
26.	Mopidevi	05
27.	Movva	08
28.	Mudinepalle	08
29.	Musunuru	06
30.	Mylavaram	05
31.	Nagayalanka	04
32.	Nandigama	09
33.	Nandivada	05
34.	Nuzvid	07
35.	Pamarru	07
36.	Pamidimukkal	08
37.	Pedana	04
38.	Pedparupudi	05
39.	Penamaluru	06
40.	Penuganchiprolu	05
41.	Redigudem	03
42.	Thotlavalluru	04
43.	Tiruvuru	03
44.	Unguturu	08
45.	Vatsavai	07
46.	Veerullapadu	06
47.	Vijayawada (Rural)	04
48.	Vijayawada (Urban)	02
49.	Vissannapeta	04
50.	Vuyyuru	05
Total	**50**	**296**

APPENDIX - X

LIST OF SELECTED SAMPLE SCHOOLS

S. No.	School Code	Name of the School	Postal Address
1.	0611602	Z. P.P. High School	Kambhampadu Village, A. Konduru Mandal, Krishna District, A.P.
2.	0622604	Z. P.P. High School	Adavinekkalam Post, Agiripalli Mandal, Krishna District, A.P.
3.	0634601	Z. P.P. High School	7th Ward, Avanigadda (post) & Mandal, Krishna District, A.P.
4.	0645602	Z. P.P. High School	Malaparajugudem, Vutukuru Post, Bantumilli Mandal, Krishna District, A.P.
5.	0626602	Z. P.P. High School	Veeravalli Post, Bapulapadu Mandal, Krishna District, A.P.
6.	0632604	Z. P.P. High School	Mangalapuram (Post), Challapalli Mandal, Krishna District, A.P.
7.	0605602	Z. P.P. High School	Muppalla, Muppalla (village & post), Krishna District, A.P.
8.	0624603	Z. P.P. High School	Chinnampeta, Chatrai Mandal, Krishna District, A.P.
9.	0609604	Z. P.P. High School	Kavuluru, , Kondapalli Mandal, Krishna District, A.P.
10.	0612601	Z. P.P. High School	Nemali Post & Village, Gampalagudem, Mandal, Krishna District, A.P.
11.	0621603	Z. P.P. High School	Vedurupavuluru, Mustabad Post, Krishna District, A.P.
12.	0631606	Z. P.P. High School	Ghantasala, Ghantasala Mandal, Krishna District, A.P.
13.	643604	Z. P.P. High School	Kavutaram Village, Gudlavalleru Mandal, Krishna District, A.P.
14.	642602	Z. P.P. High School	Gangadharapuram, Billapadu, Gudivada Mandal
15.	0638604	Z. P.P. High School	Guduru , Guduru Post, Mandal, Krishna District, A.P.
16.	0608603	Z. P.P. High School	Kondapalli (Boys), Kondapalli Post, Mandal, Krishna District, A.P.
17.	0601603	Z. P.P. High School	Chillakallu, Jaggayyapet Mandal, Krishna District, A.P.

18.	0648606	Z. P.P. High School	Tamarakollu Village & Post, Tamarakollu, Krishna District, A.P.
19.	0649604	Z. P.P. High School	Kalidindi, Kalidindi (Mandal), Krishna District, A.P.
20.	0606606	Z. P.P. High School	Paritala (Post), Kanchikacherla Mandalam, Krishna District, A.P.
21.	0620603	Z. P.P. High School	Kgkcm, Edupugallu (post), Kankipadu Mandal, Krishna District, A.P.
22.	0636606	Z. P.P. High School	LingareddiPalem Village & Post, Koduru Mandal,KrishnaDistrict, A.P.
23.	0650606	Z. P.P. High School	Matlam, Kruthivennu Mandal, Krishna District, A.P.
24.	0637603	Z. P.P. High School	Tapasipudi, Manginapudi Post , Krishna District, A.P.
25.	0647602	Z. P.P. High School	Main Road, Mandavalli (post), Mandal, Krishna District, A.P.
26.	0633603	Z. P.P. High School	Beside Subrahmanyeswara Swamy Temple, Main Road, Mopidevi (Post & Mandal), Krishna District, A.P.
27.	0630604	Z. P.P. High School	Nidumolu, Nidumolu (Village), Movva Mandal, Krishna District, A.P.
28.	0646603	Z. P.P. High School	Pedapalaparru, Via. Moturu, Mudinepalli Mandal, Krishna District, A.P.
29.	0625601	Z. P.P. High School	Ramanakkapet (post & Village), Musunuru Mandal, Krishna District, A.P.
30.	0610603	Z. P.P. High School	Mylavaram, Mylavaram Mandal, Krishna District, A.P.
31.	0635601	Z. P.P. High School	Nagayalanka, Nagayalanka Mandal, Krishna District, A.P.
32.	0604609	Z. P.P. High School	Ithavaram, (Village), Nandigama Mandal, Krishna District, A.P.
33.	0641602	Z. P.P. High School	Nandivada (post), Nandivada Mandal, Krishna District, A.P.
34.	0623602	Z. P.P. High School	Annavaram, Nuzvid Mandal, Krishna District, A.P.
35.	0639601	Z. P.P. High School	Kanumuru, Pamarru Mandal, Krishna District, A.P.

36.	0629605	Z. P.P. High School	Pamidimukkala Village, Pamidimukkala Mandal, Krishna District, A.P.
37.	0644603	Z. P.P. High School	Bramhapuram Street, Pedana Mandal, Krishna District, A.P.
38.	0640604	Z. P.P. High School	Pedaparupudi (post), Pedaparupudi Mandal, Krishna District, A.P.
39.	0618603	Z. P.P. High School	Penamaluru (post), Penamlur Mandal, Krishna District, A.P.
40.	0603603	Z. P.P. High School	Anigandlapadu (Post), Penuganchiprolu Mandal, Krishna District, A.P.
41.	0615603	Z. P.P. High School	Naguluru (Post), Reddigudem Mandal, Krishna District, A.P.
42.	0619602	Z. P.P. High School	Northvalluru, Thotlavalluru (post), Mandal, Krishna District, A.P.
43.	613608	Z. P.P. High School	Munukulla (Village),Tiruvuru Mandal, Krishna District, A.P.
44.	0627601	Z. P.P. High School	Atkur (post), Unguturu Mandal, Krishna District, A.P.
45.	0602607	Z. P.P. High School	Gopinenipalem (post) &Village, Vatsavai Mandal, Krishna District, A.P.
46.	0607604	Z. P.P. High School	Jujjuru (post), Veerullapadu Mandal, Krishna District, A.P.
47.	0616602	Z. P.P. High School	Nunna (post) &Village, Vijayawada Rural Mandal, Krishna District, A.P.
48.	0617602	Z. P.P. High School	High school Road, Patamata (post), Vijayawada (Urban) Mandal, Krishna District, A.P.
49.	0614603	Z. P.P. High School	Vissannapeta (post) &Mandal, Krishna District, A.P.
50.	0628601	Z. P.P. High School	Peda Ogirala (post), Vuyyuru Mandal, Krishna District, A.P.

Source. District Educational Office, Krishna District, A.P.

APPENDIX –XI

Ph.D. Coursework Certificate

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Ravi Vanguri** , Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009,* vide Registration Certificate Number **182** dated **19/12/2012**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Ravi Vanguri**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits *[Offered At University Level]*			
I.	Introduction To Research & Research Writings	3	B
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	B
III.	Quantitative Research Techniques & Data Analysis	3	D
Departmental Courses – 06 Credits *[Offered at Departmental Level]*			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework	3	A
	Overall Grade		**B**

ACA3/37
Date of Issue: 02-06-2015
Place: Vadodara

Registrar (OSD) 19/6/15

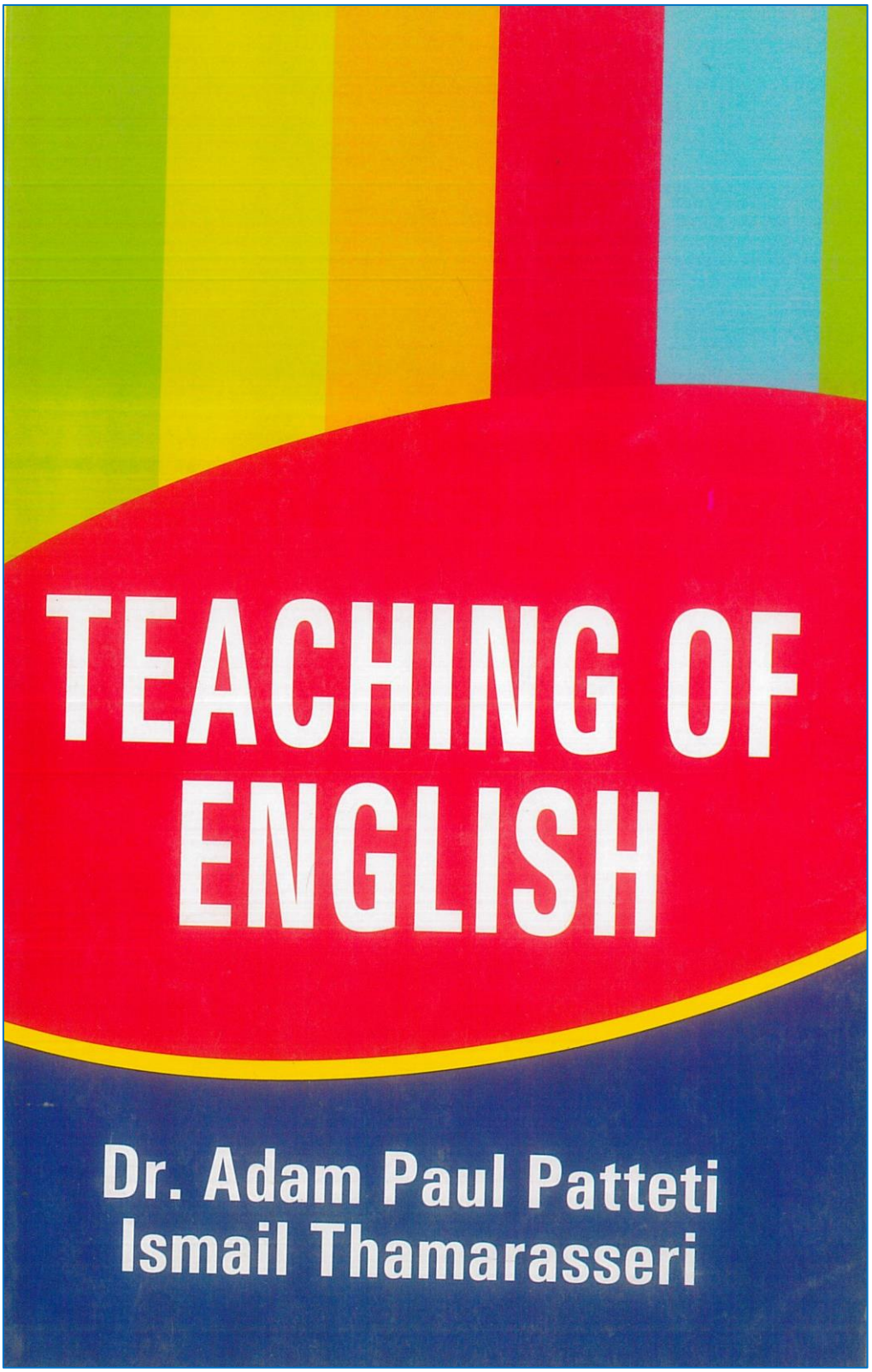
Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$Overall\ Grade = \frac{\sum (Grade\ Points \times Credits)}{\sum Credits}$$

APPENDIX -XII

PAPER PUBLICATIONS



Contents

Preface (v)

The Contributors (ix)

1. Aims and Objectives of Teaching English 1
   – *Irshad Ahmad Wani*
2. Principles and Aims of Teaching English 6
   – *Mir Ibtisaam Mohiud din*
3. Factors Affecting Teaching of English : Strategies and Recommendations 14
   – *Ravi V.*
4. English for Early Chidhood and Elementary School Children 23
   – *Kiranbabu Kandru*
5. Retrieving the Scope in Reflective Practices in English the Language Teaching 31
   – *Dr. Bethapudi Kamala Shayeera*
6. Creative and Innovative ways to Teach English 47
   – *G. Purnaiah*
7. Learning Theories and Teacher Beliefs 55
   – *Dr. K. Narasimha Rao*
8. Necessitate Emotional Intelligence-English Language Trainers 59
   – *Dr. Bethapudi Kamala Shayeera*
9. Investigating Telugu ESL Students' Reading Problems and Language use : A Study on Government Upper Primary Schools in Guntur District of Andhra Pradesh 99
   – *Nageswara Rao Chelli*
10. Constructivism in Teaching and Learning 111
    – *P. Joy Soloman Raju*
11. Role of ICT in Teaching Learning Process 122
    – *Barooj Ali Reshi*

3

Factors Affecting Teaching of English : Strategies and Recommendations

Ravi V.[*]

Abstract

English plays a pre-dominant role in the development of an individual's life in the present scenario. Any Language is intended for medium of communication and through it one conveys his feeling, opinions and ideas shares his knowledge with other. English is widely spoken and read by all educated people throughout the world. The statistics collected by David crystal shows that nearly 670 million people use English with fluency and competency (*Katyayani, 2011*)but the teaching of English is not alike at school levels from north to south. English is taught as a second language as well as a foreign language in different places in our country. Many studies have revealed that teaching of English is not effective due to a number of factors including internal and external factors of individual. Teaching of English depend not only teacher factor but also learners, infrastructure, teaching-learning material and environmental factors. The proposed paper

* UGC JRF, Department of Education (CASE), Faculty of Education and Psychology, The M .S .University of Baroda, Gujarat.

ISSN : 2394-5774
INTERNATIONAL JOURNAL OF EDUCATION FOR THE 21ST CENTURY
(A Bi-annual / Peer Reviewed / Refereed Multidisciplinary Journal)
Vol. 4
Issue No. 1
January - June 2017
Chief Editor :
Dr. Ismail Thamarasseri
Central University of Kashmir
Co-Editor :
Prof. Dr. Adam Paul Patteti
Maulana Azad National Urdu University
Prasanna Social Service Organisation (PSSO)
Regd. Under Societies Regitration Act of 1980,
Reg. No. 409/2010, Guntur,
Andhra Pradesh - 522236, India

International Journal of Education for the 21st Century., Vol. 4, Issue No. 1, January - June 2017, ISSN : 2349-5774

- B. Veerraju, Dept. of Political Science, Acharya Nagarjuna University, Guntur, Andhra Pradesh, India.
- Dr. Saraswati Raju Iyer, Professor, Dept. of Sociology and Social Work, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur

CONTENTS

Editorial Board
List of Contributors
Editorial

1. Effective Strategies for Inclusive Children through ICT - A.V.S. Prasanna
2. Impact of Education on Health of Disabled Adolescent Girls - N. Madhuri & Dr. Saraswati Raju Iyer
3. Attitude towards Persons With Disability (PWD) in Indian Scenario: A Brief Review - Dr. D. Bala Karuna Kumar & R. Venumadhav
4. Gender Discrimination and Women with Disability - P. Sowjanya Samuel & Dr. Saraswati Raju Iyer
5. Educational Provisions for Children with Special Needs - Dr. N. Anuradha
6. Socio-Economic Conditions, Problems and Protection of Child Labour - S. Venkata Rao, S. Harinadh & V. Amala Dasu
7. Challenges Faced by Disabled Children in Agricultural Sector - Sunil Babu Yazali & Dr. Saraswati Raju Iyer
8. Rethinking Disability in the 21st Century - N. Victor David Dinakaran
9. Challenges faced by Disabled and Policies for People with Disabilities - Kamal Kumar Athota & Dr. Allu Gowri Sankar Rao,
10. Assistive walking stick for the blind people using Sensor - Mr. A. Nagarjuna
11. A Study of Disabled Persons with HIV/AIDS in India - T. Sundar Sukumar & Dr. Y. Ashok Kumar
12. Scenario Descriptor for ALC Campus – an innovative idea for an Assistive Device for the Visually Challenged - N. Akhil Ram, Ch. Sandhya Rani, M. Arockiasamy & G. Sahaya Baskaran
13. Impact of Language proficiency among hearing impaired persons - K. Naga Sreevalli
14. "School For All": An Access to Inclusive Curriculum - V. Anupama, M. Subha Lakshmi & Kadambari. S. Sinivasa Rao
15. Information on Institutional Support & Disability Rehabilitation - Dr. G. A. Prasad Rao, Dr. K. Venkata Rao, T. Rojamani & M. Somaiah

ISSN 2349-5774

International Journal of Education for the 21st Century., Vol. 4, Issue No. 1, January - June 2017, ISSN : 2349-5774

16. Inclusive Education: Teachers Educational Provisions for Children With Special Needs -M. Venkatesham & Billa Raja Rubi Kishore

17. Adapting and Coping requirements of parents of Children with Special Needs - Radha Vallury & Dr. Saraswati Raju Iyer

18. Create Pathway to access ICT to an Inclusive Education - G. Padmaja

19. Higher Education Opportunities for Physically Challenged Persons - T. Sri Kumar

20. A Study on Effects of Inclusive Education towards Challenged Pupils and their Teaching Learning Strategies - M . Jayamma & Nagaraju

21. Accessing Inclusive Education for Children with Disabilities - T. Linga Murthy & K. Gangadhara Chary

22. Mental Health and Well- being: Recent Developments and Challenges - G. Little Flower, M. Arokiasamy & G. Sahaya Baskaran

23. ICT with Special Needs Children Modules - K. Vijayalaxmi

24. Early Detection of Disabilities - Dr. G. Pratyusha & Dr. Y. Ashok Kumar

25. Educational Provisions for Children with Special Needs - Dayakar Kurimeti

26. New Assistive Devices for Visually and Hearing Impaired - N. Akhil Ram, D. Nagesh, Ch. Sandhya Rani, N.A. Francis Xavier & G. Sahaya Baskaran

27. Inclusive Education in India: How and Why? - Dr. N. Sita Rama Krishna Rao & Smt. A. Bharathi

28. Education for Disabled: A Need for Promoting Acts related to Disabled Children - P. Joy Soloman Raju & Prof. Dr. Adam Paul Patteti

29. Emerging Technologies in Ensuring quality of Education - Ab Mohsin Bhat

30. English Language Learning Problems of Secondary School Students in the Coastal Districts of Andhra Pradesh - Aravind Kumar Rayapudi & Prof. Adam Paul Patteti

31. Impact of Social Networking Sites on Academic Achievement of Post Graduate Students - Khyrun Nisa

32. Challenges of English Teachers to Execute Continuous and Comprehensive Evaluation at Model Primary Schools in Prakasam District of Andhra Pradesh - Ravi Vanguri

33. A Study on Sources of Work Stress in Teaching Community - Rose Land. Davala & Prof. Adam Paul Patteti

34. Teaching English in Indian Schools Using Indian Literature in English: Minding the Nuts and Bolts - Dr. D. Vishwa Prasad

35. Values Added Transformed-Education (VAT): Towards Building Up a Virtuous World - Dr. D. Vishwa Prasad

36. Critical Peace Education: Understanding the Pedagogies of Resistance - Dr. Ismail Thamarasseri

37. PROBLEMS OF DIFFERENTLY ABLED GIRL CHILDERN AND WOMEN IN INDIA Kongala.Rama.Rao,Dr.Mandali.Kranthi.Kumar. Dr.Yeluri. Ashok.kumar. Makkena Srinivas

ISSN 2349-5774

International Journal of Education for the 21st Century., Vol. 4, Issue No. 1, January - June 2017, ISSN : 2349-5774

CHALLENGES OF ENGLISH TEACHERS TO EXECUTE CCE AT MODEL PRIMARY SCHOOLS IN PRAKASAM DISTRICT OF ANDHRA PRADESH

Ravi Vanguri, Assistant Professor in Education (C), Regional Institute of Education (NCERT), Shyamla Hills, Bhopal,Madhya Pradesh, Email: ravivanguri001@yahoo.com

Abstract: Teaching second language differs from teaching first language and demands various resources and material. English is stressful language and a teacher must havesound competencies, language laboratory facility, viable with suitable scheme of evaluation, tools and techniques to assess the learner's skills etc. Teaching English is also affected by several factors such as sociological, psychological and environmental and teaching learning material etc. A teacher must be aware of all these factors that influence teaching, assessment to be carried out on performance of each student without provoking competitive environment. The assessment needs to draw out strength and weakness of learner to ensure that it has to help the students to overcome weaknesses and improve the abilities. Assessment should be an integral part of teaching learning process. Introduction of CCE pattern at primary and secondary level is regarded positive initiative to make teaching learning interesting and healthy. On the other hand, to apply it practically in English language classes and its success demands many things. It has to cross certain limits of time, resources, strength of the class, teachers competencies etc. National Curriculum Framework (2005) reports that the basic to the success of any attempt at curriculum improvement is the preparation of suitable textbooks, teachers, guides and other kinds of learning resources. It also further stated that Teaching aids and other materials, as well as books, toys and games, help to make school interesting for children. Utilization of resources in teaching learning process results actual learning and also stimulate the learners. The present research is an attempt to find out challenges in enforcement of CCE in teaching English at primary schools. A total of 86 primary school teachers were selected randomly to accumulate the required data. A semi-structured questionnaire had been constructed and administered by investigator to find out the challenges, available resources, and appropriateness of English syllabus towards enactment of CCE. The assembled data was analysed with the help of quantitative as well qualitative content analysis technique. The major findings of the study revealed that 76% of teachers enunciated that Continuous Comprehensive and Evaluation scheme was consuming more time for teaching English. Majority of the teachers (63%) responded that Continuous andComprehensive Evaluation had not become burden to implement in their schools but they demanded the language laboratory, tools for assessment of student's skills, and teaching aids. Sixty six percentage of teachers strongly articulated the inaccessibility of teaching learning resources for English subject in schools.

ISSN 2349-5774