IDENTIFICATION OF PROBLEMS IN TEACHING-LEARNING ENGLISH IN COMMERCE COLLEGES OF THE KACHCHH DISTRICT

A

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IN

EDUCATION

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DEDICATION

This thesis is dedicated to my father-(Late) Shri V.S.R. Narasimha Rao, an exceptional self-made man who, single-handedly and single-mindedly, dedicated himself to the objective of providing his children with an opportunity, to enter a world of learning and far horizons.

DECLARATION

I, V. V. Bharathi do hereby declare that the thesis on 'Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District' has not been submitted by me for the award of any degree or diploma before.

Vadodara   **V. V. Bharathi**

CERTIFICATE

This is to certify that Mrs. V. V. Bharathi has worked for her Ph. D. Thesis under my guidance and supervision on the topic, "Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District" to my satisfaction and her work is original. Mrs. V.V. Bharathi has observed the provisions regarding attendance as provided under O. Ph.D.: 3(i).

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I wish to dedicate this Thesis to my beloved father (late) **Shri V. S. R. Narasimha Rao** *who showed me the right path to adopt this academic career in my personal life. I pay earnest homage to him. I am also thankful to my loving mother* **Mrs. V. Sarala Devi** *for her blessings to carry out my work smoothly. I also express my deep sense of indebtedness to my adored brother, dear sisters and other family members for their constant encouragement.*

At this blissful moment of my life, I would be very hostile if I fail to acknowledge the sincere support and tremendous cooperation of my beloved husband **Mr. A. V. R. Murty** *who stood by my side to boost me at every moment of my work. I also extend my heartfelt gratitude to our children Mr.* **Tejaswi** *and Mr.* **Manaswi** *for their silent sacrifice and support to facilitate me in many ways.*

I wish to acknowledge from the bottom of my heart, each one of my friends, well wishers for their tremendous, inexhaustible and motivational words. Lastly, I want to express my deep and sincere sense of gratitude to all those who have helped me in this research work either directly or indirectly.

October, 2012   **Mrs. V. V. Bharathi**

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INTRODUCTION

1.0. Introduction

Language is a familiar feature of our daily life. It is a human and social activity without which human beings can not function in the society. It is one of the basic needs. One has to learn it. It is not something optional. We just can not avoid it. We regard it as both simple and natural. It is an essential element in the culture of a society. It is the flesh and blood of our culture. According to Leonard Bloomfield, (1935), "Each Community is formed by the activity of language."

Without language, human life would exist, but there shall be no standard and no transmission of all, that is best in human tradition and civilization from one generation to another. It plays a prominent role in our daily life and compels us to study it.

Language may be a system, through which a person expresses his thoughts and feelings in such a way, that, they can be understood by others. It is a means of communication. It is a code. It is set to be an ability to communicate between people of the same language. Basically, there are two forms of language; non-verbal and verbal communication. A non-verbal communication includes gestures, facial expressions or body language. But, a verbal communication means a systematic use of certain set of words.

1.1   Defining Languages

The term 'language' has got many definitions leading to various explanations and interpretations. It can be interpreted and understood in terms of its features. Lexicographers and linguists define language with different interpretations.

Collins Cobuild Essential English Dictionary (1988) defines language as,

(i) a system of communication, which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.

(ii) the ability to use words in order to communicate. Human beings have this ability but animals do not".

According to Oxford Advanced Learners Dictionary (1989), "language is a system of sounds, words, patterns etc, used by human beings to communicate thoughts and feelings."

The Cambridge Concise Encyclopedia (1992), defines the term 'language' in following words:

➢   A species-specific communicative ability, restricted to humans, which involves the use of sounds grammar, and vocabulary, according to a system of rules. Though other animals can communicate vocally and by gestures, they are restricted to a particular set of messages, genetically given, which cannot be creatively varied.

➢   Individual manifestation of the above mentioned point-1 found within a particular community. The designation of 'language' status is dependent on a wide variety of social, linguistic, and political considerations, and as a result, estimates of living languages in the world (usually ranging between 4000 and 6000) are uncertain."

Cambridge International Dictionary of English (1995), defines the term Language as, "a system of communication consisting of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning."

Sweet (1864), states that language is the expression of idea by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answers to ideas and thoughts.

Edward Sapir (1921), explains language as a purely human and non instinctive method of communicating ideas, emotions and desires by a means of a system of voluntarily produced symbols.

Bloch and Trager (1945), proposes that Language is a system of arbitrary vocal symbols by means of which a social group cooperates.

Chomsky (1957), states that language is considered to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.

Robins (1964), states that languages are infinitely extendable and modifiable according to changing needs and conditions of the speakers. In the most recent edition (1979) he rightly points out that languages are symbol systems …. almost wholly based on pre or arbitrary convention, but lays special emphasis on their flexibility and adaptability.

Hall (1968), defines that language is the institution whereby humans communicate and interact with each other by means of habitually used oral–auditory arbitrary symbols.

B.M.H. Strang (1970), propounds that language is an articulated system of signs primarily realized in the medium of speech.

Robert Lado (1971), a linguist, is of the view that, "Language is intimately tied to man's feelings and activity. It is bound up with nationality, religion, and the feeling of self. It is used for work, worship, and play by everyone, be, he a beggar or banker, savage or civilized". Lado further says, "Because of its pervasiveness, it is the object of

study by many branches of learning. Linguistics, psychology, anthropology, education and geopolitics, to mention a few, deal with language more or less systematically. To a language teacher and a linguist, it is the central subject of study, with the teacher concentrating on teaching and learning and the linguist concentrating on its description.

Jesperson (1992) defines language as a set of human habits, the purpose of which is to give expression to thoughts and feelings and especially to impart them to others. He further stated that language is a purposeful activity.

From the above mentioned definitions and observations it is discernible that language is...

➢ a system of sounds, words, patterns etc.
➢ a device used by human beings to communicate thoughts and feelings
➢ an ability to use words in order to communicate
➢ a human activity
➢ bound up with nationality, religion and the feeling
➢ the object of study by many branches of learning
➢ central subject of study by linguists and language teachers
➢ a symbolic system
➢ primarily speech; writing secondarily
➢ made up of symbols which are arbitrary
➢ creative
➢ different from animal communication
➢ a code
➢ a skill
➢ a dress of thought
➢ a habit
➢ a form of behaviour
➢ a unique thing and
➢ a institution

1.1.2 Types of Languages

Linguistically, languages can be classified into seven segments as shown in the figure mentioned below:

Figure No.1.1.2.1

Figure Showing Classification of Languages

```
┌─────────────────────────────┐
│  LANGUAGES                  │
└─────────────────────────────┘
         │
         ├──── L1 (L One i.e. Mother Tongue)
         │
         ├──── L2 (L Two i.e. Second Language
         │
         ├──── L3 (L Three, i.e. Third Language)
         │
         ├──── FL (Foreign Language)
         │
         ├──── O/CL (Oriental / Classical Languages
         │
         ├──── ML (Modern Language)
         │
         ├──── D/L (Dead Language)
         │
         └──── T/L (Target Language)
```
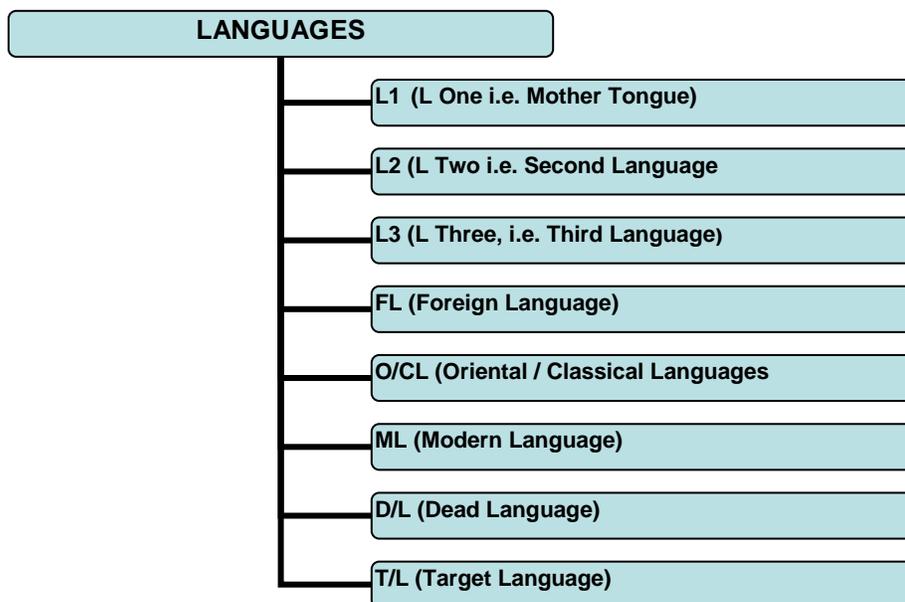
L1 (Language One means Mother Tongue) It is the Mother Tongue of the child. It is the first language which is spoken or used by the mother of the child. "Gujarati" is the mother tongue for all the people of Gujarat.

L2 (Language Two means Second Language) It is the language which a child/person learns consciously after or along with the L1.In some of our schools, both the mother tongue and any other second language are taught from the primary level. To quote an example, Gujarati people may opt Hindi, English or Sanskrit as their second language in the state of Gujarat.

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L3 (Language Three means Third Language) A third language is the language which a child learns after having learnt the first and the second language either voluntarily or purposefully. The present educational system emphasizes on the three language formula through which a child learns first language (mother tongue), second language (generally Hindi or Sanskrit) and the third language (English) at the primary level.

FL (Foreign Language) A foreign language is a language spoken in a foreign country. One person's mother tongue can be a foreign language for others. In this regard, every language is a foreign language for any one except his/her mother tongue. For example, for any non-Gujarati person, 'Gujarati language' may be a foreign language.

O/CL (Oriental/Classical Language) A Classical language is a language which is traditional in nature and has a rich literature as well as elegant past. Latin, Greek, Persian, Sanskrit etc. are considered as classical languages.

ML (Modern Language) A Modern Language is one which is used by the modern world. For instance, English is one of the modern languages of the present day world.

DL (Dead Language) A dead language is a language which is out of use and is no more used by people for communication. It exists only in literature. For example, "Devnagari" can be treated as a Dead Language as it is not in use by people for exchanging their ideas.

TL (Target language) A target language is one which is learnt as a target. It is a purposeful activity. English language can be learnt as a target language today. It can be treated as a tool to progress for achieving successful career in any field.

Thus, English can be learnt as both the Mother Tongue and the Second Language or even the third or foreign language. The role of English differs from situation to situation and thus, emphasis of teaching varies from context to context.

1.2. Process of Learning Mother Tongue and Learning of English as a Second Language

Language is essentially a skill. It is not a content subject like Science, Social Studies or Commerce which aim at imparting information and fill the human mind with knowledge. The objectives of teaching the content subject are information or knowledge oriented. All skill subjects like singing, dancing, swimming, playing, painting, drawing, driving come under the psychomotor domain. Since language is a skill, it also comes under the psychomotor domain.

A skill may be called as ability to do something well. Swimming and playing are skills which are performed after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Basically, language skills are categorized into four segments as shown in figure No.1.2.1.

Figure No.1.2.1

Figure Showing the Sub-skills of a Language
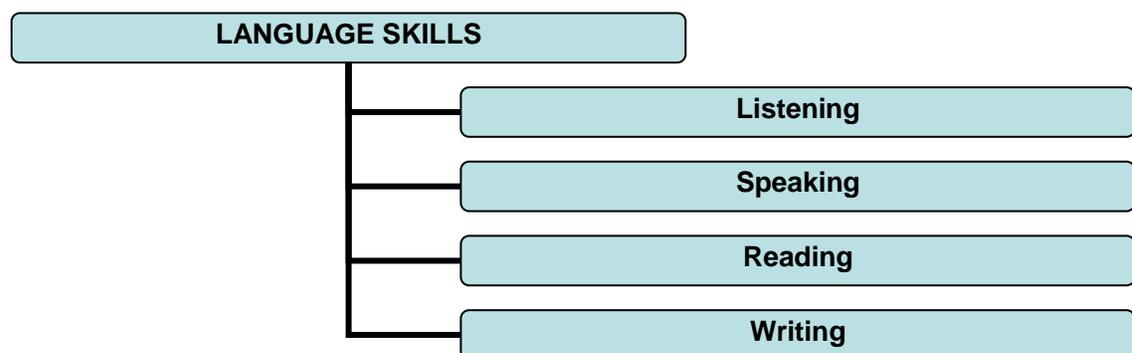
1.2.1 Classification of Skills

These four skills can also be categorized into two more segments which are shown in the diagram below.

Figure No.1.2.2

Figure Showing the Nature of the Language Sub-skills

```
                        SKILLS
           ┌──────────────┴──────────────┐
     Productive/Active            Receptive/Passive
      ┌─────┴─────┐                ┌──────┴──────┐
   Speech      Writing         Listening      Reading
```
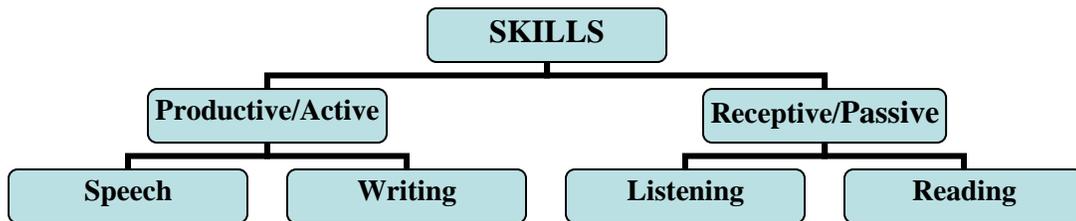
Further, they can be sub-divided into another two categories based on their usage.

Figure No.1.2.3

Figure Showing Division of the Language Sub-skills Based on their Usage

```
                        SKILLS
           ┌──────────────┴──────────────┐
      Proper Skills                 Casual skills
      ┌─────┴─────┐                ┌──────┴──────┐
  Listening    Speaking          Reading      Writing
```
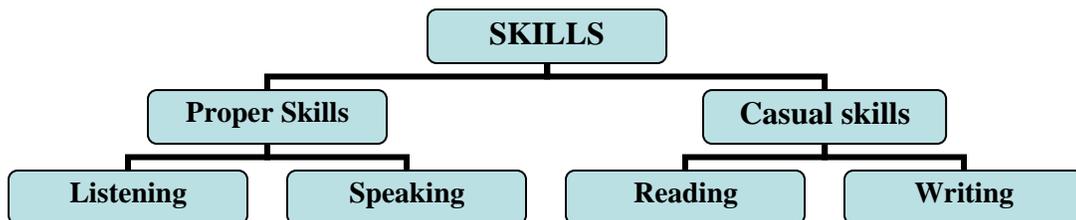
Proper skills are frequently used by all. Reading and Writing are used casually. One can live without reading and writing but not without speaking and listening. This indicates the importance of listening and speaking in the process of language learning. (A.K. Paliwal 1998).

Hence, we can say that knowing a language is not the same as knowing about the language. Knowing language generally means one's ability to speak, read and write the

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target language. It also means one's ability to recite the rules governing the operations of a certain language.

The process involved in learning the mother tongue and a second language is the same. In either case, listening and speaking precede reading and writing. Yet, the learning of a mother tongue and the learning of the foreign language or second language differ from each other in a number of ways. The same is depicted below:

➢ Learning the mother tongue is natural. But learning a foreign language is artificial.

➢ There is no linguistic interference in learning one's mother tongue. But the ingrained habits of one's native language often seriously interfere with the learning of a new language.

➢ Each language is a unique system. So, the learning of each language is unique too. Although similar sounds may be found in one's mother tongue, they may be found in different positions in the second language. English, for example, uses stress or accent to convey meaning. One's native tongue may not. Similarly, the forms of words and the order or sequence of words are important in English. They may not have importance in one's mother tongue.

Robert Paul (1964), beautifully sums up the difference when he says "when we learn our first language, we face the universe directly and learnt to clothe it with speech; when we learn the second language, we tend to filter the universe through the language already known.

The learning of the mother tongue and learning of a second or foreign language present basically similar situation. The child learns his / her mother tongue by imitation rather than rules. Much of the learning in case of child's mother tongue is the result of motivation. While learning his/her mother tongue, the child is maximally exposed to the language. A large part of the mother tongue is learnt when the child feels the need for it to describe objects, events and happenings.

In the same way, Christopherson (1973), emphasizes to reaffirm the differences between the Second and the Foreign Language. According to him "A foreign language is a language which is not one's own, even though one may have a very good knowledge of it. A second language, on the other hand, is a language which is one's own, though not the first in order of importance, nor usually the first to be learnt". Further, he differentiated that "A foreign language is used for the purpose of absorbing the culture of other nations; a second language is used as an alternative way of expressing a culture of one's own". Thus, he concluded that "a foreign language tends to produce bilinguals with passive and receptive attitude while a second language produces bilinguals with active and creative interest".

So, considering this, A K Banerjee (2002), expresses that English has to be taught as a language which is our own, yet whose purpose is not to absorb the culture of other nations; we are bound to satisfy the above mentioned three conditions. For example the word 'water' means 'jal' in Hindi. As the user is quite well acquainted with many such words in both the languages, he/she has no confusion in understanding the meaning of that particular word. Whereas, some words like 'queue' which means 'standing in a row' in general English may not be taken in the same sense in case of foreign language. In America instead of 'queue' the word 'line' is used so, for those students who study it as a foreign language, the same meaning of 'line' may not necessarily be a 'queue'. The unfamiliarity with the foreign language makes the learners' just passive recipients/listeners. In the same way, to cite another illustration the meaning of the word 'biscuit' can easily understood by many of the bilingual students. But in some foreign countries 'cookies' is the word used for 'biscuits'. If we directly use 'cookies' instead of 'biscuits', taking it for granted that all of our students will follow it in the right context, it may cause some sort of confusion among the learners and so they remain passive, and less interactive in a foreign language class.

It has been mentioned that learning is gaining knowledge or skill by study, experience or being taught. It must be noted that a second language is learnt, not

acquired.   Acquisition is automatic and natural but the learning is purposeful and artificial.   A second language is learnt deliberately and of course, consciously.   Second language learning takes place in an artificial environment through formal teaching.

According to Marry Finocchiaro (1964), 'A person is set to have learned a foreign language when he has thus, first within a limited vocabulary mastered the sound system (that is when he can understand the stream of speech and achieve an understandable production of it) and has second, made the structural devices (that is the basic arrangement of utterances) matter of automatic habit'.

1.2.2 Learning of a Second Language

We have noticed that the learning of one language in childhood is an inevitable process; the learning of a second language is special accomplishment.   Only a few learners succeed in mastering a second language.   There are many reasons for this.

A second language learner is one who has had the experience of another language. Therefore, an attempt is made to learn the second language, the way the first language is acquired. But, the second language learner may not have the same environment and surroundings in which the mother tongue is learnt.   Unlike the mother tongue experience, the learner tends to love everything consciously and tries to find language grammar features which are equivalent to those of his first language.   Accordingly to W.F.Mackey (1965), "the learning of the first language follows the same pattern for every one; the learning of a second language can take on a variety of patterns".

There are certain clear cut similarities and dissimilarities between the two languages in terms of grammar, phonology, lexicography, semantics, orthography, syntax, stylistics and so on.   A second language learner may not hear people using the second language around him.   He may not come in contact with the rear language in the social context.   A learner of a second language, however, may have no contact with a community in which the language is spoken and this may be one of the reasons for his failure to learn to maintain his second language.

Besides the linguistics and social factors, there are some psychological factors which affect the process and progress of second language learning. These psychological factors include age, motive, native skill, intelligence and personality, auditory memory span, intention, readiness to learn, emotion and drive.

Robert Lado (1971), writes "learning a second language is more than learning a description of it. The process of speaking and listening is involved and this process combines linguistics and psychological as well as other elements.

1.2.3 Psychology of Language Learning

According to the psychologists of the behaviourist school, the language learning process can be defined in terms of conditioning. They argue that the teaching of language skills is essentially a process of habit formation. Stress on repletion, imitation and duty is a part of their approach. They consider motivation as a vital aspect in learning and claims that the motivated learner will learn more readily and will retain his learning longer. The learners can not learn until they are physically, mentally and emotionally ready to do so.

Prof. B. K. Das and Prof. B. N. Kool (1987), Central Institute of English and Foreign Language (CIEFL) (Present English and Foreign Language University (EFLU), Hyderabad consider the following implications of the behaviorist model of learning particularly relevant to the teacher.

Language is learnt through use, practice. The more the learner is exposed to the use of language, the better his chances of learning it.

➢ The production of language depends on the situation which makes it necessary. Language can not be taught in isolation from situation; the teacher has to introduce each new pattern of language in a meaningful situation.

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- Producing the correct linguistic response to a stimulus requires efforts. If the learner is not called upon to make this effort there is no learning.

- Producing the correct response also requires attention. Attention is bound to slackness after a time, so prolonged practice is less useful than spaced practice.

- The spoken language comes earlier than written and the receptive experience of language is necessary before any productive use can begin.

- Learning takes place faster if the correct response to a stimulus is immediately confirmed. The learner must know at once if his effort is right or wrong.

- Learning is still faster if the learner is placed in a situation where he can produce only the correct response. Each incorrect response builds up a faulty behavior pattern which interferes with the process of conditioning. This can be seen in the differences in the pronunciation of different words by different people in different states. For example, the South Indian accent is different and the pronunciation of the letters 'm' (em) and 'n' (en) is clearly visible. This is because of the impact of the regional language on the English language pronunciation. In order to learn the second language proficiently in an easier way, the learner should be placed in such a context where he will have no other option other than the correct one. If the learner is able to judge the correctness of his/her response, he will have the second language more quickly. Healthy learning environments encourage the learner to learn the language accurately

Every new item learnt must be reinforced by further practice before further learning begins Thus, behaviorism favours the view that language is a form of codified patterned social behaviour. The view that language is behaviour is one sided and some what superficial.

According to the people of cognitive domain, there is something which mediates between the stimulus and the response, and this is cognitive function. A learner just does not behave in a mechanical manner. He also uses his mind. He not only perceives the whole phenomena but also develops insight through which he solves a problem. A learner encountering a new situation recognizes it as a problem to be solved.

1.2.4 General Principles of Language Learning and Teaching

Teaching a language is a serious business and must be conducted carefully. It should receive psychological, linguistic and pedagogical support, which would help the teacher in teaching the target language successfully.

The modern approach to all the language learning and teaching is the scientific one and is based on sound linguistic principles. The principles discussed below in no way claim finality. They are subject to change in the light of new facts brought to light by linguists and language users (Bhatia, 1989). The main principles are:

➢ **Speech before Reading and Writing**: Teach listening and speaking first, reading and writing afterwards. This is the natural way. This principle does not mean that there is some rigid division between speaking and reading. This only means postponing the written shapes till such a time when the child begins to feel the rhythm, stress and junctures of the target language.

➢ **Imitation**: Language is learnt by imitation. The learner can not invent it by himself. Good speech is the result of imitating good models.

➢ **Present Language in Basic Sentence Patterns**: Present language in the form of basic sentence patterns used in day-to-day conversation. From small utterances, the students can easily pass on to longer sentences.

➢ **Language Patterns Habit through Practice and Drill**: Real language ability is at the habit level. Make language patterns a habit through intensive pattern practice in variety of situations. In fact, practice and drill are essential to acquire language habit.

➢ **The Oral Way**: The principle of the oral way has been well organized by experts on language teaching. It is generally believed that learning to speak a language is always the shortest road to learning to read and to write it. Living languages should be taught as living speech, that is why, they should be taught orally. So, it should be clear that language teaching and learning should begin with oral work.

- **Selection and Gradation**: Selection of the language material to be taught is essential to good teaching. Selection should be done in respect of grammatical items and vocabulary and structures.

- **Priorities in Language Skills**: The four fundamental language skills that we want out students to acquire are Listening, Speaking, Reading and Writing. At the early age there is emphasis on listening and speaking while at the later stage, the emphasis is on reading and writing.

- **Controlled Vocabulary**: Keep the vocabulary to the minimum. Give importance to the mastery of sound system and patterns using controlled vocabulary. In the first three years of teaching a second language, only those items of vocabulary that help the learners to use patterns should be mastered.

- **Motivation**: Motivation is an important factor in language learning particularly in learning a second language. It creates the interest as well as the need to learn the language in hand.

- **Reinforcement**: Immediate reinforcement is an important principle in language learning. It has been experimentally proved that reinforcement of correct responses help in better learning.

- **Multiple Line of Approach**: The term 'multiple lines' implies that one is to proceed simultaneously from many different points towards the one and the same end. We should reject nothing except the useless material and should select judiciously and without prejudice all that is like to help in our work. In teaching a language, it implies attacking the problem from all fronts.

- **Language Using**: A language is best learnt through use in different Contexts and situations. Prof. Eugene A. Nida (1945), rightly observes "Language learning means plunging head long into a series of completely different experiences. It means exposing oneself to situations where the use of language is required".

- Translation is not a substitute for language practice.

➤ Teach the language as it is, not as it aught to be.

➤ **Speed and style**: Practice must end in a linguistically acceptable and psychologically full experience.

➤ Teach primarily to produce learning   rather than to please or entertain.

1.2.5 Conditions and Variables of Teaching

A language teacher must consider the following conditions and variables when programming any teaching:

Figure No.1.2.4

Figure Showing Inter-relation among the Teacher, the Student, the Materials and the Setting

```
                    ┌──────────────┐
                    │ The Student  │
                    └──────────────┘
                           ▲
                           │
                    ┌──────────────┐
                    │ The Teacher  │
                    └──────────────┘
                    ↙            ↘
        ┌──────────────┐    ┌──────────────┐
        │ The Setting  │    │ The Materials│
        └──────────────┘    └──────────────┘
```
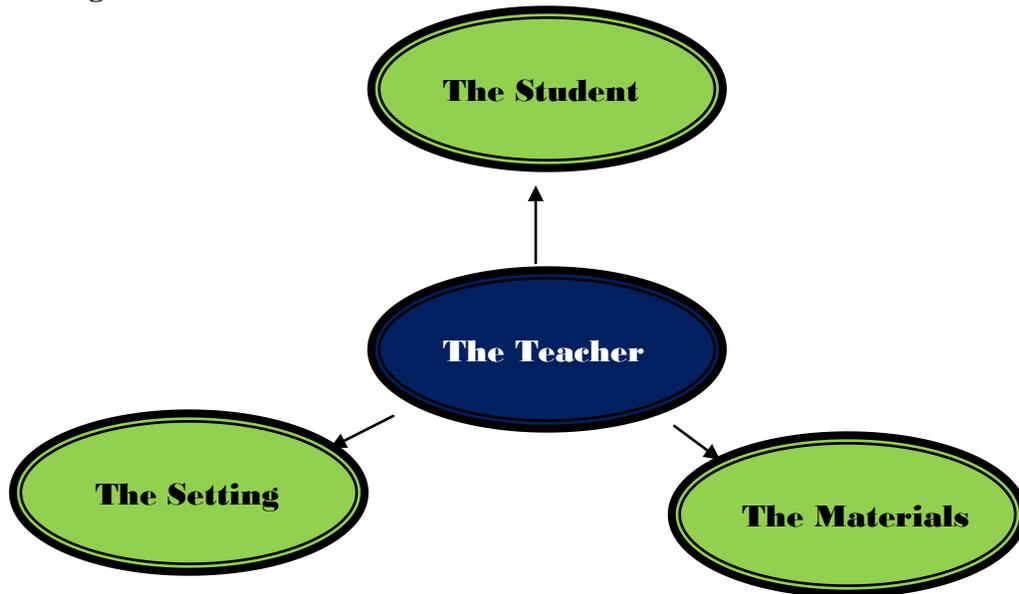
The teacher must know the age, educational level, level of proficiency, goals, linguistic and cultural background and handicaps of his students when teaching a language. Materials through which the target language is taught must not be neglected, just because the new gadgets are available. The materials must be fully used and

exploited. The teacher, who intends to teach a target-language, should satisfy himself/herself that he knows the language thoroughly well. Linguistic and cultural setting must also be taken care of.

1.2.6 Linguistic Beach Head

According to Robert Lado (1971), a language teacher can establish a linguistic beach-head by

➢ Speaking the language.

➢ Asking the students to memorize dialogues.

➢ Providing motivation and fun through graded dialogues, rhymes and language games

➢ Making the form available

➢ Using the mimicry, memorization technique (Imitation).

➢ Conducting group – recitation before individual recitation.

➢ Putting the meaning across.

➢ Practicing recall.

➢ Applying the laws of learning.

➢ Clarifying the cultural content.

The principles of language teaching along with the strategies for establishing a linguistic beach-head, J.A. Bright and G.P. McGregor (1970), elaborated the generalizations which are of vital importance. They are given below:

➢ Telling is not teaching

➢ There is no learning without exposure.

➢ We are trying to teach, primarily, not knowledge but skills.

➢ Skills can be acquired only through practice.

- The teacher must give his pupils as much opportunity as possible for the correct practice of language skills and as little opportunity as possible to make mistakes.

- Education, and in particular language learning, is not a race or competition at all – there are valuable prizes for everyone.

- Make language activities enjoyable, which will make teaching more enjoyable too and far less exhausting.

- One way of helping pupils to enjoy their language activities, and of building up their confidence, is to explain to them, as far as we can, what we are doing in class, and why.

- The teacher of English has the responsibility of equipping his pupils with the skills that they need to pursue their studies in all other subjects either immediately or in the future.

- Even more important than this, the English teacher should have the wide ranging enthusiasm and imagination that can make his course a sort of clearing house for ideas and interests which branch out into all the other subjects that the pupils are studying in school and beyond them.

- Find out what pupils have done before.

1.3 The Significance of English Language in India

English plays a key role in our educational system and national life. In today's global scenario English is treated as the link language. It is an established fact that it is an international language and provides a window to the world. It is a means of observing and learning about people, especially those of other countries. It is rightly called a pipe line in the stream of western thoughts. English is being taught as a language of instruction in schools and colleges or is being used as the lingua-franca between speakers of wildly diverse languages. This is an era of communication technology and without

English no further higher education or inter change of professional language is possible. No other language has attained this status to substitute the all encompassing influence of the English language in each and every field. According to Krishnaswamy and Shriraman T (1994) "Learners of English have realized that English is not necessary for shaping of characters, the development of aesthetic sense …. But is needed for mobility and social and economic success. It is the language of opportunities because it takes one outside one's own community, to places, where more opportunities are available for professional and economic reasons….. it has a lot of "surrender value" and learners want to cashing on that.

English being the lingua-franca of the entire globe has the power to change the world that changes us. It provides information in every conceivable branch of knowledge. Even the entire student community has realized that English is necessary to expose their identity, language, literature, science, technology, society, economy, politics, values and culture to the world outside. Today, comprehensive abilities have become parameters, which ensure sound career in any field. Considering this, parents and learners have realized that through acquisition of English language knowledge and usage, one can withstand increasing levels of competition and can sustain one's career growth. Here, Darwin's theory of "The survival of the fittest" works.

It may be noted that English is no more a foreign language in India. It is a fact that English has become a part and parcel of our daily life. It is an open secret that even in remote rural areas; people use English words such as bus, ticket, truck, doctor, school, coffee, tea etc. There are lots of such words used by villagers. However, English can not, of course, enjoy the pride of place it had during the British Regime. It has now been relegated to a secondary position. Let's have a glance at the status of English during pre/post independence scenario.

1.4 Status of English Language - A Historical Perspective

India is a country which is known for its unity in diversity. In our country, our constitution has recognized 22 languages of different kinds. Hence, we do not have the common first, second, and third language in our country as a whole, as different states have different regional languages. In some states, today, Hindi is treated as the first language and English occupies the secondary place. Before discussing the present scenario of English, let's have a glance at the past. English language played a dominant role in each and every field before independence. It came to India with Britishers and finally influenced all the sectors including the field of education. Thus, history of English teaching began in our multi-religious, multi-cultural, multi-social, multi-lingual, multi-geographical, multi-political and multi-traditional country. The history of English language teaching can be classified into four different periods.

1.4.1 English Language Teaching in India: Pre-Independence Period

English has come to occupy a dominant place in India due to historical reasons. At one time, the different parts of the sub-continents (India, Pakistan, Ceylon and Burma) were able to join through the medium of English under British Empire. When the British came to India after the incorporation of the East India Company in the year 1600, they brought with them not only the tools of trade but also the implements of war, their language and literature. At first, they were forced to learn indigenous language to carry on the business of commerce and the tasks of administration. They had no permanent interest in the country with the Mughal rule in total disintegration (Sharma: 2007).

The earliest of efforts to spread English education in India was made in the year 1659, the year in which the Court of Directions allowed the Christian missionaries to come to this country. In the year 1698, the British parliament introduced the missionary clause in the company's charter under which ministers of religion were to be maintained in the factories of the company. Thus, the missionaries came to India for looking after the spread of Christianity and the education for the Christian as well as Anglo-Indian children. Victory in the battle of Plassey also made it possible for the East India

Company to take control over the vast area of Bengal. The Britishers took control over Indian political scene by capturing Delhi in 1801 and then reigning Mughals were taken prisoners.

1.4.1.1 The Earliest Period (1765-1813)

The Britishers, who had come here as traders, were afraid of teaching their language in the beginning, as they had lost colonies in America by imparting English education. After the battle of Plassey (1757), when the traders started becoming masters, they opened institutions of classical learning, viz., Calcutta Madrasah (1781) and Banaras Sanskrit College in 1791. In 1818, a college was opened in Calcutta to teach English to Indians and to train Christians as preachers. In 1813 two schools were opened in Bombay and Pune respectively.

Lord Minto's minutes published on 6th March 1811, strongly advocated for the revival of Oriental literature. He traces their decline to want of encouragement … "The principal cause of the present neglected state of literature in India is to be traced to the want of encouragement which was formerly afforded to it by princes, chieftains and opulent individuals under the native Government".(p. 7).

1.4.1.2 The Charter Period (1813-34)

In 1813, the Charter of East India Company was renewed with an education clause added to it. Indian leaders like Shri Raja Rammohan Roy made increasing demand for teaching of English opposing oriental education. Shri Raja Rammohan Roy's address to Lord William Pit dated 11.12.1823 advocated the revival of the same education. He believed "… as the improvement of native population is the object of a more liberal and enlightened system of instruction, embracing mathematics with other useful sciences which may be accomplished with the sum proposed by employing a few gentlemen of talents and learning educated in Europe and providing a college furnished with the necessary books, instruments and other apparatus" (p.11)

1.4.1.3 McCauley's Period (1834-53)

The famous Macaulay minutes strongly recommended western learning through the medium of English language. The debate continued between Orientalists, who favoured the use of Sanskrit and/or Arabic as the medium of instruction and the Anglicists, who favoured English, up to the arrival of Lord McCauley. Lord McCauley's minutes' on education published in 1835 put an end to such debates. He advocated the use of English as the medium of instruction in the strongest possible words: "we have to educate people, who can not at present, be educated by means of their mother tongue. We must teach them some foreign language. The claim of our language is hardly necessary to recapitulate. It stands pre-eminent even among the languages of the west. It abounds with the works of imagination not inferior to the noblest which Greece has bequeathed to us; with models of every species of eloquence, with historical compositions, which considered as vehicles of ethical and political instruction, have never been equaled; with just and lively representations of human life and human nature, with the most profound speculations on metaphysics, morals, Government, jurisprudence and trade; with full end correct information respecting every experimental science which tends to preserve the health, to increase the comfort or to expand the intellect of man. Whoever knows that language has already an access to all the vast intellectual wealth, which all the wisest nations of the earth have created and hoarded in the course of ninety generations …..nor is this all". (Aggarwal, 1983).

Lord McCauley also advocated the use of English in various Indian provinces in the strongest manner. He stated "In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives as the seats of Government…Whether we look at the intrinsic value of our literature or at the situation of this country, we shall see the strongest reason to think that …the English tongue is that which would be the most useful to native subjects. (p.14, 15).

Further, he added "I feel …. It is impossible for us, with out limited means to attempt to educate the body of the people. We must at present do our best to form a class, who may be interpreters between us and the millions we govern, a class of persons,

Indian in blood and colour but English in taste, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population. (p.18).

Lord Bentinck officially accepted the "minutes" in 1836, inspite of growing unrest and protest from the orientalists and vernacularists. In the year 1837, English was accepted as the court language in the country. In the year 1844, the Governor General Lord Hardinge, issued a resolution that whoever is well versed in English shall be given a preference in the Government jobs. By then, it was acknowledged as the real source of information and getting good jobs because of English it had become the official as well as academic language of India, English had become the source of earning livelihood (Vaidya, 2007).

1.4.1.4 The Period of Woods Despatch (1854-81)

The number of English medium schools and colleges increased tremendously as the vernaculars began to be neglected during this period. Thus, by 1870s, children of all the classes had entered the race for receiving the western type of education through English. This race still continues perhaps on a greater extent. (Krishnaswamy et al 1992). Western education and the intellectual reawakening through the language of English lead to what was called Indian renaissance…. which helped the Indians seeing that they could achieve the independence in 1947, which looked next to impossible before several decades.

English played a crucial role in India's struggle for independence .It must be remembered that the British alone are not responsible for the spread of English. Some visionary Indians also felt the need for English to serve at a variety of   purposes. It was Raja Ram Mohan Roy in the main, who could persuade the British to introduce English Education in India. He took the issue with all seriousness. He was against Oriental Policy of Education. When a proposal by the general committee of Public Instruction for

founding a Sanskrit college in Calcutta was put forward, he wrote to Lord Amherst on the 11th December, 1913 "the Sanskrit system of education would be the best calculated to keep this country in darkness if such had been the policy of the British legislator. But as the improvement of the native population is the object of the Government, it will consequently promote a more liberal and enlightened system of instruction, embracing Mathematics, Natural Philosophy, Chemistry and Anatomy with other useful Sciences which may be accomplished by employing a few gentlemen of talents and learning educated in Europe, and providing a college furnished with necessary books, instruments and other apparatus (Sharp: 1920). It was expected that the demand for ENGLISH would decrease after independence. Many leaders did try hard to do away with the language of the rulers, but the demand for English kept growing as more and more people started aspiring to learn this language. Debates have raged about English and its retainability (Charudutt 2006).

A still greater attack was made on the work of the committee by the directors themselves. They not only felt the superiority of English education, they even expressed the view that the teaching of mere Hindu or Mohammedan literature meant the teaching of a great deal of what was frivolous, not a little of what was purely mischievous and a small reminder indeed in which utility was in any way concerned. (Parliamentary Papers: 1852-53).

Gandhiji was totally against English education. He gave a call to castigate everything that was English – language, manners, and clothes – all. Therefore, English education suffered a serious set-back. In his simple manners of writing, Gandhiji referred to the benefit effects of English education. "English is today studies because of its commercial and so called political values. Our boys think and rightly in the present circumstances, that without English they can not get Government services. Girls are taught English as a passport to marriage. I know husbands who are sorry that their wives can not talk to them and their friends in English. I know families in which English is being made the mother tongue. All these are for me signs of our slavery and degradation." (Gandhiji: 1919).

The Wood Abbot Report (1936-37), recommended an alternative in simplified English in order to keep the flow of education through the medium of English. But the estrangement with English was growing deeper and wider as the struggle for freedom gained more and more momentum. The Government of India Act 1935 was considered to be prelude to a proposed Dominion Status for India. On assuming office in 1937, the ministers busied themselves at once in educational schemes. In these schemes, vernaculars were the natural media of instruction. But at the secondary and university stages, English continued to dominate in the pre-autonomy days. All ventures of life, all avenues of success could be opened only with the keys of English. Thus, the "position of English" in Indian educational system through out the British rule was "enviable". (Sharma: 1985).

Thus, we can say that English being the language of the ruling class, enjoyed special status. It was treated as the Queen of Languages. It was the language of administration and of law courts. In short, people with better knowledge of English enjoyed special privileges such as getting Government jobs etc.

If we notice this pre-independence educational scenario, we understand that English was the medium of instruction in schools and colleges. Separate English medium schools were established. The vernacular schools imparted education through their regional media. English was taught by highly experienced teachers. Academically sound Indians who had high command over the language became the teachers of English. Thus, before independence English occupied a very prestigious place in school and college curriculum. Good knowledge of English was leveled with good quality education.

The British expected that the English education would produce brown babus. They would hate Indian things, such as festivals, religions, food and habits. They would be always divided. They would be loyal to British raj. But instead English became a tool of enlightenment for Indians. They realized that they were slaves and they must seek freedom. They felt that they should forget their differences and give a united fight for a common cause. They became bold and confident. They learnt to raise their voice against

the tyranny of British raj. Many National leaders like Jawaharlal Nehru, Mahatma Gandhi, Swami Vivekanand, Dr.Radhakrishnan, Subash Chandra Bose, and Rabindranath Tagore used English effectively to inspire nationalism in their fellow countrymen. Thus, the British thought that English would strengthen their rule and culture in India. But ironically, English was used to throw the British Raj out of power. (Govind p.3, 2006).

The Commissions of 1882, 1902and 1919 tried to adjust the claims of English and vernaculars by assigning to them different spheres of activity in Indian Education during the pre-independence period.

1.4.2 Teaching of English in Post-Independence Period in India

After Independence, a new epoch began amidst a horde of problems. It was in this context that English education and the use of English language were critically examined. Interesting discussions were forwarded in the Constituent Assembly proceedings (1949) on the language issue. English was treated as a symbol of British dominance. English had to go, but there were no unanimity over the language which would replace English. Therefore, English was allowed a lease of life under compulsion. In a changed atmosphere of the House, Shri Gopalaswami Ayyangar prefacing his resolution said "we could not afford to give up English language at once. We had to keep the language going for a number of years until Hindi could establish for itself a place that it can replace the English language. (Constituent Assembly Debates: 1949).

Almost all members felt that the medium of education should be one of Indian languages in the words of Official Language Commission, "it can only be through the medium of Indian language that we should be able to bring about the massive resurgence of our national life in the service of the ordinary citizen which is implied in the adoption adult franchise, free and compulsory education. But almost all the members felt the importance of English language. (Official Language Commission Report: 1956).

Shri C Rajagopalachari (1949) stated "We, in our anger against the English, people should not throw away the baby (English language) with the bath water (English people)".

Munshi Premchand (1957), stated "It is the English language, so to say, grinds every segment of our literate society into submission…The English language has so enchained our will and our intelligence that neither is left with the least initiate. Our educated classes are obliged to regard that yoke as a precious garland round their necks".

Gandhi (1958), expressed "I am unable to say that if I had not learnt what I did of English prose and poetry, I should have missed a rare treasure".

Shri Jawaharlal Nehru (1961), proclaimed "Indian languages have suffered psychologically and otherwise because of English, yet they have gained a great deal too from contacts with the wider world. English cannot be in India anything but a secondary language in future".

Shri V. K. Gokak (1964), affirmed "It would be rash to cut ourselves off from the English language which keeps us in continuous contact with the latest thought in Europe, in every field of life and culture". When UNO has given English the stature of being an official language then Shri F. G. French aptly stated "No language ancient or modern can be compared with English in the number of geographical distribution of the homes, factories and offices in which the language is spoken, written and read".

Rammanohar Lohia (1972) felt "Nehru knows full well that English is a most potent of instrument of such a caste rule and that abolition of the public use of this language would be of a sudden release the shackled mass of the people."

Agencies like the Central Advisory Board of Education (CABE), Inter University Board and the University Grants Commission were told to study people's attitude towards English and report. Hon'ble Maulana Abdul Kalam Azad was the first to suggest that Hindusthani be heard from Government branches instead of English. But he soon discovered that there is no national language as such which can immediately take the place of English. He stated "we have got to admit that so far as language is concerned North and South are two different parts. The union of North and South has been made possible only through the medium of English. If, today, we give up English that linguistic relationship will cease to exist. (Constituent Assembly Debates: 1949). When he was

Education Minister, in his convocation address at Patna University, he said, "one thing is quite clear and definite and I am sure that every Indian will agree with me. The position that English is occupying today in our educational and official life can not be sustained in future. It is but essential that Indian languages should be given their legitimate position" (Anand: 1948).

1.4.2.1 English in Commissions and Conferences

The Secondary Education Commission of 1952 (The Mudaliar Commission) observed that "Much of the national Unity in political and other spheres of activity has been brought about through the study of English language and literature". It dwelt upon pedagogic and evaluation aspects. The Secondary Education Commission under the Chairmanship of Dr. Laxmanswamy Mudaliar put forth the following views on the subject of English:

➢ English is popular in the country.

➢ English will bring about political unity

➢ English has international importance

➢ English is necessary

The Commission recorded evidence to the effect that it was through a study of English language and literature that India became united and that she attained freedom. "Many eminent educationists and scientists have, therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English. They hold that in matters pertaining to education sentiment should not be the ruling factor and that what was most urgently needed was that our youth acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, the study of English was bound to play an important part". (Secondary Education Commission,1952).

The Chief Ministers' Conference (1961) concluded that English should be taught along with Hindi in order to get "outside affairs" for All India Services, for Engineering, Medical and Forest Departments.

Later on, Kothari Commission (1964-66) gave the English language a place of importance in their modified 3 Language Formula. The MPs' Committee recommended the views of Kothari Commission in 1967. One of the interesting recommendations was that no student would be allowed to complete X class without having studied English for at least 3 years. The Kothari Commission has made it clear that English can only play the important role in the process of higher education as a "Library Language".

This restoration of English to its old status is also reflected in three language formula as modified by the Education Commission (1964-66) as under:

Lower Primary Stage (Class I-IV & 6+ to 9+)

(i)   Mother tongue or the regional language
        Higher Primary Stage (Classes V-VIII & 10+ to 12+)

(i)   Mother tongue or the regional language Hindi or English

Lower Secondary Stage (Classes VIII-X & 13+ to 16+)

(a)   Non-Hindi speaking areas
(i)   Mother tongue or the regional language
(ii)   Hindi at a higher or lower level
(iii)   English at a higher or lower level
(b)   Hindi speaking areas:
(i)   Mother tongue or the regional language
(ii)   English (or Hindi if English has already been taken as mother tongue)
(iii)   A modern Indian language other than Hindi

This revised formula excludes the Senior Secondary stage (classes XI-XII – 17+ to 18+) from the preview of this formula. Moreover, this revised formula gives equal importance both to Hindi and English and tries to maintain balance in Hindi and non

Hindi areas by providing for two levels of language courses, viz. a higher and lower course.

English has been the language of banking, commerce and industry, and a link language among the educated people in the country. Though Hindi was the Official language, English rules the most. The demand for English education has, of late, let to a phenomenal growth of private English medium schools, particularly in the urban areas, to cater to this demand. The Government itself maintains different types of schools with varying standards of English teaching. In Delhi, for example there are four different types of government/government-aided schools:

➢ Central Schools - These schools are maintained by Central government for its employees in transferable jobs. These schools teach English as a subject from class I (6+) and have separate English and regional medium sections. They follow the Central Board of Secondary Education (CBSE) syllabus.

➢ Government Model Schools – These were maintained by Delhi Administration/local bodies and teach English on Central school pattern.

➢ Government-aided Schools – These schools are managed by private Charitable Trusts with financial aid from government and they teach English as a subject from class I (6+).

➢ Government Schools – These were run by Delhi Administration / local bodies. These were purely regional medium schools and teach English as a subject from class VI- (12+).

The Government of India wanted to transform Indian education to make it more meaningful. Mrs. Indira Gandhi the then Prime Minister of India also favoured the three language formula. In her speech on 15th August 1967, she said "it is feared that this proposal for the mother tongue up to university level might encourage separatism, and it can only be beneficial if there is a link language which can bind the people together. In the present day world, we can not afford to live in isolation. Therefore, there should be three languages, regional, national and international". (Times: 1967).

All these efforts to see the position of English in India show that the question of discontinuing the use of English does not seem upper most in the minds of the public. In fact, there has been increase in recent years in the demand for the study of English.

The Ministry of Education and Youth Service urged the Study Group on teaching of English (1971) to prepare a practical programme for improving the teaching of English both at school and college level.

The National Policy on Education (NPE 1986), is formulated on the fundamental principle that "education is a unique investment in the present and the future". It had examined the question of the development of languages in great details. Its essential provisions can hardly be improved upon and are relevant today as before. Learning of English may be facilitated in the school stages, considering that this would be needed as a library language in the field of higher education and consequently, a strong foundation in the language, will have to be laid at the school stage. The NPE has also laid stress on the implementation of three language formula.

The National Policy on Education Review Committee (NPERC) opined that whatever be the difficulties or unevenness in the implementation of the Three Language Formula, it had stood the test of time and that it was not desirable or prudent to reopen it. The NPERC had urged the uniform and rational implementation of the Three Language Formula and had many suggestions in the area of language teaching.

Thus at the National level, there had been a major shift in the methods of teaching English. The structural approach was being replaced by communicative language teaching. The British Council and the National Council of Educational Research and Training (NCERT) in collaboration brought about the changes in text books. Now, the main emphasis is on teaching English for communicative purposes. In some states CBSE syllabi is followed. Another significant change is increasing realization of effective language learning at the early stages. Now many states are introducing English at the primary level. But due to the political pressures and for other reasons, some states kept English only as an optional subject. But now the nation has woken up to the need of

learner's ability to communicate in English and has made English as a compulsory subject at least up to class-X.

Thus, English, even after the independence period enjoyed a high status and the demand for English teaching was increased in 1949.

1.4.3 English Language Teaching in Colleges: Pre-Independence Scenario

Although the history of English language in India can be traced back to the 31st December, 1600 the day on which Queen Elizabeth-I of England granted a charter to the Governor and Company of Merchants of London trading with the East India. English education was infact introduced in the middle of the 19th century. If we confine our discussion to universities alone, three universities were established, one each at Calcutta, Bombay and Madras in 1857. The Senate of the University of Calcutta adopted a resolution in 1861 that all the examinations should be conducted in English. This compelled all schools to introduce English as a subject at very early stage. Sir Henry Maine, the Vice Chancellor of University of Calcutta in the 1860's, noticed the ambition of all its graduates to write the finest English possible. Sir Henry was one of the rare Englishmen of old days recognized that the English of some of us was very good, and he raised his voice against chorus of jeers at Babu English from the majority of his countrymen in India. The teaching of English in the Indian universities however followed a set of pattern. The University of London provided the model.

The focus of our English Language Teaching (ELT) programmes and the role of English in our educational system have been shifting over the years. In 1917 the Calcutta University Commission took note of the rapid decline in academic standards in all subjects especially in English and stressed the importance of the study of English as part of general education in India. The commission considered English indispensable to the higher education in India at that time. According to the commission, some of the causes of deterioration in the quality of teaching of English were lack of contact with teachers who spoke English as their mother tongue, unsuitability of the lecture method and a lack of systematic instruction in spoken English.

The commission recommended a progressive reduction in the use of English as a medium of instruction up to the matriculation stage and its retention as the medium above that stage, the adoption of scientific methods of teaching English, the introduction of more highly trained teachers and more difficult tests of a practical knowledge of English.

It has been observed that various commissions and conferences set and held in India from time to time have also emphasised on the importance of English.

1.4.4 English Language Teaching in Colleges: Post-Independence Period

The teaching of English in our colleges and universities received a major set back after independence because of the prevailing psychological attitude. The regionalization of the medium of instruction at the university level resulted in an inadequate exposure to the English language. The examination system in use was largely unrealistic and the text books were rather outdated. All this led to a sharp decline. Once again, a number of commissions and study groups stressed the need for the rationalization of the English curricula, text books and examinations. The 'service nature of the teaching of English has been largely realized and also the need of the diversification of coursed to suit the divergent requirement of different categories of students of science, commerce and humanities and consequently of the suitable changes in teaching techniques. Infact, the teaching of English now aims at developing communication skills in the students (Alam, 1999).

Long ago in 1948 the University Education Commission has observed "English however, must continue to be studied. It is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges, we should give up English, we would cut ourselves off from the living stream of over growing knowledge."

The report of the University Education Commission, headed by Dr. S Radhakrishnan, states "Now it is true that English language has been one of the potent factors in the development of unity in the country… English has become so much a part of our national life that a plunge into an altogether different system seems attended with unusual risks. It appears to us, however, that the plunge is inevitable". The Commission

(1948-49), has stressed the value and importance of English in these words, "It (English) is a language which is rich in literature humanistic, scientific and technical.

The British council was a major contributor in developing English Language Teaching in India. It introduced the structural syllabus in Madras in 1952. The council helped to establish English Language Teaching Institute (ELTI) in Allahabad in 1954. Similarly, it was responsible for setting up the Central Institute of English and Foreign Languages (present EFL) in 1958. Later on many other English language teaching institutes were established in different states.

In 1955, the University Grants Commission (UGC) appointed a committee under Pundit H.N. Kunzru to examine the problem of the medium of instruction at the university stage. The committee also recommended adequate proficiency in English. The committee stressed the importance of use of special methods in English language teaching and the study of linguistics as the essential prerequisites for ensuring adequate proficiency in English at the university stage. Pattison (1962), takes note of the fact that though the All India Seminar on the Teaching of English in secondary schools held at Nagpur in 1957 setup the objectives that within a period of six years of the high school course the pupils should be enabled to attain a working knowledge of English, the university entrance and intermediate examinations demand the odd assortment of literary texts ranging from Shakespeare to Lambs essays taking Keats and Shelley and a few other major poets on the way.

According to the recommendations of the Official Language Commission (1956), English should be taught as a language of comprehension rather than as a literary language so as to develop in the students learning it, a faculty of comprehending writings in the English language, more specially those relating to the subject matter of their specialized fields of study. Randolph Quirk (1963), also found the standards of English teaching deplorable and stressed the need for reform and experiment.

The Indian Education Commission of 1964-66 also recognized the importance of English in the statement. "English should be the most useful library language in Higher Education and our most significant window of the world".

The report of the Study Group-1 (1965) also makes a special mention of the deteriorating standards of English. The report says that scripts are, interestingly enough, assigned marks by university examiners not for what the examinees have said but what they meant to say. The group has recommended a programme for teaching English and, importantly, comprehension receives more attention in this programme than expression. The Group notes that better comprehension of written materials in English is a skill as essential as ever at the postgraduate level. That is why, the Group recommends that English should be taught for all the three years and suggests that there should be one paper on language skill, another on skills through prescribed texts and a half paper in summary and translation. Two optional sections have been recommended in the Master of Arts (M.A) course. The first one is language oriented and the second literature oriented. The Group recommends *viva voce* test as a part of the M.A. examination to test the candidate's spoken English. Unluckily not many universities adopted this pattern rigorously. It is significant that the Group has drawn a distinction between a lecturer in the English language and a lecturer in English literature and wants the students to have the choice to specialize either in literature or in language and has also suggested that universities should have two different departments, The Group has emphasized the importance of first rate research on the teaching of English in India and has also taken note of the fact that the younger lecturers are almost as incorrect in their use of English as the pupils themselves (Alam, 1999).

The National Policy of Education (NPE) of 1968 also lay down that the Three Language Formula should be vigorously implemented. It has recommended suitable courses in Hindi or English in Universities and Colleges with a view to improve the proficiency of students in all the three languages up to the prescribed university standards. Special emphasis was laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. In order to keep up this growth the study of English deserves to the specially strengthened.

In the Conference of Vice Chancellors in New Delhi (1969), Shri V K R V Rao, the then Education Minister of India, expressed his opinion as "Far from abolishing

English, University student will, in future, have to acquire an adequate command over English to read and understand English books in their chosen subjects and use English as their library language.

The Study Group 2 (1971) on teaching of English appointed by the Ministry of Education observes, in its report published in 1971 that English will be used in our country, as a 'source' language with a view to enriching our own languages and as a link "with the wider world of though and discovery. The report also repeats the formula of using English as a library language in higher education. However, it does not state clearly in what precise details or aspects its own visualization of English as a "source" and "link" language ought to affect and modify the teaching of the language as it is practically practiced currently in the country. The report suggested a syllabus for a course in English as library language (Thaker, 1983).

Dealing with improvement in the language competencies in the students in general, including English, the Programme of Action (POA) formulated under NPE 1986 called for the development of textual materials, teacher training and research in the methodology of language teaching, development of infrastructural facilities, designing of remedial courses for the school and university teachers. The POA has also specifically mentioned about NCERT, CIEFL, Regional Institute of English (RIE), Bangalore and HM Patel Institute of English, Vallabh Vidyanagar coming together for the study of language attainment of students.

The report of the Curriculum Development Centre (CDC) 1989 setup by the UGC stated that the proposed curricula should shift the emphasis from teaching to learning and that the curricula should be so designed as to make education more meaningful to the needs and aspirations of its beneficiaries as well as to make it socially relevant. (1989: 4). The CDC report on English proposes a new undergraduate curriculum which comprises a General English course and a Special English course. The former, 'which has to cater to a heterogeneous tertiary level student population', will consist of different units and modules suited to different levels of learners. It is unfortunate; however, that after

talking about the learner oriented teaching and the report has concentrated on only the learners and not the teachers.

It is true that English in no way should hold such a dominant place as it used to have prior to independence. But arguments for the claim of English to be retained in our educational system are strong and convincing too. India needs a language of the outside world and English language stands relatively on a better position than any other foreign language like French, German, Chinese and Russian. (Sharma: 2007).

Dr. W.H. Gatherer (1980) has collected very useful information regarding the teaching of the English language and its use in the world. "The modern world however is dominated by a few languages which are spoken by very large number of people: 350 million people speak Chinese, 300 million English, 160 million Hindi, 140 million Russian, 110 million Spanish. Though second to Chinese in the number of speakers undoubtedly, the most widely spoken language in the world is English. Not only is it the first language of the U.S., Canada, New Zealand, Ireland, Rhodesia and the U.K., but it is the dominant language in South Africa, Nigeria, Kenya, India and in many other countries. It is the preferred language learned in vast majority of countries, only in one or two European countries being secondary to French and German. It has been estimated that 600 million people can use English competently."

The Ramamurti Committee Report of 1990 involved discussions with Vice Chancellors, university, college and school teacher, teacher organizations, students, and student organizations, news paper editors, industrialists, trade unions, members of parliament and state governments, educationists and administrators and several voluntary organizations. It also involved organizing a series of seminars and workshops at various centres of learning and research.

The knowledge of English therefore, will enable us to establish intellectual, cultural, economic, commercial and political relations with the rest of the world. Further for any legal, technical, and scientific education and research in any branch of learning, knowledge of English is essential. It is also necessary for those writers who wish to

reach a bigger audience for editors, lawyers, diplomats, politicians and infact almost every one. (Sharma: 2007).

1.4.5 Business Communication in Model Curriculum – 2001

In this era of globalization and liberalization, with an objective to develop effective business communication skills among the commerce under graduates, the University Grants Commission (UGC) Model Curriculum of 2001 recommended business communication subject at the First Year B.Com level. The subject contains various aspects of communication such as Types of Communication, Barriers of Communication, Self Development and Communication, Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, Corporate Communication, Practices in Business Communication such as Group Discussions, Mock Interviews, Seminars, Individual and Group Presentations, Non-verbal aspects of communicating such as Body language, Kinesics, Proxemics and Para language, Modern forms of communicating and Report writing etc.

Thus, if we look at the number and nature of seminars, committees and commissions organized to examine the educational and language issues in the country in the post-independence era we would be let to believe that language planning in the country has been increasingly democratic and participatory.   All these committees have often guided by two assumptions. Firstly, that every child in the country should learn the same number of languages and secondly that learning Hindi and English are of paramount importance for every one (Agnihotri & Khanna, 1997).

1.5 The Status of English in the World Scenario

With the advent of Information and Communication Technology, English has become a 'living language', a language of communication. Enormous increase in the educational and academic opportunities and upward social mobility has made English acquire a permanent place in the third world countries.

English is widely used perhaps because it is a very rich language in expression. There are English words to express almost every subject that exists in the world. One reason is that English has been accommodative. It has borrowed millions of words from other languages and thereby it has enriched itself. The scientific and technological advances of the western countries have also contributed a lot to the development of English as a language of knowledge. During the last decade English has truly emerged as a global language. The Information Technology (I.T.) revolution has promoted the significance of English very rapidly. In order to use the computer, one needs to know English to some extent. In the same way, in order to use a mobile phone or to operate the internet, one needs to know English. The importance of English has grown to a greater extent that even conservative countries like China and Japan are striving hard to enhance their English efficiency. The rise of global market, Multi National Companies (MNCs) and the use of English as a link language has firmly established English, as a globally significant language.

Thus English played a dominant role in the national life of our country before and after independence period. It still enjoys the same recognition in all the educational sectors. Being an international link language, it acquired a special position in this era of Information Technology. Further, as the library language, it will remain an effective source of knowledge in the library.

Globalization views all the markets of the world as a unified whole. It had reduced the gaps and borders. It has minimized cultural and language barriers between consumers and producers. With globalization, English has become the official language for communication in the world market. Through a look at the *recruitment websites of* any non English speaking country, one can find apart from other requirements, fluency in English as an essential criterion. Globalization process has made imperative to learn and use English for every one. For effective communication, fluency in speech and writing is important. Its process has influenced English as the language of communication between international professionals. Communication can be defined as a purposeful behaviour which is used with intent within the structure of social exchange, to transform

information, observations, or internal status, or bring about changes in the immediate environment.

Language and Communication skills are recognized as important elements in education of modern generation. Personality development remains incomplete, if the communication skills are ignored. Correct knowledge of English grammar, pronunciation with correct accent and stress increase the degree of understandability. Words should be dealt with proper care so that the exact intended meaning is interpreted.

In this era of globalization for a better personality, command over English language and good communication skills are necessary. Communicative competence defers to both knowledge and skill in using this knowledge when interacting in actual communication. Knowledge refers to what is known about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication.

To conclude, for good or ill, at the end of the fifth full millennium since recorded history began, English is unique. Hundreds of millions of people use English everyday everywhere in the world. No language has ever before been put to so many uses to massively by so many people in so many places – on every continent and in every sea; in the air and in space; in thought, speech and writing; in print on paper and screen; in sound on tape and film; by radio, television, and telephone; and via electronic network and multi-media. It is also used as mother tongue or other tongue – fluently, adequately, or haltingly, constantly, intermittently, or seldom happily, unhappily or ambivalently – by over a billion people. Perhaps a fifth of the human race.

It has become difficult to travel anywhere in the world without finding English in daily use, especially in large cities. It dominates international popular culture. It is prominent in the everyday public life of many countries where it has acquired a second and often supernational function. English is the lingua-franca of airports and major hotels, of civil aviation and the shipping lanes. It is the leading language of science, medicine, technology and academic publication. Its US variety utterly dominates computer hardware, software, networking, e-mail and the vast creative chaos of

cyberspace. Barriers of race, colour, and creed are no hindrance to the continuing spread of the use of English (Salim, 2001).

1.5.1 The Rationale behind Retaining English in India

➢ It is an established fact that English is an International language and provides *a window to the world.* It is a means of observing and learning about people, especially those of other countries. English is rightly called a pipeline for the stream of western thoughts.

➢ English can play the role of a *link-language* in a multilingual country like India. English is being taught as a language of instruction in schools and colleges or is being used as a lingua-franca between speakers of widely diverse languages.

➢ In one of its recent editorials entitled, "English an asset" the Hindustan Times writes, "Not only is English the main language in states like Nagaland, Mizoram and Meghalaya but all these years it has served as a link-language in the country. The communication between the centre and the state and between states continues to be mostly in that (English) Language".

➢ The general public also seems to be recognising the value of competence in English. Hence, there is a public demand for English medium sections in Higher Secondary Schools, Secondary Schools, Private Schools and Nursery Schools.

➢ Moreover, an extensive and *rich literature* in English is available in the field of science, technology, computer science, medicine; law, commerce, etc. Thus, English being *a language of learning and communication,* can function as *a library language* and help our students in higher education. Scientists and administrators realize that competence in English helps them 'in their fields of interest and operation. In addition to it, English is a language of administration and justice in India.

➢ This is an age of communication and without English no further higher education or interchange of professional knowledge is possible. In this age of globalization no country can afford to live in isolation. It might just as well be argued that reading as a

means of communication is *more versatile* than *the electronic media.* It needs no equipment, and it can be done at any time and at any place. In brief, it is many things to many people; Knowing English means to have a vast and ever-growing quality of knowledge available in the written form.

➢   Mr. Mulkraj Anand, one of Indian writers in English has discussed "The Importance of English" in his article in The *Sunday Times,* dated 19.6.94. He writes, "The fact that much of the knowledge which is in the languages of Europe has not yet percolated into Asia and Africa because of imperial subjection for over 500 hundred years has to be acknowledged as part of the history of our subjugation. But to throw out the baby with the bath water would be disastrous. The exclusion of the English language from our education system would deprive the 10 to 25 age group of the basic knowledge of science and technology which is so far available only in English language books and did not come to us to the extent necessary through our schools and college in the syllabi of the imperial period."

➢   It must be noted that English is no more a foreign language in India. We have had English over 200 years. Whether one likes it or not but it is a fact that English has become *part and parcel of our daily life.* After the mother-tongue we tend to use English.

➢   It is an open secret that even in remote rural areas we can see people   using English words (Loan- words) such as bus, ticket, truck, doctor, school, hospital, etc. There are lots of such loan-words being used by our villagers. I have mentioned just a few words. One wonders why it is so.

➢ The answer to the question is very simple. In fact, we have accepted and adopted English as *our second language.* It is, of course, *no more foreign to us.* It would not be an exaggerated statement to write that English is running in our blood. We just can't function without it. English has taken root in our system.

➢ However, English cannot, of course, enjoy the pride of place it had during the British Regime. English has now been relegated to a secondary position. The pride of place

has rightly been given to Hindi, our national language. Nonetheless, if under sentimental urge or a sort of fanaticism we abandon it, then we will be committing a great blunder. We will be throwing the child with the tub-water. English is a *powerful tool* in our hands which could be used profitably for the *national integration, unity, welfare* and *progress* as well.

➢ In the editorial (we have mentioned above) our national daily The Hindustan Times cites the reasons why a large section of the people do not know English. The paper states that English "is not being taught properly in schools where children belonging to the economically and socially backward sections study. It is no secret that while most of our politicians take a public pasture against English they invariably send their children and grand children to English medium schools. Can there be worse hypocrisy than this? It is true that continuance of English as a medium of all-India examination conducted by the Union Public Service Commission (UPSC) gives an added advantage' to the students of English medium. Such a problem is unlikely to arise if English is given adequate emphasis in all schools. Why should children belonging to poor sections be denied the knowledge of that language? ...By all means promote regional languages and Hindi but on no account should the importance of English be reduced. It has served the country well and can continue to do so".

As illustrated in the previous pages, English in India has a definite place in the curriculum of Indian schools and colleges. The Indian children will have to be either bilingual or trilingual. The learning of English will not entail any intellectual hardship on our students, so long as it is the means of obtaining knowledge. But it is not meant to suggest English and English alone can render benefits of enlightenment. The teaching of English as a second or third language has been accepted. We all should realize the need for and the significance of English in the new global scenario. The conditions of teaching English vary from State to State. The policy regarding the place of English in our educational system should therefore be clearly specified. The UGC should play active role in the development of the standards of English language teaching at higher level.

1.6 Objectives of English Language Teaching

Though English is considered as a foreign language, it is taught as a comprehensive language. Hence, main emphasis is laid on the functional knowledge. Further, now it is not essential for every student to master over the language. He needs to learn communicative skills of English. The main emphasis is there on the four basic skills i.e. Reading, Writing, Listening and Speaking. English, no longer remained the compulsory medium of instruction now. Accordingly, regional language has become the medium of instruction at the school level in different States. Further, it has been noticed that the time allotted to the teaching of English has been reduced. In teaching English as a foreign language, we have both general and special objectives.

1.6.1 General Objectives of English Language Teaching

The study of any language basically aims at developing four important skills of learning. They are Reading, Writing, Listening and Speaking. The same can be termed as 4 basic aspects of language learning. They are the Phonetic aspect which refers to speech and sound, pronunciation i.e. listening and speaking. The second aspect of learning is the semantic which refers to the study of meaning of that sentence. The third one, the Graphic aspect refers to the writing aspect and the last one Phonetic-cum-Graphic aspect refers to the reading concept of the language (Bhatia K.K. - 1967).

1.6.2 Specific Objectives of English Language Teaching

When English is taught as a subject, it will have separate objectives. First of all, it aims to acquire knowledge of various elements of language (a) Vocabulary and Structure (b) Usage of grammar and its principles (c) Forms of writing such as paragraph, essay, précis, letter, story, narrative, notice and poem (Comprehensive skills).

Secondly, it aims at developing understanding of (a) Elements of language (b) Usage (c) Forms of writing (expressive skills).

Thirdly, any language teaching aims at developing 4 basic skills as mentioned earlier i.e. (a) Listening with understanding (b) Speaking with correct precise language (c) Reading with understanding and (d) Writing clear, correct precise language.

Lastly, it aims at developing a special interest in English language and literature. It also develops some sort of appreciation for English literature.

According to Dr.West (1960), ''The essential need of the average bilingual Indian child is that of reading ability in one of the major languages to supply the international and scientific deficiency of his national literature'' and that major language can be English. The Indian child should be taught English so that he may acquire a broad outlook and may began to understand other nations sympathetically. Knowledge of English can be expected, according to Dr.West to train the Indian child for the international co-operation. Thus, according to Dr.West the object of teaching English in Indian schools is purely utilitarian.

1.7. ELT in the State of Gujarat

Gujarat was part of Bombay, before bifurcation in 1960. After the bifurcation, Bombay decided to have English from class-v onwards. But the Gujarat Government decided to teach English as a compulsory subject from class-viii to x. However, schools could opt to teach English in classes' v to viii outside the school hours for which they would receive no grants from the Government. The Government of Gujarat also decided to provide an intensive course in English by allowing more periods in the school time table by improving the standards of teaching English by redefining the objectives and by organizing a short-term course for the teachers.

In 1960, L.R. Desai Committee was appointed to re-examine the existing syllabus in the English and to define the objectives of teaching English. The report presented by this committee in 1961 examines the situation, the needs of the learners, the adequacy of the syllabus used for syllabus at that time and offers suggestions for change. According to this report, the learners would need English for higher studies and for job opportunities. The Desai committee thinks that the objective stated in suitable to the

needs of the learners, but the syllabus used goes beyond this simple objective and hence the learners are not benefited.

Today, Gujarat is one of the most developed states in India. It is in the top list of industry and commerce. The schools offer English as a key component of their curricula, because, the people have keen interest in English. In the last decade of the 20th century, number of schools having English as a medium of instruction opened. On the other hand, in vernacular medium schools, English is being taught as one of the school subjects. It is optional to teach English from fifth or Eighth standards, but it is common in urban areas that most of the schools have introduced English from the first standard to attract parents but as a regulation, it is not an obligatory. As per the latest development, the Government of Gujarat has initiated the movement of introducing English from the first standard. Still the vision blurred, there is no clear policy and English Language Teaching is swinging in the hands of people who have little knowledge about English and English Language Teaching-Learning. English language is taught from the first standard in non-grant-in-aid private Gujarati medium primary schools, whereas in state run schools, it is from fifth standard. So, the ELT in Gujarat seems as under in the tabular form (Pathak Kalpesh 2001):

Table No.1.7.1

Table Showing the Status of English Language Teaching in Gujarat

Level	Optional	Compulsory
Primary	Optional	-
Secondary	Optional till 2005	Compulsory from 2006
Higher Secondary Science Stream		Compulsory
Higher Secondary General Stream	Optional	
College		Compulsory

From the above table, it is observed that English language is taught from primary to college education either as optional or compulsory subject at different levels. But from

the last academic year onwards (i.e. year 2006), as per the revised curriculum, English language has become a compulsory subject at the SSC level. The Government also initiated the same movement to introduce English subject at the Higher Secondary Level for all the three streams i.e. Science, Commerce and General streams. But, considering the difficulties of the students getting ATKT (Allowed To Keep Term) at the Secondary and the Higher Secondary levels, it has been decided to introduce English language subject at +2 level for the General Stream from the next academic year onwards (Lok Satta Daily dt.14.06.2007). It is a compulsory component in college education.

Thus, in the beginning, the teaching of English commenced in the Sixth Class in Indian High Schools, when the average pupil was about 10 years old. By that time, he/she had already studied his/her mother tongue for 5 or 6 years and had acquired a good mastery in all the skills of mother tongue, its passive as well as active mastery. After the Independence, when the Constitution declared that English would continue as the official language of the Union for 15 years, Mahatma Gandhi, the Father of our Nation reacted negatively to that and expressed his view, "Of all the superstitions that India has, none is as great as that knowledge of English language is necessary for imbibing ideas of liberty and developing accuracy of thought". But later on, he had to admit, "English is a language of International Commerce; it is the language of diplomacy and it contains many a rich treasure; it gives us an introduction to western thought and culture."

So, though Gujarat is not very particular in adding English as a compulsory subject from the very beginning, it has adopted the 3 language formula as per the recommendations of Education Commissions. For many years English remained an optional language at the Secondary School Certificate (SSC) level. Recently it has been made a compulsory subject. English is considered as the first language in English medium schools. It is offered as a second language in Gujarati medium schools.

Further, considering the level of knowledge of the students, two separate streams of English language learning i.e. higher level and lower level have been introduced even at the college level. In colleges, both the 'A' and 'B' stream students study different text books. 'A' stream text book is meant for those students who had opted for English at the

SSC level. This text book of stream 'A' differs from the text book of stream 'B'. The 'A' stream text book emphasizes on both the literary and language aspects and the 'B' stream text book mainly focuses on language and its functional aspects. So, both the text books differ in their content.

Thaker, P.K. (1980) who had reviewed the English Language Teaching in Gujarat identified three major flaws in the system. The improper methods, inadequate materials, irrelevant syllabus are the major lacunae which affect the standards of English language teaching-learning.   The Study Group on teaching of English appointed by Ministry of Education (1971) observed that English will be used in our country as a source language with a view of enriching our own languages and as a link language with the wider world of though and discovery.

Thus, English remained an optional subject at the school level and even at the College level in the State of Gujarat for many years in the past causing a considerable damage to the concept of career growth of students.

1.7.1 English Language in Kachchh District in Gujarat

Kachchh region occupies almost $1/3^{rd}$ of space of the entire State of Gujarat. But, this drought hit, quake prone region is considered backward in both social and academic aspects. However, it is interesting to note, that many migrants from many other Indian states have settled over here. Previously, no special importance or attention was given to the English language in this region. But as it is an industrial zone with many ports and Special Economic Zone privilege, it has given raise to the need for development of English language. The industrialization expanded the scope of English usage and people started realizing the value and need of English language in this under developed region. Some philanthropists contributed a lot to spread higher education in this region. Many private trusts came forward to establish schools and colleges for the benefit of the society. All the colleges were affiliated to Gujarat University till 2004.   Further, after the 2001 earthquake, the entire region witnessed a drastic change and proceeded towards its development. As a result of this, many educational institutions including schools and colleges have been established. Even the first university of this region Krantiguru

Shyamji Krishna Verma Kachchh University (K.S.K.V. Kachchh University) was established in the academic year 2004-05. This university followed syllabus structure of Gujarat university and offered two different streams i.e. Stream-A and Stream-B at the under graduate level.

Later on, the newly established (2004-05) Krantiguru Shyamji Krishna Verma Kachchh University (K.S.K.V. Kachchh University) followed the revised syllabus of the Gujarat University and introduced three separate streams in the compulsory English subject. Hence, these two streams were further categorized into three streams such as higher level of English language learning, Lower level of English language learning and 'B' stream English language learning. According to this, students who had studied through English medium adopted Higher Level English as their compulsory English paper. Other Gujarati medium students who had opted for English at the S.S.C. level adopted Lower Level English. The third group which consisted of those students who had not opted for English at the S.S.C. level studied 'B' Steam English. After implementing this three stream policy, for two academic years, K.S.K.V. Kachchh University once again reintroduced the previous pattern of two streams such as Stream 'A' and 'B' in the following academic year i.e. 2006-07.

Further, considering the significance of the communication for commerce under graduate students, commercial communication subject is introduced as a compulsory subject in addition to the compulsory English language in the commerce discipline. Considering the present changing scenario of the day K.S.K.V. Kachchh University of Bhuj further restructured the entire English syllabi of the 1st year under graduate courses of all the faculties. From the academic year (2007-08), the university introduced the similar text book for all the 1st year under graduate students of all faculties. The Board of Studies has discussed various aspects of the English teaching and finally agreed on functional language aspect and the communicative aspect of the text and prescribed 'Developing English Skills' as the prescribed text book for compulsory English paper for all the streams. So, the stream discrimination has been totally wiped-off at the college level in English subject in all the three disciplines.

In addition to the compulsory English language, many universities such as North Gujarat University, M.S.University, Saurastra University, Gujarat University, KSKV Kachchh University have also introduced Commercial Communication as a separate subject in the commerce discipline at the under graduate level. In many of the universities, these two subjects i.e. Compulsory English and Commercial Communication were studied separately in the beginning in the first year of their graduation. But the present scenario is some thing different because in some of the universities both these subjects i.e. Commercial Communication and Compulsory English are merged into one subject/paper.   At the First Year (FY) B.Com level, commercial communication includes various aspects of basics of business communication and drafting of some business letters. In some universities, these two subjects are clubbed at the first year B.Com level. In some other universities they are merged at the second year B.Com level. The course designed is highly helpful for meeting the requirement of officials in Government and Non-Government departments which are much concerned with internal and external communication. The entire syllabus is designed not only to cover the entire syllabus adequately but also to make the students familiar with other vital aspects of communication.

1.7.2 SCOPE Project in Gujarat

In order to fulfill the dream of global Gujarat, with an objective to train the youth of Gujarat in English language, Hon'ble Chief Minister of Gujarat Shri Narendra Modi and the then Education Minister Smt. Anandiben Patel have launched a project titled Society for Creation of Opportunity through Proficiency in English (SCOPE) in Gujarat. It has been felt that in order to keep an eye to eye contact with the world, it is necessary to develop proficiency in English language which can be understood in the entire world. This project has been set up by the Government of Gujarat to build English language proficiency in the youth of Gujarat and thereby providing employment opportunities for the youth. The SCOPE has a target to train 35 lac youth in Business English in a period of 4 years. In the 1st year 5 lac learners will have to be trained, for this 1000 training centers are to be set up across the Gujarat. Gujarat is divided into 3 zones for setting up

and running English language programme. The assessment partner in this Programme is Cambridge English for Speakers of Other Languages (ESOL). The English language Programme is being developed on the common European frame work in 6 levels (C2, C1, B2, B1, A2, and A1).

1.7.3 Problems of Teaching English in Higher Education

English Language teaching today has assumed dimensions that go far beyond the grip of an ordinary class room teacher, unless he is willing to apply his mind in a professional manner for enhancing the quality of his class-room teaching. Language is more a communicative event today and only its purposeful and creative use in the class-room can solve many of the problems related to the learning of English in India as a second language. Teaching a second language like English in the class-room is thought of as a simulation of the first language learning strategies of the L_1 learner in the family. An understanding of the acquisition of the first language is therefore an important component of the teachers' battery of information while deciding his own class-room strategies for teaching English. It has always been the view that teaching English should be done in such a way that English class-room provides adequate atmosphere for learning English as the medium of communicative functions.

Teaching English in India has become a complex affair and the problems that arise in our approach to ELT are multi dimensional. We have Colleges/Universities that are of purely English medium and other universities where English is just a compulsory subject. Between these two extremes we have a vide variety of situations with heterogeneous group of students for which suitable ELT methodology needs to be developed. University education in our country has always been subjected to severe criticism due to its conspicuous inability to cope with growing academic requirements of the country. The chief reasons for this are being the irrelevant methods of teaching, continuous changes in policies, introduction of university new courses without bothering about the needs of the contemporary India. This aspect is very much true in the present English teaching in our universities and colleges. English courses in our universities and colleges both at the graduate and undergraduate level are literature oriented. Today

English in our universities is more or less identified with literature. The English syllabi are over loaded with literature. Teaching any irrelevant material such as Middle or old English and the literature of the period is certainly of no use.

Thus, teaching of English holds a greater responsibility and purpose. As teaching of any subject is a bi-polar activity, there must be an existing process; input – activity – output. It is clearly said by pedagogists that unless learning takes place teaching is a failure. As mentioned earlier, aims of teaching English are two folded aspects and skills. The teacher has to ensure the students learning of aspects like vocabulary, meaning, spelling and grammar, simultaneously with four skills: listening, reading, writing and speaking. English must be acquired as a means even if it is learnt as a subject in certain traditional schools. It serves a very important role as a medium of instruction. It is found that some learners are unable to perform better in their subjects basically because of the difficulties in their means of instruction like in English.

A college/university teacher should possess methodology, skills and considerable acquaintance with the specialized subject to convey this knowledge. Today the college teacher is hardly aware of anything but lecturing to the class that too, to the masses in every class. Although most teachers in universities are conversant with a variety of teaching techniques, very few in fact take pains to employ them effectively in the class room. Techniques are implementation devices, a variety of which alone can make teaching varied and interesting. Teaching English may be seen as a unified activity consisting of several components at the under graduate level. The common approach employed at the college level involves lecture methods, tutorials, seminars and assignments.

Today's schools have failed to achieve their targets in language teaching. Then, in order to save the future of English in our country; the departmental heads of the colleges and the universities can not neglect teaching of the basic language skills. The English syllabus of our universities should include the teaching of speaking, reading and writing for purposes of developing these skills. As it has been visualized, the day is not far off, when English will serve Indians chiefly as a library language. Even this is not going to

be the case; English is the major library language for the educated and for the post graduate students.

1.8. Need for the Present Study

English language has been emerged as the language of the future and the language of the present through out the world. Many countries (with English as second language) like Korea, Japan, China, Germany, Russia and people of many other countries are striving hard for a better acquisition of English language for business transactions, professional development and educational purposes. India is also no exception in this race. This knowledge of English will enhance the process of globalization. In India, English language has been taught through out the British period and till this date. The English language unites all the states in India. It is only connecting link between the educated persons of different states. Within India, there are numerous languages. But India as a whole has only one language today and that is English. English at present is only an associated official language; the primary official language is Hindi. Our constitution clearly gives a directive that English shall be retained only for a limited period. The use of Hindi has to be promoted and its areas of operation have to be enlarged. It was unfortunate to eliminate English at a stroke in Gujarat after independence. We switched over senselessly from English to Gujarati as the medium of instruction in higher education. But how can there be higher education in Gujarati when the library exists only in English? With the regional languages becoming the medium of instruction, the teaching-learning problems of English have to be looked from within the overall educational policy towards integrated language course where the role of English language has to be redefined vis-à-vis the role of native languages.

In the last two decades, the perspective and methodology of second language teaching has undergone a drastic change. This development is symptomatic of the shifts in perspective, changes in objectives and innovations in methodology for language teaching. The three basic operational areas which are traditionally accepted for language teaching/learning are objectives, in terms of identification of goals, teaching in terms of curriculum, method and materials and evaluation in terms of testing of achievement and

proficiency. According to Banerjee (2002), the functional aspect of language use has the following three characteristics:

➢ Language has its communicative roles

➢ Communicability aspect of language demands intelligibility condition between its interlocutors.

➢ Language serves as a marker of social identity.

But the present situation of English language teaching-learning is not at all encouraging in Gujarat as hardly it takes care of the above aspects in real class rooms. May be that due to this fact, inspite of thousands of English teaching institutions (formal as well as informal) found in Gujarat State, the Government has encouraged the SCOPE project to train the youth of Gujarat in English communication.

It has been observed that there is constant decline in the standard of English in schools and colleges during last four decades. There has been quantitative improvement in the language learners but the student started developing a negative opinion regarding the continuance of English language and the teaching of English suffered a serious set back. The failure of many children to learn to read and write even after ten to twelve years of schooling is a cause for concern. This is one of the most significant school related reason why children drop out. However, what happens …. Or fails to happen in the class room is also a contributing factor. In India there has been little research, debate or experimentation on the methods of teaching of reading in the beginning. It has generally not been recognized that for most Indian languages unlike English, there is a one to one relationship between character and sound. It means the task of learning to read any Indian language is comparatively easier than to learn to read English.

The current demand for teaching of English as a subject is not only a reflection of the new aspiration and the changing scenario. Success in learning English is possible only if it builds on sound language pedagogy in the mother tongue. English comes as a difficult foreign language to a majority of people. There is small environmental support to learn English in our society (Srivastava, AK, Shekar, R. 1978).

Perhaps it is a worse case with regard to the fluctuations in the official policies on English teaching in the state and country as a whole and the virtually unchecked growth in population, which is not manageable by the English teacher to facilitate the teaching learning process in the class rooms.

A language teacher and more specifically a teacher of a second language can not be satisfied with a linguistic theory which relegates the concept of language use to something of a residual category. It is very essential for each English teacher to have a commitment and proper vision (Chitnis S.1978). It is high time for the colleges to train their students in the world of work as well. Until or unless the students are given practical work, no amount of theoretical knowledge will help them to link up with the world of work. The personality of the teacher in bringing about a better environment in the college is to be focused. The basic aims of teaching English at commerce colleges are to provide professional expertise and leadership quality to the students as per the order of the day. The basic question often asked here is, whether it is possible to do this in heterogeneous group of masses in first year B.Com classes?! According to the most of the teachers, there is a vast gap between the syllabus prescribed for the commerce students and the utility of that syllabus in their practical life.

In fact, many students seeking admission to the first year of the degree programme in commerce discipline, do not guarantee the minimum expected level of English subject necessary to learn English at this level. This happens because, in some colleges/universities some first year students, might not have opted for English at the +2 level during their school studies. Owing to the increased importance of English subject and changed educational policies in higher education system, all the students at the first year are supposed to study English as one of their subjects. This may cause an impact on teaching learning system due to the heterogeneity of learning back ground of students at this level, leading to some problems for the teacher, who manages large masses in their English classes.

As per the study conducted by Desai S.D. (1975), it has been observed that the number of students in each class is very high in almost all Commerce Colleges of

Gujarat. So, it becomes very hard for a teacher to pay personal attention to each and every student. Under these circumstances, there is a need for the researcher to locate the actual problems of teaching-learning English at First Year B.Com. level and to suggest the solution for the same.

Further, it has been noted that the teachers recruited for the commerce colleges generally hold degree in English literature and they lack the knowledge and technique to teach commercial communication. But until or unless the actual problems of English language teaching-learning in commerce colleges are found in the state of Gujarat, no amount of development can ever take place in the teaching of commerce towards quality and relevance.

It has been observed that in the present English language teaching-learning; many of the First Year B.Com students remain very passive and lack basic communication skills. It seems definitely the present English language teaching is not fulfilling the needs of the present day students. Commerce is directly associated with the economy of the nation and the communication skills are very much essential for any student for his/her career development.

But, only a few exceptional students are found to be capable of writing and speaking correct English at the First Year B.Com level. Many of the students are incapable of reading a book with correct pronunciation and following it independently even at the under graduate level. Incorrect spellings and ungrammatical construction are found to be quite common even among the college students. Correct use of English idioms and figures of speech seems to be almost unknown. This state of affairs leads one to suspect whether there are some major problems in the system of English teaching-learning at the under graduate level or not? So, what are the actual problems of teaching-learning English looking to the significance of English communication in commerce discipline? Considering the need and the importance of communication for the First Year B.Com students, when commercial communication is introduced as a compulsory subject in most of the colleges/universities in Gujarat, it is essential for the student to learn the drafting of some business letters and reports.

It is high time for a researcher to make an attempt to study the actual problems of English language teaching learning at the First Year B.Com level. Such study may throw light on some issues such as:

➢ Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?

➢ Is it the result of over populated classes which delimit the interaction between the teacher and the student?

➢ Why do many collegians lag in communication skills?

➢ Are there any similar problems faced by all the English teachers?

➢ Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?

➢ Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

At present, we don't have any research studies to answer these questions due to the lacunae found in the researches conducted at the under graduate level in the commerce discipline which is discussed at length in the review of related literature and implications of it. Here it is worth to note that the study conducted by Mishra (1969), suggests that the interaction between the student and the teacher is delimited due to the over populated class rooms.

Hence, considering the present scenario of teaching-learning English, the researcher, being an English lecturer in one of the Commerce Colleges of Gujarat feels that it is worthy to conduct the study as it is essential to locate the actual problems faced by both the teachers and the learners. Hence, the researcher has proposed to study the following problem.

1.9 Statement of the Problem

Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District

1.9.1 Objectives of the Study

1. To study practices of English teachers at First Year B.Com level in context of

    (a) Methodology of Teaching

    (b) Use of teaching aids and reference material

    (c) Evaluation pattern.

2. To study problems faced by teachers in teaching English at First Year B.Com level.

3. To study problems faced by students in learning English at the First Year B.Com. level.

4. To suggest some adaptable measures to minimize the problems of teaching-learning English at First Year B.Com. level.

1.10 Organization of the Thesis

Chapter-1 entitled "Introduction" established socio-pragmatic importance of the teaching of English. It also provided the back ground information of English language teaching in India. It projected the significance of English language in today's Information and Technology (IT) era. It also expressed concern about the falling standards of English, leading to the statement of the problem.

Chapter-2 entitled "Review of Related Literature" provided reviews of related literature. The researcher had referred various books, thesises, articles, journals and different web sites in connection with the present study. The implications which were drawn from the reviews helped the researcher in locating the gaps and enabling to formulate the present study with appropriate research design.

Chapter-3 entitled "Plan and Procedure of the Study" illustrated the plan and procedure of the present research study. In this chapter, the researcher discussed about the study design, type, population, sample, tool designing, procedure of data collection and data analysis.

Chapter-4 entitled "Data Analysis and Interpretation" discussed the details of the information of the data analysis and interpretation. The data collected through questionnaire, opinionnaire and structured interviews were used for analyzing and interpreting the needs of the learners and problems of the teachers.

Chapter-5 entitled "The Summary" provided a brief summary of the entire research study and had drawn implications for the teaching and learning English in Commerce Colleges. Based on the findings of the study, it attempted to explore some suggestions for minimizing the problems of both the teachers and the learners. It also included some adaptable recommendations for further study.

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CHAPTER – II

Review of Related Literature

2.0 Introduction

As it is rightly said that the past is the foundation of the present and future, the existence of present always rests on the foundation of the past. In the same manner, a brief analytical review of the writings of recognized authors and of previous research studies substantiates that the researcher is quite well acquainted with the previous studies in the concerned field. While reviewing the studies the researcher will also get an opportunity to locate the research gaps in the concerned area of research. Thus, effective research is based upon the past knowledge, the review of previous studies help the researcher to eliminate the duplication of what has been done and provide useful directions and helpful suggestions for the significant investigation.

Indeed, review of the related literature provides the academic guidance to the researcher. It is considered as the important phase of the research methodology. Hence the researcher, in order to study various aspects of English language teaching-learning had gone through various research studies. The researcher had reviewed around 98 studies including various books, articles, and reports at various levels such as Secondary School level, Higher Secondary level and Undergraduate level. She had also surfed various relevant websites such as www.jstor.org and www.eric for this purpose. The researcher had noticed that basically all these studies focused on five aspects of English language teaching-learning such as

      (a) Methodology of Teaching
      (b) Syllabus Relevance and Communication Skills
      (c) Examination and Achievement issues
      (d) Teaching- Learning Problems Identification and
      (e) Teacher Competence and Attitude

All these studies were further categorized into studies conducted in India and Abroad. The details of these studies were given below in the forth coming paragraphs.

2.1 Studies Conducted in India

Wong (2010) carried out his study on pre-service teachers' beliefs about learning English and the stability of these beliefs. His study aimed at exploring the pre-service teachers' beliefs about learning English. He conducted a survey at the graduation level with the help of questionnaire and other tools. The twenty five teachers enrolled in TESL were included as the sample and his study revealed that 1. Pre-service teachers recognized the existence of foreign language aptitude and placed strong emphasis on excellent pronunciation, vocabulary acquisition, the benefits of practice and an immersion approach to language learning. 2. Most of the teachers reported of being highly motivated to learn English and were positive about their ability to master the language, 3. The findings also revealed that with the exception of slight change (ranging from 4 percent to 20 percent) to two items on language learning difficulty and six items on nature of language learning, and 4. Most of their beliefs were stable over time.

Aneurin (2006) attempted to identify the reading problems of under achievers at the +2 level. The objectives of the study were i) to find out the reading problems of under achieving students, ii) to suggest remedial measures to improve their reading skills. The study was conducted at the Higher Secondary level. The data was collected through two comprehension tests, a questionnaire, informal interviews and class room observations. The case study revealed that 1. Some of the students were not able to understand that there was an urgent need to improve their reading ability by putting efforts. 2. The following mentioned difficulties were stated i) difficulty in understanding the use of connectors, ii) difficulty in processing complex sentences, iii) lack of sufficient vocabulary, and iv) inappropriate reading strategies. The researcher gave the following suggestions for improving the reading performance. 1. Creating a non-threatening class room climate. 2. Raising awareness of faculty. 3. Developing reading habits. 4. Remedying language problems. 5. Improving dictionary skills.

Charudutt (2006) conducted his study entitled "Renewal and Development of Curriculum in English in the sciences at the UG level in Gujarat". The objectives of the study were: i) to review the aims of syllabus, objectives, content of syllabus and methodology, ii) to review class room learning strategies, iii) to assess the syllabi in curriculum renewal and iv. to rethink on the objectives of teaching English. The researcher analyzed English curriculum in sciences at the undergraduate level and the analysis concluded with the following mentioned findings: 1. The existing curriculum did not consider the linguistic competencies of the learner, 2. Suitable books and reference materials were not available for higher education, except in subjects under Arts and Business studies, 3. The current status of the course was highly unsatisfactory, and 4. Present syllabi did not cater to the needs of the learner. The researcher suggested that the course material and syllabus should reflect the needs of the learners.

Govind (2006) attempted to conduct his study on the preparation and try out of a remedial course in English for graduate learners who make glaring errors in writing. The objectives of the study were i) to prepare a remedial course in English for graduate learners, ii) to tryout the remedial course on graduate learners and iii) to assess the efficacy of the course in terms of performance of students. He conducted his study at the graduation level and employed interviews, feedback sheets, questionnaire and various tests as his tools. His study revealed that 1. The subjects had improved in grammar and in writing as a result of undergoing the remedial program, 2. The learners' performance was indirectly linked with their background and 3. There was some definite connection between the low performance of the students and their socio-economic backward background. He had felt that new materials and modified ELT approaches would improve the performance of learners.

Sailaja (2006) attempted to explore the L2 linguistic resources available to the disadvantaged learners at the tertiary level. The objectives of the study were, i) to identify the features of functional literacy in L2 writing among socially and economically disadvantaged learners, ii) to explore linguistic resources available to the disadvantaged learners and iii) to describe the disadvantaged learners L2 writing in terms of functional

literacy. The preliminary study was conducted for 110 students and the final study was conducted for 94 students with the help of 8 different tasks and tools. The study revealed that 1. Disadvantaged learners in private, Government funded tertiary level institutions were strongly motivated to write in L2, 2. The learner had a present need to write, 3. It was found that since the teachers encouraged them to learn English, most of the students were motivated and had a healthy attitude towards learning English, 4. The teachers were also found to be aware of the L2 needs of their students and 5. Functional literacy enabled the learner to use L2 for writing purposes. It made the disadvantaged learner, a writer before he could become a speaker of L2. The study concluded with a suggestion for the special emphasis on personal literacy.

Yashwant (2006) attempted to prepare and tryout of material for teaching English at UG level. The objectives of the study were, i) to assess the relevance and scope of the vocational functional English course, ii) to analyze the syllabus recommended by UGC, iii) to assess the needs of functional English, and iv) to suggest modifications for further improvement. The researcher conducted the survey cum experimental study at the undergraduate level and the tools included in the study were three questionnaires and two tests. The experimental group was taught with the new package of materials using the same technique and the control group was taught with the existing materials. The findings were reported to be encouraging as the performance of experimental group was better than the performance of the control group in different language skills. The researcher suggested implementing a suitable pedagogic method for improving the functional literacy of disadvantaged learners.

Mishra (2005) attempted to develop a training course in correction of errors in English as a second language at the secondary level teaching. The objectives of the study were, i) to study the teachers' attitude towards errors, ii) to investigate students' participation part in correction programs, and iii) to study the role of student. The researcher conducted his experimental study on secondary level teachers. The tools used for the study were a questionnaire, interviews, discussions, actual observation and study of students' corrected exercises. The findings of the study were, 1. The trainees exhibited

positive attitude towards errors during the course period, 2. 93 percent of teachers under the present course had changed their methods of correction, 3. 95 percent teachers saw the role of students in an effective correction exercise against the previously reported negative attitude of teachers and 4. The study had shown that the present course on correction made the task stimulating, absorbing and interesting for the teachers.

Neelaveni (2005) emphasized on redefining issues in syllabus and materials design. The study was conducted at the UG level with the following objectives i) to redefine issues in ESP syllabus and materials design so that the course matches the expectations of the target situation, ii) to redefine the objectives of the English course in the light of the changed communicative needs of engineering student, iii) to suggest materials appropriate to learners cognitive level and interest to help develop under lying competence, and iv) to establish a close co-relation between specification of objectives and their realization through materials. The researcher developed two questionnaires and administered interviews to gather data for the study. The findings of the study were, 1. The learners were a mature, motivated and intelligent group having a positive attitude towards education. They understood that knowledge of English language was important for understanding, analyzing and interpreting their subject books. 2. The students considered reading and speaking skills important but listening and drafting skills were not important. 3. The examination pattern did not correlate to the aims of syllabus in testing communication skills. 4. More than 90% of the teachers were not trained in ELT and hence were not oriented to teaching ESP course and 5. The analysis of the syllabus showed that emphasis was laid on language skills correct pronunciation, accent and intonation. It recommended the use of language lab for these purposes. The researcher concluded with the following suggestions such as (a) Good syllabus (b) Teacher Training and (c) Provision of appropriate Syllabus.

Raja (2005) attempted to develop a communicative strategy in learning communicative skills at the college level. The objectives of the study were, i) to develop a communicative strategy in learning communicative skills in English, ii) to try out the developed strategy, and iii) to find out the significant difference between the pre-test and

post-test mean score in terms of the achievement of the students in communicative skills in English. The researcher conducted the experiment on 100 undergraduate students. Various achievement tests were used as tools for the study.

The findings of the study were, 1. The communicative skills could be very well taught to the students at college level by using video programs and 2. Different techniques like role play, group discussion, were found to be more effective to improve communicative skill. The suggestions given were, 1. A short term Orientation Course or Refresher Course to enrich teachers' communicative ability can be organized, and 2. The syllabus following the communicative approach should be offered to the students of all the faculties.

Rita (2005) discussed various problems of teaching at the undergraduate level in her study on "Re-reading the English language curriculum". The objectives of the study were, i) to look into the root cause of the reigning problems at the undergraduate level and ii) to study the admission procedure, communicative competencies to analyze the teaching standards.

The findings of the study were, 1. The texts were only partial representations of Reality. The Meaning was perpetually subject to a play of social constraint, and 2. The intellectual labor capital that English had been assigned for the linguistic imperialism of the English department was not because of the other languages were anyway less resourceful but the general political climate deprived and undernourished it for purposes of encountering Indian modernity. The study concluded with the suggestion of reshaping the curriculum to transform the pupil.

Sonalde (2002) attempted to investigate into the preparation and try out of a package of ELT materials to develop Communicative competence at the F. Y .B.Sc. level. The objectives of the study were i) to review the existing courses being offered at the F.Y.B.Sc. level, ii) to evolve a rationale for the new course, iii) to arrive at a set of objectives for the new course, iv) To design syllabus in accordance with the students'

needs at this level, v) to prepare materials to develop communicative competence in science students, and vi) To make the learners use the language meaningfully thus bridging the lacunae between the classroom language and language in real life. The tools used for the study were, a questionnaire, feed back forms and three tests. The findings of the study were, 1. A vast majority of the undergraduate students faced problems with English while taking notes, following instructions given in the lab, presenting seminar etc. 2. Inspite of ESP (English for Special Purpose)"course being introduced, the teachers were not properly trained for adopting new teaching techniques following communicative aspects and continued to follow the lecture method which created a pitiable scene for the students. 3. The existing syllabus in F. Y .B.Sc. English failed to prepare the real users of the language as the tasks and exercises given in their existing courses were extremely mechanical and in no way contributed to making the students independent users of language. 4. In most of the Science classes teachers used fixed expressions. In class of Mathematics, teacher at times did not use even full sentences. Therefore, the students of science needed to be given more language exposure, and 5. It was found that with the help of the materials produced and new techniques used, the students, communicative competence in all four skills had considerably increased.

Utpal (2002) attempted to prepare a field trial of instructional material for the teaching of business English at F.Y. B.Com. level. The objectives of the study were, i) to review the relevant literature in the area of the teaching of business English, ii) to prepare a blue print of improved ELT materials for F.Y.B.Com. level, iii) to prepare and try-out sample materials with the F.Y. B.Com students, and iv) to encourage active participation of students through the use of audio visual aids. The experimental study was conducted at the undergraduate level and the tools employed were interviews and analysis of sample materials. The findings of the study were, 1. The respondents who had done their schooling from English medium schools showed more consistency in coming to the classes regularly and were more thrilled and exited for they were a part of such research program, 2. There was no significant sex difference as far as listening to News; using English at home were concerned, 3. The use of new tasks resulted in greater interaction with the class room, and 4. Instead of being passive receivers, the learners became active

participants. The researcher had felt that the language teaching strategies should provide opportunities for students to learn and the materials should be prepared keeping in mind the learned interests of different variables.

Rana (2000) conducted his study on the proficiency of English teachers' working in the tribal areas of Gujarat in relation to certain variables. The objectives of the study were, i) to construct the proficiency test using the test items based on the areas covered under the study, and ii) to estimate the validity of the proficiency test to study the proficiency of the teachers in the tribal areas. He compared the performance of 200 teachers by administering a proficiency test.

The findings of the study were, 1. There was no significant difference in the mean scores of vocabulary, grammar, and reading comprehension of the teachers working in the tribal area in relation to the gender, 2. There was no significant difference in the mean of overall scores in the proficiency of teachers working in the tribal areas in relation to the school area and educational qualifications, and 3. There was significant difference in the mean scores of reading comprehension of the teachers working in tribal areas in relation to the age. The researcher suggested that specific tests of proficiency should be constructed and administered to the teachers' of all public schools.

Illangovan (1998) emphasized on the effectiveness of audio, video intervention in developing listening comprehension in English at the higher secondary level. The study was conducted at the undergraduate level and included 78 undergraduate students as sample. A questionnaire was administered to collect data. The study revealed that 1. Audio Visual presentations were effective strategies for retention and enhanced global listening comprehension, 2. Media based non-interactive strategy enhanced learners' ability to guess the meaning of words and to understand and identify key words and local listening comprehension, and 3. The students showed a marked improvement in comprehension.

Sheorey and Bryant (1998) examined the learning strategies of Indian college students. Their study with an objective to discuss the strategies of English language learning with reference to its development and use was conducted at the undergraduate level. The entire study provided a macro view of the existing strategy and it revealed that the existing strategy was not satisfactory and hence a modified strategy which caters to the needs of the learners was recommended.

Deshmukh (1997) attempted to develop a need based English language course for some polytechnic departments of S.N.D.T. Women's University. The objectives of the study were i) to find out whether the existing materials are relevant or not, and ii) to study whether the teaching materials are related to the needs of the English language learners or not? The study was conducted at the higher secondary level of polytechnic students. The study revealed that (a) The materials focused on teaching language skills related to academics were appreciated, (b) The skills which improved better content learning were emphasized and (c) The study emphasized on the need for developing language skills and recommended that language skills should be given appropriate weight age.

Praveen Kumar (1997) analyzed the functional English syllabus with special reference to the perspectives of teachers' and employers'. The objectives of the study were, i) to critically assess the syllabus of the course in Functional English introduced by the UGC at the Undergraduate level from the point of view of the teachers and employers, ii) to evaluate in the present syllabus in the course in functional English proposed by the UGC in terms of aims, objectives and content, iii) to combine the views of both employer and teacher and frame a syllabus inventory of skills and sub-skills, iv) to evaluate the functional English syllabi of two different Universities and comment on the changes made thereof, and v) to compare the present syllabus proposed by UGC and highlight the relevant changes to be made. The survey included 22 teachers and 45 employers as sample and a teacher questionnaire and an employer questionnaire were administered to collect data. The findings of the study were, 1. The respondents considered speaking as the most important skill. Listening, reading, writing, communicative grammar and study skills and strategies followed in that order, 2. Though

this study aimed at prioritizing the skills and sub-skills for the syllabus of a Functional English Course, it did not claim that particular skill was more important than others. Instead, it only means that a particular skill should be paid or given more attention and 3. The data suggested that the Functional English Course must have a harmonious integration of all language skills. The study concluded with a suggestion of a modified syllabus inventory.

Anjilvelil(1996) studied about the Learner needs and English syllabus at part-II UG level of Madurai Kamraj University. The study aimed at discussing the gap between learner needs and language materials to find out the reasons for poor language proficiency. The study revealed 1. Text book preparation was a difficult task, and 2. To promote effective learning, the text books should had as inputs knowledge about language acquisition and vocabulary. The study concluded with a suggestion for immediate syllabus revision.

Bose (1996) studied the effectiveness of computer program as a remedial strategy for overcoming specific language learning disabilities. The researcher had felt that technology oriented strategy was widely used for ELT at secondary and higher levels of learning. He believed that the use of technology would enhance language learning. With an objective to prove that the use of technology enhances language learning he conducted an experimental study at the secondary level and the study revealed 1. The use of Multi Media has proved beneficial as a remedial strategy for overcoming learning disabilities and 2. The experimental group projected better results. The study emphasized on technology oriented strategy in English language teaching.

Dave (1996) enquired into the effectiveness of communicative, the structural and the conventional approaches to English language teaching at the secondary level. The study aimed at comparing various teaching methods of English language. The researcher compared the different methods of English language teaching using an opinion questionnaire. The survey revealed that students favour communicative approach to all other approaches.

Gupta (1996) attempted to compare the trained and untrained English language teachers' performance in reading text. The study aimed at comparing the comprehensive ability of the trained and untrained teachers. The comparative study reported that 1. The untrained teachers had difficulty in comprehension, 2. Further they also had a poor knowledge of synonyms, and 3. The findings highlighted the need for viewing teacher competence as one of the main strategies in language teaching. The researcher suggested that emphasis should be given to the teacher competence.

Padmaja (1996) attempted to compare the English language teaching at pre-university/intermediate levels with special reference to materials, methods and modes of evaluation. The study aimed at comparing different strategies with reference to materials, methods and modes of evaluation. Further, it also aimed at emphasizing on the advantages of expression oriented strategy to content oriented approach. The comparative study conducted at the higher secondary level with the help of a questionnaire revealed the following findings. 1. There was a gap between teachers' use of strategy for ELT and students' preference for the communicative approach as the strategy for language learning. The researcher had felt the need for a strategy oriented studies to address the gap.

Barot (1995) attempted to study the attitudes of undergraduate college going students towards English. The study aimed at studying the attitudes of undergraduate students towards the English teacher and the English language. The survey was conducted at the undergraduate level. The findings of the study were, 1. Positive attitude to language teaching had a positive influence in teaching that language, and ii) strategy training had got significance in teaching. They imply that the need for favourable attitude to language itself needs to be interwoven in the training process.

Carderio (1995) attempted to evolve a set of strategies, techniques and materials to teach English poetry effectively at the higher secondary level in Gujarat on the basis of tryouts and experimentation. The study aimed at evolving new materials, strategies for

teaching poetry. The experimental study was conducted at the higher secondary level. The study had found that experimental group design showed better performance than the control group.

Herbert (1995) attempted to develop a remedial instructional package to reduce the errors in sentence structure committed by the students' in written English. The researcher identified errors committed by secondary students in four English sentence patterns, SVC, SVO, SVOC and SVOO occurring in written English. The experiment was conducted at the higher secondary level and the experimental group was given treatment. The study revealed that remedial package for reducing errors showed error reduction by the experimental group in comparison to the control group.

Barat (1994) carried out his study to analyze the attitude of the undergraduates who had opted Hindi medium towards the subject of English. The study aimed at analyzing the attitude of Hindi medium students towards English language learning. The survey was conducted at the undergraduate level. The findings of the study were 1. The study indicated that a positive attitude to language has a positive influence in teaching that language and 2. The study revealed that there is a need for developing positive attitude to language itself to facilitate the language learning process. The study emphasized on creating positive attitude among the students towards the language.

Paliwal (1994) carried out his study on "Developing Communicative Competence among Secondary School Learners: An Experimental Study". The objective of the study was to examine the beneficial effect for teaching writing skills in English language. The experimental study conducted at the secondary level used various tests as tools. The researcher examined its beneficial effect for teaching writing skills in English language. He discussed these advantages with reference to English. The experiment showed that the treatment improved the communicative competence in written English.

Damayanti (1994) carried out her experimental research study on "Preparation and Try-out of a course in English for the trainees of primary training colleges of

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Gujarat." The objectives of the study were i) to discuss the use of need based courses for teachers, and ii) to improve the language competencies and to promote English language learning. The study emphasized that the use of need based courses for teachers to increase their language competence and promote efficient English language learning.

Raja Gopal (1992) attempted to develop a bilingual methodology to promote reading skills in English by using learners L1 resources. The objectives of the study were, i) to examine the feasibility of enabling these learners transfer their storage of resources for language learning to the study of English as second language, and ii) to enable transfer of some of the skills and sub-skills related to reading for comprehension previous acquired during learning of the mother tongue. The experimental study included 180 students of the secondary level as sample and various tests and questionnaire were used as tools. The findings of the study were, 1. All the students had a well developed Common Understanding Proficiency, which enabled them to deploy relevant linguistic and cognitive strategies to understand the process involved in comprehending texts in the second language, 2. There was evidence for this 'deployment' in their ability to read and understand bilingual texts which use L1 and L2 alternatively as in the present proposal, 3. The overall performance of the learners in reading and understanding of the texts improved towards the final stage of the treatment phase, and 4. The existing curriculum had not explored the concept of using two languages to function as co-ordinate factors to affect successful learning of the languages. The study recommended the following suggestions. 1. Emphasis on language skills. 2. Change in the methodology of language teaching. 3. Learner centered, and activity oriented strategies should be followed and 4. Appropriate teaching materials.

Usha (1992) conducted an exploratory study on class room communication in English classes of different sizes. The objectives of the study were, i) to discuss whether class-size a variable in determining the extent of interaction and negotiation of meaning which occur in the class room? ii) to find out which class size provides more opportunities for language use in meaningful communicative ways and for negotiation of meaning, and iii).to find out how large and small classes differ in making available

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opportunities for generating inter-actions and negotiation to facilitate language learning. The study included 56 students at the secondary level as sample and 7 classes were observed. The findings of the study were, 1. It indicated that the teachers dominated the class room interaction and activities, 2. The learners seemed to be more passive, 3. It also revealed that there was hardly any difference between the classes of different sizes, 4. In most of the classes in the sample data, the teacher speech was found to be adequate and varied source of input, and 5. It was found that almost all the teachers with the exception of the teachers in the classes of 53 and 41 were responsible for about two-third of the class room speech.

Nair (1991) carried out his study on "Writing in a Second Language: A Pedagogic perceptive on the interactive processes in language structuring and composition. The objectives of the study were, i) to study the relationships that link Culture, Cognition and Language each to the other, ii) to study the different aspects of centrality of meaning and the meaningful units in language acquisition and iii) to identify major components that might go into the framing of theories. The study was intended to serve as a fitting challenge to the existing practices of importing fragmentary theories from acquisition-rich first language environments for use in the acquisition-poor secondary language or foreign language and for writing instruction in such context. The findings of the study were, 1. The study projected that the language was not an entity but an activity. It was a mediating agent of all other human activities. It was the interaction between two minds that bring language into existence of a second person or a mind. 2. The study viewed writing only as a means and not an end by itself. It indicated that writing in English in the Indian context was only one of the two important means – reading being another – for learning target language. 3. The role of writing was placed against the overall role of language in education. The study looked at writing as an experience in totality. The experience was a process by itself in nature; interact with many other processes of language acquisition. Thus, writing was an activity of learning a language. 4. The traditional theory viewed writing as a highly complex skill to learn and the most difficult to teach. Here, the product was insignificant and the environment was not taken into account. 5. The study discovered that the products of writing had a major

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role to play in second language acquisition. It suggested a desirable course between the meaningless mechanistic approach and a scientifically objective one.

Sita (1990) attempted to study the problems of the undergraduate students in understanding native varieties of English. The objectives of her experimental study were, i) to find out the extent to which native varieties of English i.e. American and British are intelligible to Indian Students studying at UG level, ii) to examine whether certain phonetic features of British and American English affect intelligibility, and iii) to see whether there is any other factors that affect understanding of a spoken text.

The findings of the study were, 1. The study revealed that the British English had been better comprehended than American English, 2. The Indian students were exposed more to British English than to American English, 3. A large majority of English teachers used the British model (AIR, DD), 4. The study also revealed that students perform slightly better in Audio Visual Channel medium testing. This could be due to more visual clues, 5. It was interesting to note that the scores of test 3 and 4 that the portion of the test that was not comprehended by even one student when the audio medium was used, was still not comprehended even when the visuals were used, 6. The students did not have the level of proficiency required for understanding the program, 7. The students' unfamiliarity with the spoken idiom of English seems to have resulted in low scores. The students were exposed to very little spoken English and 8. In most classes regional medium students were exposed to English only in English class rooms.

The study concluded with the following recommendations: 1. Emphasis should be given to listening comprehension, 2. Media can also be very effectively used for listening comprehension, and 3. Devised course in English with phonetic features should be implemented.

Jayashree (1989) attempted to identify the difficulties in teaching learning English as a second language among the high school students. The study revealed that the difficulties faced by English teachers included, learners improper listening nature and

the inattentiveness in the class, students poor vocabulary, lower understanding capacity and lack of interaction in the class.

Mohire (1989) carried out his study on "a critical analysis of methods and means of teaching English applied at the undergraduate level". The study reviewed the prevailing conditions of English teaching at the under graduate level including the practices, problems and the difficulties. Some of the findings were, 1. English text books of general stream were dominated by literary aspect and they did not cater to the needs of communicative competence, 2. English teachers advocated that the criteria for the selection of the content of English text book should be its potential to develop the social responsibility, national outlook and communicative competence, 3. The majority of the teachers followed the traditional lecture and translation method. 4. The difficulties of teaching English were students inability to interact in English, large classes, heterogeneity, and lack of teaching Aids.

Jadeja (1988) developed techniques for the teaching and testing of language use with specific focus on oral communication at the secondary level. The researcher found the actual classroom practice to be form focused. So, the researcher carried out this study with the following objectives: i) to design, construct and administer a questionnaire and an interview schedule to collect the information about the existing EL T scene, ii) to review the related literature and some standardized tests of English, iii) to design, construct and administer an observation schedule to record information about the pattern of discourse during the teaching sessions, iv) to arrive at a set of techniques for the teaching of the oral communication, v) to arrive at a set of tests of oral communication, vi) to conduct an experiment to measure the effectiveness of the techniques of teaching and testing oral communication, vii) to analyze and interpret the data collected during the experiment with a view to arriving at a set of findings regarding the effectiveness of the techniques of teaching and testing oral communication. The overall objective of the study was to design a set of teaching and testing techniques in the area of oral communication with a view to promoting language use in the classroom.

The study was conducted using both the Survey and the Experimental design. The tools used for the study were a questionnaire, an interview schedule and an observation schedule and various tests. The sample consisted of 240 students of class IX of four secondary schools of Gujarat State where the medium of instruction was Gujarati. The new techniques were tried out in four schools and pre-test, post-test results were analyzed to establish the effectiveness of the new techniques. In addition to statistical analysis, the researcher supported the findings with discourse analysis of classroom interaction in both controlled and experimental groups.

Major findings of the study were 1. The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. 2. All the learners across the range of intellectual abilities and socio-cultural background had got benefited from them. 3. The analysis of classroom interaction established that new techniques facilitated greater use of language within the classroom. 4. To cover a wide range of oral communication, it was found to be necessary to include test items based on a single-voice stimulus (a talk) as well as a two-voice stimulus (a conversation). 5. Dictation can be used as a 'pragmatic' task to cover the testing of oral communication. 6. Teachers needed to be trained in the new way of working to use the new techniques effectively and promote interaction in the class.

The study pointed out the following suggestions: 1. Studies should be conducted to see if the techniques for oral communication are effective at the primary school level in class V, VI and VII. 2. Studies can be taken up to see whether such techniques can be equally effective in other part of India. 3. Studies should be taken up to see whether video-recorded materials can be used with equal effectiveness. 4. Studies can also be taken up compare the effectiveness of audio-recordings and video-recordings with a view to establish which medium is more effective in the prevailing situation. 5. Similar studies can be taken up in other parts of India and an attempt should be made to arrive at definite statements about the socio-linguistic conventions in Indian English. 6. Studies should be taken up at the level of teacher education to see how best to prepare the teachers for effective implementation of the new techniques.

Gautam (1988) conducted his historical survey on English Language Teaching methods and approaches. The objectives of the study were, i) to find out the teachers' views and opinions on objectives of teaching, teaching materials and testing procedures etc, ii) to study the teachers' perceptions are how these variables interact and influence to determine the teaching strategies in the class room, and iii) to know the students' attitude to the class room teaching. The sample was consisted of 40 teachers and 100 students. The tools used for the study were two questionnaires for college teachers, an interview schedule for students, discussions with college teachers and class room observation. The findings of the study were, 1. The study revealed that the teachers found considerable difficulty in translating the growing 'awareness of the teaching into a concrete instrument for purposeful class room activity, 2. The teachers found it hard to formulate their teaching strategies in consonance with the objectives of their syllabus, 3. The study revealed that the examination pattern did not provide any incentive to develop language skills, 4. The study revealed that the class room teaching practices were continued to be teacher dominated, 5. The Majority of the teachers displayed general awareness of the impact of recent thinking and trends on syllabuses and teaching materials, 6. The methods and techniques followed by the college teachers were not satisfactory, 7. The teachers' identified certain constraints such as large classes, lengthy courses, inadequate time etc, and 8. Majority of the college students wanted to study English for certain utilitarian purposes. The students were not motivated towards the language teaching. The researcher suggested syllabus revision and change in the methodology for improving the teaching-learning performance.

Kudesia (1987) carried out his experimental study on the comparison of discussion method and lecture method in teaching technical English to first year students of polytechnic. The objectives of the study were, i) to find out if instruction through discussion method was feasible in teaching technical English to first year polytechnic students, and ii) to compare the effectiveness of two methods of instruction that is lecture method and discussion method in learning technical English. The study included 30 first year polytechnic students as sample. The experimental group was taught the selective units by the discussion method, while the same units were taught to the control group

through the lecture method for three weeks. An achievement test consisting of 30 questions was prepared on the basis of Bloom's Taxonomy was administered to the subjects of both the groups. The findings of the study were, 1. The study showed significantly better results on the achievement test for the group which was taught through the discussion method over the group which was taught through lecture method, and 2. It concluded that the discussion method of teaching was significantly more effective in learning technical English than the lecture method of teaching. The investigator recommended group discussion method for better performance.

Desai (1986) attempted to diagnose the defects in language ability of children studying in standard IV and tried out a remedial program for their correction. The objectives of the study were, i) to diagnose the defects in language learning of pupils of grade IV based on their learning during the first three years and ii) to try out a remedial program. The study included 162 pupils of grade-IV of two municipal schools and two private schools of Ahmedabad city. The investigator first analyzed the contents of the language text book and prepared a vocabulary test of difficult words and phrases. A pilot achievement test based on the difficult vocabulary and functional grammar that pupils were supposed to have learnt till grade-III was prepared. The same test was administered to these pupils at the end of remedial work. The findings of the study were, 1. Most of the defects in language learnt during the first three years of primary school comprised of errors of spelling, missing letters while writing, bad hand writing, faulty pronunciation, wrong form of tenses and lack of knowledge of how to transform sentences, and 2. It was observed that weak teaching and total neglect of teaching in some schools by teachers was the main cause of wrong learning.

Khare (1986) conducted a comparative study of traditional and structural approaches to teaching of English with reference to their learning outcomes. The objectives of the study were, i) to compare the traditional and structural approaches to the teaching of English with reference to their learning outcomes, and ii) to test the general level performance of Junior High School students in various aspects of English. The study included 253 and 300 girl students as sample. The tools used for the study included

seven achievement tests, questionnaire and R.K. Tandon's Samoohik Mansik Yogyata Parikshan. The findings of the study were, 1. Students' achievement under structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, pronunciation, applied grammar and vocabulary, and 2. Cultural and Economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

Sharma (1986) tried to investigate the problems of teaching English in the state of Bihar. The objectives of the study were, i) to study the position of English in India, and ii) to study the problems of English language teaching in schools and colleges. The sample included Heads of Institutions, teachers of English and students of schools and colleges. The data was collected through a questionnaire, interviews and discussions. The findings of the study were, 1. There had been a gradual lowering of the standard of English, 2. Efficient teaching of English was lacking, 3. Misconceptions regarding ELT faulty teaching methods, unpalatable text books and their mishandling etc. were the main problems, 4. The program appeared to be theoretical, and 5. There was confusion about the aims and objectives of teaching English. The investigator recommended effective teacher training for improving the standard and efficiency of teaching of English.

Vimala Devi (1986) examined the strategies for developing critical reading abilities in higher secondary students in English. The objectives of the study were, i) to find out the critical reading ability level of students of standard XI, ii) to develop a strategy which would help the students to perform tasks involved in critical reading, and iii) to find out the efficiency of strategy through an experimental study. The survey included 1042 students of higher secondary schools as sample. The tools used for the study were, Cattell's Non Verbal Intelligence Test, Dutt's Personality Inventory, Kuppu Swamy's SES scale, a rating Scale, a battery of Intelligence Tests, a Cloze Test, and Five critical reading tests. The findings of the study were, 1. The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy, 2. Students of Class XI were below 41

percent level in their critical reading achievement, and 3. The difficulty level of the students studying in English medium schools under different managements did not differ.

Jindal (1985) attempted to study the problems of pronunciation of individual words of English as spoken by the teacher of English in rural schools of Punjab. The objectives of the study were, i) to study the accent of English used by the teachers of English, and ii) to shapeup the teachers of English into a new pattern of thinking. Fifteen English teachers were included in the survey and the findings of the study were, 1. The investigation revealed that standards may be deteriorating in the matter of grammar, syntax or vocabulary of teachers and students of English, but there appears to have been no marked change in respect of their deviation in respect of spoken English, and 2. Eleven cases out of 13, divergences (from RP) and there are no differences at all in the pronunciation patterns of teachers belonging to the three different generations. The researcher had felt that the teacher of English in the rural areas of Punjab needed some sort of sophisticated training in spoken English before they were asked to take up the very responsible job of teaching English.

Frances (1985) analyzed English language teaching, learning scenario at the undergraduate level at the Mangalore University and suggested an alternative syllabus. The study aimed at identifying the language needs of the learners at undergraduate level in Mangalore University. The survey included alumni of 30 colleges and 225 students as the samples of the study. The tools included in the survey were, an interview schedule, a questionnaire and views of eminent educationists. The findings of the study were, 1. Functional knowledge was necessary, 2. Most of the students were not exposed to English, 3. Emphasis should be there on personality development, 4. The listening skill had to be given top priority as a skill, and 5. Most of them not considered writing as an important skill (except report writing).

Patil (1985) examined the English language achievement of Shivaji University Arts graduates. The objectives of the study were, i) to evolve a comprehensive testing design based on different theories of language, ii) to construct a battery of test measuring

overall ability of the Shivaji University students, and iii) to critically study the syllabus and text books in compulsory English for the Arts students and the scheme of examination. The investigator first thoroughly reviewed the poor existing models of language viz. traditional model, structural model, transformative model, generative model, and communicative competency model. A sample of three hundred students who continued their post graduation from six PG centers was included in the survey. The study revealed the following findings 1. Only the first year Arts course was found to be well laid providing for teaching of vocabulary, comprehension and practice and dictionary words, 2. The syllabi of other years were found to be literature oriented. 3. The university graduates could hardly achieve fifty percent of expected English language proficiency, and 4. The urban group was superior to the rural group on English language achievement. The investigator suggested the following recommendations 1.The syllabus of the three year degree course needs to be specified in greater detail and in linguistic terms and 2.Emphasis should be given in the examination in textual as well as non-textual questions.

Roy Chanda (1985) reported on the preparation of college and university teachers of India. The objectives of the study were, i) to enquire into the practice of preparation of teachers of English, and ii) to identify the factors that influenced its effective operations. The data was collected through participants' observation and interviews. The findings of the study were, 1. ELT curriculum reform was found to depend on teachers and their teaching to a large extent, 2. There were structural flaws in the English teacher preparation programs of Patna University and CIEFL, 3. There was communication gap between experts on the one hand and students on the other in both the universities, and 4. There was no obligatory requirement for college teachers of English to have a training qualification in ELT. This acted as a barrier to the program of professionalization of teachers of English.

Bhattacharjee (1984) attempted to investigate into the teaching of English in the high schools in the East Khasi Hills district of Meghalaya. The objectives of the study were, i).to study background characteristics of teachers of English, ii) to identify Present

Status of Teaching English, iii) to study the strengths and the weaknesses in the Teaching of English, and iv).to suggest measures for improving Teaching of English. The first phase of survey included 490 teachers and the second phase included 20 teachers. The tools used for the study included a schedule, a questionnaire, and a rating scale. The findings of the study were, 1. The majority of the teachers were not professionally equipped, 2. Teaching at the Foundation stage was neglected, 3.Experience and Professional training played significant roles in the Teaching of English, 4. There was no uniformity regarding work load of teachers of English in different category of schools, 5. English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers' hand books, 6. The mean overall score in English class room teaching was between "poor" and "satisfactory", 7. Sex and marital status differences and participation or non-participation in co-curricular activities had no impact on teaching of English, 8. The majority of teachers was not aware of appropriate methods and was not clear about the fore-fold objectives of teaching English, 9. They did not use teaching aids and other materials. They did not give assignment, evaluate students' progress and take remedial measures in the English class, and 10. In service training facilities were inadequate. The researcher felt that training in selected skills through micro teaching was effective in improving teaching competence of the teachers of English.

Jacob (1984) carried out his study on planning an integrative curriculum for the undergraduate students and emphasized on the community based approach. The objectives of the study were, i) To shed some light on the problems of optimizing the teaching-learning of English, ii) to know about the students' perception of learning opportunities and application of English education, and iii) to study the scope of existing instructional activity in relation to the communicative experience of the student. The survey was conducted at the undergraduate level and the tools used for the study were, class room observation, teacher interviews, critical discussions, teachers' views audio recording, a questionnaire, team teaching audio recording and observation of Science and English classes.   The findings of the study were, 1. A major part of the learners communicative experience was a passive acknowledgement of given know-ledge within

established role relationship of teacher and provider of facts, 2. The findings revealed that the teachers had some understanding of the importance of providing learner with effective and cultural experience in the English curriculum through their skills in creating actively participatory situation, 3. The findings from the analysis of instructional activity and students' self perceptions led to the development of a learner profile in which communicative approach was found to be structured with specific co-occurring communicative functions applicable to both Science and English curricula, 4. It was found that the students had a general awareness of the drawbacks of their curricular experience and were able to perceive better learning opportunities in the form of independent study projects and other extra curricular activities of academic significance, 5. It was also found that their attitudes towards English education were significantly positive and that they valued general communicative ability in English in view of pursuing their vocational interests, 6. The profile discovered that the learners' communicative experience was observed to be largely cognitive at the level of acquiring and reproducing given knowledge in the form of factual information. An integrative English curriculum would therefore seek to enrich the learners' experience by providing for active, subjective involvement within an affective domain of knowledge and experience in relation to the human being and his/her environment. The analysis of the teacher competence revealed that teachers' had a minimal competence with regard to participatory teaching and negotiation of cultural knowledge, 7. Both English medium and Marathi medium students were aware of the advantages of intermingling with each other. However, Marathi medium students were intimidated by the factors such as their poor ability to speak English or the superior attitude of English students.

Joshi (1984) examined the factors influencing English language abilities. The objectives of the study were i) to shed some light on the problems of optimizing the teaching-learning of English, ii) to know about the students' perception of learning opportunities and application of English education, and iii. to study the scope of existing instructional activity in relation to the communicative experience of the student. The survey included 720 secondary level students and the tools used for the study were SES scale (Rural and Urban) and English language ability test. The findings of the study

were, 1. There existed a significant relationship between intelligence and growth of various language abilities, 2. The growth of English language ability was found to be maximal among eight graders of Missionary Schools followed by the students of State Government schools and Private schools. The male eighth graders were found to be higher in such language errors as failure to identify the relationship of the verb with the number of the subject, failure to place the pronoun in the sequence, failure to identify the relationship of anomalous verb 'will' with the succeeding verb etc; whereas the female eighth graders were found to be higher in failure to use 'who', failure to use a word in relation to its pronoun and failure to neither, 3. The scheduled caste students were found to attain average growth level in each one of the six language abilities whereas the students of non-scheduled casts were found to be slightly higher than average in their abilities, 4. The growth status of language ability was a function of structural factors operating within (intelligence, sex etc.) and outside (socio-economic status, locality, and type of school) the individual.

Natraj (1984) conducted an experiment entitled' An Investigation into the Efficiency of Group Method Techniques for English Language Instruction at the Intermediate Level in Gujarat.' The researcher noted numerous problems in second language teaching. By analyzing the prevailing scenario, the researcher observed that large class was one of the problems that compelled the teachers to think about Grammar Method Techniques as a suitable alternative and to work out practicable group methods. The researcher aimed at achieving the following major objectives, i) to determine whether the use of strategies really had a systematic effect in the experimental setting. ii) to determine whether the observed occurrences were influenced by some uncontrolled factors or not. iii) to determine whether the systematic relationships that were identified and measured could be generalized i.e. to find out whether these results could be used to predict relationships outside the experimental setting. iv) to devise such techniques where learners can work in groups and participate in a major way in the learning process. v) to investigate into the efficiency of Group Method Techniques for English Language Instruction.

An analysis of the prevailing situation was taken up to arrive at the problems and needs of the learners. The equivalent group pre-test –post-test experimental design was used to try out the techniques prepared. The pre-test and post-test results of the controlled and experimental groups were statistically analyzed. Personal observation of classroom teaching and interview with the people concerned was also taken into account to decide the effectiveness of the techniques used. The study led to the following findings: 1. Group Method Techniques were found effective in promoting real use of language and improving learner participation in the, classroom teaching. 2. The communicative nature of the material had helped the learners use a lot of English some of which were beyond their prescribed course.

The following suggestions were pointed out for further research: 1. Types of groups (Stream and Mixed ability) and their effect on language learning. 2. Preparation of materials for group work at various levels and evaluation of their effectiveness. 3. Spreading the same research over a long span of time in order to verify the validity of present study. 4. Group Method Technique and Personality changes in the teacher and the learners. 5. Group Discussion as a technique to modify attitude of the learners. 6. Role of the teacher in GMTs class.

Singh (1984) attempted to study the linguistic and communicative abilities of high school teachers of English in relation to their class room functions. The objectives of the study were, i) to investigate the linguistic and communicative abilities of the teacher, ii) to know whether the subjects possess grammatical and stylistic competence to identify and correct the errors in writing, iii) to find out whether there is any difference between the subjects' speaking ability and writing ability, iv) to study whether speaking ability of the subjects is adequate for teaching English as second language at the secondary and higher secondary levels of school education, v) to study whether writing ability of the subjects is adequate, and vi) to know the general views of the subject possess syntactic control and fluency to be able to put ideas in to complex sentences economically and effectively, where necessary. Sixty trained post graduate teachers and trained graduate teachers teaching English at the high school level in fifteen central schools located in the

states of Rajasthan, Uttar Pradesh, and Delhi were included as sample. Test measures and questionnaire were used as the tools to collect data for this purpose. The findings of the study were, 1. The speaking ability of three fourths of the subjects was adequate though it was deficient in accuracy, 2. The writing ability of the most of the subjects was inadequate, 3. There was a significant difference between the subjects speaking ability and the subjects writing ability. Their speaking ability was better than their writing ability. The performance of the post graduate teachers in English was consistently superior to the performance of the non-post graduates in English. 4. The subjects possessed grammatical competence to correct pupil errors but nor stylistic competence to the same extent, 5. In error correction, they apply the norms of sentence level accuracy and were oblivious to discourse and continual constraints, errors for them meant grammatical errors not errors of idiom and style, 6. The subjects generally possessed adequate syntactic control and fluency, and 7. The performance of the subjects varied from measure to measure. The responses to the questionnaire revealed among other things that most of the subjects favoursed a normal teaching of grammar and they insisted that pupils always spoke and wrote grammatically correct English. Most of them felt that the practice and experience of teaching had improved their own English.

Sundara (1984) analyzed the academic needs in English of the commerce students of Madurai Kamraj University. The objectives of the study were i) to define the objectives of teaching the course in English language to the students of commerce, ii) to specify the components of language skills that are relevant to their commerce specific courses as well as priorities among such skills, and iii) to suggest changes in the syllabus materials and methodological procedures to be adopted in the course. Three separate questionnaires for English teachers, Commerce teachers and Commerce students, informal discussions with students and text book analysis were used as the tools for this study. The findings of the study were, 1. Most of the teachers and students had given their opinion that English course could be more effective if it was commerce specific, 2. Commerce teachers gave top priority to content and 18 out of 27 considered skills as very important. Grammar was placed in the fourth rank by the teachers and it was rated high by the learners. 22 out of 27 students ranked it important, 3. Students had given greater

importance to the mechanics of writing whereas the teachers found content (ideas) more important, 4. Organization of ideas was found highly important by the commerce teachers, 5. Construction of grammatically correct sentences was considered as the most difficult task by the students. It also revealed that the next difficult area was in 'choosing relevant information and ideas', 6. Appropriate use of commercial terms was considered very important by commerce teachers, 7. Reading was rated important by only a few teachers and 8. The English text books were not appropriate as per the needs of the students. Some of the teachers felt that the grammar book should include more language skills. The researcher recommended that proper emphasis should be given to grammar and training should be given particularly in language skills and further the researcher recommended syllabus revision.

Khan (1982) studied the suitability of teaching English through correspondence courses as offered by some Indian Universities at the first degree level. The objectives of the study were i) to study the status of teaching of English through correspondence in Indian Universities, ii) to study the perceptions of English teachers and students of correspondence institutes, and iii) to analyze the lesson scripts and students' response sheets in the subject of English at undergraduate level. 43 English teachers and 100 under graduate students constituted the sample of the study. The tools used for the study were, a questionnaire, an interview schedule and the content analysis. The findings of the study were, 1. The majority of the teachers of correspondence courses in English were young, 2. The English teaching program through correspondence was found inadequate, 3. All the teachers indicated a desire to be trained in the methods of distance teaching, 4. The teachers indicated that their work load was too high for appropriate evaluation of response sheets, 5. The questions included in assignments did not have potential to test the originality of the students, 6. The teachers encouraged students for self learning through personal contract program, and 7. The teachers were almost equally divided while expressing their views on the question that whether the correspondence teaching system was better than to face to face teaching.

Lionel (1982) developed a Psycho Linguistic Strategy for teaching reading English with comprehension to the students of standard XI at the Plus Two Level. The objectives of the study were, i) to develop a reading comprehension scheme based on the standard XI English text book used in Higher Secondary Schools in Tamilnadu, ii) to develop a Psycho Linguistic Strategy for teaching reading English with the comprehension through teaching exercises based on paragraph organization, vocabulary and allusion, discourse markers, anaphoric referents and cause effect sequences. The experimental study was conducted at the higher secondary level and fifteen experimental groups consisting of 25 students each constituted the sample. The study revealed that, 1. The Psycho Linguistic Strategy of teaching reading comprehension was superior in effectiveness to the usual method, 2. Teaching exercises designed in line with the principles governing the form and functions of the linguistic elements were served as signals of relationship, and 3. Teaching exercises comprising the strategy acted as "props" in helping those students who were not good at reading English with comprehension.

Veena (1982) investigated into the Rules of English in Higher and professional education in Karnataka. The study sought to identify, i) the English language needs of the personnel belonging to different professional categories in the state and then to assess their actual level of proficiency in the performance of various English language tasks, ii) to investigate the English language requirements of students who prepared of theses professions, and iii) to evaluate the capacity of the existing English language teaching program at the post-secondary level and their adequacy in meeting the aforesaid English language tasks.

A representative sample of 60 students belonging to six major professions – medicine, engineering, law, banking, secondary school teachers and first/second division clerks was selected. The sample for the superiors of these professionals was 10 which included Chief Medical Officers, Executive Engineers, District Judges, Bank Agents and Managers, Headmasters of high schools and Assistant Commissioners. The student sample consisted of 100 subjects pursuing professional and non-professional courses in

seven different institutions. 40 of them had a rural background and 60 had urban background. The teacher sample consisted of 32 subject lecturers and 50 English language lecturers of colleges. The instruments used were the subject observation, an interview and the administration of two sets of questionnaires, one for the professional and the other for their professional superiors. The English language tasks emphasized were reading, oral and written communication, listening and comprehending. The subjects were asked to specify the frequency of their performance of each task on a four-point scale. Besides, their attitude towards English was also measured. The same English language tasks were presented to their superiors and they were asked to give their opinion about, (a) How many of these language tasks were required for the particular profession, and (b) How far should their employers be able to perform these particular tasks. Three separate field-tested questionnaires were administered to students, subject lecturers and English lecturers. Percentage analysis was undertaken.

The major findings were, 1. English was exclusively used for all types of written communication by 60 percent of the doctors, 61 percent of the engineers, 30 percent of the lawyers, 80 percent of the bank employees, 37 percent of the high school teachers and 28 percent of the clerks. 2. About 80 percent of the doctors, 70 percent of the lawyers and engineers, 66 percent of the bank employees, 25 percent of the teachers and 10 percent of the clerks were required to speak English. 3. About 70 percent of the doctors, 80 percent of lawyers, 75 percent of the bank employees, 60 percent of the high school teachers and 71 percent of the clerks felt that the English courses offered at school and college were satisfactory. 4. About 80 per cent of the doctors and lawyers and 54 percent of the engineers felt that English had a very important role to play while only 25 percent of the teachers felt so. 5. It was found that the use of English by personnel belonging to various categories of jobs was largely determined by the nature of their particular job and that they had adequate English language proficiency. 6. A majority of students were not satisfied with the English courses offered to them at school and college level. The students felt that the courses did not give them proficiency in reading, writing and speaking English and were of no use for their study of special subjects. 7. The subject teachers felt that their students required training in special skills not given importance by

the English language teachers. 8. An analysis of English language teaching revealed that the courses did not impart to the students the essential language skills which they would need in order to perform a variety of tasks in their professions. Some of the causes were attributed to large classes, exclusive dependence on the lecture method, emphasis on examination and frequent experimentation with syllabi and, lastly, greater orientation towards English literature than towards English language skills.

Kotak (1981) attempted to develop a course for increasing the reading proficiency in English of the Post-High School Students of Gujarat. The researcher attempted to develop an auto-instructional course that would increase the reading proficiency in English of students of the post-high school stage (tenth standard passes) in the State of Gujarat. The course was designed on the lines of skills approach and included one unit each on the skills or word recognition, word meaning, guessing the meaning of words from context, reading in meaningful phrases, sentence meaning, finding the main idea, using a dictionary, guided reading and speed reading with comprehension.

After its first tryout on a sample of 118 post-S.S.C. students of different achievement levels in English, the course was modified on the basis of the statistical data obtained, students' opinion and the researcher's observations during the tryout. In the modified version of the course there were eight units, the one on word recognition and the one on dictionary use having been dropped. The material in its modified form was then tried out on a sample of 233 students of Class XI who volunteered to take the course. The critical ratio of the difference between the mean scores of reading comprehension (RC) in the pre and post test of the sample as a whole was 16.66, which was significant at 0.01 level, while the increase in the average reading speed (RS) of the group was 45.67 percent.   The increase in reading efficiency (RE), a composite of speed and comprehension was 89.51 percent. Considered separately, the gain in RC of the group with a high achievement level in English (for those with more than 60 percent marks in English at the S.S.C. Examination), was significant only at 0.05 level whereas the gain of the rest of the group was significant at 0.01 level.

The major findings of the study were, 1. It was possible to develop the reading proficiency of the students through the skills approach in which a learner practiced different skills separately before he engaged in the task of reading in its entirety.   2. The students with a high achievement level perhaps needed a different approach for developing their reading proficiency (the adequacy of the holistic approach must be explored in this regard). 3. By creating an awareness of the importance of speed, the learner's speed of reading could be increased. 4. The amount of development of speed depended on how well the learner was equipped with the knowledge of the language and his/her style of work in general. 5. The perceptual exercise of recognizing words in isolation did not produce results in terms of either speed or accuracy.

Kudchedkar (1981) attempted to develop a Course in Spoken English at the College level and the study of its effectiveness. The major objectives of the thesis were, i) to develop a course in spoken English, and study its effectiveness, ii) to determine the principles on which the course in spoken English should be designed, and iii) to determine whether greater attention to speech in the language resulted in improving the proficiency in other language skills.

The methodology consisted of designing the objectives for each subject. The various aspects of the basic course were framed on the basis of grammatical syllabus. The intermediate course was framed on the basis of a functional syllabus. The advanced course aimed at preparing the students for communication in new and unfamiliar situations. The investigator laid stress on micro skills. A field experiment was designed. The first version of the course was tried out with 18 students in 1977. The second version of the course was tried out on a sample of 300 students divided into 10 groups from colleges located in Bombay. The third version of the course was tried out with all the B.A. Part-I students of the SNDT University. The intermediate course was tried out as a compulsory course unit with all the B.A.Part-II students of the university. The tools of research were lessons used with cassette recorder, tape recorder and language laboratory. Special tests were prepared to assess the result of the experiment. The experimental groups studied the newly designed basic course in spoken English in two tutorial periods

per week for twenty four weeks. They received no specific training in grammar or composition. The control groups studied the course already in use and grammar and composition for two tutorial periods a week for 24 weeks. They received no specific training in speech. The t-test was used to test the significance of difference of main course. The F-test was also used.

The major findings were, 1. In case of writing four pairs out of seven, the experimental groups obtained higher progress marks than the control groups in the subtest in writing. 2. The students taught by traditional methods failed to acquire mastery over the language as a system. The major conclusions were, 1. A three-year course in spoken English could prove of great value at the SNDT University. 2. The course must aim at communicative competence. 3. It was necessary to design the basic course according to grammatical syllabus which began with the introduction of simple sentence patterns and preserved strict gradation and control. 4. The course material should take the form of simple natural dialogues strictly confirmed to the language items discovered up to that point in the syllabus. 5. The cassette recorder was the most practical; the language laboratory accorded facilities for recording, replay and comparison. The use of hardware was found to be worthwhile only if time could be assigned for subsequent discussion and follow-up activities. 6. Students attitude and motivation affected the results. 7. Aptitude appeared to be an even more important factor than motivation or methodology.

Patrikar (1981) carried out his study to examine the linguistic analysis of the errors in written English of students' of B.A. classes of the colleges of urban centers of Vidarbha. The objectives of the study were i) to find out the causes of the deterioration in usage of English language to be analyzed by critical examination of errors in language performance, and ii) to suggest some remedial measures for the improvement in the teaching learning process. The experimental study analyzed fifteen hundred written scripts of valued answer books from urban centers and four hundred scripts from colleges. Various tests were conducted in reading and comprehension and the study revealed the following findings, 1. Both in speed and comprehension, there was a

progressive increase from the pre-test to the post-test stages, 2. There was significant progressive rise in the reading speed of the participants from the pre-test to the sixth day test and finally from the sixth day to the post test stage, there was similar rise in the level of comprehension also though the improvement between the sixth day and the post-test stage was not significant, 3. Though the improvement rate, both in speed and comprehension, increased progressively, it was more in the first six days and comparatively less in the next six days, and 4. As regarding comprehension scores , there was a significant negative correlation between the pre-test and the sixth day scores, although between the pre-test and the post-test there was a significant positive correlation.

Saraswathi (1981) undertook a study in applied linguistic to explore the nature of communicative competence in relations to learning a language for specific purposes and on this basis, suggested guidelines for designing a course in English for Official Purpose (EOP) for the undergraduate in Tamil Nadu, India. A critical survey of approaches to EST (English for second language teaching) course design from a CALT (Communicative Approach to Language Teaching) perspective was undertaken for this study. The major objectives of the study were, i) to find out to what extent the students of B.A., B.Sc. and B.Com. have communicative competence in English for Official Purposes (EOP), ii) to study the shared conventions of EOP in Tamil Nadu, iii) to study the expectations of the official community in Tamil Nadu regarding EOP, iv) to find out the level of potential learner's competence in EOP.

The entire study was based on the following research questions: 1. Does a native speaker know his language perfectly? 2. "What are the shared conventions of EOP in Tamil Nadu and what is the significance of shared conventions for communication? 3. What are the expectations of the official community in Tamil Nadu regarding EOP? 4. What is the level of our potential learner's competence in EOP? Is the competence dichotomy valid?

For data collection, a number of letters were selected from 3rd year degree students in Madras and were revised into better versions and were given to some top business people in Madras in order to elicit their views on their preference and their reasons for doing so. A questionnaire was also designed to be distributed to people at different levels of the official hierarchy. The study led to the following findings: 1. The 3rd year B.A. /B.Sc. students didn't have adequate communicative competence in EOP due to unawareness of certain conventions of EOP and inability to express them in right language. 2. The 3rd year B.Com. students did not have the required communicative competence in EOP inspite of doing a course in business correspondence; they were only slightly better than the Non-B.Com. students. This indicated the usefulness of a specific course in EOP and the need to modify the course offered to the B.Com. students at that time. 3. The major components of communicative competence in EOP were: grammatical accuracy; appropriate choice of words; logical organization of ideas; the use of the appropriate tone.

The researcher gave the following suggestions for further research: 1. There is a need to design a need based course in BOP based on sociolinguistic survey. 2. A course meeting the various needs like letters, reports, memos, circulars, minutes, notices, filling in forms is needed to be designed. 3. This type of course should be introduced in college so that after entering in services, the employees could have an extra orientation course more narrowly geared to their needs e.g. banking, insurance etc.

Skariah (1981) attempted to develop a standardization of oral reading comprehension tests in English for pupils of class-VIII of Gujarat. The study aimed at measuring, identifying and discussing the oral reading comprehension and oral reading errors of class VIII pupils of Gujarat.

The experimental study included 1250 students as the sample and the data was collected through a pilot test and a final test. The findings of the study were, 1. Gender differences and area differences were found significant and lead to a result that girls were

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better in comprehension, and 2. The study showed that the girls made fewer errors in oral reading. The experimental group showed better performance after treatment.

Subrahmaniam, (1981) carried out a linguistic study of language skills attained in the English medium schools in India. The objectives of the study were   i) to present a linguistic analysis of the various skills acquired by the students of English medium schools (residential and non-residential), ii) to record and transcribe phonetically and compare the system of R.P. and that of the learners, and iii) to compare systematically phonology, grammar and lexis of L1. The sample was taken from school leavers of NDA, Khadakvasala, Pune. Data were collected by using specially prepared texts for assessing the command over vocabulary, comprehension and vocabulary usage, informal conversation etc. The total number of items was 910. The findings of the study were 1. There was no evidence to show that R.P. was systematically taught in all the public schools in India, 2. The variety of English was noticed to be fairly clear and meaningful but not always acceptable and grammatical, and 3. There was very little evidence to prove that the false analogy of the L1 interfered with the written language forms.

Walia (1981) conducted an evaluative study of English at the secondary level in Rajasthan. The objectives of the study were, i) to find out how the reading materials used in class room reflected the professed aims of the syllabus of English,   ii) to find out the extent to which the nature and content of examinations supported the goals of teaching English, iii) to find out how teachers worked through these materials in the actual teaching situations, iv) to find out if the English language teaching program of the state made an impact on teaching of English at the secondary level, v) to find out if the teachers had the basic academic qualification necessary to teach English, vi) to find out if the teachers had been trained to effectively use the new technique, and vii) to find out if there existed any difference in the performance of English language trained and untrained teachers.   The survey included 25 schools and all the 114 teachers teaching English and 154 students studying in class X as the sample of the study. The tools used for the study were two questionnaires, an observation schedule, content analysis, informal interviews and an analysis of examination papers.

The findings of the study were, 1. The new structures that were sought to be taught had not been there in the text books. Spaced, controlled, meaningful, repetition as a silent principle of learning new items had been totally ignored, 2. There was imprecise and grammatically incorrect language of instruction in the textbooks and hand books, 3. Teachers felt that the size of the class and the quantum of work load affected the choice of the mode of teaching, 4. The teachers felt that they resorted to one technique or the other for motivating their students, 5. Analysis of the question papers revealed in four major areas viz., vocabulary testing, testing reading, testing comprehension, testing structures and composition, 6. The most outrageous aspect of the examination system was utterly irresponsible way of scoring the scripts, 7. The grammatical mistakes in framing of the question and the unscientific nature of multiple choice questions affected the testing of the real language ability of the students, 8. During the observation of the lesson, it was noticed that the teachers did not use any motivational techniques. There was marked tension and passive compliance on the part of the student. No student participated in the classes and teaching was only a one way process, and 9. The rules of grammar were mechanically repeated in the classes and no illustration of such rules was given in the class to develop compositional skills.

Srivastava and Khatoon, (1980) examined the effect of difference between mother tongue and another language as medium of instruction on achievement, mental ability and creativity of the VIII standard students. The objectives of the study were to compare the differential effects of mother tongue as a medium of instruction and a language that is not a mother tongue as a medium of instruction on intelligence, achievement and creative abilities. The comparative study included sixty five girls and fifty boys from five English medium schools and forty one girls and forty three boys from Kannada medium schools. The progressive Matrices and various tests of creativity were used as tools to gather the information. The findings of the study were, 1. The different group was significantly higher on non-verbal intelligence than the same group, 2. The achievement of boys and the combined sample of different group were significantly superior to their counter parts from the same group and there was no such

difference among girls from the same group, and 3. The achievement in the second language of boys and girls and the combined sample from the different group was significantly superior to that of their counter parts from the same group even after adjusting from the effect of intelligence.

Sudharsanam (1980) focused on the study of reading comprehension of the undergraduate students studying English under Part-II in colleges. The objectives of the study were i) to construct and administer a diagnostic test of reading comprehension for the under-graduate students and ii) to develop a suitable approach for the remedial instruction. A total number of 716 students from three years of the undergraduate courses (B.A., B.Sc.) constituted the sample of the study. The tools used for the study to gather the data were, proficiency cum diagnostic tests of two parts and two separate questionnaires for teachers and students. For the experimental study, to validate the remedial program suggested, the paired group method was followed and twenty eight students in the experimental group were paired with twenty eight students in control group on the basis of the marks scored in part-I of the diagnostic test. The remedial program was carried out over fifteen classes each of one hour duration.

The findings of the study were, 1. First and third year students did not differ in their comprehension abilities, 2. A significant difference was observed between Arts and Science Students only in the first year, 3. Tamil and English Medium students did not differ in their comprehension abilities in English, 4. Educational and occupational status of the parents co-related significantly with the comprehension scores of the students, 5. Students (third year) who studied English under part-III (major) did not differ from the students (third year) who studied English under part-II, 6. Rural and urban students differed only at the second year level, 7. Students in Government and Private colleges differed at the first and the third year levels, 8. The girls and boys differed at the first and the second year levels, 9. The study revealed that the teaching of English did not contribute to the improvement of students' comprehension performance, 10. Students devoted greater attention to reading the opening and closing paragraphs of the long texts,

and 11. The remedial program suggested was effective in significantly raising the comprehension score of the experimental group.

The study recommended that the syllabus materials and methods of teaching English in colleges should be related to using English as a source language for further and advanced learning of one's subject.

Upadhyay (1980) developed a standardization of the proficiency test in English for the secondary school teachers of Gujarat. The objectives of the study were, i) to construct and standardize a language proficiency measuring tool, ii) to establish different norms of the test, and iii) to prepare the tool in English for the secondary school teachers. The study included 1000 secondary school teachers as sample and pilot test and final test were administered to collect the data. The study revealed that 1. General and area differences were not significant in the proficiency test results, and 2. The results showed that experience remained as an effective factor in the proficiency of the teacher.

Mutali and Borude (1979) studied the attitude of the parents and students of Aurangabad to the learning of and performance in English. The objectives of the study were i) to know the attitude of students towards learning English, ii) to find out the level of performance of the students in English, and iii) to know the attitude of parents towards learning English. The survey included 625 students, 999 parents and 418 teachers as the sample. Out of these 2,042 samples, 1121 were male and nine hundred twenty one were female. Three separate questionnaires for teachers, students and parents were administered to gather the data. The findings of the study were, 1. Girls were more interested in the learning of other languages than boys, 2. A love for the language and its potentialities as a window to the world knowledge motivated 74 percent of the girls to learn English, 3. More than half of the males wanted English to be taught from primary to college level, 4. Both the male and female teachers were in close agreement about the deterioration of the standard of English and strongly felt the need to take immediate steps to improve it, 5. Both the teachers irrespective of their economic background strongly desired that students be able to express better in English, 6. Most of the male parents

wanted their children to learn English to become officers while a majority of female parents wanted their children to learn English for the sake of knowing the world progress.

Parasher (1979) analyzed certain aspects of functions and form of Indian English.   This socio-linguistic study was aimed at presenting a profile of the functions and form of Indian English. The survey included 350 educated Indian bilinguals who were engaged in different learned professions. The tools used for this study were a questionnaire, observation, and interviews. The findings of the study were, 1. The mother tongue was found to dominate in the family domain and English in domains of friendship, education, Government and employment, 2. No language appeared to be clearly dominant in the domain of neighborhood, 3. The use of English was found to be minimal in the most informal domain (family) and maximal in the formal domain, 4. The subjects' mother tongue and English were found to be in diglottic relationship,   5. Within each domain, the choice of English was related to certain social variables such as the degree of informality, topic, mobility, professional status, education, medium of education, reading habits and parents' knowledge of English, 6. The subjects were found to have positive attitude towards English, 7. The motivation for learning English in India was found to be instrumental rather than integrative and 8. Most of the subjects were aware of the existence of Indian variety of English which they found to be a suitable model for teaching English in the country.

Shah (1979) conducted his comparative study of some personnel and psychological variables and reading comprehension. The study aimed at comparing the inter group differences in subject scores on Trivedi and Patel's Reading Comprehension Tests with respect to 6 personal variables namely gender, grade, age, parental income, parental education and parental occupation as well as the psychological variables namely reading rate, intelligence and meaning vocabulary. 412 pupils of 8th and 9th graders of four different schools constituted the sample of the study. The data was collected through reading comprehension test. The findings of the study were, 1. No difference existed in reading comprehension between boys and girls, 2. There was significant difference between two grades as well as medium age groups, 3. There was significant difference in

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frequencies of high and low group pupils on variables of parental income, education and occupation, and 4. There were significant differences in frequencies of three different groups of pupils on all the three psychological variables.

Gadgil (1978) investigated into the causes of large failures in English at the S.S.C. Examination of March 1977. The study aimed at finding of the causes for large incidents of failures in English. 26,924 candidates from 29 schools and 100 answer scripts constituted the sample of the study. The data was collected through questionnaire, records of SSCE board and analysis of answer books. The findings of the study were, 1. About 11 percent of students' secured less than 10 marks and about 60 percent secured less than 24 marks indicating the unsatisfactory state of affairs in the teaching of English, 2. The students were weak in translation, comprehension, letter writing and composition. Even those questions which required answers in one sentence only were not answered satisfactorily, 3. The students were weak in articles, writing correct word order, combining sentences, use of phrases, discrimination of the correct word from pairs of similar words, reported speech and the use of verb forms, 4. Failures 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, inadequate mastery of the teachers in their subjects, inadequate coverage of 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, and 5. The students were poor in the comprehension and understanding of the language.

Sabarwal (1978) conducted a research to study the comparative effectiveness of Programmed Auto Learning vis-à-vis other methods of teaching English as a second language to L1 and L2. The objectives of the study were to assess the efficacy of four different treatments of TESL namely the bilingual method, the audio-lingual, grammar translation and programmed auto learning methods and to find out which of the four have the better effect on the students. The findings of the study were that grammar translation and bilingual methods were more effective in comparison to other two methods.

Srivastava and Shekar (1978) focused on investigating the difficulties in language learning in order to identify the factors contributing to make language load. The findings were 1. A very large percentage of the students preferred to learn three or even more than three languages in school irrespective of area, medium of instruction and sex, 2. More of rural and semi-urban students found the learning of several languages advantageous, 3.For a large percentage of rural, semi-urban, Kannada-medium girl students, the order of difficulty was environmental, followed by pedagogic and curricular. For the Central School students the order was pedagogic, curricular and environmental, 4. A majority of the students found the third language to be the most difficult as regards acquiring the four skills namely, understanding, speaking, reading and writing. For all the three languages, particularly for the second and the third, the ascending order of difficulty in acquiring the four skills was reading, writing, understanding and speaking, 5. A large percentage of the students found the first and the second language easier to learn than social studies, mathematics and science, 6. A very large percentage of the parents were in favour of their children three or even more than three languages, 7. A very large percentage of the parents considered the learning of languages to be advantageous from all the suggested angles, 8. For most of the rural and semi-urban parents the order of difficulty was environmental, followed by pedagogic and curricular, 9.A majority of the rural and semi-urban teachers were in favour of teaching only three languages, 10.A majority of the teachers considered environmental and curricular areas as the chief sources of difficulty faced by the students in learning several languages, and 11. A large percentage of the teachers considered the teaching of languages difficult from all angles.

Sogani (1977) analyzed the status of general English at the undergraduate level. His study aimed at examining the present state of English language teaching at the undergraduate level. The survey included 162 students and 48 teachers as the sample. The data was collected through two separate questionnaires for teachers and students, interviews and basic language tests. The study projected the following discouraging findings such as unfavourable socio economic background, lack of opportunities for cognitive and linguistic development, an unrealistic curriculum, unimaginative approach to teaching, neglect of communicative skills and a content orientated examination system

and identified them as some of the prime factors which made a mockery of the formal English teaching program.

Desai (1975) observed the teaching of English as a library language in Commerce and Science faculties of Universities in Gujarat and the objectives of the study were, i) to evaluate the prescribed syllabi in the context of the objectives of teaching English as a library language, ii) to study the usefulness of vocabulary prescribed for study for the purpose of using English as a library language, and iii) to evolve a minimum useful vocabulary on an experimental basis for one of the levels up to graduation in Commerce and Science. For data collection, questionnaire and interviews were employed as tools. The respondents were educationists, teachers of English and the elite group of the society. Two studies were conducted with a view to finding out the impact of teaching a set of vocabulary to increase the power of comprehension among pre-university students of Commerce and Science. Tests were also administered to a group of SSCE students. The findings of the study were, 1. In the faculty of commerce the useful vocabulary items introduced ranged between 31 and 37 percent of the total vocabulary, 2. In the faculties of Science in the Universities of Gujarat the useful vocabulary items ranged between 40 and 51 percent of the total vocabulary, 3. In the syllabus of English and in the question papers thereof there seemed to be a trend towards language orientation, 4. A large number of comparatively young teachers of English in Commerce and Science colleges belonging to the Universities of Gujarat did not posses an adequate language skill and the desirable clarity to the problems of English teaching, and 5.It would be possible to introduce library language oriented syllabi at different levels of degree courses for Commerce and Science students and it would also be possible to prepare readable text books on the basis of useful vocabulary.

Nair (1975) studied the concept of standards in English through an analysis of the text books prepared for Secondary School pupils in Kerala since 1953. The objectives of the study were i) to analyze the text books in English prescribed for the study for the secondary school pupil in Kerala since 1952 and ii) to compare the findings of the analysis of the text books to find out the concept of standards of English. The procedure

of analysis included setting up tentative criteria for arriving at the concept of standards in English, qualitative and quantitative analysis of the textbooks and the study of the concept of standards of attainment and achievement. The major findings of the study were, 1. The text books in English were changed thirteen times in secondary schools during the period 1952-1975, 2. The concept of standards of attainment in English changed with the changes in textbooks, 3.The density indices of vocabulary were the highest for Standard VIII, the lowest for Standard X and fluctuating in Standard IX, 4. The early readers contained a large number of difficult words and archaisms. The density index of new words in the textbooks was satisfactory but the spacing and repetition of the new words were not satisfactory, 5. Vocabulary was a neglected item in the text books especially in the early years, 6. Phrasal words, idioms used in the readers (text books) were in accordance with the linguistic attainment of the pupils. The figures of speech and allusions included in certain early books were difficult for pupil, 7. Absence of illustrations in the books prescribed for study during 1952-53 was a drawback. 8. The books during the year 1952-53 did not contain exercises in structures but they are predominated in the latest books and 9. The standard of attainment in English as indicated in the text books for the period showed decline. A deterioration of standards in English was evident from the poor performance of the pupils at the S.S.L.C. examination.

Saraf (**1975**) discussed the aspects of training and preparation of teachers of English as a second language in Maharashtra. The objectives of the study were i) to study the elements of language proficiency of English teachers and, ii) to focus on training and preparation of the language teachers. The survey included around 1000 teachers as the sample and questionnaires, check-lists, inventories and observation techniques were used as tools to collect the data. The study revealed that training at the foundation phase, initial training and in service training would improve the language proficiency and develop the teaching abilities.

Dewal (**1973**) carried out a study entitled 'A study of difficulties in teaching English and effectiveness of programmed teaching.' The main objectives were to find out the effectiveness of teaching English through programmed material and compare it

with that of traditional method. The major findings of the study were 1. Programmed teaching worked well with teachers who were untrained in teaching English.2.Programmed teaching oriented teachers in managing class-room instruction.3.Programmed teaching helped developing subject competence of teachers. 4. Programmed teaching was found capable of overcoming some of the felt difficulties of the teachers and helped students to perform significantly better than those who were taught through the conventional method.

Chitnis (1973) tried to study the role of teacher in the college system. He tried to develop a profile of college teacher in terms of their attributes, attitudes, performances and out look on education. The study revealed that the interaction between the teachers and the students was extremely limited. In the class room, lecture method was followed and the interaction in the form of questions and answers or discussions was negligible. Teaching was mostly examination centered. College culture influenced the choice of medium of instruction, academic climate and teacher morale.

Trivedi and Patel (1973) made comparative study to analyze the achievements in common subjects of the students of B.A. with English and B.A. without English. They also tried to study and compare the habits of the students. The findings were 1. The average performance of students of English stream was better and significant in comparison with the average performance of students of non-English stream; 2. The standard of knowledge of students of non-English group was lower than the average standard of students of English group; 3. The study habits of students of English stream were relatively better organized than the study habits of students of non-English stream; 4. Students belonging to English stream had favourable attitude towards English than the students belonging to non-English stream.

Koppar (1970) enquired into the factors affecting the reading comprehension (in English).The main objectives of the enquiry were, i) to study the level of reading comprehension of Standard XI students of Gujarati-medium schools, ii) to study the relationship of reading comprehension with attitude towards reading, anxiety, academic

motivation, socio-economic status, and dependence, and iii) to undertake a study in depth of reading comprehension in English of a few students. The sample comprised of 555 students of Class XI of nine Gujarati-medium schools of Baroda. 10 students were selected at random from the sample of 555 students for in depth case studies. The tools used for data collection in this study were the Silent Reading Comprehension Test in English for S.S.C. pupils constructed by Patel, the Reading Attitude Scale of Patel, Junior Index of Motivation Scale of Frymier, Test Anxiety Scale for Children constructed by Nijhwan, the Socio-Economic Status Scale constructed by Mehta and Pre-Adolescent Dependence Scale developed by Pareek and Rao. Descriptive statistics and product moment correlation were used for data analysis.

The major findings of the study were: 1. Reading comprehension was related positively to reading attitude. 2. Dependence was related positively to reading comprehension, 3. Anxiety was related negatively to reading comprehension, and 4. Some other factors related to reading comprehension were found to be (a) reading readiness, (b) academic motivation, (c) attitude towards the study of English, (d) quality of classroom teaching (e) presence or absence of proper direction, (f) educational status of parents, and (g) social and economic compulsions.

English Language Teaching Institute (1969) carried out the study of the difficulties with regard to the teaching of English in Junior High School and it intended to find out the difficulties and causes of a purely pedagogical and organizational nature contributing in the context of deterioration of English. A few findings of the research reveal that   1. Only five out of nineteen schools claimed that they were using the structural approach, another five schools claimed to be using two or more kinds of methods simultaneously, 2. Ten of these schools did not have trained teachers, 3. Junior/High Schools did not have high trained staff to teach English, 4. There is no plan for written work and it is treated as separate skill from speaking and reading, 5. Question papers set by most of these schools did not test language ability. The suggestions of the research to improve the situation were 1.Requisite number of periods per week in the

timetable, 2.To ban the unauthorized books on English, 3.Special focus on language skills, and 4.Syllabus effective reforms in question papers in English.

Mishra (1969) investigated the problems and difficulties regarding teaching of English at secondary stage. The findings of the investigations were 1. Ninety percent teachers experienced and difficulty of explanation in prose teaching; more than seventy five percent teachers used translation method. 2. Only thirty two percent teachers inspired the students for general readings. 3. Forty percent of the teachers did not give practice of loud reading. 4. Majority of teachers did not find time for correction of translation work due to heavy work load. 5. Cent percent teachers opined that the course of English was too vast to finish in time before the commencement of the examination. 6. Ninety percent teachers pointed out that the lessons in the text books were above the mental level of the students.

2.2 Studies Conducted Overseas

Chen, Meng and Sun (2010) felt that for the students of English as a foreign language, reading exercises were critical not only for developing strong reading comprehension, but also for developing the other language skills. They believed that the collaborated learning environments were best suited for improving language ability. However, opportunities for English learners to collaboratively practice reading comprehension were minimal and due to certain resource constrains and lack of an accurate evaluation method, English instructors could assess students' literacy effectively. Hence, with an objective to find a feasible solution to such problems the researchers proposed a Tag Based Collaborative Reading Learning system (TACO) that made use of 2.0 Internet Social Tagging Techniques to provide a collaborative environment for reading English.

The detailed objectives of the project were, i) to provide collaborative learning environment for reading English language ii) to study whether the collaborative learning environment best suited for improving language ability, and iii.to test the system's ability to both improve reading comprehension and aid teachers in accurately assessing literacy. They conducted their study on an experimental basis with 56 **Taiwanese** Secondary

School Students. Their study revealed that 1. Post-test results showed a significant improvement in reading scores among participants in the tag based system, and 2. Feedback from teachers suggested an improved capacity for literary assessment.

Brown (2008) conducted an ethnographic study of international PG students at a University in South of **England** on the language learning and anxiety. The study aimed to know about the students' anxiety over their level of English language. The study involved interviews and participants' observation over a twelve month academic year. One of the major themes that emerged from this research was students' anxiety over their level of English language. The findings of the study were 1. Although all students entered their course with a minimum level of IELTS, 6, the majority felt disadvantaged by particularly poor spoken English and suffered feelings of anxiety, shame and inferiority, 2. Low self confidence meant that they had felt ill equipped to engage in class discussion and social interaction which used English as the medium of communication, 3. A common reaction to stress caused by language problems was to retreat into mono-ethnic communication with students from the same country, further inhibiting progress in language.

Assefa (2007) explored the issues in the teaching of expository writing at the under graduate level at Addis Ababa University, **Ethiopia**. The objectives of the study were i) to examine the features and moves of propositional development, ii) to investigate problems encountered in implementing CLT methodology in Ethiopian University, iii) to study student and teacher related factors that hinder the teaching- learning of expository writing, iv) to examine the adequacy of syllabus and materials for writing the course, and v) to suggest effective strategies to develop the ability to write expository texts.

The observation of his study helped in understanding the actual implementation of the teaching, learning of expository writing. Questionnaires were used to get insights into trainees' and instructors' views regarding the syllabus, materials, tasks and methodology used in the writing course "Intermediate Writing Skills". 120 under graduate teacher trainees and 15 writing instructors were included in his sample. The findings revealed that (1) Learners found the material difficult to follow dull and

uninteresting. They revealed that no attempts were made to promote communicative functions. (2). Further, the findings revealed that "Intermediate Writing Skills" text book was not suited to help students' develop appropriate skills of writing. (3) It was found that the teaching material did not help students gain confidence in expository essay writing through a process product approach. It was mentioned that the topics were neither adequate nor satisfactory to enable learners to improve their ability to compose essays. The study concluded with a suggestion for implementation of CLT principles and practices, cooperative learning product supplemented by the process approach and redesigning of the writing materials with inclusion of sub-skills.

Evans and Christopher (2007) attempted to study the language problems of university students in their study entitled "Why EAP is necessary: A survey of **Hong Kong** Tertiary students". Their article presented the overall findings of a large scale, multi faceted investigation into the language problems experienced by Cantonese-speaking students' at Hong Kong's largest English Medium University. Their survey included around 5000 under graduate students from all 26 Departments in the University. The questionnaires were administered and interviews and discussions were conducted to collect the data.

The study revealed that 1. A significant percentage of the subjects experienced difficulties when studying a content subject through the medium of English. 2. The result indicated that the students' problems centered on academic writing (particularly style, grammar and cohesion) and academic speaking (particularly grammar, fluency and pronunciation). 3. They also indicated that students' receptive and productive vocabularies were generally inadequate. 4. Academic listening appeared to present students with fewer difficulties than writing, speaking and reading. They suggested that EAP (English for Academic Purposes) Course Materials should be designed in the light of changing tertiary-education landscape in Hong Kong.

Farooqui (2007) attempted to study why the students' of public and private universities had the same level of proficiency when they start but at the end of four years

of study the students of private universities had acquired a higher level of proficiency in English. He had attempted to study on Developing Speaking Skills of Adult learners in private universities in **Bangladesh**: Problems and Solutions. The objectives of the study were i) to study how the private universities are helping students to develop language skills, ii) to explore teachers' perception of the problems encountered while speaking English. iii) To study the factors that helped these learners to develop their speaking skills. They gathered the data with observation, document analysis and a series of interviews with the teachers who had investigated how these private universities were helping students to develop language skills.

The survey findings were 1. Recurrent themes and salient comments regarding the teaching of speaking skills of English language were identified and subsumed under three main categories namely policies of the private universities, teachers' perception of students' problems in speaking and the reason for the problems and the strategies that teachers used to overcome these problems. 2. Since the students did not have sufficient proficiency in English, teachers find it difficult to do any oral communicative act with them. 3. The study revealed that teachers provided students with easy topics to help them getting started with speaking. 4. The teachers did not teach grammar separately and had emphasized on fluency rather than accuracy. 5. The teachers tried to enable the students to communicate effectively by placing importance on the socio-cultural features of communication and oral communication. 6. In order to help the students to overcome their shyness, teachers of these universities made it mandatory for all the students to speak in English. 7. In classes, where students of mixed levels sit together, the teachers used the advanced students as facilitators and instructed them to talk to weak students to help them. The researcher recommended effective communication strategy to develop speaking skills.

Muhammad (2007) attempted to investigate the factors that cause language anxiety for ESL/EFL learners in learning speaking skills of the students of University of **Glasgow** and the influence it casts on communication in the target language. The objectives of the study were i) to identify the source of language anxiety, ii) to find why

ESL/EFL learners feel anxious or embarrassed while learning to speak English language, and iii) to discover the phenomenon of language anxiety from both within and outside the language class room setting in wider social context. The survey included six ESL/EFL learners', eleven ESL/EFL practitioners and three EFL/ESL teachers.   The data were collected through semi-structured interviews and focus group interviews. The findings of the study were 1. The study revealed that the language anxiety most possibly could originate from within and outside of the language class room environment. 2. The study clearly indicated the existence of high levels of language anxiety in most of the learners who were learning English. 3. It was found that the feeling of anxiety became more threatening when the language instructors' manner of correction was rigid and humiliating and when they consider language class a performance rather than a learning place. 4. Students feeling of low proficiency, lack of confidence in general linguistic knowledge resulted in their anxiety. 5. The students found difficulty in learning English grammar, pronunciation, English word-class system, modal verbs, etc. which were commonly thought to impede the fluency of the EFL/ESL learner and hence were perceived to be major obstacles in achieving the desired performance goals in English language. 6. A major cause of facing these ESL/EFL difficulties was found to be lack of sufficient input and chances of practicing speaking skill (output) in the social context where English was not used as L1. The study concluded with recommendations for careful attitude of language teacher and application of modern approaches for improving the communication skills.

Arthur and Judith (2003) found that the discussion based approaches developed better comprehensive abilities, better class room interaction and ensured better students' performance in middle and high school English in **Albany**. The objectives of the study were, i) to examine the relationship between the students' literacy performance and discussion based approach to the development of understanding, and ii) to devise a variety of variables related to discussion based approach. The tools used for the study were a questionnaire for teachers, a questionnaire for students, measures of students' literary performance and an expanded version of program for analyzing discussions.

The findings of the study were, 1. The results suggested that dialogic instruction, envisionment building and emphasis on extended curricular conventions were the related aspects of a common emphasis on discussion based instructional activities that supported the development of understanding, 2. The results revealed that high academic demand and discussion based approaches were significantly related to spring performance with controls for initial literacy levels, gender, socio-economic status and race/ethnicity, and 3. Moreover, lack of significant interaction between these measures and grade levels of the school (middle or high school), school location (urban or sub-urban) and academic ability (defined by track placement and grade point average in classes other than English) indicated that these approaches were effective across a range of situations, for students of varying levels of academic ability, whatever class room they were in.

Seelen (2002) attempted to know whether performance in English as a second language was a relevant criterion for admission to an English medium University. The objectives of the study were, i) to focus on the efficacy of such an entry requirement using performance of students at National University of **Lesotho**, and ii) to make an attempt to quantify the implications of the current emphasis on performance in school English. The survey included 1841 university students. The findings of the study were, 1. The performance in school level English was hardly correlated with academic performance when controlling for the overall school performance, 2. The results of the study indicated that, firstly, COSC English is a very bad predictor of academic performance when considered in combination with overall school performance, 3. There was not necessarily a relation between what was measured by COSC English and what English proficiency was needed at tertiary education, and 4. The very low correlation between COSC English and first year communication skills seemed to make it unlikely that COSC English had any predictive value with response to fluency and articulation.

Tsailing (2002) attempted to analyze on the implementation of cooperative learning in EFL teaching in **Taiwan**. He had attempted to know about the process of cooperative learning and its effects on language learners. The objectives of the study were, i) to investigate the effects of cooperative learning on EFL junior high school

learners' language learning, ii) to study their motivation towards learning English as a foreign language and iii) to study high and low achievers' academic performance in a heterogeneous language proficiency group. The experimental study was conducted by administering questionnaire, interviews, oral tasks and various tests.

The findings of the study were, 1. The experimental group out performed the control group significantly in the measurement of oral communicative competence and in the motivational questionnaire, 2. The results of the students' scores on monthly examination showed that the academic achievements of the experimental group were comparable to those of control group, 3. The experimental group out did the control group in strategic competence by showing more verbal and non-verbal strategies to fix the communication breakdown occurred during their oral performance, and 4. No significant differences were identified in the three school vide monthly examinations between the experimental group and the control group. The study recommended cooperative learning which enhanced the oral communicative competence of the students.

Shamiry (2000) attempted to identify the nature of problems faced by Yemeni (Arabian) students in communicating with competent native speakers of English, especially those students, who do not share the first language with the learners. The study was undertaken to fulfill the following objectives, i) to enable the students to communicate in English with native speakers, ii) to find out the causes of communication breakdown for **Yemeni** tertiary level students of English when they are put in real communicative situations with competent speakers of English, iii) to gather information about the Yemeni tertiary level students' low proficiency of oral communicative competence, and iv) to find out major factors that affect student's spoken abilities of target language as follows: (a) Traditional teaching methods (b) Students' lack of communication strategies (c) Students' lack of learning strategies (d) Students' lack of exposure to target language and its culture. The study was survey by nature. A questionnaire and an interview schedule were designed to cover the four areas of the researcher's hypothesis as mentioned above in order to find out to what extent these factors affect Yemeni students' oral communicative competence and lead to

communication breakdown in real communicative situations particularly with the competent speakers of English who did not share the students' first language. The sample selected for the study comprised of 240 Yemeni students from Northern Governorate, Department of English, Faculty of Education and 45 Yemeni teachers from different Yemeni universities.

The findings of the study were: 1. The overall findings obtained from the Yemeni students' and teachers' responses pointed out that Yemeni student at the tertiary level were fully aware of their low achievement in oral communicative competence and therefore they needed to improve their speaking abilities, 2. Yemeni students failed to convey their message to their interlocutors particularly in the third and fourth levels, 3. Yemeni students did not feel comfortable when they spoke English apart from their level (i.e. first or fourth year students), and 4. Female Yemeni students' spoken English was even worse compared to male students and that was because they probably felt embarrassed to speak in the presence of their male classmates in the class. The major suggestions of the study were, 1. A training program can be held focusing upon the communicative methods of teaching and the strategies of communication that can be used for solving Yemeni students' problems of communication in the target language, and 2. A training program can be broadened to cover the psychological basis of language acquisition and an understanding of the factors that affect Yemeni students' oral communicative competence and how to improve their communicative competence.

Noels, Clement and Pelletier (1999) carried out a co-relational study entitled 'Perceptions of Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation' which considered how students' perceptions of their teachers' communication style, particularly the extent to which teachers were perceived to support students' autonomy and to provide useful feedback about students' learning progress, were related to students' extrinsic and intrinsic motivational orientations. The chief objectives of the study were, i) to investigate the relevance of intrinsic and extrinsic motivation for language learning, ii) to assess whether perceptions of teachers' communicative style were differently linked to these motivational subtypes and iii) to

find out the relationship between Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation. It also examined the link between these variables and various language learning outcomes, including effort, anxiety, and language competence. 78 students registered in a summer **French** Immersion Course completed a questionnaire that was used to assess the constructs described above. The co-relational analysis led to the following findings, 1. Stronger feelings of intrinsic motivation were related to positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety, 2. The more controlling and the less informative perceptions of teachers led to students' lower intrinsic motivation, and 3.The perceptions of teachers' communicative style was found to be more effective on students' intrinsic motivation than on students' extrinsic motivation. The chief implication of the study was: A research on correlation between perceptions of teachers' communicative style for motivation and language learning outcomes can be conducted.

Elliot (1997) carried out a study entitled 'On the Teaching and Acquisition of Pronunciation within a Communicative Approach' The objectives of the study were i) to find out why the acquisition of pronunciation had fallen to the wayside and had suffered from serious neglect in the communicative classroom in the **United States**, ii) to provide phonological instruction to improve pronunciation. An extension of this research examined experimental subjects' overall improvement in pronunciation accuracy, pinpointed specific areas where pronunciation instruction appeared to be most beneficial (e.g. discrete-word repetition, sentence repetition, discrete-word reading, and free speech); and determined natural phoneme classes and specific allophones that improved as a result of phonological instruction. The present study was experimental as well as survey by nature and addressed the following questions: 1. Does formal phonological instruction relate to improved pronunciation of the 19 sounds for the experimental group subjects? 2. Is formal instruction more beneficial in improving Spanish pronunciation for: (a) Word repetition (b) Sentence repetition (c) Word reading or (d) Spontaneous production of the target language? (3) Which natural phoneme classes and specific allophones improved significantly as a result of phonological instruction?

The data for the study were collected during the four semesters of the 1994-95 academic years at Indiana University, Bloomington. 66 undergraduate students enrolled as sample in three sections of an intermediate Spanish course and participated as small intact comparison groups. The data was collected using observation schedule and pronunciation test. The pronunciation test consisted of four sections measuring: 1. Accuracy in mimicking pronunciation at a discrete word level 2.Accuracy in mimicking pronunciation at a sentence level. 3. Accuracy of pronunciation of isolated written words and 4. A free elicitation exercise requiring subjects to describe one of two pictures in Spanish for approximately a minute and a half.

The present study revealed several significant findings as follows. 1. The formal instruction in pronunciation was significantly related to overall improvement for the experimental group. 2. Students could benefit from pronunciation instruction when they engaged in exercises requiring them to focus on the target language sound system. 3. While reading isolated, Spanish words provided an indication that orthography might possibly be an impediment to phonological acquisition.

The present study led to the following implications 1. Future studies might benefit from examining the effect of formal instruction in pronunciation as it relates to audio-lingual, cognitive-code, and proficiency based classrooms. 2. The future research may reveal that phonological instruction results in additional benefits such as enhanced listening comprehension and communicative skills.

Rao (1995) conducted his study on the "Oh No! Syndrome: A language expectation model of undergraduates' negative reactions towards Foreign Teacher Assistants". The objectives of the study were, i) to offer and test a part of the Language Expectation Model (LEM), ii) to explore undergraduates affective, cognitive and behavioral responses when they interact with a FTA. The study included 330 students from a large South Western University in **United States**. The tools used for the study included video tapes, two questionnaires, and various tests. The findings of the study were, 1. Results indicated that when students' language expectation of foreign TAS were

confirmed and they felt more angry and anxious, evaluated the foreign TAS less favourably and were more likely to drop a class taught by a foreign TA compared to when expectations were violated, 2. When expectations were violated students' with strong expectation had more positive evaluation of foreign TAS than students with strong expectations in certain cases, 3. Most predictions in the LEM were related to the expectations (confirmed versus violated) and the strength of expectations (strong versus weak), 4. Students in general had fairly strong negative expectations that their foreign TA would have an accent difficult to follow, and 5. It was believed that the language (vocabulary, grammar) and para language (style) used by the foreign TA triggered off the processes described in the model.

Kitao (1994) attempted to study the characteristics of measures of readability of Japanese students'. The objectives of the study were, i) to discuss the **Japanese** students' difficulties in reading English, and ii).to overview some of the problems of college English Text Books, and iii).to discuss characteristics of measures of readability. The survey was conducted at the undergraduate level and the tools used for the study were, JALT English reading project, two tests, and two forms. The findings of the study were, 1. There was a high correlation between reading ability and reading speed and a higher correlation between these two factors among students with the highest scores, 2. To teach the subject effectively, well organized readings with concrete information were chosen to suit goals of the class, 3. The number of words in a passage should be specified in order to calculate reading speed, and 4. The identified problems were (a) giving equal weight to each word (b) failure to understand the connections among sentences in a paragraph (c) difficulty in summarizing passages. The study concluded with the following recommendations. 1. Passages require exercises to improve reading comprehension, 2. Difficult vocabulary should be accompanied by explanations in easy English, and 3. Computer assisted instruction.

Virginia (1989) carried out the research study on "Large Classes: The situation in **Japan**. Lancaster–Leeds language learning in large classes". The objective of the study was to know and study the students' experience with an attitude towards class size. The survey included 94 undergraduate students and university instructors. Japan Association

of Language Teachers (JALT) seminar report and three questionnaires were used as tools. The findings of the study were, 1. The study revealed that the students preferred smaller classes with 40 to 50 students per class, 2. The teachers revealed that the question of class size was clearly a source of concern which created pedagogical, managerial and effective problems for the teacher.

Pedagogical Problems: (i) Speaking, reading and writing tasks were more difficult to carryout, (ii) Difficulty in monitoring work, giving feedback, (iii) Problems in individualizing, and (iv) Difficulties in setting up communicative tasks providing opportunities to speak (v) Practice of avoiding activities that are demanding to implement.

Managerial Problems: (i) Correction of large numbers of essays difficult in writing classes, (ii) Pair/group work often cumbersome to execute, iii) Noise level high affecting neighboring classes (iv) Difficulty in attending to all students during class time, and (v) Discipline problems.

Affective Problems: (i) Difficulty in learning students names, (ii) Impossibility of establishing good rapport with students, (iii) Concern for weaker students, (iv) "Crowd" phenomenon: Students not listening the teacher or to others, and (v) Problems in assessing students' interests and moods.

Speth and Brown (1988) carried out a survey under the title 'Study Approaches, Processes and Strategies' using a series of factor analyses of items and subscales. A sample of 383 students in educational psychology classes at a large **American** university completed the inventories based on the communicative approach. The objective of the study was to compare inventories from three theoretical perspectives: cognitive process, approaches to learning and autonomous study. The inventory consisted of 64 statements about how students tackle everyday learning tasks in language class. The study pointed out the following findings 1. The students at large preferred learning through the

communicative approach. 2. The students had attraction and liking for student-centered nature of the communicative approach.

Aziz (1984) in his study entitled 'Communicative Error Evaluation' evaluated **American** Native Speaker's communicative errors and interpreted abnormal utterances written by Arab English as First Language learners. The study was survey by nature in which the researcher tried to establish and investigate the difference between judged intelligibility and naturalness. Following were the objectives of the study: i) to investigate the difference between judged intelligibility and naturalness, ii) to investigate the extent to which error type occurs (Grammatical or Semantic), and iii) to provide validation measures for judgments of intelligibility. The tool of the study was four point scales of intelligibility and naturalness. Sample of the study was 240 American undergraduates. The study was carried out using two factorial designs. The findings of the study revealed that there was no association between the students' performance and intelligibility with respect to their communicative errors.

Keller (1978) investigated the factors affecting the poor academic achievement of first term freshmen at **Miami** University. The survey aimed at studying the factors affecting the poor academic achievement of the first term freshmen. 375 undergraduate freshmen with 2.0 score constituted the sample of the survey. The data was collected through questionnaire. The findings of the study were 1. The study revealed factors responsible for their low grade, 2. The freshmen in the study blamed problems with examination more than any other factor pertaining to instruction for their academic performance, 3. A majority of the freshmen indicated that their failure to schedule time wisely, to learn to study well, to keep up with course work and to develop adequate study habits were a major or moderate reasons for their lack of academic accomplishments, 4. Many of them also admitted that they had an unrealistic idea of the amount of work required in college – especially compared to their high school experience, 5. Most of the freshmen did not strongly connect their academic short comings with their ability to confirm to the personal or social settings at Miami, 6. Many of them believed that their

unsatisfactory high school back ground in certain key subjects heavily contributed to their academic failure.

2.3 Analysis of Reviewed Studies

The researcher had reviewed various Surveys, Experimental Studies, Comparative Studies, Case Studies, Survey-cum-Experimental Studies and Content Analysis Studies.

2.3.1 Year-wise Data of Reviewed Studies

The researcher had included around 98 studies conducted in between the years 1969 and 2010. The details were shown in the following table No.2.3.1.1.

Table No.2.3.1.1

Year-wise Distribution of the Number of Reviewed Studies

Sl.No.	Year of the Study	No. of Studies
1	2010	2
2	2008	1
3	2007	4
4	2006	5
5	2005	4
6	2003	1
7	2002	4
8	2000	2
9	1999	1
10	1998	2
11	1997	3
12	1996	5
13	1995	4
14	1994	4
15	1992	2
16	1991	1
17	1990	1
18	1989	3
19	1988	3
20	1987	1
21	1986	4
22	1985	4
23	1984	7

Sl.No.	Year of the Study	No. of Studies
24	1982	3
25	1981	7
26	1980	3
27	1979	3
28	1978	4
29	1977	1
30	1975	3
30	1973	3
32	1970	1
33	1969	2
	Total	**98**

2.3.2 Details of Criteria for Division of Studies

The researcher segmented all these reviews on the basis of level of study and factors pertaining to language acquisition. Out of these 98 research reviews, 93 reviews were in relation with the level of education and the other five studies were pertaining to the language acquisition factors. The researcher had reviewed studies at various levels. The reviews included 50 studies at the University level, 11 studies at the Higher Secondary level, 31 Studies at the Secondary level, and one study at the Primary level. The details were projected in the following table.

Table No.2.3.2.1

Table Showing Criteria for Division of Studies

A	Level	No.of Studies
i)	Primary Level	01
ii)	Secondary Level	31
iii)	Higher Secondary Level	11
iv)	University Level	50
B	**Language Acquisition Factors**	05
	Total	**98**

2.3.3 Details of the Division of Research Designs of the Referred Studies

The researcher had reviewed various studies conducted in India and Abroad. The review included 52 surveys, 9 Survey-cum-Experimental studies, 24 Experimental

Studies, 3 Case Studies, 7 Comparative Studies, 3 Content Analysis Studies and a Developmental Study.

2.3.3.1 Table Showing Designs of the Referred Studies

Sl.No.	Design of the Study	No.of Studies referred		
		Indian	Foreign	Total
1	Survey	38	14	52
2	Survey-cum-Experimental	07	02	09
3	Experimental	21	03	24
4	Case Study	03	-	03
5	Comparative Studies	07	-	07
6	Content Analysis	03	-	03
7	Developmental	01	-	01
	Total	**80**	**18**	**98**

2.4. Classification of Reviewed Studies

The results of all the research studies were sub-divided into the five aspects of English language teaching-learning as mentioned earlier. The first area of focus was on 'Methodology of Teaching'. The researcher had reviewed 24 studies in this area. The division of the studies was shown below in Table No.2.4.1.

Table No. 2.4.1

List of Focusing Areas of Reviewed Studies

Sl.No.	Focusing Areas of the Reviewed Literature	No. of Studies
1	Methodology of Teaching	24
2	Syllabus Relevance and Communication Skills	23
3	Examination Issues	08
4	Language Teaching-Learning Problems	21
5	Teacher Competence and Attitude	22
	Total	98

2.4.1 The Studies Focusing on the Methodology of Teaching

Among the twenty four studies that focused on the Methodology of Teaching, thirteen were Experimental Studies, six were Surveys, three were Comparative Studies and two were on Survey-cum-Experimental studies. The details of the same were given in the tabular form below.

Table No.2.4.1.1

Table Showing List of Studies Focusing on Methodology of Teaching

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
1	Chen, Jun-Ming; Chen, Meng-Chang; Sun, Yeali.S.	2010	Proposal of a Tag based Collaborative Reading Learning System that makes use of web 2.0 Internet Social Tagging Technique to provide a collaborative environment for reading English	Experimental
2	Raja	2005	A Communicative Strategy in Learning Communicative Skills in English at the College level.	Experimental
3	Arthur and Judith	2003	Discussion based Approaches to developing understanding: Class Room Interaction and Students' Performance in Middle and High School English	Survey
4	Tsailing	2002	Analysis on the implementation of Cooperative Learning in EFL Teaching	Experimental
5	Illangovan, K.N.	1998	Effectiveness of Audio-Video Intervention in Developing Listening Comprehension in English at Higher Secondary Stage	Experimental
6	Sheorey and Bryant	1998	Examining the Learning Strategies of Indian College Students.	Survey
7	Elliot	1997	On the Teaching and Acquisition of Pronunciation with a Communicative Approach.	Survey cum Experimental
8	Bose, K.	1996	Studying of the Effectiveness of Computer Programs as remedial strategies for overcoming specific language learning disabilities.	Experimental
9	Dave, J.D.	1996	An Enquiry into the effectiveness of the communicative, the structural and the conventional approaches to English language teaching at secondary level.	Survey
10.	Padmaja,T.V.S.	1996	English Language Teaching at Pre-University / Intermediate Levels: A comparative study with reference to materials, methods and modes of evaluation.	Comparative Studies
11	Carderio, C.W.	1995	Evolving a set of strategies techniques and materials to teach English poetry effectively at the higher secondary level in Gujarat on the basis of try outs and experimentation.	Experimental

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
12	Paliwal, A.K.	1994	Developing Communicative Competence among Secondary School Learners: An Experimental Study.	Experimental
13	Rajgopal, G.	1992	Developing a Bilingual Methodology to promote reading skills in English by using learners' L1 Resources – An Experiment.	Experimental
14	Mohire, V.N.	1989	A Critical Analysis of Methods and Means of teaching English applied at the undergraduate level.	Survey
15	Jadeja Rajendrasingh	1988	Developing Techniques for the teaching and testing of language use with specific focus on oral communication at the secondary level.	Survey cum Experimental
16	Kripa K.Gautam	1988	English language teaching: A critical study of methods and approaches.	Survey
17	Speth and Brown	1988	Study Approaches, Processes and Strategies.	Survey
18	Kudesia, U.C.	1987	An Experimental Comparison of Discussion Method and Lecture Method in teaching technical English to first year students of polytechnics	Experimental
19	Khare, M.	1986	A Comparative study of traditional and structural approaches to the teaching of English with reference to their learning outcomes.	Comparative Studies
20	Sulabha Natraj	1984	An investigation into the efficiency of Group Method Techniques for English language instruction at the Intermediate Level in Gujart.	Experimental
21	Lionel, G.C.	1982	A Psycho Linguistic Strategy for teaching reading English with comprehension to the students of standard XI at the Plus Two Level.	Experimental
22	Kotak Gira, H.	1981	Development of Course for Increasing the Reading Proficiency in English of the Post-High School Students of Gujarat	Experimental
23	Sabarwal	1978	The Comparative Effectiveness of Programmed Auto Learning vis-à-vis other methods of teaching English as a second language to L1 and L2.	Comparative Studies
24	Dewal, S.D.	1974	A study of difficulties in teaching English and Effectiveness of Programmed Teaching – A System Approach.	Experimental

The study of teaching practices, methods of teaching of various researchers varied as per the review and hence they were not conclusive. Several investigators like Chen, Meng and Sun (2010), Raja (2005), Arthur and Judith (2003) found the traditional conventional pattern of teaching did not cater to the required needs of the present day learners. Tsailing (2002) attempted to analyze on the implementation of cooperative learning in EFL teaching and recommended Cooperative learning which enhanced the oral communicative competence of the students. Padmaja (1996) had reported that the conventional pattern helped the learner in enhancing particular language skills. Though the different researchers projected different methods of teaching, many of the investigators like Chen, Meng and Sun (2010), Raja (2005), Arthur Judith(2003), Illangovan (1998), Sheorey and Bryant (1998) and Elliot (1997) suggested for the modification in the regular teaching practices.

It could be seen from the brief review of the referred related literature presented in the above pages that a number of studies had been carried out on the teaching practices and the methodology of language teaching. But by and large the obtained findings were unequivocal. Investigations of Chen, Meng and Sun (2010), Raja (2005), Arthur and Judith (2003), Kudesia (1987), Natraj (1984), observed that the collaborative learning and the group discussion techniques enhanced the learning capacity of the students. Kudesia 1987), Natraj (1984) emphasized on the effectiveness of group discussion method. Liang (2002) found that cooperative learning enhanced the oral communicative competence of the students. Arthur and Judith (2003) had found that the discussion based instructional activities supported the development of understanding.

Illangovan (1998) discussed the effectiveness of audio-video intervention. Bose (1996) proved that the use of multi-media had proved beneficial for over- coming learning disabilities.

Elliot (1997), Dave (1996), Padmaja (1996, Paliwal (1994), Speth and Brown (1988) had found that the communicative approach was more effective. Padmaja (1996) found that the gap between teachers' use of strategy for ELT and students' interaction can be minimized by communicative approach. Sheory and Briyant (1998) had

recommended the communicative approach as it was student centered. Carderio (1995) had evolved new materials and strategies for teaching poetry in Gujarati. Rajgopal (1992) developed a bilingual methodology to promote reading skills by using learners L1 resources. Mohire (1989) had found that the majority of the teachers followed the traditional lecture and translation method. Jadeja (1988) had found that the new techniques facilitated greater use of language within the class room. Khare (1986) had found that students' achievement under structural approach was better than that of under the traditional approach in certain aspects of language. Lionel (1982) had found that the psycho linguistic strategy of teaching reading was superior. Kotak Gira (1981) had found that the reading proficiency of the students can be developed by skills approach in which a learner practiced different skills separately before he engaged himself in the task of reading. Sabarwal (1978) had observed that the Grammar Translation method and bilingual methods were more effective in comparison to other methods.

2.4.2 The Studies Focusing on Syllabus Relevance and Communication Skills

The second set of studies focused on the syllabus and its relevance, and its impact on communication skills. Among these twenty three studies, there were twelve surveys, five experimental studies, one comparative study and three content analysis studies and two survey-cum-experimental studies which were referred by the researcher. The details were given below in the tabular form.

Table No.2.4.2.1

List of Studies Focusing on Syllabus Relevance and Communication Skills

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
1	Assefa Zeru Tedla	2007	Exploring Issues in the Teaching of Expository Writing at the under graduate level at Addis Ababa University, Ethiopia.	Survey
2	Charudutt Gurjar	2006	Renewal and Development of Curriculum in English in the sciences at the UG level in Gujarat	Content Analysis
3	Govind Vyavahari	2006	Preparation and try out of a remedial course in English for graduate learners who make glaring errors in writing.	Experimental
4	Yashwant Sharma	2006	Preparation and try out of material for Teaching English at UG level.	Survey cum Experimental
5	Kottagattu Neelaveni	2005	Redefining issues in Syllabus and Materials Design: An Analytical Study of the First Year JNTU English Course.	Content Analysis
6	Rita Ghosh	2005	Re Reading the English Language curriculum - A Critical Pedagogy Perspective.	Content Analysis
7	Seelen L.P.	2002	Is performance in English as a Second Language a relevant Criterion for Admission to an English medium University?	Survey
8	Sonalde Desai	2002	An investigation into the Preparation and Try out of a package of ELT Materials to develop Communicative compe-tence at the F.Y.B.Sc. level.	Survey cum Experimental
9	Utpal Vaidya	2002	Preparation and Field Trial of Instructional Material for the Teaching of Business English at F.Y. B.Com. Level.	Experimental
10.	Deshmukh, V.B.	1997	Development of a Need Based Course in English language for some polytechnic Departments of SNDT Women's University.	Survey
11	Praveen Kumar, M	1997	The Functional English Syllabus – A Study of the Perspectives of Teachers and Employers.	Survey

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
12	Anjilvelil, M.M.	1996	Learner needs and English Syllabus at part-II UG level of Madurai Kamraj University.	Survey
13	Herbert, B.S.	1995	Developing a Remedial Instructional Package to reduce the errors in Sentence Structures committed by students in written English at the Higher Secondary Level.	Experimental
14	Nair Bhaskaran	1991	Writing in a Second Language: A Pedagogic Perceptive on the Interactive Processes in Language Structuring and Composition (1991)	Survey
15	Jacob, P.G.	1985	Planning an Integrative English Curriculum for Under Graduate Science students. A Community Based Approach	Survey
16	Sundara, S.	1984	The Economic needs in English of the commerce students of Madurai Kamraj University – An Analysis	Survey
17	Kudchedkar,S.	1981	Development of Course in Spoken English at the College Level and the Study of its Effectiveness.	Experimental
18	Skariah, M.T.	1981	Construction and Standardization of Oral Reading Comprehension Tests in English for pupils of class-VIII of Gujarat.	Experimental
19	Subrahmaniam, V.	1981	A Linguistic Study of Language Skills attained in the English Medium schools in India	Survey
20	Parasher, S.V.	1979	Certain aspects of functions and form of Indian English – A Socio-linguistic Study.	Survey
21	Shah, J.H.	1979	A Comparative Study of some Personnel and Psychological Variables and Reading Comprehension.	Comparative studies
22	Rajul Sogani	1977	General English at the Undergraduate level.	Survey
23	Nair, K.S.	1975	A Study of the Concept of Standards in English through an Analysis of the Text books prepared for secondary school pupils in Kerala since 1952.	Survey

All these studies reported that the syllabus and curriculum issues influenced the teaching learning process of English. It was observed that the syllabus had either positive or negative impact to some extent on the learners learning attitude.

The studies of Assefa (2002), Charudutt (2006), Desai (2002), Deshmukh (1997), Anjilvelil (1996), Frances (1985), Patil (1985), and Sundara (1984) observed that the syllabus of the English language at various levels was not in tune with the objectives of teaching and the needs of the students' learners. Patil (1985) studied the aspects of syllabus and text books in compulsory English for the Arts students and found that only the first year course was language oriented. Sundara (1984) found that the text books were not appropriate as per the needs of the students.

Another group of studies such as Govind (2006), Utpal (2002), Deshmukh (1997), Herbert (1995), Jacob (1985), and Kudchedkar (1981) revealed that the syllabus recommended was not appropriate to enhance the language skills and all these researchers suggested remedial measures for improving the learners' learning capacity.

Neelaveni (2005), Rita Ghosh (2005), Desai (2002), Praveen Kumar (1997), and Frances (1985), studied the perspectives and aspects of English syllabus at various levels and suggested that there should be functional English course, commerce specific English and Integrative English curriculum to improve the learners' capacity to understand the textual content of knowledge. Neelaveni (2005) observed that the emphasis was laid on language skills, correct pronunciation, accent and intonation. Rita Ghosh (2005) found that the text books were only partial representation of reality. Desai (2002) found that the present syllabus/courses were extremely mechanical and ineffective in improving the students' independent use of language. The study conducted by Seelen (2002) revealed that the performance in school level English was hardly correlated with the academic performance at the college level.

Another study by Nair (1991) pointed out the deterioration of standards in English. Skariah's study (1981) revealed that gender differences had significant relationship in comprehensive levels of the learners. It was revealed by Subramaniam

(1981) that the variety of English was noticed to be clear and meaningful but not always acceptable and grammatically correct. Yet, another study by Parasher (1979) discussed about the impact of mother tongue on the learning of English and had found that the use of English was found to be minimal in the most informal domain and maximal in the formal domain. Sogani's (1977) study revealed that various factors such as unfavourable socio economic background, lack of opportunities for cognitive and linguistic development, an unrealistic curriculum and neglect of communicative skills were some of the prime factors which had made a mockery of the formal English teaching programme.

All the researchers observed that there was an urgent need for immediate syllabus revision to ensure the better learning environment. All these studies observed the relationship between syllabus and the learner was significantly co-related to each other and hence the researchers suggested that syllabus which justified both the objectives of teaching and the needs of the students should be implemented at higher level of education.

2.4.3 The Studies Focusing on Examination issues

Among the studies focused on Examination Issues, there were five Surveys, one Experimental Study, and one Comparative Study was referred by the researcher. The details were given in the tabular form below.

Table No.2.4.3.1

List of the Studies Focusing on Examination Issues

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
1	Patil D.K.	1985	The English Language Achievement of Shivaji University Arts graduates	Survey
2	Aziz	1984	Communicative Errors and Evaluation: A Study of American Native Speakers'Evaluation	Survey
3	Shantaneshwar Veena	1982	An Investigation into the Rules of English in higher and Professional Education in Karnataka.	Survey
4	Patrikar, M.S.	1981	A Linguistic Analysis of the Errors in written English of Students' of B.A. classes of the colleges of Urban Centers of Vidarbha.	Experimental
5	Saraswati	1981	A Study in Applied Linguistic to explore the Nature of Communicative Competence in relation to learning a Language for Specific Purposes.	Survey
6	Gadgil, A.D.	1978	Study of the Causes of Large Failures in English at the S.S.C. Examination of March 1977.	Survey
7	Keller, Michael J.	1978	Factors Affecting the Poor Academic Achievement of first term freshmen at Miami University: A survey	Survey
8	Trivedi, R.S. and Patel, B.V.	1973	Comparative study of the Performance and Study Habits of Students reading in B.A. (English) and B.A. (Non-English) Course of S.P. University.	Comparative Studies

As per the reports of the above mentioned researchers, all the studies discussed about the examination oriented issues and most of them concluded that the students' lack proper grounding in English and this resulted in their poor performance. Some other studies highlighted the factors which were responsible for the low standard of their performance. Large classes, method of teaching, frequent experimentation with the syllabi, greater attention towards the literature, low speed and lack of proper comprehensive abilities and unsatisfactory school background were the major factors which influenced the language learning ability of the students. One of the studies had also projected that the students own imperfect preparation, carelessness and improper time management were the responsible factors for their low performance.

2.4.4 The Studies Focusing on Language Teaching-Learning Problems

The researcher had referred around 21 studies in this regard. Among those twenty one studies focused on Language Teaching-Learning Problems, there were sixteen Surveys, two Case Studies, two Surveys-cum-Experimental studies and one Experimental Study. The details were given in the tabular form below.

Table No.2.4.4.1

List of the Studies Focusing on Language Teaching-Learning Problems

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
1	Brown Lorraine	2008	Language and Anxiety: An Ethnographic Study of International Post Graduate Students.	Survey
2	Assefa Zeru Tedla	2007	Exploring Issues in the Teaching of Expository Writing at the Under Graduate level at ADDIS ABABA University, Ethiopia	Survey
3	Evans Stephen and Green Christopher	2007	Why EAP is necessary: A Survey of Hong Kong Tertiary students.	Survey
4	Farooqui Sabrin	2007	Developing Speaking Skills of Adult learners in private universities in Bangladesh: Problems and Solutions.	Survey
5	Mohammad Tanveer	2007	Investigation of the factors that cause Language Anxiety for ESL/EFL learners in learning Speaking Skills and the influence it casts on communication in the Target Language.	Survey
6	Aneurin Pinheiro	2006	Identifying Reading Problems of under Achievers at +2 Level - A case Study	Case Study
7	Shamiry	2000	Identification of the Nature of Problems faced by Yemeni (Arabian) Students in communicating with Competent native Speakers of English specially those students who do not share the First Language with the learners.	Survey
8	Kitao, Kenji.	1994	Getting students to read actively.	Survey
9	Paruchuri Ushaprasad	1992	Classroom Communication in English Classes of Different Sizes – An Exploratory Study.	Survey
10	Sita, V.	1990	Problems of undergraduate students in understanding native varieties of English...An Experimental Study	Survey cum Experimental

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
11	Jayashree, T.	1989	Identification of the Difficulties in Teaching and Learning English as a Second Language among the High School Students	Survey
12	Locastro Virginia	1989	Large Classes: The Situation in Japan. Lancaster – Leeds Language Learning in Large Classes.	Survey
13	Desai K.G.	1986	Diagnosis of Defects in Language Ability of children studying in standard IV and a Tryout of a Remedial Programme for their Correction.	Experimental
14	Sharma R.K.	1986	A study of the Problems of Teaching English in Bihar.	Survey
15	Vimala Devi, P.	1986	Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English.	Survey cum Experimental
16	Frances, G. Colaco	1985	English at the Undergraduate Level in Mangalore University towards an Alternate Syllabus.	Survey
17	Joshi A.N.	1984	Factors Influencing English Language Abilities	Survey
18	Srivastava, A.K. and Shekar, R.	1978	The Language Load	Survey
19	Koppar, B.	1970	An enquiry into Factors Affecting Reading Comprehension in English.	Case Study
20	English Language Teaching Institute (ELTI)	1969	An Investigation into the Difficulties in the Teaching of English in Junior High Schools and Causes of Deterioration in the Standard of Attainment at the level Suggestions for Improvement.	Survey
21	Mishra J.N.	1969	A Study of Problems and Difficulties of Language Teaching at Secondary Level	Survey

All these studies attempted to find out the problems faced by teachers and students in the process of English language teaching-learning at various levels. Among these studies some of the studies projected the anxiety, low self confidence, lack of positive attitude, lack of exposure, and proficiency as the major problems encountered by the students. Some other researchers observed that the regional medium students who didn't have adequate exposure faced many problems in English language learning. Some studies projected the problems of the teachers in the English class rooms.

2.4.5 The Studies Focusing on Teacher Competence and Attitude

The researcher had referred twenty two studies which were focused on Teacher Competence and Attitude. Overall there were twelve Surveys, three Surveys-cum-Experimental Studies, two Comparative Studies, three Experimental Studies, one Developmental Study and one Case Study which were pertained to this area of Teacher Competence and Attitude category. The details were given in the tabular form below.

Table No.2.4.5.1

List of the Studies Focusing on Teacher Competence and Attitude

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
1	Wong Mary Siewlian	2010	Study of Pre-Service Teachers' Beliefs about learning English and the Stability of these Beliefs.	Survey
2	Sailaja Radhakrishna	2006	Recognizing the Disadvantaged Learners' L2 literacy within a Functional Literacy Frame work.	Developmental
3	Krushna Chandra Mishra	2005	Development of a Training Course in Correction of Errors in English as a Second Language.	Survey cum Experimental
4	Ajit Singh Rana	2000	A Study of Proficiency in English (LL) of the Teachers working in the Tribal Areas of Gujarat State in Relation to Certain Variables.	Comparative Studies
5	Noels, Clement and D Pelletier	1999	Perceptions of Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation'.	Survey
6	Gupta, K.M.	1996	Teachers' Performance in Mathematics and Reading Test	Comparative study
7	Barot, U.	1995	A Study of Attitudes of under graduate college going Students towards English Language Teacher and Teaching.	Survey
8	Rao Nagesh	1995	The Oh! No Syndrome: A Language Expectation Model of undergraduates' negative reactions towards Foreign Teacher Assistance	Survey cum Experimental
9	Barat	1994	Attitude towards English of Hindi medium undergraduates.	Survey
10	Damayanti, J.V.	1994	Preparation and Try-out of a Course in English for the Trainees of Primary Training Colleges of Gujarat.	Experimental
11	Dharmveer Jindal	1985	Problems of Pronunciation of Individual words of English as spoken by the Teacher of English in rural schools of Punjab.	Survey

Sl. No.	Name(s) of the Investigator(s)	Year	Title of the Study	Design of the Study
12	Roy Chhanda	1985	The Preparation of College and University Teachers of India - A Socio Philosophical Treatise	Case study
13	Bhattarcharjee, R.	1984	An Investigation into the Teaching of English in the High Schools of East Khasi Hills District of Meghalaya.	Survey cum Experimental
14	Singh V.D.	1984	A Study of the Linguistic and Communicative Abilities of High School Teachers of English in Relation to their Class room Functions.	Survey
15	Khan I.	1982	Suitability of teaching English through correspondence courses as offered by some Indian Universities at the first degree level.	Survey
16	Walia A.	1981	An Evaluative Study of English at the Secondary Level in Rajasthan.	Survey
17	Upadhyay D.C.	1980	Construction and Standardization of the Proficiency Test in English for the Secondary School Teachers of Gujarat.	Experimental
18	Mutali, K and Barude, R.	1979	The Attitude of the Parents and Students of Aurangabad to the Learning of and Performance in English.	Survey
19	Desai S.D.	1975	The Teaching of English as a Library Language in the Commerce and Science Faculties of Universities of Gujarat	Survey
20	Saraf, R.S.	1975	Training and Preparation of Teachers of English as a Second Language in Maharashtra: A Critical Study	Survey
21	Dewal, O.S.	1974	A Study of Difficulties in Teaching English and Effectiveness of Programmed Teaching – A system Approach.	Experimental
22	Chitnis, S.	1973	Study of the Teacher Role in the College System.	Survey

The studies in this context concluded that the positive attitude helps the teacher in motivating the students to learn the language. The significant impact of the teacher-training on teaching a language was projected by some of the researchers. Some of the studies pointed out the drawbacks of the students which become an impediment in the process of teaching-learning English. Almost all the studies concluded that the positive attitude, proper strategy and training improved the teacher efficiency and enhanced the learning capabilities of the students. All the issues and interpretations were discussed at length at the end.

2.5 Discussions Based on Reviewed Literature to Locate Research Gap and its Implications for the Present Study

It could be seen from the review of the related literature presented above pages that a number of research studies were carried out on various aspects of English language teaching-learning. The researcher had referred eighty Indian research studies and eighteen foreign research studies. The studies were categorized into five different segments such as

1. Methodology of Teaching

2. Syllabus Relevance and Communication Skills

3. Examination issues

4. Teaching-Learning Problems

5. Teacher Competence and Attitude

There were twenty four studies which were focused on "Methodology of Teaching". Another group of twenty three studies emphasized on the "Syllabus Relevance and Communication Skills". About eight studies analyzed the "Examination issues". Around twenty one studies focused on areas pertaining to "Teaching-Learning Problems". Finally, another group of twenty two studies examined the "Teacher Competence and Attitude".

Investigations of Chen, Jun-Ming; Chen, Meng-Chang; Sun, (2010), Sharma (2006), Mishra (2005) Utpal Vaidya (2002), Carderio (1995), Rajagopal (1992), Kripa Gautam (1988), Vimaladevi (1986), Lionel (1982), Kotak Gira (1981), Kudchedkar (1981), Sabarwal (1978) and Dewal (1974) among others found that the Methodology of Teaching was not proper and recommended developed strategies for the improvement. Chen, Meng and Sun (2010) tested a tag based collaborative reading learning system and had found that improved results in the reading scores among participants in the new system. Sharma (2006) analyzed the syllabus and course material and had observed that existing course did not assess the relevance and scope of functional English. He had suggested another course material strategy for teaching English at the UG level and emphasized on the need for developing language skills.

Mishra (2005) developed a training course in the correction of errors in English as a second language and found that the teachers' feedback indicated the positive aspects of the course which made their task of correction stimulating, absorbing and interesting. Utpal Vaidya (2002) developed an instructional material for teaching of the business English at the F.Y.B.Com level and had found that the new suggested tasks resulted in greater attention in the class room and found that the use of audio-visual aids in the class room changed the passive, receiving attitude of the students. Carderio (1995) evolved a set of strategies, techniques and materials to teach poetry more effectively at the higher secondary level in Gujarat and observed that the experiment showed better results. Raja Gopal (1992) developed a bilingual methodology to promote reading skills in English by using L1 resources and had felt that the existing curriculum had not explored the concept of using two languages to function as the coordinating factors to affect successful learning of the languages. Kripa Gautam (1988) studied the teaching strategies and found that the methods and techniques followed by teachers were not satisfactory. Vimala Devi (1986) developed a strategy to develop the critical reading abilities and proved that critical reading ability through the strategy implemented, proved the effectiveness of the strategy and improved their learning abilities. Lionel (1982) developed a psycho linguistic strategy for teaching reading English with comprehension and had observed that it was more effective than the usual method.

Kotak Gira (1981) developed an auto instructional course for improving the reading proficiency in English and proved that the auto instructional course had increased reading proficiency of the students. Kudchedkar (1981) developed a special course material in spoken English and had found that it was more effective. Sabarwal (1978) compared the effectiveness of programmed auto learning with other methods of teaching English and had found that the grammar translation method and bilingual methods were more effective in second language teaching. Dewal (1974) studied the effectiveness of programmed teaching and had found that programmed teaching worked well with even untrained teachers and developed their competence in teaching.

Among other studies on 'The Methodology of Teaching' investigations of Chen, Meng, Sun (2010), Arthur and Langer (2002), Liang (2002), Sonalde Desai (2002), Elliot (1997), Dave (1996), Padmaja (1996), Speth and Brown (1988), Kudesia (1987) and Sulabha Natraj (1984) had emphasized on communicative language teaching and recommended that approach as the most effective one. They had also projected that the communicative approach was student centered and was the top priority among the students' choices of approaches.

Chen, Meng, Sun (2010) observed that collaborative reading-learning system showed significant improvement in reading scores among the participants in the tag based system. Arthur and Langer (2002) examined the effectiveness of the discussion based approach and found that the dialogic instruction, envisionment building and emphasis on extended curricular conventions were infact related aspects of a common emphasis on discussion based instructional activities that support the development of understanding. It was found that high academic demand and discussion based approaches were significantly related to spring performance with controls for initial literacy levels, gender, socio-economic status, and race. Moreover, lack of significant interaction between these measures and grade levels of the schools (middle or high school), school location (urban or sub-urban) and academic ability (defined by track placement and grade point average) in classes other than English indicated that these approaches were effective across the range of situations, for students of varying levels of academic ability, whatever class room there were in.

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Liang (2002) investigated the effects of cooperative learning on EFL junior high school learners' language learning and had found that the cooperative learning was found to be more effective in English language teaching. The study revealed that the experimental group which was taught through cooperative learning projected better performance in oral communicative competence and self motivational abilities, academic achievement and strategic competence. Sonalde Desai (2002) pointed out the improper lecture method of the teacher and projected the pitiable scenario of the students and had laid emphasis on the need to implement communicative language program for ensuring better learning.

Elliot (1997) had found that the formal instruction in pronunciation was significantly related to the overall improvement and observed that the students could benefit from pronunciation instructions when they were engaged in exercises requiring them to focus on the target language sound system. It was also noticed that while reading was isolated, Spanish words provided an indication that orthography might possibly be an impediment to phonological acquisition. He had emphasized on the communicative approach of teaching English. Dave (1996) enquired into the effectiveness of various teaching approaches and found that the communicative approach was the most effective and was the choice of the students.

Padmaja (1996) found that there was a gap between the teachers' use of strategy for ELT and reported that the students preferred communicative approach as the most appropriate strategy for the language learning. Speth and Brown (1988) revealed that the students at large preferred learning through communicative approach and found it as student centered. Kudesia (1987) found that the discussion method of teaching was significantly more effective in learning vocabulary and language. Sulabha Natraj (1984) proved that the use of strategies really had a systematic effect in the experimental setting and had found that the group method techniques were found to be more effective in promoting the real use of language and in improving the learner participation in the class room.

It was noticed from the studies of Khudesia (1987), Sulabha Natraj (1984), Lionel (1982), the discussion method of teaching was more effective in English language teaching.

Another group of studies on 'Methodology of Teaching' focused on Technology aided language teaching strategies and found that the technology facilitates the teaching-learning process and enhances language skills. Among such studies Raja (2005), Utpal Vaidya (2002), Illangovan (1998), Bose (1996), Sita (1990), Jadeja (1988), Kudchedkar (1981) had found that the new techniques of teaching with audio visual aids and multi-media assistance were found to be more effective in language teaching. Raja (2005) found that the communicative skills could be very well taught to the students at the college level by using video programs. Utpal Vaidya (2002) had found that the use of new tasks, audio visual aids resulted in greater interaction within the class room. The learners became active participants in the class room interaction.

Illangovan (1998) examined the effectiveness of audio-video intervention in developing listening comprehension in English at the higher secondary level and had found that technical aids were the effective strategies for retention and enhanced global listening comprehension. It was observed that media based non-interactive strategy enhanced the learners ability to guess the meaning of the words and to identify the key words and local listening comprehension. Bose (1996) substantiated that the use of technology enhanced language learning through his experiment and found the use of multi media had proved beneficial as a remedial strategy for overcoming the learning barriers. Kudchedkar (1981) observed that the students who were taught English by traditional method failed to acquire mastery over the language as a system. He reported that the use of hardware cassette recorder in the language laboratory found to be worthwhile in improving the language efficiency of the learners. Jadeja (1988) observed the new techniques of teaching oral communication were found to be more effective for both urban and rural area students.

However, some other studies investigated into the relevance of the Syllabus and Curriculum aspects and the learner needs. Investigations of Assefa Zeru Tedla (2007), Gurjar (2006), Sharma (2006), Rita Ghosh (2005), Praveen Kumar (1997), Anjilvelil (1996), Nair (1991), Mohire (1989), Kripa Gautham (1988), Sharma (1986), Francis Colaco (1985), Jacob (1985), Patil (1985), Sundara (1984), Veena (1982), Kudchedkar (1981), Saraswati (1981) who analyzed the syllabus aspects, concluded that the syllabus of English language at various levels was not in tune with the learners' needs and had felt that there was an urgent need to reform the entire syllabus and curriculum as per the needs of the present day learners. Assefa (2007) found that the syllabus of English at the UG level was not in tune with the objectives of the teaching and needs of the students. Gurjar (2006) reviewed the syllabi embodying aims, objectives, content and methodology at the UG level and found that the syllabus did not cater to the needs of the learners and the existing curriculum did not consider the linguistic competencies of the learners.

Sharma (2006) analyzed the syllabi at the under graduate level and reported that the existing course material did not assess the relevance and scope of functional English course. He suggested another course material for teaching English at the under graduate level and his experiment showed better performance in the language skills of the learners. Rita Ghosh (2005) analyzed the English language curriculum at the under graduate level and observed the lacunae in it and felt that curriculum should be reshaped as per the needs of the learners. Praveen Kumar (1997) critically assessed the syllabus of English at the under graduate level and found that the existing syllabus did not emphasize particularly on any skill. He suggested that there should be harmonious integration of all the skills in the syllabus to ensure better learning. Anjilvelil (1996) projected the gap between the learner needs and the syllabus materials and recommended appropriate syllabus which ensured better learning. Nair (1991) found the present course material was improper and suggested a desirable course with special emphasis on language skills. Mohire (1989) observed that the English text books at the under graduate level were dominated by literary aspects and they did not cater to the needs of communicative competence. Kripa Gautam (1988) found that the syllabus was not in tune with the objectives of English language teaching and the teachers found it hard to formulate their teaching strategies in consonance with the objectives of their syllabus. Sharma (1986)

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found that the text books were unpalatable and there was confusion about the aims and objectives of teaching English. Francis (1985) studied and identified the language needs of the learners at the under graduate level in Mangalore University and recommended an alternate syllabus which aimed at the functional knowledge of language skills. Jacob (1985) recommended integrative English curriculum for the under graduate level science students.

Patil (1985) critically analyzed the English syllabus at the under graduate level and found that the syllabus considered the linguistic aspect only in the first year and the syllabi of the other two years was found to be literature oriented. Sundara (1984) reported that the English course could be more effective if it was commerce specific. He had found that the English text books were not appropriate as per the needs of the students. Shanteshwar Veena (1982) reported that a majority of the students were not satisfied with the English courses offered to them. They had found that the courses did not give them proficiency in language skills. Kudchedkar (1981) observed that it was necessary to design the basic course according to grammatical syllabus which began with the introduction of simple sentence pattern and preserved strict gradation and control. Saraswathi (1981) observed that there was a need to design a need based course meeting various needs like letters, reports, memos, circulars, minutes, notices, filling forms and so on. She had felt that type of course should be introduced in college, so that after entering into the colleges, the employees could have an extra orientation course more narrowly geared to their needs such as Banking, Insurance etc.

Assefa Zeru Tedla (2007), Gurjar (2006), Sheorey and Bryant (1998), Deshmukh (1997), Raja Gopal (1992), Khare (1986), Jacob (1985), Patil (1985), were of the opinion that there was deficiency in syllabus, teaching materials, and teaching methodology and projected that this syllabus lacuna as an impediment in the process of teaching-learning English. Some other studies suggested remedial courses for improving teaching-learning English. Among such studies, Govind Vyavhari (2006), Bose (1996), Herbert (1995), Desai (1986), diagnosed the defects in the language learning and suggested remedial programs for ensuring better learning.

Many studies projected the need for teacher training and had felt that the teacher training improved the efficiency and competency of the teacher. Neelaveni (2005), Gupta (1996), Barot (1995), Damayanti (1994), Jadeja (1988), Roy Chhanda (1985), Bhattarcharjee (1984) Khan (1982) and Saraf (1975) discussed the use of need based courses and sufficient training for teachers. Neelaveni (2005) observed that most of the teachers were not trained in English language teaching and hence were not oriented to teach in ESP courses. Sonalde Desai (2002) had found that the college teachers were not properly trained for adopting new teaching techniques following communicative aspects. Gupta (1996) compared the comprehensive ability of the trained and un-trained teachers and had found that the teacher competence would be improved with the appropriate teacher-training. He had observed that the untrained teachers had difficulty in their comprehensive abilities and had a poor knowledge of synonyms. He reported that the teacher competence could be treated as one of the main strategies in language teaching.

Barot (1995) observed that strategy training had got significance in teaching. It was reported that favourable attitude to language itself needed to be interwoven in the training process. Damayanti (1994) discussed the use of the need based courses for teachers. It was found that such courses improve the language competencies and efficiency of the teachers and promote efficient language teaching. Jadeja (1988) observed that teacher training in the new techniques promoted interaction in the class. Sharma (1986), who had studied the problems of teaching English emphasized on effective teacher training to improve the efficiency of teaching English. Roy Chhanda (1985) emphasized on the need for professional training to ensure efficient teaching. Bhattarcharjee (1984) investigated into the status of English language teaching in the high schools and found that the majority of the teachers were not professionally equipped and hence teaching at the foundation stage was neglected and he had emphasized on professional training and found that experience and professional training played significant roles in teaching English. Khan (1982) emphasized on the teachers' desire to be trained in the methods of distance teaching.

Saraf (1975) found that the training at the foundation phase, initial training and in service training would improve the language proficiency and develop the teaching

abilities. Some of those studies observed that the comprehensive abilities of the trained and untrained teachers differed and reported that the teacher competence could be treated as one of the main strategies in language teaching. All these investigators emphasized on the need for professional training to teach English at various levels.

However, some other studies examined the relationship between various variables such as gender, area, age, educational qualification, socio-economic status etc and the language teaching-learning. Among such studies Govind (2006) found that there was some definite connection between the low performance of the students and their socio-economic backward background. Seelen (2002) attempted to find out whether the performance in English as a second language relevant for admission to an English medium University and found that the performance in school level English was hardly co-related with academic performance when controlling for the overall school performance. It was reported that the English performance was a bad predictor of academic performance in combination with overall school performance. There was not necessarily a relation between what was measured by COSE English and what English proficiency was needed at tertiary level of education.

Rana (2000) found that there was no significant difference in the mean scores of vocabulary, grammar, and reading comprehension of the teachers working in the tribal area in relation to their gender. Noels, Clement and D Pelletier (1999) found out the relationship between teachers' communicative style and students' intrinsic and extrinsic motivation and it was revealed that the teachers' communicative style was found to be more effective on students' intrinsic motivation than on students' extrinsic motivation. They observed that the more controlling and the less informative perception of teachers lead to students' lower intrinsic motivations.

Usha Prasad (1992) found that class size was not a variable in determining the extent of interaction in class. It was observed that there was hardly any difference in interaction between the classes of different sizes.

Nair (1991) found that there was significant association between the culture, cognition and language. Khare (1986) found that there was positive relationship between

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the cultural and economic background of the learners and their level of achievement in the areas of comprehension, composition and pronunciation. Vimala Devi (1986) found that there was no positive relation between the difficulty levels of students studying in English medium schools under difference managements. Jindal (1985) found that there was no significant difference at all in the pronunciation pattern of teachers belonging to different generations. Patil (1985) observed that the urban group was superior to the rural group on English language achievement. Aziz (1984) investigated the difference between intelligibility and naturalness and found that there was no association between the students' performance and intelligibility with respect to their communicative errors.

Joshi (1984) studied about the relation between the intelligence and growth level of comprehension, vocabulary, translation, grammar and spelling abilities and found that there existed a significant relationship between the intelligence and growth of various language abilities. It was found that there was no significant difference in the mean of overall scores in the proficiency of teachers working in tribal areas in relation to the school area and educational qualification. There was significant difference in the mean scores of reading comprehension of the teachers working in tribal areas in relation to the age. Srivastava and Khatoon (1980) studied the relationship between the medium of instruction and level of intelligence achievement and creative abilities and found that there was significant difference in the level of non-verbal intelligence in both the groups. There was significant difference in the achievement level of same language group and different group. The intelligence level was significantly superior to that of the level of same group.

Sudarshanam (1980) found that there was no significant difference between the performance of the first and third year students in their reading comprehensive ability. A significant difference was observed between Arts and Science students' ability only in the first year. There was no significant difference between the regional and English medium students in their comprehensive abilities. There was significant positive relationship between the educational and occupational status of the parents and the comprehensive abilities of the students. Upadhyay (1980) observed that gender and area differences were not significant factors in language proficiency of teacher. Mutali and (1979) found

that there was no significant difference between the male and female teachers regarding the opinion of deterioration of standards. There was no significant difference between the teachers' economic background and their attitude and desire to enable their students to express in a better way in English.   Shah (1979) found that some of the personal and psychological variables such as gender, age, socio-economic status, were associated with the learning and performance of English teachers. Koppar (1970) found that there was positive relationship between reading comprehension and attitude and there was no significantly positive relationship between anxiety and reading comprehension.

Another group of studies were focused on the identification of language teaching-learning problems. Among such studies, Tanveer (2007) found that the students faced difficulty in learning English grammar, pronunciation, English world class system and modal verbs. Desai (2002) found that a vast majority of the undergraduate students faced problems with English while taking notes, following instructions given and in presenting seminars. Shamiry (2000) identified low achievement in oral communicative competence as the problem of Yemini students. It was revealed that the Yemini students did not feel comfortable when they spoken English apart from their level. Kitao Kenji (1994) discussed the Japanese students' difficulties in reading English. The problems identified were giving equal weight to each word, failure to understand the connections among sentences in a paragraph and difficulty in summarizing passages.

Usha Prasad (1992) discussed whether the class size a variable in determining the extent of inter-action and negotiation of meaning which occurred in the class room and reported that there was hardly any difference between the classes of different size.   The learners were seemed to be very passive and this passive interaction was projected as a problem. Sita (1990) discussed the problem of undergraduate students in understanding native varieties of English i.e. American and British English. It was revealed that the British English had been better comprehended than American English. She had found lack of adequate exposure to English language, low level of proficiency in language, unfamiliarity with the spoken idiom of English and regional medium instruction were the problems which became impediments in their language learning.   Jayashree (1989) identified the difficulties in teaching-learning English at high school level.   The

difficulties included learners' improper listening ability, inattentiveness in the class, poor vocabulary, lower comprehensive abilities and lack of interaction in the class. Desai (1986) identified the defects in the language learning during the first three years of primary school comprised of errors of spelling, missing letters while writing, bad handwriting faulty pronunciation, wrong form of tenses and lack of knowledge of transforming of sentences. Frances (1985) identified some of the syllabus related problems and found that most of the students were not exposed to English. It was observed that the skill of listening was not given due importance and it was recommended that listening had to be given top priority as a skill. Patil (1985) observed that the university graduates could hardly achieve fifty percent of expected English language proficiency.

Sundara (1994) found that the construction of grammatically correct sentences was considered to be the most difficult task by the students. It was also noticed that they also faced difficulty in choosing the relevant information and ideas. Gadgil (1978) investigated into the causes of large failures in English and found that the students were weak in translation, comprehension, letter writing and composition. They had difficulty in articles, writing sentences in correct order, combining sentences, use of phrases, and discrimination of the correct words from the pairs of similar words, reported speech and the use of verbs for. Srivastava and Shekar (1978) probed into the difficulties in language learning and found that for a large percentage of rural, semi-urban, Kannada medium girl students, the order of difficulty was environmental followed by pedagogic and curricular problems. Nair (1975) observed that vocabulary, phrasal words, idioms were the some of the problems faced by the language learners.

Another group of researchers Assefa (2007), Evans and Green (2007), Utpal Vaidya (2002), Sita (1990), Vimala Devi (1986), Srivastava and Shekar (1980), Subramaniam (1981), Sudarshanam (1980), and Parasher (1979) studied the impact of regional medium of instruction on the language learning. Assefa (2007) found that most of the regional medium students did not have adequate exposure to English. Evans and Green (2007) observed a significant percentage of the students experienced difficulties when studying a content subject through the medium of English.

Utpal Vaidya (2002) tried out a sample material with the F.Y.B.Com. students and found that the respondents who had done their schooling in English medium showed more consistency in the experiment. Sita (1990) found that most of the regional medium students exposed to English only in the class room and did not have the level of proficiency required for understanding the program. Vimala Devi (1986) observed that the difficulty level of the students studying in English medium schools under different managements remained the same. Srivastava and Khatoon (1980) compared the differential effects of mother tongue as a medium of instruction and language that was not a mother tongue as a medium of instruction and found that the different group was significantly higher on nonverbal intelligence achievement and creative abilities than the same group.

Subramaniam (1981) compared the language skills of English medium students and found that there was no evidence that their reading proficiency was systematically taught in English medium schools. It was noticed that the language used in public schools was fairly clear and meaningful but not always acceptable and grammatically correct. Sudarshanam (1980) studied comprehensive abilities of the undergraduate students and found that Tamil and English medium students did not differ in their reading comprehension ability in English. Parashar (1979) presented a profile of functions and forms of Indian English and found that the mother tongue was found to dominate in the family domain and English in domain of friendship, education and employment. He had found that the subjects' mother tongue and English were found to be diglottic relationship. The reviews of Vimala Devi (1986), Subramaniam (1981) and Sudarshanam (1980) were contradictory to other studies by not projecting any significant impact of medium of instruction on language learning.

The factors which influenced the language learning were the subject of study for some of the investigators. Tanveer (2007) investigated into the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and found that the students feeling of low proficiency, lack of confidence in general linguistic knowledge resulted in their anxiety. Kripa Gautam (1988) reported that the faulty and defective examination did not provide any incentive to develop language skills and hence

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considered as one of the factors responsible for the existing state of English language teaching.

Desai (1986) found that weak teaching and total neglect of teaching in some schools by teachers was the main cause of the wrong learning. Veena (1982) evaluated the capacity of the existing English language teaching programs at the post secondary level and observed the unsatisfactory results and found that some of the causes for this poor performance were attributed to large classes, exclusive dependence on the lecture method, emphasis on examination and frequent experimentation with syllabi and lastly greater orientation towards English literature than towards English language skills. Gadgil (1978) observed that failures in English on a large scale were due to inadequate grounding in the subject, inadequate mastery of the candidates in certain areas of language learning, inadequate mastery of teachers' in their subjects, inadequate coverage of syllabus, inadequate attention paid to comprehension, composition and translation, inadequate motivation for study and inadequate guidance provided to practice the language.

Keller (1978) studied the factors effecting the poor academic achievement and found that many students blamed faulty examination system more than any other factor pertaining to instruction for their academic performance. A majority of the students indicated that their failure to schedule the time wisely, to learn to study well, to keep up with the course book and to develop adequate study habits were a major or moderate reasons for their performance. Many of them believed that their unsatisfactory high school back ground in certain key subjects heavily contributed to their academic failure. Sogani (1977) studied the then existing state of English at the U.G level and found that unfavourable socio-economic background, lack of opportunities for cognitive and linguistic development, an unrealistic curriculum, unimaginative approach to teaching, neglect of communication skills and a content oriented examination system, were some of the prime factors which made mockery of the formal English teaching program.

Nair (1975) found that the standard of attainment in English as indicated in text books for the period showed decline. It was noticed that the concept of standard of

attainment changed in English with the changes in the text book. Koppar (1970) enquired into the factors affecting reading comprehension and found that factors such as reading readiness, academic motivation, attitude towards the study of English, quality of class room teaching, presence or absence of proper direction, educational status of parents, and social and economic compulsions were the factors that influenced the reading comprehension either negatively or positively. ELTI (1969) investigated the causes of deterioration in the attainment in English at the higher secondary level and found that improper method, lack of trained staff, inadequate emphasis on language skills, and faulty method of testing the language ability, were the factors which influenced the quality of teaching learning. Mishra (1968) found that the present examination system which tested only knowledge and memory of students was also responsible for the language inabilities of the students.

Investigations of Mohire (1989), Kripa Gautam (1988), Srivastava and Shekar (1978), Desai (1975), Mishra (1968) were focused on the problems of English language teaching Mohire (1989) found that the difficulties of teaching English were students' inability to interact in English, large classes, heterogeneity of the class and lack of teaching aids. Kripa Gautam (1988) observed that the teacher found it hard to formulate their teaching strategies in consonance with the objectives of the syllabus. The teachers identified certain constraints such as large classes, lengthy courses, and inadequate time etc.

Srivastava and Shekar (1978) observed that a large percentage of teachers considered the teaching of language difficult from all angles. Desai (1975) evaluated the teaching of English as a library language in the Commerce and Science colleges of Gujarat and found that a large number of comparatively young teachers of English did not possess an adequate language skills and the desirable clarity to the problem of teaching English. Mishra (1968) studied the problems and difficulties of language teaching at the secondary level and found that majority of the teachers found fifficulty in teaching prose, explaining paraphrasing and meaning of words.

Many other researchers like Ajit Singh Rana (2000), Virgenia (1989), Desai (1986), Sharma (1986), Jindal (1985), Roy Chhanda (1985), Bhattarjee (1984), Singh (1984), Dewal (1974), Chitnis (1973) studied about the teacher competence and attitude of teachers and students in English language teaching-learning. Rana (2000) studied the language proficiency of the teachers working in tribal areas in relation to the gender and found that there was no significant difference in the scores of their vocabulary, grammar, and reading comprehension of the teacher in relation to the gender. He had observed that there was a significant difference in the scores of comprehension of the teachers working in tribal areas in relation to the age.

Virgenia (1989) found that the question of large class size was creating a source of concern which had influenced the efficiency and competence of the teacher and created many managerial and effective problems. Desai (1986) pointed out the poor competence of English teachers and reported that weak teaching and total neglect of teaching were the main causes of wrong learning. This observation posed a serious question to the teacher competence. Sharma (1986) observed that there had been a gradual lowering of the standard of English and had felt that the efficient teaching of English was lacking. Jindal (1985) studied the accent problems of English used by the teachers of English and found that the standards of English were deteriorating in the matter of grammar, syntax or vocabulary of the teacher and the student.

Roy Chhanda (1985) enquired into the practice and preparation of teachers of English and found that there were some structural flaws in the teacher preparatory programs. It was reported that there was no obligatory requirement for college teachers of English to have a training qualification in ELT. This lack of training became a barrier to the program of professionalism of teachers of English. Bhattacharjee (1984) found that there was significant positive relationship between experience and professional training in the teaching of English.

Singh (1984) observed that the speaking ability of majority of the teachers was adequate but it was found that the accuracy was not there. It also revealed that most of the teachers lacked the ability of writing. Dewal (1974) found that programmed teaching

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helped developing subject competence of teachers. It was revealed that programmed teaching was found capable of overcoming some of the felt difficulties of the teachers and helped students to perform significantly better than those who were taught through the conventional mode. Chitnis (1973) discussed the role of a college teacher and found that the teacher attitude, performance and his vision on education influenced the self image of the teacher.

Wong (2010) explored the pre-service teachers' beliefs about learning English and reported that most of the teachers were motivated to learn English and were positive about their ability to master the language. Sailaja (2006) found that the teachers' encouraging attitude resulted in developing a healthy attitude towards learning English among the students.

Neelaveni (2005) found that the learners were matured, motivated, and intelligent group, having a positive attitude towards education. They knew that the knowledge of English was important for understanding analyzing and interpreting their subject books. Mishra (2005) observed that the trained teachers exhibited positive attitude towards errors during the course period. Barot (1995) found that positive attitude to language teaching and learning had a positive influence in the process. The teachers' use of language (grammar and vocabulary and para language (style) influenced the students' attitude. Barat (1994) analyzed the attitude of Hindi medium students towards language learning and found that a positive attitude to language had a positive influence in teaching that language.

Virginia (1989) found that the students did not have positive attitude towards large classes and preferred smaller classes with forty to fifty students per class. Jacob (1985) studied the perceptions of students and found that their attitude towards English education was significantly positive. Mutali and Barude (1979) observed that the girls were more interested in the learning of other languages than boys and showed a positive attitude. Parashar (1979) found that the subjects were positive in their attitude towards English. It was reported that learning English in India was found to be instrumental rather than negative. Trivedi and Patel (1973) compared the achievement in common

subjects of the students of B.A. with English and B.A. without English and found that the students belonging to English stream had a favourable attitude towards English than the students belonging to non English stream. Kripa Gautam (1988) found that majority of the students wanted to study English for certain utilitarian purposes and they were not motivated towards the language teaching.

Evans and Green (2007) Farooqui (2007), Aneurin Pinheiro (2006), Neelaveni (2005), Sonalde Desai (2002), Shamiry (2000), Deshmukh (1997), Praveen Kumar (1997), Kitao Kenji (1994), Paliwal (1994), Raja Gopala (1992), Vimaladevi (1986), Frances (1985),Sundara (1984), Shanteswar Veena (1982) and Subramaniam (1981) concentrated on language skills. Evans and Green (2007) found that academic listening appeared to present students with fewer difficulties than writing, speaking and reading.

Sabrin (2007) emphasized on the problem of inability to speak and recommended that effective communication strategy to develop speaking skills should be introduced. Aneurin Pinheiro (2006) emphasized on the reading inefficiency of the students. Neelaveni (2005) found that the students considered reading and speaking skills important and neglected listening and drafting skills. Sonalde Desai (2002) found that skill oriented need based courses should be introduced for effective language learning. Shamiry (2000) observed that the Yemini students failed to convey their messages in English and their spoken English level was very poor. Deshmukh (1997) found that the language skills related to academics should be appreciated as they ensured better content learning. Praveen Kumar (1997) emphasized on the language skills and suggested that the course should be a harmonious integration of all the four language skills.

Kitao Kenji (1994) emphasized on the need for reading speed and the reading ability of the students. Paliwal (1994) emphasized on the need for communicative competence in written English. Raja Gopala (1992) focused on the importance of all language skills. Vimaladevi (1986) studied the critical reading ability level of the students and suggested a strategy to improve the efficiency. Francis (1985) observed that listening had to be given top priority as a skill. Sundara (1984) discussed the components of language skills that were relevant to the commerce specific courses. Shanteswar Veena

(1982) observed that the students needed training in special language skills which they would need in order to perform a variety of tasks in various professions and Subramaniam (1981) presented a linguistic analysis of various skills acquired by students and emphasized on the reading proficiency.

It was noticed that not many studies had come to print on the relation between the language ability and gender. But even a few studies which were reported yielded contradictory results. It was found by Shamiry (2000) that female Yemini students spoken English was even worse than in comparison to male students. Skariah (1981) observed that girls were better in comprehension and made fewer errors in oral reading. Mutali and Brude (1979) found that girls were more interested in the learning of other languages than boys. In contrary to this, Shah (1979) observed that there was no significant difference existed in reading comprehension between the boys and girls.

Though there were not many studies on the perception of teacher and student on the relationship of class size and quality and efficiency of teaching, those studies were projected contradictory conclusions. The perception of teacher and students indicated their preference of ideal class strength which should not cross 40 to 50 student limit. The large class perception of the teacher revealed the same was a cause of concern for increasing number of students in a class and pointed out the size of strength had an influence on the quality / efficiency of teaching. But contrary to this Usha (1992) found that there was no significant difference in the class-room interaction of classes of various sizes.

Veena (1982) evaluated the capacity of existing ELT program at the higher secondary level and found that the (class size) large class was a factor which influenced the level of proficiency in the language skills performance of the students. Kripa Gautam (1988) study opted that the teacher indeitified 'large classes' as a constraint which influences their teaching practices.

Virgenia (1989) studied the students' experience with an attitude towards class size and reported that students preferred smaller classes with 40 to 50 students per class.

The teacher revealed that the question of class size was clearly a source of concern which created the pedagogical, managerial, effective problems for the teachers.

Usha (1992) studied/examined the class-room interaction in English Classes of different sizes and found that there was hardly any difference between the classroom communication of classes if different sizes.

Studies on the relation between language learning and socio-economic status also yielded equivocal results. Many of the investigations such as Govind (2006), Khare (1986), Joshi (1984), Sudarshanam (1980), Mutali and (1979), Shah (1979), Rajul Sugani (1977) Trivedi (1973), Koppar (1970) found positive relationship between the language abilities and family background and socio-economic status.

From the analysis of different studies carried out on English language teaching-learning, it may be observed that thirty one studies were conducted on secondary, and eleven studies were conducted on higher secondary and fifty studies were conducted at the university levels of language learning. It was noticed from the reviews that there were fifty studies which were focused at the under graduate level. But the researcher noticed that only five investigators like Evans (2007), Neelaveni (2005), Utpal (2002), Sundara (1984) and Saraswati (1981) had attempted to conduct studies in the commerce discipline in particular. In the same manner, the teaching faculty variable also seemed to be comparatively neglected in comparison to other variables. It was noticed that all the fifty studies that the researcher had reviewed at the under graduate level were focused on curriculum, syllabus, methodology, teaching practices and examination issues only. So, the researcher had felt that inspite of referring so many reviews, she could not have access to enough number of studies pertaining to the same problem as proposed in the current study in commerce discipline. It was also observed that the criterion of discipline of Arts, Science or Commerce was not traced in detail in the reviewed literature. Hence, the researcher had felt the need to choose the Commerce discipline in particular. So, the researcher had felt the need to analyze the teaching-learning problems in commerce discipline at the undergraduate level as there was mass-education and many teachers reported about the problems of managing heterogeneous and large classes. It was

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observed that there were plenty of chances to choose any design of research study and any investigator could easily access to any specified area of studies in the vast region of English language teaching-learning. The researcher realized this research gap in this regard and wished to study the state of English language teaching-learning in particular in Commerce discipline and had chosen this problem as an area of her research.

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CHAPTER-III

PLAN AND PROCEDURE OF THE STUDY

3.0 Introduction

Research in education, as in other fields is a search for knowledge. It is not a search that yields infallible truths; but it is rather a search that provides knowledge for the solution of problems in the field of education.

The new perspective of understanding human communicative abilities had been the demand of the age as the then existing knowledge of intellectual abilities was insufficient to explain the psycho sociological barriers in communication.

The ever changing complex nature of communicative competencies demands increased levels of scientific, industrial, technological, educational and artistic pursuits from the learners. According to Gautam (1988), "Any sound language teaching method should aim at promoting the maximum amount of learning which ensures the proper acquisition of the four skills of listening, speaking, reading and writing. It may include various skills and sub-skills such as good pronunciation, reproduction of textual material in simple language and so on; it may also mean the proper mode of answering questions and score good marks in the texts and examinations. In fact, the term "learning" thus may mean many things to many people and unless we are precise in our definition, our teaching method becomes ineffective as an instrument of maximizing learning. In a general way, we may say that the learning essentially means the acquisition of the ability to use language with competence and facility so as to meet as effectively as possible the demands made by their life situations regularly".

In this chapter, the rationale of the study, following with the statement of the study and objectives of the research study, were briefly discussed. Further, in addition to this, details of the required contents were given.

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3.1 Significance of the Study

The concept of efficacy of a language teaching method depends mainly on five different components as mentioned below.

(a) The goals and objectives of teaching

(b) Teaching materials

(c) Testing procedures

(d) Teacher and his/her motivational ability and attitude

(e) Learner and his motivational and attitudinal aspects of learning English

As the pace of a nations progress particularly depends upon identification of communicative talents of her citizens and systematically nourishing such abilities that Language Education has a pivotal role in the identification and nourishing such communicative talents/aspects. Further, all the above mentioned five components should be critically analysed so that we can get/provide maximum benefits of learning. It is clearly visible that the first three components that i.e. objective of teaching, teaching materials, testing and evaluative procedures operate outside the class room and the last two components and aspects teacher and the learner operate inside the class room. All these internal and external components and aspects are correlated to each other. In fact, the effectiveness of a teaching method depends largely upon the teacher and his/her wisdom in perceiving all the three external components and aspects. Thus, the interaction and the meaningful coordination between the teacher and the learner is, to a large extent dependent upon the sensible relationship between the goals of teaching, testing and evaluating techniques and the study material.

Considering all these aspects, the researcher had planned to study and gather some relevant information about

➢ Teachers' views and opinions on the aspects and components stated above

- Teachers' perception of the influence of these components on each other in the process of English Language Teaching-Learning and finally how they determine the teaching strategies of the teacher in their class rooms

- Students' attitude towards the English subject, significance of English language teaching, constraints in language teaching and utilitarian aspects of English language study and its relevance to their academic and professional practical needs and

- to gather expert's suggestions on minimizing the problems of English Language Teaching-Learning and to ensure better learning environment.

As already pointed out, the primary aim of the study was to identify the problems encountered by both the teachers and the learners of English at the F.Y. B.Com. level. Further, the investigator wished to present a profile of the needs, attitudes and motivational aspects of both the teachers and learners. This chapter discusses the plan and procedure of entire research study in detail.

3.2 Rationale of the Study

English language has been emerged as the language of the future and the language of the present throughout the world. Many countries (with English as second language) like Korea, Japan, China, Germany, Russia and people of many other countries are striving hard for a better acquisition of English language for business transactions, professional development and educational purposes. India is also no exception in this race. This knowledge of English will enhance the process of globalization. In India, English language is being taught since the British period and till this date. The English language unites all the states in India. It is the only connecting link between the educated persons of different states. Within India, there are numerous languages. But India as a whole has only one language today and that is English. English at present is only an associated official language; the primary official language is Hindi. With the regional

languages becoming the medium of instruction, the teaching-learning problems of English have to be looked from within the overall educational policy towards integrated language course where the role of English language has to be redefined vis-à-vis the role of native languages.

It was observed that many of the First Year B.Com students remained very passive and lacked the basic communication skills. The present scenario had substantiated that present English language teaching was not fulfilling the needs of the present day students. Commerce was directly associated with the economy of the nation and the communication skills are very much essential for any student for his/her career development.

But, it was noticed that only a few exceptional students were found to be capable of writing and speaking correct English at the First Year B.Com level. Many of the other students were incapable of reading a book with correct pronunciation and following it independently even at this under graduate level. Incorrect spellings and ungrammatical constructions were found to be quite common even among the college students. Correct use of English idioms and figures of speech seemed to be almost unknown. The investigations of Farooqui (2007), Aneurin (2006), Shamiry (2000), Usha (1992), Sita (1990), Sharma (1986) and ELTI (1969) had also confirmed the poor comprehensive abilities and low efficiency of the learners in English language acquisition. Jayashree (1989) identified the difficulties in teaching-learning English at high school level. The difficulties included learners' improper listening ability, inattentiveness in the class, poor vocabulary, lower comprehensive abilities and lack of interaction in the class. Patil (1985) observed that the university graduates could hardly achieve fifty percent of expected English language proficiency.

Sundara (1994) found that the construction of grammatically correct sentences was considered to be the most difficult task by the students. Nair (1975) observed that vocabulary, phrasal words, idioms were the some of the problems faced by the language learners. This current scenario makes one draw one's attention to conduct an enquiry to

find out the major problems existing in teaching-learning of English language teaching-learning system at the under graduate level. Looking into the significance of English communication in commerce discipline, the researcher, through her study intended to know about the actual problems of teaching-learning English Considering the need and the importance of communication skills for the First Year B.Com students, when Commercial Communication was introduced as a compulsory subject in most of the colleges/universities in Gujarat, it was essential for the student to learn the drafting of some business letters and reports. But the researcher, being a teacher herself, had found that many of the students, who secured admission at the F.Y. B.Com. level in Commerce discipline, lacked their basic communicative and comprehensive abilities. As per the curriculum, they were expected to write technical business letters and reports at this level. But, the learners' output was not at all encouraging and hence the researcher had attempted to study about their teaching-learning problems in this regard. So, the researcher had made an attempt to study the actual problems of English language teaching learning at the First Year B.Com. level. The researcher opined that such study might throw light upon some issues such as:

➢ Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?

➢ Is it the result of over populated classes which delimit the interaction between the teacher and the student?

➢ Why do many collegians lag in communication skills?

➢ Are there any similar problems faced by all the English teachers?

➢ Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?

➢ Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

The researcher did not find enough number of studies to answer these questions due to the lacunae found in the review of research studies conducted at the under graduate level in the commerce discipline. The entire review analysis was discussed at length in the chapter entitled 'Review of Related Literature' and implications of it.

Hence, considering the present scenario of teaching-learning English, the researcher, being an English lecturer in one of the Commerce Colleges of Gujarat for the last twenty years had observed that it was worthy to conduct the study as it was essential to locate the actual problems faced by both the teachers and the learners. Hence, the researcher had proposed to study the following problem.

3.3 Statement of the Problem

Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District

3.4 Objectives of the Study

1. To study practices of English teachers at First Year B.Com level in context of

    (a) Methodology of Teaching

    (b) Use of teaching aids and reference material

    (c) Evaluation pattern.

2. To study problems faced by teachers in teaching English at First Year B.Com level.

3. To study problems faced by students in learning English at the First Year B.Com level.

4. To suggest some adaptable measures to minimize the problems of teaching-learning English at the First Year B.Com. level.

3.5 Design of the Study

A design of the study to the researcher is like a blue print to an architect. It provides the researcher an opportunity for meaningful interpretations of the results with the help of the analyzed data.

The present study was a survey kind of descriptive study which described the present status of English Language Teaching-Learning in the Commerce colleges of the Kachchh District.

3.6 Delimitations of the Study

The present study was delimited to the First Year B.Com students and English teachers those who teach English at the under graduate level in the Commerce discipline. Further the study delimited itself to the Commerce colleges affiliated to the Kranti Guru Shyamji Krishna Verma Kachchh University (K.S.K.V.U), Bhuj.

3.7 Population of the Study

The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. Generalizability is the extent to which the results of one study can be applied to other populations or situations.

All the English lecturers and all the First Year B.Com. students of all the Commerce Colleges affiliated to the K.S.K.V. Kachchh University constituted the population for the present study.

3.8 Sample of the Study

Most of the educational phenomena consist of a large number of units. It would be impracticable, if not impossible; to test, to interview or observe each unit of the

population under controlled conditions in order to arrive at principles having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effort, and manpower. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population. The representation proportion of the population is called sample. (Kaul, 1984).

All the teachers, teaching compulsory English or Commercial Communication subject at the First Year B.Com. level, constituted the sample of teachers for the study. This sample of teachers was considered to collect the data related to the present practices, English Language Teaching Learning (ELTL) problems of teaching English at the First Year B.Com. level. Out of total 1644 students, 406 students were willingly available to respond. Therefore, the researcher took 406 students as the sample of the study. The sample constituted 24.69% of the students.

As the strength of all the eight Commerce colleges varied to a greater extent, the researcher considered cluster convenience sampling for the purpose of the study. The details were given below.

Table No.3.8.1

Table Showing Distribution of Sample of Students

SI. No.	Name of the College	Strength	Sample Size			Percentage of Sample
			Boys	**Girls**	**Total**	
1	Tolani Commerce College, Adipur	833	103	88	191	22.92
2	Tolani Institute of Commerce, Adipur	77	16	13	29	40.27
3	Shri J B Thacker Commerce College Bhuj	556	43	29	72	12.94

SI. No.	Name of the College	Strength	Sample Size			Percentage of Sample
			Boys	Girls	Total	
4	Sheth S.V.Arts and Commerce College, Mandvi	55	08	11	19	34.54
5	GMDC Arts and Commerce College Nakhatran	61	37	12	49	78.68
6	Muktajeevan Swami Bapa Mahila Arts and Commerce College, Bhuj	47	-	38	38	80.85
7	Shrimati H.B.Palan College of Arts and Commerce, Anjar	5	-	04	4	80
8	R.D.Education Trust Sanchalit Arts and Commerce College, Mundra	10	04	-	4	40
	Total	**1644**	**211**	**195**	**406**	**24.69**

3.9 Procedure of the Study

According to Kothari C. R. (1996), research methodology is a way to systematically solve the research problem. It is a science that deals with the various steps that are generally adopted by a researcher in studying his or her research problem along with logic behind it. The truth is that, successful completion of a research work without proper planning becomes not only difficult but also impossible. The selection of a method and the specific design appropriate to the research problem will depend upon the nature of the problem and the kind of the data. Research methodology includes the details of the research design, the population and the sample selected, tools designed and/or adopted, the data collection procedures and the statistical techniques applied.

As planning of the whole investigation was the most important component, the investigator has briefed-up the research design of the present study. The entire research work was conducted in several phases as per the advanced strategic planning of the schedule of data collection from several colleges located in the district of Kachchh. The investigator took the prior permission from the Institutional Heads to collect data from the teachers and the students. The researcher administered the tool personally and the

details of the data analysis and interpretation are given in the next chapter. The time period for this data collection fell in the months of March to August 2008.

3.10 Tools for the Present Study

For carrying out any research activity, the data needed to be collected. Further, various required tools which would be helpful in gathering the data through different methods and procedures are needed to be developed. These tools help the researcher in quantifying the data collection.

As the researcher planned a descriptive study, keeping in mind the objectives of the study, the researcher had selected the research tools for the study. The selected tools and corresponding objective details are given below in tabular form.

Table No.3.10.1

List of the objectives and the corresponding list of the tools

Sl.No.	Objective	Name of the Tool
1	To study practices of English teachers at F.Y. B.Com. level in context of (a) Methodology of Teaching (b) Use of teaching aids and reference material (c) Evaluation pattern.	Questionnaire (for teachers)
2.	To study problems faced by teachers in teaching English at the F.Y. B.Com level	Opinionnaire (for teachers)
3.	To study problems faced by students in learning English at the F.Y. B.Com level.	Structured Interviews (for students)
4.	To suggest some adaptable measures to minimize the problems of teaching-learning English at F.Y. B.Com level.	Focus Group Discussion (for teachers)

3.10.1 Designing of the Tools

The researcher designed the following tools for data collection in the present study.

Thus, as a part of the study, the researcher designed an opinionnaire, a questionnaire and structured interviews which were placed as Annexure in Appendices (E,F & G) for this study. In order to know the present practices of English language teaching, the researcher had designed a questionnaire for the F.Y B.Com English Teachers. Further, the researcher had also designed an opinionnaire for English Teachers to collect opinions of the teachers to know the problems in English Language Teaching-Learning at F.Y. B.Com level. In order to know about the problems of English language learning, the researcher had also designed structured interviews for the students. Further, after identifying the teaching-learning problems, the researcher had planned to conduct a Focus Group Discussion to find out some remedial measures to minimize the problems of English language teaching-learning.

3.10.1.1 Preparation of Teacher Questionnaire

Questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc. topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation.

A Questionnaire was designed for the teachers of English (see Appendices E1&E2) The items of Questionnaire Part-1 numbering 13 items covered various personal & professional aspects of teaching experience, academic qualification and so on. The Questionnaire Part-II included 26 items on various elements of ELT. The questions and possible responses in these questionnaires were stated in a manner assumable to rapid, unambiguous coding and processing. The Questions included were categorized as under:

i.   Question having forced choice (fixed choice) response alternative

ii. Questions having a list of response alternatives and also providing some space at the end of the list for the teachers to give their comments or suggestions or describe their own response which has not been covered in the list of alternatives.

iii. Questions requiring the teachers to rank the responses listed under the question in order of importance along a four-point scale. However, these questions also allowed the teachers enough freedom to add anything they wished to say by way of further comments or suggestions.

iv. Restricted open ended questions requiring the teachers to express their individual reactions to the issues covered in the question.

v.   Forced-choice-cum-open ended questions requiring the teachers to give, in brief, the justification for choosing the response alternative given under the question.

Wholly open ended questions were kept out of the teachers' questionnaire for the simple reason that teachers were not likely to devote sufficient time and attention to answer them satisfactorily and formulate their ideas in precise terms.

In order to know the practices of English teachers of Commerce Colleges, a Questionnaire was designed by the researcher. This Questionnaire included open ended as well as close ended questions. This Questionnaire referred to the experts in the field of language teaching for finalization. It included questions related to the Methods of Teaching, Teaching aids and Evaluation pattern practiced by the F.Y. B.Com teachers teaching English.

3.10.1.2 Development of the Opinionnaire for Teachers

The Opinionnaire is a popular instrument for collecting all kinds of data in research. It is widely used in educational research to obtain information about certain

conditions and practices, and to inquire into opinions and attitudes of an individual or a group.

In order to know the problems faced by the teachers and learners of English, an Opinionnaire was designed by the researcher. This Opinionnaire included open ended as well as close ended items. On the basis of the responses of the teacher, the researcher analyzed the problems faced by the teachers as well as students. This opinionnaire referred to experts for finalization.

3.10.1.3 Structured Interviews

The interview is a process of communication or interaction in which the subject or interviewer gives the needed information verbally in a face to face situation. For purposes of research, interview may be used as a tool for gathering data required by the researcher to resolve his problems of historical, experimental, survey or clinical type research. This type of interview is called 'Research Interview'. They are classified as 'Structured' and 'Un-structured'. A structured interview is one in which the procedure to be followed is standardized and is determined in advance of the interview. The same type of questions is presented in the same order to each interviewer and wording of the instructions to the interviewer is specified.

In order to know the problems of English language learning, structured interviews were designed for the sample of selected F.Y.B.Com students of all the eight affiliated colleges of K.S.K.V. Kachchh University. The base of these interviews was teacher responses. Their responses were also recorded.

3.10.1.4 Focus Group Discussion for Teachers

The Focus Group discussion aims at some particular event or experience rather than on general themes of inquiry about the event.

In order to study the problems pertaining to English language teaching and learning, under the guidance of a senior professor, a focus group discussion was planned for all the F.Y.B.Com.English teachers. All discussions were based on the problems located by the teachers. It also included the responses of the students wherever necessary.

3.10.2 Administering of the Tools

As the present study was purely descriptive type of study, the researcher adopted qualitative approach of analysis to arrive at the conclusions. So, in order to gather the data, the researcher administered all the tools as per the advanced strategy of implementation. The details were mentioned in the phases described in the successive paragraphs.

3.10.2.1 Distribution of the Questionnaire and the Opinionnaire

The researcher prepared a covering letter addressed to the respondents by name and included the title of his/her research study. It also included the aspects of the purpose of the study and so on. The researcher ensured total confidentiality and requested the respondents for their cooperation. The investigator approached the respondents through proper channel that is through the Principals of the respective colleges. The researcher maintained a good constant rapport with all the respondents and received 100% response.

➢ **Administering of the Questionnaire**

During this phase, the Questionnaire was implemented to the sample of English teachers (teaching English and Commercial Communication subjects at F.Y B.Com level) of all the affiliated colleges of K.S.K.V.Kachchh University to know the actual practices of these teachers regarding teaching, evaluation and resources used by them.

➢ **Administering of the Opinionnaire**

In this phase, in order to know the problems involved in English Language Teaching-Learning, the English teachers were given an opinionnaire where the problems faced by the students and the teachers were covered in terms of items given in opinionnaire responded by these teachers.

3.10.2.2 Conducting the Structured Interviews

The sample of F.Y. B.Com students selected for the study were interviewed to know the problems faced by them in English Language Learning through structured interviews. Their responses were taped on recorder.

The subjects were pre-informed about the nature and importance of the investigation so as to motivate them to cooperate in the right spirit. The researcher contacted all the Principals of all the eight colleges personally and had taken prior permission from all the Institutional Authorities for administering the tools. As per the pre-decided schedule, the researcher visited all the eight Commerce Colleges with her two supporting team members. Before administering, the students were explained what they had to do, with the help of the examples given in the instructions to each subject.

All the students were asked to fill their personal record sheet first. The instructions were explained in the regional language of the subject. The researcher considered those students who were ready to extend their cooperation voluntarily from all the eight Commerce Colleges. The researcher had noticed vast variation in the enrollment of students in old and newly established classes. It was astonishing that all the newly introduced colleges were thinly populated. But the old colleges which were established long back around two to three decades back were thickly populated. The researcher had taken written permission from all the Institutional Heads well in advance before conducting the study. The researcher could collect/convince 406 students out of 1640 students from all the eight Commerce Colleges. The study took almost 30 days to spare for the completion of the entire study.

In order to know the problems of English language learning, interviews conducted for the sample of selected F.Y.B.Com students of all the affiliated colleges of K.S.K.V. Kachchh University, Bhuj. The base of these interviews was teacher responses. Their responses were also recorded.

3.10.2.3 Conduction of Focus Group Discussion

In this phase, in order to study the problems pertaining to teaching and learning English at F.Y.B.Com level in commerce colleges and to suggest some adaptable measures of the discussed problems, a Focus Group Discussion was conducted for all the teachers who teach English and Commercial Communication at F.Y.B.Com level.

The researcher personally met all the English lecturers from all the eight Commerce Colleges and explained them the details of her investigation. All the responding teachers readily extended their cooperation and formed part of the sample of the study. The researcher explained all the instructions and distributed both the tools, the Questionnaire and the Opinionnaire to all the sample teachers. All the teachers were requested to return the duly filled Questionnaire and opinionnaire at the earliest opportunity as per their convenience. The researcher continuously maintained the rapport and collected the duly filled tools from the sample teachers.

Thus, the field study took about one and half to two months. The researcher gathered data from the students through structured interviews. All their responses were recorded on tape. The researcher also collected the data through Questionnaire and Opinionnaire from the teachers. On completing the data collection procedure from the teachers and the students, the research analyzed the data thoroughly and noted some major findings.

Accordingly, on the basis of these major findings, the researcher listed various problems encountered by both the teachers and the students in their English language teaching-learning context.

After high lightening these problems, the researcher organized a FGD in which all the English teachers were remained present. The discussion was conducted under the monitoring of a Senior ELT Expert professor. The discussion was carried for about one and half hours to two hours and it ended with many remedial measures for minimizing these listed problems. The entire discussion was video recorded for the purpose of analyses.

3.10.2.4 Data Collection

Throughout the study, the researcher personally collected the data through Questionnaires, Opinionnaires and Structured Interviews. The data collection was in the form of responses given by respondents through questionnaires, opinionnaires and structured interviews. The researcher obtained the responses of both the students and teachers and collected the data related to the problems of teaching and learning of English at F.Y. B.Com level. Then the researcher also conducted a Focus Group Discussion for English teachers under the monitoring of an ELT expert and obtained their suggestions to minimize the problems of ELTL, in context of present study.

3.11 Data Analysis

The collected responses were analyzed quantitatively and qualitatively. The responses collected comprised of the opinions of both the teachers, learners and the experts of English language. The data collected from the questionnaire, the opinionnaire and the structured interviews were mainly analyzed qualitatively. The frequencies and percentages were calculated wherever required.

During this stage, the researcher analyzed the data collected through questionnaire, opinionnaire and Structured Interviews to locate the problems involved in English Language Teaching-Learning at F.Y. B.Com level. This analysis would enable the researcher to conduct a focus group discussion under the guidance of an English language expert to collect suggestions from all the participants. The data collected

through questionnaire, opinionnaire, structured interviews and Focus Group Discussion were mainly analyzed qualitatively. Quantitative analysis like frequencies and percentages was used wherever required.

3.12 An Overview

This third chapter entitled "Plan and Procedure of the Study" discussed about the research methodology of the research problem. Further, it also explained about various elements of the research design and other aspects. Later on, it provided a brief view of the procedure the methods adopted for collecting the data. The detailed analysis of data and its interpretation were given in the successive chapter.

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CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

Proper organization of data includes editing, classifying and tabulating the information gathered through the administration of various tools on the selected samples. Further, this organization also provides and describes certain modes which are helpful in the analysis of the gathered data. It deals with the use of modern computational mechanical aids in performing complex computations with speed and accuracy. This chapter entitled "Data Analysis and Interpretation" discusses the meaning of valid and reliable outcomes and the inter relationships among the outcomes.

The analysis and interpretation of the data accumulated for the research study reported in the preceding chapter answered many of the questions raised in the mind of the researcher. The results, which were obtained through the administration of all the tools during the field study are discussed, analyzed and interpreted by the researcher in this chapter. The tools utilized were

- ➢ Teacher Questionnaire,
- ➢ Teacher Opinionnaire,
- ➢ Structured Interviews for students and
- ➢ Focus Group Discussion

The item-wise responses and the researcher's interpretative comments are discussed at length in this chapter. The items-wise results, which were obtained through this analysis are presented along with the researcher's tool-wise and item-wise analysis and interpretation. The qualitative analysis and interpretative comments are discussed separately at the end of each item.

4.1 Analysis of the Teachers' Questionnaire

The first section of the Teachers' Questionnaire contained the general and demographic information of the sample of the teachers such as their age, educational

qualification, experience and work load. In short, it presented a brief profile of the sample of various aspects of the college teachers. The distribution of the sample of teachers by various segments such as gender, age, qualification, experience and weekly work load, is shown in the table shown below:

Table No.4.1.1

Distribution of Various Components of Teachers' Profile

Sl. No.	Components		No. of Teachers	Percentage
1	Gender	Male	4	50
		Female	4	50
2	Age	Below 29 years	2	25
		Above 30 years	6	75
3	Qualification	Post Graduation	8	100
		Additional Qualification		
		M.Phil	1	12
		Ph.D.	3	38
		B.Ed.	4	50
		Special Training	1	12
4	Experience	Below 5 years	3	38
		Above 10 years	5	63
5	Weekly Work Load	18-20 lectures	6	75
		12-15 lectures	2	25

The sample was made up of 4 male teachers and 4 female teachers ranging between 28 and 36 years of age. The age wise composition of the sample indicated that 25% of the teachers were below 29 years of age and the remaining 75% teachers' were aged between 30 and 36 years of age.

All the teacher respondents have possessed Second-class Masters Degree in English Literature. One of them has possessed the M. Phil. Degree and four other teachers have got B.Ed. degree as their additional qualification. Out of the eight teachers, 12% of teachers have attended one year training in Communicative English. Three out of eight teachers (37%) have got more than 10 years of their teaching experience at the U.G. level and the remaining five teachers (63%) have got experience of less than five years. Depending upon the strength of the college, six out of eight teachers (75%) have got the maximum work load of 18 to 20 lectures per

week. The remaining two of them (25%) reported that they engage 12 to15 lectures per week.

In the same way the sample of all the eight sample colleges further categorized into five different segments on the basis of status, locality, medium of instruction, discipline and the nature and type of the college. The detailed description of the profile of the colleges is displayed in table No.4.1.2.

Table No.4.1.2

List of Profile of Colleges

Sl.No.	Details		No. of Colleges	Percentage
1	Status	Self Financed	5	63
		Grant-in-Aid	3	38
2	Locality	City	2	25
		Town	6	75
3	Medium of Instruction	Hindi	1	12
		English	1	12
		Gujarati	6	75
4	Discipline	Pure Commerce	3	38
		Arts and Commerce	5	63
5	Type of College	Co-education	7	88
		Women's College	1	12

The sample included all the 08 Commerce Colleges which are affiliated to the K.S.K.V. Kachchh University, Bhuj. There are one English medium, one Hindi medium and six Gujarati medium colleges in Kachchh District. Out of these eight colleges, two colleges are situated in Bhuj City, the district head quarters, and another five of them are situated in towns such as Adipur, Anjar, Mundra and Mandvi. Yet another college is situated in the rural area of Nakhatrana in the district of Kachchh. Out of these eight colleges, three colleges are pure Commerce Colleges and the remaining five colleges are Arts and Commerce Colleges. Accordingly, three out of eight teachers (37%) teach only in Commerce discipline, whereas the other five teachers engage their classes in both Arts and Commerce faculties. They all have the common English text book "Developing English Skills" at the F.Y. B.A., B.Sc., and

B.Com level. Only one of these, Arts and Commerce Colleges has English subject both as a principal and a compulsory subject.

All the three pure commerce college teachers teach maximum four subjects, such as Compulsory English, Commercial Communication-I, II and III papers in all the three years at the undergraduate level. The remaining five teachers are from Arts and Commerce colleges. All these teachers engage at least three lectures per paper per week. Out of the remaining five teachers, four of them teach four papers in commerce discipline and three more papers of Compulsory English in all the three years of Arts discipline. So, their total teaching covers seven papers in both the disciplines. Yet another who works in a commerce college where English is offered as compulsory and principal subject takes lectures for 10/12 papers of compulsory English and English literature.

The strength of the class room ranged from 5 to 150 students. It was interesting to note the vast difference in the figures of student enrollment in all the eight colleges. The detailed aspects of the sample of teachers profile are shown in the table No.4.1.1.

The qualitative analysis of all the 26 items pertaining to the following aspects of teaching-learning components in English is included in this segment. The components contained questions pertaining to

Methodology of Teaching and Teaching practices
Syllabus and usage of Reference Material and
Examination and Evaluation Methods

Out of the 26 items, 9 items numbering 1, 6,7,8,9, 10, 11, 12 and 14 of the teachers questionnaire focused on the aspects related to Methodology of Teaching and the Teaching Practices. Further, item numbers 2, 3, 4, 5, 13 were pertaining to the aspects related to the syllabus issues and the teachers' usage of reference material. The remaining 11 items of the questionnaire numbering 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 and 26 focused on the aspects of Examination and Evaluation Techniques.

It was intended to obtain the information regarding the actual teaching practices adapted by the college teachers at the undergraduate level in various

Commerce colleges of the Kachchh district. So, the researcher categorized all these questions into three different segments, so that they could easily be analyzed. The researcher has mentioned the item number and its detail in the introductory paragraph and included the item-wise analysis in the second and successive paragraphs. The concluding remarks are presented in the consecutive paragraphs. The researcher followed the same pattern for all the tools.

4.1.1 Analysis of Teachers' Responses on the Methodology of Teaching and Teaching Practices

English Language Teaching has got many aspects in it, such as, explaining and clarifying the content, developing all the basic skills and abilities and sometimes getting students learn on their own and so on. The method of teaching naturally influences class room activities. Considering the significance of the methodology in the language teaching, the researcher has included some questions on this focused area to collect the detailed information, regarding the class room techniques of the English college teachers. Keeping this in view, the researcher included a question on teaching practices of the college teachers in the Teachers' Questionnaire. The details of each item are given below.

Under **Item No.1 (a)**, the teachers were asked to mention whether they followed any particular method while teaching English. Under Item No.1 (b), different methods of teaching practices were listed and the teachers were asked to choose from those that they actually follow in the class room. In addition to this, the teachers were invited to suggest the other useful methods other than those specified methods. The teachers' responses to the question on the adoption of their teaching method are shown in the following mentioned table.

Table No.4.1.1.1

List of Practices of Teaching Methods

Sl. No.	Method	No. of Teachers	Percentage of Teachers
1	Lecture Method	7	87.5
2	Discussion Method	6	75.0
3	Bilingual Method	5	62.5
4	Translation Method	4	50.0
5	Communicative Approach	7	87.5

Out of eight, seven teachers (88%) revealed that they follow lecture method. In addition to this, six of them (75%) added that they also follow the discussion method in their class rooms. Further, out of these eight, seven teachers (88%) mentioned that they also adopt communicative approach to teach English. Five of them (63%) mentioned that they follow bilingual method to teach English. 50% of them reported that they use the translation method while teaching English.

The data revealed that not a single teacher completely confined himself/herself to a single pattern of the options given in Item 1(a). So, it was revealed that all the teachers use combination of all these methods as per their requirement. The data is shown in the following mentioned figure No.4.1.1.1.

Figure No.4.1.1.1

Figure Showing List of Practices of Teaching Methods
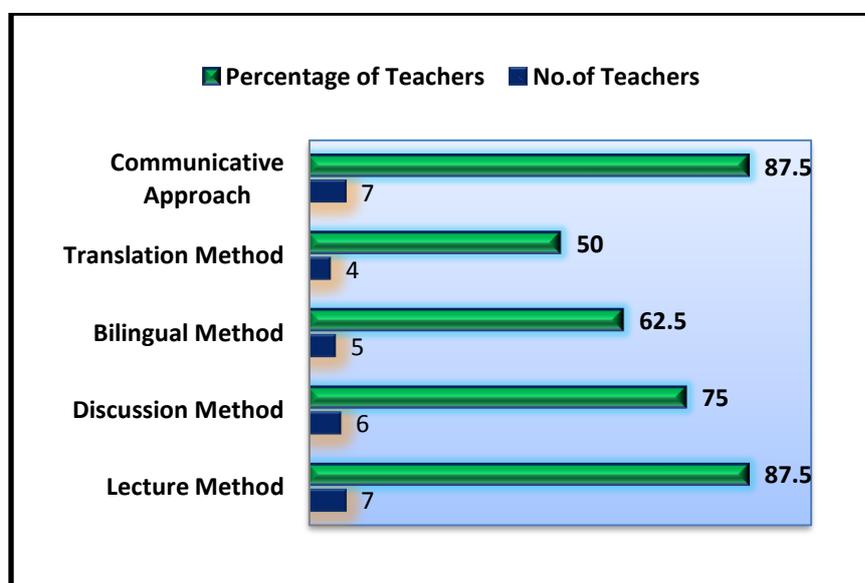
Based on the data given in table No.4.1.1.1, the above graph is plotted. The interpretation based on the graph follows. It was reported that majority of the teachers (88%) follow lecture method while engaging their classes. Further it was also observed that in addition to the regular Lecture Method, 75% of them reported that they also adopt discussion technique as a part of their teaching as per the requirement. In the same manner, the same 88%, of teachers had also expressed their interest for the Communicative Language Teaching. Another 63% of them further reported that they sometimes used regional language in the class room while teaching English

so that they could make their students' understand easily. Further, 50% of them reported that they literally translated the textual contents of their teaching for the better understanding of their pupils. However, the researcher noticed that there was no uniformity in their methodology of teaching. The teachers seemed to adopt a flexible attitude in choosing the combination of different method/s or strategy as per their interpretations regarding the demand of the situation in their respective class rooms.

As per the revelations of the findings, the researcher noticed that all the teachers use combination of different methods and approaches while teaching English. It was observed that the majority of the teachers did not adopt any single method or approach; instead, they followed combination of different techniques and approaches as per the requirement.

Under **Item No.6** all the teachers were asked to mention whether they, as the teachers of English, consciously follow, any method while teaching English.

Table No.4.1.1.2

Table Showing Teachers' Responses towards Method of Teaching

Response to Item No.6	No. of Teachers	Percentage of Teachers
Positive Response	7	88
Negative Response	1	12
Total	8	100

Figure No.4.1.1.2

Figure Showing Teachers' Response towards Method of Teaching
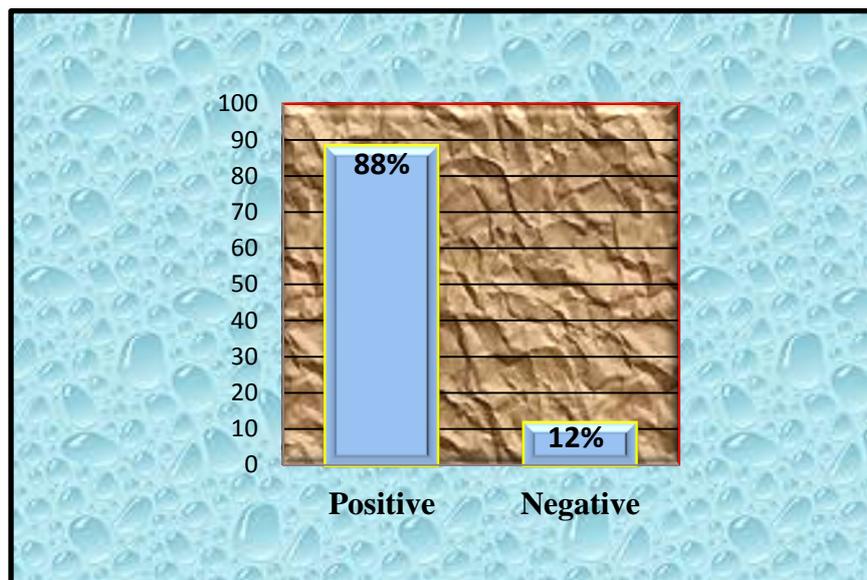
As reflected in the above diagram, the findings revealed that 88% of teachers expressed that they consciously follow a particular method/s in their class rooms. This indicated their positive attitude towards the adoption of a particular method of teaching. This showed that the teachers as such did not go into the scientific way of deciding the methodology of teaching with respect to the students needs, level of understanding and exposure to English language. The remaining 12% reported that they generally did not use any method consciously while teaching English language. This finding indirectly confirmed the traditional attitude of planning for teaching by them.

Under item No.7 of the questionnaire, the teachers were given a list of six activities and they were asked to mention their order of priority to those six listed activities in ascending order. 25% of the college teachers considered the option (a) "providing information about historical, cultural and intellectual background to the prescribed texts and authors through lectures" as the 1st priority of all. 38% of teachers considered option (b) "Para phrasing, explaining the meanings of difficult lines, words, concepts etc." as the most important activity of their teaching method. 12% of the teachers gave the highest order of preference to another option (d) "encouraging students to read the text closely to evolve their own responses", another

12% of teachers felt that the option of (e) "Encouraging free oral discussion by students' as the most important activity of all other tasks. According to one more teacher, option (f) "Inviting students' to understanding new experiences by comparing them to experiences familiar to them by way of linking the syllabus with real and practical life" was assigned as the top most priority of all the other activities.

Three out of eight (38%) college teachers gave secondary importance to the option (a) "Providing information about historical, cultural, intellectual back ground to the prescribed texts and authors through lectures". 25% of the college teachers considered the 2nd option (b) "Para phrasing, explaining the meanings of difficult lines, words, concepts etc" for the 2nd priority. Three college teachers (38%) considered the option (d) "Encouraging students to read the text closely to evolve their own response" as their 2nd priority.

Two out of eight (25%) college teachers considered option (c) "Making comparison between texts" as the 3rd important activity of their teaching method. Three out of eight (38%) college teachers considered the option (e) "Encouraging free oral discussion by students'" as the 3rd important activity of their teaching method. Another two out of eight (25%) considered option (d) "Encouraging students to read the text closely to evolve their own response" as their 3rd priority. It was interesting to note that one teacher out of eight (12%) college teachers considered the option (f) "Inviting students to understand new experiences by comparing them to experiences familiar to them by way of linking the syllabus with real and practical life" as the 3rd important activity of his/her teaching method.

Three out of eight (38%) college teachers considered option (c) "Making comparison between texts" as the 4th important activity of their teaching method. Two out of eight (25%) college teachers considered the option (a) "Providing information about historical, cultural, intellectual back ground to the prescribed texts and authors through lectures" as the 4th important activity of their teaching method. One teacher out of eight (12%) considered the option (d) "Encouraging students' to read the text closely to evolve their own response" as their 4th priority. One out of eight (12%) college teachers considered the option (e) "Encouraging free oral discussion by students'" as the 4th important activity of their teaching method.

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Two out of eight (25%) college teachers considered the option (a) "Providing information about historical, cultural, intellectual back ground to the prescribed texts and authors through lectures" as the 5th important activity of their teaching method. Three out of eight college teachers considered the option (e) "Encouraging free oral discussion by students'" as the 5th important activity of their teaching method. One out of eight college teachers considered option (c) "Making comparison between texts" as the 5th important activity of their teaching method. One teacher (12%) out of eight considered option (d) 'Encouraging students' to read the text closely to evolve their own response" as their 5th priority. Three out of eight teachers, 38% of teachers considered option (b) "Para phrasing, explaining the meanings of difficult lines, words, concepts etc." as the 5th important activity of their teaching method. Four out of eight college teachers 50% of teachers considered option (c) "Making comparison between texts" as the 6th important activity of their teaching method. The remaining 50% of teachers considered option (f) Inviting students' to understand new experiences by comparing them by way of linking the syllabus with real and practical life" as the 6th important activity as his/her teaching method.

On the basis of these priority ranks, the researcher assigned a score of 6 to the 1st rank, the one ranked 2nd was given a score of 5 and the one ranked 3rd was given a score of 4, and the one ranked 4th was given a score of 3 and the one ranked 5th was assigned a score of 2 and finally the one ranked 6th was given a score of 1.

Table No.4.1.1.3

Table Showing Teachers' Priority for Various Activities

Options given in Item 7	Activity	No. of Teachers	% of teachers	Priority Rank of activity
(a)	Providing information about historical, cultural, intellectual background to the prescribed texts and authors through lectures.	3	38	2
(b)	Paraphrasing, explaining the meanings of difficult lines, words, concepts.	3	38	1
(c)	Making comparison between texts	4	50	4
(d)	Encouraging students to read the text closely to evolve their own response	3	38	2
(e)	Encouraging free oral discussion by students'	3	38	3
(f)	Inviting students to understand new experiences by comparing them to experiences familiar to them	4	50	6

The investigator noticed that all the teachers differed in their order of priority for various activities listed in that questionnaire. The detailed preferences of the teachers' views on various activities are shown in the table No.4.1.1.4.

Table No.4.1.1.4

Table Showing Teachers' Preference for Various Activities

No.of Teachers	Options given for Item No.7											
	(a) option providing information about historical, cultural, intellectual background to the prescribed texts and authors through lectures		(b) Paraphrasing, explaining the meanings of difficult lines, words, concepts		(c) Making comparison between texts		(d) Encouraging students to read the text closely to evolve their own response		(e) Encouraging free oral discussion by students		(f) Inviting students to understand new experiences by comparing them to experiences familiar to them	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
1	4	3	5	2	6	1	2	5	3	4	1	6
1	2	5	3	4	4	3	5	2	1	6	6	1
1	2	5	1	6	5	2	3	4	4	3	6	1
1	2	5	1	6	4	3	3	4	5	2	6	1
1	5	2	2	5	6	1	1	6	3	4	4	3
1	1	6	3	4	4	3	2	5	5	2	6	1
1	1	6	2	5	6	1	4	3	5	2	3	4
1	5	2	1	6	6	1	2	5	3	4	4	3
8		34		38		15		34		27		20

NB: As shown in the above table, as per the weightage given by the teachers and weightage calculated by the researcher in terms of the scores assigned to each rank, the option (b) 'Paraphrasing, explaining the meanings of difficult lines, words, concepts' of the item 7 scored 38 indicating maximum weightage and priority.

Thus, the teacher respondents ranks were converted into scores and the scores were then converted into percentage of points. It was clear from the analysis of the above table that the *option ''(b) Paraphrasing, explaining the meanings of difficult lines, words, concepts*" was considered as the highest order of priority and was considered to be the main activity involved in the teaching of English at the UG level by majority of the teachers in various colleges affiliated to KSKV Kachchh University, Bhuj. It indicated the strong and unanimous learning in considering this activity as the top most priority of the English language teaching. Thus, there was no difference in the priority accorded. In the same way, the (a) "o*ption providing information about historical, cultural, intellectual background to the prescribed texts and authors through lectures*" and the "*option (d) Encouraging students to read the text closely to evolve their own response*" were given the second highest order of priority. The "*option (e) Encouraging free oral discussion by students*" was given the third order of priority. The "*option (f) Inviting students to understand new experiences by comparing them to experiences familiar to them*" was given the fourth order of priority. All the teachers considered the "*option (c) Making comparison between texts*" as the lowest order of priority. Interestingly, 12% of them ranked it as the 1st, 2nd and 3rd order of activity. 50% of them considered it as the 6th order of priority while the other 38% of them considered it as the 4th order of priority.

As estimated in the above mentioned table, the investigator noticed that there was no consensus among the college teachers regarding consideration of the order of priority of options mentioned in the item 7. However, the researcher found that only 38% of the teachers considered the same "option (b) "*Paraphrasing, explaining the meanings of difficult lines, words, concepts*" as the most important activity in the process of their teaching. The remaining teachers expressed different orders of priority for the given activities. This indirectly indicated their lack of understanding and unawareness of the significance of all those listed activities. The researcher thinks that this difference of opinion in assigning the different orders of priority influences their teaching. Further, it was understood that the teachers differed in their attitude in this regard. Hence, the researcher feels that instead of leaving this option to the concerned teachers, if the teachers' community sets up a system, which determines the same order of priority as per the weightage of this activity, it would create better teaching-learning environment.

Item 8 of the Teacher Questionnaire contained a question on teachers' planning and preparation of the lesson. All the teachers were asked to mention whether they prepare and plan their lessons before taking their classes. Under this, three options were listed about the type of plan and the 4th option was kept open, inviting any other option than those specified from the respondents. While responding to this question on their lesson planning and preparation, seven out of eight, 88% of the teachers mentioned that they regularly prepare both the written and mental plan before taking their classes. 12% of the teachers mentioned that they never planned the lesson plan in writing but mentally planned their lessons 25% of them also added their options in this regard. 12% of the teachers added minute preparation, refilling the marker pen, keeping books, cuttings etc. ready in sequence, drawing black-board design in mind etc. as a part of their lesson planning. 12% of the teachers also included preparation of pictures, figures and collection of photocopies as a part of their lesson planning procedure.

The researcher observed that as per the responses of the teachers questionnaire, 88% of the sample of teachers reported that they do prepare both written and mental plan of each and every lecture they engage. It was interesting to note that only 12% of them reported that they engage their lectures without any written plan but just with a proper mental plan and strategy. While analyzing the data the researcher noticed that those teachers with special training or B.Ed. degree felt the necessity of the strategy of a proper lesson plan and its implementation. There was some gap in the attitude of the other 12% of the teachers, who did not have any training in teaching were a bit more casual and informal in their preparatory aspects. The researcher agrees with the fact that proper planning and designing of strategy definitely improve the efficiency of teachers.

Item 9 of the teacher questionnaire contained a question on the frequency of the lesson planning of the teachers. Under this, four options were listed. While responding to this question, six out of eight 75% of the teachers mentioned that they always planned their lessons. 13% of teachers mentioned that they sometimes prepare their lesson plan. The remaining 12% teachers mentioned that they were habituated to plan their lesson plan before teaching in the class.

In continuation with the ItemNo.8 when the researcher enquired about the frequency of the lesson planning of the teachers under Item No.9, majority of the teachers 75% confirmed that they always plan their strategy of lesson planning as mentioned earlier. Another 12% of them sincerely reported that they never plan their lessons regularly. The remaining 13% of them informed that they just prepare a brief lesson plan momentarily for each and every lesson at the nick of the moment.

Item 10 of the teachers' questionnaire contained a question on various aspects that the teachers consider, while planning their lessons. Six different options were listed and they were given 7th open option to suggest or add any other aspect on their own. 12% of the teachers considered all the given options. 25% of them considered only five of the given options. It was interesting to mention that seven out of eight, (88%) of the college teachers considered the option (a) "refer dictionary for difficult words". 88% of the teachers also considered the option (b) "combinations of incidents, quotations, relating to the contents of the text you are going to teach". Six out of eight 75% of the teachers considered the option (c) "referring to information on net, library" as the 3rd appropriate aspect of their lesson planning.

Four out of eight teachers 50% considered option (d) "Referring current related issues" as the 4th appropriate aspect that they used to consider while planning their lesson. Five out of eight teachers 63% of teachers considered the option (e) "Gathering illustrations" as the 5th appropriate aspect that they consider while planning their lesson. 12% of the teachers considered option (f) "Preparation of role model" as the 6th appropriate aspect that they consider, while planning their lesson. 12% of the teachers added the option "solving the exercises beforehand" and informed that they would also think of deciding the answers before planning their lesson.

Table No.4.1.1.5

List of Aspects of Lesson Planning

Sl.No.	Option	Description	No. of Teachers	Percentage of Teachers
1	(a)	Refer Dictionary for difficult words	7	88
2	(b)	Combination of incidents, quotations relating to the contents of the text you are going to teach	7	88
3	(c)	Referring information on net, library	6	75
4	(d)	Referring current related issues	4	50
5	(e)	Gathering illustrations	5	63
6	(f)	Preparation of role model	1	13

While analyzing this item, the researcher noticed that the majority of the teachers expressed their consensus on these aspects of planning their lessons. Further, majority of them assigned the same order of priority to the first three options. It was interesting to note that only 12% of them added their own option, "Solving the exercises before hand and decide answers" in this regard.

The researcher was of the opinion that teachers' planning of a proper strategy and preparation in advance would improve the teaching efficiency. Majority of the teachers also reported the same. Those, who realized, the value of these aspects, definitely included these things as a part of their regular duty. Here, it is proved that good teachers are not born, they are made. In addition to the natural ability, if the teachers develop their attitude towards these aspects and make a thorough planning of their teaching strategy, they will definitely become good teachers and will succeed to the fullest extent in their attempts in creating supportive learning environment in class.

Item 11 of the teachers' questionnaire contained a question which aimed to know the teacher's consideration of various aspects while planning their lessons. Six options were given and all the teachers were invited to give their own option and suggestion under option 'g'. The options given were (a) time (b) content (c) examination (d) syllabus (e) students and (f) availability of the resources. Three out of the eight teachers, 38% of them considered all the six options and had chosen all the listed options. 50% of the teachers considered 'time' as the common aspect they consider while planning their lessons. Five out of eight considered 'content' as one of the main aspects of their lesson planning. 63% of the teachers considered 'examination' as a regular aspect of their lesson planning. 75% of the teachers

considered 'syllabuses' as the common aspect that they consider while planning their lessons. 88% considered 'students' as one of the important aspects, while planning their lessons. 50% of the teachers also considered the 'availability of the resources' as one of the aspects of their consideration while planning their lessons.

Under open option, one teacher added weight-age of marks, usefulness of the topic in using English language as his/her options. Further, the teacher had given an illustration to support his/her comments by stating that the noun phrase and the clause analysis were not included in the syllabus, but they were very necessary parts for understanding the text. So, the teacher was of the opinion that the teaching should not confine to the syllabus alone. Teaching involves various types of activities. The teacher has to play a vital role in choosing the appropriate activities on time.

As it is rightly said, that 'Communication is an art of being understood", a successful teacher has to combine various aspects to the textual content, so that it can reach to the minds of the learners. Otherwise, however knowledgeable the teacher may be, if he/she fails to adopt proper mode of communication to enlighten the young aspirants of her/his class, she/he cannot succeed in this noble profession of teaching. She/he will become more materialistic in transferring her theme of thought to the learner. This type of class room environment spoils the English Language Teaching & Learning scenario.

Item No.11 of the Teachers Questionnaire aimed to know the teachers' priority consideration of various aspects such as time, content, examination, syllabus, students', and availability of resources and so on. It was interesting to note that 38% of the teachers considered all the six options as the requisite aspects while planning their lessons.

Table No.4.1.1.6

List of Teachers' Priority Aspects of Lesson Planning

Sl.No.	Aspects	No. of Teachers	Percentage of Teachers
1	Resources	4	50
2	Students	7	88
3	Syllabus	6	75
4	Examination	5	63
5	Content	5	63
6	Time	4	50

Figure No.4.1.1.6.1
Figure Showing List of Teachers' Priority Aspects of Lesson Planning
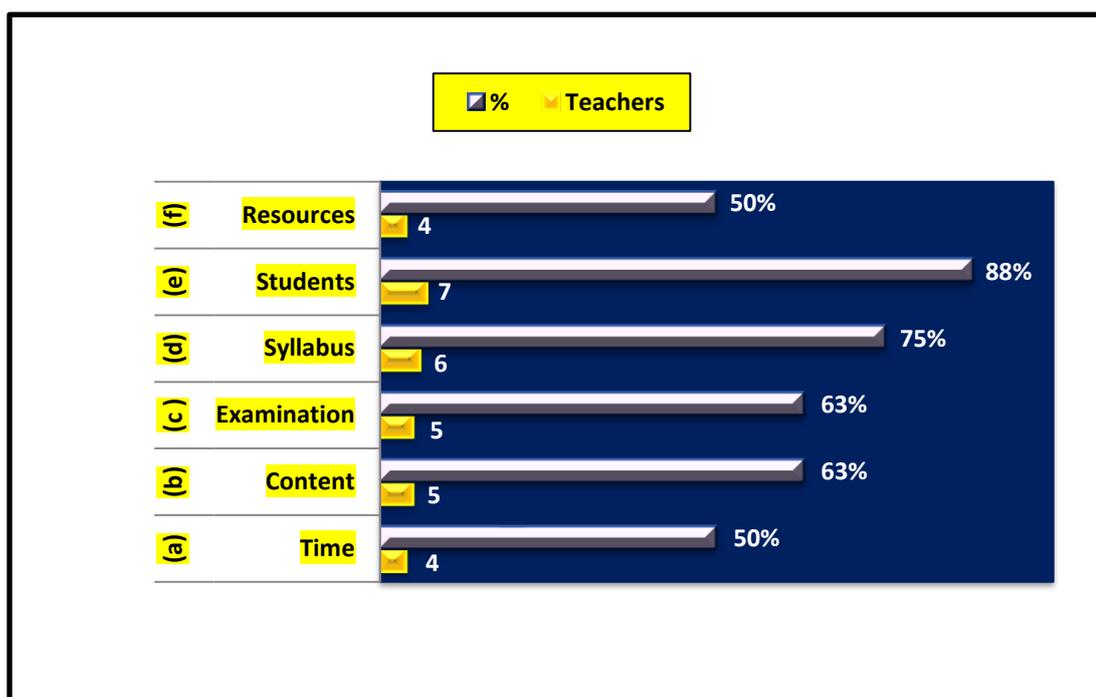
As shown in the above diagram, though all the teachers had given different orders of priority, majority of them considered the 'students' as the main aspect of their lesson planning. However, the researcher noticed that all the given options were considered by all the teachers with little difference in their order of priority options. Further, 12% of them had also included their own option "weightage of marks, relevance of topic", in this regard. All these findings conveyed a message that the teaching should not confine itself to syllabus alone. Teachers' skill and ability can be judged by optimal utilization of all the listed factors. The teacher should keep the element of time, contents, syllabus weight age, and academic calendar of examination schedule, varying performance levels of students' and the available resources in her mind, while planning their lessons. Here individual ability, style and experience in the field will make them understand the significance of various priorities and considering the achievement level of his/her students, he or she may give due consideration of weightage to all the listed aspects and components. So, we can say that teaching is an art of comprehensive efforts of various elements aiming to transfer some amount of knowledge from one side (teacher) to the other side (learner) in the real sense.

Item 12 of the teachers' questionnaire listed 5 options of different abilities and all the teachers were asked to mention their order of priority to those options to decide

their teaching practices. Further, they were invited to include their own option under 6th option. In response to that, 25% of them considered the second option (b) the ability to write letters, applications and reports as the most important ability while teaching English. Another 25% considered the option (c) the 'ability to converse in English' as the most important ability while teaching English. Yet, another 25% of them considered the option (d) 'ability to follow conversation and lectures in English' as the most important ability while teaching English. 12% of them considered the first option 'ability to read books and journals in English' as the most important ability. Two out of eight teachers (25%) of them also added their own options. One teacher had given the first priority to the ability to enjoy English and getting intellectual and innovative ideas through English, as the important point that he/she would like to consider while teaching English. Another teacher included her/his option of, 'the ability to enable students' to be familiar with rich literary language and phonetics to selected students'.

38% of teachers considered option (b) ability to write letters, applications and reports etc. as the second important ability while teaching English. The remaining 38% of teachers considered option (d) 'ability to follow conversation and lectures in English, as the second important ability while teaching English. 12% of the teachers considered option (c) 'ability to converse in English' as the second important ability while teaching English. Yet another 12% of the teachers considered option (a) 'ability to read books and journals in English' as the second important aspect while teaching English.

50% of them considered option (c) 'ability to converse in English' as the third important aspect while teaching English. One teacher considered the option (b) ability to write letters, applications and reports etc. as the third important ability while teaching English. Two teachers 25% considered option (a) 'ability to read books and journals in English' as his/her third important ability while teaching English. One teacher considered option (d) 'ability to follow conversation and lectures in English as the third important ability while teaching English. Three out of eight 38% teachers considered the option (a) the 'ability to read books and journals in English' as the fourth important aspect that they consider while teaching English. Yet another 50% of them had considered the options (b) 'ability to write letters, applications and reports etc.', (c) 'ability to converse in English', (d) 'ability to follow conversation

and lectures in English' and (e) 'ability to memorize answers to the expected questions to pass the examination' respectively as their fourth important ability of their consideration.

Five out of eight teachers (63%) considered the option (e) 'ability to memorize answers to the expected questions to pass the examination' as the 5th or the least important aspect that they consider while teaching English. 25% of them considered option (a) and option (b) 'ability to read books and journals in English' and 'ability to write letters, applications and reports etc.' as their 5th or the least important aspect that they consider while teaching English. It was interesting to note that among them all, only one teacher opted for only the first three options and ignored all other options. The details are given in the tabular form below.

Table No.4.1.1.7

Table Showing List of Teachers' Preferences about Students Abilities in the actual Class Room Language Teaching

Options	Ability statement given in Item.12	Priority Rank of the Students ability to decide Teaching Practices										Total Score of each option
		1st Rank		2nd Rank		3rd Rank		4th Rank		5th Rank		
		Assigned Score:5		Assigned Score:4		Assigned Score:3		Assigned Score:2		Assigned Score:1		
		f*	%	f*	%	f*	%	f*	%	f*	%	
a	Ability to read books and journals in English	-	-	1	12	2	25	3	38	2	25	18
b	Ability to write letters, applications and reports	2	25	3	38	1	12.5	1	12.5			27
c	Ability to converse in English	2	25	1	12	4	50	1	12.5			28
d	Ability to follow conversation and lectures in English	2	25	3	38	1	12.5	1	12.5			27
e	Ability to memorize answers to the expected questions to pass the examination							1	12.5			8
f	No response	2	25					1	12.5	6	75	-
	Total No. of Teachers/%:	8	100	8	100	8	100	8	100	8	100	

f*Indicates: Frequencyof responses of teachers

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Under this item, all the teacher respondents were asked to mention the aspects of their consideration of the importance of various abilities by assigning ranks to the given options for deciding their teaching practices. On the basis of these rankings, the researcher assigned a score of 5 to the first rank, 4 to the second rank, 3 to the 3rd rank, 2 to the 4th rank and finally 1 to the 5th and final rank. Then, these ranks were converted into scores and the scores were converted into percentages. As shown in the following table, the option (c) "Ability to converse in English" was considered the most important ability by all the teachers. In the same way the option (b) "Ability to write letters, applications and reports" and "option (d) Ability to follow conversation and lectures in English" were given the second order of importance by the teachers. The option (a) "Ability to read books and journals in English" was considered as the third important ability by the teachers. It was interesting to note that only 12% of the teachers assigned importance to the option (e) "Ability to memorize answers to the expected questions to pass the examination". The details are projected in the table No.4.1.1.7.

As reflected in the summary of the above mentioned table, though, all the teachers considered the given options while planning their lessons, their order of priority differed as per their individual attitude. The researcher noticed that there was no common agreement regarding their order of priorities. It was interesting to note that out of all the eight teachers one teacher did not feel the necessity to include all the options and considered only the first three options. Hence this respondent did not assign any order of priority to the (d) and (e) options. It was also astonishing to notice that the same option which was given the top most priority was assigned the least priority by some other teachers. This data indirectly revealed the level of performance of the teacher efficiency. Teaching a skill subject is totally different thing. Unlike other theoretical subjects, the teacher had to give due weightage to all the four language skills.

The researcher was of the opinion that even our present system did not give due importance to all the four language skills. Reading, Writing, Listening and Speaking are such skills which needed to be practiced regularly. But our present system did not give any scope for developing all the four skills. It had given maximum weightage to the reproductive ability and totally ignored the listening and

speaking skills in the examination. As a result of this, many of our students failed to achieve the required level of proficiency in English language in all these skills. Here the researcher also agreed with some of the respondents' critical views on the present examination and evaluation system and reported that it had failed to give sufficient feedback of learners' abilities of all these skills.

Under Item 14 all the teachers were asked to state whether they dictate answers to the expected questions and were directing the students to memorize them for producing better results in their examination or not? 75% of the teachers answered this question in affirmation. The remaining 25% of the teachers mentioned that they never dictated any answers like that for the examination purpose.   Further under Item No.14. (i) & (ii) they were asked to give specifications of their answers from those given options.   While answering this, three of them, those who had responded positively to the item No.14, specified that they did this with some students. 12% of the teachers mentioned that they had dictated answers to a few students. Another 12% more teachers specified that they had discussed all the questions in the class room. One teacher did not specify. While mentioning the reason, the other 25% of teachers, who had responded negatively, gave their reasons as mentioned below:

12% of them mentioned that they believed that teaching should not aim at examination alone; hence they could not dictate any such answers to the students. The remaining 12% of the teachers mentioned that they did not get time to dictate answers to the students. Hence, they never dictated.

The researcher felt that the teachers' responses to this item had confirmed the existing rote system of learning. It was noticed that majority of the teachers expressed the same view and accepted that they used to give the list of expected questions and dictate their answers and instruct them to memorize all those answers for getting good marks in the examinations. This response, though it projected the teachers concern regarding the results of the students, it may harm the students' proper learning abilities. The researcher opined, that teacher instead of encouraging the students' to be perfect in their reproduction abilities, should encourage them to be creative and self expressive in presenting their views in the given context. So, the researcher was of the opinion that the teachers too, to some extent were wrong in their attitude here and hence strongly recommended the modification of the entire system

of examination and evaluation, which had compelled the teacher to emphasize on the results rather than on developing their language skills. So, the researcher was of the opinion that any sound evaluation pattern should focus on developing the language abilities and skills and competencies. It was also noticed that 25% of the teachers who didn't agree with the given proposition reported that the teaching should not aim at examination alone.

4.1.2 Interpretation of Teachers' Responses on Methodology of Teaching

To sum up, the teacher responses revealed that there was no similarity in the method adopted by the college teachers. It was found that most of the teachers planned their lessons both physically and mentally to justify their professions. It was found that majority of the teachers had indirectly exhibited their disliking towards the present methodology of teaching. It was astonishing to note that though all the teachers were on the same line of profession, there were individual differences in their attitudinal aspects. The researcher had felt that these individual differences in their attitudinal aspects might have influenced their teaching efficiency.

It was revealed from the teachers' responses that some of the teachers took utmost care while choosing their activities and some others remained very casual in this regard. As per the teachers responses (63%) it was found that those teachers, with additional educational training in teaching realized the significance of planning a strategy and they had tried to justify their professional responsibilities. Yet another 37% of them, those who had not received any training, also tried to motivate their students towards the language learning. But they mentioned that they faced many hurdles which disturb their concentration.

Here, the researcher had felt that training really improved the efficiency of other teachers who were prepared to face any unexpected challenge in their profession. While analyzing this, the researcher had felt that there was a need to draw attention to this training aspect which would definitely improve the teacher efficiency to a greater extent. It was revealed that all the teachers who had professional training assigned similar order of priority to certain aspects of language learning. So, the researcher had felt that there should be a proper specified uniformity in the methodology of teaching and it should be in tune with the objectives of teaching-

learning a language. The researcher opined that proper guidance at the initial stages in the beginning of the career would definitely help the motivational abilities in the teachers. Teaching as a responsible profession, needed to be given proper weightage to the concept of training.   If teachers possess the aptitude and attitude towards the teaching, then they can be an exemplary to others in their profession. But if teachers choose this profession without any aptitude and attitude or out of compulsion as there was no option left, they would remain just materialistic in performing their duties. So, the attitudinal aspects also needed to be tackled thoroughly to ensure better language learning environment.

Language, being a skill subject, should not be taught stereotypically. Even the objectives of the teaching of a content subject and a skill subject differ considerably. Considering the nature and importance of language education, the researcher had felt that all the teachers should retrospect themselves and finally they should discuss the advantages and limitations of the present language educational system and should come up with a new revised promising skill development oriented language education to develop a healthy society.

4.1.3 Analysis of Teachers' Responses on the Aspects of Syllabus and Reference Material

The second segment of the Teacher Questionnaire focused on the items related to syllabus and teachers' usage of teaching aids and reference books in the class rooms. All the teachers were asked to give their responses to various aspects of English language teaching as mentioned above. The detailed responses are mentioned below.

Item 2 of the teachers' questionnaire contained a question regarding the teachers' coverage of syllabus in the class room. Four options were given with some difference in the range of the coverage of the syllabus. Under this item teachers were asked to mention about the range of their syllabus coverage 88% of the teachers mentioned that they could cover the entire syllabus within stipulated time. Out of these seven teachers, 25% of them mentioned that they could cover 85% to 100% of syllabus in class and the remaining 12% of the teachers, who gave negative response

to this item, had mentioned that they could not be able to complete the entire syllabus in the class room due to the shortage of time.

It was revealed that all the teachers did not express the same line of thought and they remained contradictory in their responses to the question on this aspect of syllabus coverage. Though the majority of them (88%) mentioned that they could complete the entire syllabus to a maximum extent of 85% to 100% within stipulated time, the remaining 12% of them sincerely reported that they could never be able to complete the syllabus due to the shortage of time.

The researcher found an interesting fact that 12% of teachers responses indirectly pointed out the lengthy syllabus and inadequate time allocation had become impediments in the process of their completion of the syllabus. Further, they added that they could never be able to complete the entire syllabus due to the length of the syllabus and inadequate allocation of time. This finding had projected a controversial revelation. The majority of the teachers (88%) did not report about any time crisis and reported that they could easily manage to complete syllabus to a maximum extent. But, the remaining 12% of the teachers reported that due to the shortage of time they could not complete the syllabus. The researcher found this differential attitude of teacher, while responding to item No.14, where the majority of the teachers reported that they dictated notes to their students and yet another 25% of them mentioned that they could not dictate any notes due to this crisis of time. When the syllabus contents and the period of allocation remained the same, how could there be such difference in syllabus coverage aspects? This issue needed to be studied in detail.

Item 3 of the teacher's questionnaire contained a question regarding the reference materials, the teachers use other than the text books in their class rooms. Three options were listed and the teachers were invited to mention any other option of their own as the 4th option. 100% of the teachers responded positively to this question and 50% of them mentioned that they used all the three listed options such as (a) grammar book (b) work book and (c) related literature. Another 37% of them mentioned that they always use grammar books and work books only. 12% of the teachers mentioned that they regularly use grammar books and other books on literature. Another 12% of them included their 4th options like "magazines, news

paper articles, Figures and reference books" respectively. The details of their responses are shown below in the tabular form.

Table No.4.1.3.1

Table Showing Teachers' Responses on Usage of Reference Materials

Sl. No.	Reference Material	No. of Teachers	% of Teachers
1	Magazines / News Papers	1	13
2	Related Literature	5	63
3	Work Books	6	75
4	Grammar Books	8	100

Figure No.4.1.3.1.1

Teachers' Responses on Usage of Reference Materials
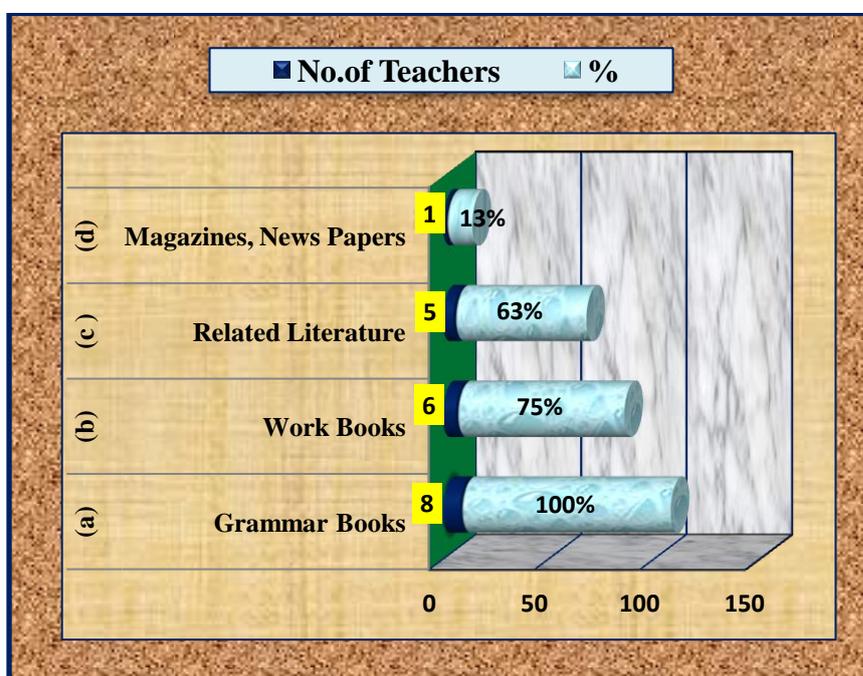
Based on the data displayed in table No.4.3.1.1, the above graph is plotted. The graphical interpretation follows as mentioned below.

It was noticed that all the teachers used grammar books as a source of their reference material. 75% of them also considered work books along with the prescribed text books. 63% of them had also preferred books related to the relevant related literature in this regard. The researcher had found uniformity among the

teachers in their usage of library sources. 12% of them had also included their own reference material such as magazines, news paper articles, and other relevant reference books. The Gujarat University used to publish the work books covering the syllabus for F.Y., S.Y., T.Y., C.C. and Compulsory English separately. But now, the K.S.K.V. Kachchh University had stopped this, but, even then, majority of the teachers had mentioned that they always make use of those work books even today. Though they were out dated, teachers used to use them in their regular classes. This response confirmed that work books of any kind facilitated the language learning.

Item 4: Responding to this item on the usage of teaching aids, five out of eight 63% teachers mentioned that they always use teaching aids other than chalk, duster and black board. 37% of them mentioned that they never use any other teaching aids at all. When they were asked about the frequency of their usage, four of them, 50% of them reported that they use these teaching aids only sometimes very rarely. 12% of them had mentioned that they rarely use such teaching aids in the class. Two of them (25%) of them responded negatively to this item and mentioned that they lacked sufficient infrastructure for this. 12% of teachers also mentioned that they did not feel the need for this and hence they did not make use of any such aids other than the traditional aids like chalk and duster. These responses are shown in the following mentioned table and diagram:

Table No.4.1.3.2

Usage of Teaching Aids by Teachers

Responses to ItemNo.4	No. of Teachers Using Chalk/ Duster/Black Board	%	No. of Teachers using other Teaching Aids	%
Positive Response	8	100	5	62.5
Negative Response	-	-	3	37.5
Total	8	100	8	100

Figure No.4.1.3.2.1

Usage of Teaching Aids by Teachers
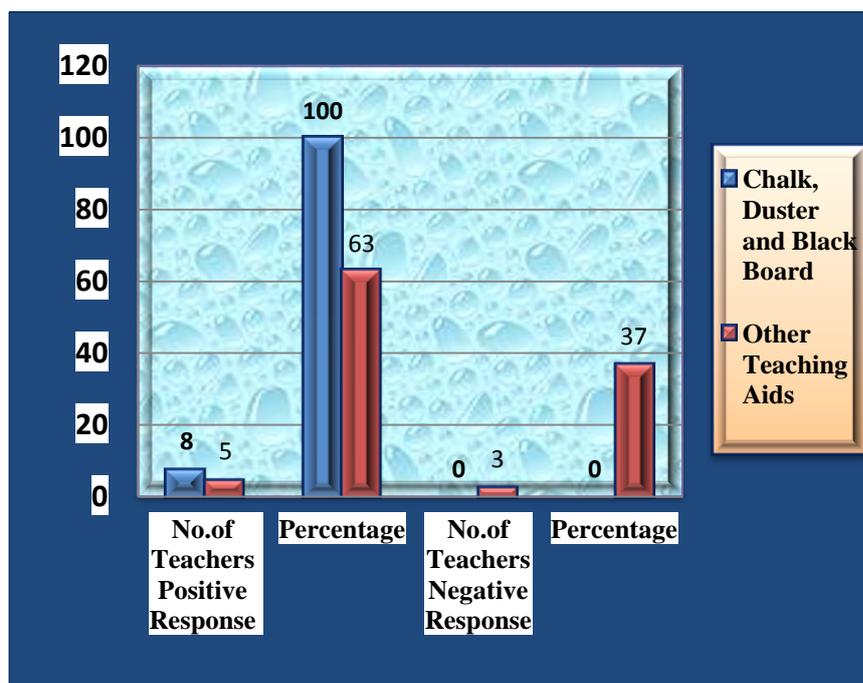
Though 63% of teachers had given positive response to this item on the usage of teaching aids, 50% of them reported that they used chalk, duster and black board quite more frequently in comparison with the other teaching aids. It was noticed that another 25% of the teachers, those who had responded negatively to this item, reported that they did not have adequate infrastructure to facilitate the usage of the latest teaching aids. Only 13% of them had openly mentioned that they did not feel the necessity of it.

Even here, the researcher noticed that only those teachers with training had realized the need and impact of teaching aids and hence they had tried to include them as a part of their regular teaching strategy. The researcher noticed the teachers' differed in the frequency of their usage of teaching aids. The communication flow constantly goes on change as per the changing scenario of the society. The change influences all the sectors including the education. In this present high-tech era, the ICT revolution has brought much educational equipment which assists the teachers in the normal process of their teaching. The Technology Enabled Teaching can be a boon to all the language teachers. It can also create some sort of spirit and creativity among the learners. But, it was reported that many colleges did not have proper

infrastructural abilities to encourage the latest trends of teaching in their institutions. All the teachers should be encouraged to make use of DELL (Digital English Language Laboratory) in their colleges. A well equipped digital language lab will definitely attract and motivate the learners towards the subject. It will draw their attention towards it.

Item 5 included a list of teaching aids and all the teachers were asked to mention the teaching aids that they regularly use in their classes from those given. 12% of the teachers mentioned that they use all the listed teaching aids Overhead Projector, Tape recorder, Library sources, Computers, VCD, Games, Movies and Skits, Television and so on (except LCD) while teaching. Another 12% of the teachers had mentioned that they didn't use Tape recorder, LCD and Library sources as their teaching aids while teaching English. Yet another 12% of the teachers mentioned they frequently use library and games as teaching aids while teaching English. Another teacher had opted for Computers and Games as teaching aids while teaching English. Two out of eight (25%) teachers mentioned that they used library and games as teaching aids to teach English language. 12% of the teachers stated that other than those mentioned they also used Chalk, duster, black-board and text book as teaching aids while teaching English. The details are shown in the tabular form below:

Table No.4.1.3.3

Division of Teachers' Usage of Teaching Aids

Sl.No.	Teaching Aids	No. of Teachers	Percentage of Teachers
1	Overhead Projector	1	12.5
2	Tape Recorder	2	25
3	LCD	1	12.5
4	Library Sources	8	100
5	Computers	3	37.5
6	V.C.D.	1	12.5
7	Games	5	62.5
8	Movies, Skits	1	12.5
9	Television	1	12.5
10	Others	1	12.5

Figure No.4.1.3.3.1

Division of Teachers' Usage of Teaching Aids
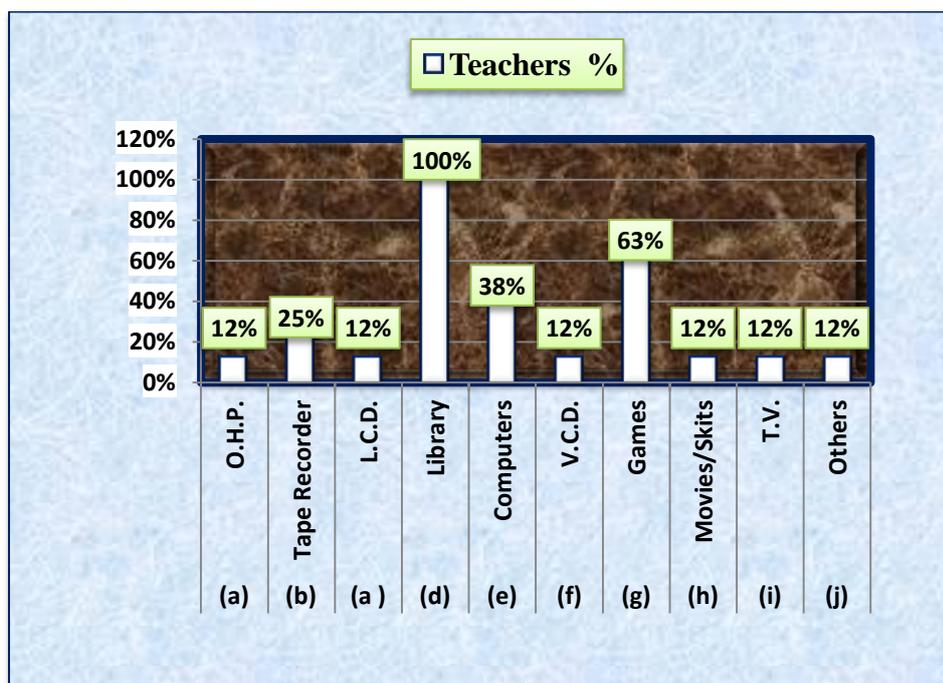
As projected in the above mentioned table and diagram, the researcher noticed that 100% of teachers had reported that they regularly use their library sources as their teaching aid. Another 25% of them had mentioned that they also use games as teaching aids to teach English. But only 12% of them had reported that they use all the listed teaching aids such as OHP, Tape Recorder, Computers, VCD, Games, Movies and Skits and Television as teaching aids. 25% of them reported that they sometimes use LCD for this purpose in the process of their language teaching. Only 12% of them had mentioned that they use only traditional teaching aids such as Chalk, Duster and Black Board.

It was noticed that very few teachers used the latest teaching aids and preferred technology enabled teaching aids. Only 12% of them had mentioned that they sometimes use O.H.P., L.C.D., V.C.D., Movies, and T.V., as their teaching aids. But there was commonality in the usage of library as a source of aid by all the teachers. This situation also projected the inadequate infrastructural abilities, which delimited the usage of these aids. The teaching strategies aids and other relevant aspects of ELTL needed to be upgraded regularly.

It is true that technology facilitates language learning. All the teachers should be motivated towards Technology Enabled Teaching, which ensures better teaching-learning environment. All the teachers should be trained to utilize the modern teaching aids. They should be provided with all the latest innovative tools in this regard. If, they adopt this Technology Aided Teaching Style, that may motivate many of their students, who had lost their interest and attitude in the language due to the stereotypic approach of teaching and learning. The researcher opined that these sorts of innovative techno oriented class rooms will definitely inspire many of the learners and provide them with better language learning opportunities.

Under Item 13 teachers were asked to mention whether there was any provision for spoken English in their colleges or not. Yes and No options were given and the teachers were asked to give proper reason for their response. While responding to this, 75% of the teachers gave positive reply and the remaining two (25%) had mentioned that they did not have any such provision in their colleges. But the teachers mentioned that though they did not have this special provision, they always encourage the learners to converse in English.

Though the responses revealed teachers' consideration of importance of verbal/oral communication skills, it was pointed out by majority of the teachers blamed that system did not give proper weightage to all the skills. Some skills were neglected totally, while some other skills were given maximum weightage. The oral communication skill (speaking) which was given maximum weightage in the initial period of language learning was totally neglected later on. Only in K.G. and Primary section there was some weightage for spoken English. But it was left in the middle, higher levels of language learning. The researcher is of the opinion that in order to develop confidence among the learners, this skill needed to be given due consideration.

In fact, at the higher levels when the students were required to develop their presentation techniques, they needed to focus on all the aspects such as accent, stress, pronunciation and intonation of each and every word. But they were not directed properly regarding this etiquette. Only those with good educational, parental background realized this and encouraged their children to update their personality to a presentable manner. But a vast majority of the students did not have any exposure in

this regard and they lag behind in this area of oral communication skills. Teachers' responses and attitudes confirmed this and they opined that for this the system needed to be blamed. The researcher, considering the impact of communicative abilities on career development, strongly emphasizes on the need to focus on the development of all the linguistic abilities. The details are projected in the tabular form below:

Table No.4.1.3.4

Table Showing Provision for Spoken English in Colleges

Sl. No.	Description	No. of Teachers	Positive Percentage	Negative Percentage
1	Provision of Spoken English	8	75	25

Figure 4.1.3.4.1

Provision for Spoken English in Colleges
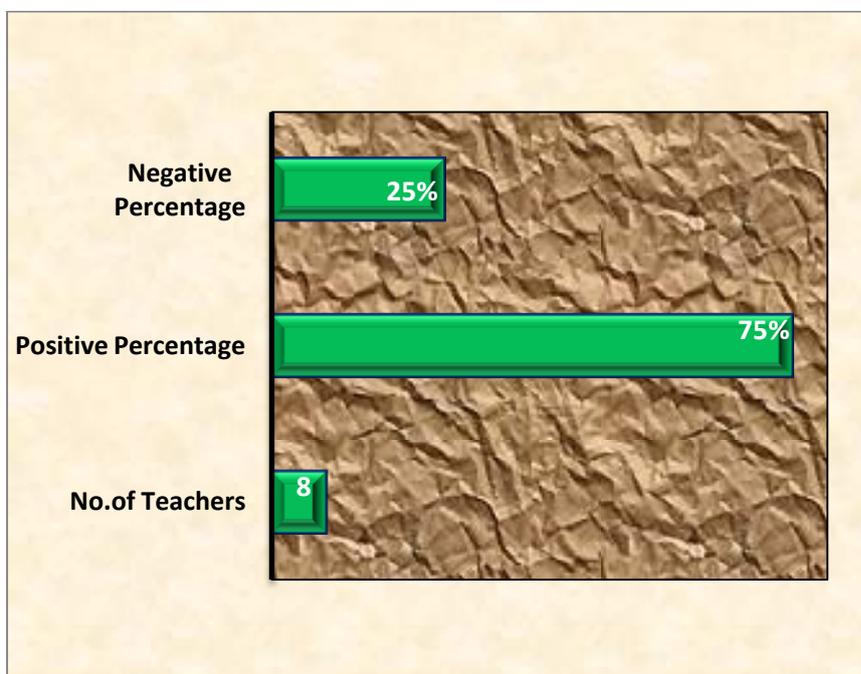
Based on the data provided in the table No.4.1.3.4 the above graph is plotted. The detailed graphical interpretation is given below.

Though the majority of the teachers responded to this item on spoken English in affirmation, 25% of them reported that they did not have any provision for the spoken English in their colleges. It was interesting to note that though there was no provision as per the time table for this spoken English, all the teachers mentioned that

they always encourage their students to converse in English. This indicated the teachers' consideration of significance of spoken English in the career of their students. *Research studies conducted by Farooqui (2007), Sita (1990), Jindal (1985) and Kudchedkar (1981) had also confirmed this finding and emphasized on the need to develop spoken English skills.*

4.1.4 Interpretation of Teachers' Responses on the Aspects of Syllabus and Usage of the Reference Materials

While analyzing the data, the researcher noticed that the responses did not offer any conclusive findings. To sum up, it was noticed that there was difference of opinion in the aspects of syllabus and usage of reference material among all the teachers. The findings revealed contradictory opinions of all the teachers as some of the teachers reported that they could complete the entire syllabus within the stipulated time without any difficulty, while some others teachers reported that they always feel crisis of time and could never be able to complete the entire syllabus easily. This difference of opinion of the teachers projected the variation of teaching methods adopted by the teachers. It was reported that some teachers were found to be faster in completing their course as per their pre-decided schedule while some other teachers mentioned about their struggle for the same. The researcher doubted that when the work load and time allocation remained the same, (three hours per week), how could there be such a difference in the aspect of completion of syllabus?

The researcher thinks that teaching is a skill, which varies from teacher to teacher. So, some teachers might have planned their chapter-wise time allotment strategy and succeeded in their attempts. They might have tried to complete the syllabus before the commencement of the examinations and they had also kept a regular time schedule for the revision purpose. This grounding enabled them to justify their tasks without any difficulty. During the informal discussions with the teachers, the researcher came to know that some of them plan their strategy as per the weightage given to each and every chapter. Accordingly, they were able to complete their entire syllabus on time. They also reported that if they failed to plan their strategy in advance and casually continue their lessons, they might feel that crisis at the end of the term. So, the researcher had found that proper timely planning of

academic schedule and the syllabus completion strategy facilitated the teacher to complete the syllabus as per the pre-decided schedule.

Further, the researcher was impressed to know that some of the teachers also included magazines and news paper articles as their teaching aids. The researcher had felt that particularly in commerce colleges, where the syllabus of Commercial Communication included report writing at the later stages, this type of media based communication should be encouraged. The researcher opined that the teaching aids definitely would influence the quality of teaching and the latest Technology Enabled Teaching aids demand proper infrastructure and equipment. It is rightly said that Technology Enabled Language Teaching facilitates both the teacher and the learner. It also creates the student friendly environment. While teaching language, pronunciation, pause, stress, and other phonetic aspects could easily be taught through various techno-gadgets. All the teachers should develop this habit of using OHP, Computer, and other latest teaching aids to ensure better teaching learning environment.

4.1.5 Analysis of Teachers' Responses on the Aspects of Examination and Evaluation Techniques

The researcher wished to study the attitude of the teachers towards the present examination and evaluation pattern. Keeping the present scenario in mind, the researcher initiated with the very first question with an enquiry of the teachers' choices of their preference of various types of tests. It further included some of the relevant aspects such as type of test, duration of examination, pattern of evaluation, feedback provision and so on. So, the third focus area of the Teacher Questionnaire contains items pertaining to the aspects of examination and evaluation techniques.

Item 15 of the teachers' questionnaire contained a question on the evaluation procedure and the teachers were asked to mention the choice of their performance evaluation of their students. Four different types of tests were listed. 38% of the teachers mentioned that they used to conduct periodical tests to evaluate their students' performance. 38% of the teachers mentioned that they used conduct monthly tests to evaluate their students' performance. 12% of the teachers stated that in

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addition to the monthly tests they also conduct class tests for this purpose. Remaining 13% teachers added 'surprise tests' as a means to assess their students' performance.

The responses revealed that the teachers were of the opinion that the mode of examination should help the students to locate their draw-backs and direct them to improve their performance. In fact, all the colleges affiliated to K.S.K.V. Kachchh University adopt 70:30 ratios for this purpose. They regularly conduct two terminal examinations at the end of each term and one annual examination at the end of the academic year. The first internal test is conducted for 50 marks and the second internal test which covers the entire syllabus and is conducted for 100 marks. The 25% weightage of marks is given on the basis of these two terminal tests conducted by the institutional authorities and the remaining 5% of marks are allotted on the basis of their attendance, submission of assignments and so on. Here, the researcher had found that while allocating the internal marks, all the teachers varied as per the policy adopted by the college authorities. Some colleges collect two assignments, one each, at the end of each term, these assignments carry one mark each and the remaining three marks were allocated on the basis of students' regular attendance and class room behaviour. Here, teachers' responses revealed that in some colleges, the teachers were very flexible in allotting all these five internal marks to all the students' without any discrimination. But in some colleges, the teachers adopt a very strict policy in this regard. This differential attitude and policy variations sometimes influenced the students' academic performance negatively.

The responses given to this item by all the teachers confirmed the variation in the examination and evaluation pattern. The researcher is of the opinion that there should be uniformity in such policy matters where equal opportunity of justification should be given to all the candidates. Here, the researcher also considered the individual variations of the assessment of the teachers. The quantitative pressure sometimes compelled some teachers to consider the average marking system. When the central assessment had a scope of such elements of disparity, even the internal evaluation had also got influenced by it. So, the researcher is of the opinion that the policy matter should be uniformly adopted by all the teachers in all the colleges. It was noticed that the top rankers of the university were not been given five internal marks fully in some colleges where there was strict consideration of clause of

attendance and submission of assignments. But in some colleges all the candidates get 5 marks without fail. Though these students did not get good marks in the university exams, they get maximum benefit of the 100% allotment of these 5 internal marks. The researcher, being in this line of profession for the past twenty years, would like to bring this issue to the notice of the concerned, so that the authorities may decide a uniform structure for awarding these 5 internal marks for the benefit of students in the best possible manner.

Item 16 of the teachers' questionnaire contained a question on the evaluation method and teachers were given 4 evaluative options such as assignment, marks, grading and internal weightage. All the teachers were asked to choose the evaluative method that they used to follow, out of those four given options in their class. 50% of them mentioned that they consider assignments for evaluating their students' performance. Six teachers of them (75%) consider, 'marking system' to assess their students' performance. Two teachers of them (25%) mentioned that they consider internal weightage and the remaining 12% of them mentioned that they adopt grading method to analyze students' performance.

The researcher noticed that while mentioning their choice of priority majority of the teachers considered the marking system as the most appropriate one. It was noted that only 12% of the teachers expressed their preference for grading system. But all the teachers had given their choice of mode of evaluation pattern and included all the three options such as marking, assignment and internal weightage. But only 12% of them expressed their interest in grading system. In fact, the researcher was of the opinion that in the present competitive world, if we consider only marks, it would become a number game and it would create pressure on the students' minds. Considering this even the Central Board of Secondary Education (CBSE) changed its pattern of marking and grading system and implemented only Cumulative Grading Performance Analysis (CGPA) system since 2010. But here, when the universities were considering, implementing Semester System and CGPA system at the college level, the teachers' responses revealed their order of preference for the marking system. The researcher had felt that many of the teachers were unaware of the drawbacks of marking system and its impact of pressure on students. The researcher

feels that there is need to orient all the teachers towards this revised channel of grading system for the welfare of the students.

Item 17 of the teachers' questionnaire contained a question regarding the assessment work and the teachers were asked to mention the ability that they consider the most, while assessing the answer books of their students. The following four options were given and the teachers were asked to add their 5th option, if any.

(a) The students' ability to understand and respond to the prescribed text
(b) The students' ability of self expression
(c) The students' ability to develop sensitivity to literature
(d) The students' ability to understand important ideas and concepts available through his reading in English and their ability to reproduce the facts that were taught.
(e) If any, other than this

50% of the teachers mentioned that they considered the students' ability of self expression' as the most important ability. 38% of the teachers considered the 4th option 'the students' ability to understand important ideas and concepts available through his reading in English and their ability to reproduce facts that taught' as the most important aspect that they consider while assessing their students performance in the examination. 12% of the teachers mentioned that they consider the 3rd option the students ability to develop sensitivity to literature' as the very important aspect of his/her assessment. 25% of the teachers considered the option (a) the students' ability to understand and respond to the prescribed text' as the 2nd most important aspect that they consider while assessing their students performance in the examination. 38% of them mentioned that they give secondary importance to the option (b) the students ability of self expression' and mentioned that they considered this as another important aspect while assessing the students'' performance. 12% of the teachers considered this option (c) as the 2nd important ability while assessing answer books.

Three out of eight teachers, (38%) of the teachers considered the option (a) as the 3rd important factor of their assessment. 25% of the teachers considered the last option (d) the students' ability to understand important ideas and concepts available through his reading in English and their ability to reproduce facts that been taught' as the 3rd important factor of their assessment work. Another 25% of them mentioned

that they consider the 3rd option (c) the students' ability to develop sensitivity to literature' as the 3rd important factor of their assessment work. 12% of them mentioned that they consider the option (b) students' ability of self expression' as the 3rd important factor of their assessment work. 50% of the teachers considered the option (c) 'the students' ability to develop sensitivity to literature' as the 4th important factor of their assessment. 38% of the teachers considered the option (a) 'the students' ability to understand and respond to the prescribed text' as the 4th lowest important factor of their assessment work. Remaining 12% of them mentioned that they consider the option (d) the students' ability to understand important ideas and concepts available through his reading in English and their ability to reproduce facts that been taught' as the least important factor of their assessment work. 12% of teachers added that they also tested the creative ability of the students' and hence they would like to include 'the creative ability' as the 5th option in that list. The details of teacher responses to this item on various abilities of students are given below in the tabular form.

Table No.4.1.5.1

Table Showing Teachers' Consideration of Priority Aspects of Different Abilities

Options of Statement of Abilities given in Item.12	Priority Rank of the Students abilities												Total Score of each option
	1st Rank			2nd Rank			3rd Rank			4th Rank			
	f*	%	Assigned Score:4	f*	%	Assigned Score:3	f*	%	Assigned Score:2	f*	%	Assigned Score:1	
a) The students' ability to understand and respond to the prescribed text	-	-	-	2	25	6	3	37.5	6	3	37.5	3	15
b) The students' ability of self expression	4	50	16	3	37.5	9	1	12.5	2	-	-	-	27
c) The students' ability to develop sensitivity to literature	1	12.5	4	1	12.5	3	2	25	4	4	50	4	15
d) The students' ability to understand and reproduce important ideas and facts.	3	37.5	12	-	-	-	2	25	4	1	12.5	1	17
e) No response				2									
Total:	8	100		8	100		8	100		8	100		

*f indicates frequency

Under this item, all the teacher respondents were asked to mention the aspects of their consideration of the importance of various abilities by assigning appropriate rankings to the given options. On the basis of these rankings, the researcher assigned a score of 4 to the first rank, 3 to the second rank, 2 to the 3rd rank, 1 to the 4th rank respectively. Then, the scores were converted into percentages. As shown in the above table, the "option (b) the students' ability of self expression" was considered the most important ability by majority of teachers. It was interesting to note that "option (a) the students' ability to understand and respond to the prescribed text", the "option (c) the students' ability to develop sensitivity to literature" and "option (d) the students' ability to understand and reproduce important ideas and facts" were given similar rankings by majority of the teachers. While attempting this question on the consideration of various abilities of students' performance in examination, the teachers' community expressed varied opinions. Here the researcher noticed that 50% of the teachers consider the students' self expressive ability as the most important aspect of their assessment. Around 38% of them considered the students' ability to understand important ideas and concepts through his reading in English and his ability to reproduce the facts that have been taught considered as the top most important ability. It was strange to notice that only 12% of the teachers reported that they consider the students' ability to develop sensitivity to literature as the most important factor of their assessment work.

The researcher noticed that vast majority of teachers emphasized on the importance of English as a skill subject, but they did not give any weightage to the listening skills of the language. Even here the researcher had noticed that the variation in the attitude of all the teachers while assigning the order of priority to the given choice of various abilities. Only 12% of the teachers had included the creative ability as the additional fifth option. So, all these varied responses did not offer any conclusive findings. So the researcher had felt that all the teachers might not have the clear idea about the objectives of English Language Teaching and Testing. It shows that there is an urgent need to bring them all under same frame work and efforts should be made to clarify their concept in this regard. If the entire teaching community developed that same level of understanding of objectives of language teaching and testing, that could solve many of the problems arise in the process of ELTL. The teachers needed to develop a broader sense of responsibility in this

regard. Otherwise, it would lead to much such dissimilarity which would lead to many unexpected problems in this regard.

Under Item 18 of the teachers Questionnaire, the teachers were asked to mention whether they agree that a mere three hour examination was enough to judge the students' performance properly or not? 63% of the teachers mentioned that the duration of three hours was not enough to judge the students' performance properly. The remaining 37% of the teachers mentioned that three hours duration was quite sufficient to judge the students' performance. While responding to this item No.18, the teachers had expressed varied opinions regarding the consideration of three hour duration of examination. Majority of the teachers (63%) reported that the three hour duration was not enough to judge the entire academic year's performance of the students' properly. In contrary to this, the remaining 37% of teachers had mentioned that three hours examination was enough to judge the students' performance properly. The data of these responses are projected below in the tabular form.

Table No.4.1.5.2

Division of Teachers' Opinion on the Duration of Examination

Item No.18	Respondent's Opinion on the Duration of Three Hours Examination	No. of Teachers	Percentage
	Positive	3	37.5
	Negative	5	62.5
	Total	8	100

Figure No.4.1.5.2.1

Figure Showing Division of Teachers' Opinion on the Duration of Examination
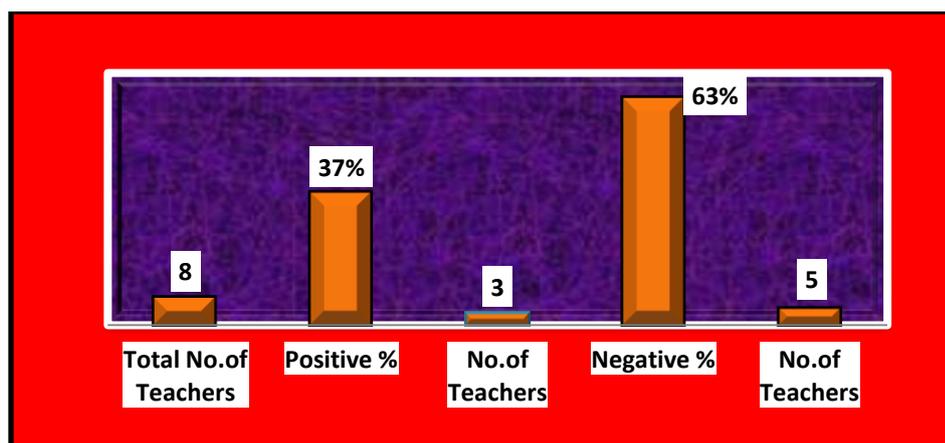
Based on the data shown in the table No.4.1.5.2 the graph of the above diagram is plotted. The detailed graphical interpretation is given below.

The researcher noticed that even here, the majority of teachers expressed their opinion that the present examination system could not judge the students' performance satisfactorily in just three hours. Here the researcher would like to include her comments along with an illustration that when a student who had attended all the classes regularly without fail, failed to perform well in the annual examination of three hours, all his sincere, regular efforts of the entire year would be in vain. In the same way, if due to some unavoidable problems and circumstances, if he fails to attend the examination, he would have lost his entire academic year.

The present three hour examination system which emphasized particularly on reproductive abilities was found to be inappropriate. It was suggested that instead of this special emphasis on three hour examination, it was felt that provision of supplementary examination should be made for those who remained absent or could not perform well. It was pointed out that losing an academic year for the sake of few marks would definitely pressurize the younger minds. So the researcher opined that considering the students' welfare, there should be some modifications in the examination system. Judging a student's over all annual performance in a mere three hours examination would not be appropriate. The system has to be reviewed and justified.

Item 19 of the teachers' questionnaire listed some types of tests such as (a) Objective type tests (b) Subjective type tests (c) Viva (d) Projects and assignments and (e) Combination tests and the teachers were asked to mention the type of test that they would like to conduct for their students from those given options. Among all the respondents, 12% of the teachers mentioned that they prefer to conduct all the tests mentioned therein except the option of projects and assignments. Another 12% of the teachers mentioned that they conducted all the three types of tests(c), (d) and (e) from those mentioned to asses they students' performance. Another 12% of the teachers expressed their preference for subjective tests and assignments and stated that they usually follow these two modes of evaluation. Further, 12% teachers mentioned that (d) and (e) options were the common modes of testing their students. Another 12% of teachers mentioned that they prefer to conduct (a) and (b) options Objective type and

Subjective type tests to evaluate their students' performance. 12% of them mentioned that they preferred subjective tests and combination tests (b) and (e) options as the most preferable modes of their testing. Another 12% of teachers mentioned that they preferred Viva and Combination tests (c) and (e) options as their choice of testing. The remaining 12% of the teachers had mentioned that they would like to choose Objective type tests in this regard. 63% of the teachers preferred Objective Type and Subjective Type tests. Three of them 38% also opted projects and assignments as their common mode of testing. 50% of the teachers preferred to subjective type tests. Three of the teachers (38%) also expressed their preference for conducting Objective type tests. It was interesting to note that 50% of them opted for Combination tests. The teacher responses are shown in the following table and diagram.

Table No.4.1.5.3

Distribution of Teachers' Preference of types of Tests

Item No.	Type of Test	No. of Teachers	Percentage of Teachers
19	Objective Type Test	3	37.5
	Subjective Type Test	4	50
	Viva Voce	3	37.5
	Projects and Assignments	4	50
	Combination of Tests	5	62.5

Figure No.4.1.5.3.1

Figure Showing Teachers' Preference of types of Tests
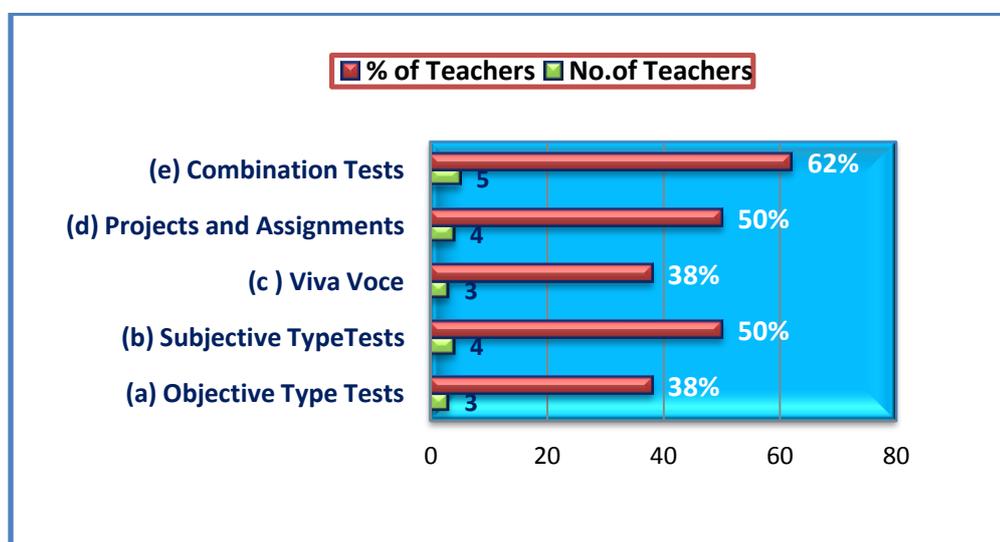
As shown in the above mentioned table and the diagram, the data revealed that 63% of the teachers expressed their choice for combination tests. 50% of them preferred consideration of projects and assignments. Another 50% of them had reported that they prefer to conduct subjective tests. 38% of teachers expressed their interest in conducting viva and objective type tests respectively. As there was no consensus on this issue of conduction of tests, the revelations of these findings did not offer any conclusion. Here all the teachers individually differed in their order of preference. This variation was found in the outcome of the findings.

However, during the informal discussions with the teachers, the researcher raised this point casually and noticed that majority of the teachers considered objective type tests, combination tests, and submission of projects and assignments for assessing and analyzing their students' academic performance. This varying attitude of the teachers' indicated that no teacher wished to consider a single type of test but he/she would like to include various combinations of all these tests for assessing their students' performance. Here, the researcher noticed that all the teachers considered the general combination of tests and they had felt that such combination of tests which included all elements, might sufficiently give the right feed back of the learners' performance. Here though they differ individually on this issue of types of tests, they projected the unity in diversity attitude. The researcher has felt that majority of the teachers' expressed same line of thought in considering the present examination, pattern, a less effective one. They all expected some sort of betterment in this regard. They indirectly projected their dissatisfaction with the existing pattern of evaluation. So, this issue of process of assessment and evaluation needed to be taken care of.

Item 20 of the teachers' questionnaire enquired from all the teachers about the frequency of the conduction of the objective type tests. Four different options were listed and teachers were asked to mention their frequency of the conduction of those tests. While responding to this item, 50% of the teachers opted for the option (d) 'No fixed schedule' and had conveyed that they did not follow any specific schedule for conduct objective type tests. Another 25% of the teachers mentioned that they conducted tests at the end of each chapter. Yet another 12% of the teachers mentioned that they used to conduct objective type tests once in a month. 12% of the other respondents did not respond to this item. The detailed responses of teachers on

this issue of the frequency of conduction of objective type tests are shown in the table mentioned below.

Table No.4.1.5.4

Teachers' Preference on Frequency of Conduction of Objective Type Tests

Item No.	Frequency of Conduction of Tests	No. of Teachers	Percentage of Teachers
20	On completion of each term	1	12.5
	At the end of Each Chapter	2	25
	No fixed Schedule	4	50
	No Response	1	12.5
	Total	8	100

Figure No.4.1.5.4.1

Teachers' Preference on Frequency of Conduction of Objective Type Tests
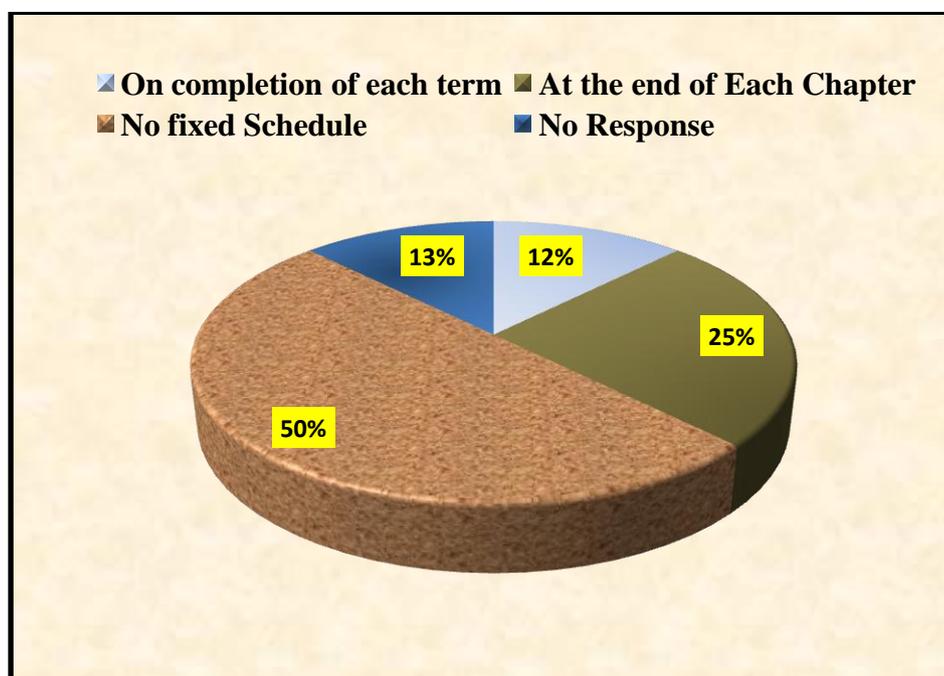
As reflected in the above mentioned diagram, the researcher noticed that even here while mentioning their frequency of conduction of objective type class tests all the teachers' did not express the same line of thought. The researcher noticed this vividness of mind which was seen in various responses given by them seemed to be a serious factor which affected the English language teaching-learning process.

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It was strange to note that 12% of them did not respond to this item. It indicated that personal attributes of a teacher highly influence his/her method of teaching, evaluating pattern either positively or negatively. This attitude definitely substantiated the discriminative attitude of the teacher and the researcher noticed that this was an influencing factor which influenced the teachers' teaching style and efficiency.

Item 21 contained a question regarding the teachers' preference of frequency in the conduction of subjective tests. Four options such as (a) on completion of each term (b) at the end of each chapter (c) once in a while and (d) no fixed schedule were given. All the teachers were asked to reveal their frequency and mode of conduction of descriptive tests. Three of the teachers (38%) mentioned that they did not have any fixed criteria for conducting subjective tests. Another three of them mentioned that they conduct the subjective type tests on completion of each and every chapter. Among the remaining teachers, 12% of teachers mentioned that they conduct subjective type tests at the end of each term. Another 12% of teachers didn't respond to this item. However, it was reported that all the colleges used to conduct two internal terminal examinations as per the University calendar in each academic year. The details of the teachers' responses are shown below in the tabular form.

Table No.4.1.5.5

Table Showing Teachers' Option on Frequency of Conduction of Subjective Tests

Item. No.	Frequency of Test	No. of Teachers	Percentage of Teachers
21	On completion of each term	1	12.5
	At the end of Each Chapter	3	38
	No fixed Schedule	3	38
	No Response	1	12.5
	Total	8	100

Figure No.4.1.5.5.1

Teachers' Option on Frequency of Conduction of Subjective Tests
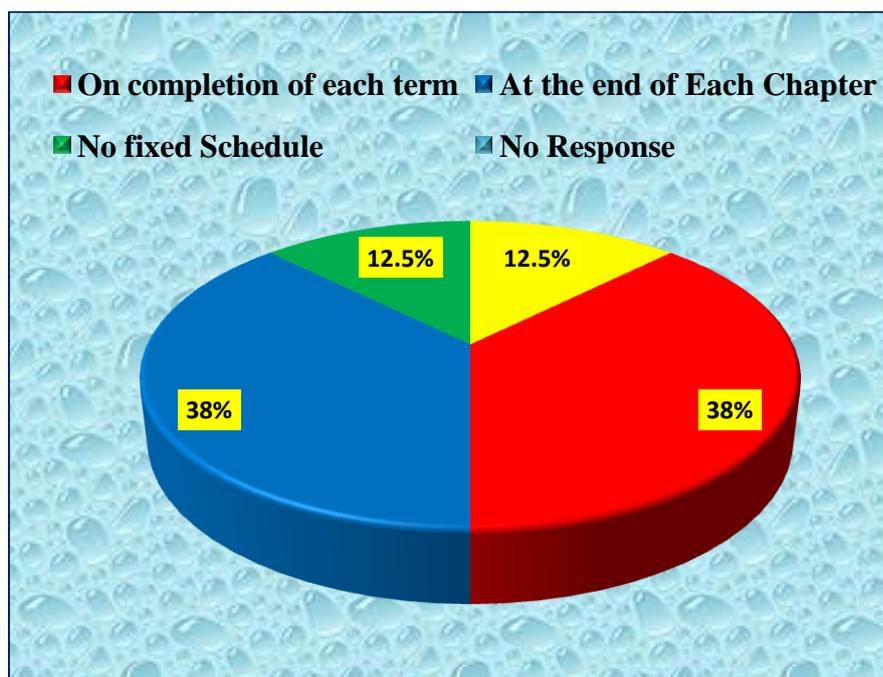
Based on the data depicted in table No.4.1.5.5, the graph of this diagram is plotted. The graphical interpretation is given below.

The researcher attempted to know the teachers priority of preference for conducting subjective type tests. However, as shown in the above diagram, the researcher noticed that all the colleges used to conduct terminal tests at the end of each term as per the University calendar. The conduction of class tests remained a matter subjected to the interest of the concerned subject teacher. The data revealed varied responses of the teachers on this aspect of conduction of subjective type tests. Some of the teachers took pains to conduct the tests on completion of each chapter and they evaluated their students' performance regularly. But a majority of the teachers followed the academic schedule prescribed by the K.S.K.V. Kachchh University and they were not interested in taking any extra efforts in this regard. The researcher felt that this might be because of the quantitative pressure of some teachers, who engaged lectures in thickly populated classes. The researcher had noticed that in case of other colleges where the enrollment was very less in number, so the teacher could pay personal attention to each and every student. They managed to conduct class tests at regular intervals. The researcher had felt that all these

factors, which influenced the teachers' attitude, needed to be studied in detail as they all contribute to present English language teaching-learning scenario.

Under Item 22, (i) all the teachers were asked to mention whether they regularly conduct internal assessment in their college or not? All the teachers except one teacher responded positively to this item and around 12% of teachers had given negative response to this. Further, when they were asked to explain about the reason under Item 22 (ii), they mentioned that time was the main constraint. Those who had responded positively to this item reported about the reasons for their response while attempting item 22(i). Three of them (38%) mentioned that they conduct half yearly internal assessments. 12% of teachers mentioned that they conduct weekly tests for their students. Another 12% of the teachers mentioned that they conduct quarterly examinations. Yet another 12% of the teachers mentioned that they conduct one test in October and three tests (1 preliminary examination and 2 practice tests) in February for their students. In response to this item on regular internal assessment, 88% of them reported that they adopt the regular internal assessment provision in their colleges. Only 12% of them mentioned that they could not do regular internal assessment for want of time. They pointed out that the shortage of time became an impediment in their regular assessment work. All those teachers, who responded positively stated different reasons for this. 38% of them reported about their half yearly internal assessment. Only 12% of them reported that they regularly conduct weekly tests. Another 13% mentioned that they conduct quarterly examinations regularly. The remaining 12% of the respondents reported that their regular assessment covers one test in October at the end of the first term, and three tests in the second term. The details are given below in the following mentioned table and diagram:

Table No.4.1.5.6

Table Showing Division of Responses on Internal Assessment

Responses given under Item No.22	No. of Teachers	Percentage
Positive Responses	7	87.5
Negative Responses	1	12.5
Total	8	100

Figure No.4.1.5.6.1

Division of Responses on Internal Assessment
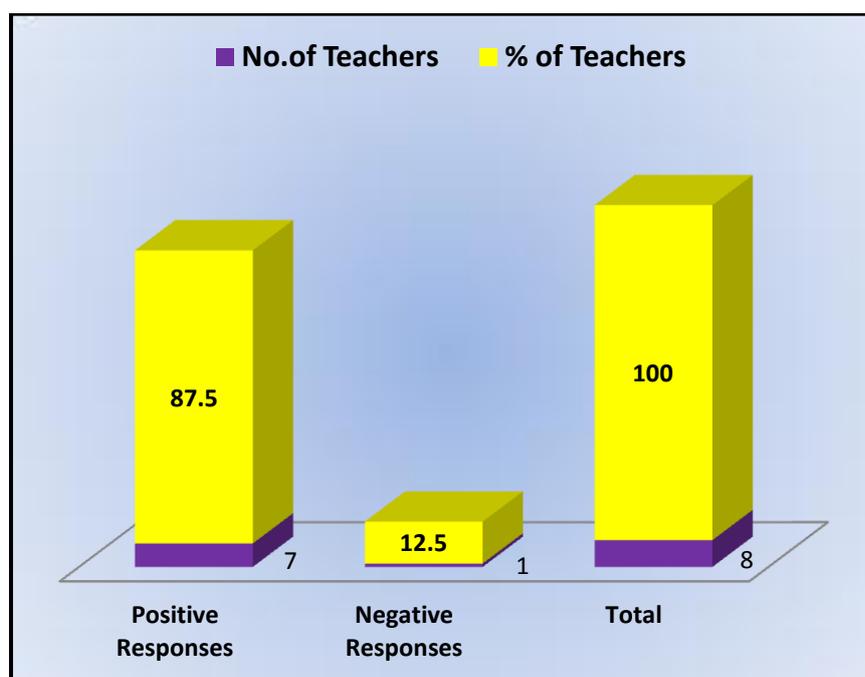
Based on the data depicted in table No.4.1.5.6, this graph is plotted. The detailed interpretation is given below. As indicated in the above diagram, 68% of the teachers conveyed their positive response on the issue of internal assessment. The remaining 12% teachers expressed that they could not do any assessment due to time crisis. All those teachers who had responded positively to this item explained that they go for weekly and monthly tests as per the situation.

Item 23 of the teachers' questionnaire contained a question on whether the teachers give home assignments to their students or not? The options 'Yes' and 'No' were given and four options were listed under each category. Further, teachers were asked to mention and specify their reason for their negative or positive response. Around 50% of the teachers mentioned that they do give home assignments. Out of these 50% of teachers, 38% of them mentioned that they do give home assignments on completion of each unit. Yet another 12% of them mentioned that they sometimes give home assignments. Remaining 50% of teachers mentioned that they do not give any home assignments to students. 25% of them had also mentioned that students were not attentive to such tasks. 12% of teachers mentioned that due to the heavy burden of the syllabus they cannot give any assignment. 12% of more teachers

mentioned that considering practical difficulties, they never preferred to give home assignments. The details are given below in the tabular form.

Table No.4.1.5.7.

Table Showing Teachers' Opinion on Home Assignments

Responses given under Item No.23	No. of Teachers	Percentage
Positive Responses	4	50
Negative Responses	4	50
Total	8	100

Figure No.4.1.5.7.1

Figure Showing Teachers' Opinion on Home Assignments
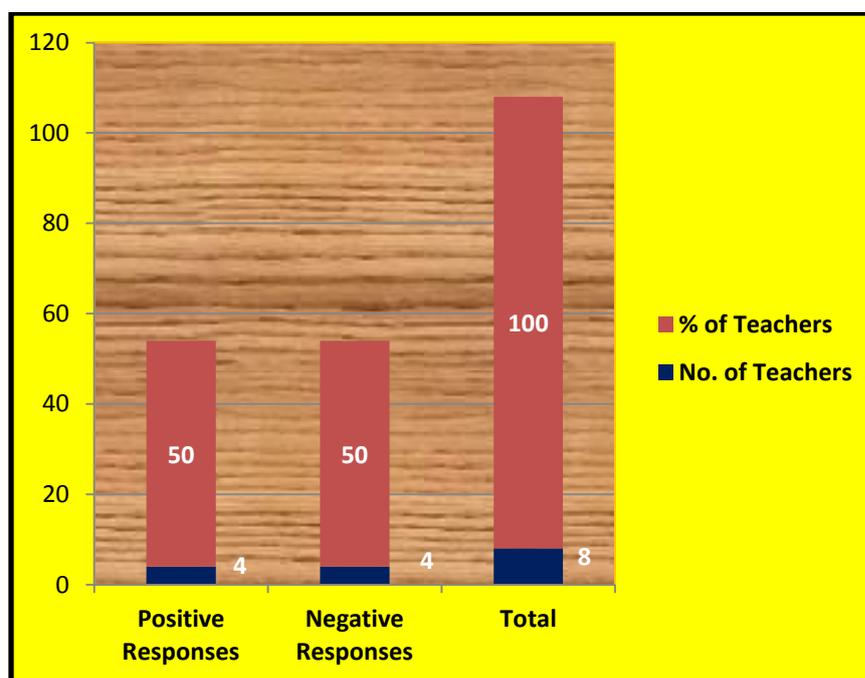
As projected in the above mentioned table, the researcher had noticed that 50% of the teachers responded positively and the remaining 50% of them responded negatively to this item on home assignments. While quoting the reason for their negative response, 25% of them mentioned that their students did not have any interest for home assignments, so they avoid giving those home assignments. The remaining 25% of the respondents mentioned that due to some practical difficulties and heavy work load of syllabus, they could not even think of giving any such home assignments to their students. The researcher noticed that though the environment

remains the same, some teachers took initiative and make maximum sincere efforts to improve their students' linguistic abilities and some others blamed other delimitations and criticized other aspects and barriers which hinder their teaching efficiency. So this finding confirmed that the attitudinal aspects of teachers influence their ELTL process either negatively or positively.

Item 24 contained a question on the assessment pattern and all the teachers were asked to mention whether they regularly check the note books of their students or not? Only three teachers 37% of the respondents gave positive response to this question. All the remaining five teachers 63% of them mentioned that they did not check the note books regularly. The responses are revealed in the tabular form below:

Table No.4.1.5.8.

Teachers' Opinion on Regular Checking of Note Books /Assignments

Responses given under Item No.24	No.of Teachers	Percentage
Positive Responses	3	37.5
Negative Responses	5	62.5
Total	8	100

Figure No.4.1.5.8.1

Teachers' Opinion on Regular Checking of Note Books / Assignments
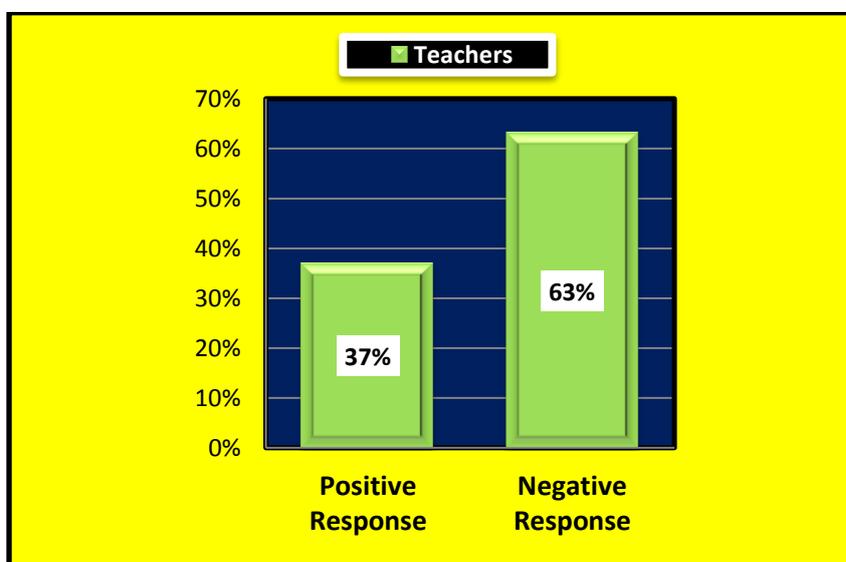
As stated in the above table and diagram, the researcher noticed that 63% of teachers sincerely confessed that they did not check their students note books and assignments at all. But the remaining 37% of teachers reported that they used to check their students note books and assignments regularly. Even here, while responding to this item, these varied responses of teachers indirectly revealed the problem of quantitative pressure of some teachers which delimited their teaching abilities. It was reported that those who work in thickly populated colleges, could not even think of any such note book or assignment checking activities and opt just random checking of these assignments and note books.

Under Item 25, a list of 6 options of different evaluative methods of assignments were listed as under and all the teachers were asked to mention which of those evaluative methods they generally follow, while evaluating their students' assignments. The options included were mentioned below:

(a) Just confirm whether the students' have done it or not

(b) Check only a few assignments randomly

(c) Take all assignments, correct each one of them carefully and return them

(d) Cross every mistake in every assignment and put a remark over there.

(e) Analyze the errors and clarify their doubts

(f) Discuss common mistakes in the class

All the seven (88%) teachers, except one (12%), reported that they generally discuss the common mistakes in class. Around 75% of them also added that they analyze the errors and clarify their students' doubts. Another 50% of them mentioned that they also put a cross mark against every mistake in every assignment and put a remark over there. The remaining 25% of them had mentioned that they checked only a few assignments randomly. The teachers' responses to this question on 'the pattern of their evaluation' are revealed in the table shown below:

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Table No.4.1.5.9

Table Showing Teachers' Adaptation of Evaluation Pattern

Options Chosen from those given under Item No.25	No. of Teachers	Percentage of Teachers
b) Random Checking of Assignments	2	25
d) Putting Cross Remark against Mistake	4	50
e) Analysis of Errors and Clarifying Doubts	6	75
f) Discussing Common Mistakes in Class	7	88

Figure No.4.1.5.9.1

Teachers' Adaptation of Evaluation Pattern
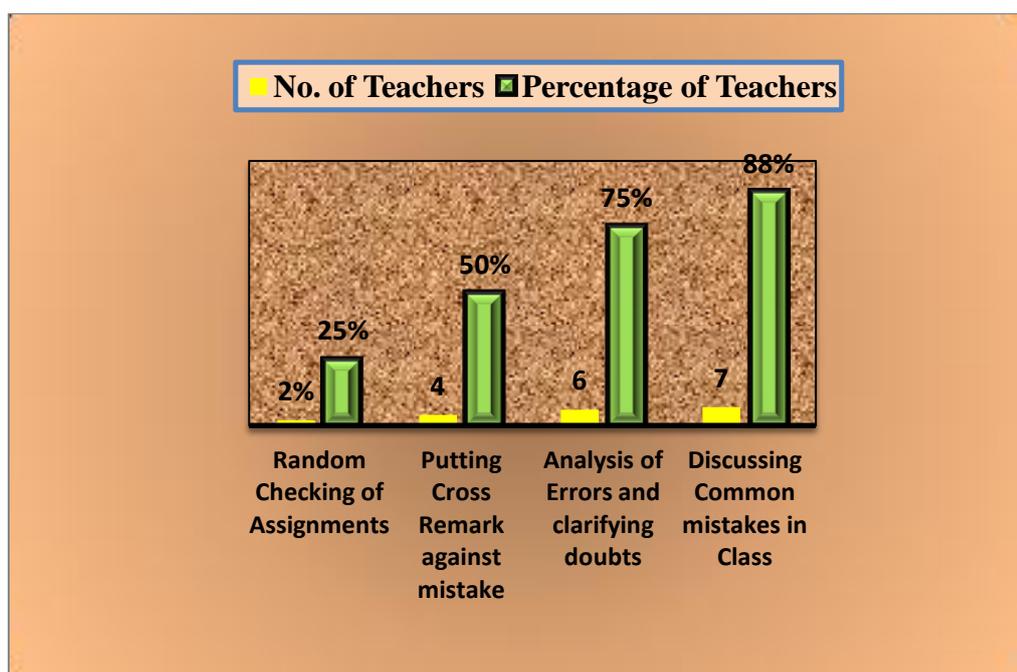
As shown in the above diagram, though majority of the teachers expressed their opinion in negation to the above question in item no.24, they expressed a different opinion in this succeeding question in item no.25. Almost all the teachers (88%), except one, reported that they generally discuss the common mistakes in the class room. Further, 75% of them had also reported that they interpret and analyze the errors and clarify their students' doubts. Another 50% of them mentioned that they also put cross mark against every mistake. Only 25% of them reported that they check only a few assignments randomly. These teacher responses on the pattern of

evaluation indirectly revealed their attitude and commitment and other related attributes which influence their ELTL process either positively or negatively.

Item 26 of the Teachers Questionnaire contained a question on the top most priority of the objectives of English language testing. Nine options been mentioned and teachers were asked to put them in the order of their preference from the most important to the least important. The options given were as mentioned below:

(a) To check the general progress of the students

(b) To evaluate one's own effectiveness as a teacher

(c) To fulfill the institutional requirements for promotion

(d) To help the students according to their level

(e) To identify the problems of students' and design strategies to improve their performance

(f) To measure the impact of effectiveness of the course as a whole

(g) To ensure the reinforcement of the student motivation and learning

(h) To test the attainment of the level of predetermined linguistic competence

(i) To verify the level of linguistic competence attained.

The teachers' responses to this item on the priorities of the objectives of English language testing revealed a variety of opinions. The details are shown in the Table No. 4.1.5.10.

Tables No.4.1.5.10

Table Showing Teachers' Priority of Objectives of Language Testing

Ability Option statement given under Item.26	Priority 1		Priority 2		Priority 3		Priority 4		Priority 5		Priority 6		Priority 7		Priority 8		Priority 9	
	f*	%	f*	%	f*	%.	f*	%.	f*	%.	f*	%	f*	%	f*	%	f*	%
a) To check the general progress of the students'	-	-	-	-	-	-	-	-	-	-	4	50	1	12.5	-	-	-	-
b)To evaluate one's own effectiveness as a teacher	2	25	2	25	-	-	1	12.5	-	-	-	-	2	25	-	-	1	12.5
c) To fulfill the institutional requirement for promotion	1	12.5	-	-	-	-	-	-	-	-	1	12.5	1	12.5	1	12.5	1	12.5
d) To help the students' according to their level	-	-	2	25	1	12.5	1	12.5	1	12.5	-	-	1	12.5	-	-	-	-
e) To identify the problems of students' and design strategies to improve their performance	1	12.5	1	12.5	2	25	-	-	2	25	-	-	-	-	-	-	-	-

*f Indicates frequency

Ability Option statement given under Item.26	Priority 1		Priority 2		Priority 3		Priority 4		Priority 5		Priority 6		Priority 7		Priority 8		Priority 9	
	f*	%	f*	%	f*	%.	f*	%.	f*	%.	f*	%	f*	%	f*	%	f*	%
f) To measure the impact of effectiveness of the course as a whole	2	25	-	-	1	12.5	1	12.5	-	-	-	-	-	-	1	12.5	1	12.5
g) To ensure the reinforcement of the student motivation and learning	2	25	1	12.5	1	12.5	2	25	1	12.5	-	-	-	-	-	-	-	-
h) To test the attainment of the level of predetermined linguistic competence	-	-	-	-	1	12.5	-	-	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5
i) To verify the level of linguistic competence attained	-	-	-	-	-	-	1	12.5	1	12.5	-	-	-	-	3	37.5	1	12.5
No response	-	-	2	25	2	25	2	25	2	25	2	25	2	25	2	25	3	37.5
Total:	8	100	8	100	8	100	8	100	8	100	8	100	8	100	8	100	8	100

f* *Indicates Frequency*

As shown in the above table, all the teachers assigned different orders of priorities to all those listed aspects of English language testing. 25% of the teachers considered the option (f) as the most important of above objective of all the above listed objectives of English language testing. 12% of them considered the option (c) as the most important objective of English language testing. Another 12% of them considered the option (e) as the most important objective of testing. The remaining 25% of the teachers considered the option (g) and the option (b) as the most important objective of English language testing. This data revealed the difference of opinion of all the teachers in this regard. All the teachers differ in their opinion while choosing the top most priority of the objectives of English language testing. It revealed that the individual differences influence the ELTL in general context.

In the same way, 25% of them considered option (b) as the second important objective of English language testing. 25% of the teachers considered option (d) as the second important objective of English language testing. Another 12% of them considered option (e) as the second important objective of English language testing. Yet another 12.5% respondents of them considered option (g) as the second important objective of English language testing. The remaining 25% of teachers did not respond to this item. Even here, while choosing the second important objective of the English language testing, all the teachers differed in their consideration of assigning importance to different options given over there in the item no.26.

Even in case of the third priority, all the teachers expressed different orders of priority to the given options. Around 25% of them considered the option (e) as the third important objective of English language testing. Another 12% of them considered the option (d) as the third important objective. Yet another 12% of them considered the option (g) as the third important objective of English language teaching. 12% of the other respondents considered the option (h) as the third important objective of English language teaching. Another 12% of them considered the option (f) as the third important objective of English language testing. The remaining 25% of teachers did not respond to this item.

While expressing their order of fourth priority of the objectives of testing, 12% of the respondents considered the option (b) as the fourth important objective of English language testing. Another 25% of them considered the option (g) as the fourth

important objective. Yet another 12% of them considered the option (d) as the fourth important objective of English language teaching. 12% of the other respondents considered the option (f) as the fourth important objective of English language testing. Another 12% of them considered the option (i) as the fourth important objective of English language teaching. The remaining 25% of teachers did not respond to this item.

While assigning the order of fifth priority, 25% of them considered the option (e) as the fifth important objective of English language testing. Another 12% of them considered the option (d) as the fifth important objective. Yet another 12% of them considered the option (g) as the fifth important objective of English language teaching. 12% of the respondents considered the option (i) as the fifth important objective of English language testing. Another 12% of the remaining respondents considered the option (h) as the fifth important objective of English language testing. The remaining 25% of them did not respond to this item.

In the same manner, 50% of them considered the option (a) as the sixth important objective of English language testing. 12% of the other respondents considered the option (c) as the sixth important objective. Another 12% of them considered the option (h) as the sixth important objective of English language testing. The remaining 25% of teachers did not respond to this item.

While assigning the order of seventh priority, 12% of the respondents considered the option (a) as the seventh important objective of English language testing. Another 25% of them considered the option (b) as the seventh important objective. Yet another 12% of them considered the option (d) as the seventh important objective of English language testing. 12% of the other respondents considered the option (h) as the seventh important objective of English language testing. Further, 12% of them considered the option (c) as the seventh important objective of English language testing. The remaining 25% of teachers did not respond to this item.

All the respondents chose different options for assigning the eighth important objective of their language testing. 12% of the respondents considered the option (c) as the eighth important objective of English language testing. Another 38% of them considered the option (i) as the eighth important objective. Yet another 12% of them

considered the option (f) as the eighth important objective of English language testing. Further 12% of the respondents considered the option (h) as the eighth important objective of English language testing. The remaining 25% of teachers did not respond to this item. Majority of the teachers considered this option as the least important objective of English language testing.

While assigning the lowest order of priority, 12% of the respondents considered the option (b) as the ninth important objective of English language testing. Another 12% of them considered the option (c) as the ninth important objective. Yet another 12% of them considered the option (f) as the ninth important objective of English language testing. 12% of the other respondents considered the option (h) as the ninth important objective of English language testing. Another 12% of the respondents considered the option (i) as the ninth important objective of English language testing. Yet another 12% of the respondents did not consider this ninth option as their objectives of testing English and did not assign any priority. The remaining 25% of teachers did not respond to this item.

The teacher responses revealed that all the teachers differed in their way of thinking and this thinking is reflected in assigning the order of their priority to all those options given in this item. Further, the researcher had noticed that all the teachers assigned different orders of priority as per their individual concern and thinking. The researcher analyzed all these priority orders in detail and briefed up the teachers' option-wise responses in the tabular form below.

Table No.4.1.5.11

Table Showing Option-wise Distribution of Teachers Priority

Priority option given under Item No.26(a)	f*	%	Priority	Assigned Score	Total Score	Grand Total
To check the general progress of the students	4	50	6	4	16	
	1	12.5	7	3	3	19
No responses	3	37.5				
Priority option given under Item No.26(b)						
(b)To evaluate one's own effectiveness as a teacher	2	25	1	9	18	
	2	25	2	8	16	
	1	12.5	4	6	6	47
	2	25	7	3	6	
	1	12.5	9	1	1	
Priority option given under Item No.26(c)						
To fulfill the institutional requirement for promotion	1	12.5	1	9	9	
	1	12.5	6	4	4	
	1	12.5	7	3	3	
						19
	1	12.5	8	2	2	
	1	12.5	9	1	1	
No responses	3	37.5	-	-	-	

*f indicates frequency

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Priority option given under Item No.26(d)	f*	%	Priority	Assigned Score	Total Score	Grand Total
To help the students' according to their level	2	25	2	8	16	
	1	12.5	3	7	7	
	1	12.5	4	6	6	37
	1	12.5	5	5	5	
	1	12.5	7	3	3	
No responses	2	25	-	-		
Priority option given under Item No.26 (e)						
To identify the problems of students' and design strategies to improve their performance	1	12.5	1	9	9	
	1	12.5	2	8	8	
	2	25	3	7	14	41
	2	25	5	5	10	
No responses	2	25	-	-	-	
Priority option given under Item No.26 (f)						
To measure the impact of effectiveness of the course as a whole	2	25	1	9	18	
	1	12.5	3	7	7	
	1	12.5	4	6	6	34
	1	12.5	8	2	2	
	1	12.5	9	1	1	
No responses	2	25	-	-	-	

*f indicates frequency

Priority option given under Item No.26 (g)	f*	%	Priority	Assigned Score	Total Score	Grand Total
To ensure the reinforcement of the student motivation and learning	2	25	1	9	18	
	1	12.5	2	8	8	
	1	12.5	3	7	7	50
	2	25	4	6	12	
	1	12.5	5	5	5	
No responses	1	12.5	-	-	-	
Priority option given under Item No.26 (h)						
To test the attainment of the level of predetermined linguistic competence	1	12.5	3	7	7	
	1	12.5	5	5	5	
	1	12.5	6	4	4	22
	1	12.5	7	3	3	
	1	12.5	8	2	2	
	1	12.5	9	1	1	
No responses	2	25	-	-	-	
Priority option given under Item No.26 (i)						
To verify the level of linguistic competence attained	1	12.5	4	6	6	
	1	12.5	5	5	5	18
	3	37.5	8	2	6	
	1	12.5	9	1	1	
No responses	2	25	-	-	-	

f* indicates : frequency

Under this item, all the teacher respondents were asked to mention their order of priority of the objectives of English language testing. Nine different options were listed and the respondents were asked to arrange them as per the order of the importance of their consideration. Accordingly, all the teachers assigned different order of importance ranging from 1 to 9 to all those options. On the basis of these rankings, the researcher assigned a score of 9 to the first priority, 8 to the second priority, 7 to the 3rd priority, 6 to the 4th priority, 5 to the 5th priority, 4 to the 6th priority, 3 to the 7th priority, two to the 8th priority and finally 1 to the 9th as the least important priority respectively. Then, these orders of priorities were converted into scores and the scores were converted into percentages.

As shown in the table, the option (g) "to ensure the reinforcement of the student motivation and learning" was considered as the top most important objective of English language testing by all the teachers. The option (b) "to evaluate one's own effectiveness as a teacher" was considered as the 2nd important objective of English language testing by all the teachers. In the same way the "option (e) to identify the problems of students' and design strategies to improve their performance" was considered as the 3rd important objective of English language testing by 75% of the teachers. In the same way, 75% of the teachers had chosen "option (d) and (f) to help the students' according to their level" and "option (f) to measure the impact of effectiveness of the course as a whole" were considered the 4th and the 5th important objectives of English language testing. The "option (h) to test the attainment of the level of predetermined linguistic competence" was assigned the 3rd lowest order of priority in this regard. The "option (a) to check the general progress of the students" and the "option (c) to fulfill the institutional requirement for promotion" were considered as the 2nd last important priority in the descending order and the "option (i) to verify the level of linguistic competence attained" was considered as the least important priority of all.

Further as shown in the above tables, this item showed teachers' understanding of the objectives of English language testing. It provided a macro view of the teachers understanding of English language testing. Though all the teachers did not give the same priority to the options given, majority of them considered the option (b) and had assigned various orders of priority. Those who understood the concept

clearly considered this item as a very significant one and they tried to justify the objectives of language testing by way of giving proper weightage and significance to those listed options and accordingly reported their order of priority. But as it was observed earlier, all the teachers did not have the same attitude towards this and hence they differed in the allocation of their order of preference to various aspects of English language Testing objectives.

It was strange to see that just a majority of 25% of them had considered the same priority at the highest level. The researcher noticed that, all the teachers did not have the awareness regarding the objectives of English language teaching and testing. So, the researcher is of the opinion that instead of leaving this option to the concerned teacher individually, the Board of Studies while deciding the syllabus should determine these issues and let the concerned teachers be informed about the purpose of framing these objectives in the designed syllabus. If such collective decisions are taken and fixed in the right context, it will surely minimize many such problems in this context.

4.1.6 Interpretation of Teachers' Responses on the Aspects of Examination Pattern and Evaluation Techniques

The researcher has noticed that the teachers varied in their attitudinal aspects while assessing their students' academic performance. These responses confirm the individual variations of the teachers' choices and they are reflected in teachers judging of order of priority in the examination and evaluation patterns. The researcher is of the opinion that there should be uniformity in such aspects in order to justify the students' academic capabilities properly. The researcher indirectly pointed out the quantitative pressure of some teachers which compelled them to consider the average marking system. It was also revealed from 75% of teachers' responses that they consider marking system as the more appropriate mode of assessment in comparison with the grading system. Even the teachers' aspects of consideration of various abilities, while assessing the answer scripts varied from teacher to teacher. It was noticed that 50% of the teachers considered students 'ability of self expression' as the most important ability. Another 38% considered 'the students comprehensive abilities to reproduce the facts that were taught' as the most important aspect of their students' assessment performance. Only 12% of the teachers considered the students

ability to develop sensitivity to literature as the most important aspect of their assessment.

Here, the researcher noticed that majority of the teachers emphasized on the need for teaching English as a skill subject, but they did give any weightage to the listening skills of the language. Even here the researcher noticed that the variation in the attitude of all the teachers while assigning the priority to the given choice of various abilities. Only 12% of the teachers included the creativity ability as the fifth option. So, all these varied responses did not offer any conclusive findings. The researcher noticed that all the teachers might not have any clear idea about the objectives of English Language Teaching and Testing and there was an urgent need to bring them all under same frame work and the researcher opined that the efforts should be made to clarify their concept in this regard.

If the entire teaching community has got the same level of understanding of the objectives of language teaching and testing, that could solve many of the problems arise in this regard. The teachers are required to develop a broader sense of responsibility in this regard. Otherwise, it would lead to much such dissimilarity which will result into many unexpected problems in this context. Further, the responses revealed that 63% of the teachers were of the opinion that the three hour duration of the examination was not sufficient to judge the performance of the students properly.

The data revealed that majority of the teachers expressed their choice for combination tests. 50% of them preferred consideration of projects and assignments. Another 50% of them reported that they prefer to conduct subjective tests. 38% of teachers expressed their interest in conducting viva and objective type tests respectively. As there was no consensus on this issue of teachers' choice of conduction of tests, the revelations of these findings did not offer any conclusion. Here, all the teachers individually differ in their order of preference. The researcher noticed that, even here, while mentioning their frequency of choice of conduction of the objective type class tests, the teachers' did not express same line of thought. In response to an item on regular internal assessment, 88% of them reported about their regular internal assessment provision in their colleges. Only 12% of them mentioned that they could not do regular internal assessment for want of time.

The researcher noticed that 63% of teachers sincerely confessed that they generally could not check their students' note books and assignments at all. But the remaining 37% of teachers reported that they always check their students' note books and assignments regularly. The data revealed that even the evaluative methods of assignments differed from teacher to teacher. Even the last item in this section focused on the teachers' understanding of the objectives of language testing. The findings revealed that the teachers did not assign the same order of priority to the listed options.

4.2 Qualitative Interpretation of the Data Collected through the Teachers' Questionnaire

The analysis of all these 26 items of the Teachers Questionnaire indicated that there was a considerable dissimilarity among the teachers order of priority of various aspects of English language teaching and testing. It was shocking to notice that the same options which were given the top priority by some teachers were assigned the lowest priority by others. This situation projected the present scenario of English language teaching at the undergraduate level and it attempted to find out some answers to the questions posed by the researcher. To quote some of those questions, (1) what could be the reason behind these individual differences of attitude among the teachers? (2) Does this reflect improper delivery of knowledge in the context in the capacity of a teacher? (3) Does it project the impact of individual attitudinal aspects on English language teaching?

It was observed that majority of the teachers continued to follow the same old pattern of teaching practices and evaluation techniques. Their responses revealed that around 63% of them were not satisfied with the present system of teaching and evaluation method. They projected that the system failed to give right feedback of the learners' performance. As the major focus of the study was the study of the present day existing teaching methods, studying teachers' views on the existing syllabus, their usage of reference material and their study of evaluation techniques, the researcher tried to gather as much information as possible in this regard.

The data covered various aspects of ELT and it was noticed that although all the teachers' did not express the same opinion regarding many aspects of ELT and

they differed in their attitudinal aspects, it was observed that majority of the teachers' adopted traditional and conventional pattern which was teacher centered in their class-room activities. Further, the study revealed that the prescribed syllabus was not in tune with the objectives of language learning. It was observed that the teachers' academic experience, qualification and additional training also influenced the teachers' teaching efficiency.

To conclude, it was noticed that majority of the teachers expect some necessary modifications in the present day system of examination and evaluation. They also felt that the language education policy should aim at developing all the four linguistic skills. Proper emphasis on the development of all these language skills would definitely enhance their communicative, comprehensive abilities of the language learners.

So, it was confirmed that the students' proficiency of language skills and their learner output were positively interlinked with one another. So the researcher believed that proper emphasis should be given to both the aspects while structuring syllabus.

The researcher noticed that 50% of the teachers responded positively and the remaining 50% responded negatively to an item on home assignments. While quoting the reason for their negative response, 25% of them had mentioned that their students did not have any interest for home assignments and the remaining 25% mentioned that due to some practical difficulties and heavy work load of syllabus, they could not even think of giving any home assignments to their students.

The researcher noticed that though the environment remains the same, some teachers took initiative and make maximum sincere efforts to justify their professional responsibilities while some others simply blamed the barriers and impediments which hinder the entire process of English Language Teaching-Learning.

4.3 Analysis of Teachers' Opinionnaire

The investigator designed this tool for the teachers to identify the problems in teaching-learning of English language. As a part of this, 17 items were included in the Teachers' Opinionnaire. It is true that the class room teaching involves various

internal and external factors, which influences the teaching-learning process. Considering this, various co-related and relevant questions are included in this tool. The detailed responses to each item of the teachers' opinionnaire are given below.

Item 1 of the Opinionnaire contained a question in which all the eight teachers were asked to give their opinion on whether overloaded classes and inadequate seating arrangements create problems in the process of their teaching or not? All the eight teachers responded to this question in affirmation. All the respondents (100%) of them were of the opinion that overcrowded classes and inadequate seating arrangements create problems in the process of teaching. The responses are shown in the following table.

Table No.4.3.1

Division of Teachers' Opinion on Over-loaded Classes

Responses to ItemNo.4	No. of Teachers	Percentage
Positive Response	8	100
Negative Response	Nil	0
Total	8	100

Figure No.4.3.1.1

Figure Showing Division of Teachers' Opinion on Over-loaded Classes
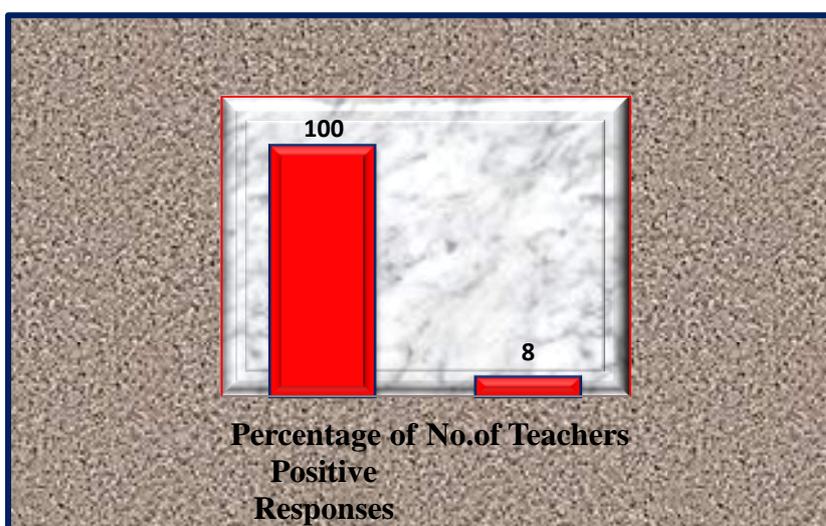
Based on the data shown in the table No.4.3.1, the graph of the diagram is plotted. The graphical interpretation is given below.

As reflected in the above diagram, the first item on the excessive strength was considered as a problem by all the teachers. All the teachers opined that overloaded classes create hurdles in the process of teaching-learning.

In Item 2 of the Opinionnaire, teachers were asked to give their opinion on whether their teaching to heterogeneous group of students could create problems such as (a) Managing Individual Differences (b) Catering to the needs of slow learners and fast learners and (c) Selecting a common methodology for teaching or not?. Six out of eight (75%) of the teachers opined that teaching heterogeneous group definitely create problems in managing individual differences. Two of them (25%) differed in their opinion and according to those remaining two teachers (25%); it did not create any such problem at all. Seven out of eight teachers (88%) conveyed that they face some common problem in catering to the needs of the slow learners and the fast learners. Only one out of eight teachers (12%) of them was of the opinion that heterogeneous group teaching did not create any such problems in the process of ELTL. The details of teachers' responses are shown below in the tabular form.

Table No.4.3.2

Table Showing Teachers' Views on Problem of Heterogeneous Classes

Responses to ItemNo.4	No. of Teachers	Percentage
Positive Response	7	87.5
Negative Response	1	12.5
Total	8	100

Figure No.4.3.2.1

Figure Showing Teachers' Views on Problem of Heterogeneous Classes
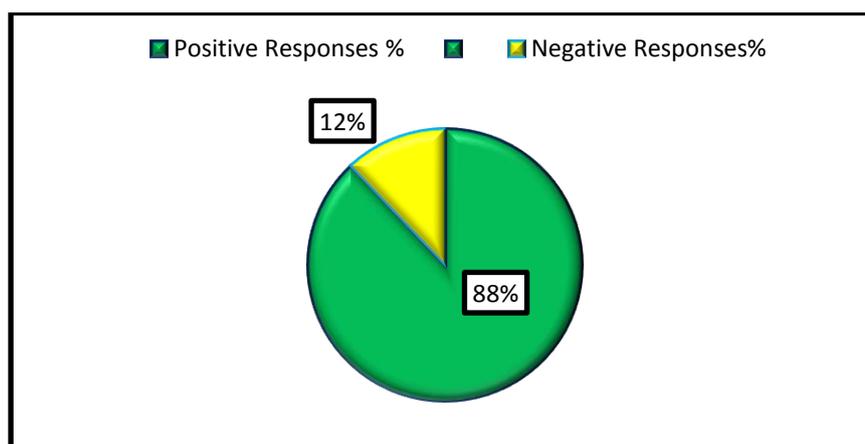
Further, in continuation with this when the teachers' were asked about the problem of selection of common methodology while teaching the heterogeneous classes, majority of the teachers (75%) of the teachers, responded positively to this problem on heterogeneous classes and reported that they face the problem in the selection of common methodology while teaching heterogeneous groups. But the remaining two teachers (25%) of them did not respond to this item. The researcher noticed that even while responding to this second item on the problem of heterogeneous classes, 88% of the teachers responded in affirmation. 75% of them conveyed that heterogeneous nature of the class creates problems in managing individual differences and another 12% of them mentioned that they create problem in choosing common suitable methodology.

But it was strange to notice that only 12% of them reported that teaching heterogeneous groups does not create any problems in the process of their language teaching. This difference of opinion posed a question in the mind of the researcher. How could there be such a variance for the same aspect in the same profession? Does this mean that teachers' individual attitudinal aspects influence their teaching psychology? However, as the majority of teachers considered this as a problem to be tackled, the researcher, keeping the opinion of majority of teachers in mind, included this heterogeneous nature of the class as one of the major problems encountered by the teachers.

Under Item 3, all the college teachers were asked to state whether the absence of students' participation influences their teaching or not? Seven out of eight, 88% of teachers reported that students' participation influences the process of their teaching. 12% of the teachers opined that students' participation does not influence the class room teaching. Their responses are highlighted in the tabular form below:

Table No.4.3.3

Table Showing Teachers' Opinion on Influence of Students' Absence

Responses to ItemNo.4	No. of Teachers	Percentage
Positive Response	7	87.5
Negative Response	1	12.5
Total	8	100

Figure No.4.3.3.1

Figure Showing Teachers' Opinion on Influence of Students' Absence
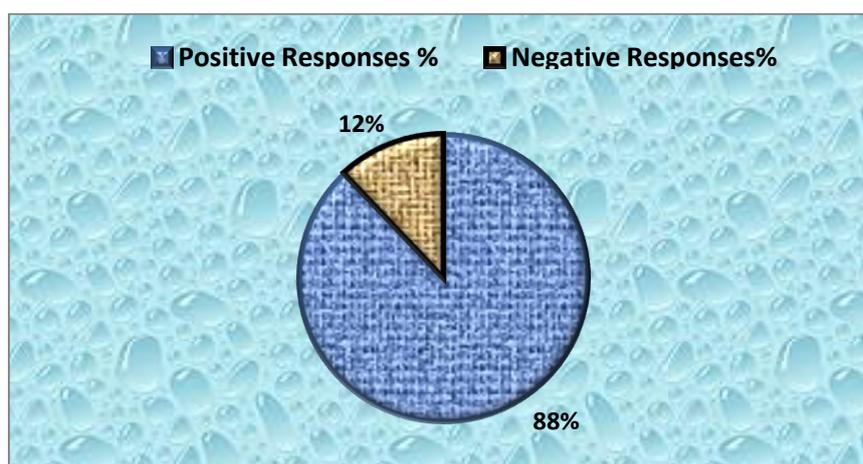
As revealed in the above diagram, the researcher noticed that 88% of the teachers reported that the students' absence definitely influences their way of teaching. Only 12% of them mentioned that students' absence did not have any influence on their teaching. Here the researcher noticed that the students' interaction might have motivated the teaching attitude and the passive interaction might have de-motivated the teachers' attitude. The researcher thinks that the positive interaction motivates teachers' attitude and improves their efficiency, whereas, negative or absence of interaction makes the teacher indifferent to various aspects of learners. Here, though just 12% of teachers expressed negative opinion regarding the influence of passive interaction of students' on their teaching, 88% of the teachers expressed consensus on this issue. These findings confirmed that learners' active class room participation positively influences the attitudinal aspects of the teacher.

Under Item 4, was framed in continuation with the previous item and all the teachers were asked to give illustration to the response they had given in item 3. 12% of the teachers opined that the absence of student's participation results in teachers' indifference. Accordingly, they added that any teacher without any class room interaction from the students would lose his/her spirit and would stop 'going extra miles' to make his/her teaching effective.

If there is no interaction, then sometimes the teacher could not understand whether students' understood the concept of the textual contents or not. Thus the teaching remains one way and it becomes monotonous. One more teacher mentioned that they could not open up wider scales of teaching without proper response or feed back of the students. Another 12% of teachers mentioned that absence of students' participation badly influences their teaching. They further added that sometimes, while teaching an important topic, if any of the students remained absent or inattentive, considering the weightage of the topic, the teachers would repeat the same topic, the next day. Thus, the inattentiveness of the students definitely added pressure to the teacher and de-motivates their spirit and enthusiasm. 12% of teachers expressed their regrets that most of the students did not remain present in the class. But they added that all the teachers expect, that their students' should learn English which was very essential in today's modern ICT era. So the passive listening and inattentive attitude of the learner disturbed the teachers' physical, mental and conscience. Another 12% of teachers opined that absence of students' participation made their teaching monotonous. In that case, the concerned teacher could not even completely come to analyze whether learners are able to understand the theme of the lecture or not. Naturally, this sort of situation disappoints the concerned teacher.

Yet another 12% of teachers mentioned that considering the difficulties of some absentees, if the teacher repeated the entire lesson, then, those students who had attended previous class would lose their interest in the lesson. Thus, the teachers' problem arises. When the students were not interested in that process of learning, the teacher would be disturbed and disappointed. Though the teacher would like to teach all the students, he/she might not receive the kind of positive response from all of his/her students. So, the researcher concluded that the teacher-student interaction definitely motivated the spirit and the enthusiasm mutually. Even the remaining 12% of teachers reported the same by stating that absence of students' participation affected the concerned teachers' enthusiasm. Sometimes the teacher even gets de-motivated with such responses. One teacher did not attempt to give any illustration in this regard.

Under Item 5, all the teachers were asked to state whether the personal individual characteristics of the students' created problems in the process of teaching-learning or not? Five out of eight teachers (63%) of them responded positively to this question. 12% of them mentioned that sometimes naughty students' break the teacher's concentration and spoil the class room climate. They added that sometimes some students might try to interact and express themselves and their expressions; talks might bore other students. Sometimes, even more talkative students create class room disturbances. These teachers added that sometimes students with disturbed family background might create hindrances in spoiling the concentration of others. Their mental powers lack matured development. Thus, the teacher opinions concluded that individual characteristics of the students definitely disturbed the teacher's attitude, attention and concentration and create problems and spoil the class room environment to some extent. 12% of the teachers mentioned that the student's personal individual characteristics affect the teaching-learning process negatively. To quote some, they gave an illustration of the impact of regional language on English language pronunciation. While teaching pronunciation of English words, they faced certain problems in making the target group understand the correct pronunciation. The teachers explained three examples in this regard. Majority of the regional medium students wrongly pronounced the English words (such as Case - Cash, low – law, hall – hole) very frequently.

Another 12% of teachers mentioned that some students' those who belong to the families, with well established businesses were not at all career oriented. They attend classes without any devotion and dedication to learn and spoil others. They were of the opinion that they could carry their ancestral business even without the knowledge of English language. The remaining 12% of teachers added that sometimes, even some irrelevant questions posed by a very inquisitive student disturb other fellow students. Their coy response affected others. The remaining 37% of teachers could not give any illustration in this regard. They did not attempt to give any response to this item. Their responses are given below in the tabular form:

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Table No.4.3.4

Teachers' Opinion on the Problem of Individual Differences

Responses to Item No.5	No. of Teachers	Percentage
Positive Response	5	62.5
Negative Response	3	37.5
Total	8	100

Figure No.4.3.4.1

Figure Showing Teachers' Opinion on the Problem of Individual Differences
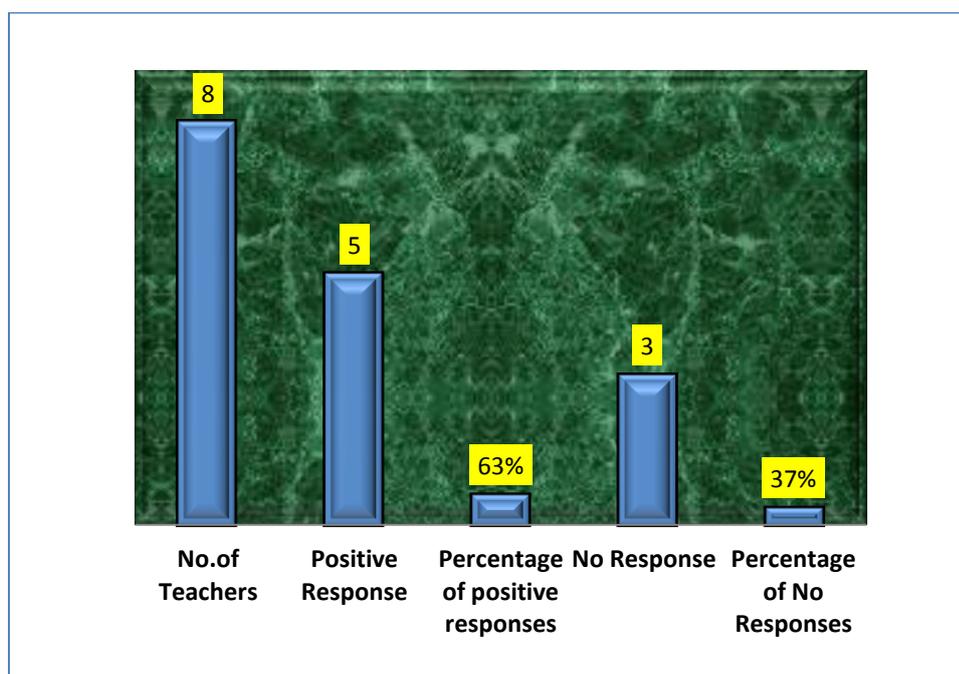
Based on the data given in the table no.4.3.4, the graph of the above diagram is plotted. The detailed graphical interpretation is given below.

It was noticed that 63% of teachers considered that the personal, individual characteristics of their students' create some sort of problems in the process of their teaching. While explaining this issue, majority of the teachers reported that some of the personal aspects such as naughty nature, talkative attitude, frustrated mood, level of confidence, excessive inquisitiveness, lack of attentiveness, and passive interaction, disturbed the minds of the teacher and influenced teaching-learning process adversely.

If any of the students possesses any of such above mentioned characteristics and if they remained present in the class room, that presence might spoil and disturb the learning environment. So, it was opined that all these aspects influence the process of teaching. However, the researcher considered this as a temporary barrier and if the teacher develops his/her efficiency in motivating his/her learners to learn English language with positive attitude, he/she could minimize many of such problems of English language teaching-learning. So, the researcher felt that proper grounding and orientation should be provided to both the teachers and learners. All these illustrated problems can be minimized by taking a little personal care and attention. In fact the researcher noticed that the monotonous teaching could never be encouraged. The teacher should develop that skill to engage classes efficiently by developing interactive sessions during the class hours.

Item 6 of the Teacher Opinionnaire listed 3 factors (a) Passive interaction (b) Medium of Instruction and (c) Excessive strength and all the eight teachers were asked to mention about which of those factors hinder the process of English Language Teaching-Learning in the class room. Further, they were invited to give their options if any under option No.4. Seven out of eight college teachers, 88% of the respondents were of the opinion that the passive interaction of the students disturbs the class room atmosphere. The remaining 12% of them did not respond to this item.

It was interesting to note that only 12% of the teachers opined that all the listed factors a, b and c options hinder the teaching learning process of the learning English in the class. Further, they also added one more option that even the mental state of teacher and students also create hindrances in the process of teaching-learning. Further, they added that teacher's poor efficiency and student's poor foundation in studies also hinder the entire teaching-learning process.

50% of the teachers felt that the excessive strength of the students in a single class hinders the process of their English language teaching-learning in the class room. Out of 8 college teachers, only 25% of them opined that medium of instruction hinders the process of English Language Teaching-Learning in the class room. The responses are depicted in the tabular form below:

Table 4.3.5

Table Showing Teachers' View on the Problem of Passive Interaction

Responses to ItemNo.6(a)	No. of Teachers	Percentage
Positive Response	7	87.5
Negative Response	1	12.5
Total	8	100

Figures No.4.3.5.1

Figure Showing Teachers' View on the Problem of Passive Interaction
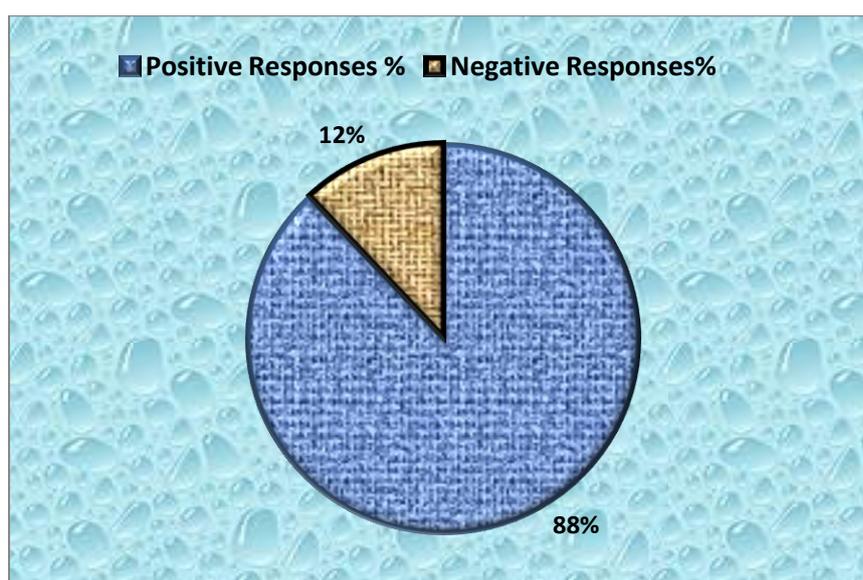
Based on the data revealed in the table no.4.3.5, the graph of this diagram is plotted. The diagram revealed that 88% of the teachers opined that passive interaction was a common problem which influenced their teaching process. Further, the teachers' opinion on the problem of medium of instruction is shown below in the table no.4.3.6.

Table No.4.3.6

Division of Teachers' Views on the Problem of Medium of Instruction

Responses to ItemNo.6(b)	No. of Teachers	Percentage
Positive Response	2	25
Negative Response	6	75
Total	8	100

Figure No.4.3.6.1

Figure Showing Division of Teachers' Views on the Problem of Medium of Instruction
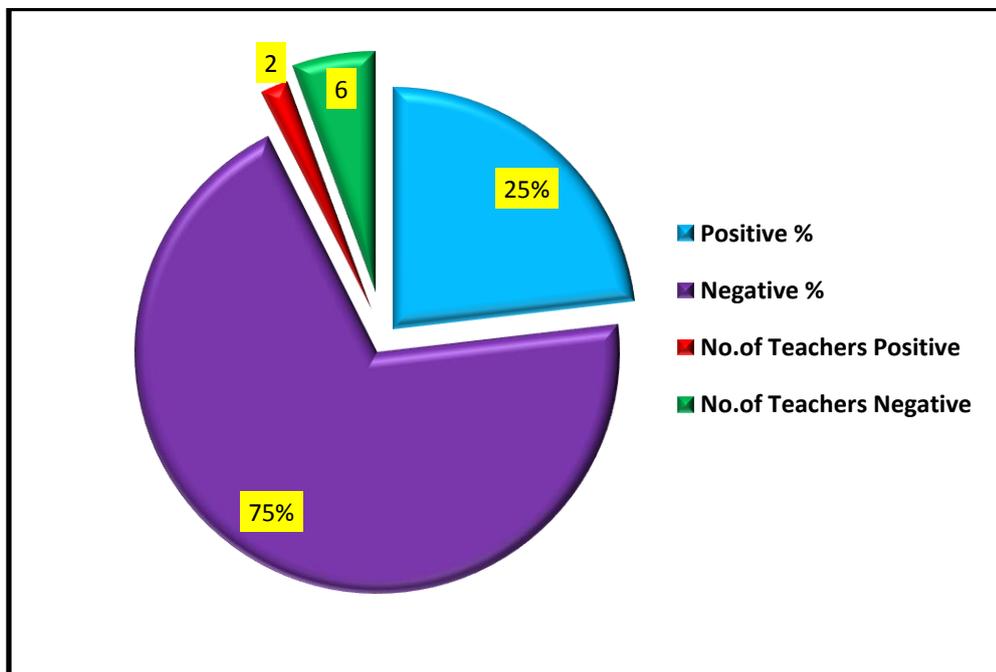
As shown in the above diagram, 75% of the teachers opined that medium of instruction did not influence his/her language learning. Only 25% of them agreed with this opinion.

Teachers' responses to the problem of excessive strength are shown below in the following mentioned table.

Table No.4.3.7

Table Showing Teachers' Opinion on the Problem of 'Excessive Strength'

Responses to ItemNo.6(c)	No. of Teachers	Percentage
Positive Response	4	50
Negative Response	4	50
Total	8	100

Figure No.4.3.7.1

Figure Showing Teachers' Opinion on the Problem of Excessive Strength
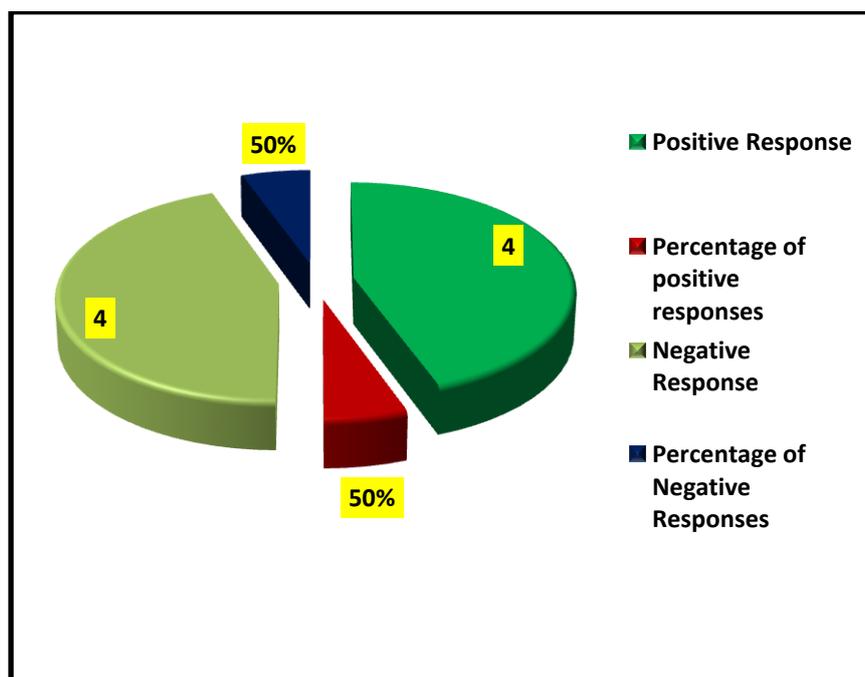
As projected in the above mentioned table and diagram, the responses revealed that 88% of the teachers confirmed their opinion again by considering that passive interaction of a learner disturbs the class room teaching-learning environment. 50% of them also considered 'excessive strength' as a hindering factor to the teaching process. Another 25% of them opined that even medium of instruction hindered the process of English language teaching in the class room. It was noticed that there was consensus among the teachers regarding the passive interaction and excessive strength as a barrier, which disturbed and negatively influences the efficiency of teaching. It was observed that even the aspect of medium of instruction influenced the quality of teaching. Only 12% of the teachers opined that all the three factors negatively influenced the teaching process and concluded that all these aspects which influenced the process of teaching and spoil the class room environment. It was astonishing to note that 12% of the teachers added one more option such as 'teacher inefficiency' in this regard. According to them, even teachers' poor efficiency and students' poor foundation level also hindered the entire process of English Language Teaching-Learning.

Item **7** of the opinionnaire contained a question regarding the teachers' awareness of the students' consideration of English subject as a tough subject or not? Item 7(a) was included in this Teachers Opinionnaire to seek the teachers' opinion on their students' attitude towards English subject.

The findings revealed that only 12% of teachers mentioned that almost all the students consider English as a tough subject. Another 50% of them opined that only some students' considered English as a tough subject. Yet another 25% of the teachers opined that most of the students considered English as a tough subject. It was interesting to note that only one teacher from an English Medium Commerce College opined that none of his/her students considered English as a tough subject. The findings are given in the tabular form below:

Table No.4.3.8

Division of Teachers' Opinion on Students' Consideration of English as a Tough Subject

Options given in Item No.7	No.of Teachers	Percentage of Teachers
All Positive	1	12.5
Some Positive	4	50
Most of them Positive	2	25
All Negative	1	12.5
Total	8	100

Figure No.4.3.8.1

Figure Showing Division of Teachers' Opinion on Students' Consideration of English as a Tough Subject
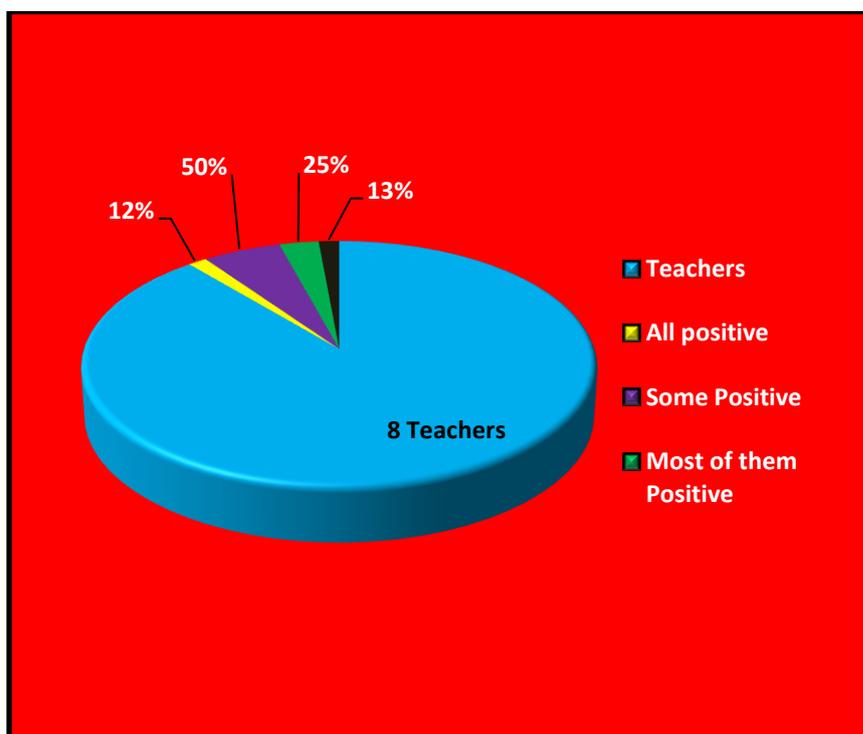
As reflected in the above diagram, while responding to this item on students' consideration of English language as a tough subject, only 12% of the teachers considered that all of their students' consider it as a tough subject. But it was very interesting to note that around 50% of them opined that only some of their students considered it as a tough subject. Another 25% of them also opined that majority of their students' considered English as a complicated subject. Even here, the researcher noticed that the teachers' opinions varied from teacher to teacher. Only one teacher from an English medium college (12%) opined that none of his/her students consider English as a tough subject.

This vividity of expression in views of all the teachers developed an interest in the mind of the researcher to ask them for the reason behind this. While discussing with her colleagues, the researcher informally enquired about this and it was revealed that the students' poor grounding was highly influential factors responsible for this.

Under Item 7(b), all the teachers were asked to give their reasons for their response to the previous Item 7(a).

12% of the teachers opined that the English subject was not taught properly and correctly as it should be done at the primary level. Further, the students, because of this lack of proper foundation were incapable to understand the English sentence patterns that differed from the structure of sentences in their mother tongue. They, further, added that many of these students faced difficulties in English, because they did not have any exposure to this language from the beginning.

Another 12% of the teachers also opined that poor knowledge of grammar, lack of supportive learning atmosphere and family reasons were the main reasons for the student's difficulty in English language learning. 12% of the teachers mentioned that the medium of instruction and the learning environment at school may be influencing factors of the student's attitude. 100% of them opined that the students' back ground knowledge of the subject affected the present learning of the language.

Under the item 7(b), the researcher, in continuation with the previous question tried to find out the teachers' views and reasons for their responses on the students' consideration of English as a tough subject.

All the teachers opined that the students' background and knowledge of the subject affects the present learning of that particular language. It was revealed from the teachers opinions that improper teaching method, lack of foundation, lack of exposure, poor knowledge of grammar, lack of supportive environment, medium of instruction were projected as the factors which influence the learners' attitude towards that subject. It was noticed that there was positive influence between the students' background knowledge and their learning attitude towards that subject.

Under item 8(a) teachers were asked to give their opinion on whether they agree with the statement 'Many students cannot read books in English or not? All the eight college teachers responded to this question in affirmation. The researcher noticed that all the teachers expressed consensus regarding the poor readability of their students. They all agreed to the statement that many of their students could not read books in English language. The researcher was of the opinion that all the above

mentioned reasons might be the factors, which resulted into the poor reading abilities of learners.

Under item 8 (b), in continuation with the above question, all the teachers were asked to mention the expected reasons for their students' poor reading abilities. 12% of the teachers mentioned that their students could read English books because of their poor vocabulary. They added that shapes of words were seemed to be very familiar in their mother tongue or the language in which they read the most. With English, their poor vocabulary, affected their comprehensive ability and became an impediment in the process of their language learning. Thus, they kept aside English and preferred to read Hindi or Gujarati language books effortlessly. 25% of the teachers opined that their students, particularly those who had opted regional medium of instruction at the school level, faced difficulty in reading, because they lacked the basic knowledge of English language.

Three out of   Eight (38%) of the teachers mentioned that their students were not habituated to read as they hardly get such chances to read in regular classes. Further, they added that they became examination oriented and considered only those skills which are tested in the examination.

Here, the teachers' responses indirectly pointed out the inadequate emphasis on reading skills and listening skills. 12% of the teachers opined that their students did not posses fundamental knowledge about the language at the secondary and the higher secondary level. Further, they added that they were not properly oriented to love learning.

Another 12% of teachers attributed their difficulty to the weak basic knowledge at schooling and lack of supportive environment at home to learn the subject/language. Yet another 12% of teachers had further supported this opinion by giving their remarks that the students' previous background level varied from student to student and this leads to certain difficulties in English language acquisition. Yet another 12% of teachers opined that because of their poor learning at the school level, many of their students' consider English as a tough subject. Only one out of the eight college teachers (12%), from an English medium college, mentioned that as the students got good knowledge of English before their entry in to the college and they

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did not consider English subject as a tough one. 12% more teachers mentioned that the students lack attitude and interest in language learning and hence they did not prefer to read all the textual contents. Further, most of them prefer to read the information in their regional language.

The researcher noticed that all the teachers pointed out the poor reading skills of their students' and tried to project the reasons behind their poor readability. Poor vocabulary, lack of basic knowledge, prior regional medium instruction, inadequate weightage in the examination, improper orientation, lack of supportive environment and lack of interest and attitude were reported as the reasons by the majority of the teachers. 88% of the teachers concluded that the students' family background influences their language skills and particularly reading ability.

The researcher noticed that all these factors indirectly pointed out the 12% teachers negative comments on the prevailing examination system. The teachers' opinion revealed that the present examination system did not give any weightage to this reading ability. As a result of this, the examination oriented students' tried for cramming up the words to reproduce them on the paper. It was noticed that reading as a skill was not assigned any significance of priority at this level. While majority of the teachers responded in affirmation to this given statement, 12% of the teachers, who worked in English medium colleges, reported that their students did not have any difficulty in reading and pronunciation aspects of English words. Yet another 12% of the teachers also mentioned that their students' preferred to read books in regional language but they did not have that interest and aptitude to read books in English. So, here the researcher noted that the poor learning at the school level might have resulted into the poor readability of the students.

Item 9 of the Opinionnaire listed four problems and all the teachers were asked to mention the areas in which the F.Y.B.Com students generally face problems in drafting letters. Further, they were invited to add any option of their own other than those specified under the fifth option.

100% of the teachers mentioned that the F.Y.B.Com students face many problems in writing letters in English due to the poor foundation at school. 50% of them also mentioned that their students faced problems in drafting letters in English

because of their fear for English subject as a language. 25% of the teachers mentioned that only those students, who lacked the knowledge of English, faced difficulty in writing letters in English. 12% of them were of the opinion that some students' considered English as a tough subject and faced difficulty in writing letters in English at F.Y.B.Com level because of their low or lack of confidence. Two of the teachers added six of their own options. Their options included (1) lack of business language terminology (2) inability to use formal language (3) lack of understanding (4) difficulty in all the basic skills LSRW (5) lack of practice and in some cases (6) lack of interest and so on. The data of these teachers' responses on this problem of drafting letters is given below in the tabular form.

Table No.4.3.9

Table Showing Teachers' Opinion on Students' Problems in Drafting Letters

Responses to ItemNo.9	No. of Teachers	Percentage
Positive Response	8	100
Negative Response	0	0
Total	8	100

Figure No.4.3.9.1

Figure Showing Teachers' Opinion on Students' Problems in Drafting Letters

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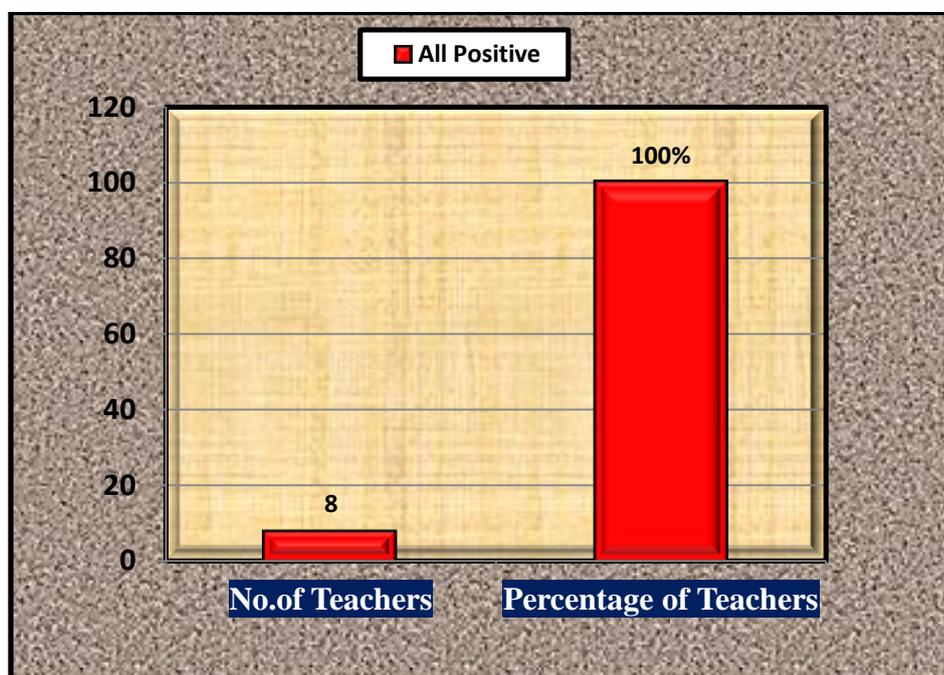
As indicated in the table and the diagram, all the teachers opined that students face problems in drafting letters regularly due to their fear for the subject, lack of knowledge, poor linguistic abilities and irregular practice. The detailed responses are shown below in the tabular form.

Table No.4.3.10

Table Showing List of Reasons for Students' Poor Writing Abilities

Item No.9	Reasons	No. of Teachers	Percentage of Teachers
	Fear for English	4	50
	Lack of Knowledge	2	25
	Poor Linguistic and Comprehensive Abilities and lack of Practice	2	25
	Total	8	100

Figure No.4.3.10.1

Figure Showing List of Reasons for Students' Poor Writing Abilities
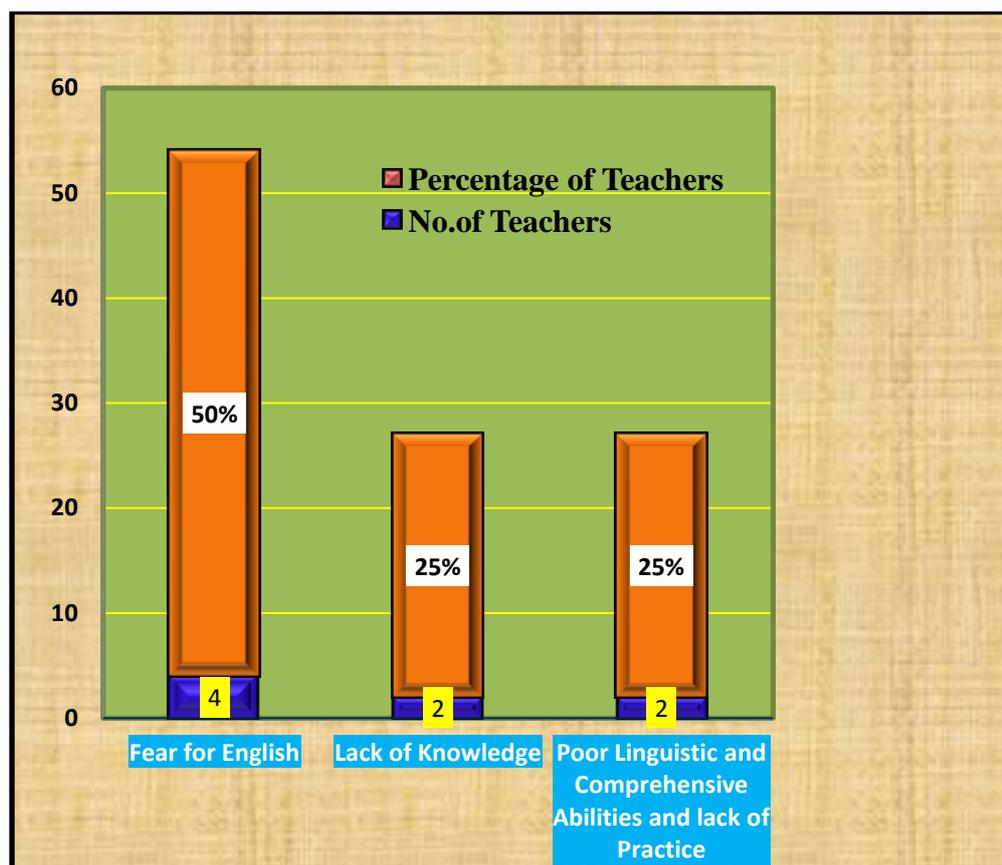
As shown in the above diagram, 50% of the teachers opined that their students develop a sort of fear towards the English subject as they did not have proper foundation and this reflects their present language learning output. Another 25% of the teachers opined that their poor knowledge was the factor responsible for their poor drafting skills. Another 25% of them opined that their students' poor comprehensive abilities and lack of exposure were the reasons behind their poor performance.

Under Item No.9 the researcher specifically focused to know the students' areas of difficulties in language learning according to their teachers' opinion. All the teachers were asked to report their students' difficulties in written communicative skills. It was revealed that 100% of the teachers reported that their students' face difficulty in writing letters due to the poor foundation at school. Another 50% of teachers also mentioned that the students' face their problems because of their fear for English subject. Another 25% of teachers reported that the inadequate knowledge of English subject was the reason behind their problem. 12% of them opined that their students lacked proper grounding at school level and hence they face difficulty in writing the letters.

25% of them listed six drawbacks of their students such as lack of business language vocabulary, inability to use formal language, lack of comprehensive abilities, and inadequate knowledge of LSRW skills, inadequate practice and lack of interest and opined all these factors hinder the process of their language learning. All these listed factors affect the learners written communicative abilities adversely. It was noticed that some students' did not feel the necessity to read and write in English in their surroundings, they lack the required practice. The researcher observed that English being a skill subject, needed to be practiced to acquire proficiency. The researcher feels that the improper methodology of teaching is also responsible for this poor performance of students. In order to become a successful batsman, one needed to practice with bat to develop his batting performance. In the same way, learners, in order to develop their linguistic abilities should be encouraged to make use of it to acquire proficiency. Here, theoretical acquisition of knowledge would not suffice. The candidate should have a good exposure to that language and should constantly make use of English language to improve the level of proficiency.

Item 10 of the Opinionnaire contained a question and teachers were asked to state whether they agree that their students' belonging to urban areas perform better in English than those from the rural back ground or not? While responding to this, almost all the eight college teachers, except one (88%) mentioned that they agree with the given statement. Only 12% of them expressed their opinion to this question in negation. The researcher noticed that around 88% of the teachers opined that the students' belonging to urban areas perform well in English than those from the rural background. It was strange to note that only 12% of them did not agree with this and opined that area aspect did not have any impact on the language learning output. The researcher noticed that these differences of opinion where 88% of the teachers found positive influence of the area back ground of the students' on their language learning outcome, while the remaining 12% of them did not find any such impact of these two aspects on their language learning output.

Under Item 11, the teachers were asked to state whether they agree that the audibility of the teachers in the class, counts in the process of teaching and learning. 100% teachers expressed their consensus on this. This finding revealed that the teachers' voice quality and infrastructural abilities of the institution would facilitate language learning to a greater extent. All the teachers agreed that the audibility of the teacher counts in the teaching-learning process. It was found that 100% of the teachers expressed their response positively to this item. Here, the researcher would like to project the fact of the enormous class size of 140 to 160 students' as per the university instructions. How could a teachers voice would attempt to reach each and every corner easily without any technical support? It was already pointed out by teachers in the previous pages that the poor infrastructural abilities of the institution delimited the teacher's efficiency.

Under Item 12 of the Opinionnaire, teachers were asked to state whether the evaluation process adopted by the teachers in their college provides enough feed back to the teachers to understand the learning problems of the students in English or not? The responses revealed that 50% of the teachers expressed their response in affirmation and the remaining 50% had responded in negation.

It was found that even here the teachers differ in their attitude of evaluation process. The findings revealed that 50% of the teachers opined that the present

evaluation process, adopted by the college teachers provides enough feed back to the teachers to understand the learning problems of their students in compulsory English subject or commercial communication paper. But again the same percentage of teachers also opined that present system of evaluation did not provide any feed back to the teachers to understand the learning difficulties of their students in English. The researcher found that the difference of opinion regarding this issue of existing pattern of evaluation was not satisfactory to all the concerned teachers. When 50% of the teachers expressed their satisfaction, the remaining 50% commented and criticized that the present system failed to give sufficient feed back of the learners' out come. The researcher thinks that this issue needed to be studied properly in detail. The findings revealed that 50% of the teachers who were not satisfied with the present evaluation pattern expect some changes and better techniques of evaluation and they all agreed that the proper evaluation should emphasize on providing appropriate feedback of the students' academic performance.

Under Item 13(a), all the teachers, those who responded positively to item no.13 were asked to mention different located problems that they had found on the basis of the feedback of their evaluation. All the four teachers (50%) of them mentioned different problems that they found on the basis of the feed back of their evaluation. Among those 50% of teachers, 12% of them listed six problems as mentioned below:

➢ Words didn't come naturally to students' when they attempted to write.
➢ They committed grammatical mistakes; they could not implement the grammar which they were taught in the class.
➢ They could not recollect things correctly.
➢ They could not read and understand the instructions in English or what was asked?
➢ Spellings went wrong
➢ Writing English was a problem in itself.

Another 12% of teachers who responded positively to the prior question regarding the evaluation process adopted at the college revealed some more problems such as Syntactic mistakes, Grammatical errors and Spelling mistakes as the common problems that they noticed as a result of their evaluation. Yet another 12% of teachers

mentioned that their evaluation revealed some of the drawbacks of their students' performance such as Poor foundation, Spelling mistakes and Poor handwriting and so on. Another 12% of teachers, who responded positively to the prior question on evaluation, mentioned that as a result of their evaluation process, they located their students' poor foundation of the language as one of their common problem. 12% of teachers expressed that as English was not their mother tongue, their grasp on the subject was different and their base of grammar was also poor. They stated that they identified these problems as a result of the evaluation. The responses of the teachers are given below in the tabular form:

Table No. 4.3.11

Table Showing List of Problems of Students

Type of Problems	No. of Teachers	Percentage of Teachers
Poor vocabulary	3	38
Grammatical mistakes	3	38
Poor memory/presentation	1	12
Poor comprehensive abilities	3	38
Spelling mistakes	3	38
Poor written communication skills	3	38

Figure No. 4.3.11.1

Figure Showing List of Problems of Students
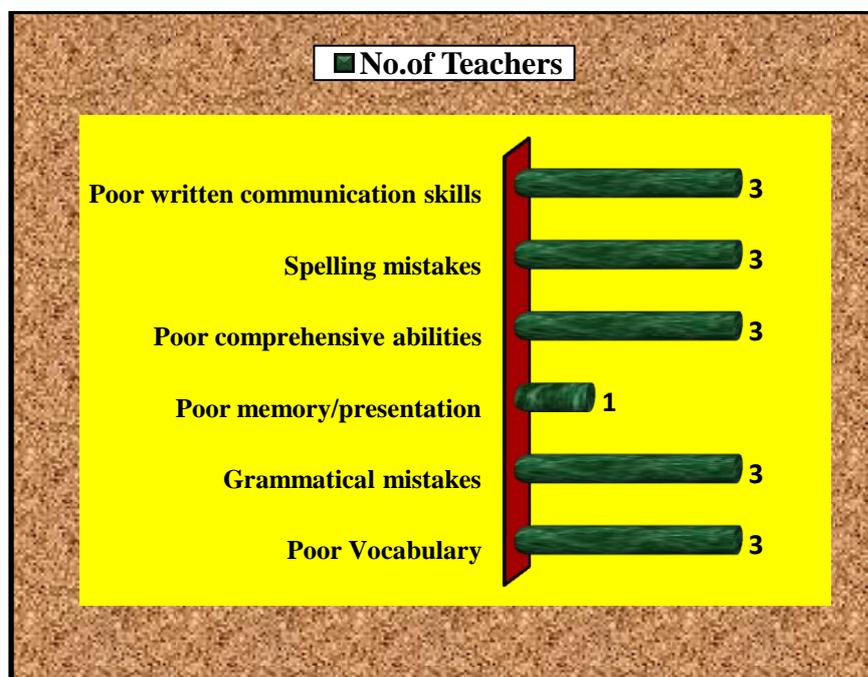
As shown in the above diagram, the findings revealed various problems as located by the teachers by their evaluation. The researcher noticed all these multi-dimensional problems were influenced by various psycho-sociological constraints, poor vocabulary, grammatical errors, poor presentation, poor communication, and poor comprehensive abilities were the outcome of inadequate grounding and caused damage to foundation levels of their performance. The students lack the required level of proficiency in English language due to inadequate exposure and improper evaluating techniques. So, the researcher opined that in order to overcome these located problems, it is necessary to modify the present system of education and evaluation and to prescribe syllabus which is relevant to the needs of the present day learners. These findings revealed that the present evaluation system showed that there was some scope or ability to identify the general problems of the students. But the entire feedback was given in connection with the writing abilities of the learners. The researcher opined that the evaluation system should be totally able to scan, analyze and interpret the students' performance to a maximum extent.

Under Item 13 b, those teachers, who responded negatively to the evaluation procedure in their college and opined that the existing procedure of evaluation did not provide enough feed back to understand the problems of F.Y.B.Com students were asked to suggest any other evaluation process that they would like to suggest. In substantiating their argument among these 50% of respondents, 25% of the teachers suggested the following methods as an alternate evaluation technique for ensuing better feedback.

➢ Compulsory Fortnight Assignments
➢ Group Discussion on the completion of each and every topic/lesson
➢ Paper Presentation by students etc.

Another 12% of the respondents suggested 'Viva' mode as the best option to understand the learning problems and the expressive abilities of the students'. 12% of them added Objective type tests and extempore speech should also be included in the evaluation method. The data of these teachers' responses are shown in the tabular form below:

Table No.4.3.12

Table Showing Teachers' Suggestions for the Improvement of Examination and Evaluation Pattern

Type of Tests	No. of Teachers	Percentage of Teachers
Objective Type Tests	1	12
Project Presentations Group Discussion & Viva Compulsory Assignments	3	38
Total	4	50

Figure No.4.3.12.1

Figure Showing Teachers' Suggestions for the Improvement of Examination and Evaluation Pattern
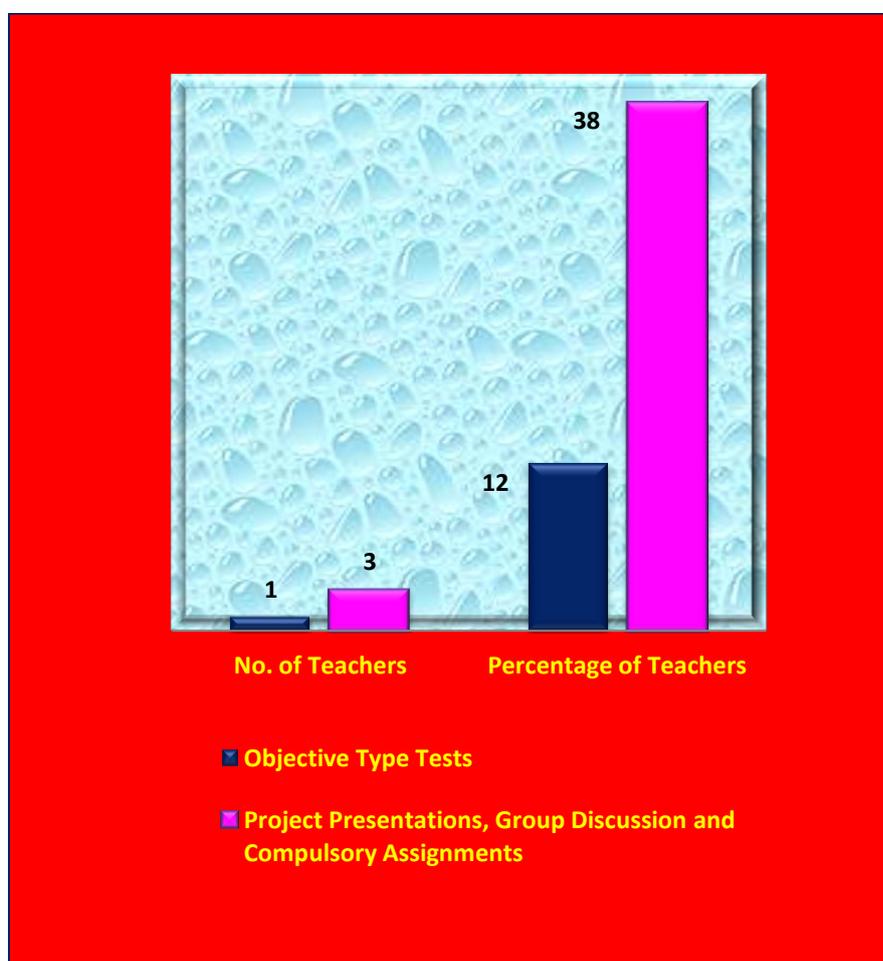
Based on the data depicted in table No.4.3.12, this graph is plotted. The detailed interpretation is given below.

Here, those teachers who had conveyed their negative remarks against the present examination and evaluation system reported that it did not provide enough feed back of their students' performance; so they suggested the above mentioned techniques to improvise the present system. The researcher noticed that the suggested techniques, demand modification in the existing system of evaluation. The researcher welcomed the idea of creativity of these teachers and opined that in fact, any language testing should aim at developing language skills. It was found that the present system tested only the memory and reproductive abilities of the students. So, the researcher was of the opinion that any change in this regard should aim at enhancing the comprehensive abilities of the learners along with the enhancement of the language skills.

Under Item 14(a) of the Teachers' Opinionnaire, all the teachers were given four options and were asked to state which particular problem of those mentioned would be a major problem according to them. Further, they were invited to include their option, if any, under the option (d).

75% of the teachers mentioned that they considered the first option 'lack of communication skills' as the major problem of their students learning of English language. Another 75% of them also considered the third option lack of attitude, as their students' major problem.

It was very gratifying to note that only 25% of the teachers did not consider 'lack of communication' and 'lack of attitude' as major problems at all. Another 12% of teachers mentioned 'lack of communication' and 'lack of attitude' as major problems, and also included one more option 'lack of sincerity/dedication' and considered all these three problems were the major problems of their students. The details are given below in the tabular form:

Table No.4.3.13

Table Showing Teachers' Opinion on Major Problems of Students

Problems	No.of Teachers	Percentage of Teachers
Lack of Sincerity/Dedication	1	12.5
Lack of Attitude	6	75
Poor Communication Skills	6	75

Figure No.4.3.13.1

Figure Showing Teachers' Opinion on Major Problems of their Students
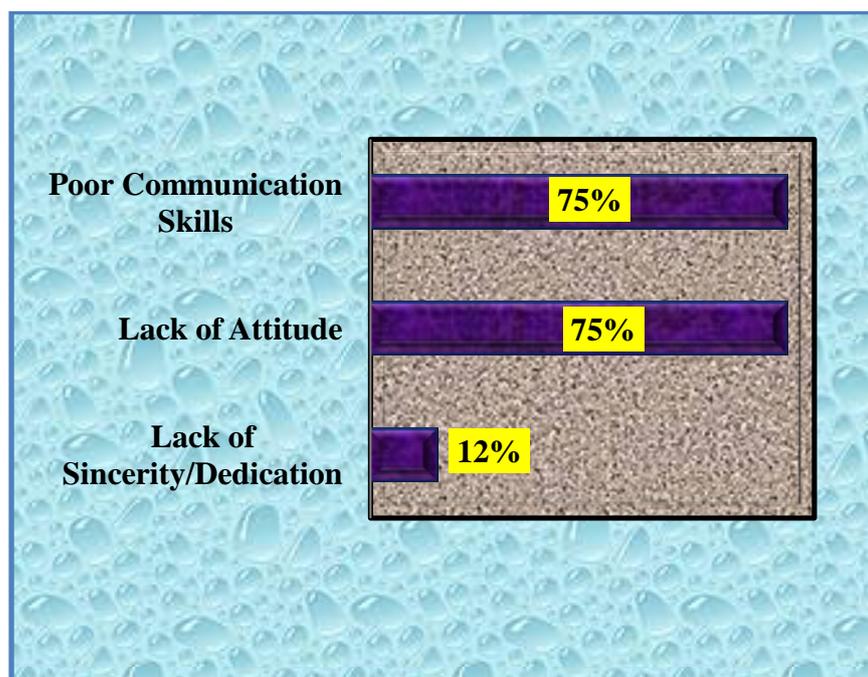
As reported in the above diagram, it was noticed from the findings that only 25% of teachers did not consider the above mentioned aspects as the major problems. Another 12% of them also included 'lack of sincerity and dedication' as another major problem. It was revealed from the findings that all the teachers felt the significance of communication in the present global scenario and they also knew the impact of learners' attitude and aptitude on learning any language. The researcher notices that there was some positive relationship between these two aspects of learning and the learners' performance output. The researcher found that by developing that attitude among the learners, this problem might be tackled.

Under Item 14(b), In continuation with Item No.14 (a), teachers were asked to give their illustration for their above mentioned responses. 12% of teachers mentioned all the six problems that they had listed in the previous question, they were

➢ Words didn't come naturally to students' when they attempted to write things.
➢ They committed grammatical mistakes; they could not implement the grammar which they were taught in the class.
➢ They could not recollect things correctly.

- They could not read and understand the instructions in English or what was asked?
- Spellings went wrong
- Writing English was a problem in itself

Another 12% of them mentioned that 'lack of Communication' was the major problem of their students. Another 12% of them had also mentioned 'Poor Communication Skills as a major problem and they stressed on the need of communicative ability. They added their remark that verbal efficiency improves written skills. Another 12% of them mentioned 'Poor Communication Skills' as the major problem of their students. As a result of this, they avoid communication in English class rooms especially when they were learning it in heterogeneous group. They opined the heterogeneous groups were responsible for this for this gap between the teacher and the student. Another 12% of teachers stated that 'lack of communication skills' and lack of attitude as the major problems of their students. They reported that they lack their attitude towards English language as it is not their mother tongue. Further, they added that most of the students focused on securing passing marks in the examination.

Yet another 12% of teachers mentioned that 'lack of communication' was the main drawback of the students and they considered it as a major problem. They opined that many of the students could not even follow class room instructions thoroughly due to this lacuna. Another 12% of the teachers considered 'lack of communication skills' and 'lack of attitude' as the major problems of their students. They also included 'lack of sincerity' and lack of dedication as the fourth options. They mentioned that generally, students are not given much scope for their self expression in today's formal educational system at the secondary level of education. 12% of teachers mentioned that 'lack of attitude' as the major problem and they did not give any illustration to substantiate their response. Thus, as per the revealed findings, 12% of the teachers identified various problems of students' such as inability to write, inadequate grammatical knowledge, poor reproductive ability, poor comprehensive abilities, spelling mistakes and writing correct English sentences and they all projected all the problems as the commonly faced problems of majority of their students'. However, it is noticed that all the teachers emphasized on the need to

develop communication skills and hence they considered lack of communication as a major problem. 13% of the teachers pointed out that there was not much scope for self expressive abilities in today's formal educational system at the secondary level and higher secondary levels. Hence, the researcher opined that it was necessary to restructure the entire language teaching system from KG to PG for creating and ensuring better teaching-learning environment. The researcher was of the opinion that if the foundation remained strong it could lead to a promising output. Weak foundation resulted into many major problems in English Language Teaching Learning scenario.

Under Item 15, all the teachers were asked to mention the problem that an English teacher faced in developing the skills of reading, writing, listening and speaking. 12% of teachers stated that creating atmosphere was actually the most challenging task for an English teacher. They further added that it was very difficult to develop dedicative attitude in the minds of students. Another 12% of teachers stated that managing heterogeneous group of students with diversity in their basic levels of knowledge created many problems related to knowledge distribution in particular and maintenance of discipline in general.

Another 12% of teachers mentioned that 'lack of regular attendance', shyness and inferiority complex of regional medium students, lack of proper reading experience and improper pronunciation etc. are the common problems encountered by any English teacher. Yet another 12% of teachers mentioned that lack of interest and improper accent are the common problems faced by an English teacher in developing LSRW skills. Another 12% of teachers complained about the inattentiveness of the students as the common problem faced by any English teacher in developing all the basic four skills. Yet another 12% of them pointed out many problems which were commonly faced by English teachers while developing LSRW skills. They were

> ➤ Less Interestedness
> ➤ Callousness
> ➤ Fear for English
> ➤ Non Educational family back ground
> ➤ Exam oriented educational system

The remaining 12% of the respondents pointed out that the students' negligent response and attitude to English subject were the challenging problems for an English teacher. It was strange to note out of all the eight teachers, only one teacher (12%) did not respond to this item.

It was revealed from the above findings that the teachers face different challenges while attempting to develop language skills of their students. 12% of the teachers reported that it was very difficult to create learner friendly atmosphere in the class room particularly, while tackling with heterogeneous group of students. The teachers also faced difficulty in developing dedicative attitude in the minds of the students. It was noticed that managing heterogeneous group of students, with diversity in their basic levels of knowledge and intelligence, also created problems related to delivery of knowledge in particular and maintaining discipline in general. Another 12% of them mentioned that irregular attendance, socio-psychological factors, inadequate communicative abilities and improper pronunciation were the most common problems faced by all the English teachers. Another 13% of the teachers reported lack of attitude and interest as the major aspect which created problems for the teacher in developing language skills. It was also pointed out by another 12% teachers that the inattentiveness of the students was the main cause of concern for the teachers. The remaining 13% listed the problems such as lack of interest, callousness, fear, non-educative family background and examination oriented system and reported that all these factors which create various socio-psychological personal barriers in the process of teaching-learning a language. The researcher noticed that all these problems are caused by some external and some internal factors. There are some personal, psychological, social, familial and intellectual problems. They all influenced the students' language learning output.

The researcher found that it is very easy to talk about 'The Unity in Diversity', but it is very difficult and challenging task to bring this unity in diversity in the language class rooms practically. The diversity created many limitations and hampered the efficiency of the language teachers. The researcher considered this as a major issue to be tackled carefully. In order to reduce the gap between the students and the teachers, proper care needed to be taken, while grouping the students. If some of the advanced learners, who enjoyed language classes were considered as

motivational spirits for other slow learners that might help them to develop their learning abilities. Thus, if the teacher included some of the matured students' and encourages peer teaching, it might improve the overall scenario of English Language Teaching-Learning. Both the teachers and the students were needed to develop a broader sense of understanding for this purpose.

Under Item 16, all the teachers were asked to mention the general problems that were faced by English teachers. While responding to this item, 12% of the teachers repeated the same problems that they had mentioned in the previous question. They were

> ➢ Creation of Atmosphere and
> ➢ Lack of Dedication.

12% of other respondents repeated the same response that the English teacher faces many problems with heterogeneous group such as class management in particular and knowledge distribution in general. Another 12% of them complained that adequate weightage is not given to all the four language skills. It was noticed that 'course completion' is given much importance by majority of the teachers and the researcher opined that such type of attitude of the teachers resulted in examination oriented teaching. Hence speaking, reading, writing and listening practices are not considered important skills in class room teaching. Yet another 12% of them opined that differences in the medium of instruction and lack of interest of the students' in English language are the general problems of all the English teachers.

Yet another 12% of teacher respondents mentioned that insufficient infrastructure, inappropriate environment and multilingual class rooms were the general problems faced by the English teachers. 12% of them, while attempting to answer this question, listed the following mentioned problems:

> ➢ Lack of readiness to work hard
> ➢ Only interested in 'rich' marks
> ➢ Unawareness about the importance of true education in life
> ➢ Materialistic approach

Another 12% of the teachers mentioned that teaching English to those students' who did not have basic grammatical knowledge was the general problem

faced by any English teacher. Another 12% of teachers also mentioned the following listed problems as the general problems of an English teacher.

- ➢ Level of text did not match with the level of students (sometimes)
- ➢ Communication gap
- ➢ Medium of communication

The researcher noticed that all the teachers expressed various general problems that they regularly faced in their English class rooms. 38% of teachers considered the 'medium of instruction' as a problem, which disturbed the normalcy in the class room. Another 38% of them considered 'the examination oriented system' as the drawback, which created problems for both the teachers and the students. Yet another 38% of the respondents considered 'the personal differences' such as 'lack of dedication', 'lack of attitude', 'lack of interest' and 'unawareness' were the factors, which created problems in the process of teaching-learning English language. The majority of the teachers (88%) considered that the present syllabus did not give adequate weightage to all the language skills and the level of text did not match with the present day needs of the students. Some of the teachers reported that insufficient infrastructure, inappropriate environment and multi-lingual class rooms delimited their teaching abilities. The researcher found that the examination oriented teaching and marks centered learning ignored proper emphasis on all the language skills.

The researcher was of the opinion that, the differences in the medium of instruction resulted in the lack of interest, attitude, in appropriate environment, lack of readiness to work, lack of basic knowledge and so on. If the textual content did not match with the level of the students, that developed a sort of communication gap between the student and the teacher. The researcher noticed that all the teachers face some sort of problems, while teaching English. It was noticed that all these problems are co-related with one another. So, seven (88%) of the teachers' declaration of all these problems confirmed that the present language teaching scenario at the U.G. level was not at all commendable. The researcher noticed that the research study which attempted to focus some light on these issues confirmed that the teachers and the students were equally responsible for the present situation. The researcher strongly recommended some immediate changes in the present system of language teaching-learning to ensure better language learning.

Under item 17, all the teachers were asked to mention some of their particular problems that they face while teaching F.Y. B.Com. students. 75% of the teachers responded positively to this question. 12% of teachers mentioned that they face typical motivational problems in the class. They added that when the students' remain inattentive, it was very difficult to motivate them for language learning. Another 12% of teachers mentioned that the students poor foundation of English grammar and low grasping power were the particular problems that they notice in their classes. Yet another 12% of the teachers mentioned the following problems:

- ➢ Lack of basic knowledge of English language
- ➢ Not ready to ask about their difficulties
- ➢ Shyness
- ➢ Inferiority Complex

Another 12% of the teachers mentioned that many of their students' were not interested in studying Commercial Communiation (CC) subject and that was a particular problem to teach subject to those, who were not at all interested in it. Some of them also consider C.C. subject as a very lengthy one. Another 12% of teachers mentioned that most of the students were learning English for the sake of passing the examination at F.Y.B.Com. level. They remain passive in the class. They rarely communicate in the class room. This passive interaction was projected as a major problem for teachers. Yet, another 12% of teachers repeated all the problems that they mentioned while responding to Item No.13. They added that those were the particular problems that they face while teaching English at F.Y. B.Com. level. The remaining 25% of teachers mentioned that they did not face any particular problem while teaching F.Y.B.Com students at all. The details of teachers' responses are stated below in the tabular form:

Table No.4.3.14

Table Showing Distribution of Teachers' Responses

Response	No. of Teachers	Percentage of Teachers
Positive	6	75
Negative	2	25
Total	8	100

Figure No.4.3.14.1

Figure Showing Distribution of Teachers' Responses
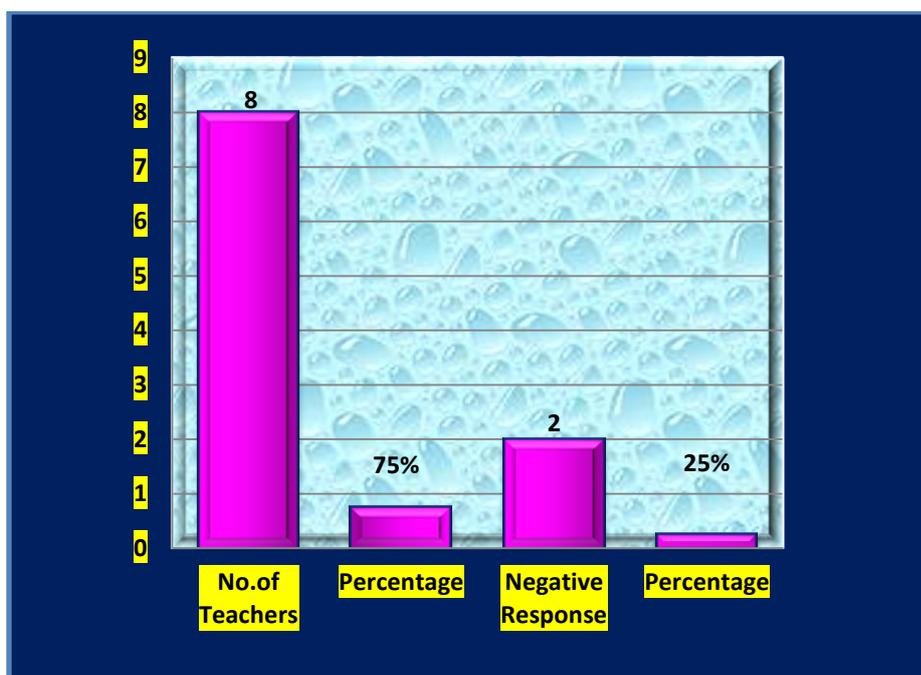
It was reported that teachers face motivational problems due to inattentiveness, poor foundation, lack of readiness, shyness, hesitation and passive interaction of students. It was observed that 75% of teachers face problems of different kinds and only 25% of them reported that they did not face any particular problem while teaching English. Those teachers, who responded positively, listed some of the problems they face while teaching English in their class rooms. The details are given in the following table and diagram.

Table No.4.3.15

Table Showing List of Teacher located Problems of Students

Problem	No. of Teachers	Percentage of Teachers
Lack of Attitude	3	37.5
Poor Foundation	2	25
Psychological problems	2	25
Examination Oriented	1	12.5
Total	8	100

Figure No.4.3.15.1

Figure Showing Teacher located Problems of Students
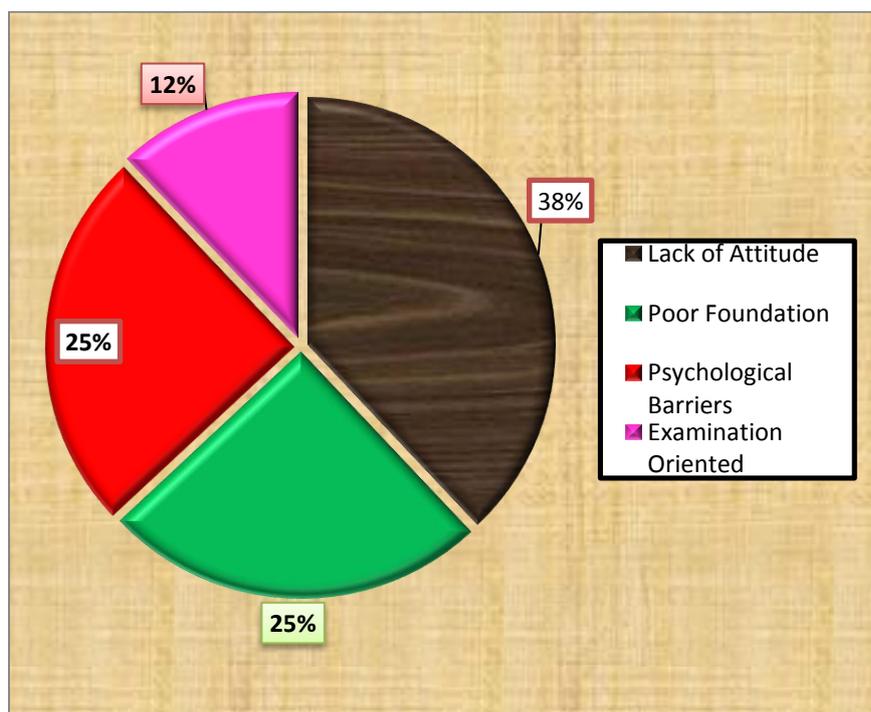
As shown in the above diagram 38% of the teachers opined that lack of attitude of the students is their main problem. Another 25% of them opined that poor foundation is the problem they face regularly. Yet another 25% teachers reported about psychological and social problems of their students which were discussed at length in the previous pages. Yet another 13% of the teachers confirmed about their students problems which are examination oriented.

4.4 Interpretation of the Analysis of Teachers' Opinionnaire

The researcher's aim to know about various teaching learning problems of the teachers' and the students' were thoroughly covered by this tool. It is rightly found that class room teaching involves various external and internal factors. Keeping this in mind the researcher framed questions stressing on various aspects of language learning. All the teachers projected that overloaded classes or excessive strength and inadequate infrastructural abilities hampered the normalcy of the class room teaching. In the same way, 75% of them also agreed that heterogeneous nature of the class disturbed the class room climate and it created problems in managing individual

differences properly. Further, it also created a problem for the teacher in selecting a common methodology to tackle both the slow and the fast learners of the class. The findings revealed that even the students' active participation influences the quality of teaching positively. If there is good interaction between the teacher and the taught, the teacher becomes more enthusiastic and tries to give his/her best to the aspirants. So, this proves that both the teachers and the learners have got either positive or negative influence on each other as the case may be. The positive attitude of the teacher encourages students to be more active, while the arrogant, indifferent attitude of the teacher disappoints the learners and makes them passive in their interaction. Here, in the same way, even the learners' positive or negative attitude influenced the teachers' efficiency.

It was observed that though there was no consensus regarding the problem of personal, individual characteristics of the students; it was observed that naughty, talkative, frustrated, immature attitude of the students spoiled the class room environment. Another interesting aspect in this regard is the problem created by the impact of regional language on English. In Gujarat, it was observed that some words were pronounced by local people typically, for example, the word "college" was wrongly pronounced as 'collage'. In the same way "Hall" is wrongly pronounced as "Hole". Further, the word "Cash" was wrongly pronounced as "Case". There were many such words which were wrongly pronounced by many local people due to the regional impact of their mother tongue.

It was revealed from the findings that around 88% of them considered 'passive interaction' as a major problem and suggested that it should be tackled in the right sense. *The research studies of Jayashree (1989), Mohire (1989 and Chitnis (1973) also confirmed these findings and found that ' passive interaction' sometimes demotivated the teaching-learning spirit and concluded that learners should be encouraged to participate actively in the class room interaction.*

Sometimes, even the medium of instruction became an impediment in the process of English Language Teaching-Learning. In Gujarat, there were very few pure English, Hindi, or Gujarati medium colleges. So majority of the colleges offer admission to students with any medium of instruction. Though there was no administrative problem here, this resulted in to heterogeneity which creates some sort

of problems for both the teachers and the students. If the teacher adopts English medium instruction, then the other students who had opted regional medium of instruction at the school and higher secondary level, might face difficulty in comprehending the textual content. If, keeping this in mind, the teacher adopted the regional medium of instruction, the English medium students, who had studied through English medium instruction, would lose their interest in the subject. This medium of instruction, thus, indirectly influenced the attitude of the learners and created problems for the teacher in the process of teaching. *Several other research studies conducted by Tedla (2007), Evans, Green (2007), Shah (1979), Srivastava, Shekar (1978) also supported this findings by reinforcing the impact of medium of instruction on language learning.*

Further, it was revealed that though the F.Y.B.Com students' were expected to draft business letters clearly and correctly, they did not acquire that level of proficiency they require at the entry level. Hence they faced problems in drafting purposeful business letters. It was noticed that there was consensus among the teachers on this issue of poor written communication skills. Further, some of them considered English as a tough subject because of their low or lack of confidence, lack of business language, inability to use formal language, lack of comprehensive abilities, lack of adequate language skills, inadequate practice and lack of attitude and interest. All these problems such as, poor vocabulary, examination orientation, lack of exposure to English, poor knowledge of grammar, lack of supportive family environment were reported by many of the teacher respondents. 13% of them also mentioned that the present method of teaching English was improper and there was an urgent need to modify it.

It was noticed that those students who had come from urban background possesed better linguistic abilities than those from the rural background. It was also noticed that teachers' audibility was a cause of concern in this regard. 50% of the teachers reported that they were satisfied with the present examination and evaluation system, whereas the remaining 50% of them did not agree with this and demanded immediate modification in this regard. They pointed out that the present system failed to tackle the needs of the learners. In order to support their argument, all these teachers had given their illustrations of the problems they faced on the basis of the

feed back of their evaluation. Some of them felt that the learners lagged behind in their written communicative abilities. They also added that majority of them committed grammatical mistakes. Their results also indicated the poor memory and inability of some students to comprehend the instructions given in the question papers. Spelling mistakes were commonly found in most of the answer scripts. Linguistically, they could not frame a proper sentence on their own. Some of the teachers reported that their students' poor foundation and poor handwriting also influence their academic performance. *The findings of Sabrin (2007) and Desai (1986) also confirmed the significance of adequate grammatical knowledge for learning a language and emphasized on the need to develop the basic principles of grammatical aspects.* 50% of the teachers opined that the existing procedure of evaluation did not provide enough feed back to understand the problems of their students.

They suggested that compulsory fortnightly assignments, regular group discussions and paper presentations, might be helpful to facilitate the learners and hence they should be included in this regard. 25% of them also suggested conduction of 'viva' as the best mode of option to understand the learning problems and to improve the expressive abilities of the students. While discussing about the major problems, 75% of the teachers reported 'lack of communication skills' as the major problem. Another 75% of teachers considered 'lack of attitude' as their students' major problem. 12% of them also added 'lack of dedication and sincerity' in addition to the 'lack of communication skills' and 'lack of attitude' as the major problems of their students as per their observation.

While responding to the item on the problems that an English teacher face in developing all the four language skills, 12% of teachers stated that creating atmosphere was actually the most challenging task for an English teacher. They also added that it was very difficult to develop dedicative attitude towards their learning. Another 12% of them pointed out the managerial difficulties in handling heterogeneous groups. Another 12% of teachers reported about the psycho, social aspects of the learners such as shyness, hesitation, anxiety, inferior complex, fear for English, non-educational family background, lack of proper reading experience and poor background were the major hindering factors in the process of teaching a language. Another 12% of the teachers reported and complained that language skills

were not given due weightage and particularly oral communication skills which were in great demand were totally neglected in the present language education at this level. Another 12% of them pointed out the inadequate infrastructure, inappropriate environment, unawareness about the importance of true education, materialistic attitude and level of text and communication gap also sometimes created problems in the process of teaching-learning English. 75% of the teachers reported about their particular problems. 12% of them reported about the motivational problems and projected inattentiveness of the students as problem creating aspect in their language teaching. It was reported by 12% of teachers that some of their students were not interested in studying English and Commercial Communication subjects at all. Because of their poor background, they consider these subjects as difficult subjects and fail to achieve the targeted results the students as they did not have any option to leave the English subject at this level, they were compelled to study the subject so; they study the subject without any personal attitude, aptitude and interest. This hostile attitude results into a sort of reluctance in the minds of the learners' tendency to learn the language. This attitude damaged their personality in the long run. But unfortunately, the learners did not realize the significance of studying English at this level for their own progress.

The findings revealed that majority of the teachers believed that teaching English at the UG level should be emphasized on developing all the four language skills such as Listening, Speaking, Reading and Writing. It was felt that then only the learners might be able to use English to meet their academic and professional needs of their life.

4.5 Data Analysis of the Students' Structured Interviews

The researcher has designed this tool to know the problems of students, in the process of their learning of English language at F.Y.B.Com. level. As a part of it the researcher has prepared a personal record sheet to gather various personal and other details of the students'. All the respondents were asked to fill-up their personal record sheet before appearing for their interviews. The personal record sheet provided various personal details such as the gender, mother-tongue, place of schooling, medium of instruction, study of English subject at school level, respondents' parents academic background and so on. All the details are given below in the tabular form.

Table No.4.5.1

Table Showing Distribution of Students Sample by Various Components

Components		No.	%
Gender	Boys	211	52
	Girls	195	48
	Total	406	100
Mother Tongue	Hindi	63	16
	Gujarati	281	69
	Other	62	15
	Total	406	100
Schooling	Private School	163	40
	Govt.School	239	59
	Private Study	4	1
	Total	406	100
Place of Schooling	City	242	60
	Town	103	25
	Village	61	15
	Total	406	100
Medium of Instruction at SSC Level	Hindi	58	14
	Gujarati	259	64
	English	89	22
	Total	406	100
Medium of Instruction at HSC Level	Hindi	56	13
	Gujarati	258	64
	English	92	23
	Total	406	100
Study of English at School Level	Positive Responses	241	59
	Negative Responses	165	41
	Total	406	100
Study of English as a Compulsory subject at School	Positive Responses	183	45
	Negative Responses	223	55
	Total	406	100
Study of English at the Higher Secondary Level	Positive Responses	280	69
	Negative Responses	124	31
	Total	406	100

Components		No.	%
Range of Percentage of Marks secured at SSC in English	Below 40%	14	4
	41% to 50%	51	13
	51% to 60%	102	25
	61% to 70%	89	22
	Above 70%	34	8
	Not opted	101	25
Range of Percentage of Marks secured at HSC in English	Below 40%	14	4
	41% to 50%	38	9
	51% to 60%	94	23
	61% to 70%	91	22
	Above 70%	46	11
	Not opted	123	31
		406	100
Level of Education (Mother)	Up to H.S.C.	310	77
	Graduation	32	8
	Post Graduation	14	3
	No response	50	12
	Total	406	100
Level of Education (Father)	Up to H.S.C.	320	79
	Graduation	58	14
	Post Graduation	6	1
	No response	22	6
	Total	406	100
Occupation (Mother)	Business	7	2
	Service	17	4
	Others/ Housewife	266	66
	No response	116	28
	Total	406	100
Occupation (Father)			
	Business	163	40
	Service	182	45
	Others/ Housewife	38	9
	No response	23	6
	Total	406	100

Components		No.	%
Parental Income (Mother)	Below Rs.10000	275	68
	Above Rs.10000	106	26
	No response	25	6
	Total	406	
Category	O.C.	313	77
	B.C.	23	6
	S.T.	6	1
	S.C.	7	2
	OBC	53	13
	No response	4	1
	Total	406	100

The above table mentioned the consolidated data of the respondents' personal data. All these details were discussed separately in respective segments in the successive tables. The tables projected the revealed data and it is shown in the diagrams of respective segments.

Table No.4.5.2

Table Showing Distribution of Sample Respondents' by Gender:

Components	Frequency	Percentage
Boys	211	52
Girls	195	48
Total	406	100

Figure No.4.5.2.1

Figure Showing Distribution of Sample Respondents' by Gender
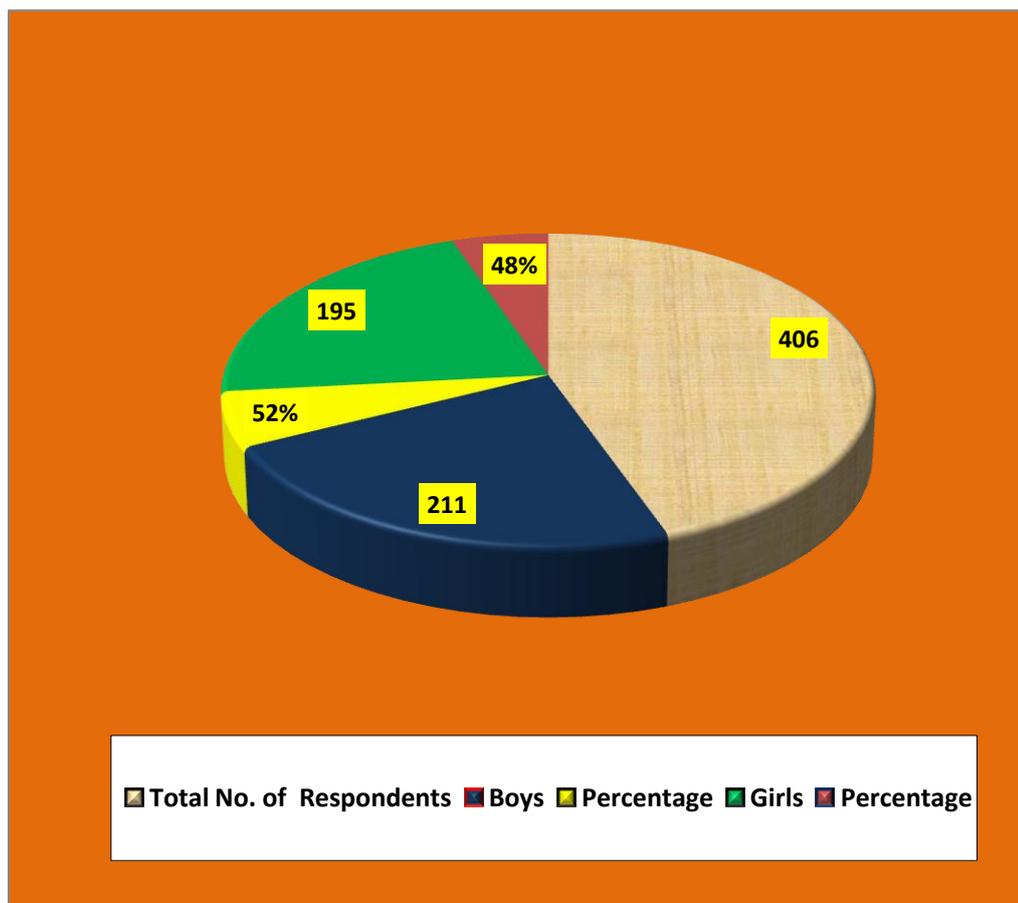
As reflected in the above diagram 52% of the sample of learners included boys and the remaining 48% consisted of girls.

Table 4.5.3

Table Showing Distribution of Respondents' by Mother Tongue:

Components	Frequency	Percentage
Hindi	63	16
Gujarati	281	69
Others	62	15
Total	406	100

Figure No. 4.5.3.1

Figure Showing the Distribution of Respondents' by Mother Tongue
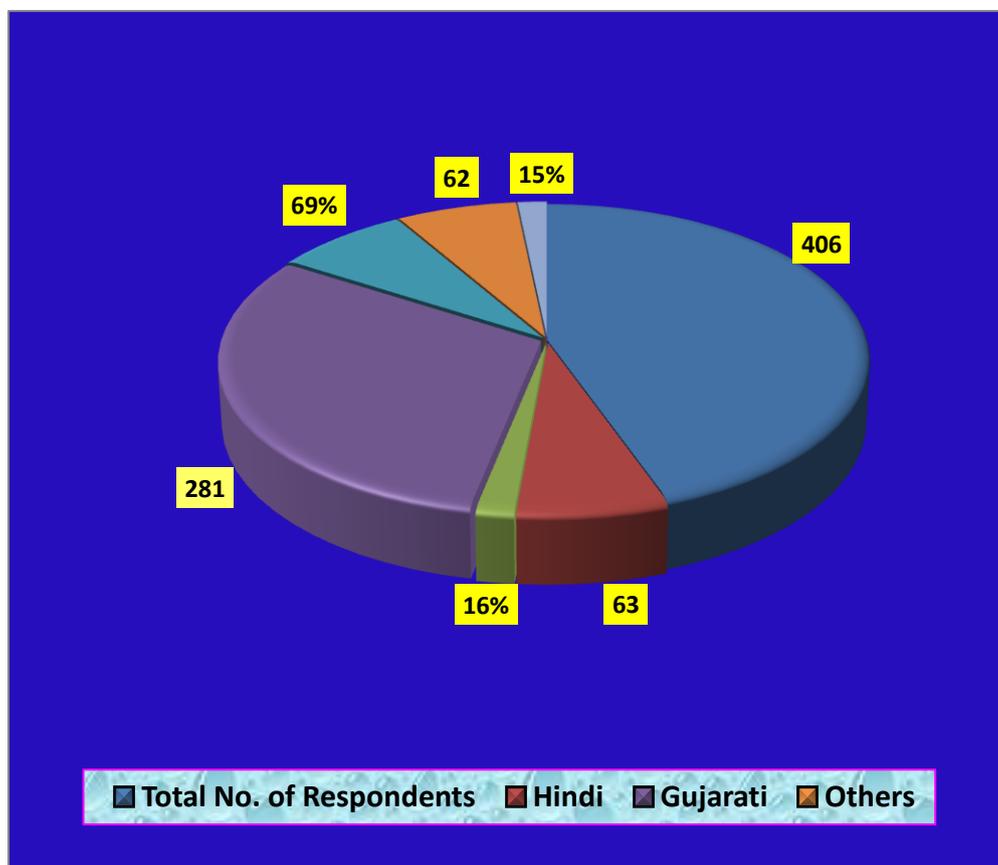
The data revealed that majority of the students (69%) of them were Gujaratis and hence reported 'Gujarati' language as their mother tongue. Around 16% of them reported 'Hindi' as their mother tongue and the remaining 15% of the students reported other languages other than 'Hindi' and 'Gujarati'.

Table 4.5.4

Table Showing Distribution of Respondents' by Schooling

Components	Frequency	Percentage
Private Schools	163	40
Govt. Schools	239	59
Private Study	4	1
Total	406	100

Figure No.4.5.4.1

Figure Showing the Distribution of the Respondents' by Schooling
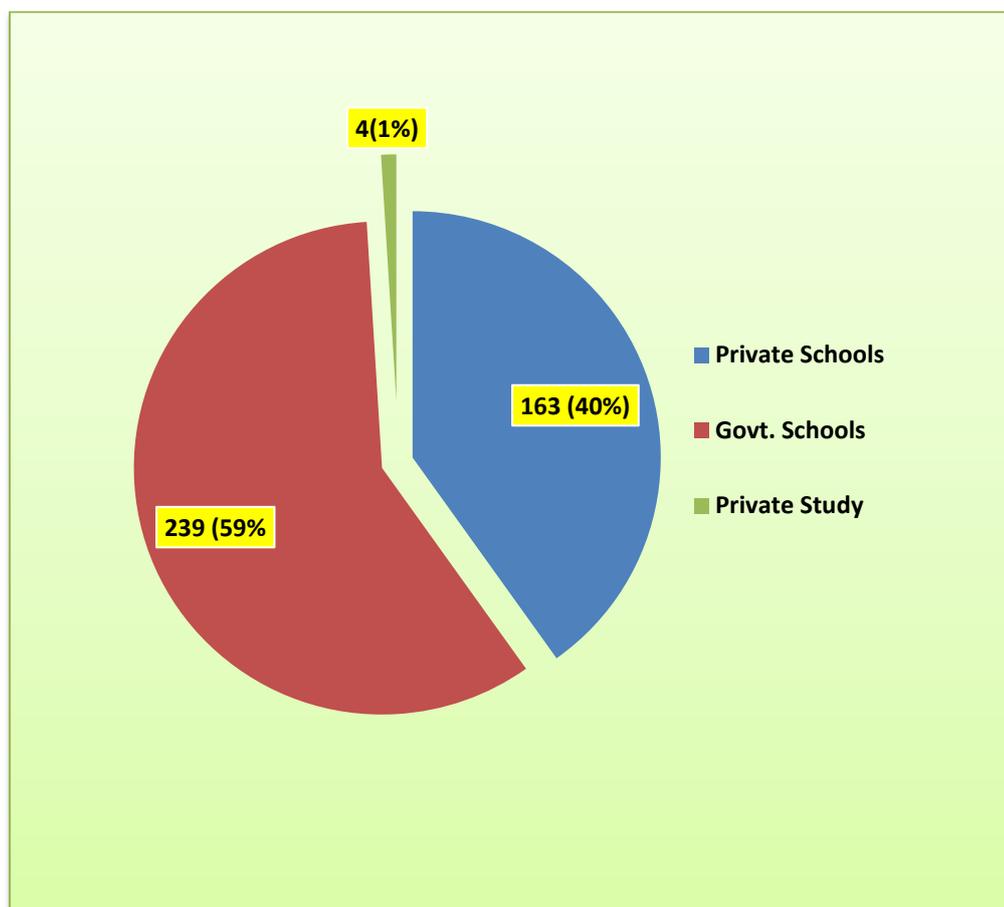
As shown in the above diagram, a vast majority of 59% of the students reported about their education in Government schools and around 40% of them mentioned about their school education in private schools. It was interesting to note that only 1% of them appeared as external candidates.

Table 4.5.5

Table Showing Distribution of Respondents' by Place of Schooling:

Components	Frequency	Percentage
City	242	60
Town	103	25
Village	61	15
Total	406	100

Figure No.4.5.5.1

Figure Showing Distribution of Respondents' by Place of Schooling
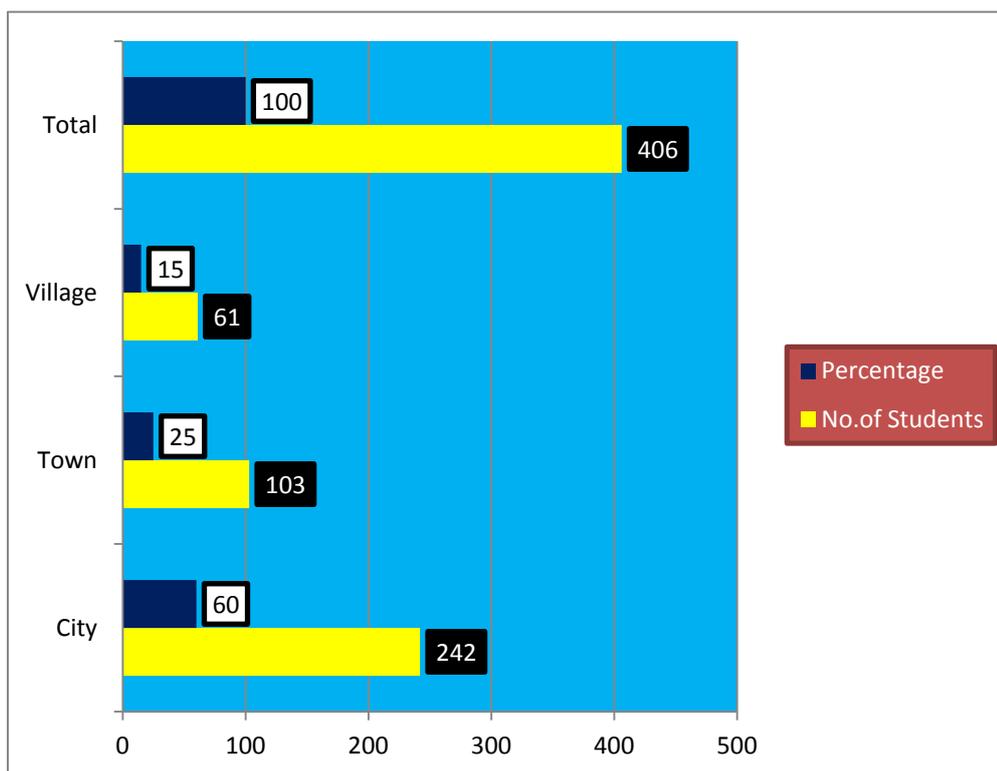
As shown in the above mentioned table and diagram, majority (242) of them (60%) of students reported about their school education in cities like Bhuj and Gandhidham and another 103 of them (25%) reported about their schooling in towns like Mandvi, Mundra, Anjar and Adipur and so on. The remaining 61 students (15%) informed about their education in rural villages.

Table 4.5.6

Table Showing Distribution of the Respondents' by Medium of Instruction at Secondary School Level

Components	Frequency	Percentage
Hindi	58	14
English	89	22
Gujarati	259	64
Total	406	100

Figure No.4.5.6.1

Figure Showing Distribution of the Respondents' by Medium of Instruction at Secondary School Level
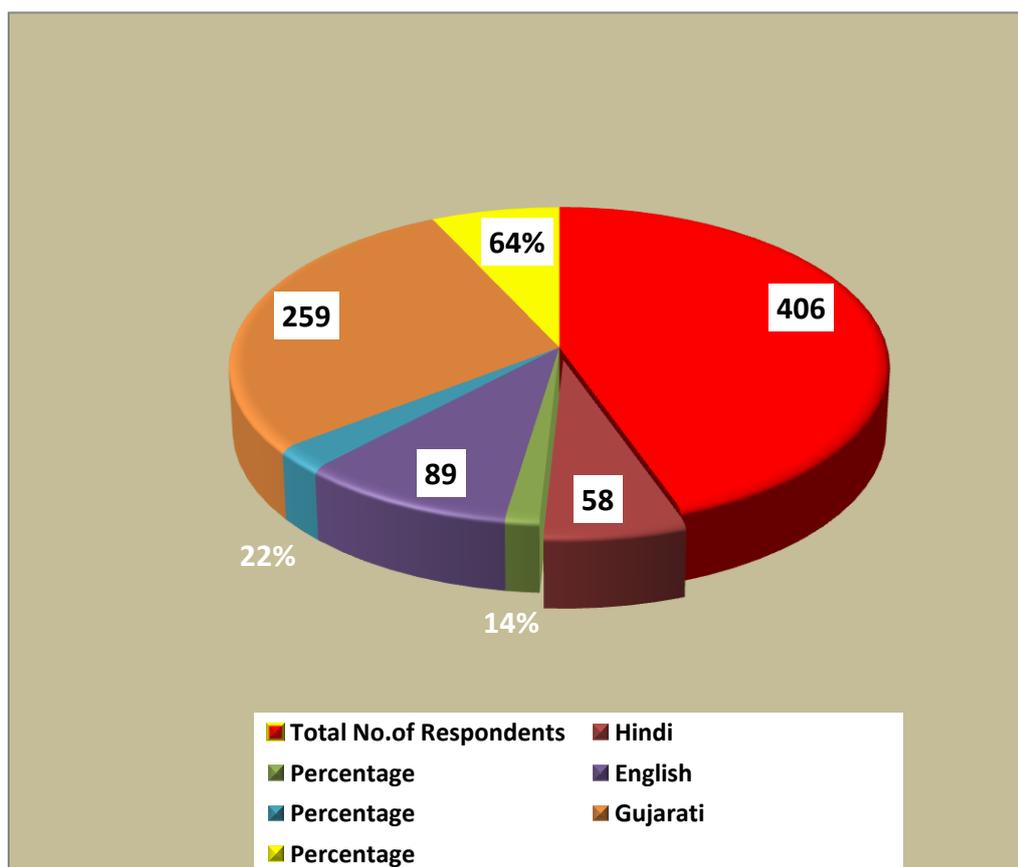
As projected in the above table and diagram, it was noticed that while mentioning about their medium of instruction, at secondary school level, 64% of the respondents reported about their 'Gujarati' medium of instruction and another 22% of them reported about their 'English' medium instruction and the remaining 14% of the respondents informed about their 'Hindi' medium of instruction at this level.

Table 4.5.7

Table Showing Distribution of the Respondents' by Medium of Instruction at Higher Secondary Level

Components	Frequency	Percentage
Hindi	56	13
English	92	23
Gujarati	258	64
Total	406	100

Figure No.4.5.7.1

Figure Showing Distribution of the Respondents' by Medium of Instruction at Higher Secondary Level
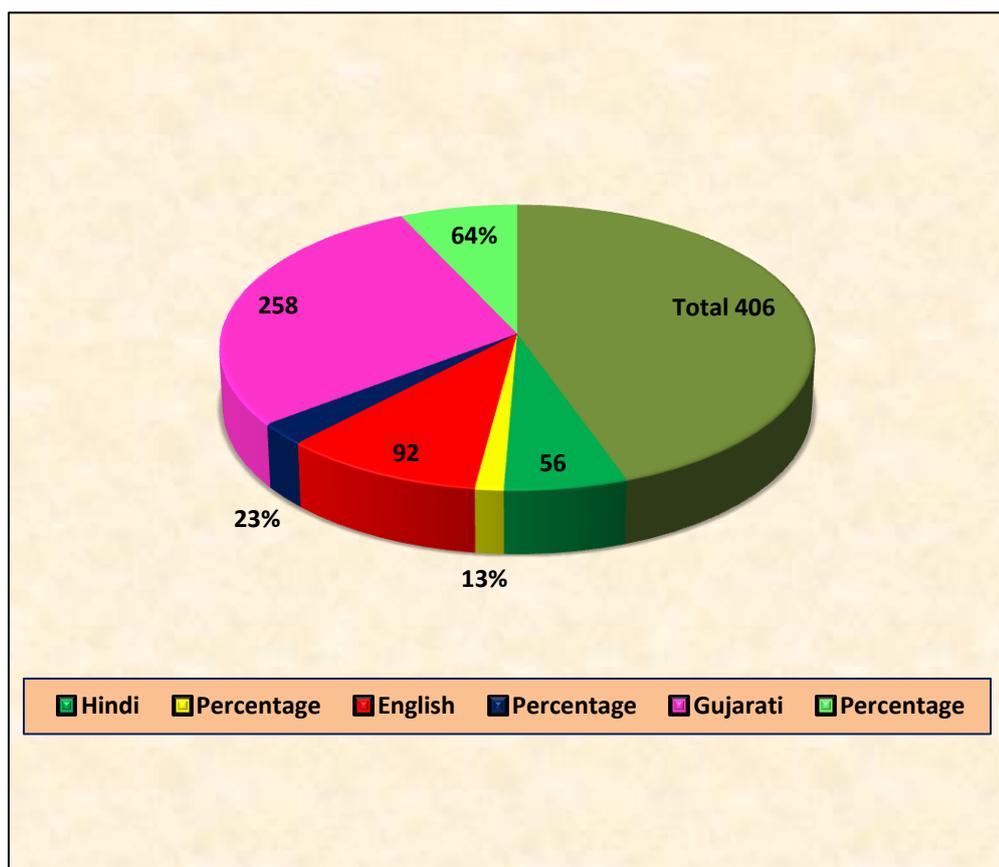
As shown in the above mentioned table and diagram, while reporting about their medium of instruction at the higher secondary level, 64% of the respondents reported about their regional medium of instruction and another 23% of them had informed about their English medium of instruction. The remaining 13% of them mentioned about their Hindi medium of instruction.

Table 4.5.8

Table Showing Distribution of Respondents' by Study of English at School Level

Components	No.	Percentage
Yes	241	59
No	165	41
Total	406	100

While collecting the personal data of the respondents the researcher also added a question on their study of English language subject at the school level. The students' responses, as shown in the above table, revealed that 59% of them responded in affirmation and the remaining 41% reported that they did not opt to study English subject at the school level. The details are shown in the following table and diagram:

Figure No.4.5.8.1

Figure Showing Distribution of Respondents' by Study of English at School Level
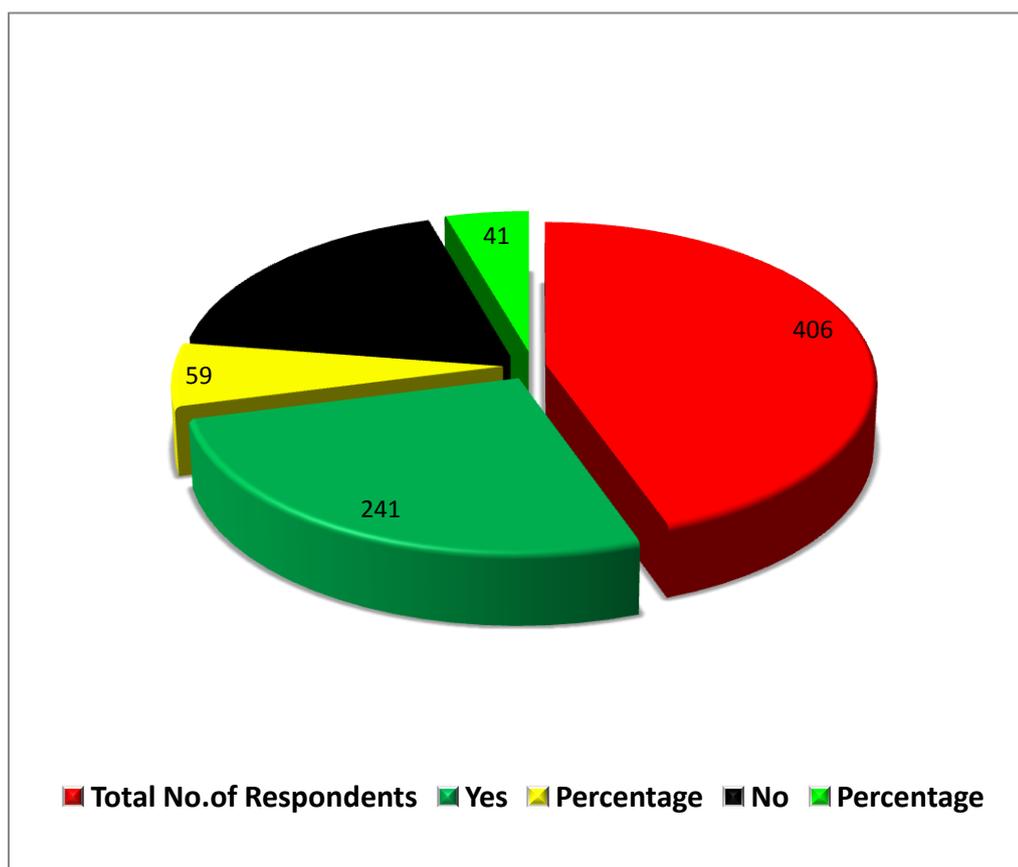
Table 4.5.9

Table Showing Respondents' Study of English as a Compulsory Subject at School level

Components	No.	Percentage
Yes	183	45
No	223	55
Total	406	100

In the next item on the study of English as a compulsory subject, 45% respondents responded to this item in affirmation and the remaining 55% of them responded in negation. The following mentioned diagram reflects their responses:

Figure No.4.5.9.1

Figure Showing Respondents' Study of English as a Compulsory Subject at School level
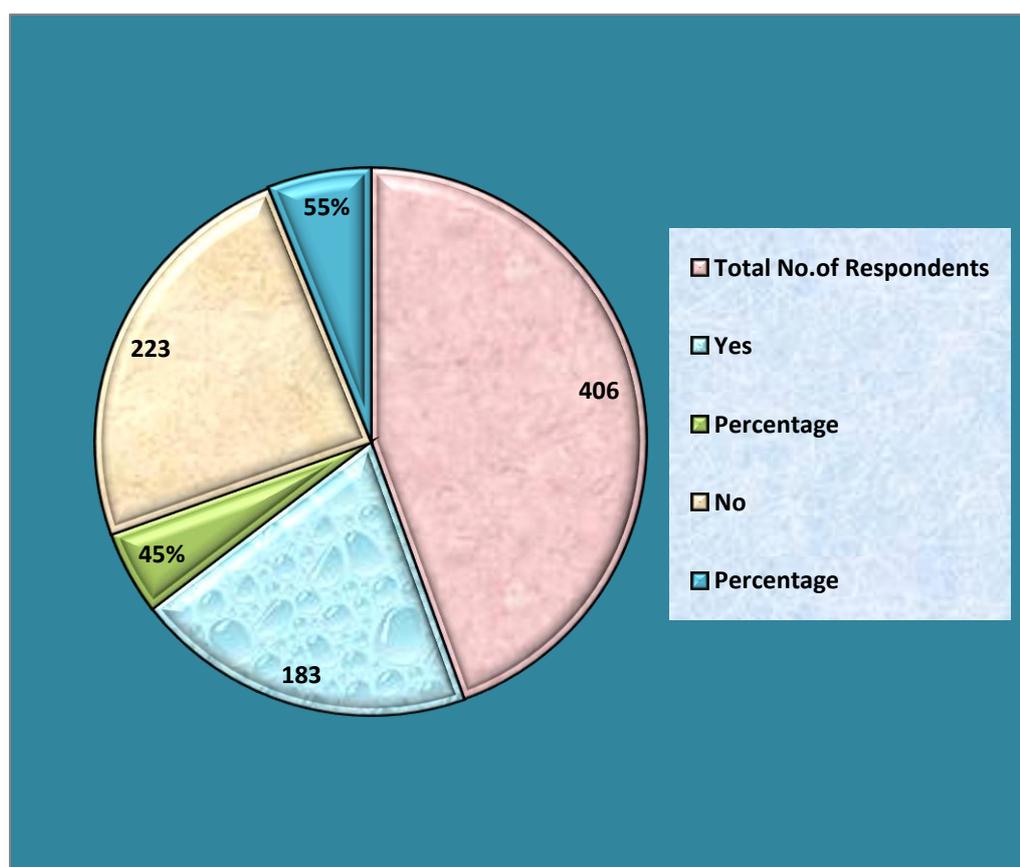
Table 4.5.10

Table Showing Students' Study of English as a Compulsory Subject at Higher Secondary Level

Components	No.	Percentage
Yes	280	69
No	124	31
Total	406	100

While attempting to answer this question on the study of English, at the higher secondary level, 69% of them responded that they studied English as a compulsory subject at the higher secondary level. The remaining 31% of the respondents reported that they did not opt to study English as a compulsory subject at the higher secondary level. The details of their responses are shown in the diagram drawn below.

Figure No.4.5.10.1

Table Showing Students' Study of English as a Compulsory Subject at Higher Secondary Level
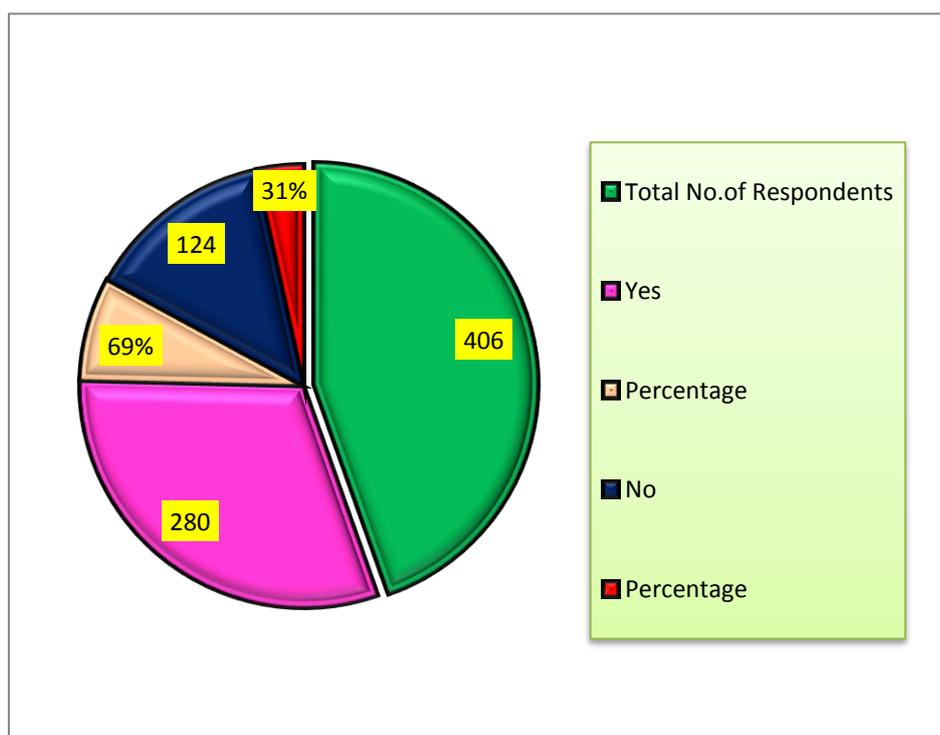
Table 4.5.11

Table Showing Distribution of the Respondents by Percentage of Marks Obtained at Secondary School Level

Percentage of Marks Secured	No.	Percentage
Below 40%	29	7
41% to 50%	51	13
51% to 60%	102	25
61% to 70%	89	22
Above 70%	34	8
Not opted	101	25
Total	406	100

The researcher attempted to know the academic performance of the student respondents at the school level. The researcher included five different ranges of percentage of marks as shown in the above table and the students were asked to mark against the appropriate option. The data revealed that only 8% of the students scored more than 70% of marks and around 22% of the respondents had reported about their range of 60% to 70% of marks. Another 25% of them mentioned about their 51% to 60% range of marks at this level. Yet another 13% of them reported about their average percentage of 41 to 50 marks in compulsory English subject. About 7% of them also reported about their poor performance and had informed about their poor performance below 40% range of marks. Further, it was interesting to note that around 25% of the students had reported that they did not opt to study English at this level.

Table 4.5.12

Table Showing Distribution of Respondents' by Percentage of Marks Obtained at Higher Secondary Level

Percentage of Marks Secured	No.	Percentage
Below 40%	14	4
41% to 50%	38	9
51% to 60%	94	23
61% to 70%	91	22
Above 70%	46	11
Not opted	123	31
Total	406	100

Under this item, the researcher aimed to gather the students' information on their academic performance in English language at the higher secondary level. The data revealed that only 11% of the respondents mentioned about their 70% of marks in English subject. Another 22% of them reported about their 61% to 70% of marks. Yet another 23% of them reported about their scoring of 51% to 60% of marks at this level. Around 9% of them mentioned about their academic performance of 41% to 50% of marks. Only 4% of them reported about their low performance of below 40% of marks at this level. But it was more appealing to note that 31% of the respondents reported that they did not opt for English at this level of education. Here it was marked that the percentage of the students those who did not opt English at this level

is comparatively higher as it stood at 31%. But it was revealed that at the SSC level, this percentage of students who did not opt to study English amounted to 25%. So, the researcher noticed that there was an increase of 6% in the students' number of percentage.

Table 4.5.13

Table Showing Category Details of Respondents'

Category	No.	Percentage
O.C.	313	77
B.C.	23	6
S.T.	6	1
S.C.	7	2
OBC	53	13
No response	4	1

Rounded off to the nearest point

Under this item, the researcher added a question to know the category of the students and included five options as shown in the above table. All the respondents were requested to put a 'tick mark' against the category to which they belong to. The data revealed that out of those 406 students, 77% of them belong to open category and another 13% of them informed that they belong to OBC category. Yet another 6% of them mentioned that they belong to BC category. Further, about 2% of them reported that they belong to SC category and only 1% of them mentioned about their ST category and 1% of the respondents did not attempt this item. The details are projected in the above mentioned table No.4.5.13.

In the next item, the researcher added a question to know the academic qualification of the respondents' parents. As shown in the table no.4.5.14,, majority of the respondents (79%) informed that their parents studied up to HSC only. Another 14% of them informed about the bachelors degree of their parents. Only 8% of the respondents reported about their mothers' academic qualification as graduation. It was strange to note that only four of the respondents' parents possess post graduation degree. The remaining students did not respond to this item. The details are projected in the following table.

Table 4.5.14

Table Showing Academic Qualification of Respondents' Parents

Level of Education	Mother	Percentage	Father	Percentage
Up to H.S.C.	310	77	320	79
Graduation	32	8	58	14
Post Graduation	14	3	6	1
No response	50	12	22	6
Total	406	100	406	100

In the next item on the information regarding the parents' occupation, 49% of the respondents informed about their parents' occupation as service and another 42% of the respondents reported about the business as their parents' occupation. While informing about their mothers' occupation, 66% of the respondents reported that their mothers' confined themselves to be the full-fledged house-wives. The remaining 6% of the respondents did not respond to this item on fathers' occupation and another 28% of them did not respond to this item on their mothers' occupational details. The details of the revelations of respondents are shown in the tabular form below:

Table 4.5.15

Table Showing the Occupation of Respondents' Parents

Occupation	Mother	Percentage	Father	Percentage
Business	7	2	163	40
Service	17	4	182	45
Others/Housewife	266	66	38	9
No response	116	28	23	6

In the last item of the personal record sheet, the respondents were asked to mention the details of their parental income. The data revealed that 68% of the respondents reported that their parents' income ranges below Rs.10000/- per month and another 26% of them reported that their parental income amounted to more than Rs.10000/- a month. Only 6% of the respondents did not respond to this item. The details are shown in the tabular form below:

Table 4.5.16

Table Showing Parental Income of Respondents

Income	No.	Percentage
Below Rs.10000	275	68
Above Rs.10000	106	26
No response	25	6
Total	406	100

Thus the personal record sheet has provided various personal demographic details of the respondents and the researcher wished to study if these personal, social, family aspects influenced their language learning output in general.

4.6 Qualitative Analysis of Students' Structured Interviews

The researcher included ten questions in these structured interviews. Majority of these questions were focused to know the learning attitude and difficulties faced by the respondents in the process of their language learning. All the students are instructed to appear for their structured interviews on completion of their personal record sheet. All the 406 student respondents appeared for structured interviews on completion of their personal record sheet. The first question was attempted to know whether the student respondents' wished to study English subject at the college level or not. While responding to this question, 399 students almost 98% of them stated that they wished to study English at college level. While specifying the reason for studying English subject at the college level, majority of the students 55% mentioned that English was essential in this global scenario and it became a global necessity. So, they wished to study English subject for various reasons. In continuation to this, the respondents were been asked to specify the reason behind their choice of studying English. All the respondents mentioned various reasons which were mentioned below:

45 students' (11%) mentioned that the study of English would help them in their career development. Some more 65 students' (16%) mentioned that it was a pre-requisite for getting a suitable placement. 46 students' (11%) mentioned that English language efficiency would develop their personality and would enable them to pursue

their further studies. The findings revealed that 9% of the students recognized the significance of English and emphasized that English should be made compulsory. But very few respondents did not consider this as a requisite. 3% of the English medium college students' felt the need for it. In the same way, 1% of the Gujarati medium college students' and 3% of the English medium college students' expressed their opinion in negation. 97% of the English medium students' and 100% students of all the five Gujarati medium colleges and 98% of Hindi medium college students also felt the need for study of this subject. Only 1% of the entire Gujarati medium college students expressed their opinion in negation. In continuation with this, the students' were asked to mention the reason behind their either positive or negative attitude regarding the significance of English subject. Their responses are mentioned in the tabular form below:

Table No.4.6.1

List of Respondents' Reasons for Studying English

Reasons	No.	Percentage
Availability of books	3	0.73
Career Development	45	11.08
Further studies	46	11.34
Global Necessity	236	58.12
Job	62	15.27
Personality Development	7	1.73
No response	7	1.73
Total	406	100

Figure No.4.6.1.1

Figure Showing List of Respondents' Reasons for Studying English
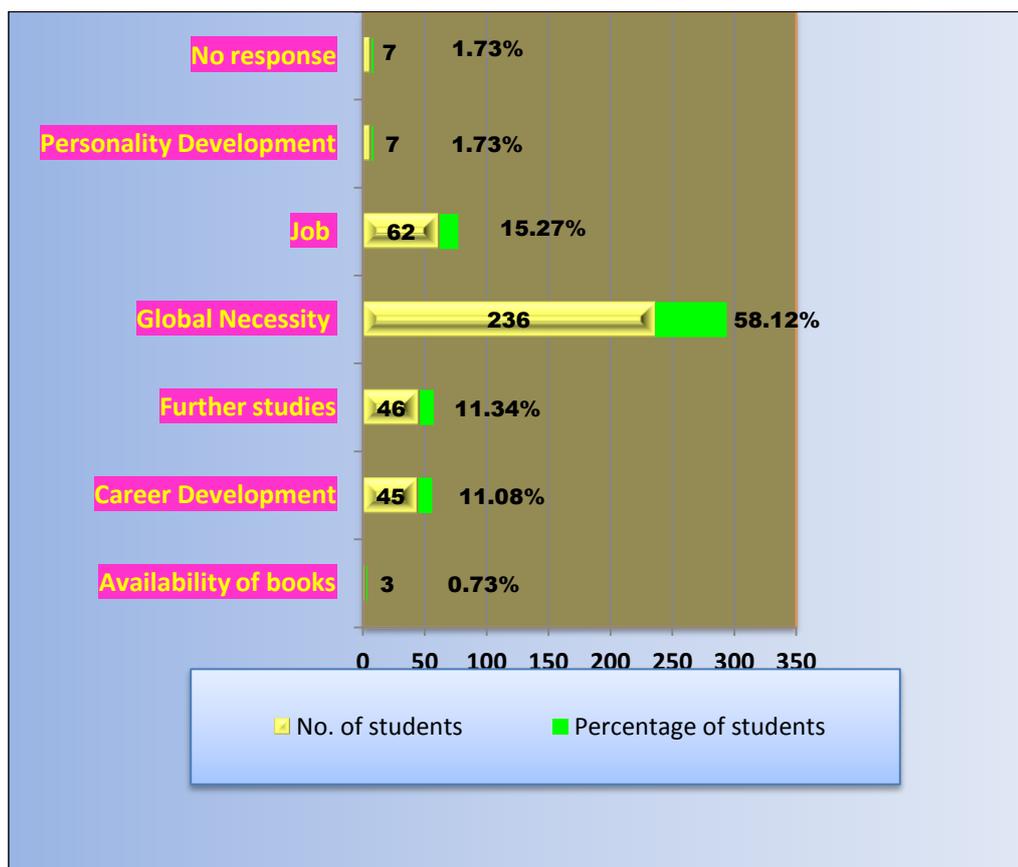
Based on the data given in the table no.4.6.1, the graph of this diagraph is plotted. The interpretation is given below.

It was revealed that the majority of the students' consider English language proficiency as a global necessity and hence they felt the need for its education. Around 16% of them considered it for the sake of getting proper job. Only 11% of the intellectual students' considered the need of English language for pursuing their further studies. In the same manner another 11% of them also reported that they needed the support of the English language for securing their career growth. Around 2% of them mentioned that they needed to develop the language proficiency for developing their personality.

Considering the number of books available in English language in comparison with other languages, these students, consider English language as a source for perceiving knowledge in any subject. It was noticed that majority of the students'

who had studied through English, Hindi or Gujarati medium of instruction, expressed the same line of thought and developed the same attitude and considered English language as a global necessity.

In the same way only 1% of the Gujarati medium students and 3% of the English medium students and 1% of the Hindi medium students expressed the 'availability of books' as the reason for their attitude and liking of English subject. The researcher noticed that the remaining students did not consider this at all as an important aspect. This negative attitude, towards this reason projects the students' unawareness, ignorance of the English language as a source of knowledge. It was noticed that majority of them also consider it for the sake of their career and job and this projected their materialistic attitude. This proved that they wished to study English subject because they could get a good job. This attitude indirectly projected the job oriented system of our education. However, seven students could not give any response to this item.

In the Item 2, students were asked to mention whether they consider English as a tough subject or not. 248 students (61%) considered it as a tough subject and mentioned that as they lack the proper foundation, they face difficulty in grasping it. 38% of them expressed that as they studied through English medium of instruction, they did not have any problem in following it and hence they did not consider English as a tough subject. Their responses are projected below in the tabular form:

Table No.4.6.2

Table Showing Distribution of Students Opinion on English as a Tough Subject

Responses	No.	%
Positive Responses	248	62
Negative Responses	157	38
Total	406	100

Figure No.4.6.2.1

Figure Showing Distribution of Students Opinion on English as a Tough Subject
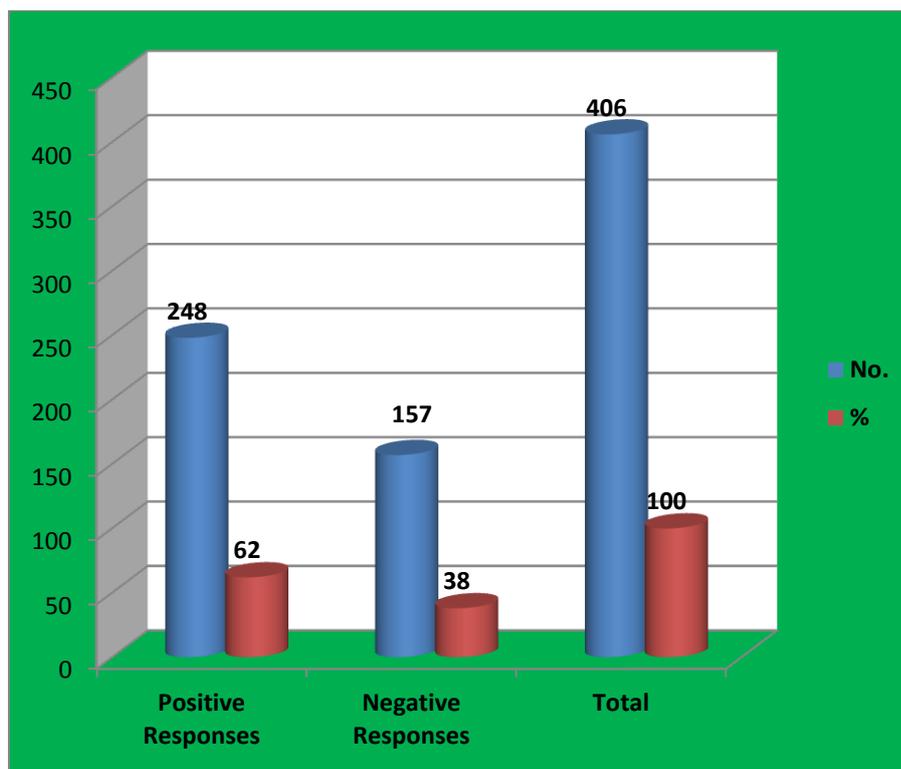
As shown in the above diagram, the findings revealed that majority of the students 61% of the students considered English as a tough subject due to their poor foundation. Some of them also opined that their regional medium of instruction was the reason for their poor foundation and reported that due to this inadequate foundation of English language, they all developed some sort of fear due to their low confidence. However, the data revealed that 39% of those students' who had studied through English medium instruction reported that they did not have any difficulty as far as the English subject was considered.

In response to item 3, while responding to an item on teachers' accent and pronunciation, 326 respondents' (75%) reported that they did not have any difficulty in following their teacher's accent and pronunciation. Another 80 students (25%) mentioned that sometimes they faced difficulty in following their teacher's accent and pronunciation. Those, who had responded positively to this item, added the regional impact on teachers' pronunciation sometimes confuses them. The details are projected in the following mentioned table and diagram:

Table No.4.6.3

Table Showing Division of Respondents' Views on Teachers' Accent and Pronunciation

Responses	No.	%
Positive Responses	80	20
Negative Responses	326	80
Total	406	100

Figure No.4.6.3.1

Figure Showing Division of Respondents' Views on Teachers' Accent and Pronunciation
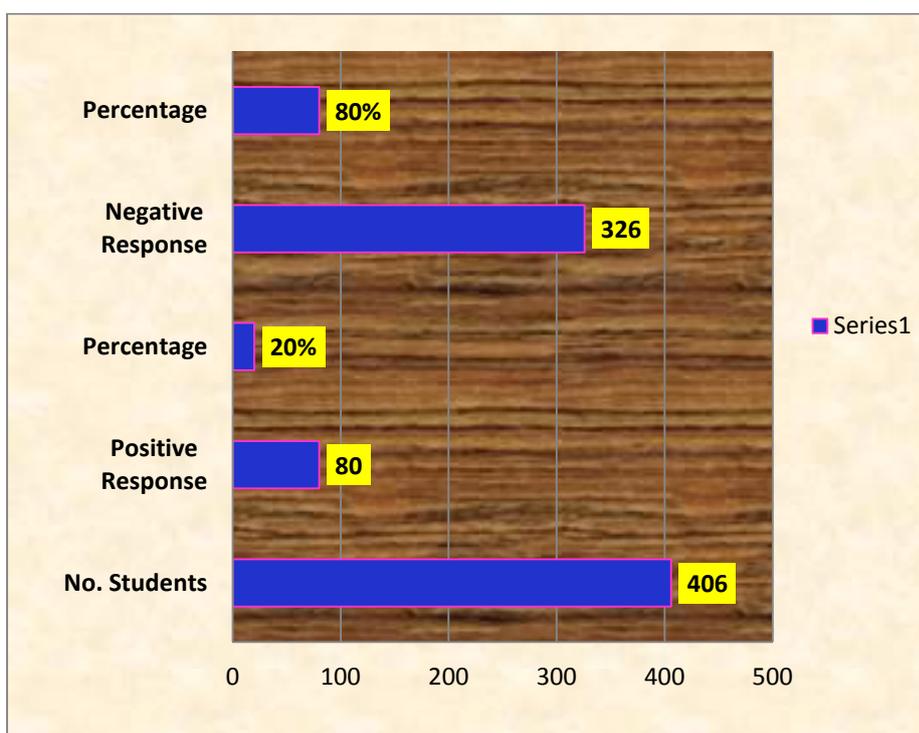
As shown in above table and diagram, it was noticed that majority of the students get accustomed to their teachers' accent and pronunciation and did not face any problem in comprehending the teachers' discourse. But the remaining 20% of the students reported that they sometimes faced problems in understanding their teachers' accent and pronunciation in the right context. The researcher also noticed the impact of regional language of the teachers on their pronunciation. As a result of this, some of the students mentioned that they face some problems only some times in this

regard. Only two students reported that they could not follow their teachers discourse easily because of the rapidity of their teachers' speech. Even teachers' pronunciations differ and six of the students reported this in their responses. Their pronunciation and their teachers' pronunciation differs while uttering a word. This vividness caused some sort of problems for them some times. The researcher also noticed that the varied pronunciations of various words. This, in turn, caused problems for the teachers and the students.

In response to the item No.4, majority of the students 394 (97%) stated that their teachers used simple language while teaching. Some of them also mentioned that sometimes they even use high language and then in that case some of the students, may fail to follow those words. While responding to the question on the simplicity of their teacher's language, majority (97%) of respondents reported that their teachers use very simple language to make them understand and they did not face any problem in this regard. Only 12 of them reported that sometimes they face problems some times in following their teachers' language due to their poor comprehensive abilities. Their responses are shown in the following mentioned table and diagram:

Table No. 4.6.4

Table Showing Respondents' Views on Teachers Usage of Simple Language

Responses	No.	%
Positive Responses	394	97
Negative Responses	12	3
Total	406	100

Figure No. 4.6.4.1

Figure Showing Respondents' Views on Teachers' Usage of Simple Language
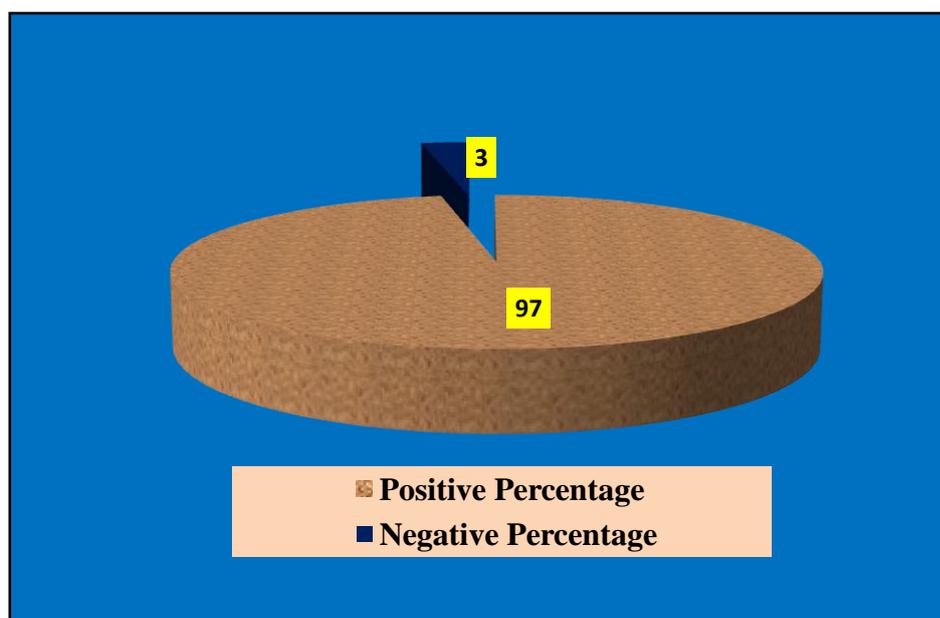
Under item No.5, the students were asked to mention whether they face any problems, while communicating with their teacher or not? 162 students (40%) mentioned that as they did not have confidence, they feel some sort of fear and hesitation to communicate with their teacher. Majority (244) of the students (60%) out of 406 mentioned that they did not have any problem in this regard.

The researcher noticed that 244 students (60%) mentioned that they did not face any problem while communicating with their teachers. The remaining 162 students responded to this item in affirmation. In continuation with this response, they had also given some reasons for their problems. They opined that their poor foundation and regional medium of instruction caused some problems in this regard.

Around 20 students responded that they faced communicative problems with their teachers due to their poor comprehensive abilities. However, another 105 students had felt that they failed to communicate properly with their teachers because of their personal, psychological, social barriers. Only two of them considered that their inability to grasp the meaning of the words uttered by their teachers sometimes caused problems in the process of their communication with their teachers. The details are given in the tabular form below:

Table No.4.6.5

Table Showing Division of Respondents' Opinion on Problem of Communication

Responses	No.	%
Positive Responses	162	40
Negative Responses	244	60
Total	406	100

Figure No.4.6.5.1

Figure Showing Division of Respondents' Opinion on Problem of Communication
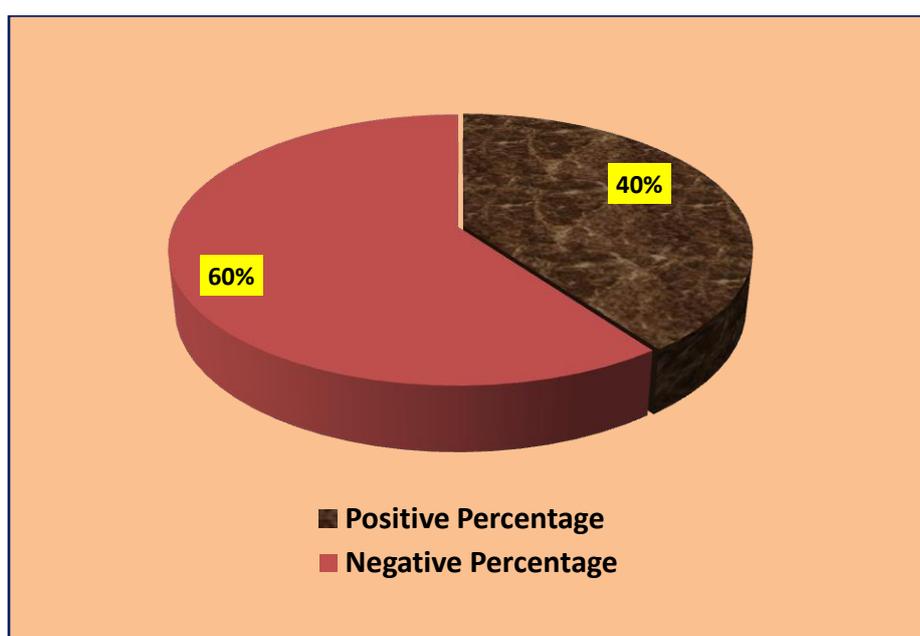
In response to item No.6, majority of the students', 378 (93%), mentioned that they followed the lessons easily. But the remaining 28 students (7%) reported that they had felt difficulty in comprehending grammatical aspects and interpretation of words and their meanings. Majority of the students 378 students responded that they did not have any problem in comprehending their teachers' discourses and the textual content. Only 28 of them (7%) reported that they face problems in comprehending their lessons. While giving reasons for their responses, 26 of them reported that they face problems due to their low comprehensive abilities. 2 of them reported that they face problems due to their poor linguistic abilities. They also added that they fail to grasp the meanings of the words momentarily due to their poor vocabulary. Their responses are shown in the tabular form below:

306

Table No.4.6.6

Table Showing Division of Students' Responses on Comprehensive Abilities

Responses	No.	%
Positive Responses	28	7
Negative Responses	378	93
Total	406	100

Figure No.4.6.6.1

Figure Showing Division of Students' Responses on Comprehensive Abilities
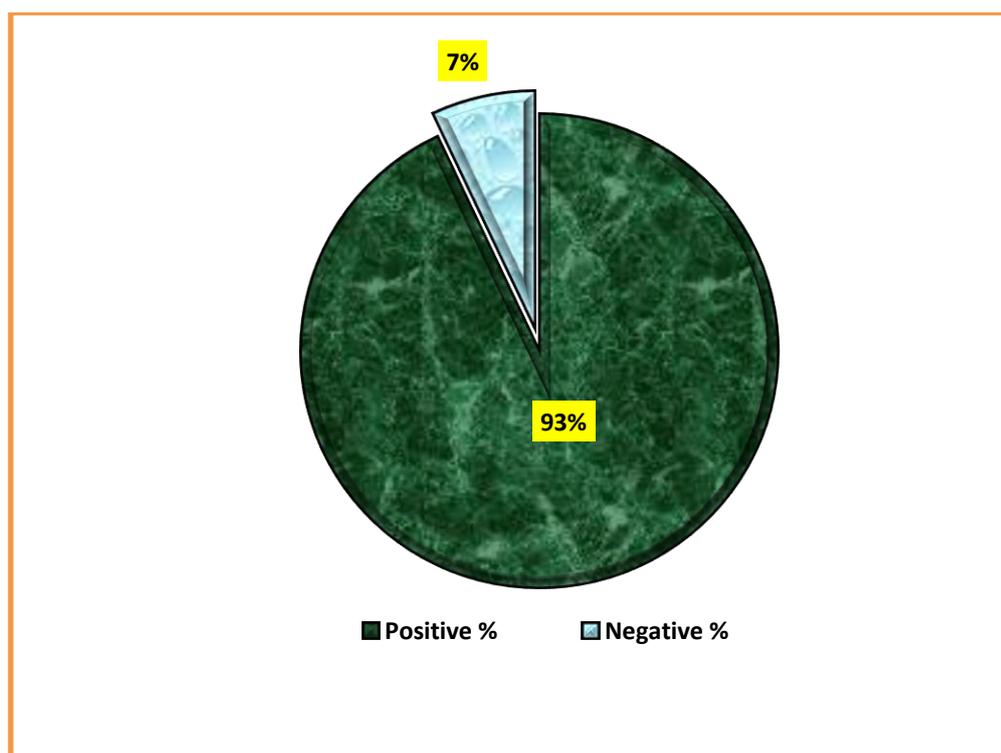
Based on the data given in table no.4.6.6. the graph of this diagram is plotted. It was revealed in the diagram that only 7% of the students face problems in comprehending the grammatical aspects and interpretation of words and their meanings and the remaining 93% students reported that they follow their lessons without any difficulty.

In item 7, students' were asked to mention if they faced any problems during the conduction of class tests, examinations or drafting of assignments. 312 students (77%) mentioned that they did not have any problem in this regard. Other 94 (23%)

students mentioned that as they did not have command over the language, they sometimes could not even understand the questions and instructions properly. 21 students could not even understand the questions and instructions properly. 21 students (5%) of them expressed about their difficulty in attempting long answer questions. Another 24 students (6%) mentioned that they could not write correct English and committed silly spelling mistakes. The revelations are shown below in the tabular form:

Table No.4.6.7

Table Showing Distribution of Students Responses on Facing Problems during Examination

Responses	No.	%
Positive Responses	94	23
Negative Responses	312	77
Total	406	100

Figure No.4.6.7.1

Figure Showing Distribution of Students Responses on Facing Problems during Examination
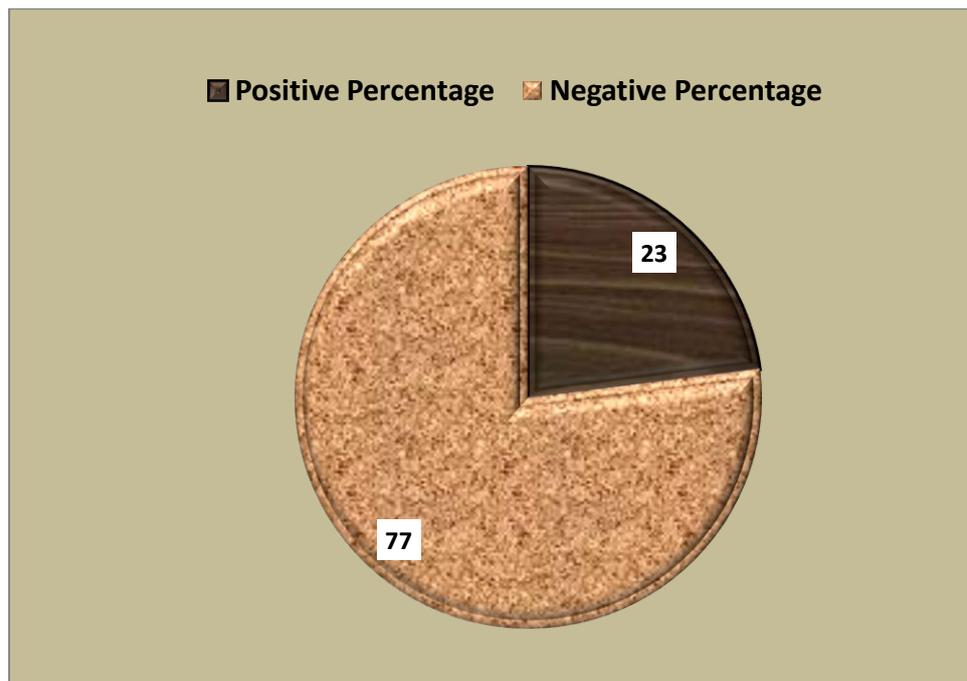
It was revealed from the findings that around 22% of the students face problems during their examination hours and while drafting their assignments. The

remaining respondents mentioned that they did not have any problem while giving their examinations and class tests or while writing their assignments. Out of these 94 students, 21 of them reported that they face problems in attempting long answer questions. 40 of them reported they face problems in comprehending the instructions and the questions clearly and thoroughly. Another 24 of them reported that they face problems as they lacked written communicative abilities. Another five students' expressed that they face problems due to their poor foundation. Only four of the respondents could not specify the problem in this regard clearly. The detailed responses are projected in the following mentioned table and diagram:

Table No.4.6.8

Table Showing List of Respondents' Problems during Examination

Problems	No.	Percentage
Attempting Long answers	21	22
Comprehending Instructions	40	43
Poor Written Communicative Abilities	24	26
Poor Foundation	5	5
Could Not specify	4	4

Figure No. 4.6.8.1

Figure Showing List of Respondents' Problems during Examination
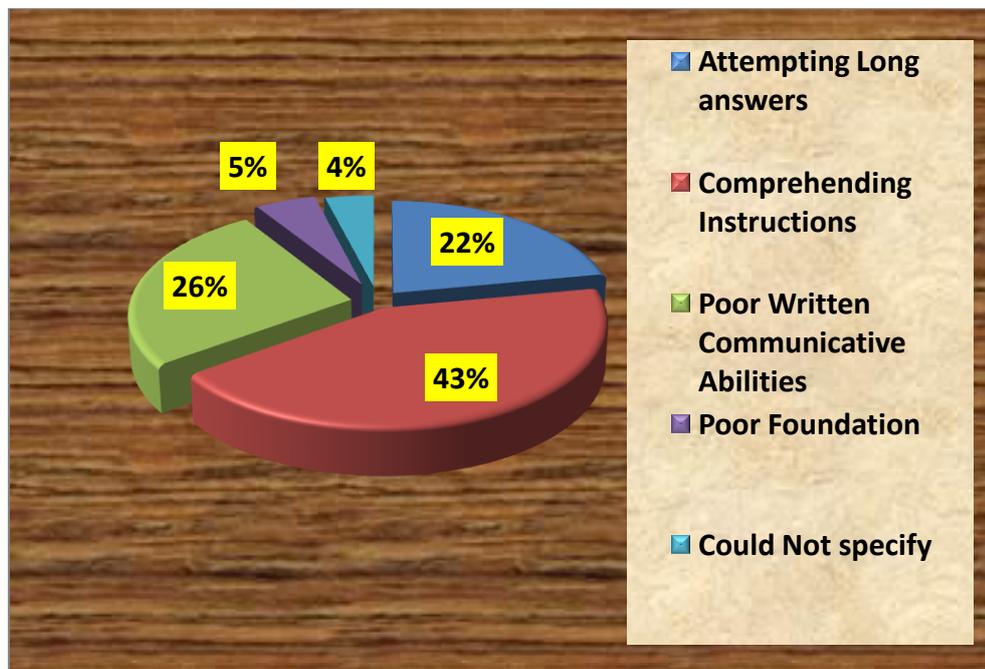
Under item 8, students' were asked to state whether they face any problems due to the heterogeneous nature of their class. 341 (84%) of students mentioned that they did not face any problem as such. The remaining 65 (16%) students mentioned that they feel some sort of complex to speak in the presence of the English medium students. Some students mentioned that English medium students considered English subject very lightly and they dominated the class room and disturb the class room atmosphere and in the same way if, the teacher, considering the proficiency level of some such students, used high language and ultimately as a result of it, the regional medium students could not follow it and created disturbance in the class. So, this heterogeneous nature of the class became a challenge even for the teacher. It was interesting to note that about 16% students recommended heterogeneous classes for the betterment of the students. The responses on the problem of heterogeneous classes are shown below in the tabular form:

Table No.4.6.9

Table Showing Division of Respondents' Views on the Problem of Heterogeneous Classes

Responses	No.	%
Positive Responses	65	16
Negative Responses	341	84
Total	406	100

Figure No.4.6.9.1

Figure Showing Division of Respondents' Views on the Problem of Heterogeneous Classes

65 students

341 students

Positive

Negative
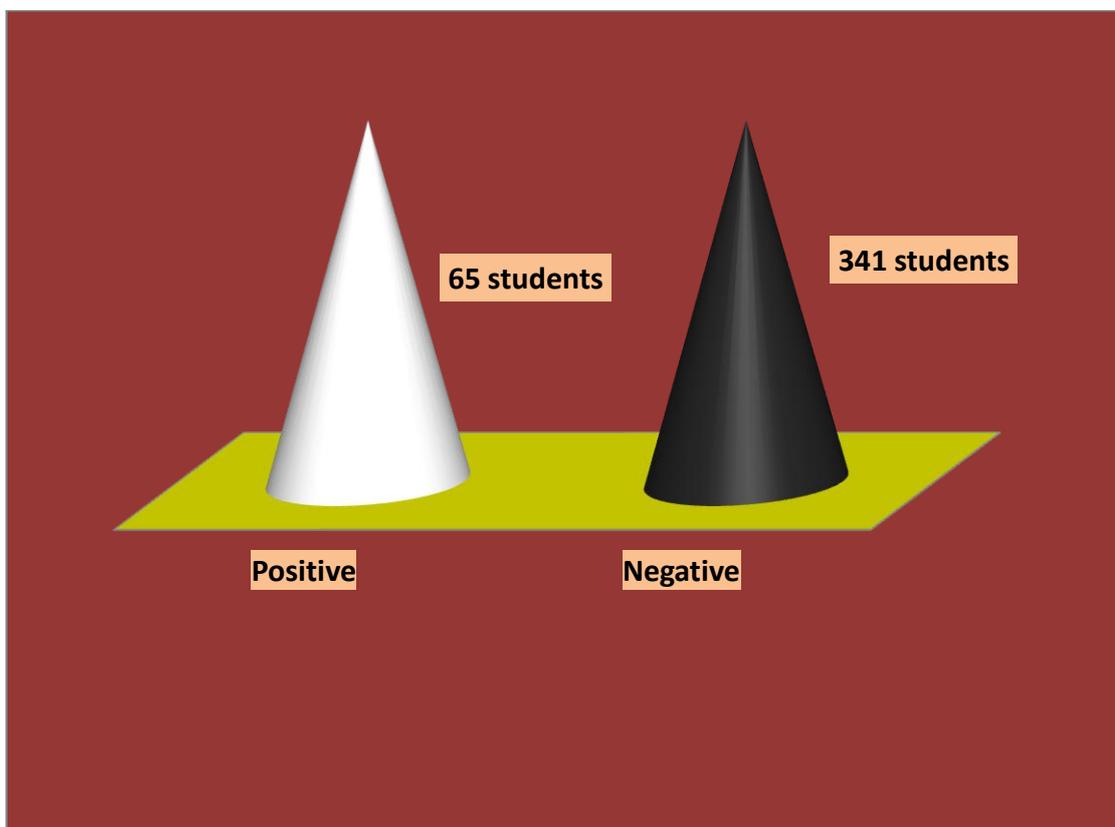
It was interesting to note that majority of the students, 341 students (84%) reported that they did not face any problem due to the heterogeneous nature of their class. But the remaining 65 students responded to this item in affirmation. While discussing this issue with the students, the researcher attempted to know the problems they face in terms of medium of instruction of their study. They listed some of the problems which are mentioned below in the tabular form.

Table No.4.6.10

List of Respondents' Problems in terms of Medium of Instruction

Problems	No. of Students
Inferiority Complex	27
Class room Disturbance	12
Attitudinal Problems	26
Total	65

As a result of these complexes, around 26 of them believed that separate classes could facilitate better in creating conducive class room environment. It was interesting to note that around 18 respondents of them considered that heterogeneous classes were better. Here, the researcher noticed that majority of the students did not consider this heterogeneity as a problem but as per the revelations of teachers opinionnaire, majority of the teachers consider heterogeneous classes as a problem of concern. So, the teachers and the students differ in their attitude in this regard. Even here, the findings revealed that complexes, phobias and attitudinal aspects of both the teachers and the students influenced their teaching or learning abilities and efficiency.

In the 9th item, students were asked to mention about the general problems, they regularly faced in learning English. Majority of the students 224 (56%) mentioned that 'poor grammatical knowledge' as the main problem for them. Another 148 (36%) students considered 'spoken English' as the common problem. Yet another 146 students 35% considered 'poor vocabulary level' as the common problem.

Some more students considered both the 'poor vocabulary' and 'poor communication skills' as the main problems they faced quite commonly in this regard. Some students mentioned that 'poor comprehensive ability' and 'poor memorizing capability' were their main common problems that they generally find in them. Some of them also mentioned that 'lack of aptitude and attitude and lack of supportive Environment' were the main barriers for them in learning English language. In order to know the general problems of the students', the researcher added this item on the general problems they faced while learning English. Their responses revealed a long list of problems as mentioned below in the following table and diagram:

Table No.4.6.11

List of General Problems of Students in Learning English

Problems	No. of Students
Communication skills	56
Grammar	224
Lack of Attitude	4
Spoken English	148
Poor Vocabulary	146
Poor Comprehensive abilities	35
Other barriers	17
Lack of Foundation	14
Lack of Environment	13
Poor Memory	4

Figure No.4.6.11.1

Figure Showing List of General Problems of Students in Learning English
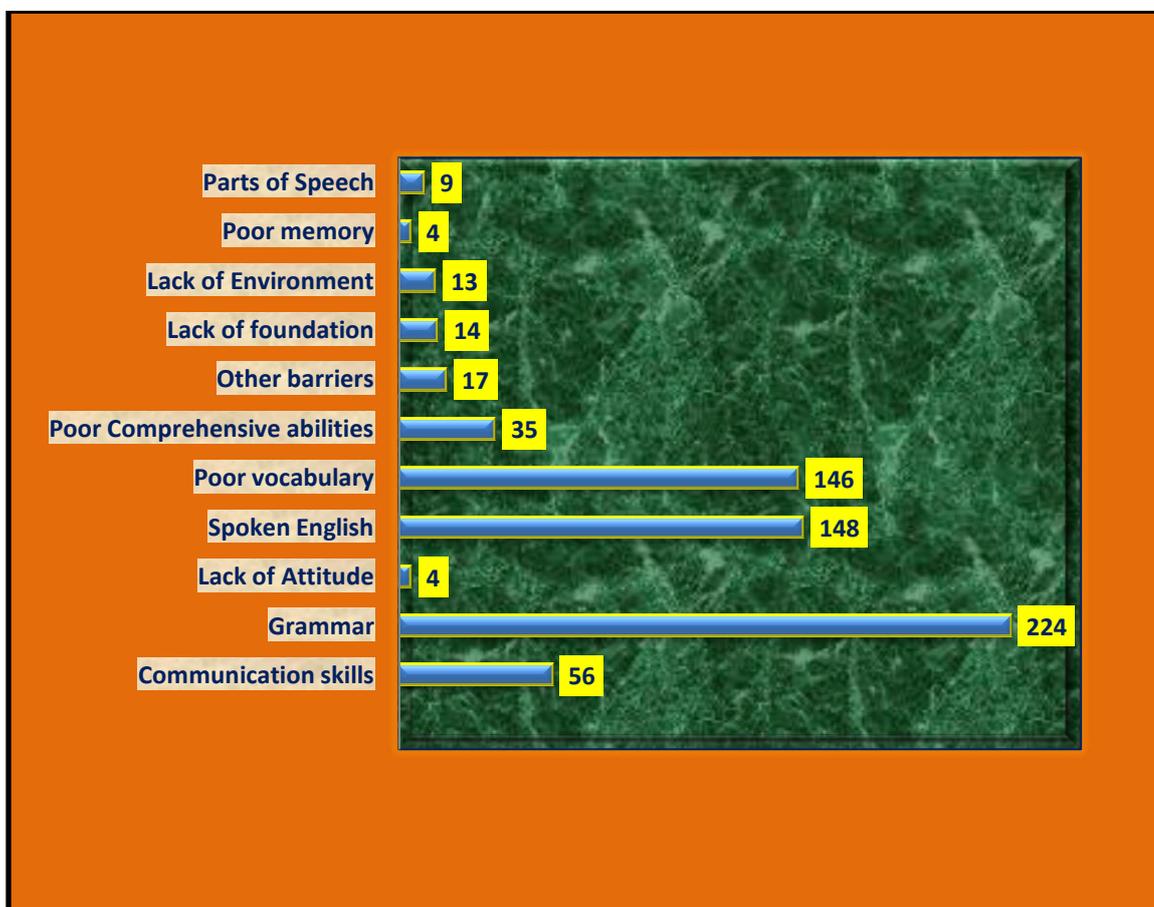
The responses revealed that majority of the students considered 'inadequate grammatical knowledge' as their major problem. Around 36% of students also realized the significance of expressive abilities and considered 'spoken English' as their common problem. Another 35% of them also included 'poor vocabulary' as the common problem faced by majority of the students.

It was noticed that some of the problems mentioned by the respondents were related to psychological, social, environmental barriers, which hindered the process of their language learning. It was also projected that the individual differences, attitudinal aspects and foundation levels also created some problems.

Under this last item 10, the researcher added a question and asked the respondents to give their suggestions for improving their performance. While responding to this, 113 students (28%) suggested that 'regular practice' would help them to improve their level of achievement and academic betterment. Another 99 students (24%) suggested that 'strengthening of the foundation' was the most essential remedy to ensure their betterment. Yet another 80 students (20%) recommended that 'extra classes' would be beneficial to them for this purpose. Another 64 students suggested that 'speech' should be made compulsory at the Under Graduate level. Even the researcher was of the opinion that without giving any weightage to the 'speaking skill' in the process of academic evaluation, it was highly impractical and improper to expect all the linguistic abilities from the learners.

It is a known fact that unlike other content subjects English remains a skill subject, like batting, in order to become a successful batsman one ought to take bat into his hands to practice. Regular practice might help to become legendary in that field. Without proper practice it is impossible to develop any skill. The researcher agreed with the respondents' view and emphasized on the need for thorough practice of use of English language in their day to day lives.

Thus, the researcher after locating the problems of their learning wished to gather the respondents' suggestions for minimizing these located problems. The respondents' suggestions are given below in the tabular form.

Table No.4.6.12

List of Respondents' Suggestions for minimizing ELTL Problems

Suggestion given by Students	No. of Students
Regular Practice	113
Strengthening Foundation	99
Extra Coaching	80
Compulsory Speech	64
Emphasis on Reading	34
Arrangement of Separate Classes	21
Creating Supportive Environment	17
Emphasis on Language Skills	17
Improvisation of Teaching	17
Watching Television	11
Adaptability of Language	7

These responses are indicated in the following diagram:

Figure No.4.6.12.1

Figure Showing List of Respondents' Suggestions for minimizing ELTL Problems
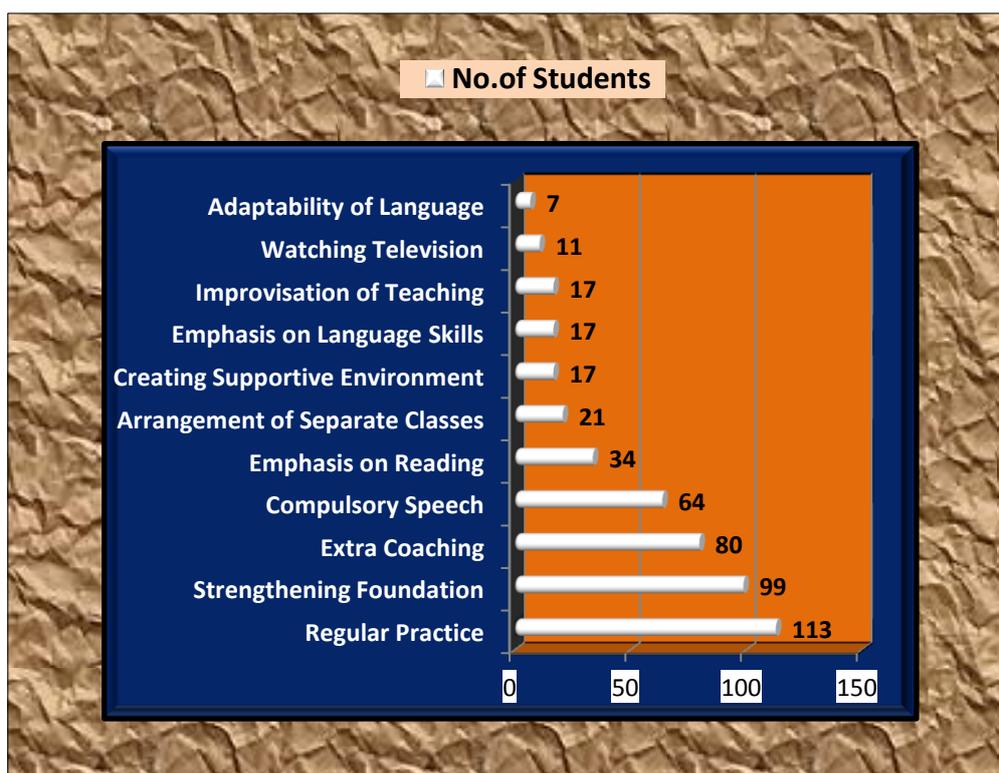
4.7 Interpretation of Analysis of Structured Interviews

Qualitative researchers typically work on conclusion making and verification throughout the data analysis processes. These researchers look for patterns and convergences in findings as the basis for drawing conclusions. So, the investigator after analyzing the data collected through the structured interviews briefly discusses the outcome of the structured interviews.

The Structured Interviews conducted by the researcher were aimed at gathering the data regarding respondents' views on their learning problems of English language at F.Y.B.Com. level. The researcher designed a format of resume to gather the personal details of the student respondents. All the respondents were directed to fill the personal record sheet before appearing for their interviews. This personal record sheet provided the data regarding personal, academic, social and financial aspects of the respondents' and their family. The second part, which contained 10 questions on English Language Teaching Learning problems, gave an opportunity to all the respondents' to mention about their views on learning problems, attitudinal aspects and so on.

To mention, some of the revelations of the analysis, it was reported that the respondents consisted of 52% (211) of boys and 48% (195) of girls. 281 students out of 406 (69%) reported that 'Gujarati' language is their mother tongue and another 63 students (16%) of them mentioned 'Hindi' language as their mother tongue. The remaining 62 students (15%) reported that other languages such as Tamil, Telugu, Malayalam, and Nepalese and so on as their mother tongue. This data confirmed that though the majority of them belong to the Gujarat State, around 31% of them belong to other states and can be considered as migrants. So, the grounding level of English language of all these migrants from other states definitely differs from that of the local students' as the language educational policies varied from State to State.

Further, the data revealed that around 59% of the respondents reported about their schooling from Government schools. 163 students (40%) of them stated about their studies through private schools. Only 1% of the students' (4) appeared as external candidates. Further, it was revealed that 86% of the respondents studied in schools located in cities and the remaining 14% studied in the schools located in

villages and rural areas. In the same way, majority of the respondents' that is 64% of them had opted Gujarati medium of instruction till their secondary level of school education. Around 22% of them opted for English medium of instruction at the school level. Yet another 14% of them stated that they had opted for Hindi medium of instruction at this level. The same medium of instruction was continued as per the data findings of the personal data sheet at the higher education level as 64% of them reported about their Gujarati medium of instruction and 22% of them informed about the English medium of instruction and the remaining 14% of them opted Hindi medium of instruction at the higher secondary level.

241 students (59%) studied English subject as one of their subjects at the school level and the remaining 165 students (41%) did not opt for English at the primary school level. In another item on their studying of English compulsory as a subject at secondary level, 45% of them reported that they studied English at this level and the remaining 55% of them responded to this item in negation. While responding to an item on the study of English subject at the higher secondary level, 69% of the respondents responded in affirmation. Around 31% of them (124) responded in negation. Only 2 of the respondents did not respond to this item.

While responding to an item on their academic performance in English subject at the secondary level, 25% of them reported that they secured marks ranging between 51% and 60% and yet another 22% of them reported about their 61% to 70% range of marks and around 13% of them reported that their percentage of marks ranged between 41% and 50%. Only 8% of them reported about their excellent performance of 70% of marks in English. 7% of them reported that their percentage of marks remained below 40% level. However, another, 25% of them reported that they did not opt for English at this level. When the researcher asked them how they could cope up without opting English, 15% of them reported that they engage themselves in tuition classes and hence they could cope up with the subject, though they did not opt for English from the beginning. While reporting about their performance in English language subject at the higher secondary level, 23% of them reported that their percentage of marks in English ranged between 51% and 60%. Another 22% of them reported that they scored 61% to 70% range of marks at the higher secondary level. Only 11% of them informed that they scored more than 70% of marks in English. Yet

another 9% of them reported about their range of 41% to 50% marks at this level. The researcher noticed that only 3% of the students reported about their low percentage of marks below 40% marks. Around 30% of the students' informed that they did not opt for English at the higher secondary level.

In another item on the details of the category they belong to. 77% of them reported that they belong to the open category. 13% of them mentioned about their OBC category and 5% of them reported that they belong to BC Category and 2% of them mentioned that they belong to SC and only 1% of them reported that they belong to ST category. The researcher noticed that around 1% of respondents did not attempt to this item.

The personal record sheet contained a question on the parental education of the respondents. In response to this item, 79% of the respondents reported that their fathers' level of education constrained up to higher secondary level only. Another 14% of them reported 'graduation' as the level of their fathers' academic qualification. Only 6% of them reported about the 'post graduation' level of their fathers' academic qualification. 5% of the respondents did not report about their fathers' academic qualification. Regarding their mothers' qualification majority of them (76%) reported that the 'higher secondary' level as the level of their mothers' academic qualification and another 8% of them reported about the 'graduation' level of their mothers' academic qualification. Only 3% of them reported about the 'post graduation' level of their mothers' academic qualification. The remaining 12% of the respondents did not respond to this item.

The researcher included a question on the details of the parental occupation of the respondents' parents. It was revealed that 40% of the respondents reported 'business' as the occupation of their father and another 45% of them reported 'service' as their fathers' occupation. 9% of them reported 'other occupations' such as 'agriculture' as their fathers' occupation and 6% of them did not respond to this item. The researcher included the respondents' mothers' occupational status details in this personal record sheet. Majority of the students (266) 66% of them reported that their mothers' constrained themselves to be full-fledged house wives. Only 4% of them reported about the employee status of their mothers and only 2% of them also

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reported 'business' as their mothers' occupation. However, 29% of them did not respond to this item.

The last item of the personal record sheet focused to know the income level of respondents' parents. 68% of them reported Rs.10,000/- as the monthly range of their parents' income. Another 26% of them reported that their parental income ranges above Rs.10,000/- per month. Yet another 6% of respondents did not give details.

The second part of this tool included 10 items on the aspects related to ELTL and the researcher has intended to gather all the details of problems of the students' during process their learning of English language. The researcher has tried to know about the attitudinal aspects of all the respondents. The respondents' responses to all these 10 questions during the conduction of structured interviews are covered in this analysis and interpretation.

The findings of the structured interviews revealed that majority of the students' realized the significance of the study of the English language and wished to study English subject at the UG level. Many of them (70%) considered English language as a global necessity, a pre-requisite for their career development and personality development. It was revealed from the findings that 61% of the respondents consider English as a tough subject, as a result of their poor foundation and face problems in grasping the textual content of their lessons. The remaining students did not consider it as a complicated subject at all and reported that they could easily comprehend the discourses and textual contents due to their proper foundation and the English medium of instruction at the school level. As far as the accent and pronunciation of the teacher was considered, majority of the students (75%) responded that they did not have any problem in following their teachers accent and pronunciation, but the remaining 25% of the students reported that they sometimes face this problem in comprehending the teachers accent and pronunciation and added that the regional impact of their mother tongue sometime confused them.

Majority of the students' (97%) reported that their teachers' always use the simplest language so that it enables them to understand. They added that if they use complicated language, which was beyond their level of comprehension, it might create problems for them. While responding to a question on the communicative

problems, they faced while communicating with their teachers', 40% of the students reported that as a result of their low confidence, they feel some sort of fear and hesitation to communicate with their teacher. While responding to an item on their comprehensive abilities, 93% of them reported that they did not face any problem in this regard and could comprehend their teachers' lectures without any difficulty. But the remaining 7% of the respondents reported that as they did not have proper grounding, adequate grammatical knowledge, they could not comprehend the meanings of the words easily and face problems in this regard.

While responding to another item on the problems faced by them during the conduction of class tests, examination or writing of an assignment, 77% of the students' reported that they did not face any problem in this context. But the remaining 67 students (23%) reported that as they did not have proper command over the language, sometimes, they could not even follow the questions and instructions thoroughly. Some of them reported that they also face problems in attempting long answer questions. Some of them also reported that inspite of their sincere efforts; they fail to draft correct sentences in English and commit some silly spelling mistakes. The findings revealed that the heterogeneous nature of the class posed some sort of problems sometimes for some students.

A vast majority of 80% of students' did not consider this heterogeneity nature of their class as a problem at all and infact, some of them believe that such heterogeneous classes facilitate better language learning and welcomed these heterogeneous classes as a remedial measure for improvising the present scenario of English language teaching-learning. But the remaining 85 students' (35%) reported that they face some psycho, social, cultural, personal barriers, which constrain their expressive abilities. As a result of the high proficiency level of some of the students in the same class, they develop some sort of phobias and inferiority complexes and avoid themselves interacting in the class. As a result of this complex, they remain silent and less interactive in the class. They expressed that separate classes could facilitate such students' in a better way. The researcher noticed that this heterogeneity of the class is projected as a major problem by most of the teachers.

But in contrary to this, majority of the students' did not consider this as a cause of concern. The researcher attempted to know the general problems faced by the students' in the process of their language learning in the next item. The researcher through the respondents' responses located the following problems such as poor communication skills, inadequate grammatical knowledge, lack of aptitude, lack of attitude, lack of supportive environment, lack of foundation, poor memory, other personal social barriers, parts of speech, spoken English, low comprehensive abilities and poor vocabulary. All these problems were reported as the major problems by many of the respondents. In the last question, the researcher attempted to know about their suggestions to minimize these teaching-learning problems from their end. The respondents came up with a long list of suggestions such as adaptability of the language, emphasis on language skills, creating supportive environment, compulsory speech, developing confidence, participation in extra classes, strengthening foundation level, regular practice, referring books and dictionary regularly, reading, enhancement of teaching, separate classes, and even watching TV would help them in improvising their language output.

4.8 Analysis of Focus Group Discussion

The Focus Group Discussions were useful for exploratory research when little is known about the topic (Brodigan 1992). This is particularly important in education and psychology, because this approach can be used to collect descriptive information to test the experiences of selected target individuals (Baca 1989). The Focus Group Discussion is a tool for obtaining the perceptions, attitudes and interpretations of the key stake holders regarding research findings. So, the researcher has chosen this tool for the present study.

Hence, the findings of the study which were identified the teaching learning problems of the teachers and the learners at the undergraduate level in general and F.Y.B.Com level in particular were presented to a Focus Group of teachers, with an intention to obtain the data about their perceptions of the findings. The researcher has gathered the suggestions of these college teachers and discussed each and every problem at length during the course of discussion.

Here, all the teacher respondents participated in the Focus Group Discussion and attempted to determine their professional developmental needs related to class room instruction and their interest in attempting for professional development. These discussions facilitated the researcher in finding out the solutions and remedial measures to all the identified problems. The researcher wished to involve all the concerned language teachers purposefully in finding some adaptable remedial measures to minimize the English Language Teaching-Learning problems. In fact, they are more appropriate participants for answering some of such research questions. The researcher has felt that all these teachers are the most appropriate persons for participating in the Group Discussion and responding to the questions related to the present research, which is exploratory and explanatory in nature.

Thus, considering the appropriateness of the Focus Group Discussion, the researcher has utilized this tool for her research study. After administering all the three tools such as Teachers' Questionnaire, Opinionnaire and Students Structured Interviews on the selected sample of teachers and students, the researcher attempted to find out the teaching learning problems of teachers and learners of English. As per the revelations of both the teachers and the students views, the researcher identified various teaching-learning problems in this regard.

The researcher, after identifying all the problems, attempted to categorize them into various segments. After finalizing the segmentation, the researcher, as decided earlier, contacted the moderator and finalized the date for conducting Focus Group Discussion and she had also sent letters of invitations to all the concerned teachers. Then, as per the strategy, the researcher conducted this Focus Group Discussion under the monitoring of a Senior Language Teaching Expert Professor. All the identified problems are discussed at length and the discussion has been continued for about two hours and the details of the summary of the Focus Group Discussion are mentioned in the succeeding pages.

4.9 Interpretation of Analysis of the Focus Group Discussion

The findings of the Focus Group Discussion are mentioned below in the tabular form.

Table No.4.9.1

Table Showing List of Constraints and the corresponding components in Language Learning

Sl. No.	Constraints	Components
1	Technical/Administrative Constraints	1. Overcrowded Classes 2. Inadequate Infrastructural Abilities 3. Medium Disparity 4. Lengthy Syllabus 5. Incompatibility with the Syllabus 6. Examination Oriented System 7. Faulty Method of Teaching 8. Heterogeneous Classes 9. Practical Difficulty in Evaluation
2	Environmental Constraints	1. Lack of Exposure 2. Lack of Environmental Support 3. Family Background 4. Lack of Parental Encouragement 5. Passive Interaction 6. Lack of Motivation 7. Lack of Communicative Need 8. Mother-tongue Interference
3	Psycho Sociological/ Personal Constraints	1. Lack of Interest 2. Lack of Attitude 3. Lack of Confidence 4. Lack of Foundation 5. Inadequate Grammatical Knowledge 6. Lack of Aptitude 7. Individual Differences 8. Poor Comprehensive Abilities
4	Pedagogical Constraints	1. Unawareness of the Objectives of Teaching English. 2. Problem of Declining Standards 3. Poor Communication Skills 4. Lack of Training 5. Improper Lesson Planning 6. Teaching of Grammar

As stated in the Table No.4.9.1 above, the researcher, considering the nature and aspects of the findings has categorized all the identified problems and limitations into four different cadres as mentioned below:

- ➢ Technical/Administrative Contstraints
- ➢ Environmental Constraints
- ➢ Psycho, Sociological/Personal Constraints
- ➢ Pedagogical Constraints

Figure No.4.9.1.1

Diagram Showing List of Constraints
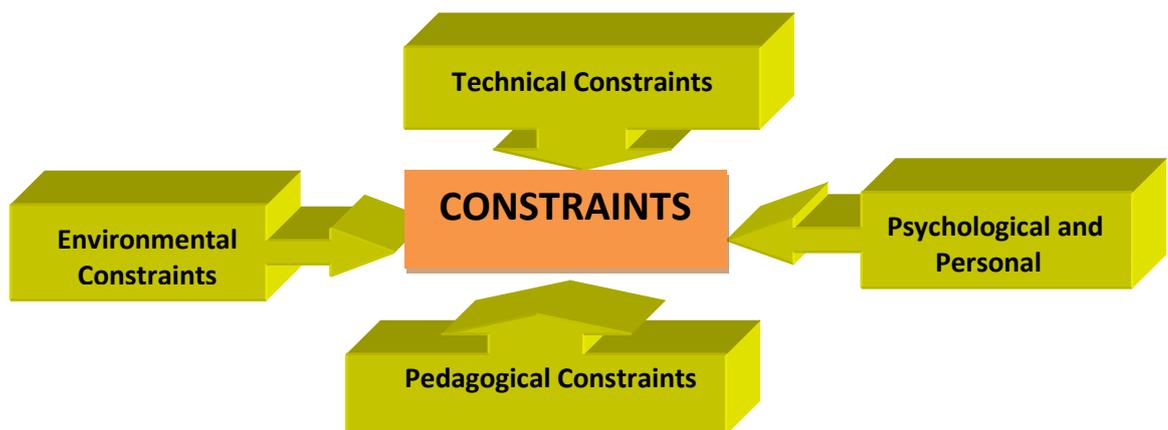
4.9.1 Technical/Administrative Constraints

The first segment of analysis focused on the Technical Constraints and the researcher included some of the following mentioned problems which became impediments in the process of English Language Teaching-Learning. The monitor presented all these problems to the Focus Group and invited them to join the discussion on this issue. All the problems were discussed one by one at length and the discussion concluded with the suggestions and recommendations from the teachers and the monitor for minimizing these problems. The problems which are identified by the researcher are discussed by all the participants of Focus Group Discussion are listed below along with their suggestions and recommendations.

4.9.1.1 Over Crowded Classes

When the monitor raised this issue as a problem and welcomed the discussions of the respondents on this issue, all the teacher participants agreed consensually about the disturbances caused by the excessive strength of English class rooms. Further, it was pointed out that it was very difficult for the college teacher to check the errors and spelling mistakes committed by the students during the class period. Further, the teachers agreed that they could not pay any personal attention to all their students due to certain constraints. They all finally believed that the teaching of English to overcrowded classes became a challenge for all the language teachers. After discussing this issue at length, the monitor and the teachers gave following suggestions to tackle this problem of excessive strength.

➢ One of the respondents suggested that this problem can be minimized by considering group activities in the class room.
➢ Another teacher suggested that the focus of teaching should be shifted from the teachers to the learners and recommended learner oriented teaching.
➢ One of the other respondents pointed out that this problem can be solved to some extent by directing the students towards self directed learning.
➢ Yet another teacher stressed on the need to adopt some innovative techniques of teaching for minimizing these problems related to English Language Teaching-Learning. Here, the teacher is of the opinion that the existing conventional methods have become inappropriate to the present scenario of educational needs and believed that there should be some change in the methodology of teaching.

The suggestions given by the monitor included Peer teaching, Peer tutoring, Problems Based Teaching and Project Based Teaching. The monitor also suggested that grouping learners of the same status as per their learning abilities might reduce the problems of the teacher to some extent.

In the same way, while explaining the suggestions, the monitor mentioned that Peer tutoring which involves the special supervision of students or welfare of the students in small groups by the concerned teacher could also minimize the English language teaching-learning problems of both the teachers and the students. Further,

the monitor also explained how this Problem Based Teaching could ensure better teaching learning environment. The monitor added that infact, if the teacher focuses her teaching on the problems; the students would become more enthusiastic and might be motivated to learn the language as a solution to their problem.

The monitor explained that this type of Project Based Learning could also be a solution for facing the challenges of the overcrowded classes. The monitor advised the teachers to group the students on the basis of their intellectual abilities and then after appropriate grouping, project works might be allotted to a single or group of students. The monitor added that this type of involvement of project team would develop sharing of responsibilities and it would lead to develop contributing, coordinating teacher learning abilities. This type of teaching would improve the learning output of the team members and it would result into better development of language teaching-learning abilities. *The results of this study reinforced the findings of several other studies by Usha Rani (1992), Virgenia (1989), Veena (1982), demonstrating the impact of 'excessive strength' on language learning abilities.*

4.9.1.2 Inadequate Infrastructural Abilities

The teacher respondents pointed out that inadequate infrastructural abilities and improper seating arrangements in the class room also posed some problems for the teachers. While discussing this issue, the teachers expressed their general consensus on this aspect and opined that they did not have any solution to this problem in the capacity of a teacher. It was suggested that the Government and the institutional management should be informed about this issue. If the Government and the Management would agree to accommodate optimal number of students' in each and every class, this problem might be totally solved.

4.9.1.3 Medium Disparity

Majority of the students and teachers mentioned that the medium of instruction of the previous background studies of the learners would highly influenced their present learning efficiency and output. Hence, considering this medium disparity, which results into individual differences in their learning abilities majority of the teachers, projected this as a problem. All the participants of the Focus Group

Discussion discussed about this issue at length. While discussing this issue, it was noticed that all the teachers did not consider the option of establishing pure English, Hindi or Gujarati medium colleges as a solution to this problem. Considering the status of English in our state, all the teachers opined that since 1995, the first generation learners were learning the subject. But now even the common man realized the value of English and the majority of the students consider it as a global necessity. But practically, it is not possible to establish English, Hindi or Gujarati medium colleges everywhere separately.

So, considering the limitation, the teachers were advised to tackle the heterogeneous groups attentively. It was believed that considering this limitation as an option, if the teachers would develop that ability to tackle individual differences of the learners differently, they could wipe up this problem of medium disparity to some extent.

4.9.1.4 Lengthy Syllabus

Majority of the teachers reported that syllabus prescribed at the UG level was too lengthy. Further, they conveyed that as the majority of the students lack the proper grounding, adequate foundation and they were unable to understand the concepts of textual contents and as a result of this, most of them consider English language subject as a tough subject. One of the participants expressed that he/she always feels the shortage and crisis of the time for completion of syllabus on time. Considering this as a major problem, all the participant teachers discussed about this issue and their discussion concluded with the following suggested remedial measures.

➢ Basically, in order to tackle this issue of lengthy syllabus and its related problems, the teachers should change their method and should attempt to develop independent learners. The teachers should not encourage spoon feeding. The teacher should just help them as a facilitator.

➢ They should encourage self study mode. The results might be slow in the beginning but the teachers would feel it better way that in course of time, it would definitely enhance the learning abilities of the students and they would try to learn faster.

- It was also suggested to include students in the process of teaching-learning. The teachers were advised to select some advanced learners and guide them with a proper technique to help their friends and classmates. Thus, the students' involvement in the process of teaching might minimize these types of barriers and would facilitate language learning.

- As suggested earlier, it was recommended to concentrate on the product.

- The monitor suggested that ICT enabled teaching could become a solution to this problem. The monitor suggested that the managing authorities of all the grant-in-aid and non-granted colleges should realize the need for proper, adequate infrastructural abilities to facilitate language learning. The authority should be directed to provide that education, which ensured sustainable development and successful career of the aspirant. Technology enabled teaching would facilitate better language learning abilities.

4.9.1.5 Incompatibility with the Syllabus

Majority of the teachers projected that there was a vast gap between the syllabus prescribed for commerce college students and its relevance of that knowledge in their practical lives. *The studies of Tedla (2007, Charudutt (2006), Desai (2002), Deshmukh (1997), Anjilvelil (1996), Frances (1985), Patil (1985) and Sundara (1984) observed that the syllabus of the English language at various levels was not in tune with the objectives of the teaching and the needs of the student learners.* All these researchers emphasized on the functional English course syllabus at this level. Hence, this inappropriate syllabus issue was projected as a problem, which constrained the teachers' efficiency of teaching. Though all the teachers could not become the syllabus designers, each and every teacher should to think over the following mentioned remedial measures for minimizing this gap in syllabus issues.

- It was suggested that the teachers along with their request to revise the syllabus as per the relevant needs of the learners should also think of the time allotment of three periods per week was sufficient or not.

- In the same way, it was suggested that the concerned department of English should encourage off campus activities and also should take initiative to take their students to industrial visits for a change.

➢ The teachers were also advised to divide the students into batches to accommodate all of them in such off campus teaching activities. This sort of visits would enable them to know how the knowledge of English would facilitate the corporate communication in every field.

➢ The syllabus lacunae could be filled up by teachers' ability to motivate the students to realize the significance of studying English language.

➢ Each and every teacher should consider himself/herself as the designer of the syllabus and should take initiative to teach keeping in mind, the objectives of teaching English.

➢ The syllabus designers should also study, analyze the relevant needs of the society and accordingly should make necessary changes quite regularly in the subject of Compulsory English and Commercial Communication as per the changing needs of the society.

➢ The syllabus should be upgraded as per the changing needs in the field of communication in the corporate sector.

4.9.1.6 Examination Oriented System

While sharing their experiences with others, some teachers expressed that the students basically focus on examinations only. They were not interested to develop language skills at all. Instead, they aim to pass the examination. They also mentioned that even at the personal level, sometimes the teacher would pamper their students. But the students were mainly interested in getting passing marks. They did not realize the importance of communicative abilities and their requirement of these skills in their personal/professional lives. This examination oriented learning procedure of the learners would sometimes trouble the teacher and the teacher would lose the spirit, initiative and enthusiasm. It was pointed out that when the students were not ready to go 'extra miles' for developing their language efficiency, this hostile attitude of the learners indirectly would discourage the teachers attitude and spirit. *The investigations of Neelaveni (2005), Patil (1985), Aziz (1984), Joshi (1984), Patrikar (1981), Gadgil (1978), Keller (1978), Sogani (1977), and Mishra (1968) have also supported this finding and highlighted the need to change the existing pattern of examinations.* The suggestions included the following measures.

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The monitor suggested that personalizing was practically not possible with all. It would rarely work. As it was rightly said that we could take a horse to the water; but we could make it drink. The monitor advised that the teacher should be friendly in motivating their students in developing positive attitude towards the language. Here, the monitor also pointed out the need to maintain the gap between the students and the teacher. The monitor welcomed friendly attitude of the teacher but at the same time she/he would advise them to be little cautious and careful. The teachers should change their attitude, style and should sincerely attempt to create supportive learning atmosphere. Teachers personal attempts could really be helpful in this context.

- As suggested earlier, in addition to the class room oriented bookish teaching, they should also take their students to banks, offices, to teach them situational conversations practically.

- The monitor opined that in this high-tech era written communication needed to be taught in a proper comprehensive manner and the teacher should make use of latest teaching aids for this.

- The teacher should adopt the role play module to inspire at least some of his/her students.

- It was suggested that the emphasis on project works should be encouraged as per the changing scenario to ensure better language learning.

- It was suggested to involve student volunteers in such projects to improve the present ELT scenario.

- It was also recommended that the students should always be encouraged to participate in talk shows and debates.

- The teacher should be a stimulator to activate, arouse, awaken, encourage excite, inspire, instigate, kindle, motivate, prompt, provoke and quicken thoughts and feelings of his/her students.

- The teacher should make them think over commercial and management issues.

- The teacher should teach her/his students how to present his/her views and how to compare his/her views with others.

➢ The teacher should guide his/her students properly in setting their targets.

➢ The teacher should pay full concentration to design the entire project which can motivate many of his/her students.

➢ The teacher should encourage the students to write the report of the day to day activities. Such activities would help in developing their communicative abilities.

4.9.1.7 Faulty Method of Teaching

It was reported by many teachers that the present system of lecturing did not give enough scope for developing communicative and comprehensive abilities of the students. It was reported that some teachers enter into the class with the prescribed text book opens it and start reading the passage from the text themselves and then convey the meaning of those words to the students in their regional language. It was also reported that some other teachers who adopted the direct method, teach English through the medium of English to heterogeneous group of students in each and every class. Thus, the style and the methodology of teaching varied from teacher to teacher and from college to college. Those teachers, who adopted the translation method, used regional language to the maximum extent. It was noted that this method would not leave any scope for the students to learn communicative skills in English language. So, the present system which did not emphasize on the development of all the four language skills was found to be totally examination oriented and teacher centered. Hence, this faulty method of teaching was also considered as a problem which posed some problems to the students.

Several other investigations by Chen, Meng and Sun (2010), Raja (2005), Arthur and Judith (2003), Kudesia (1987) and Natraj (1984) also confirmed this finding and observed that the present system was improper and suggested other techniques like Collaborative Learning and Group Discussion Techniques as proper methods of teaching language. Kudesia (1987) and Natraj (1984) emphasized on the effectiveness of Group Discussion Method. Liang (2002) had found that Cooperative Learning enhanced the oral communicative competence of the learners. Arthur and Judith (2003) had found that the discussion based instructional activities supported the development of understanding. Elliot (1997), Dave (1996), Padmaja (1996), Paliwal (1994), and Speth and Brown (1988) had also confirmed the significance of

appropriate approach in language learning and emphasized on the Communicative Approach as the most appropriate one. Jadeja (1988) had found that new techniques of teaching facilitated greater use of language within the class room. Kotak Gira (1981) found skills approach which developed the reading proficiency as the better one and Sabarwal (1978) had observed the Grammar Translation Method and Bilingual Method were most effective in comparison to other methods. All these findings indicated the need to change traditional lecturing style and recommended various other techniques and methods to promote better learning language abilities.

All the respondents discussed this issue and their discussions concluded with the following suggestions:

➤ The focus should be shifted from the teacher to the student. It was true to believe that good teachers were more valuable than good methods of teaching. But it did not mean that the effective methods of teaching would improve the quality of teacher efficiency of teaching. The teachers' skills of application of those aspects would matter in the class room teaching-learning process.

➤ So, the teacher should choose appropriate style and method to do justification to their profession.

4.9.1.8 Heterogeneous Classes

Majority of the teachers and some of the students projected the nature of heterogeneous classes as a cause of concern. It was reported that each class contained different groups of students with varied levels of intelligence. Some of the students might have come from English medium background and some others might be from Gujarati medium background. As a result of this, they all differ in their level of acquisition of their English language knowledge and proficiency. Considering the extreme differential level of proficiency, the teacher feels difficulty in selecting a common methodology which suited to that heterogeneous group. The respondents along with the monitor recommended the following mentioned remedial measures to minimize these problems:

➤ The teacher should adopt the Communicative Language Programme for upgrading the level of communicative abilities among the learners.

➢ The individual differences could be minimized by arranging special remedial classes for the weaker students.

➢ The teachers should also encourage peer tutoring and involve bright students to support and help weaker students in their projects and tasks.

4.9.1.9 Practical Difficulty in Evaluation

Some of the above mentioned problems also cause some other co-related problems for both the teachers and the students. The issue of excessive strength of class was projected as a cause of concern which constrained the efficiency of the teacher. It was reported by some teachers that it would lead to some pedagogical problems for the teachers as the teachers could not give equal importance to all the four language skills during their lecturing except listening. It would also pose practical difficulties for the teachers in evaluating the students' performance in the class rooms individually. Further, it would also create some sort of gap between the teacher and the student as the teacher could not pay personal attention to each and every student in such large classes. However efficient the teacher might be, it was practically impossible for any teacher even to remember the names of the students in such large classes. In the same manner, the individual differences of the teachers and the students also affected the class room environment. Sometimes such overcrowded classes might also create some sort of managerial problems for the teachers. They could not facilitate 100% attentive listening due to the noise pollution created in the class room. The respondents suggested the following suggestions for tackling this issue:

➢ Considering the teaching of skill subject as English, the Government should look into this regard and delimit the strength of a class to an optimal limit.

➢ Language teaching should be considered different from the teaching of other subjects. So, all the concerned authorities should consider the significance of interaction and practical knowledge and should take necessary steps to solve this problem of excessive strength in order to ensure better language learning environment.

4.9.2 Environmental Problems

The second segment of discussion focused on the environmental constraints which have become obstacles in the process of English Language Teaching-Learning. All the located problems were discussed at length. The identified problems along with their recommendations and suggestions are mentioned below:

4.9.2.1 Lack of Exposure

Majority of the teachers pointed out that many of their students did not have sufficient exposure to English language. While discussing this issue, one of the participants shared his/her experience in this regard. The teacher reported that she discussed about 3 to 4 interesting books with his/her students' in brief and suggested them to read those books. The teacher informed them that he/she would like to discuss on the aspects of these books after 8 to 10 days. The teacher who expected reasonable number of responses from the students was disappointed to see only one student out of the entire class who responded positively to it. The teacher had felt that if the suggestion was not voluntary and if he/she had assigned any number of marks for that work then, the teacher might have seen more number of positive responses to such activities. As a result of their poor inadequate exposure to English language, many of the learners developed a sort of fear towards English subject. This issue was discussed by all the respondents and the discussion concluded with the following suggestions:

➢ As English was considered as a skill oriented subject, all the students should be exposed to it in their day to day lives. Until or unless they accept, it as a part of their regular learning, they could not develop that level of confidence which they require at this level.

➢ The monitor suggested that careful attitude of the teachers and their effective application of the modern approach of language teaching would enhance the level of exposure to the subject.

➢ The researcher opined that as per the recommended suggestions, all the teachers should change their attitude towards their profession and should try to guide their students by becoming their friends, philosophers and guides to some extent. This would reduce the communication gap between the teacher and the student and the

students would also have some additional exposure to English language through their concerned subject teacher.

4.9.2.2 Lack of Environmental Support

The problem of lack of cohesive environment was discussed at length as a problem during the conduction of Focus Group Discussion. Both the students and the teachers considered it as a problem. The teachers reported that sometimes, their students' hostile attitude de-motivates their attitude and that was reflected in their teaching. The following suggestions are given at the end of the discussion.

➢ It was suggested that all the teachers should make their sincere efforts to cultivate virtues like attitude and aptitude by giving them relevant demonstrative illustrations.

➢ It was also agreed that it was the responsibility of the teacher to create ample of opportunities for the student to use English language in and outside the class room.

➢ The teacher should develop those motivational abilities to facilitate better supportive language learning environment.

4.9.2.3 Family Background

The personal record sheets of the students projected that some of the students were fortunate to have a supportive family background and they receive proper care and guidance from their parents and family members. But majority of the students' responses revealed that their parents did not have higher level of education to support them properly and guide them academically in this regard. They did not know about the importance of the subject themselves and sometimes because of their ignorance they allowed their children to leave this subject as an optional subject. This sort of attitude resulted into some problems for the learner. This problem could be solved by adopting the following suggested recommendations:

➢ The teacher should conduct counseling sessions with the first generation learners and should try to let them know the significance of English language learning which ensures sound career growth of their children.

➢ Regular parental meetings to maintain the rapport would improve to create supportive learning environment in and outside the campus.

4.9.2.4 Lack of Parental Encouragement

Some parents take maximum care from the very beginning of their children's academic career and extend their full support in framing their children's career successfully to a greater extent. But some of the students did not have that sort of supportive parental care and as a result of this, they did not have adequate grounding of their subject. This problem could be tackled by adopting the following mentioned remedial measures.

➢ The teachers should take special care and attention for such students, who did not have parental support in their academic line. By their sincere efforts they could fill up this hiatus with their initiative and encouragement.

The teachers should organize counseling sessions for developing general awareness among the parents.

4.9.2.5 Passive Interaction

The survey revealed that the size of the class of old colleges was considerably large and it was above 150 to 170 students per class. But it was also revealed that the teacher-student ratio in all these classes was not at all encouraging. When the ratio was not proportionate, naturally it was not possible practically for the teacher to pay attention to each and every student. It was obvious that English being a skill subject needed emphasize to develop the linguistic abilities. Each and every student should be directed to use the language practically. In subjects like sciences, practical demonstrative works demand a definite limit to the size of the class. Accordingly, all the students were grouped into different batches for their practical work. But, though English as a subject deserves such special attention as a practical skill oriented subject, nobody took special care to minimize the strength of the students in each class for this practical demonstrative works. Hence, the present conservative teaching was totally teacher centered and would not leave any scope for the class room interaction. This resulted into passive or no interaction from the students. This posed some sort of hindrance for the teacher. This problem was discussed at length during

the course of the Focus Group Discussion and it concluded with the following mentioned suggestions:

➢ Considering the nature of the subject, it should be recognized that the practical work in the teaching of English demanded optimal number of students. So, proper care should be taken while deciding the class strength.

➢ All the language skills should be given due weightage.

➢ Communicative language pattern should be adopted to encourage interaction from the students.

➢ The teacher should undergo a special training to handle spoken English classes effectively.

4.9.2.6 Lack of Motivation

It was pointed out by majority of the teachers that motivation, which plays a crucial role in learning a language is found to be absent or inadequate in the students. In order to learn a second language, the learner should make himself ready to learn the language. But the teachers revelations revealed that majority of their students lack this initial drive which is necessary for acquiring language efficiency. They lack the curiosity and they did not develop the desire for stimulating the new experiences in this regard. This attitude badly influenced their second language learning. Hence, majority of the teachers considered this as a problem to be tackled and discussed this issue at length in course of the Focus Group Discussion. The discussions concluded with the following mentioned suggestions:

➢ The teacher should develop his/her motivational abilities to draw the attention of the learners towards the language.

The learners should be oriented towards the significance of their second language learning.

4.9.2.7 Lack of Communicative Need

As mentioned earlier, majority of the students though they consider English language as an important subject, did not try to develop that efficiency which is expected at the undergraduate level. They only focused on securing the passing mark. They did not feel the necessity to learn that language as a means of communication. They constrained themselves to their vernacular language and they did not even regret for not knowing the second language fluently.   Hence, this attitude of the students sometimes created some problems for the teacher. Here, the researcher would like to project that majority of the students did not realize the need for studying English language in the real sense in today's global scenario. Their unawareness was projected as a problem and all the teachers discussed about it in detail and finally they concluded with the following mentioned suggestions.

➢ The teacher should try to make the students realize the value of English efficiency for their career prospects.
➢ Individual counseling and engaging peers in the process of motivation might improve their tendency towards learning the necessity of a second language like English.

4.9.2.8 Mother-tongue Interference

As it is rightly said, second language learning is a process of learning another language after the basics of the first language have already been acquired. Some of the teachers mentioned about the impact of the regional language on the pronunciation of English words. Here, the learners did not have adequate exposure to the second language, as they started learning it after acquiring their language in their first language. So, here their first language knowledge interfered in the acquisition of the second language proficiency. Hence, this interference was treated as a problem which hampered the learning atmosphere of the language class rooms. *Investigations of Sudarshanam and Parasher (1979) had also confirmed through their findings the impact of mother tongue interference on learners' language learning abilities*. The discussion concluded with the following mentioned suggestions.

> In order to solve this problem the teachers were advised to make use of the audio-visual aids which would assign more significance on the learners output.

> The learners should be encouraged to use both the languages quite frequently. Their acquaintance with the second language would definitely minimize these problems caused by the interference of their first language.

4.9.3 Socio, Psychological and Personal Constraints

All the problems in this segment were dealt with the learner difficulties. They were pointed out by many of the teachers and students. They were multi-dimensional and co-related. *Several other investigations of Wong (2010), Sailaja (2006), Mishra (2005), Barot (1995), Jacob (1985), Mutali, Borude (1979), Trivedi, Patel (1973) and Koppar (1970) have also confirmed this finding and emphasized on the teachers' attitude and stressed emphasis on these attitudinal aspects to facilitate better language learning environment. Further, studies conducted by Brown (2008), Tedla (2007), Sabrin (2007), Tanveer (2007), Pinheiro (2006), Shamiry (2000), Kenji (1994), Sita (1990), Virgenia (1989), Colaco (1985), Koppar (1970), have confirmed that the learners low level of proficiency, medium of instruction, lack of exposure, attitude, poor comprehensive skills, aptitude and socio-economic status hamper the learners language abilities.* The details of problems and recommended suggestions are listed below:

4.9.3.1 Lack of Interest

English subject forms regular part of compulsory subjects at the Undergraduate level. The commerce students have got an additional Commercial Communication paper besides this Compulsory English subject. All these students did not have any choice except studying it whether they were interested or not. Some of the students, those who possessed good proficiency in English did not give much weightage to the English subject in comparison with the other subjects like Accountancy and Statistics. They developed a sort of hostile attitude towards the language subject and the concerned subject teachers. It was noticed that the students from the English medium colleges suffer from a kind of superiority complex and they consider themselves perfect and self sufficient and they did not feel the need for

attending the language classes. This attitude posed a big challenge to the teachers to help them overcome this complex and also to make them receptive. Further, it was also noticed that majority of the students, who had come from business background felt, that they could carry on their business efficiently even with the knowledge of their regional language. Another group of students those who did not have sufficient exposure to this subject, developed a sort of low confidence. These students, though they had studied through Gujarati medium of instruction were compelled to study English language and were instructed to attempt their answers in English only. So, they remained passive throughout the class sessions and studied English for the sake of securing passing mark in the examination.

This negative attitude of the learners was discussed as a problem which created problems for the teachers. The respondents, in order to tackle this problem, recommended the following mentioned suggestions.

➢ The teacher should first motivate herself thoroughly before making her attempts to motivate the students.

➢ The teachers empathetic listening, cordial guidance and active participation would definitely work positively to minimize these attitudinal differences.

➢ So, the teacher should be oriented thoroughly before entering into this profession.

4.9.3.2 Lack of Attitude

It was pointed that some of the students even after joining the UG programme could not spell their career goals, in their life. They attend classes only for the sake of attendance. They remain inattentive and did not give any weightage to principle of learning a language in the real sense. The teacher, who is very enthusiastic, gets de-motivated by such unsupportive attitude of the students. The students responses revealed that majority of the students did not have adequate exposure to English language. In fact, it was revealed that some of them were exposed to English only in the English class rooms. So, they developed a sense of attachment with their mother tongue but totally neglected the English language and avoided using it in their day-to-day life. The teacher sometimes gets frustrated by this indifferent attitude of the students towards the subject. The students feel that their rote memory capacity and

mere reproduction ability of the textual answers would enable them to secure reasonable passing marks in this subject and tried to develop that ability, which was not healthy. The discussion concluded with the following mentioned suggestions and recommendations:

➢ It was suggested that this unhealthy habit of cramming should be discouraged.

➢ All the students should be made to realize the significance of studying English language for their professional and personal achievement.

4.9.3.3 Lack of Confidence

Many of the students did not have same level of proper foundation as a result of the varied language policies of the Government of Gujarat. Some of them were well acquainted with English language communicative abilities. But majority of them, inspite of studying English for 5 to 8 years, could not develop the required level of proficiency in English. When these students were combined in a single class room, while facing the advanced learners, some of them with such low level of confidence, feel some sort of inferiority complex due to their low confidence level. This level of confidence restricted them to be passive in the class room. In order to boost the level of their confidence, the teacher should follow the following mentioned remedial measures.

➢ This problem can be solved by adopting learner centered teaching techniques by the teachers.

➢ Further, the teacher should boost the morale and commitment of the students and should make sincere efforts to improve their level of confidence.

➢ They should make them understand that in order to develop the language efficiency; the learner should make use of the language practically by himself.

➢ The teacher should try to encourage the spirit of enthusiasm and inspire them by becoming a role model for the learners.

4.9.3.4 Lack of Foundation

It was reported that some students attained a very good level of proficiency in English, while majority of the other students lag behind even in their basic communicative abilities. The poor foundation at the primary and secondary levels of their school education did not provide them with adequate knowledge of English. Those students with good foundation did not have any problems in this regard. But many others, those who had come from the rural background, Government Schools, could not reach to this level of proficiency and they lacked the required level of proficiency at the entry level of their graduation. So, they considered the subject as a complicated one due to this lack of foundation and poor grounding. This problem was already considered to some extent by the government and the Government is trying its level best to campaign the English language proficiency through the SCOPE project in Gujarat.

➢ As a result of the varied language policies, the language education suffered a lot. But now, the entire world realized the value of global communicative language. The language efficiency became a tool to progress. But considering the discrimination in the language policy, the Gujarat Government launched the SCOPE project to support and strengthen the foundation levels of English language proficiency. The policies were modified and the English language subject became a compulsory subject from the school education and hence this problem of 'Lack of Foundation' and proper grounding might disappear in due course. The teachers, the Management and the Government should make their efforts collectively to spread the utilitarian value of studying English language at various levels.

4.9.3.5 Inadequate Grammatical Knowledge

It was pointed out by some teachers that as a result of their syllabus burden, they usually target to prepare the students in view of their examinations and so, they did not give sufficient weightage to grammar section. It was very clear that they give maximum importance to the textual content and theoretical knowledge and under teach the important practical grammatical aspects. Hence, this problem of poor grammatical knowledge arises. *The findings of Sabrin (2007) and Desai (1986) have*

confirmed the significance of adequate grammatical knowledge for learning a language and emphasized on the need to develop the basic principles of grammatical aspects. Further, Investigations of several other researchers like Wong (2007), Sabrin (2007), Sita (1990), Jayashree (1989), Patil (1985), Singh (1984) and Gadgil (1978) confirmed these findings and pointed out about the inadequate vocabulary of language learners as a constraint in the process of learning a language. All the respondents discussed about this issue and their discussions concluded with the following mentioned recommendations:

➤ In order to tackle this problem, all the teachers should be exposed to the latest technology aided language teaching techniques and should be trained in this regard so that they would get required amount of time for concentrating on grammar.

➤ All the teachers should be trained to handle mixed ability classes effectively.

➤ Proper practice and emphasis should be given to the basic aspects of grammar. To begin with, all the learners should be well acquainted with the basic concepts of grammar such as parts of speech, transformation of sentences and so on.

4.9.3.6 Lack of Aptitude

Aptitude like attitude is very important in acquiring second language proficiency. It was reported by the teachers that the linguistic achievement levels of their students varied from student to student and it was also reported that a particular learner might not be suitably intelligent or not properly motivated. Individual differences were found due to difference in their level of intelligence aptitude, attitude and motivation and other personal characteristics. Naturally, this lack of aptitude de-motivates the learner to learn a second language. This de-motivational spirit of the learner adversely affects the teachers teaching efficiency. Hence, this lacuna of lack of aptitude was considered as a problem which needed to be taken care of. The discussion on this issue concluded with the following mentioned remedial measures:

➤ The teachers should to develop that style of teaching which would motivate majority of his/her students.

➤ In order to motivate the learners the teachers themselves should learn to motivate their own spirit.

➤ Personal counseling and care might help the teacher to some extent.

4.9.3.7 Individual Differences

Each and every individual might be a teacher or a student was a separate entity. The individual thinking, the personal characteristics, the intellectual abilities, and the level of maturity would differ from person to person. So, this problem of individual differences sometimes posed some challenges in the process of teaching-learning a language. This problem was discussed at length. *The conclusions of several other investigations by Mutali and Barude (1979), Shah (1979) and Skariah (1981) had also confirmed that the gender differences were seen in the language learning abilities.*

The following mentioned suggestions and recommendations were given at the end.

➢ In order to tackle this problem of individual differences, the person should be paid personal attention

➢ This issue can successfully be tackled with the feeling of togetherness. As a result of this, some of the teachers did not consider the heterogeneous nature of classes as a problem at all.

➢ The monitor suggested that the teacher with his/her skills could recognize the best and convince him/her to be a facilitator for the other. This sort of teaching spirit among the youth would definitely improve the present situation.

➢ In fact all the psychological constrains like hesitation, complex, anxiety, and low confidence could be overcome by little bit personal care and encouragement.

4.9.3.8 Poor Comprehensive Ability

Majority of the teachers pointed out that the low comprehensive abilities of their students as a problem which hinders the normalcy of the class room learning environment. One of the major reasons for the poor performance some of our learners at this level seemed to be their poor performance and low comprehensive ability to express themselves in English with fluency and ease. *Pinheiro (2006), Kitaokenji (1984), Jayashree (1989), Saraswati (1981) and Gadgil (1978) had found through their research study the inadequate comprehensive abilities of the learners and highlighted the need to focus on the development of comprehensive abilities of the*

learners'. Some of the students had reported that sometimes, they felt difficulty in comprehending even the instructions properly during the conduction of examinations. In order to develop the comprehensive abilities of the learners the following suggestions were given.

➤ The learners should be encouraged to develop note making skills to develop their ability to understand the main ideas of the textual contents. If they practice this note making, they would be able to present those notes in a logical sequence in course of time.

➤ This aspect needed to be given special care and attention.

➤ The language policy should try to strengthen the foundation principles of the learners.

4.9.4 Pedagogical Constraints

Some of the revelations of the responses of Teachers Questionnaire and Teachers Opinionnaire pointed out some of the aspects, which indirectly influenced the teachers' teaching efficiency. The study included these components, under 'other located problems' which are shown under 'Pedagogical Constraints' segment. Hence, these problems were not discussed at length but were identified as some factors, which played a vital role in the process of teaching learning a language.

4.9.4.1 Unawareness of the Objectives of Teaching English Language

It was found that majority of the teachers were unaware about the objectives of teaching English. All the teachers can become lecturers after completing their post graduation with a pass percentage of 55% at the post graduation level. The students did not study communicative English or English language teaching as a part of their post graduation and hence they were the masters of English literature and can teach English literature very effectively but could not have any idea about the primary aspects of language teaching. For commerce students, compulsory English and Commercial Communication are the two different subjects which are compulsory at the first year level of their graduation. Those students who had studied through English medium of instruction might develop better communicative abilities in English but it did not mean that without proper grounding and basic knowledge of

business communication principles, they could not draft the technical letters and reports as expected at this level. First, the teacher should try to understand the concept of commercial communication clearly and pass that information to the students properly. If either the student or the teacher did not understand the difference between teaching or learning a language and teaching or learning a poem that may create problems for both the teachers and the students. Hence, this was reported as a constraint, which de-limits the teacher efficiency. The researcher considered the following suggestions for improving the present situation:

➢ All the newly recruited teachers should undergo a special training in this regard.

➢ They should be given proper directions to teach language efficiently.

➢ They should be made to understand the difference between teaching of a language and teaching of literature.

➢ All the teachers should be clearly directed to know all the focus areas of English language teaching.

4.9.4.2 The Problem of Declining Standards

It was reported that many of the students lacked the basic linguistic skills. Many of the teachers projected this as a cause of concern. It was a known fact that when students come to college, all of them could not follow lectures in English and they cannot read correct sentences in English. The vocabulary level of some students' was very low. The students even after studying the English language subject for 8 years could not develop the required level of command over the English language. The researcher found that the policy matters and aims of English education were responsible for this. In fact our language policy was inadequate to fulfill the aims. It was a known fact that majority of the students did not have adequate level of knowledge to learn the subject in an efficient manner, when among the students some posses required level of efficiency; some others were totally unaware of even the common principles of punctuation and capitalization. Without knowing the fundamental aspects of drafting of letters, they were expected to draft purposeful business letters and reports. How can we expect the required level of efficiency in professional report writing and letter writing from such students? This problem could be solved by taking the following mentioned remedial measures:

- The teacher should always develop that sort of attitude and style which enables him/her to inspire and motivate at least some of the learners.

- The teacher should make them realize the value of learning of English.

- The teacher should guide that it is only with practice and proper feedback from a teacher they can improve their language efficiency.

- The monitor has emphasized on the impact of feed back in the process of language learning. All the teachers have to broaden their horizons and help to contribute to the cognitive development of the learners.

4.9.4.3 Poor Communication Skills

It was pointed out by both the teachers and the students that 'lack of proper communication skills' was their major drawback of the learners. Some of the teachers, while quoting their experience they had mentioned that even English medium students were active in passive skills. They had understood what was taught and read but they were passive in active skills. They could not express their ideas in their speeches or in written form correctly. In case of other students, they lack both active and passive skills. They did not have the same level of ability to read and understand the textual content easily like some of their classmates and face problems in all the four language skills. They could not follow the lectures easily. They could not interpret and remember the ideas. They lack that ability to exchange their ideas and thoughts. They failed to organize and interpret their ideas properly in a logical sequence. *Investigations of Wong (2007), Pinheiro (2006), Deshmukh (1997), Elliot (1997), Rajagopal (1992), Sita (1990), Jayashree (1989),Francis (1985),Singh (1984), Sundara 91984), Veena (1982), Desai (1975) and ELTI (1969) had also confirmed these findings and emphasized on the need to focus on the development of all the four language skills such as Listening, Speaking, Reading and Writing. Further, some other* research *studies by Farooqui (2007), Sita (1990), Jindal (1985) and Kudchedkar (1981) had also confirmed this finding and emphasized on the need to develop spoken English skills.*

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The researcher was of the opinion that during the analysis of this problem, the researcher tried to identify the factors behind this poor expressive ability. It was noticed that in fact it was the failure of the system, which did not give enough knowledge of the structures, semantics and linguistic abilities. The teachers though they knew the poor level of efficiency, they could not take extra pain to fill this lacuna because of their syllabus burden. The discussion concluded with the following mentioned suggestions:

➢ The monitor suggested that the teacher should identify the needy learner who needed extra attention.

➢ The monitor suggested arrangement of special remedial classes for such students with poor linguistic abilities.

➢ If they attempted to develop the fundamental aspects of language and communication, they might start making use of the language slowly and gradually. In course of time, they might acquire the required level of proficiency.

4.9.4.4 Lack of Training

It was reported by many teachers that they did not have proper infrastructural abilities to adopt the latest techniques of language teaching. It was also pointed out that some of the teachers were not well acquainted with the latest efficient teaching techniques and they did not take any initiative to change their traditional pattern of teaching through lecturing. It was proved that the technology enabled teaching aids strongly influence the motivational aspects of the learners and successfully drag their attention towards the subject. But as the faculty members lack this ability to handle the technical tools in the class room efficiently they face problems in this regard. It was agreed that if all the teachers developed this ability in this technocratic society, it will definitely be helpful in developing the career of the present day students. *The results of several other studies by Wong (2010), Mishra (2005), Raja (2005), Rana (2000), Sharma (2000), Illangovan (1998), Bose (1996), Gupta (1996), Jadeja (1988), Sharma (1986), Jindal (1985), Barot (1995), Roy (1985), Bhattarcharjee (1984), Sundara (1984), Khan (1982), Veena (1982), Saraswati (1981), Saraf (1975), and ELTI (1971) also emphasized on the need of ' professional training' to ensure better language learning abilities. Further, the results of this study reinforce findings of*

several other studies. For example, investigations of Satya (2008), Raja (2005), Vaidya (2002), Illangovan (1998), Bose (1996), Sita (1990, Jadeja (1988) had confirmed that technology enable audio-visual teaching aids facilitate the language learning in a better way.

The investigation of Illangovan (1998) discussed the effectiveness of audio-video intervention and Bose (1996) through his research study proved that the use of multi-media had proved beneficial for overcoming learning difficulties.

➢ In order to overcome this problem of inefficiency of the teachers, they need to develop that acquaintance with all the latest available tools and techniques of teaching English.

➢ For this the institutional management also should promote the culture of language labs to facilitate better language teaching learning abilities.

➢ Each and every faculty member should undergo a special training every year and update his/her level of knowledge of the tools available in this regard.

➢ If the teachers upgrade their teaching abilities as per the changing scenario, it will definitely strengthen the language learning environment.

4.9.4.5 Improper Lesson Planning

The revelations of teacher questionnaire and teacher opinionnaire indirectly revealed that majority of the teachers did not know about the objectives of teaching English at the college level. The teachers views on planning of their lessons revealed that unlike in schools, most of them did not have any specific plan of teaching their lessons. In schools teachers were directed to know what their task was, what they were trying to achieve by teaching English. It was found that some sort of planning about what to teach and when to teach should be mentioned specifically in the syllabus itself. But in colleges the teachers did not have any such direction regarding the lesson planning except the information of the syllabus content. The teacher had to decide his academic planning in consonance with the academic calendar of their university. The concerned teacher would decide himself about the choice of priority of different segments included in the syllabus. The teachers' main emphasis would be on the completion of syllabus before the ending of the term. So, they as per their interest wanted to cover the course without having any idea about the aims and

objectives of teaching either Compulsory English or Commercial Communication at this level.

➢ All the teachers should be oriented about the objectives of teaching English.

➢ The syllabus designers should take care that the syllabus they design should satisfy the present objectives of teaching English as a language subject.

4.9.4.6 Teaching of Grammar

The findings of the study revealed that majority of the teachers reported that as a result of their syllabus burden, they could not pay additional attention to the grammar aspects which develop their students' linguistic abilities. Even majority of the students revealed that they did not have proper grammatical knowledge of the subject and hence they considered it as a complicated subject.

➢ The teacher should realize that without developing adequate linguistic abilities of their students, they cannot make them understand the concept of English language and literature. It was a known fact that a learner cannot appreciate literature without attaining the linguistic skills.

➢ The teacher should realize that simple lecturing will not fulfill this task and hence they should broaden their horizons and shift their traditional teaching style to modern latest techno enabled teaching methodology.

The findings of all these tools projected various obstacles of language teaching and learning. To sum up it was projected that the materials, the method, the teacher and the learner were the important factors which play a vital role in the success or failure of English Language Teaching-Learning.

4.10.Remedial Measures Suggested During the course of Focus Group Discussion:

As the fourth objective of the study is to find out some remedial measures to minimize the ELTL problems, the researcher discussed each and every problem during the course of focus group discussion and each problem has been discussed at length and the discussion fruitfully concluded with some suggestions. So, the researcher presented both the problems identified and the suggestions to minimize

those problems respectively, after each and every problem. As per the objective of the study, the Focus Group Discussion has concluded with the following mentioned suggestions and remedial measures.

➢ **Professional Training**

It was suggested that as professional training provides knowledge of various methods and strategies of language teaching and   enables the teacher to diagnose the strength and weaknesses of the learners, proper emphasis should be laid on it.

➢ **More Exposure to English Language**

In order to develop the attitudinal aspects of the learners, it was suggested that the learners should be exposed more to that language in different ways.

➢ **Creation of Conducive Climate in the Class**

It was suggested that the teacher should make the learners feel comfortable in English. The teacher has to develop homely atmosphere in the class room.

➢ **Appropriate Text Books**

It was suggested that the Government and the Board of Studies, the syllabus designers should assess the appropriateness of the text books and their relevancy in accordance with the objectives of the curriculum, teaching methods and examination and evaluation system and so on.

➢ **Justification of Various Roles as a Teacher**

It was suggested that the teacher had to play the role of an informant at the presentation stage, the role of a conductor at the practice stage and the role of a guide at the production stage.

➢ **Emphasis on Spoken English**

Considering the present day communicative needs of the society, it was suggested that oral approaches, situational teaching, audio lingual approach, communicative language teaching, which emphasize on all the aspects of skills and cognitive aspects should be implemented in the class room.

> **Enriched Class Room Environment**

It was suggested that individual differences which reflect in the language learning attitude of the learners can be tackled easily by enriching the class room environment and adopting innovative teaching strategies to ensure better language learning environment.

> **Developing Confidence**

It was revealed that the learners were not able to learn the difference between the words that have similar spelling or sounds of pronunciation. In order to fill up this lacuna, it is suggested that the teacher should direct all the learners and encourage them to use the language frequently in their day to day lives. This acquaintance will surely help the learners to develop their confidence.

> **Reforms in the Examination System**

The present system, as reported by majority of the teachers could not provide right feedback of the learners' performance in the right sense. So, it was recommended that appropriate modifications should be made in the present system of examination and evaluation.

> **Teaching of Grammar**

Considering the career prospects of the commerce graduates, the course test design should include such practical dimensions of body language through Group Discussion, Viva-Voce and so on.

> **Proper Lesson Planning**

Lesson Planning is essentially an experience in anticipatory teaching. It is living through in advance, mentally and emotionally, the class room experience as the teacher visualizes it. It was suggested that the teacher should think of a lesson plan which aims to minimize the difficulties of the learners.

> **Developing Teacher Efficiency to handle Mixed Ability Classes**

It was suggested that the teacher has to develop that level of efficiency to manage mixed ability classes efficiently without considering it as a problem to tackle.

➤ Development of Skills and Techniques

The teacher has to know the responsibility of his/her profession and should try to justify in performing various roles to ensure better teaching-learning environment. Therefore, it was suggested that the teacher has to develop that level of skills and techniques to inspire majority of the learners.

➤ Peer Tutoring

It has been suggested in the course of Focus Group Discussion that the teachers can minimize their teaching-learning problems to a greater extent by involving the students in the process of teaching and learning

➤ Modification in the Correction, Evaluation Procedure

It was suggested that the process of the task of evaluation should be stimulating, interesting and absorbing for the teacher. The present stereotypic system has to be replaced by an innovative teacher friendly assessment procedure.

➤ Optimal Strength

The increasing number of students in a single class will definitely affect the class room teaching of a language adversely. So, it was suggested that the strength has to be constrained to an optimal limit for ensuring better language learning facilities.

➤ Provision of Orientation towards New Subjects

It was noticed that the newly recruited college teachers were not oriented about the subjects they are supposed to teach at the UG level. In order to make the teaching and learning more useful, meaningful and relevant, there should be a provision to orient all the teachers towards these subjects. So, it was suggested that it is very much essential to have well qualified teachers, better equipped infrastructure and language laboratories to achieve the aims and objectives of language teaching.

➤ Up-gradation of the Infrastructural Abilities

Majority of the teachers reported that they do not have sufficient infrastructural abilities to ensure better language learning facilities to their students. Hence, it

was suggested that it is very much essential to upgrade the infrastructural facilities of each and every institution as per the changing order of the day.

➤ Redetermination of Goals of Language Teaching

Most of the teaching and study of English in our universities and colleges, unrelated to any particular social context and purpose, and having no specific objectives or carefully planned program has become an aimless, lifeless and superficial activity in most of our class rooms (Mohan.1977). The study revealed that majority of the teachers is unaware of the goals of the teaching and testing of a language. So, it was suggested that all the teachers should be informed about the changing goals which are to be emphasized in the present day scenario.

➤ Enhancement of Comprehensive Abilities

It was suggested that the learners should be encouraged to develop reading habits and in order to minimize their language problems; they should be constantly encouraged to make use of the dictionary for their enhancement.

➤ Syllabus Revision

Suitable books and reference material should be made available and the material should be prepared, keeping in mind the learning interests of different learners. It was suggested that the need based language courses which improve the teacher efficiency and promote efficient ELTL should be implemented.

➤ Remedial Classes

It was recommended that the academically weak learners should be directed to attend special remedial classes compulsorily to improve their language efficiency.

➤ Language Laboratory

The study revealed that the present syllabus and curriculum do not cater to the needs of the present day generation. So, all the colleges should be encouraged to initiate with language laboratory facilities to encourage and providing better language learning opportunities.

➤ Teaching Strategies

It was observed that some methods of teaching have greater motivating power in built in them than others. It was suggested that the Discussion method of teaching

is significantly more effective in creating interaction in the class. So, the teacher has to follow an innovative strategy to motivate the students' language learning attitude.

> **Usage of Audio-Visual Aids**

Innovative techniques should be made in the curriculum with the advancement of ELT and Communication Technology. Audio-visual teaching, OHP, Internet should be encouraged with the change of time. So, all the teachers should be acquainted to use these latest tools of teaching quite frequently in their class rooms to motivate their students further.

> **Encouraging Project Works**

Involving learners in team projects motivates them towards engaging themselves in such team works. The competence and strategic planning potential of the teachers of English combines with the interest and technical skills of students. This sort of involvement improves the overall development of the teacher and the learner. It will lead to vocabulary development, enhancement of computer skills, and systematic improvement in framing sentences and so on. So, this type of project works should be encouraged.

> **Communicative Language Teaching**

This has become the most preferred approach of the teaching of English and it is widely spread in the entire world. So, it was suggested that all the teachers should be encouraged to follow CLT approach in their classes.

> **Developing Positive Attitude**

Each and every individual may be a teacher or a student, is a separate entity. The thinking, personal characteristics, intellectual abilities and maturity levels differ from one person to one person. So, it was suggested that all the teachers should develop positive attitude to encourage the students with multiple levels of intelligence.

> **Developing Compatibility with the Syllabus, Method, Strategy of Teaching and Testing**

It was revealed that the curriculum is not suited to the present day needs of the learner. The syllabus prescribed is out dated and irrelevant. The system of our

examination and evaluation has been criticized by majority of the teachers and the students. It was mentioned that the system lays emphasis on only reproductive memorizing skills of the learners. It did not leave any scope to check what the learner has actually learnt. There was no provision for checking the level of their achievement and proficiency. So, it was suggested that there should be a comprehensive system which has compatibility with the syllabus, method, strategy of teaching and testing.

➢ **Counseling**

Counseling sessions should be made with the students and their parents regularly, so that it provides a platform to clear their doubts and confusions. The concerned teacher should pay immediate attention to their queries.

➢ **Teachers' Awareness of the Objectives of Teaching and Testing and Proper emphasis on language skills**

As per the findings revealed through the Teacher Questionnaire and Teacher Opinionnaire, it has been noticed that a majority of the teachers do not have clear idea about the objectives of teaching a language. So, it was recommended that all the teachers should be oriented towards the goals of their teaching and testing of a language thoroughly. The confusion about the goals of teaching a language should be made clear to all the aspiring teachers.

The detailed implications and recommendations are discussed in the succeeding chapter titled 'The Summary'.

CHAPTER – V
SUMMARY

5.0 Introduction

As stated earlier the present study aimed at identifying the teaching-learning problems of the teacher and the taught in English at the F.Y.B.Com level in Commerce colleges of the Kachchh District. This provided the researcher with varied relevant and fruitful insights into the state of English language teaching-learning at the college level. All these issues were mentioned along with the relevant remarks at the appropriate places in the earlier chapters.

In order to assimilate all the scattered fragments, major findings or revelations that emerged from this study, the researcher had utilized this chapter. Accordingly, this chapter submits a comprehensive summary of the research study highlighting the identified problems and challenges faced by both the teacher and students in teaching and learning English language.

5.1 Significance of English Language

English is the lingua-franca of the entire globe and has the power to change the world. It provides information in every conceivable branch of wisdom. The student community has realized that English is necessary to expose their identity, language, literature, science, technology, society, economy, politics, values and culture to the world outside. Today, comprehensive abilities have become parameters, which ensure sound career in any field. Considering this, parents and learners have realized that through acquisition of English language knowledge and usage, one can withstand increasing levels of competition and can sustain one's career growth. Here, in this highly competitive world, Darwin's theory of "The survival of the fittest" works.

5.2 The Rationale for the Study

English language has emerged as the language of the present and the future throughout the world. Many countries (with English as a second language) like Korea,

Japan, China, Germany, and Russia and people of many other countries are striving hard for better acquisition of English language. This would support in business transactions, professional development and educational purposes. India is also not an exception in this race. In India, English language has been taught throughout the British period and till this date. The English language unites not only the states of India but also the world. It is the only connecting link for communication with the world.

In India, there are numerous languages. But as a whole, English is the only language today binding every educated person. English at present is only an associated official language; the primary official language being Hindi. With the regional languages becoming the medium of instruction, the teaching-learning problems of English have to be looked from within the overall educational policy towards integrated language course. Therefore, the role of English language has to be redefined vis-à-vis the role of native languages.

It was observed that many of the First Year B.Com students remained very passive and lacked the basic communication skills in English. The present scenario of English language efficiency level of the learners and the findings of several investigations conducted by Wong (2007), Sabrin (2007), Sita (1990), Jayashree (1989), Patil (1985), Singh (1984) and Gadgil (1978) confirmed that the English language teaching learning system was not fulfilling the needs of the learners. All these studies pointed out about the inadequate vocabulary of language learners and projected this lacuna as a constraint in the process of teaching-learning a language. Commerce is such a subject that is directly associated with the economy of a nation. Hence, for every commerce student, communication skills in English are very much essential for his/her career development and nation building.

At under graduate level, it was noticed that only few students were found to be capable of writing and speaking correct English at the First Year B.Com level. Most of the students were incapable of reading a book with correct pronunciation and comprehend it independently. Incorrect spellings and ungrammatical constructions were found to be quite common even among the college students. Correct use of English idioms and figures of speech seemed to be almost unknown.

This state of affairs lead one to suspect whether there were any major problems in the system of English language teaching-learning at the under graduate level or not? Looking into the significance of English communication in Commerce discipline, the researcher intended to know about the factual problems of teaching-learning English.

Considering the need and the importance of communication skills for the First Year B.Com students, Commercial Communication subject was introduced as a compulsory subject in most of the colleges and universities in Gujarat. This subject covers various fundamental aspects of business communication theory and practices. So, the students from the very entry level of the college education were expected to draft some business letters and reports. This considered the need of communication skills for B.Com. students. But the researcher, being a teacher herself in a commerce college affiliated to K.S.K.V. Kachchh University, Bhuj, found that many of the students, who secured admission at the F.Y. B.Com. level in Commerce discipline, lacked their basic communicative and comprehensive abilities. As per the curriculum, they were expected to write technical, business letters and professional reports at the university level. But, the learners' output was highly discouraging. Hence the researcher had made an attempt to study the actual problems of English language teaching learning at the First Year B.Com level. The researcher opined that such a study might throw some light upon some issues such as:

➢ Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?

➢ Is it the result of over populated classes which delimit the interaction between the teacher and the student?

➢ Why do many collegians lag in communication skills?

➢ Are there any similar problems faced by all the English teachers?

➢ Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?

➢ Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

At present as there were no such research studies to answer these questions due to the lacunae found in the research studies conducted at the under graduate level in the Commerce discipline which was discussed at length in the review of related literature.

Hence, considering the present scenario of teaching-learning English, the researcher, had observed that it was worthy to conduct the study as it was essential to identify the actual problems faced by both the teachers and the learners in teaching-learning English language respectively. Hence, the researcher had proposed to study the following problem.

5.3 Statement of the Problem

Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District

5.4 Objectives of the Study

1. To study practices of English teachers at the First Year B.Com level in context of

   (a) Methodology of Teaching

   (b) Use of teaching aids and reference material and

   (c) Evaluation pattern.

2. To study problems faced by teachers in teaching English at the First Year B.Com level

3. To study problems faced by students in learning English at the First Year B.Com level

4. To suggest some adaptable measures to minimize the problems of teaching-learning English at the First Year B.Com. level

5.5 Delimitations of the Study

The present study was delimited to the First Year B.Com students and English teachers those who teach at the undergraduate level in the Commerce discipline. Further the study delimited itself to the Commerce colleges affiliated to the K.S.K.V. Kachchh University, Bhuj, Kachchh District.

5.6 Population of the Study

All the English lecturers and First Year B. Com students of all the Commerce colleges affiliated to the K.S.K.V. Kachchh University, Bhuj constituted the population for the present study.

5.7 Sample of the Study

All the teachers, teaching Compulsory English or Commercial Communication subject at the First Year B.Com. level, from all the Commerce colleges, affiliated to K.S.K.V. Kachchh University, Bhuj constituted the sample of teachers for the study. This sample of teachers was considered to collect the data related to the present practices, ELTL problems of teaching English at the First Year B.Com. level. Initially, the researcher considered 30% of 1644 students of First Year B.Com. students of the K.S.K.V. Kachchh University as the sample for the study. But, 24.69% of students gave their willingness for the study. Therefore, 406 students, who were available to respond, constituted the sample.

5.8 Tools for the Present Study

The researcher had designed the following tools for data collection in the present study:

(1)   Questionnaire for English Teachers

(2)   Opinionnaire for English Teachers

(3)   Structured Interviews for First Year B.Com. students

(4)   Focus Group Discussion

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5.9 Data Collection

The data collection was in the form of responses given by respondents, collected through questionnaires, opinionnaires and structured interviews. Throughout the study, the researcher had personally collected the data from the teachers and the students with the help of these tools. The researcher had also conducted a Focus Group Discussion to suggest some adaptable measures, to minimize the problems of teaching-learning English language at the first year B.Com. level. The discussion was conducted under the monitoring of a senior and expert Professor in English language teaching. As a result of the Focus Group Discussion, the researcher could accumulate varied suggestions from the teachers for minimizing the problems of ELTL in the context of the present study.

5.10 Data Analysis

The data which was in the form of responses mainly comprised of opinions collected from teachers, learners and the experts of English language teaching. The data collected through the questionnaires, the opinionnaires and the structured interviews were analyzed qualitatively. The quantitative analysis like the frequency and percentage analysis were calculated wherever necessary.

5.11 Major Findings obtained from the Analysis of the Data

English Language Teaching at any level has always been interesting and challenging for the English teachers. This study projected the scenario of teaching and learning of English in Commerce colleges affiliated to the K.S.K.V. Kachchh University, Bhuj.

As mentioned earlier, the study had attempted to identify the problems of teaching-learning English. It is observed that teaching of a language is different from the teaching of other subjects. It is an agreed fact that teaching is a process which involves the teacher and the learner. It is also truly said that teaching is successful only when learning takes place. Therefore the teacher has to adopt an appropriate style and strategy for motivating the learners to a greater extent. In fact, teaching of

English as a second language is not always an easy task. It requires greater perception of difficulties to be faced by the learners for many reasons. In the same way, teaching of language might raise considerable amount of difficulties for the teachers who had to teach those students who did not have desirable level of exposure to English language. Therefore, through this investigation, an attempt had been made to find out the causes for these difficulties. Pooling all the difficulties, which hampered the English language teaching-learning process, the researcher had categorized them into four segments which were discussed at length in the previous chapter. Accordingly, the study had confirmed the following major findings in relation with the four objectives set for the research study:

5.11.1 Major findings in terms of Methodology of Teaching, Syllabus and Curriculum issues and Examination and Evaluation Pattern

➢ It was found that 88% of the teachers follow lecture method and another 75% of them revealed that they also adopt discussion method along with lecture method to teach their students.

➢ It was found that 88% of the teachers prepare both the written and mental lesson plan before taking their lectures.

➢ It was found that all (100%) the teachers adopt the traditional mode of teaching and regularly use the conventional aids like chalk and duster as their teaching aids.

➢ It was found that the prescribed syllabus was not in tune with the objectives of language learning.

➢ It was found that 88% of the teachers mentioned that they could cover the entire syllabus in the stipulated time. All the teachers reported that they use grammar books, work books and related literature to teach their students in their regular classes.

➢ It was also found that only 12% of teachers were habituated to use the latest teaching aids and preferred technology enabled teaching aids.

➢ It was observed that marking system was more appropriate mode of assessment in comparison with the grading system.

➢ It was opined by 75% of the teachers that three hour duration of examination was not sufficient to judge the performance of the students properly.

- It was mentioned by 63% of teachers that the present examination pattern did not co-relate to the aims of syllabus in testing communication skills.
- It was found that 75% of teachers that the spoken English skill was not given any significance in the process of teaching and testing of academic performance of a student at the college level.
- All the teachers (100%) opined that the system had given maximum weightage to written communicative skills and reproductive abilities and ignored the remaining language skills like, listening, speaking and reading.
- It was told by the teachers that the teachers' efficiency, attitude, motivational abilities, knowledge, dedication, acquaintance with latest modern innovative tools, personal qualities and other attributes influence the overall teaching learning process of a language.

5.11.2 Problems of Students learning identified by Teachers

- All the teachers (100%) opined that overloaded classes create hurdles in the process of teaching-learning.
- 88% of the teachers opined that teaching to heterogeneous group of students create problems in managing individual differences and selecting a suitable common methodology.
- Majority of the teachers (88%) opined that students' active participation influences their teaching positively.
- 63% of the teachers' opinions revealed that the personal, individual characteristics of the students create problems in the process of their teaching and learning.
- Majority of the teachers (88%) opined that the passive interaction of the students disturbs the class room atmosphere and learning environment.
- Majority of the teachers (75%) opined that the choice of medium of instruction of their students influences their language learning abilities.
- All the teachers (100%) opined that the students' background knowledge of the subject affects the present learning of the language subject.
- All the teachers (100%) opined that majority of their students face difficulty in reading books and comprehending its contents.
- 38% of the teachers were of the opinion that the students were not habituated to read English books regularly.

- All the teachers (100%) expressed their consensus regarding the examination oriented attitude of their students and reported that this attitude constrained their language learning abilities.

- All the teachers (100%) opined that the students faced many problems in writing letters and drafting professional reports due to their poor foundation of English language acquisition.

- Majority of the teachers (88%) opined that the students belonging to urban areas were more exposed to English language and they perform better in English than those from the rural background.

- All the teachers (100%) opined that the teachers' voice quality and accent influences the learning of the student.

- 50% of the teachers opined that the present evaluation pattern could not provide enough feedback to the teachers to understand the learning problems of the students in learning English.

- All the teachers (100%) opined that the excessive strength in a single class create quantitative pressure in the class on the minds of both the teacher and the students.

- 63% of the teachers opined that 'lack of exposure' was a major constraint of their students' in their English language learning.

5.11.3 Problems of Students' learning identified by Students

- 62% of the students considered English as a tough subject and they had mentioned that as they lacked proper foundation at school level, they face difficulty in grasping the language in the right context.

- 62% of the students' mentioned that the regional medium of instruction at the school level was one of the reasons for the poor foundation of their language efficiency.

- 20% of students face difficulties in following their teachers' accent and pronunciation.

- 12% of the students reported about their problem of poor comprehensive ability.

- 7% of the students reported that they could not grasp the context of their lessons due to their poor level of vocabulary.

- 23% of the students reported about their poor command over the English language as their major problem.

- 22% of the students reported that they face problems during their examinations particularly while attempting long questions.
- 43% of the students reported about their problems in comprehending the instructions and the questions clearly and thoroughly.
- 16% of the students reported that the heterogeneous nature of their class influences their interactive abilities negatively.
- 56% of the students reported about their poor grammatical knowledge as their major problem while another 36% of them reported about their problem of poor communication skills in all the four language skills.

5.11.4 Suggestions of Focus Group Discussion to minimize the Teaching-Learning problems

The remedial measures suggested by the participants during the course of Focus Group Discussion are mentioned in detail under 4.9.10 section of Chapter-IV. Major suggestions are given below:

- It was suggested that as professional training provides knowledge of various methods and strategies of language teaching and enables the teacher to diagnose the strengths and weaknesses of the learners, proper emphasis should be laid on it.
- In order to develop the attitudinal aspects of the learners, it was suggested that the learners should be exposed more to that language in different ways.
- It was suggested that the teacher should make the learners feel comfortable in English. The teacher had to develop homely atmosphere in the class room.
- It was suggested that the Government and the Board of Studies, the syllabus designers should assess the appropriateness of the text books and their relevancy in accordance with objectives of the curriculum, teaching methods and examination and evaluation system and so on.
- It was suggested that the teacher had to play the role of an informant at the presentation stage, the role of a conductor at the practice stage and the role of a guide at the production stage.
- Considering the present day communicative needs of the society, it was suggested that oral approaches, situational teaching, audio lingual approach, communicative

language teaching, which emphasize on all the aspects of skills and cognitive aspects should be implemented in the class room.

➢ It was suggested that individual differences which were reflected in the language learning attitude of the learners might be tackled easily by enriching the class room environment and adopting innovative teaching strategies to ensure better language learning environment.

➢ It was revealed that the learners were not able to learn to differentiate between the words that have similar spelling or sounds of pronunciation. In order to fill up this lacuna, it was suggested that the teacher should direct all the learners and encourage them to use the language frequently in their day to day lives. This acquaintance with the language will surely help them to develop their confidence.

➢ The present system, as reported by majority of the teachers could not provide right feedback of the learners' performance in the right sense. So, it was recommended that appropriate modifications should be made in the present system of examination and evaluation.

➢ Considering the career prospects of the commerce graduates, it was suggested that the course test design should include such practical dimensions of body language Group Discussion, Viva-Voce and so on.

➢ Lesson Planning is essentially an experience in anticipatory teaching. It is living through in advance, mentally and emotionally, the class room experience as the teacher visualizes it. It was suggested that the teacher should think of a lesson plan which aimed to minimize the difficulties of the learners.

➢ It was suggested that the teacher had to develop that level of efficiency to manage mixed ability classes efficiently without considering it as a problem to tackle.

➢ The teacher had to know the responsibility of his/her profession and should try to justify in performing various roles to ensure better teaching-learning environment. Therefore, it was suggested that the teacher had to develop that level of skills and techniques to inspire majority of the learners.

➢ It was suggested in course of Focus Group Discussion that the teachers can minimize their teaching-learning problems to a greater extent by involving the students in the process of teaching and learning

- It was suggested that the process of the task of evaluation should be stimulating, interesting and absorbing for the teacher. The present stereotypic system needed to be replaced by an innovative teacher friendly assessment procedure.

- The increasing number of students in a single class definitely affected the class room teaching of a language adversely. So, it was suggested that the strength has to be constrained to an optimal limit for ensuring better language learning facilities.

- It was noticed that the newly recruited college teachers were not oriented about the subjects they were supposed to teach at the UG level. In order to make the teaching and learning more useful, meaningful and relevant, there should be a provision to orient all the teachers towards these subjects. So, it was suggested to keep a provision of training in ELT for all the newly recruited teachers.

- Majority of the teachers reported that they did not have sufficient infrastructural abilities to ensure better language learning facilities to their students. Hence, it was suggested that every institution should upgrade the infrastructural facilities as per the changing order of the day.

- Most of the teaching and study of English in our universities and colleges, unrelated to any particular social context and purpose, and having no specific objectives or carefully planned program has become an aimless, lifeless and superficial activity in most of our class rooms (Mohan.1977). The study revealed that majority of the teachers was unaware of the goals of teaching and testing a language. So, it was suggested that all the teachers should be informed and oriented about the changing goals which needed to be emphasized in the present day scenario.

- It was suggested that the learners should be encouraged to develop reading habits and in order to minimize their language problems; they should be constantly encouraged to make use of the dictionary for their enhancement.

- Suitable books and reference material should be made available and the material should be prepared, keeping in mind the learning interests of different learners. It was suggested that the need based language courses which improve the teacher efficiency and promote efficient ELTL should be implemented.

- It had been recommended that the academically weak learners should be directed to attend special remedial classes compulsorily to improve their language efficiency.

- It is observed that some methods of teaching have greater motivating power in built in them than others. It was suggested that the discussion method of teaching is significantly more effective in creating interaction in the class. So, the teacher should follow an innovative strategy to motivate the students' language learning attitude.

- Innovative techniques should be made in the curriculum with the advancement of ELT and Communication Technology. So, all the teachers should be acquainted to use the latest tools of teaching quite frequently in their class rooms to motivate their students further.

- Involving learners in team projects motivates them towards engaging themselves in such team works. The competence and strategic planning potential of the teachers of English combines with the interest and technical skills of students. This sort of involvement improves the overall development of the teacher and the learner. It will lead to vocabulary development, enhancement of computer skills, and systematic improvement in framing sentences and so on. As this type of project works should be encouraged, it was suggested that all the teachers should be encouraged to follow CLT approach in their classes.

- Each and every individual may be a teacher or a student, is a separate entity. The thinking, personal characteristics, intellectual abilities and maturity levels differ from one person to one person. So, it was suggested that all the teachers should develop positive attitude to encourage the students with multiple levels of intelligence

- It was revealed that the curriculum is not suited to the present day needs of the learner. The syllabus prescribed is out dated and irrelevant. The system of our examination and evaluation were criticized by majority of the teachers and the students. It was mentioned that the system lays emphasis on only reproductive memorizing skills of the learners. It did not leave any scope to check what the learner has actually learnt. There was no provision for checking the level of their achievement and proficiency. So, it was suggested that there should be a

comprehensive system which had compatibility with the syllabus, method, strategy of teaching and testing should be implemented.

➢ Counseling sessions should be made with the students and their parents regularly. It provides a platform to clear their doubts and confusions. The concerned teacher should pay immediate attention to their queries.

➢ As per the findings revealed through the Teacher Questionnaire and Teacher Opinionnaire, it was indirectly revealed that a majority of the teachers did not have clear idea about the objectives of teaching a language. So, it was recommended that all the teachers should be oriented towards the goals of their teaching and testing of a language thoroughly. The confusion about the goals of teaching a language should be made clear.

5.12 Discussion

Based on the findings arrived at through analysis of the data, suggestions obtained through Focus Group Discussion and overall interpretations of the findings, the researcher has carried over the following discussion in this section.

The study revealed indirectly that majority of the teachers' were not totally aware of the aims and objectives of English language teaching and testing and they seemed to adopt flexible attitude in choosing the combination of different methods of strategy as per the interpretations regarding the demand of the situation in their respective class rooms. 88% of the teachers reported that they followed lecture method and communicative approach of teaching. Further, 75% of these teachers also mentioned about their discussion method of teaching. Apart from this, they had also expressed their adoption of bilingual and translation methods of teaching. These teachers' responses revealed that there was no uniformity in the concept of their method/strategy and they did not stick to any single method.

Though, majority of them reported about the adoption of lecture and discussion methods of teaching in their regular teaching sessions, another 63% of them also informed that apart from these two methods, they also adopt bilingual and translation methods depending upon the need and situation. The data revealed that not a single teacher completely confined himself/herself to a single pattern of teaching

method. These responses confirmed that 88% of the teachers adopted combination of all these methods as per their need and situation. This indicates that the teachers as such do not go into the scientific way of deciding the methodology of teaching considering the heterogeneity, diversified levels, individual differences and the needs of the learners. Otherwise, if they adopt a scientific way of method, they would have considered various aspects of the level of proficiency of students, their exposure to the target language and so on. This casual flexible attitude in the adoption of different teaching methods needed to be drawn proper attention.

The same attitude was also revealed in their responses to item no.7 in the teacher questionnaire while assigning the order of priority to various teaching-learning activities. As per the weightage given by the teachers and weightage calculated by the researcher, in terms of the scores assigned to each option, item (b) "Paraphrasing, explaining the meanings of difficult lines, words, concepts" scored maximum weightage. The last two options (e) "Encouraging free oral discussion by students" and (f) "Inviting students to understand new experiences by comparing them to experiences familiar to them" which involved students in the process of their teaching were not given consideration weightage. So, these responses indirectly revealed the teacher centered teaching. So, this issue needed to be drawn immediate attention to ensure better English language teaching-learning.

Further, it was also noticed that 88% of teachers reported that they prepare both written and mental plan of each and every lecture they engage while the remaining 12% teachers reported that they engage lectures without any written plan. This differential attitude indicated that teachers' awareness to the significance of lesson planning of their day-to-day teaching sessions. These 12% teachers did not feel necessity of strategy of a proper lesson plan and its implementation. It revealed the gap in the attitude of the teachers. As proper planning and designing of strategy definitely improve the teacher efficiency, this inattention of some teachers is a matter of concern which needed to be drawn immediate attention.

At present college teachers focus on the written communication skills and evaluate only writing abilities of the students. So, it was found that majority of the

students though not perfectly manage to write something. But, very few students have got oral expressive abilities. It is necessary to redress the balance by making room for the enhancement of all the four language skills.

It was revealed that 88% of the teachers could cover the entire syllabus in stipulated time while the remaining 12% teachers' responses revealed that they could never be able to complete the syllabus due to its length and inadequate allocation of time. It was noticed that when the period of allotment of time and syllabus contents remains the same, how can there be such a variation that some teachers could easily complete the syllabus while some others could not due to the time constraint? This indirectly points out the individual attitudinal aspects which reflect the ELTL scenario. This issue needed to be drawn greater attention.

It was revealed from teachers' responses that 63% of the teachers use teaching aids other than chalk and duster in their class rooms and the remaining 37% of the teachers mentioned that they do not use any latest tools in their class room. These 37% of teachers reported that their institution does not provide the required infrastructural facilities to adopt the latest language teaching techniques in their class rooms. Considering the impact of ICT on language learning this issue needed to be addressed immediately.

75% of the teachers' responses revealed that the present day three hour examination system was not sufficient to judge the performance of the students' performance aptly. Further, it was revealed by the teachers' responses that this pattern did not co-relate with the aims of syllabus in testing the communication skills. 75% of the teachers also pointed out that the spoken English was not given any weightage in the process of evaluation and the system emphasized only on the written and reproductive memorizing skills of the learners. The system ignored all the other three language skills. This according to researcher was the major drawback of the present day language teaching-learning system. This issue required greater attention immediately.

It was told by the teachers that the teachers' efficiency, attitude, motivational abilities, knowledge, dedication, acquaintance with latest modern innovative tools, personal qualities and other attributes influence the overall teaching learning process

of a language. But in actual practices, these qualities were found to remain absent. There is need to motivate both the teacher and the learner in this context.

It was also observed by75% of teachers that the medium of instruction of students influenced language learning abilities. It is also revealed that some of the respondents could not develop that level of required proficiency as a result of their vernacular medium of instruction. Both the teachers and students' responses confirmed this. This issue needed to be drawn attention immediately.

Majority of the teachers' pointed about the excessive strength of their class as a matter of great concern. It was true that classes of excessive strength make unrealistic demand on teachers, who have to control the class and also teach. This problem of excessive strength needed to be solved by delimiting the strength to an optimal limit.

It is a fact that teaching of English grammar is very significant, but it has not been given due weightage in the process of the teaching. The learners' responses confirmed that majority of the learners lacked the knowledge in basic grammar principles of English language. So, an attempt should be made to focus special attention on this issue of teaching of grammar.

Majority of the teachers and the students' responses revealed that they concentrate their attention on the syllabus completion alone. It indicated that the teacher performed the role of a mere informant. Even majority of the teachers' responses revealed that they could not give due amount of practice to their students due to the syllabus burden. It was very gratifying to note that the language learning in a class room often stops at the stage of the completion of the textual content. Here, the teacher generally fails in providing the students with activities for free expression. This over focus on syllabus completion automatically substantiates the inadequate emphasis on other required aspects of language teaching. This issue had to be drawn immediate attention for ensuing better language learning.

Majority of the teachers' responses concluded that the heterogeneous nature of their class posed some problems in the process of their teaching and expressed their opinion that such heterogeneous nature of their class adversely influenced their

teaching efficiency. The Government and other authorized bodies should consider this issue and take necessary steps to minimize the heterogeneity nature of the class to a lower extent. In fact, the focus should be kept on the optimal strength in each class.

It was noticed that the teachers' evaluation and correction procedures were not proper. While responding to an item on their internal assessment, majority of the teachers reported about their randomly checking of their students' assignments. Further, the teachers were not keeping any remark and it was pointed out that even the answer books were not shown to the concerned learner. So, the researcher agreed with the majority of the teachers' opinion that the present system did not provide the right feedback of the learners' actual learning outcome. So, necessary modifications should be made in the pattern of evaluation.

The researcher, while taking interviews of the respondents' noticed that girl students' communicative abilities of spoken English were comparatively better than that of the boys. It was noticed that boys feel embarrassed to speak in the presence of their teacher and the other classmates. This finding confirmed the impact of personal and psychological factors on learners' language abilities.

The teachers' responses indirectly pointed out that the poor infrastructural abilities of their institution de-limited their teacher efficiency to a greater extent. Though, the majority of the enthusiastic teachers realize the value of technical tools and electronic teaching aids, they could not make use of them in their classes due to the inadequate facilities in their class rooms. Here, it is necessary to strengthen the facilities in all the colleges.

All the teachers opined that 'lack of exposure' of their students to English language was a major constraint of their students' English language learning. They reported that this lack of exposure hampers their language learning abilities. Some of the teachers reported that many of their students were exposed to English language only in their class rooms. This 'lack of exposure' problem of the students needs special attention of the teachers who can motivate the learners to develop an attitude to learn a language.

The researcher was of the opinion that as there was no obligatory requirement for college teachers to have a training qualification in ELT, this lack of training became a barrier in the process of ELTL. So, all the teachers should be trained to develop their teaching efficiency.

5.13 Major Conclusions

Based on the discussion held in the previous section, the following conclusions are drawn.

The study revealed the following conclusions with reference to the teaching methods, syllabus and reference materials, and examination and evaluation patterns:

➢ Majorities (88%) of the teachers follow lecture method and another 75% of them revealed that they also adopt discussion method along with lecture method to teach their students.

➢ Majority (88%) of the teachers prepare both the written and mental lesson plan before taking their lectures.

➢ All the teachers adopted the traditional mode of teaching and regularly use the conventional aids like chalk and duster as their teaching aids.

➢ Majority of the teachers opined that prescribed syllabus was not in tune with the objectives of language learning.

➢ Most of the teachers (88%) mentioned that they could cover the entire syllabus in the stipulated time. All the teachers reported that they used grammar books, work books and related literature to teach their students in their regular classes.

➢ Very few teachers (12%) were habituated to use the latest teaching aids and preferred technology enabled teaching aids.

➢ Marking system was more appropriate mode of assessment in comparison with the grading system.

➢ Majority of the teachers (75%) that three hour duration of examination was not sufficient to judge the performance of the students properly.

➢ 63% of teachers opined that the present examination pattern did not co-relate to the aims of syllabus in testing communication skills.

- 75% of teachers opined that the spoken English skill was not given any significance in the process of teaching and testing of academic performance of a student at the college level.
- All the teachers opined that the system had given maximum weightage to written communicative skills and reproductive abilities and ignored the remaining language skills like, listening, speaking and reading.

The study revealed the following conclusions with reference to the Students learning problems identified by the teachers:

- All the teachers opined that overloaded classes create hurdles in the process of teaching-learning.
- Majority of the teachers (88%) opined that teaching to heterogeneous group of students create problems in managing individual differences and selecting a suitable common methodology.
- 88% of teachers opined that students' active participation influences their teaching positively.
- 63% of the teachers' opinions revealed that the personal, individual characteristics of the students create problems in the process of their teaching and learning.
- 88% of teachers opined that the passive interaction of the students disturbs the class room atmosphere and learning environment.
- 75% of the teachers opined that the choice of medium of instruction of their students influences their language learning abilities.
- All the teachers opined that the students' background knowledge of the subject affects the present learning of the language subject.
- All the teachers opined that majority of their students face difficulty in reading books and comprehending its contents.
- 38% of the teachers were of the opinion that the students were not habituated to read English books regularly.
- All the teachers expressed their consensus regarding the examination oriented attitude of their students and reported that this attitude constrained their language learning abilities.

- All the teachers opined that the students face many problems in writing letters and drafting professional reports due to their poor foundation of English language acquisition.
- 88% of teachers opined that the students belonging to urban areas were more exposed to English language and they performed better in English than those from the rural background.
- All the teachers opined that the teachers' voice quality and accent influence the learning of the student.
- 50% of the teachers opined that the present evaluation pattern could not provide enough feedback to the teachers to understand the learning problems of the students in learning English.
- All the teachers opined that the excessive strength in a single class creates quantitative pressure in the class on the minds of both the teacher and the students.
- 63% of the teachers opined that 'lack of exposure' was a major constraint of their students' in their English language learning.

The study revealed the following conclusions with reference to the students learning problems identified by students:

- 62% of the students considered English as a tough subject and they had mentioned that as they lacked proper foundation at school level, they face difficulty in grasping the language in the right context.
- 62% of the students' mentioned that the regional medium of instruction at the school level was one of the reasons for the poor foundation of their language efficiency.
- 20% of students face difficulties in following their teachers' accent and pronunciation.
- 12% of the students reported about their problem of poor comprehensive ability.
- 7% of the students reported that they could not grasp the context of their lessons due to their poor level of vocabulary.
- 23% of the students reported about their poor command over the English language as their problem.
- 22% of the students reported that they face problems during their examinations particularly while attempting long questions.

- 43% of the students reported about their problems in comprehending the instructions and the questions clearly and thoroughly.
- 16% of the students reported that the heterogeneous nature of their class influenced their interactive abilities negatively.
- 56% of the students reported about their poor grammatical knowledge as their major problem while another 36% of them reported about their problem of poor communication skills in all the four language skills.

5.14 Implications of the Study

The ELTL at any level has always been interesting and challenging. We cannot deny the fact that a learner without a reasonable, required level of command over the English language is perhaps facing severe challenges in fulfilling his/her career goals. It is a known fact that the language holds a key position in the academic development of the entire curriculum in any field. It also substantiates that the teachers of English are more accountable to enable the learners to achieve their career goals in general and personal development in particular. The present study has endeavoured to study the aspects of various aspects such as teaching practices, syllabus issues, attitudinal aspects of teachers and learners, potentialities and capabilities of teachers and learners, association of socio, psycho, personal and linguistic factors on English language learning, interference of mother tongue on learning of a second language and so on.

This study has attempted to identify the difficulties of both the teachers and learners in the process of their teaching and learning at the college level in general and at F.Y.B.Com level in particular and has succeeded in his/her attempts. The study has identified many factors which influence the language learning either positively or negatively. Further, the study has also attempted to ascertain the necessity of adopting a suitable teaching method and it has highlighted the importance of adequate grammatical knowledge of a language for acquiring language proficiency. It has also focused to lay emphasis on teachers' views on the present day examination and evaluation patterns. Above all, it has endeavoured to study whether all the teachers consciously follow any fixed method or strategy while engaging their lectures or not.

Through this study, the researcher has also emphasized to know the impact of usage of teaching aids on language learning output. The study has confirmed that modern teaching aids and computer assisted language learning techniques provide better motivational environment in the language class rooms. The study revealed that the learners' performance is indirectly connected with his family background, social status, literary level of the parents and the locality where the family is situated and so on. It has also pointed out the multi-diversified roles of the teacher in the present global scenario.

5.15 Scope for Further Study

The present investigation, had made an attempt to identify the teaching-learning problems of teachers and students in teaching-learning Compulsory English subject or Commercial Communication subject in Colleges affiliated to the K.S.K.V. Kachchh University, Bhuj. It was de-limited to only undergraduate students particularly at F.Y.B.Com. level. Therefore, it leaves scope for further researches in this field in various aspects of English Language Teaching Learning. These are mentioned in the succeeding paragraphs.

It encourages and leaves scope for many such in-depth studies taking various levels of language education from school level to the university level. Many such studies may be conducted to trace out the attitudinal aspects and learning abilities with different variables such as age, gender and medium of instruction. Research studies of this type which involve extensive survey work may be carried out at different levels of language education. Further, this study was conducted with only one discipline in one district in the state of Gujarat in India. Similar studies can be conducted with other districts or states.

This study was conducted with the undergraduate students and teachers of the commerce colleges. However, other levels both higher and lower can be taken up for future research with special focus on any of the components of English language teaching-learning such as, the teacher, the learner, the material and the environment.

Further, special in-depth case studies may be conducted with special reference to the syllabus relevance, examination issues, methodology of teaching and so on at

various levels in various disciplines. In the same way, impact of ICT enabled teaching on learners efficiency level can be studied in particular.

The researcher feels that longitudinal rather than cross sectional studies would be more suitable in this context to unravel the trends and practices in language learning. Further, the study was delimited to only commerce colleges located in the Kachchh district. Similar, more elaborative, extensive studies may be taken including other faculties such as Arts and Science in this regard. Further, separate case studies may be conducted taking all the undergraduate students at first, second and third year levels of B.A., B.Com. and B.Sc. degree courses.

The present study attempted to find out the problems faced by both the teachers and the students in the process of their teaching-learning of English language. Special studies maybe conducted on the achievement level of all the particular language skills like Listening, Speaking, Reading and Writing.

It was revealed from the present study that there was positive influence of teacher efficiency and teacher training. In the same way, there is remarkable relationship between the foundation level of the learners and their learning outcome at the later stages of their learning. However, no such attempts were made to study the impact of economic status or level of parental education or occupation on English language teaching-learning. Therefore, it gives scope to conduct such in-depth studies on the effect of each of these variables which influence the language learning abilities. Further, comparative studies may be conducted, taking into account, the medium of instruction, institutional infrastructural abilities of the college.

An indirect attempt was made in this study to examine the association between some familial and personal aspects of the learners. Case studies may be conducted considering any of these issues in particular. Though some of the findings of some other investigators have predicted significant impact of teaching practices, usage of teaching aids, examination and evaluation patterns, the results of the study did not corroborate the prediction. A study including only these aspects may be taken up to study the impact of these elements on ELTL in particular. The study may be extended to other subjects and other disciplines and at other levels of higher education.

Further, separate teacher based studies may be conducted considering the teacher qualification, experience and training and teaching efficiency at various levels. Studies may be taken to study the impact of social variables such as family background and parental education in the language learning in detail. Separate studies may be conducted in the same manner for languages other than English. Further, it also leaves scope for conducting studies on the medium of instruction and its impact on language learning.

A properly designed and comprehensive investigation in any of these aspects may be highly appreciable and worthwhile in this field of ELTL. The researcher also recommends any innovative study which recommends the appropriate teaching practices and strategy which ensure the better ELTL environment in future.

Problem is one, but, the solutions are many, many, and many ………..more to come.

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http://www3.oup.co.uk/eltj/ (The ELT Journal : A Journal that seeks to bridge the gap between the everyday practical concerns of ELT professionals and related disciplines such as education, linguistics, psychology, and sociology that may offer significant insights.)

http://www.tesol.org/pubs/magz/tj (TESOL (Teaching of English to Speakers of Other Languages) Journal publishes articles on ESOL methodology, curriculum materials and design, teacher development, literacy, bilingual education, and classroom inquiry and research.)

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ABBREVIATIONS

AV   : Audio Visual
B.A.   : Bachelor of Arts
B.Com.: Bachelor of Commerce
CALT   : Communicative Approach to Language Teaching
CBSE : Central Board of Secondary Education
CIEFL   : Central Institute of English and Foreign Languages
CLT   : Communicative Language Teaching
CDC   : Curriculum Development Centre
EFL   : English as Foreign Language
EFLU   : (Present English and Foreign Language University
ELT   : English Language Teaching
ELTI   : English Language Teaching Institute
ELTL   : English Language Teaching Learning
EOP   : English for Official Purpose
ESL   : English as Second Language
ESOL   : English for Speakers of Other Languages
ESP   : English for Special Purpose
EST   : English for second language teaching
F.Y.B.Com: First Year Bachelor of Commerce
FGD   : Focus Group Discussion
I.T.   : Information Technology
JALT   : Japan Association of Language Teachers
K.S.K.V.K.U.: Krantiguru Shyamji Krishna Verma Kachchh University
M.A.   : Master of Arts
MNC   : Multi National Company
MP   : Member of Parliament
NCERTt: National Council of Educational Research and Training
NPE   : National Policy of Education
NPE   : National Policy on Education
NPERC : National Policy on Education Review Committee
OLC   : Official Language Commission
PG   : Post Graduate
POA   : Programme of Action
RE   : Reading efficiency
RIE   : Regional Institute of English
RS   : Reading speed
SCOPE : Society for Creation of Opportunity through Proficiency in English
SSC   : Secondary School Certificate
SWOT : Strengths, Weaknesses, Opportunities and Threats Analysis
TESOL : Teaching of English to Speakers of other Languages
UGC   : University Grants Commission
UPSC   : Union Public Service Commission

APPENDIX-A

PROFORMA OF LETTERS SENT TO EXPERTS

From: Date: 03.10.2007

Mrs. A.V. Bharathi Murty
D-139 IFFCO Township, Udaynagar P.O.
<u>GANDHIDHAM 370 203</u>
Ph.No.9427251818

To:

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<u>Sub</u>: <u>Request for the finalization of Tools</u>

Respected Madam,

Namaste,

I (Mrs. A. V. Bharathi Murty) am a lecturer in Tolani Commerce College situated at Adipur (Kachchh District), Gujarat and I have been teaching English and Commercial Communication subject for the under graduate students since last 19 years. I have recently registered for my Ph.D. programme under the guide-ship of Prof. Harsha J Patadia, Faculty of Education & Psychology, CASE, Maharaja Sayajirao University of Baroda.

I am working on "Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District." As a part of this study, I have prepared four tools i.e. Questionnaire, Opinionnaire, Focus Group Discussion for teachers and Structured Interviews for students.

I am sending herewith the brief version (excluding some of the introductory part and review of related literature) of my proposal and the tools for your consideration. I request you to be one of the experts to finalize the designed tools. Please go through these tools and let me have your suggestions and remarks for the improvement. I hope you will consider my request positively and guide me in this regard.

I shall be very much thankful if you please spare some time from your busy schedule and offer your valuable opinion and suggestions, if any for finalizing the tools, so that I can proceed with my Ph.D. study.

With kind regards,

Yours sincerely,

Mrs. A. V. Bharathi
Encl: Tools & Proposal

APPENDIX-B

List of Experts

Dr. Sulabha Nataraj, Principal,
Way Made College of Education, S.P. University,
VALLABH VIDYANAGAR

Dr. Anila Joseph, M.A. Ph.D.,
Department of English, Vimala College,
TRICHUR - 680 009

Prof. D. B. Kundargi, Head of the Department of English
Mulund College of Commerce, S. N. Road, Mulund (West),
MUMBAI 400 080

Dr. Indira Nityanandam,
D-5, Samarpan Flats,
Gulbai Tekhra
AHMEDABAD 380 080

Dr. P. K. Yagnik, Anand Education College,
ANAND (Gujarat)

Prof. B K Trivedi,
67-A, Bhanushali Nagar
Near Karma Bhumi Apartments
Mundra Road,
BHUJ 370 001

Prof. Dr. Arti Majumdar,
Department of English,
The M.S. University of Baroda
VADODARA

Dr. Geeta Vishwanath
Freelance Writer
M.S. University of Baroda,
Vadodara

APPENDIX-C

PROFORMA OF LETTER SENT TO THE SAMPLE OF COLLEGES

From: Date: 03.10.2007

Mrs. A.V. Bharathi Murty
D-139 IFFCO Township,
Udaynagar P.O.
GANDHIDHAM 370 203
Ph.No.9427251818

To:

_____

_____

Sub: Request for the permission to conduct Structured Interviews with Students

Respected Sir/Madam,

Namaste,

I (Mrs. A. V. Bharathi Murty) am a lecturer in Tolani Commerce College situated at Adipur (Kachchh District), Gujarat and I have been teaching English and Commercial Communication subject for the under graduate students since last 19 years. I have recently registered for my Ph.D. programme under the guide-ship of Prof. Harsha J Patadia, Faculty of Education & Psychology, CASE, Maharaja Sayajirao University of Baroda.

I am working on "Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District." As a part of this study, I have prepared four tools i.e. Questionnaire, Opinionnaire, Focus Group Discussion for teachers and Structured Interviews for students.

I shall be very much thankful if you please allow me to conduct Structured Interviews of your students which is one of the Tools for my Ph.D. study.

Hope my request will be considered positively enabling to proceed with my Ph.D. study.

Thanking you,

Yours sincerely,

Mrs. A. V. Bharathi

Encl: Tools

APPENDIX-D

LIST OF SAMPLE COLLEGES

1. Tolani Commerce College, Adipur
2. Tolani Institute of Commerce, Adipur
3. Shri J B Thacker Commerce College Bhuj
4. Sheth S.V.Arts and Commerce College, Mandvi
5. GMDC Arts and Commerce College Nakhatran
6. Muktajeevan Swami Bapa Mahila Arts and Commerce College, Bhuj
7. Shrimati H.B.Palan College of Arts and Commerce, Anjar
8. R.D.Education Trust Sanchalit Arts and Commerce College, Mundra

APPENDIX-E

Dear Respondent,

As a part my Ph.D. research work, in order to conduct the survey on the "Identification of problems in Teaching-Learning English in Commerce Colleges of the Kachchh District", I have prepared a Questionnaire for the F.Y. B.Com English teachers of the K.S.K.V. Kachchh University, Bhuj. The Questionnaire covers various aspects of teaching processes such as present teaching practices, study of syllabus, use of references and teaching aids and evaluation methods etc.

I have also prepared an Opinionnaire to gather concerned teachers opinions on various problems of teaching-learning English language. So, I request you to go through both the Questionnaire & Opinionnaire and express your views and responses in this regard.

Your responses will be kept confidential and will be utilized for this research purpose only. I shall be very thankful for your responses. I await your prompt and positive response.

Mrs. A V Bharathi
(Ph.D.Research Scholar)

APPENDIX-E(1)

TEACHERS' QUESTIONNAIRE

Instructions:

1 *Please put a tick mark(s) on the best option(s). Please note that in some of the items there could be more than one option.*

2 *If you feel that a particular response does not apply to your situation, please mention n.a. against that question/statement.*

3 *If you feel that the responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of the responses.*

-:o:-

PERSONAL INFORMATION

1. Name   :   _____

2. Age   :   _____

3. Qualification   :   _____

4. Experience   :   _____ Years_____Months

5. Name of the college   :   _____

6. Medium of instruction   :   Hindi / English / Gujarati

7. Mention the subjects, you teach   :   1._____

                                                 2._____

                                                 3._____

                                                 4._____

8. Your weekly work load for English subjects : _____

9. Residential address   :   _____

                                                 _____

                                                 _____

10. Contact telephone nos.   :   i) P&T Ph.No._____

                                                       ii) Mobile No._____
11. Have you taken any training in English
    Language teaching before joining this
    profession   :   Yes [   ] No [   ]

12. If yes, please specify_____

    _____

13. Please give details of your teaching assignments in F.Y.B.Com. classes for English :

Sl. No.	Activity	Name of the Text Book	Time allotted	Total No. of Students in each Class
1	Textual teaching	Developing English Skills		
2	Assignments			
3	Tutorials			
4	Tests			
5.	Other than these Please specify			

APPENDIX-E(2)

<u>QUESTIONNAIRE</u>

1. Which methods do you follow while teaching English?

    a) Lecture method
    b) Discussion method
    c) Direct method
    d) Bilingual method
    e) Translation method
    f) If other than these, please specify_____

    _____

2. Do you cover the entire syllabus in the class?   Yes [   ] No [   ]

    i) If No, how much of the syllabus do you generally cover during the year?

        (a) 85 – 100%
        (b) 70 – 85%
        (c) 55 – 70%
        (d) Less than 55%

    ii) Is this due to (*please mention the reason*)

        (a) Scarcity of time
        (b) Lengthy syllabus
        (c) Non availability of text books on time
        (d) If other than these, please specify _____

        _____

3. Do you use any reference material other than the text book in the class?
                                            Yes [   ] No [   ]

    i) If yes, what type of books do you use among the following?

        (a) Grammar books
        (b) Work books
        (c) Related literature
        (d) If other than these, please specify_____

        _____

    ii) If No, what is the reason for not using any other books other than text books?

        (a) Text book is enough
        (b) Scarcity of time
        (c) Lack of support from students
        (d) If other than these, please specify_____

        _____

4. Do you use any teaching aids other than Chalk, Duster & black board? Yes [   ] No [   ]

    i) If yes, how often do you use?

    (a) Daily
    (b) Weekly
    (c) Some times
    (d) Rarely

    ii) If no, please specify the reason for not using other than those above mentioned Teaching aids?

    (a) Don't feel the need
    (b) Lack of infrastructure
    (c) Lack of knowledge of operations
    (d) If other than these, please specify_____

_____

5. Which of the following teaching aids do you use while teaching English?

    (a) Overhead Projector
    (b) Tape recorder
    (c) L.C.D.
    (d) Library
    (e) Computers
    (f) V.C.D.
    (g) Games
    (h) Movies and skits
    (i) Television
    (j) If other than these, please specify_____

_____

6. As a teacher of English do you consciously follow any method in teaching?

                                      Yes [   ] No [   ]

7. Which of the following activities would you consider to be important part of your Teaching method?

Please give your order of priority in numbers (i.e. 1, 2, 3, 4,) for (a) to (f) options ranging from the 'most Important' to the 'least important' in the brackets.

    (a)   Providing information about historical, cultural, intellectual   [   ]
              background to the Prescribed texts and authors through lectures
    (b)   Paraphrasing, explaining the meanings of difficult lines, words,   [   ]
              concepts etc.
    (c)   Making comparison between texts   [   ]

(d)   Encouraging students to read the text closely to evolve their own   [   ]
        response

(e)   Encouraging free oral discussion by students   [   ]

(f)   Inviting students to understand new experiences by comparing them   [   ]
        to experiences familiar to them

(g)   _____

(h)   _____

8.   Do you plan and prepare your lesson before taking your class?   Yes [   ] No [   ]

     i)   If yes, what type of plan do you prepare?

    (a)   Written
    (b)   Mental
    (c)   Both written and mental
    (d)   If other than these, please specify_____

            _____

     ii)   If No, is it because

    (a)   You don't feel the need
    (b)   You follow the textual method
    (c)   You don't get time
    (d)   If other than these, please specify_____

            _____

9.   How frequently do you plan a lesson?

     (a)   Always
     (b)   Often
     (c)   Some times
     (d)   Rarely

10. Which of the following aspects do you consider while planning your lesson?
     [Please put tick mark against appropriate option which applies to you]

     (a)   Look up difficult words in the dictionary
     (b)   Think of the relevant incidents, quotations, relating to the contents of the
          text you are going to teach.
     (c)   Referring information on net, library
     (d)   Referring current related issues
     (e)   Gathering illustrations
     (f)   Preparation of role model
     (e)   If other than these, please specify _____

            _____

11. Which of the following aspects do you consider while planning your lesson?

    (e) Time
    (f) Content
    (g) Examination
    (h) Syllabus
    (i) Students
    (j) Availability of the resources
    (k) If other than these, please specify_____

    _____

12. In your teaching of English, how much importance do you attach to each of the following abilities of the students?

    Please give your order of priority in numbers (i.e. 1,2,3,4,…)for (a) to (f) options ranging from the 'most important' to the 'least important' in the brackets

    (a)   Ability to read books and journals in English   [   ]
    (b)   Ability to write letters, applications and reports etc.   [   ]
    (c)   Ability to converse in English   [   ]

    (d)   Ability to follow conversation and lectures in English   [   ]
    (e)   Ability to memorize answers to the expected questions to pass the   [   ]
            examination

    (f)   If other than these, please specify_____

    _____

    _____

13. Is there any provision for spoken English classes in your college?   Yes [   ]   No [   ]

    i) If '*No*', how do you develop the spoken English skills? (Please specify)

    _____

14. Do you dictate answers to the expected questions and ask the students to memorize them for producing better results in their examination?   Yes [   ] No[   ]
    i) If yes, please specify

    (a) All
    (b) Some
    (c) A few

    ii) If no, please give the reason

    (a) You don't get time
    (b) They should be encouraged to write their own answers
    (c) They are not interested
    (d) If other than these, please specify_____

15. How do you evaluate your students' performance?

By conducting

(a) Class tests
(b) Periodical tests
(c) Weekly tests
(d) Monthly tests

16. Which of these evaluative methods do you follow?

(a) Assignment
(b) Marks
(c) Grading
(d) Internal weight-age

17. What do you assess in the students performance in examination?

Please give your order of priority in numbers (i.e. 1,2,3,4,…)for (a) to (f) options ranging from the 'most important' to the 'least important' in the brackets

(a)   The student's ability to understand and respond to the   [   ]
       prescribed text
(b)   The student's ability of self expression   [   ]
(c)   The student's ability to develop sensitivity to literature   [   ]

(d)   The student's ability to understand important ideas and concepts   [   ]
       available through his reading in English and the student's ability to
       reproduce facts that have been taught
(f)   If other than these, please specify_____   [   ]

       _____

       _____

18. Is a mere 3 hour examination enough to judge the performance of the student aptly for
    70 marks?   Yes [   ] No [   ]

19. What type of tests do you conduct?

(a) Objective type
(b) Subjective type
(c) Viva
(d) Projects or assignments
(e) Combination tests

20. When do you conduct objective tests?

(a) Once in a week
(b) Once in a month
(c) At the end of each chapter
(d) No fixed schedule/criteria

21. When do you conduct subjective tests?

   (a) On completion of each term
   (b) At the end of each chapter
   (c) Once in a while
   (d) No fixed schedule.

22. Do you have regular internal assessment?   Yes [   ] No [   ]

   i) If yes, how often do you assess your students' performance?

   (a) Weekly
   (b) Fortnightly
   (c) Monthly
   (d) Quarterly
   (e) Half yearly
   (f) If other than these, please specify_____

   _____ _____

   ii) If No, please give the reason for not having regular internal assessment.

   (a) Quantitative pressure
   (b) Lack of students' participation
   (c) Scarcity of time
   (d) Other reasons, if any, please specify_____

   _____

23. Do you regularly give home assignments?   Yes [   ] No [   ]

   i) If yes, how often do you give?

   (a) On completion of each unit
   (b) Sometimes
   (c) Rarely
   (d) Just before examinations

   ii) If no, please give the reason. Is it because of

   (a) Large number of students
   (b) Syllabus burden
   (c) Students inattentiveness
   (d) Practical difficulties
   (e) If other than these, please specify _____

   _____

24. Do you regularly check your students note books/assignments?   Yes [   ] No [   ]

25. How do you generally evaluate the assignments of your students?

   (a) Just confirm whether the students have done it or not
   (b) Check only a few assignments randomly
   (c) Take all assignments, correct each one carefully and return them soon
   (d) Cross every mistake in every assignment and put a remark over there
   (e) Analyze the errors and clarify their doubts.
   (f) Discuss common mistakes in the class
   (g) _____

        _____

26. To which objective of English language testing do you give the maximum priority?

   Please give your order of priority in numbers (i.e. 1,2,3,4,…)for (a) to (f) options ranging from the 'most important' to the 'least important' in the brackets

   (a)   To check the general progress of the students   [   ]
   (b)   To evaluate ones own effectiveness as a teacher   [   ]
   (c)   To fulfill the institutional requirements for promotion   [   ]

   (d)   To help the students according to their level   [   ]
   (e)   To identify the problems of students and designing strategies to   [   ]
           improve their performance

   (f)   To measure to impact of effectiveness of the course as a whole   [   ]
   (g)   To ensure the reinforcement of student motivation and learning   [   ]
           To test the attainment of the level of predetermined linguistic   [   ]
           competence to verify the level of linguistic competence attained

"Thank you very much for sparing your precious time"

APPENDIX-F

OPINIONNAIRE

1. Over crowded classes and inadequate seating arrangements create problems for teaching. *Do you agree with this?*   Yes[ ]   No[ ]

2. Do you feel that teaching heterogeneous groups create problems such as

    (i) Managing individual differences   Yes[ ]   No[ ]

    (ii) Catering to the needs of slow learners and fast learners   Yes[ ]   No[ ]

    (iii) Selecting a common methodology for teaching   Yes[ ]   No[ ]

3. Does the absence of students' participation influence your teaching?   Yes[ ]   No[ ]

4. In which way does it influence? Please explain your <u>above answer</u> giving illustrations in any case.

    _____

    _____

    _____

5   a) State whether the personal individual characteristics of the student create problems in the process of teaching-learning?   Yes[ ]   No[ ]

    b) Explain your answer with illustration

    _____

    _____

    _____

6. Which of the following factors hinder the process of English language teaching-learning in the class room?

    a) Passive interaction   [   ]

    b) Medium of instruction   [   ]

    c) Excessive strength   [   ]

    d) If any other than these, please specify

    _____

7.a i) Opine whether all students consider English as a tough subject.   Yes[ ]   No[ ]

    ii) Opine whether most of the students consider English as a tough Subject.   Yes[ ]   No[ ]

    iii) Opine whether some students consider English as a tough subject.   Yes[ ]   No[ ]

    iv) Opine whether very few students consider English as a tough subject.   Yes[ ]   No[ ]

7.b   According to you what could be the reason(s) for the above situation?

_____
_____
_____

8.a   Many students can not read books in English. Do you agree with this?   Yes[ ]   No[ ]

8.b   What could be the reason for this situation, in your opinion?

_____

_____

_____

9.   F.Y. B.Com students face lots many problems to write letters in English
      due to

      a)   Poor foundation
      b)   Lack of knowledge   [   ]
      c)   Lack of confidence   [   ]
      d)   Fear for English subject   [   ]
      e)   Other than these, please specify   [   ]

      _____

      _____

      _____

10.   Do you opine that the students belonging to urban areas perform better in   Yes[ ]   No[ ]
      English than those of the rural back ground?

11.   Do you agree that the audibility of the teacher in the class counts in the   Yes[ ]   No[ ]
      teaching learning process?

12.   Does evaluation process adopted in your college provide enough feed   Yes[ ]   No[ ]
      back to the teachers to understand the learning problems of the students
      in English?

13.   a) If yes, please mention the different problems you have found based on the feed back of the
         Evaluation.

      b) If no, what do you suggest as an evaluation procedure to get enough Feed back to understand
         the F.Y.B.Com. Students' problems of learning English in your college.

      _____

      _____

      _____

14. a) According to you what are the major problems of students in learning English?

    i) Lack of communication skills   Yes[ ]   No[ ]

    ii) Lack of rapport   Yes[ ]   No[ ]

    iii) Lack of attitude   Yes[ ]   No[ ]

    iv) If any other than these, please specify

    _____

    b) Please give the illustrations for the above answer(s)

    _____

    _____

    _____

15. What are the problems faced by an English teacher in developing the skill of Reading, Writing, Speaking and Listening of the students?

    _____

    _____

    _____

16. What are the general problems faced by an English Teacher in your opinion?

    _____

    _____

    _____

17. Did you face any particular problems while teaching English to your FY B.Com. students? Please give some of your typical observations.

    _____

    _____

    _____

"Thank you very much for sparing your precious time"

APPENDIX-G(1)

(Proforma of Students' Personal Record Sheet)

PERSONAL DETAILS
(To be filled by the student before they are interviewed)

1. Name of the student : _____

2. Age : _____

3. Sex : _____

4. Mother tongue :

5. Schooling : Pvt. School/ State Government,/ Private Study

6. Place of Schooling : City / Town / Village

7. Name of the College : _____

8. <u>Medium of Instruction</u> :
    (a) Up to Secondary : Gujarati / English / Hindi / Any other Language

    (b) Up to Higher Secondary : Gujarati / English / Hindi / Any other Language

9. Did you have English at the :   Yes [   ]   No [   ]
    school level

10. Was it a compulsory subject at   Yes [   ]   No [   ]
    school

11. Did you study English at the   Yes [   ]   No [   ]
    Higher Secondary Level?

12. Marks obtained in English at   (a) Below 40%
    S.S.C. level: (b) Between 41% to 50%
       (c) Between 51% to 60%
       (d) Between 61% to 70%
       (e) Above 71%

13. Marks obtained in English at   (a) Below 40%
    H.S.C. level: (b) Between 41% to 50%

(c) Between 51% to 60%
(d) Between 61% to 70%
(e) Above 71%

14.	Category	:	OC / BC / SC / ST / EBC

15	Family background	:

Sl.No.	Parent	**Education**	Occupation	Monthly Income[Rs.]
1	Father			
2	Mother			

APPENDIX-G(2)

STRUCTURED INTERVIEWS FOR STUDENTS

QUESTIONS:

1. Do you think English should be compulsory at the undergraduate level?

2. Do you consider English as a tough subject? Why?

3. Do you find any problem in understanding your English teacher's accent & pronunciation?

4. Does your teacher use simple language while teaching? Do you have any problem in following your teachers language?

5. Do you face any problem while communicating with your teacher?
   If yes, what sort of problems do you face?

6. Do you follow the lessons easily? If not, what type of problems do you have?

7. Do you face any problems during the regular class tests, examinations and assignments?
   If yes, what sort of problems do you face?

8. Do you face any problem due to the heterogeneity in terms of medium of instruction of students? If yes, what sort of problems do you face?

9. What are the various problems in learning English?

10. Do you have any suggestions to reduce the problems of learning English language?

APPENDIX-H

FOCUS GROUP DISCUSSION

As part of this research study, on the "Identification of problems in Teaching-Learning English in Commerce Colleges of the Kachchh District", the researcher will conduct a "Focus Group Discussion". The group discussion will be done by involving all the F.Y.B.Com. English teachers of all the eight Commerce Colleges affiliated to the K.S.K.V. Kachchh University, Bhuj. Under the guidance of a senior professor this group discussion will be conducted. All discussions will be in relation to the problems located by the teachers and the students, with a view to bring out an adaptable solution to minimize the problems involved in English language teaching-learning.

Time Duration   : $1^1/_2$ hrs. To $2^1/_2$ hrs.

Focus of the Discussion   :   Solution of

          i)   The Problems identified for teaching English subject

          ii)   The Problems identified for learning English subject

The procedure of Group Discussion   :

- ❖ The group discussion will be monitored by a senior professor of English.

- ❖ Before the discussion, the researcher will present the located problems of teaching Learning English based on the findings of the data analyzed in terms of responses of questionnaire, opinionnaire and structured interviews. The same will also be provided in terms of handouts to all the participants to facilitate the group discussion at later stage.

- ❖ After the presentation, group discussion for getting solution to minimize the located problems will be held problem wise.

- ❖ Each located problem will be discussed for at least half an hour leading to some solution which is approved unanimously by the group.

- ❖ The senior professor will conclude the group discussion by listing all the suggestions in accordance to the different problems of teaching-learning English.

APPENDIX-I

GLIMPSES OF FOCUS GROUP DISCUSSION

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http://www3.oup.co.uk/eltj/ (The ELT Journal : A Journal that seeks to bridge the gap between the everyday practical concerns of ELT professionals and related disciplines such as education, linguistics, psychology, and sociology that may offer significant insights.)

http://www.tesol.org/pubs/magz/tj (TESOL (Teaching of English to Speakers of Other Languages) Journal publishes articles on ESOL methodology, curriculum materials and design, teacher development, literacy, bilingual education, and classroom inquiry and research.)

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ABBREVIATIONS

AV   : Audio Visual
B.A.   : Bachelor of Arts
B.Com. : Bachelor of Commerce
CALT   : Communicative Approach to Language Teaching
CBSE   : Central Board of Secondary Education
CIEFL   : Central Institute of English and Foreign Languages
CLT   : Communicative Language Teaching
CDC   : Curriculum Development Centre
EFL   : English as Foreign Language
EFLU   : (Present English and Foreign Language University
ELT   : English Language Teaching
ELTI   : English Language Teaching Institute
ELTL   : English Language Teaching Learning
EOP   : English for Official Purpose
ESL   : English as Second Language
ESOL   : English for Speakers of Other Languages
ESP   : English for Special Purpose
EST   : English for second language teaching
F.Y.B.Com: First Year Bachelor of Commerce
FGD   : Focus Group Discussion
I.T.   : Information Technology
JALT   : Japan Association of Language Teachers
K.S.K.V.K.U.: Krantiguru Shyamji Krishna Verma Kachchh University
M.A.   : Master of Arts
MNC   : Multi National Company
MP   : Member of Parliament
NCERTt: National Council of Educational Research and Training
NPE   : National Policy of Education
NPE   : National Policy on Education
NPERC : National Policy on Education Review Committee
OLC   : Official Language Commission
PG   : Post Graduate
POA   : Programme of Action
RE   : Reading efficiency
RIE   : Regional Institute of English
RS   : Reading speed
SCOPE : Society for Creation of Opportunity through Proficiency in English
SSC   : Secondary School Certificate
SWOT : Strengths, Weaknesses, Opportunities and Threats Analysis
TESOL : Teaching of English to Speakers of other Languages
UGC   : University Grants Commission
UPSC   : Union Public Service Commission

APPENDIX-A

PROFORMA OF LETTERS SENT TO EXPERTS

From: Date: 03.10.2007

Mrs. A.V. Bharathi Murty
D-139 IFFCO Township, Udaynagar P.O.
<u>GANDHIDHAM 370 203</u>
Ph.No.9427251818

To:

_____

_____

<u>Sub</u>: <u>Request for the finalization of Tools</u>

Respected Madam,

Namaste,

I (Mrs. A. V. Bharathi Murty) am a lecturer in Tolani Commerce College situated at Adipur (Kachchh District), Gujarat and I have been teaching English and Commercial Communication subject for the under graduate students since last 19 years. I have recently registered for my Ph.D. programme under the guide-ship of Prof. Harsha J Patadia, Faculty of Education & Psychology, CASE, Maharaja Sayajirao University of Baroda.

I am working on "Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District." As a part of this study, I have prepared four tools i.e. Questionnaire, Opinionnaire, Focus Group Discussion for teachers and Structured Interviews for students.

I am sending herewith the brief version (excluding some of the introductory part and review of related literature) of my proposal and the tools for your consideration. I request you to be one of the experts to finalize the designed tools. Please go through these tools and let me have your suggestions and remarks for the improvement. I hope you will consider my request positively and guide me in this regard.

I shall be very much thankful if you please spare some time from your busy schedule and offer your valuable opinion and suggestions, if any for finalizing the tools, so that I can proceed with my Ph.D. study.

With kind regards,

Yours sincerely,

Mrs. A. V. Bharathi
Encl: Tools & Proposal

List of Experts

Dr. Sulabha Nataraj, Principal,
Way Made College of Education, S.P. University,
<u>VALLABH VIDYANAGAR</u>

Dr. Anila Joseph, M.A. Ph.D.,
Department of English, Vimala College,
<u>TRICHUR - 680 009</u>

Prof. D. B. Kundargi, Head of the Department of English
Mulund College of Commerce, S. N. Road, Mulund (West),
<u>MUMBAI 400 080</u>

Dr. Indira Nityanandam,
D-5, Samarpan Flats,
Gulbai Tekhra
<u>AHMEDABAD 380 080</u>

Dr. P. K. Yagnik, Anand Education College,
<u>ANAND (Gujarat)</u>

Prof. B K Trivedi,
67-A, Bhanushali Nagar
Near Karma Bhumi Apartments
Mundra Road,
<u>BHUJ 370 001</u>

Prof. Dr. Arti Majumdar,
Department of English,
The M.S. University of Baroda
<u>VADODARA</u>

Dr. Geeta Vishwanath
Freelance Writer
M.S. University of Baroda,
<u>Vadodara</u>

APPENDIX-C

PROFORMA OF LETTER SENT TO THE SAMPLE OF COLLEGES

From: Date: 03.10.2007

Mrs. A.V. Bharathi Murty
D-139 IFFCO Township,
Udaynagar P.O.
GANDHIDHAM 370 203
Ph.No.9427251818

To:

_____

_____

Sub: Request for the permission to conduct Structured Interviews with Students

Respected Sir/Madam,

Namaste,

I (Mrs. A. V. Bharathi Murty) am a lecturer in Tolani Commerce College situated at Adipur (Kachchh District), Gujarat and I have been teaching English and Commercial Communication subject for the under graduate students since last 19 years. I have recently registered for my Ph.D. programme under the guide-ship of Prof. Harsha J Patadia, Faculty of Education & Psychology, CASE, Maharaja Sayajirao University of Baroda.

I am working on "Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District." As a part of this study, I have prepared four tools i.e. Questionnaire, Opinionnaire, Focus Group Discussion for teachers and Structured Interviews for students.

I shall be very much thankful if you please allow me to conduct Structured Interviews of your students which is one of the Tools for my Ph.D. study.

Hope my request will be considered positively enabling to proceed with my Ph.D. study.

Thanking you,

Yours sincerely,

Mrs. A. V. Bharathi

Encl: Tools

APPENDIX-D

LIST OF SAMPLE COLLEGES

1. Tolani Commerce College, Adipur
2. Tolani Institute of Commerce, Adipur
3. Shri J B Thacker Commerce College Bhuj
4. Sheth S.V.Arts and Commerce College, Mandvi
5. GMDC Arts and Commerce College Nakhatran
6. Muktajeevan Swami Bapa Mahila Arts and Commerce College, Bhuj
7. Shrimati H.B.Palan College of Arts and Commerce, Anjar
8. R.D.Education Trust Sanchalit Arts and Commerce College, Mundra

APPENDIX-E

Dear Respondent,

As a part my Ph.D. research work, in order to conduct the survey on the "Identification of problems in Teaching-Learning English in Commerce Colleges of the Kachchh District", I have prepared a Questionnaire for the F.Y. B.Com English teachers of the K.S.K.V. Kachchh University, Bhuj. The Questionnaire covers various aspects of teaching processes such as present teaching practices, study of syllabus, use of references and teaching aids and evaluation methods etc.

I have also prepared an Opinionnaire to gather concerned teachers opinions on various problems of teaching-learning English language. So, I request you to go through both the Questionnaire & Opinionnaire and express your views and responses in this regard.

Your responses will be kept confidential and will be utilized for this research purpose only. I shall be very thankful for your responses. I await your prompt and positive response.

Mrs. A V Bharathi
(Ph.D.Research Scholar)

TEACHERS' QUESTIONNAIRE

Instructions:

1   Please put a tick mark(s) on the best option(s). Please note that in some of the items there could be more than one option.

2   If you feel that a particular response does not apply to your situation, please mention n.a. against that question/statement.

3   If you feel that the responses given at the end of the question does not cover the one you want to make, please don't hesitate to give your response in the space provided at the end of the responses.

-:o:-

PERSONAL INFORMATION

1. Name   :   _____

2. Age   :   _____

3. Qualification   :   _____

4. Experience   :   _____ Years_____Months

5. Name of the college   :   _____

6. Medium of instruction   :   Hindi   / English   / Gujarati

7. Mention the subjects, you teach   :   1._____

                                                          2._____

                                                          3._____

                                                          4._____

8. Your weekly work load for English subjects   :   _____

9. Residential address   :   _____

                                                          _____

                                                          _____

10. Contact telephone nos. : i) P&T Ph.No._____

    ii) Mobile No._____

11. Have you taken any training in English
Language teaching before joining this
profession : Yes [   ] No [   ]

12. If yes, please specify_____

_____

13. Please give details of your teaching assignments in F.Y.B.Com. classes for English :

Sl. No.	Activity	Name of the Text Book	Time allotted	Total No. of Students in each Class
1	Textual teaching	Developing English Skills		
2	Assignments			
3	Tutorials			
4	Tests			
5.	Other than these Please specify			

APPENDIX-E(2)

<u>QUESTIONNAIRE</u>

1. Which methods do you follow while teaching English?

    a) Lecture method
    b) Discussion method
    c) Direct method
    d) Bilingual method
    e) Translation method
    f) If other than these, please specify_____

    _____

2. Do you cover the entire syllabus in the class?   Yes [   ] No [   ]

    i) If No, how much of the syllabus do you generally cover during the year?

        (a) 85 – 100%
        (b) 70 – 85%
        (c) 55 – 70%
        (d) Less than 55%

    ii) Is this due to (*please mention the reason*)

        (a) Scarcity of time
        (b) Lengthy syllabus
        (c) Non availability of text books on time
        (d) If other than these, please specify _____

        _____

3. Do you use any reference material other than the text book in the class?

                                                        Yes [   ] No [   ]

    i) If yes, what type of books do you use among the following?

        (a) Grammar books
        (b) Work books
        (c) Related literature
        (d) If other than these, please specify_____

        _____

    ii) If No, what is the reason for not using any other books other than text books?

        (a) Text book is enough
        (b) Scarcity of time
        (c) Lack of support from students
        (d) If other than these, please specify_____

        _____

4. Do you use any teaching aids other than Chalk, Duster & black board? Yes [   ] No [   ]

    i) If yes, how often do you use?

    (a) Daily
    (b) Weekly
    (c) Some times
    (d) Rarely

    ii) If no, please specify the reason for not using other than those above mentioned
       Teaching aids?

    (a) Don't feel the need
    (b) Lack of infrastructure
    (c) Lack of knowledge of operations
    (d) If other than these, please specify_____

    _____

5.   Which of the following teaching aids do you use while teaching English?

    (a) Overhead Projector
    (b) Tape recorder
    (c) L.C.D.
    (d) Library
    (e) Computers
    (f) V.C.D.
    (g) Games
    (h) Movies and skits
    (i) Television
    (j) If other than these, please specify_____

    _____

6. As a teacher of English do you consciously follow any method in teaching?

                           Yes [   ] No [   ]

7. Which of the following activities would you consider to be important part of your
   Teaching method?

Please give your order of priority in numbers (i.e. 1, 2, 3, 4,) for (a) to (f) options ranging from the 'most
Important' to the 'least important' in the brackets.

  (a)   Providing information about historical, cultural, intellectual   [   ]
            background to the Prescribed texts and authors through lectures
  (b)   Paraphrasing, explaining the meanings of difficult lines, words,   [   ]
            concepts etc.
  (c)   Making comparison between texts   [   ]

(d)   Encouraging students to read the text closely to evolve their own   [   ]
        response

(e)   Encouraging free oral discussion by students   [   ]

(f)   Inviting students to understand new experiences by comparing them   [   ]
        to experiences familiar to them

(g)   _____

(h)   _____

8. Do you plan and prepare your lesson before taking your class?   Yes [   ] No [   ]

   i) If yes, what type of plan do you prepare?

   (a) Written
   (b) Mental
   (c) Both written and mental
   (d) If other than these, please specify_____

   _____

   ii) If No, is it because

   (a) You don't feel the need
   (b) You follow the textual method
   (c) You don't get time
   (d) If other than these, please specify_____

   _____

9. How frequently do you plan a lesson?

    (a) Always
    (b) Often
    (c) Some times
    (d) Rarely

10. Which of the following aspects do you consider while planning your lesson?
    [Please put tick mark against appropriate option which applies to you]

    (a) Look up difficult words in the dictionary
    (b) Think of the relevant incidents, quotations, relating to the contents of the
          text you are going to teach.
    (c) Referring information on net, library
    (d) Referring current related issues
    (e) Gathering illustrations
    (f) Preparation of role model
    (e) If other than these, please specify _____

    _____

11. Which of the following aspects do you consider while planning your lesson?

    (e) Time
    (f) Content
    (g) Examination
    (h) Syllabus
    (i) Students
    (j) Availability of the resources
    (k) If other than these, please specify_____

_____

12. In your teaching of English, how much importance do you attach to each of the following abilities of the students?

Please give your order of priority in numbers (i.e. 1,2,3,4,…)for (a) to (f) options ranging from the 'most important' to the 'least important' in the brackets

(a)	Ability to read books and journals in English	[ ]
(b)	Ability to write letters, applications and reports etc.	[ ]
(c)	Ability to converse in English	[ ]
(d)	Ability to follow conversation and lectures in English	[ ]
(e)	Ability to memorize answers to the expected questions to pass the examination	[ ]
(f)	If other than these, please specify_____	

_____

_____

13. Is there any provision for spoken English classes in your college?   Yes [   ]   No [   ]

    i) If '*No*', how do you develop the spoken English skills? (Please specify)

_____

14. Do you dictate answers to the expected questions and ask the students to memorize them for producing better results in their examination?   Yes [   ] No[   ]
    i) If yes, please specify

    (a) All
    (b) Some
    (c) A few

    ii) If no, please give the reason

    (a) You don't get time
    (b) They should be encouraged to write their own answers
    (c) They are not interested
    (d) If other than these, please specify_____

15. How do you evaluate your students' performance?

   By conducting

   (a) Class tests
   (b) Periodical tests
   (c) Weekly tests
   (d) Monthly tests

16. Which of these evaluative methods do you follow?

   (a) Assignment
   (b) Marks
   (c) Grading
   (d) Internal weight-age

17. What do you assess in the students performance in examination?

   Please give your order of priority in numbers (i.e. 1,2,3,4,…)for (a) to (f) options ranging from the 'most important' to the 'least important' in the brackets

   (a)   The student's ability to understand and respond to the   [   ]
            prescribed text
   (b)   The student's ability of self expression   [   ]
   (c)   The student's ability to develop sensitivity to literature   [   ]

   (d)   The student's ability to understand important ideas and concepts   [   ]
            available through his reading in English and the student's ability to
            reproduce facts that have been taught
   (f)   If other than these, please specify_____   [   ]

            _____

            _____

18. Is a mere 3 hour examination enough to judge the performance of the student aptly for
    70 marks?   Yes [   ] No [   ]

19. What type of tests do you conduct?

   (a) Objective type
   (b) Subjective type
   (c) Viva
   (d) Projects or assignments
   (e) Combination tests

20. When do you conduct objective tests?

   (a) Once in a week
   (b) Once in a month
   (c) At the end of each chapter
   (d) No fixed schedule/criteria

21. When do you conduct subjective tests?

    (a) On completion of each term
    (b) At the end of each chapter
    (c) Once in a while
    (d) No fixed schedule.

22. Do you have regular internal assessment?   Yes [   ] No [   ]

    i) If yes, how often do you assess your students' performance?

    (a) Weekly
    (b) Fortnightly
    (c) Monthly
    (d) Quarterly
    (e) Half yearly
    (f) If other than these, please specify_____

_____ _____

    ii) If No, please give the reason for not having regular internal assessment.

    (a) Quantitative pressure
    (b) Lack of students' participation
    (c) Scarcity of time
    (d) Other reasons, if any, please specify_____

_____

23. Do you regularly give home assignments?   Yes [   ] No [   ]

    i) If yes, how often do you give?

    (a) On completion of each unit
    (b) Sometimes
    (c) Rarely
    (d) Just before examinations

    ii) If no, please give the reason. Is it because of

    (a) Large number of students
    (b) Syllabus burden
    (c) Students inattentiveness
    (d) Practical difficulties
    (e) If other than these, please specify _____

_____

24. Do you regularly check your students note books/assignments?   Yes [   ] No [   ]

25. How do you generally evaluate the assignments of your students?

    (a) Just confirm whether the students have done it or not
    (b) Check only a few assignments randomly
    (c) Take all assignments, correct each one carefully and return them soon
    (d) Cross every mistake in every assignment and put a remark over there
    (e) Analyze the errors and clarify their doubts.
    (f) Discuss common mistakes in the class
    (g) _____

    _____

26. To which objective of English language testing do you give the maximum priority?

Please give your order of priority in numbers (i.e. 1,2,3,4,…)for (a) to (f) options ranging from the 'most important' to the 'least important' in the brackets

(a)	To check the general progress of the students	[ ]
(b)	To evaluate ones own effectiveness as a teacher	[ ]
(c)	To fulfill the institutional requirements for promotion	[ ]
(d)	To help the students according to their level	[ ]
(e)	To identify the problems of students and designing strategies to improve their performance	[ ]
(f)	To measure to impact of effectiveness of the course as a whole	[ ]
(g)	To ensure the reinforcement of student motivation and learning	[ ]
	To test the attainment of the level of predetermined linguistic competence to verify the level of linguistic competence attained	[ ]

"Thank you very much for sparing your precious time"

OPINIONNAIRE

1. Over crowded classes and inadequate seating arrangements create problems for teaching. *Do you agree with this?*   Yes[ ]   No[ ]

2. Do you feel that teaching heterogeneous groups create problems such as

    (i) Managing individual differences   Yes[ ]   No[ ]

    (ii) Catering to the needs of slow learners and fast learners   Yes[ ]   No[ ]

    (iii) Selecting a common methodology for teaching   Yes[ ]   No[ ]

3. Does the absence of students' participation influence your teaching?   Yes[ ]   No[ ]

4. In which way does it influence? Please explain your <u>above answer</u> giving illustrations in any case.

_____

_____

_____

5. a) State whether the personal individual characteristics of the student create problems in the process of teaching-learning?   Yes[ ]   No[ ]

    b) Explain your answer with illustration

_____

_____

_____

6. Which of the following factors hinder the process of English language teaching-learning in the class room?

    a) Passive interaction   [   ]

    b) Medium of instruction   [   ]

    c) Excessive strength   [   ]

    d) If any other than these, please specify

_____

7.a i) Opine whether all students consider English as a tough subject.   Yes[ ]   No[ ]

    ii) Opine whether most of the students consider English as a tough Subject.   Yes[ ]   No[ ]

    iii) Opine whether some students consider English as a tough subject.   Yes[ ]   No[ ]

    iv) Opine whether very few students consider English as a tough subject.   Yes[ ]   No[ ]

7.b According to you what could be the reason(s) for the above situation?

_____
_____
_____

8.a Many students can not read books in English. Do you agree with this?   Yes[ ]   No[ ]

8.b What could be the reason for this situation, in your opinion?

_____

_____

_____

9.   F.Y. B.Com students face lots many problems to write letters in English
     due to

     a) Poor foundation
     b) Lack of knowledge   [   ]
     c) Lack of confidence   [   ]
     d) Fear for English subject   [   ]
     e) Other than these, please specify   [   ]

     _____

     _____

     _____

10. Do you opine that the students belonging to urban areas perform better in   Yes[ ]   No[ ]
     English than those of the rural back ground?

11. Do you agree that the audibility of the teacher in the class counts in the   Yes[ ]   No[ ]
     teaching learning process?

12. Does evaluation process adopted in your college provide enough feed   Yes[ ]   No[ ]
     back to the teachers to understand the learning problems of the students
     in English?

13. a) If yes, please mention the different problems you have found based on the feed back of the
        Evaluation.

     b) If no, what do you suggest as an evaluation procedure to get enough Feed back to understand
        the F.Y.B.Com. Students' problems of learning English in your college.

     _____

     _____

     _____

14. a) According to you what are the major problems of students in learning English?

    i)   Lack of communication skills   Yes[ ]   No[ ]

    ii)   Lack of rapport   Yes[ ]   No[ ]

    iii)   Lack of attitude   Yes[ ]   No[ ]

    iv)   If any other than these, please specify

    _____

    b) Please give the illustrations for the above answer(s)

    _____

    _____

    _____

15. What are the problems faced by an English teacher in developing the skill of Reading, Writing, Speaking and Listening of the students?

    _____

    _____

    _____

16. What are the general problems faced by an English Teacher in your opinion?

    _____

    _____

    _____

17. Did you face any particular problems while teaching English to your FY B.Com. students? Please give some of your typical observations.

    _____

    _____

    _____

"Thank you very much for sparing your precious time"

APPENDIX-G(1)

(Proforma of Students' Personal Record Sheet)

PERSONAL DETAILS
(To be filled by the student before they are interviewed)

1. Name of the student : _____

2. Age : _____

3. Sex : _____

4. Mother tongue :

5. Schooling : Pvt. School/ State Government,/ Private Study

6. Place of Schooling : City / Town / Village

7. Name of the College : _____

8. <u>Medium of Instruction</u> :

    (a) Up to Secondary : Gujarati / English / Hindi / Any other Language

    (b) Up to Higher Secondary : Gujarati / English / Hindi / Any other Language

9. Did you have English at the school level :   Yes [   ] No [   ]

10. Was it a compulsory subject at school   Yes [   ] No [   ]

11. Did you study English at the Higher Secondary Level?   Yes [   ] No [   ]

12. Marks obtained in English at S.S.C. level:
    (a) Below 40%
    (b) Between 41% to 50%
    (c) Between 51% to 60%
    (d) Between 61% to 70%
    (e) Above 71%

13. Marks obtained in English at H.S.C. level:
    (a) Below 40%
    (b) Between 41% to 50%

(c) Between 51% to 60%
(d) Between 61% to 70%
(e) Above 71%

14.   Category   :   OC / BC / SC / ST / EBC

15   Family background   :

Sl.No.	Parent	**Education**	Occupation	Monthly Income[Rs.]
1	Father			
2	Mother			

APPENDIX-G(2)

<u>STRUCTURED INTERVIEWS FOR STUDENTS</u>

QUESTIONS:

1. Do you think English should be compulsory at the undergraduate level?

2. Do you consider English as a tough subject? Why?

3. Do you find any problem in understanding your English teacher's accent & pronunciation?

4. Does your teacher use simple language while teaching? Do you have any problem in following your teachers language?

5. Do you face any problem while communicating with your teacher?
   If yes, what sort of problems do you face?

6. Do you follow the lessons easily? If not, what type of problems do you have?

7. Do you face any problems during the regular class tests, examinations and assignments?
   If yes, what sort of problems do you face?

8. Do you face any problem due to the heterogeneity in terms of medium of instruction of students? If yes, what sort of problems do you face?

9. What are the various problems in learning English?

10. Do you have any suggestions to reduce the problems of learning English language?

APPENDIX-H

FOCUS GROUP DISCUSSION

As part of this research study, on the "Identification of problems in Teaching-Learning English in Commerce Colleges of the Kachchh District", the researcher will conduct a "Focus Group Discussion". The group discussion will be done by involving all the F.Y.B.Com. English teachers of all the eight Commerce Colleges affiliated to the K.S.K.V. Kachchh University, Bhuj. Under the guidance of a senior professor this group discussion will be conducted. All discussions will be in relation to the problems located by the teachers and the students, with a view to bring out an adaptable solution to minimize the problems involved in English language teaching-learning.

Time Duration : $1^{1}/_{2}$ hrs. To $2^{1}/_{2}$ hrs.

Focus of the Discussion : Solution of

        i)   The Problems identified for teaching English subject

        ii)   The Problems identified for learning English subject

The procedure of Group Discussion :

❖ The group discussion will be monitored by a senior professor of English.

❖ Before the discussion, the researcher will present the located problems of teaching Learning English based on the findings of the data analyzed in terms of responses of questionnaire, opinionnaire and structured interviews. The same will also be provided in terms of handouts to all the participants to facilitate the group discussion at later stage.

❖ After the presentation, group discussion for getting solution to minimize the located problems will be held problem wise.

❖ Each located problem will be discussed for at least half an hour leading to some solution which is approved unanimously by the group.

❖ The senior professor will conclude the group discussion by listing all the suggestions in accordance to the different problems of teaching-learning English.
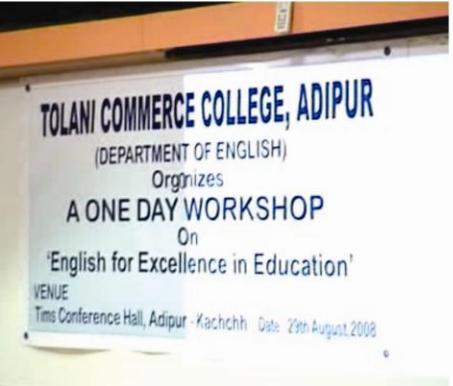
Glimpses of Focus Group Discussion

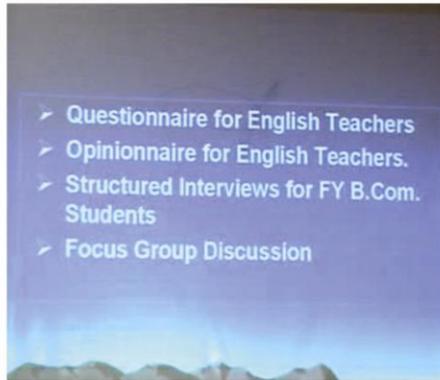# Glimpses of Focus Group Discussion

Glimpses of Focus Group Discussion

Glimpses of Focus Group Discussion