



# DATA ANALYSIS

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## CHAPTER 4

## **DATA ANALYSIS**

### **4.1 INTRODUCTION**

The previous chapter deals with the methodology adopted for the present study, selection of sample, tools used in the investigation, administration of tools and the procedures followed in the collection of data were discussed. The analysis and interpretation of data is the most important part of a research report as the material presented here represents the investigator's contribution to the advancement of knowledge. The present chapter deals with the analysis and interpretation of the data. Available data have been analyzed and have been reported here.

For the purpose of data collection, investigator prepared achievement test and oral communication test for the students. Along with these questionnaire, opinionnaire and interview schedule were also prepared for the teachers. For the purpose of data collection from students, achievement test and oral communication test were administered to 1664 students of thirty one schools of Vadodara district. For the purpose of data collection from teachers, questionnaire and opinionnaire were administered to thirty one teachers who teach English subject in the selected thirty one schools. For the purpose of interview schedules thirty one teachers were consulted and interview was held by the investigator. All the thirty one questionnaires and opinionnaires were received back duly responded in by the teachers. The analysis of various tools has been presented in the following pages.

### **4.2 ANALYSIS AND INTERPRETATION OF ACHIEVEMENT TEST**

In analyzing data, the objectives and hypotheses have been kept in view and the process of analysis has been carried out accordingly. According to the objectives and design of the study the Mean, Median, Standard Deviation (S.D), Skewness, Kurtosis and the Analysis of Variance (ANOVA) were used for analysis of data.

Analysis of variance is an extension of 't' test. By using 't' test the difference between two groups only can be studied at a time that means the effect of only one independent variable can be studied at a time. In analysis of

variance more than two variables can be studied. It is useful in the sense that apart from main effects interaction effects also can be studied. The analysis of variance gives its results in the form of 'F' ratio.

For the present study, data analysis was carried out using computer. S.P.S.S. package was used in computation work from the 'Rollwalla Computer Center', Ahmedabad. The analysis of the data was carried out keeping in view the objectives and hypotheses. The Null hypothesis was tested. The data were analyzed and hypotheses were tested and conclusions were arrived at.

#### 4.2.1 Achievement in English

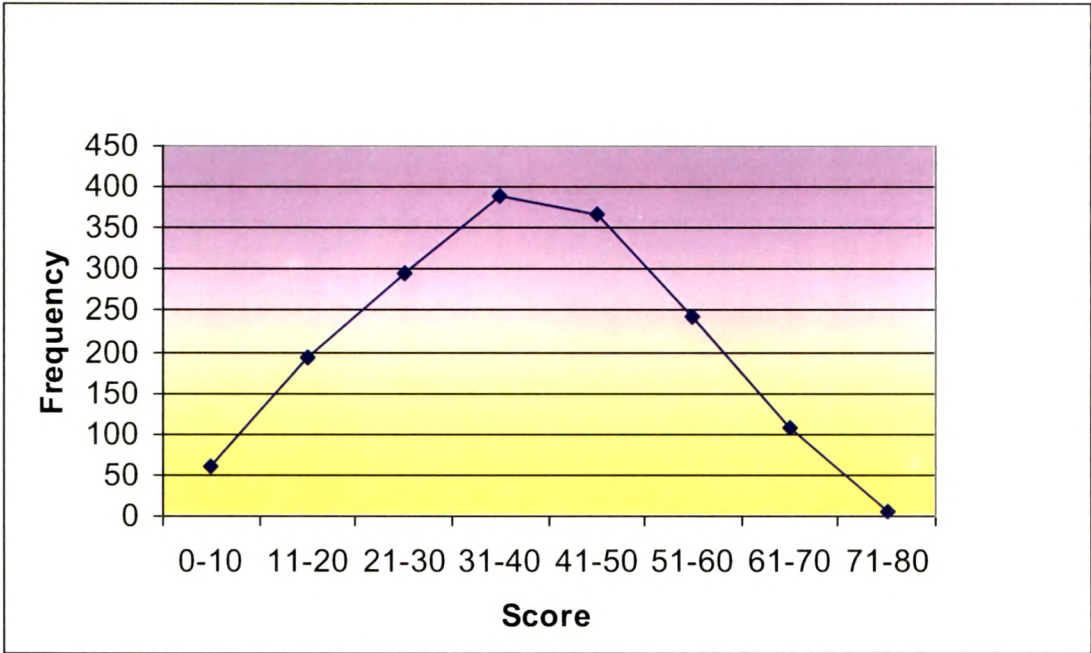
To study the achievement in English, frequency distribution table of achievement in English was prepared as shown in Table 4.1 and its graphical presentation has been shown in Figure: 4.1. Subsequently Mean, S.D, Kurtosis and Skewness have been computed as shown in Table: 4.2. Score of achievement test with respect to SVS, school, gender, location, teacher's experience, teacher's qualification, caste and section-wise also presented (Appendix - XXIV).

**TABLE: 4.1**  
**FREQUENCY DISTRIBUTION OF ACHIEVEMENT IN ENGLISH**

Class	Frequency
0-10	60
11-20	194
21-30	296
31-40	390
41-50	366
51-60	243
61-70	109
71-80	6
	n =1664

**FIGURE: 4.1**

**FREQUENCY DISTRIBUTION OF ACHIEVEMENT IN ENGLISH**



**TABLE: 4.2**

**MEAN, MEDIAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS  
OF ACHIEVEMENT OF STUDENTS**

Number of students (n)	1664
Mean Achievement	37.49
Median	38.00
Standard Deviation	15.25
Skewness	-.080
Kurtosis	-.658

As the Mean and Median fall at different points in the distribution and the balance (Center of gravity) is shifted to the left as visible from Figure: 4.1, it can be said that the distribution is positively skewed. Skewness has been found out to be -.080. The value of skewness is negative but it is very less. So the achievement of student is almost normal. The table also indicated that the

average achievement of the students is 37.49, which shows the students are average achievers in English. Kurtosis has been found out to be -0.658. The value of Kurtosis is less than 0.263. So here the nature of distribution is leptokurtic.

#### **4.2.2 Main effects and interaction effects on achievement test**

To study the main effects, two way interactions, three way interactions, four way interactions on achievement test with respect to Gender, Location, Teacher's Experience, Teacher's qualification and Caste; ANOVA was applied for following null hypotheses.

Analysis of variance is a parametric test. It requires certain assumptions to be taken care of. In the present study, sampling was done with randomization. Also score available was in interval scale. The nature of distribution was almost normal; so ANOVA was applied.

1. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Gender **(A)**.
2. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Location **(B)**.
3. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Teacher's Experience **(C)**.
4. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Teacher's Qualification **(D)**.
5. There will be no significant difference in the mean achievement of the students of standard IX in English with respect to Caste **(E)**.
6. There will be no significant interaction between Gender and Location on the achievement in English.
7. There will be no significant interaction between Gender and Teacher's Experience on the achievement in English.

8. There will be no significant interaction between Gender and Teacher's Qualification on the achievement in English.
9. There will be no significant interaction between Gender and Caste on the achievement in English.
10. There will be no significant interaction between Location and Teacher's Experience on the achievement in English.
11. There will be no significant interaction between Location and Teacher's Qualification on the achievement in English.
12. There will be no significant interaction between Location and Caste on the achievement in English.
13. There will be no significant interaction between Teacher's Experience and Teacher's Qualification on the achievement in English.
14. There will be no significant interaction between Teacher's Experience and Caste on the achievement in English.
15. There will be no significant interaction between Teacher's Qualification and Caste on the achievement in English.
16. There will be no significant interaction between Gender, Location and Teacher's Experience on the achievement in English.
17. There will be no significant interaction between Gender, Location and Teacher's Qualification on the achievement in English.
18. There will be no significant interaction between Gender, Location and Caste on the achievement in English.
19. There will be no significant interaction between Gender, Teacher's Experience and Teacher's Qualification on the achievement in English.
20. There will be no significant interaction between Gender, Teacher's Experience and Caste on the achievement in English.
21. There will be no significant interaction between Gender, Teacher's Qualification and Caste on the achievement in English.

22. There will be no significant interaction between Location, Teacher's Experience and Teacher's Qualification on the achievement in English.
23. There will be no significant interaction between Location, Teacher's Experience and Caste and on the achievement in English.
24. There will be no significant interaction between Location, Teacher's Qualification and Caste and on the achievement in English.
25. There will be no significant interaction between Teacher's Experience, Teacher's Qualification and Caste and on the achievement in English.
26. There will be no significant interaction between Gender, Location, Teacher's Experience and Teacher's Qualification on the achievement in English.
27. There will be no significant interaction between Gender, Location, Teacher's Experience and Caste on the achievement in English.
28. There will be no significant interaction between Gender, Location, Teacher's Qualification and Caste on the achievement in English.
29. There will be no significant interaction between Gender, Teacher's Experience, Teacher's Qualification and Caste on the achievement in English.
30. There will be no significant interaction between Location, Teacher's Experience, Teacher's Qualification and Caste on the achievement in English.
31. There will be no significant interaction between Gender, Location, Teacher's Experience, Teacher's Qualification and Caste on the achievement in English.

In order to test above hypotheses analysis of variance technique was applied and 'F' ratio was computed. Same has been presented in Table: 4.3

TABLE: 4.3

## SUMMARY OF ANOVA FOR ACHIEVEMENT SCORE

Source of Variance	Sum of Square	df	Mean Square	F	Significant of 'F'
A	2859.20	1	2859.20	14.89	S
B	0070.29	1	0070.29	00.37	N.S
C	0921.78	1	0921.78	04.80	S
D	6764.86	1	6764.86	35.22	S
E	4153.73	3	1384.58	07.21	S
A×B	0106.98	1	0106.98	00.58	N.S
A×C	0156.23	1	0156.23	00.81	N.S
A×D	0286.07	1	0286.07	01.49	N.S
A×E	0103.91	3	0034.64	00.18	N.S
B×C	2503.34	1	2503.34	13.03	S
B×D	0115.51	1	115.512	00.60	N.S
B×E	0082.22	3	0027.41	00.14	N.S
C×D	2823.48	1	2823.48	14.70	S
C×E	0074.47	3	0024.82	00.13	N.S
D×E	0598.15	3	0199.38	01.04	N.S
A×B×C	0209.58	1	0209.58	01.10	N.S
A×B×D	0806.37	1	0806.37	04.20	S
A×B×E	0186.21	3	0062.07	00.32	N.S
A×C×D	0338.69	1	0338.69	01.76	N.S
A×C×E	0474.29	3	0158.10	00.82	N.S
A×D×E	0156.20	3	0052.07	00.27	N.S
B×C×D	0065.05	1	0065.05	00.34	N.S

B×C×E	0620.91	3	0206.97	01.08	N.S
B×D×E	0165.61	3	0055.20	00.29	N.S
C×D×E	0420.48	3	0140.16	00.73	N.S
A×B×C×D	0000.00	0	0000.00	00.00	-
A×B×C×E	0289.83	3	0096.61	00.50	N.S
A×B×D×E	0432.13	3	0144.04	00.75	N.S
A×C×D×E	0807.86	3	0269.29	01.40	N.S
B×C×D×E	0324.84	3	0108.28	00.56	N.S
A×B×C×D×E	0000.00	0	0000.00	00.00	-
Error Within Treatment	308285.19	1605	0192.08		
Total	335203.45	1664			

**[Expected 'F' value at 1/1605 degree of freedom at 0.01 level is 6.66 and at 0.05 level 3.85]**

**[Expected 'F' value at 3/1605 degree of freedom at 0.01 level is 3.80 and at 0.05 level 2.61]**

**[N.S = Not significant and S = Significant]**

1. It can be seen from table: 4.3 that in case of main effects, 'F' ratio of 14.89 for Gender is significant at both (0.01 and 0.05) levels. So the hypothesis No. one is not accepted. It means that there is significant difference between the mean achievements of the students of the standard IX in English with respect to Gender. The means of boys and girls on achievement test is 35.15 and 40.42 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in English is higher than boys.

2. It can be seen from table: 4.3 that in case of main effects, 'F' ratio of 0.37 for Location is not significant at both the levels. So the hypothesis No. two is accepted. It means that students belonging to urban and rural area do not differ on their achievement in English in the achievement test.
3. It can be seen from table: 4.3 that in case of main effects, 'F' ratio of 4.80 for Teacher's Experience is significant at 0.05 level. So the hypothesis no. three is not accepted. The mean of students whose teachers' have experience less than ten years and whose teachers have experience more than ten years on achievement test is 37.51 and 33.44 respectively. It means that the students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years do differ on their achievement in English. The difference is in favour of students whose teachers' have experience less than ten years.
4. It can be seen from table: 4.3 that in case of main effects, 'F' ratio of 35.22 for Teacher's Qualification is significant at both the levels. So the hypothesis No. four is not accepted. The mean of students whose teachers' qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test is 35.08 and 40.22 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English. The difference is in favour of students whose teachers' qualification was post graduate + B.Ed.
5. It can be seen from table: 4.3 that in case of main effects, 'F' ratio of 7.21 for Caste is significant at both the levels. So the hypothesis No. five is not accepted. The means of students whose caste category was General, SC, ST, and SEBC on achievement test is 40.53, 35.43, 30.47, and 39.42 respectively. It means that the students whose caste category is General, SC., ST. and SEBC do differ on their achievement in English. It can be seen that caste category has an impact on achievement. The difference is in favour of students whose caste category was General.



To study further, post- ANOVA was applied. To study the difference in achievement for four Caste, Duncan's Multiple Range Test was applied. The details of same is presented in Table: 4.4.

**TABLE: 4.4**  
**SUMMARY OF DUNCAN'S MULTIPLE TEST RANGE (CASTE WISE)**

Caste		ST	SC	SEBC	GEN
	Mean	30.47	35.43	39.42	40.53
ST	30.47		4.96*	8.95*	10.06*
SC	35.43			3.99*	5.10*
SEBC	39.42				1.11
GEN	40.53				

It can be seen from table No: 4.4 that significant differences were observed between ST and SC. The significant differences were observed between ST and SEBC. The significant differences were observed between ST and GEN. The significant differences were observed between SC and SEBC. The significant differences were observed between SC and GEN.

6. It can be seen from the table: 4.3 that in case of two way interaction ( $G \times L$ ) 'F' ratio of 0.58 is not significant at both the levels. So the hypothesis No. six is accepted. So there is no interaction between Gender and Location. It indicates that Gender and Location jointly do not affect on the achievement in English.
7. It can be seen from the table: 4.3 that in case of two way interaction ( $G \times T.E.$ ) 'F' ratio of 0.81 is not significant at both the levels. So the hypothesis No. seven is accepted. So there is no interaction between Gender and Teacher's Experience. It indicates that Gender and Teacher's Experience jointly do not affect on the achievement in English.
8. It can be seen from the table: 4.3 that in case of two way interaction ( $G \times T.Q.$ ) 'F' ratio of 1.49 is not significant at both the levels. So the hypothesis No. eight is accepted. So there is no interaction between Gender and Teacher's Qualification. It indicates that Gender and Teacher's Qualification jointly do not affect on the achievement in English.

9. It can be seen from the table: 4.3 that in case of two way interaction ( $G \times C$ ) 'F' ratio of 0.18 is not significant at both the levels. So the hypothesis No. nine is accepted. So there is no interaction between Gender and Caste. It indicates that Gender and Caste jointly do not affect on the achievement in English.
10. It can be seen from the table: 4.3 that in case of two way interaction ( $L \times T.E$ ) 'F' ratio of 13.03 is significant at both the levels. So the hypothesis No. ten is not accepted. So there is interaction between Location and Teacher's Experience. It indicates that Location and Teacher's Experience jointly affect on the achievement in English.
11. It can be seen from the table: 4.3 that in case of two way interaction ( $L \times T.Q$ ) 'F' ratio of 0.60 is not significant at both the levels. So the hypothesis No. eleven is accepted. So there is no interaction between Location and Teacher's Qualification. It indicates that Location and Teacher's Qualification jointly do not affect on the achievement in English.
12. It can be seen from the table: 4.3 that in case of two way interaction ( $L \times C$ ) 'F' ratio of 0.14 is not significant at both the levels. So the hypothesis No. twelve is accepted. So there is no interaction between Location and Caste. It indicates that Location and Caste jointly do not affect on the achievement in English.
13. It can be seen from the table: 4.3 that in case of two way interaction ( $T.E \times T.Q$ ) 'F' ratio of 14.70 is significant at both the levels. So the hypothesis No. thirteen is not accepted. So there is interaction between Teacher's Experience and Teacher's Qualification. It indicates that Teacher's Experience and Teacher's Qualification jointly affect on the achievement in English.
14. It can be seen from the table: 4.3 that in case of two way interaction ( $T.E \times C$ ) 'F' ratio of 0.13 is not significant at both the levels. So the hypothesis No. fourteen is accepted. So there is no interaction between Teacher's Experience and Caste. It indicates that Teacher's Experience and Caste jointly do not affect on the achievement in English.

15. It can be seen from the table: 4.3 that in case of two way interaction (T.Q  $\times$  C) 'F' ratio of 1.04 is not significant at both the levels. So the hypothesis No. fifteen is accepted. So there is no interaction between Teacher's Qualification and Caste. It indicates that Teacher's Qualification and Caste jointly do not affect on the achievement in English.
16. It can be seen from the table: 4.3 that in case of three way interaction (G $\times$ L $\times$ T.E) 'F' ratio of 1.10 is not significant at both the levels. So the hypothesis No. sixteen is accepted. So there is no interaction between Gender, Location and Teacher's Experience. It indicates that Gender, Location and Teacher's Experience jointly do not affect on the achievement in English.
17. It can be seen from the table: 4.3 that in case of three way interaction (G $\times$ L $\times$ T.Q) 'F' ratio of 4.20 is significant at 0.05 level. So the hypothesis No. seventeen is not accepted. So there is interaction between Gender, Location and Teacher's Qualification. It indicates that Gender, Location and Teacher's Qualification jointly affect on the achievement in English.
18. It can be seen from the table: 4.3 that in case of three way interaction (G $\times$ L $\times$ C) 'F' ratio of 0.32 is not significant at both the levels. So the hypothesis No. eighteen is accepted. So there is no interaction between Gender, Location and Caste. It indicates that Gender, Location and Caste jointly do not affect on the achievement in English.
19. It can be seen from the table: 4.3 that in case of three way interaction (G $\times$ T.E $\times$ T.Q) 'F' ratio of 1.76 is not significant at both the levels. So the hypothesis No. nineteen is accepted. So there is no interaction between Gender, Teacher's Experience and Teacher's Qualification. It indicates that Gender, Teacher's Experience and Teacher's Qualification jointly do not affect on the achievement in English.
20. It can be seen from the table: 4.3 that in case of three way interaction (G $\times$ T.E $\times$ C) 'F' ratio of 0.82 is not significant at both the levels. So the hypothesis No. twenty is accepted. So there is no interaction between Gender, Teacher's Experience and Caste. It indicates that Gender, Teacher's Experience and Caste jointly do not affect on the achievement in English.

21. It can be seen from the table: 4.3 that in case of three way interaction ( $G \times T.Q \times C$ ) 'F' ratio of 0.27 is not significant at both the levels. So the hypothesis No. twenty one is accepted. So there is no interaction between Gender, Teacher's Qualification and Caste. It indicates that Gender, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
22. It can be seen from the table: 4.3 that in case of three way interaction ( $L \times T.E \times T.Q$ ) 'F' ratio of 0.33 is not significant at both the levels. So the hypothesis No. twenty two is accepted. So there is no interaction between Location, Teacher's Experience and Teacher's Qualification. It indicates that Location, Teacher's Experience and Teacher's Qualification jointly do not affect on the achievement in English.
23. It can be seen from the table: 4.3 that in case of three way interaction ( $L \times T.E \times C$ ) 'F' ratio of 1.08 is not significant at both the levels. So the hypothesis No. twenty three is accepted. So there is no interaction between Location, Teacher's Experience and Caste. It indicates that Location, Teacher's Experience and Caste jointly do not affect on the achievement in English.
24. It can be seen from the table: 4.3 that in case of three way interaction ( $L \times T.Q \times C$ ) 'F' ratio of 0.29 is not significant at both the levels. So the hypothesis No. twenty four is accepted. So there is no interaction between Location, Teacher's Qualification and Caste. It indicates that Location, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
25. It can be seen from the table: 4.3 that in case of three way interaction ( $T.E \times T.Q \times C$ ) 'F' ratio of 0.73 is not significant at both the levels. So the hypothesis No. twenty five is accepted. So there is no interaction between Teacher's Experience, Teacher's Qualification and Caste. It indicates that Teacher's Experience, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
26. It can be seen from the table: 4.3 that in case of four way interaction ( $G \times L \times T.E \times T.Q$ ) the data is not enough.

27. It can be seen from the table: 4.3 that in case of four way interaction ( $G \times L \times T.E \times C$ ) 'F' ratio of 0.50 is not significant at both the levels. So the hypothesis No. twenty seven is accepted. So there is no interaction between Gender, Location, Teacher's Experience and Caste. It indicates that Gender, Location, Teacher's Experience and Caste jointly do not affect on the achievement in English.
28. It can be seen from the table: 4.3 that in case of four way interaction ( $G \times L \times T.Q \times C$ ) 'F' ratio of 0.75 is not significant at both the levels. So the hypothesis No. twenty eight is accepted. So there is no interaction between Gender, Location, Teacher's Qualification and Caste. It indicates that Gender, Location, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
29. It can be seen from the table: 4.3 that in case of four way interaction ( $G \times T.E \times T.Q \times C$ ) 'F' ratio of 1.40 is not significant at both the levels. So the hypothesis No. twenty nine is accepted. So there is no interaction between Gender, Teacher's Experience, Teacher's Qualification and Caste. It indicates that Gender, Teacher's Experience, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
30. It can be seen from the table: 4.3 that in case of four way interaction ( $L \times T.E \times T.Q \times C$ ) 'F' ratio of 0.56 is not significant at both the levels. So the hypothesis No. thirty is accepted. So there is no interaction between Location, Teacher's Experience, Teacher's Qualification and Caste. It indicates that Location, Teacher's Experience, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
31. It can be seen from the table: 4.3 that in case of five way interaction ( $G \times L \times T.E \times T.Q \times C$ ) the data is not enough.

#### **4.2.3 Section-wise Achievement in English**

In the Achievement test there are five sections. (1) Reading Comprehension – Text Intensive Study (**RC – TIS**) (2) Reading Comprehension – Unseen Text (**RC – UT**) (3) Short Writing (**S.W**) (4) Long Writing (**L.W**) (5) Grammar (**Gr**).

#### **4.2.3.1 Section: 1 Reading Comprehension – Text Intensive Study (RC – TIS)**

To study the achievement in English for section-1 (RC–TIS) with respect to Gender, Location, Teacher's Experience, Teacher's Qualification and Caste, following null hypotheses were formulated.

32. There will be no significant difference in the mean achievement of boys and girls in section-1 Reading Comprehension - Text Intensive Study (RC – TIS) on achievement test in English.
33. There will be no significant difference in the mean achievement of urban and rural students in section-1 Reading Comprehension - Text Intensive Study (RC – TIS) on achievement test in English.
34. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section-1 Reading Comprehension - Text Intensive Study (RC – TIS) on achievement test in English.
35. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section-1 Reading Comprehension - Text Intensive Study (RC – TIS) on achievement test in English.
36. There will be no significant difference in the mean achievement of students whose caste category is General, SC, ST and SEBC in section-1 Reading Comprehension - Text Intensive Study (RC – TIS) on achievement test in English.

In order to test above hypotheses, ANOVA was applied. The summary of ANOVA is presented in Table: 4.5

**TABLE: 4.5****SUMMARY OF ANOVA FOR SCORE IN SECTION: 1 READING  
COMPREHENSION – TEXT INTENSIVE STUDY**

Source of variation	Sum of squares	df	square	F	Significant of 'F'
Gender	211.50	1	211.50	9.66	S
Location	87.06	1	087.06	3.98	S
T.E.	005.05	1	005.05	0.23	N.S
T.Q.	544.20	1	544.20	24.85	S
Caste	253.21	3	084.40	03.85	S
Error within treatment	36289.96	1657	021.90		

**[Expected 'F' value at 1/1657 degree of freedom at 0.01 level is 6.66 and at 0.05 level 3.85]**

**[Expected 'F' value at 3/1657 degree of freedom at 0.01 level is 3.80 and at 0.05 level 2.61]**

**[N.S = Not significant and S = Significant]**

32. It can be seen from Table: 4.5 that in case of achievement in English in Section 1 (RC –TIS) 'F' ratio of 9.66 for Gender is significant at both the levels. So hypothesis No. thirty two is not accepted. It indicates that Gender affect on Section 1 (RC –TIS). The means of boys and girls on achievement test in Section 1 (RC –TIS) is 11.81 and 13.08 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section 1 (RC –TIS) is higher than boys.
33. It can be seen from Table: 4.5 that in case of achievement in English in Section 1 (RC –TIS) 'F' ratio of 3.98 for Location is significant at 0.05 level. So hypothesis No. thirty three is not accepted. It indicates that Location affect on Section 1 (RC –TIS). The means of students who study in urban schools and who study in rural schools on achievement

test in Section 1 (RC –TIS) is 12.64 and 12.24 respectively. It means that the students who study in urban schools and who study in rural schools differ on their achievement in English in Section 1 (RC –TIS).The difference is in favour of urban. So it can be concluded that achievement in Section 1 (RC –TIS) of students who study in urban schools is higher than the students who study in rural schools.

34. It can be seen from Table: 4.5 that in case of achievement in English in Section 1 (RC –TIS) 'F' ratio of 0.23 for Teacher's Experience is not significant at both the levels. So hypothesis No. thirty four is accepted. It indicates that Teacher's Experience do not affect Section 1 (RC –TIS).
35. It can be seen from Table: 4.5 that in case of achievement in English in Section 1 (RC –TIS) 'F' ratio of 24.85 for Teacher's Qualification is significant at both the levels. So hypothesis No. thirty five is not accepted. It indicates that Teacher's qualification affect on Section 1 (RC –TIS). The means of students whose teachers' qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section 1 (RC –TIS) is 11.55 and 13.31 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section 1 (RC –TIS).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section 1 (RC –TIS) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
36. It can be seen from Table: 4.5 that in case of achievement in English in Section 1 (RC –TIS) 'F' ratio of 3.85 for Caste is significant at both the levels. So hypothesis No. thirty six is not accepted. It indicates that caste category affect on Section 1 (RC –TIS). The means of students whose caste category was General, SC, ST, and SEBC on achievement test in Section 1 (RC –TIS) is 12.89, 11.66, 11.42, and 12.77 respectively. It means that the students whose caste category is General, SC., ST. and SEBC do differ on their achievement in English in

Section 1 (RC –TIS). The difference is in favour of students whose caste category was General. So it can be concluded that achievement in Section 1 (RC –TIS) of students whose caste category was General is higher than the students whose caste category was SC, ST, and SEBC.

#### **4.2.3.2 Section: 2 Reading Comprehension - Unseen Text (RC- UT)**

To study the achievement in English for section-2 (RC- UT) with respect to Gender, Location, Teacher's Experience, Teacher's Qualification and Caste, following null hypotheses were formulated.

37. There will be no significant difference in the mean achievement of boys and girls in section: 2 Reading Comprehension - Unseen Text (RC – UT) on achievement test in English.
38. There will be no significant difference in the mean achievement of urban and rural students in section: 2 Reading Comprehension - Unseen Text (RC – UT) on achievement test in English.
39. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section : 2 Reading Comprehension - Unseen Text (RC – UT) on achievement test in English.
40. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section : 2 Reading Comprehension - Unseen Text (RC – UT) on achievement test in English.
41. There will be no significant difference in the mean achievement of students whose caste category is General, SC, ST, and SEBC in section: 2 Reading Comprehension - Unseen Text (RC – UT) on achievement test in English.

In order to test above hypotheses ANOVA was applied. The summary of ANOVA is presented in Table: 4.6

**TABLE: 4.6**

**SUMMARY OF ANOVA FOR SCORE IN SECTION: 2 READING  
COMPREHENSION – UNSEEN TEXT**

Source of variation	Sum of squares	df	square	F	Significant of 'F'
Gender	14.70	1	14.70	09.56	S
Location	00.21	1	00.21	00.14	N.S
T.E.	10.90	1	10.90	07.09	S
T.Q.	15.49	1	15.49	10.08	N.S
Caste	09.61	3	03.20	02.08	N.S
Error within treatment	2548.47	1657	1.54		

**[Expected 'F' value at 1/1657 degree of freedom at 0.01 level is 6.66 and at 0.05 level 3.85]**

**[Expected 'F' value at 3/1657 degree of freedom at 0.01 level is 3.80 and at 0.05 level 2.61]**

**[N.S = Not significant and S = Significant]**

37. It can be seen from Table: 4.6 that in case of achievement in English in Section: 2 (RC – UT) 'F' ratio of 9.56 for Gender is significant at both the levels. So hypothesis No. thirty seven is not accepted. It indicates that Gender affect on Section: 2 (RC – UT). The means of boys and girls on achievement test in Section: 2 (RC – UT) is 1.98 and 2.30 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 2 (RC – UT) is higher than boys.
38. It can be seen from Table: 4.6 that in case of achievement in English in Section: 2 (RC – UT) 'F' ratio of 0.14 for Location is not significant at both the levels. So hypothesis No. thirty eight is accepted. It indicates that Location do not affect on Section: 2 (RC – UT). It indicates that students belonging to urban and rural area do not differ on their achievement in English in Section: 2 (RC – UT) on the achievement test.

39. It can be seen from Table: 4.6 that in case of achievement in English in Section: 2 (RC – UT) 'F' ratio of 7.09 for Teacher's Experience is significant at both the levels. So hypothesis no. thirty nine is not accepted. It indicates that Teacher's Experience affect on Section: 2 (RC – UT). The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years in Section: 2 (RC – UT) is 2.13 and 2.11 respectively. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that achievement of students whose teacher's have experience less than ten years is higher than whose teachers have experience more than ten years.
40. It can be seen from Table: 4.6 that in case of achievement in English in Section: 2 (RC – UT) 'F' ratio of 10.08 for Teacher's Qualification is significant at both the levels. So hypothesis No. forty is not accepted. It indicates that Teacher's qualification affect on Section:2 (RC – UT) The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section:2 (RC – UT) is 2.04 and 2.21 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:2 (RC – UT).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 2 (RC – UT) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
41. It can be seen from Table: 4.6 that in case of achievement in English in Section: 2 (RC – UT) 'F' ratio of 2.08 for Caste is not significant at both the levels. So hypothesis No. forty one is accepted. It indicates that Caste do not affect on Section: 2 (RC – UT). It indicates that students belonging to General, SC, ST, and SEBC do not differ on their achievement in English in Section: 2 (RC – UT) on the achievement test.

#### **4.2.3.3 Section: 3 Short Writing (S.W)**

To study the achievement in English for section-3 (S.W) with respect to Gender, Location, Teacher's Experience, Teacher's Qualification and Caste, following null hypotheses were formulated.

42. There will be no significant difference in the mean achievement of boys and girls in section: 3 Short Writing (S.W) on achievement test in English.
43. There will be no significant difference in the mean achievement of urban and rural students in section: 3 Short Writing (S.W) on achievement test in English.
44. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section: 3 Short Writing (S.W) on achievement test in English.
45. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section: 3 Short Writing (S.W) on achievement test in English.
46. There will be no significant difference in the mean achievement of the students whose caste category is General, SC, ST, and SEBC in section: 3 Short Writing (S.W) on achievement test in English.

In order to test above hypotheses, ANOVA was applied. The summary of ANOVA is presented in Table: 4.7.

**TABLE: 4.7****SUMMARY OF ANOVA FOR SCORE IN SECTION: 3 SHORT WRITING**

Source of variation	Sum of squares	df	square	F	Significant of 'F'
Gender	101.52	1	101.52	7.58	S
Location	001.84	1	001.84	0.01	N.S
T.E.	052.88	1	052.88	3.95	S
T.Q.	423.14	1	423.14	31.60	S
Caste	376.66	3	125.55	9.38	S
Error within treatment	22187.23	1657	013.39		

**[Expected 'F' value at 1/1657 degree of freedom at 0.01 level is 6.66 and at 0.05 level 3.85]**

**[Expected 'F' value at 3/1657 degree of freedom at 0.01 level is 3.80 and at 0.05 level 2.61]**

**[N.S = Not significant and S = Significant]**

42. It can be seen from Table: 4.7 that in case of achievement in English in Section: 3 (S.W) 'F' ratio of 7.58 for Gender is significant at both the levels. So hypothesis No. forty two is not accepted. It indicates that Gender affect on Section: 3 (S.W). The means of boys and girls on achievement test in Section: 3 (S.W) is 7.71 and 8.73 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 3 (S.W) is higher than boys.
43. It can be seen from Table: 4.7 that in case of achievement in English in Section: 3 (S.W) 'F' ratio of 0.01 for Location is not significant at both the levels. So hypothesis No. forty three is accepted. It indicates that Location do not affect on Section: 3 (S.W). It indicates that students belonging to urban and rural area do not differ on their achievement in English in Section: 3 (S.W) on the achievement test.

44. It can be seen from Table: 4.7 that in case of achievement in English in Section: 3 (S.W) 'F' ratios of 3.95 for Teacher's Experience is significant at 0.05 level. So hypothesis no. forty four is not accepted. It indicates that Teacher's Experience affect on Section: 3 (S.W). The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years in Section: 3 (S.W) is 8.24 and 8.11 respectively. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that achievement of students whose teacher's have experience less than ten years is higher than whose teacher's have experience more than ten years.
45. It can be seen from Table: 4.7 that in case of achievement in English in Section: 3 (S.W) 'F' ratio of 31.60 for Teacher's Qualification is significant at both the levels. So hypothesis No. forty five is not accepted. It indicates that Teacher's qualification affect on Section: 3 (S.W). The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section: 3 (S.W) is 7.54 and 8.88 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:3 (S.W).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 3 (S.W) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
46. It can be seen from Table: 4.7 that in case of achievement in English in Section: 3 (S.W) 'F' ratio of 9.38 for Caste is significant at both the levels. So hypothesis No. forty six is not accepted. It indicates that caste category affect on Section: 3 (S.W). The means of students whose caste category was General, SC, ST, and SEBC on achievement test in Section: 3 (S.W) is 8.73, 7.74, 6.27, and 8.86 respectively. It means that the students whose caste category is General, SC., ST. and SEBC do

differ on their achievement in English in Section:3 (S.W). The difference is in favour of students whose caste category was SEBC. So it can be concluded that achievement in Section: 3 (S.W) of students whose caste category was SEBC is higher than the students whose caste category was General, SC, and ST.

#### **4.2.3.4 Section: 4 Long Writing (L.W)**

To study the achievement in English for section-4 (L.W) with respect to Gender, Location, Teacher's Experience, Teacher's Qualification and Caste, following null hypotheses were formulated.

47. There will be no significant difference in the mean achievement of boys and girls in section: 4 Long Writing (L.W) on achievement test in English.
48. There will be no significant difference in the mean achievement of urban and rural students in section: 4 Long Writing (L.W) on achievement test in English.
49. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section: 4 Long Writing (L.W) on achievement test in English.
50. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section: 4 Long Writing (L.W) on achievement test in English.
51. There will be no significant difference in the mean achievement of the students whose caste category is General, SC, ST, and SEBC in section: 4 Long Writing (L.W) on achievement test in English.

In order to test above hypotheses, ANOVA was applied. The summary of ANOVA is presented in Table: 4.8.

**TABLE: 4.8****SUMMARY OF ANOVA FOR SCORE IN SECTION: 4 LONG WRITING**

Source of variation	Sum of squares	df	square	F	Significant of 'F'
Gender	095.18	1	95.18	8.82	S
Location	025.70	1	25.70	2.38	N.S
T.E.	052.34	1	52.34	4.85	S
T.Q.	071.53	1	71.53	6.63	S
Caste	109.24	3	36.41	3.38	S
Error within treatment	17879.03	1657	10.79		

**[Expected 'F' value at 1/1657 degree of freedom at 0.01 level is 6.66 and at 0.05 level 3.85]**

**[Expected 'F' value at 3/1657 degree of freedom at 0.01 level is 3.80 and at 0.05 level 2.61]**

**[N.S = Not significant and S = Significant]**

47. It can be seen from Table: 4.8 that in case of achievement in English in Section: 4 (L.W) 'F' ratio of 8.82 for Gender is significant at both the levels. So hypothesis No. forty seven is not accepted. It indicates that Gender affect on Section: 4 (L.W). The means of boys and girls on achievement test in Section: 4 (L.W) is 6.75 and 7.17 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 4 (L.W) is higher than boys.
48. It can be seen from Table: 4.8 that in case of achievement in English in Section: 4 (L.W) 'F' ratio of 2.38 for Location is not significant at both the levels. So hypothesis No. forty eight is accepted. It indicates that Location does not affect on Section: 4 (L.W). It indicates that students belonging to urban and rural area do not differ on their achievement in English in Section: 4 (L.W) on the achievement test.

49. It can be seen from Table: 4.8 that in case of achievement in English in Section: 4 (L.W) 'F' ratio of 4.85 for Teacher's Experience is significant at 0.05 level. So hypothesis no. forty nine is not accepted. It indicates that Teacher's Experience affect on Section: 4 (L.W). The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years in Section: 4 (L.W) is 6.73 and 6.51 respectively. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that achievement of students whose teacher's have experience less than ten years in Section: 4 (L.W) is higher than whose teacher's have experience more than ten years.
50. It can be seen from Table: 4.8 that in case of achievement in English in Section: 4 (L.W) F ratios of 6.63 for Teacher's Qualification is significant at 0.05 level. So hypothesis No. fifty is not accepted. It indicates that Teacher's qualification affect on Section: 4 (L.W). The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section:4 (L.W) is 6.44 and 6.78 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:4 (L.W).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 4 (L.W) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
51. It can be seen from Table: 4.8 that in case of achievement in English in Section: 4 (L.W) 'F' ratio of 3.38 for Caste is significant at 0.05 level. So hypothesis No. fifty one is not accepted. It indicates that caste category affect on Section: 4 (L.W). The means of students whose caste category was General, SC, ST, and SEBC on achievement test in Section: 4 (L.W) is 7.43, 6.32, 4.81, and 6.91 respectively. It means that the students whose caste category is General, SC., ST. and SEBC do differ on their achievement in English in Section: 4 (L.W). The difference is in favour of

students whose caste category was General. So it can be concluded that achievement in Section: 4 (L.W) of students whose caste category was General is higher than the students whose caste category was SC, ST and SEBC.

#### **4.2.3.5 Section: 5 Grammar (G)**

To study the achievement in English for section-5 (Grammar) with respect to Gender, Location, Teacher's Experience, Teacher's Qualification and Caste, following null hypotheses were formulated.

52. There will be no significant difference in the mean achievement of boys and girls in section: 5 Grammar (G) on achievement test in English.
53. There will be no significant difference in the mean achievement of urban and rural students in section: 5 Grammar (G) on achievement test in English.
54. There will be no significant difference in the mean achievement of students whose Teacher's Experience is more than ten years and whose Teacher's Experience is less than ten years in section: 5 Grammar (G) on achievement test in English.
55. There will be no significant difference in the mean achievement of students whose Teacher's Qualification is graduate+ B.Ed and whose Teacher's Qualification is post Graduate + B.Ed in section: 5 Grammar (G) on achievement test in English.
56. There will be no significant difference in the mean achievement of the students whose caste category is General, SC, ST, and SEBC in section: 5 Grammar (G) on achievement test in English.

In order to test above hypotheses ANOVA was applied. The summary of ANOVA is presented in Table: 4.9.

**TABLE: 4.9**

**SUMMARY OF ANOVA FOR SCORE IN SECTION: 5 GRAMMAR**

Source of variation	Sum of squares	df	square	F	Significant of 'F'
Gender	232.93	1	232.93	11.55	S
Location	022.23	1	022.23	1.10	N.S
T.E.	106.20	1	106.20	5.26	S
T.Q.	673.75	1	673.75	33.40	S
Caste	321.09	3	107.03	5.31	S
Error within treatment	33428.32	1657			

**[Expected 'F' value at 1/1657 degree of freedom at 0.01 level is 6.66 and at 0.05 level 3.85]**

**[Expected 'F' value at 3/1657 degree of freedom at 0.01 level is 3.80 and at 0.05 level 2.61]**

**[N.S = Not significant and S = Significant]**

52. It can be seen from Table: 4.9 that in case of achievement in English in Section: 5 (Grammar) 'F' ratio of 11.55 for Gender is significant at both the levels. So hypothesis No. fifty two is not accepted. It indicates that Gender affect on Section: 4 (Grammar). The means of boys and girls on achievement test in Section: 5 (Grammar) is 7.50 and 9.14 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 5 (Grammar) is higher than boys.
53. It can be seen from Table: 4.9 that in case of achievement in English in Section: 5 (Grammar) 'F' ratio of 1.10 for Location is not significant at both the levels. So hypothesis No. fifty three is accepted. It indicates that Location do not affect on Section: 5 (Grammar). It indicates that students belonging to urban and rural area do not differ on their achievement in English in Section: 5 (Grammar) on the achievement test.

54. It can be seen from Table: 4.9 that in case of achievement in English in Section: 5 (Grammar) 'F' ratio of 5.26 for Teacher's Experience is significant at 0.05 level. So hypothesis no. fifty four is not accepted. It indicates that Teacher's Experience affect on Section: 5 (Grammar). The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years in Section: 5 (Grammar) is 8.09 and 8.32 respectively. The difference is in favour of students whose teacher's have experience more than ten years. So it can be concluded that achievement of students whose teacher's have experience more than ten years in Section: 5 (Grammar) is higher than whose teacher's have experience less than ten years.
55. It can be seen from Table: 4.9 that in case of achievement in English in Section: 5 (Grammar) 'F' ratio of 33.40 for Teacher's Qualification is significant at both the level. So hypothesis No. fifty five is not accepted. It indicates that Teacher's qualification affect on Section: 5 (Grammar). The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section: 5 (Grammar) is 7.50 and 9.06 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:5 (Grammar).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 5 (Grammar) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
56. It can be seen from Table: 4.9 that in case of achievement in English in Section: 5 (Grammar) 'F' ratio of 5.31 for Caste is significant at both the levels. So hypothesis No. fifty six is not accepted. It indicates that caste category affect on Section: 5 (Grammar). The means of students whose caste category was General, SC, ST and SEBC on achievement test in Section: 5 (Grammar) is 9.15, 7.65, 6.33, and 8.68 respectively. It means that the students whose caste category is General, SC, ST and SEBC do

differ on their achievement in English in Section: 5 (Grammar). The difference is in favour of students whose caste category was General. So it can be concluded that achievement in Section: 5 (Grammar) of students whose caste category was General is higher than the students whose caste category was SC, ST and SEBC.

The summary of overall result in achievement test with respect to sections are shown in Table: 4.10

**TABLE: 4.10**

**SUMMARY OF OVERALL RESULT IN ACHIEVEMENT TEST WITH RESPECT TO SECTIONS**

<b>Variables →</b>	<b>Gender</b>		<b>Location</b>		<b>Teacher's Experience</b>		<b>Teacher's Qualification</b>		<b>Caste</b>			
<b>Sections ↓</b>	<b>Boys</b>	<b>Girls</b>	<b>Urban</b>	<b>Rural</b>	<b>More than 10 yrs</b>	<b>Less than 10 yrs</b>	<b>G + B.Ed</b>	<b>P.G + B.Ed</b>	<b>Gen</b>	<b>SC</b>	<b>ST</b>	<b>SE BC</b>
<b>Overall</b>	-	High	*	*	-	High	-	High	High	-	-	-
<b>Sec – 1 (RC – TIS)</b>	-	High	High	-	*	*	-	High	High	-	-	-
<b>Sec – 2 (RC – UT)</b>	-	High	*	*	-	High	-	High	*	*	*	*
<b>Sec – 3 (S.W)</b>	-	High	*	*	-	High	-	High	-	-	-	High
<b>Sec – 4 (L.W)</b>	-	High	*	*	-	High	-	High	High	-	-	-
<b>Sec – 5 (Grammar)</b>	-	High	*	*	High	-	-	High	High	-	-	-

**Note: “\*” means difference between these variables do not found.**

It can be seen from above table No. 4.10 that in case of achievement in English with respect to Gender, girls are higher in overall achievement as well as in all sections of achievement test. It can be seen from above table No. 4.10 that in case of achievement in English with respect to Location, students belonging to urban and rural area do not differ on their achievement in English in the overall achievement as well as in section - 2, 3, 4 and 5. Only in section 1 student belonging to urban area is higher than students belonging to rural area. It can be seen from above table No. 4.10 that in case of achievement in

English with respect to Teacher's Experience, Overall achievement as well as in majority sections (Sec – 2, 3, 4) the students whose teacher's have experience less than ten years is higher than whose teachers experience more than ten years. Only in section – 1 teacher's experience do not affect and in section – 5 (Grammar) the students whose teacher's have experience more than ten years is higher than whose teacher's experience less than ten years. It can be seen from above table No. 4.10 that in case of achievement in English with respect to teacher's qualification, the students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was post graduate + B.Ed in overall achievement as well as in all the sections of achievement test. It can be seen from above table No. 4.10 that in case of achievement in English with respect to caste, students whose caste was general is higher than the students whose caste category was SC, ST and SEBC in overall achievement as well as in majority of the sections (Sec – 1, 4, 5) of the test. Only in section – 2 caste do not affect and in section – 3 (S.W), the students whose caste was SEBC is higher than the students whose caste category was General, SC and ST.

#### 4.2.4 School-wise Achievement in English

To study school-wise achievement of students of standard IX in English; Mean, Median, S.D, Skewness and Kurtosis has been computed, as shown in Table: 4.11 and school-wise Mean achievement have been presented in Figure: 4.2. There were total thirty one schools.

**TABLE: 4.11**  
**SCHOOL-WISE ACHIEVEMENT IN ENGLISH**

School No	N	Mean	Median	S.D.	Skewness	Kurtosis
1	62	41.24	41.00	10.38	0.60	0.57
2	51	33.53	32.00	11.36	0.01	-0.40
3	49	32.39	34.00	8.65	-0.58	-0.31
4	51	18.73	16.00	10.92	0.90	0.31
5	51	50.20	52.00	9.59	-0.91	1.20
6	61	31.70	29.00	12.39	0.90	1.13
7	5	33.84	35.00	11.13	-0.12	-0.13
8	51	47.88	48.00	12.21	-0.13	-0.61

9	27	29.56	29.00	10.17	-0.37	-0.13
10	54	18.78	15.00	11.87	1.56	1.78
11	49	38.90	40.00	13.67	0.13	-0.09
12	66	37.47	38.00	9.52	0.42	0.42
13	62	30.82	28.50	12.84	0.48	-0.64
14	62	33.27	32.50	13.60	0.13	-0.47
15	55	37.51	35.00	11.28	0.37	-0.60
16	50	49.54	51.00	13.69	-1.30	1.64
17	57	39.18	42.00	11.39	-0.73	-0.05
18	68	35.72	37.50	18.00	-0.08	-1.13
19	67	40.61	39.00	13.91	0.12	-0.86
20	51	32.55	31.00	17.66	0.03	-1.01
21	74	27.77	24.50	14.15	0.46	-0.55
22	33	18.00	17.00	9.72	0.47	0.08
23	46	39.24	40.50	13.57	0.03	-0.47
24	61	43.11	44.00	12.96	-0.37	-0.05
25	51	54.53	57.00	10.19	-1.08	1.33
26	43	33.14	32.00	10.27	-0.19	1.40
27	50	41.84	42.00	14.70	-0.27	0.22
28	77	52.92	54.00	10.04	-0.81	1.85
29	55	45.65	46.00	13.79	-0.56	0.81
30	41	39.95	39.00	11.06	0.45	-0.28
31	39	40.64	42.00	10.75	-0.36	-0.38
<b>Total</b>	<b>1664</b>	<b>37.49</b>	<b>38.00</b>	<b>15.25</b>	<b>-0.08</b>	<b>-0.66</b>

From the table No: 4.11 it is found that the mean achievement score ranges from 18.00 to 54.53. There is an observed difference of 36.53 in the mean achievement of  $S_1$  to  $S_{31}$ . The  $Q_1$  was 32.39 and  $Q_3$  was 41.84. So, the schools with Mean achievement of score of 18.00, 18.73, 18.78, 27.77, 29.56, 30.82, 31.70 i.e.  $S_{22}$ ,  $S_4$ ,  $S_{10}$ ,  $S_{21}$ ,  $S_9$ ,  $S_{13}$ ,  $S_6$  had lower achievement of students. In the schools with achievement scores of 32.39, 32.55, 33.14, 33.27, 33.53, 33.84, 35.72, 37.47, 37.51, 38.90, 39.18, 39.24, 39.95, 40.61, 40.64, 41.24, 41.84 i.e.  $S_3$ ,  $S_{20}$ ,  $S_{26}$ ,  $S_{14}$ ,  $S_2$ ,  $S_7$ ,  $S_{18}$ ,  $S_{12}$ ,  $S_{15}$ ,  $S_{11}$ ,  $S_{17}$ ,  $S_{23}$ ,  $S_{30}$ ,  $S_{19}$ ,  $S_{31}$ ,  $S_1$ ,  $S_{27}$  had average achievement of students. In the schools with achievement scores of 43.11, 45.65, 47.88, 56.54, 50.20, 52.92, 54.53 i.e.  $S_{24}$ ,  $S_{29}$ ,  $S_8$ ,  $S_{16}$ ,  $S_5$ ,  $S_{28}$ ,  $S_{25}$  had higher achievement of students. So it can be concluded that the achievement of the students in English is differ from school to school.

FIGURE : 4.2

SCHOOL WISE MEAN ACHIEVEMENT IN ENGLISH

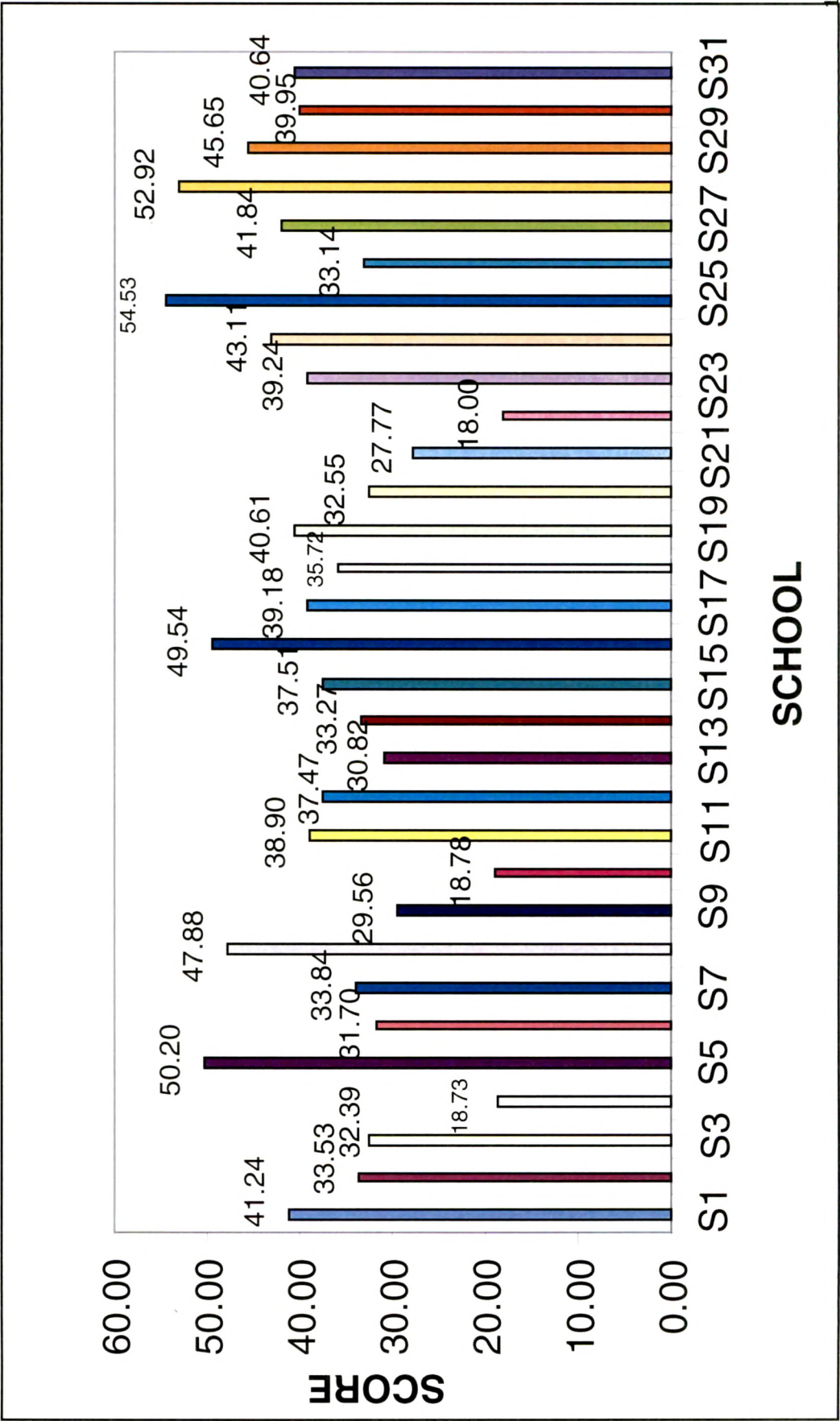


Figure 4.2 shows the school wise mean achievement of students in English subject. The figure also indicated that school no 25 has highest mean i.e. 54.53 and school no. 22 has lowest mean i.e. 18.00.

To study the difference in achievement for thirty one schools, Duncan's Multiple Range Test was applied. The detail of same is presented in Table: 4.12.

School	22	4	10	21	9	27	14	29	8	16	5	18	25
Mean	18.00	18.73	18.78	27.77	29.56	1.84	43.11	45.65	47.88	49.54	50.20	52.92	54.53
18.00		0.73	0.78	9.77	11.56	1.84*	25.11*	27.65*	29.88*	31.54*	32.20*	34.92*	36.53*
18.73			0.05	9.04	10.83	1.11*	24.38*	26.92*	29.15*	30.81*	31.47*	34.19*	35.80*
18.78				8.99*	10.78	1.06*	24.33*	26.87*	29.10*	30.76*	31.42*	34.14*	35.75*
27.77					1.79	1.07*	15.34*	17.88*	20.11*	21.77*	22.43*	25.15*	26.76*
29.56						1.28*	13.55*	16.09*	18.32*	19.98*	20.64*	23.36*	24.97*
30.82						1.02*	12.29*	14.83*	17.06*	18.72*	19.38*	22.10*	23.71*
31.70						1.14*	11.41*	13.95*	16.18*	17.84*	18.50*	21.22*	22.83*
32.39						1.945	10.72*	13.26*	15.49*	17.15*	17.81*	20.53*	22.14*
32.55						1.929	10.56*	13.10*	15.33*	16.99*	17.65*	20.37*	21.98*
33.14						1.87	9.97*	12.51*	14.74*	16.40*	17.06*	19.78*	21.39*
33.27						1.857	9.84*	12.38*	14.61*	16.27*	16.93*	19.65*	21.26*
33.53						1.831	9.58*	12.12*	14.35*	16.01*	16.67*	19.39*	21.00*
33.84						1.8	9.27*	11.81*	14.04*	15.70*	16.36*	19.08*	20.79*
35.72						1.312	7.39	9.93*	12.16*	13.82*	14.48*	17.20*	18.81*
37.47						1.437	5.64	8.18	10.41*	12.07*	12.73*	15.45*	17.06*
37.51						1.433	5.6	8.14	10.37*	12.03*	12.79*	15.41*	17.02*
38.90						1.294	4.21	6.75	8.95	10.61*	11.27*	13.99*	15.60*
39.18						1.266	3.93	6.47	8.7	10.36*	11.02*	13.74*	15.35*
39.24						1.26	3.87	6.41	8.64	10.30*	10.96*	13.68*	15.29*
39.95						1.189	3.16	5.7	7.93	9.59	10.25*	12.97*	14.58*
40.61						1.123	2.5	5.04	7.27	8.93*	9.59*	12.31*	13.92*
40.64						1.12	2.47	5.01	7.24	8.9	9.56	12.28*	13.89*
41.24						1.06	1.87	4.41	6.64	8.3	8.96*	11.68*	13.29*
41.84							1.27	3.81	6.04	7.7	8.36	11.08*	12.69*
43.11								2.54	4.77	6.43	7.09	9.81*	11.42*
45.65									2.23	3.89	4.55	7.27	8.88
47.88										1.66	2.32	5.04	6.65
49.54											0.66	3.38	4.99
50.20												2.72	4.33
52.92													0.61

It can be seen from table No: 4.12 that the significant differences were observed between School No: twenty two and thirteen, six, three, twenty, twenty six, fourteen, two, seven, eighteen, twelve, fifteen, eleven, seventeen, twenty three, thirty, nineteen, thirty one, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: four and thirteen, six, three, twenty, twenty six, fourteen, two, seven, eighteen, twelve, fifteen, eleven, seventeen, twenty three, thirty, nineteen, thirty one, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: ten and twenty one, thirteen, six, three, twenty, twenty six, fourteen, two, seven, eighteen, twelve, fifteen, eleven, seventeen, twenty three, thirty, nineteen, thirty one, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: twenty one and eighteen, twelve, fifteen, eleven, seventeen, twenty three, thirty, nineteen, thirty one, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: nine and nineteen, thirty one, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: thirteen and nineteen, thirty one, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: six and nineteen, one, twenty seven, twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: three and twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: twenty and twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: twenty six and twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: fourteen and twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: two and twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were

observed between School No: seven and twenty four, twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: eighteen and twenty nine, eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: twelve and eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: fifteen and eight, sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: eleven and sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: seventeen and sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: twenty three and sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: thirty and five, twenty eight, twenty five. The significant differences were observed between School No: nineteen and sixteen, five, twenty eight, twenty five. The significant differences were observed between School No: thirty one and twenty eight, twenty five. The significant differences were observed between School No: one and five, twenty eight, twenty five. The significant differences were observed between School No: twenty seven and twenty eight, twenty five. The significant differences were observed between School No: twenty four and twenty eight, twenty five.

#### 4.2.5 SVS-Wise Achievement in English

To study the SVS-wise achievement of students of standard IX in English Mean, Median, S.D, Skewness and Kurtosis has been computed as shown in Table: 4.13.

**TABLE: 4.13**  
**SVS-WISE ACHIEVEMENT IN ENGLISH**

SVS No	N	Mean	Median	S.D.	Skewness	Kurtosis
1	264	35.49	36.00	14.49	-0.10	-0.55
2	243	32.43	32.00	15.14	0.33	-0.52
3	294	35.43	35.00	12.50	0.18	-0.30
4	367	36.99	38.00	16.43	-0.17	-0.91
5	140	35.92	39.00	16.02	-0.10	-0.77
6	94	44.74	45.50	14.77	-0.29	-0.67
7	182	47.68	49.00	13.41	-0.71	0.75
8	80	40.29	40.50	10.84	-0.07	-0.43
<b>Total</b>	<b>1664</b>	<b>37.49</b>	<b>38.00</b>	<b>15.25</b>	<b>-0.08</b>	<b>-0.66</b>

Here the SVS-wise achievement of students of standard IX in English has been studied. It is found that the SVS wise mean achievement score ranges from 32.43 to 47.68. There is an observed difference of 15.25 in mean achievement of SVS-1 to SVS-8. The Q1 was 35.43 and Q3 was 40.29. So, the SVS with Mean achievement of score of 32.43, 35.43 i.e. svs-2 and 3 had lower achievement of students. In the SVS with mean achievement scores of 35.49, 35.92, 36.99, 40.29 i.e. SVS No-1, 5, 4, 8 had average achievement of students. In the schools with mean achievement scores of 44.74, 47.68 i.e. SVS No-6 and 7 had higher achievement of students. SVS-wise Mean achievement have been presented in Figure 4.3.

**FIGURE: 4.3**

**SVS WISE MEAN ACHIEVEMENT IN ENGLISH**

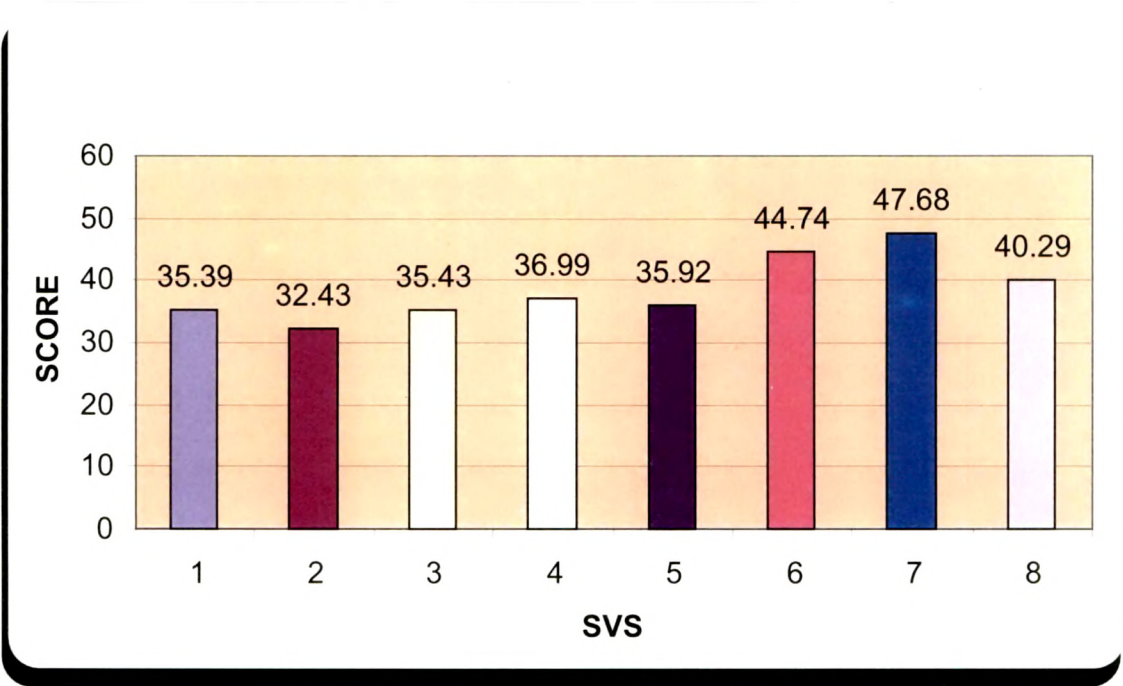


Figure 4.3 shows the SVS wise mean achievement of students in English subject. The figure also indicated that SVS No: 2 have minimum mean i.e. 32.43 and SVS No: 7 have maximum mean i.e.47.68.

To study the difference in achievement for eight SVS, Duncan's Multiple Range Test was applied. The detail of same is presented in Table: 4.14.

**TABLE: 4.14**  
**SUMMARY OF DUNCAN'S MULTIPLE TEST RANGE (SVS WISE)**

SVS		2	3	1	5	4	8	6	7
	<b>Mean</b>	32.43	35.43	35.49	35.92	36.99	40.29	44.74	47.68
<b>2</b>	<b>32.43</b>		3.00	3.06	3.49	4.56*	7.86*	12.31*	15.25*
<b>3</b>	<b>35.43</b>			0.06	0.49	1.56	4.86	9.31*	12.25*
<b>1</b>	<b>35.49</b>				0.43	1.5	4.8	9.25*	12.19*
<b>5</b>	<b>35.92</b>					1.17	4.37	8.82*	11.76*
<b>4</b>	<b>36.99</b>						3.3	7.75*	10.69*
<b>8</b>	<b>40.29</b>							4.45	7.39*
<b>6</b>	<b>44.74</b>								2.94
<b>7</b>	<b>47.68</b>								

It can be seen from table no: 4.14 that significant differences were observed between SVS two and four, eight, six, seven. The significant differences were observed between SVS – three and six, seven. The significant differences were observed between SVS – one and six, seven. The significant differences were observed between SVS – five and six, seven. The significant differences were observed between SVS – four and six, seven. The significant differences were observed between SVS – eight and seven.

#### **4.3 ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE FOR TEACHERS**

This section deals with the problems faced by teachers and students in teaching English. It focuses on the following main areas:

- Problem faced by teachers
- Writing
- Speaking
- Textbook
- Co-curricular activities
- Teaching Aids
- English Teaching
- Evaluation
- Grammar

The question deals with familiarity of teachers about objective of teaching English. Following is the list of objectives according to teachers: (1) English is the international language and therefore it is necessary to teach/learn it well in this time of globalization. (2) English is a link language in India. So it should be taught to our students to link their careers with the development in and outside India. (3) It is a compulsory language both at school and college levels. One should, therefore teach our students how to listen, read, speak and write English correctly. (4) To fill in the examination forms, to fill in admission form, to fill in certain forms at the railway stations, banks, air-ports, etc the knowledge of English helps a lot. So it should be learnt and taught well. (5) In a country like ours for personality development also English is thought to be important or essential.

It can be seen that majority of teachers are not familiar with objective of teaching English. What has been perceived by them is importance of English.

The table No: 4.15 represents the difficulties faced by the teachers in expression during teaching process.

**TABLE: 4.15**

**DIFFICULTIES FACED BY TEACHERS IN EXPRESSION DURING  
TEACHING PROCESS**

	<b>ITEM NO: 2</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Explaining	10(32.25)	21(67.74)
<b>(b)</b>	Reading	06(19.35)	25(80.64)
<b>(c)</b>	Explaining the meaning of words	08(25.80)	23(74.19)

- **Total number of teachers N=31**
- **Figures inside the bracket show percentages in table and text.**
- **In Questionnaire alternatives were given; along with the same there was provision for teachers to add their views. These views were analyzed with the help of content analysis.**

From above table No: 4.15 it can be seen that with regard to item No.2 (a), out of 31 teachers, 10 teachers (32.25) faced difficulties during explaining and 21 teachers (67.74) did not face difficulties in explaining. So it can be concluded that majority of teachers did not face difficulties during explaining.

With regard to item No.2 (b), out of 31 teachers, 6 teachers (19.35) faced difficulties during reading and 25 teachers (80.64) did not face difficulties during reading. So it can be concluded that majority of the teachers did not face difficulties in during reading.

With regard to item No.2(c), out of 31 teachers, 8 teachers (25.80) faced difficulties in explaining the meanings of words and 23 teachers (74.19) did not face difficulties in explaining the meanings of words. So it can be concluded that majority of the teachers did not face difficulties in explaining the meaning of words.

Other difficulties faced by the teachers in expression as responded by the teachers were: (1) while teaching certain portions in the text-book (2) explaining certain idioms and introducing the meanings of new difficult words.

The table No: 4.16 represents the difficulties faced by the teachers from the student's side during teaching of English.

**TABLE: 4.16**

**DIFFICULTIES IN TEACHING ENGLISH**

	<b>ITEM NO:3</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Explaining meaning of words	17(54.83)	14(45.16)
<b>(b)</b>	During question answer	22(70.97)	09(29.03)
<b>(c)</b>	In reading	18(58.06)	13(41.94)
<b>(d)</b>	In composition	15(48.39)	16(51.61)
<b>(e)</b>	In pronunciations	24(77.42)	07(22.58)
<b>(f)</b>	Interest/Aptitude	16(51.61)	15(48.39)

From above table No: 4.16 it can be seen that with regard to item No.3 (a), out of 31 teachers, 17(54.83) faced difficulties in teaching during explaining the meaning of words and 14(45.16) did not face difficulties in teaching during explaining the meaning of words. So it can be concluded that majority of the teachers faced difficulties in teaching English during explaining the meaning of words.

With regard to item No.3 (b), out of 31 teachers, 22(70.97) faced difficulties during question answer and 09(29.03) did not face difficulties during question answer. So it can be concluded that majority of the teachers faced difficulties in question answer (on the part of students) during teaching of English.

With regard to item No. 3(c), out of 31 teachers, 18(58.06) faced difficulties in reading (on the part of students) and 13(41.94) did not face difficulties in reading. So it can be concluded that majority of the teachers face difficulties in reading (on the part of students) during teaching of English.

With regard to item No. 3(d), out of 31 teachers, 15(48.39) faced difficulties in composition (on the part of students) and 16(51.61) did not face difficulties in composition. So it can be concluded that majority of the teachers did not face difficulties in composition (on the part of students) during teaching of English.

With regard to item No.3 (e), out of 31 teachers, 24(77.42) faced difficulties in pronunciations (on the part of students) and 7(22.58) did not face difficulties in pronunciations. So it can be concluded that majority of the teachers face difficulties in pronunciations (on the part of students) during teaching of English.

With regard to item No. 3(f), out of 31 teachers, 16(51.61) faced difficulties in interest/aptitude of the students in teaching English and 15(48.39) did not face difficulties in interest/aptitude of the students in teaching English. So it can be concluded that majority of the teachers faced difficulties in interest/aptitude of the students in teaching English.

Teachers faced a few difficulties on the part of the students such as students were found to be unfamiliar with respect to use of dictionary;

students did not understand the meanings of words in English easily. Also because of this students are unable to retain in mind the meanings of difficult words explained in the class-room by the teacher.

The table No: 4.17 represents the mistakes committed by the students in writing English.

**TABLE: 4.17**

**MISTAKES COMMITTED BY THE STUDENTS IN WRITING ENGLISH**

	ITEM NO:4	YES	NO
(a)	Spelling	24(77.42)	7(22.58)
(b)	Punctuation marks	23(74.19)	8(25.81)
(c)	Use of articles	23(74.19)	8(25.81)
(d)	Using prepositions	20(64.52)	11(35.48)
(e)	Tenses	27(88.00)	4(12.90)
(f)	Order of words	17(54.84)	14(45.16)

From above table No: 4.17 it can be seen that with regard to item No.4 (a), out of 31 teachers, 24(77.42) responded that the students committed mistakes in spelling and 7(22.58) responded that the students did not commit mistakes in spelling. So it can be concluded that most of the teachers observed that the students committed mistakes in spelling during writing in English.

With regard to item No.4 (b), out of 31 teachers, 23(74.19) responded that the students committed mistakes in punctuation marks and 8(25.81) responded that the students did not commit mistakes in punctuation marks. So it can be concluded that most of the teachers observed that the students committed mistakes in punctuation marks during writing in English.

With regard to item No.4 (c), out of 31 teachers, 23(74.19) responded that the students committed mistakes in use of articles and 8(25.81) responded that the students did not commit mistakes in use of articles. So it can be concluded that most of the teachers observed that the students committed mistakes in use of articles during writing in English.

With regard to item No.4 (d), out of 31 teachers, 20(64.52) responded that the students committed mistakes in using prepositions and 11(35.48) responded that the students did not commit mistakes in using prepositions. So it can be concluded that most of the teachers observed that the students committed mistakes in using prepositions during writing in English.

With regard to item No.4 (e), out of 31 teachers, 27(88.00) responded that the students committed mistakes in tenses and 4(12.90) responded that the students did not commit mistakes in tenses. So it can be concluded that most of the teachers observed that the students committed mistakes in tenses during writing in English.

With regard to item No.4 (f), out of 31 teachers, 17(54.84) responded that the students committed mistakes in order of words and 14(45.16) responded that the students did not commit mistakes in order of words. So it can be concluded that most of the teachers observed that the students committed mistakes in order of words during writing in English.

Other mistakes committed by the students in writing as responded by the teachers were: (1) students did not have proper reading and writing skills. (2) Students did not know the correct use of tenses and that is why students face problems while writing in English. (3) Generally students make mistakes in writing capital letters, writing points and also understanding the meaning of new words.

The table No: 4.18 represents the mistakes committed by the students in writing English.

**TABLE: 4.18**  
**MISTAKES COMMITTED BY THE STUDENTS WHILE SPEAKING**

	ITEM NO:5	YES	NO
(a)	Pronunciation	27(88.00)	4(12.90)
(b)	Choosing correct/right words	20(64.52)	11(35.48)
(c)	pauses	23(74.19)	8(25.81)
(d)	Intonation	29(93.55)	2(6.45)
(e)	stress	27(88.00)	4(12.90)

From above table No: 4.18 it can be seen that with regard to item No.5 (a), out of 31 teachers, 27(88.00) responded that the students committed mistakes in pronunciation while speaking and 4(12.90) responded that the students did not commit mistakes in pronunciation while speaking. So it can be concluded that most of the teachers observed that the students committed mistakes in pronunciation during speaking in English.

With regard to item No.5 (b), out of 31 teachers, 20(64.52) responded that the students committed mistakes in choosing correct words and 11(35.48) responded that the students did not commit mistakes in choosing correct words. So it can be concluded that most of the teachers observed that the students committed mistakes in choosing correct words during speaking in English.

With regard to item No.5 (c), out of 31 teachers, 23(74.19) responded that the students committed mistakes in pauses and 8(25.81) responded that the students did not commit mistakes in pauses. So it can be concluded that most of the teachers observed that the students committed mistakes in pauses during speaking in English.

With regard to item No.5 (d), out of 31 teachers, 29(93.55) responded that the students committed mistakes in intonation and 2(6.45) responded that the students did not commit mistakes in intonation. So it can be concluded that most of the teachers observed that the students committed mistakes in intonation during speaking in English.

With regard to item No.5 (e), out of 31 teachers, 27(88.00) responded that the students committed mistakes because of stress and 4(12.90) responded that the students did not commit mistakes because of stress. So it can be concluded that most of the teachers observed that the students committed mistakes because of stress during speaking in English.

Other mistakes committed by the students in speaking as responded by the teachers were: (1) students committed mistakes while using tenses correctly. (2) Students have no habit of reading English and therefore they committed mistakes while pronouncing words and using correct words and tenses. (3) Students need more practice because it is said, "Practice makes men perfect".

The table No: 4.19 represents the questions related to the composition work.

**TABLE: 4.19**

**QUESTIONS RELATED TO COMPOSITION WORK**

	ITEM NO:6	YES	NO
(a)	Topic for composition was relevant to the experience of students?	30(96.77)	1(3.23)
(b)	Check the composition work?	31(100.00)	00
(c)	Check it yourself?	30(96.77)	1(3.23)
(d)	Checked by the monitor or by some other students?	9(29.03)	22(70.97)
(e)	Look for mistakes?	31(100.00)	00

From above table No: 4.19 it can be seen that with regard to item No.6 (a), out of 31 teachers, 30(96.77) responded that the topic given for the composition work was relevant to the experience of the students and 1(3.23) responded that the topic given for the composition work was not relevant to the experience of the students. So it can be concluded that majority of the teachers believed that the topic given for the composition work was relevant to the experience of students.

With regard to item No.6 (b), out of 31 teachers, 31(100.00) checked the composition work. So it can be concluded that all the teachers checked the composition work given to the students.

With regard to item No.6 (c), out of 31 teachers, 30(96.77) checked the composition work themselves and 1(3.23) did not check the composition work themselves. So it can be concluded that majority of the teachers checked the composition work of the students themselves.

With regard to item No.6 (d), out of 31 teachers, 9(29.03) got it checked by the monitor or other students and 22(70.97) did not get it check by the monitor or other students. So it can be concluded that majority of the teachers checked the composition work of the students by themselves and did not get it checked by the monitor or by some other students.

With regard to item No.6 (e), out of 31 teachers, 31(100.00) looked for the mistakes of the students. So it can be concluded that all the teachers looked for the mistakes of the students.

For correcting the mistakes of the students in composition work as responded by the teachers were: (1) teachers do circles on the wrong spellings of words written by students. (2) The teachers ask the students to write down the wrong spellings for five times. This makes them remember the correct spellings. (3) The teachers give them practice in reading and writing and also ask them to write the correct spellings of words on the black-board and also teach them how to use the English-Gujarati dictionary.

Other suggestions with reference to the composition work done by the students as responded by the teachers were: (1) Give students more examples whenever and wherever needed. (2) Ask students to write words correctly from the text-book. (3) Give students practice in using punctuation marks like how to use a full stop at the end of a sentence. (4) Make them write down two-three paragraphs from the text-book.

The table No: 4.20 represents the difficulties faced by the teachers in letter writing on the part of students.

**TABLE: 4.20**  
**STUDENTS DIFFICULTIES IN LETTER WRITING AS PERCEIVED BY THE TEACHER**

	ITEM NO:7	YES	NO
(a)	Salutation	9(29.03)	22(70.97)
(b)	Writing address	10(32.26)	21(67.74)
(c)	Order of thoughts	27(88.00)	04(12.90)
(d)	Paragraphing	23(74.19)	08(25.81)
(e)	Conclusion	12(38.71)	19(61.29)
(f)	Relevance of the subject	24(77.42)	07(22.58)

From above table No: 4.20 it can be seen that with regard to item No.7 (a), out of 31 teachers, 9(29.03) responded that the students faced difficulties in salutation and 22(70.97) responded that the students did not face difficulties in salutation. So it can be concluded that majority of the teachers observed that the students did not face difficulties in salutation during the letter writing.

With regard to item No.7 (b), out of 31 teachers, 10(32.26) observed the difficulties faced by the students in writing of address and 21(67.74) did not observe difficulties faced by the students in writing of address. So it can be concluded that majority of the teachers observed that the students did not face difficulties in writing of address during letter writing.

With regard to item No.7 (c), out of 31 teachers, 27(88.00) observed the difficulties faced by the students in order of thoughts and 4(12.90) did not observe the difficulties faced by the students in order of thoughts. So it can be concluded that majority of the teachers observed that the students faced difficulties in order of thoughts during letter writing.

With regard to item No.7 (d), out of 31 teachers, 23(74.19) observed the difficulties faced by the students in paragraphing and 8(25.81) did not observe the difficulties faced by the students in paragraphing. So it can be concluded that majority of the teachers observed the difficulties faced by the students in paragraphing during letter writing.

With regard to item No.7 (e), out of 31 teachers, 12(38.71) faced difficulties in conclusion and 19(61.29) did not face difficulties in conclusion. So it can be concluded that majority of the teachers observe that the students did not face difficulties in conclusion during letter writing.

With regard to item No.7 (f), out of 31 teachers, 24(77.42) observed the difficulties faced by the students in relevance of the subject and 7(22.58) did not observe the difficulties faced by the students in relevance of the subject. So it can be concluded that majority of the teachers observed that the students faced difficulties in relevance of the subject during letter writing.

Other difficulties faced by the teachers in letter writing on the part of students were: (1) Letter-writing is asked in the form of fill in the blanks so the students are not able to write the whole letter in their own words. To overcome this problem first of all, students should be given practice in writing good letters in Gujarati and Hindi. (2) Students did not prepare letter-writing book regularly. Therefore students must be made to do it compulsorily.

The table No: 4.21 represents the difficulties faced by teachers during prose teaching.

**TABLE: 4.21****DIFFICULTIES FACED BY TEACHERS DURING PROSE TEACHING**

	ITEM NO:8	YES	NO
(a)	While reading	6(19.35)	25(80.65)
(b)	In composition	6(19.35)	25(80.65)
(c)	In doing blackboard work	00	31(100.00)
(d)	Explaining some matter in prose	4(12.90)	27(88.00)
(e)	While giving verbal explanation	4(12.90)	27(88.00)
(f)	In question answer	8(25.81)	23(74.19)
(g)	In presentation	3(9.68)	28(90.32)

From above table No: 4.21 it can be seen that with regard to item No.8 (a), out of 31 teachers, 6(19.35) faced difficulties while reading and 25(80.65) did not face difficulties while reading. So it can be concluded that majority of the teachers did not face difficulties while reading during the teaching of prose section.

With regard to item No.8 (b), out of 31 teachers, 6(19.35) faced difficulties in composition and 25(80.65) did not face difficulties in composition. So it can be concluded that majority of the teachers did not face difficulties in composition during the teaching of prose section.

With regard to item No.8 (c), out of 31 teachers, 31(100.00) did not observe difficulties in doing black-board work. So it can be concluded that none of the (not a single) teacher faced difficulties in doing black-board work during the teaching of prose section.

With regard to item No.8 (d), out of 31 teachers, 4(12.90) faced difficulties in explaining some matter in prose and 27(88.00) did not face difficulties in explaining some matter in prose. So it can be concluded that majority of the teachers did not face difficulties in explaining some matter in prose.

With regard to item No.8 (e), out of 31 teachers, 4(12.90) faced difficulties while giving verbal explanation and 27(88.00) did not face

difficulties while giving verbal explanation. So it can be concluded that majority of the teachers did not face difficulties while giving verbal explanation during teaching the prose section.

With regard to item No.8 (f), out of 31 teachers, 8(25.81) faced difficulties in question answer and 23(74.19) did not face difficulties in question answer. So it can be concluded that majority of the teachers did not face difficulties in question answer during teaching the prose section.

With regard to item No.8 (g), out of 31 teachers, 3(9.68) faced difficulties in presentation and 28(90.32) did not face difficulties in presentation. So it can be concluded that majority of the teachers did not face difficulties in presentation during teaching the prose section.

Other difficulties faced by the teachers in teaching the prose section of the text-book on the part of students were: (1) some units of the text-book give only boring information which is not according to the level of students' age and standard. (2) While writing the answer to the questions given at the end of the unit (lesson) students use the text-book so they cannot prepare words.

The table No: 4.22 represents the difficulties faced by teachers during teaching of different forms of prose.

**TABLE: 4.22**

**DIFFICULTIES FACED BY TEACHERS DURING TEACHING OF  
DIFFERENT FORMS OF PROSE**

	ITEM NO:9	YES	NO
(a)	Dialogues	7(54.84)	14(45.16)
(b)	Descriptions of incidents	15(48.39)	16(51.61)
(c)	Story	6(19.35)	25(80.65)
(d)	Drama/play	9(29.03)	22(70.97)

From above table No: 4.22 it can be seen that with regard to item No.9 (a), out of 31 teachers, 7(54.84) faced difficulties in teaching of dialogues and 14(45.16) did not face difficulties in teaching of dialogues. So it can be concluded that majority of the teachers did not face difficulties in teaching of dialogues during teaching of different forms of prose.

With regard to item No.9 (b), out of 31 teachers, 15(48.39) faced difficulties in teaching of descriptions of incidents and 16(51.61) did not face difficulties in teaching of descriptions of incidents. So it can be concluded that most of the teachers did not face difficulties in teaching of descriptions of incidents during teaching of different forms of prose.

With regard to item No.9 (c), out of 31 teachers, 6(19.35) faced difficulties in teaching of story and 25(80.65) did not face difficulties in teaching of story. So it can be concluded that most of the teachers did not face difficulties in teaching of story during teaching of different forms of prose.

With regard to item No.9 (d), out of 31 teachers, 9(29.03) faced difficulties in teaching of drama/play and 22(70.97) did not face difficulties in teaching of drama/play. So it can be concluded that most of the teachers did not face difficulties in teaching of drama/play during teaching of different forms of prose.

Few reasons given by teachers for the disinterest in study on the part of the student were: (1) Students' economical condition is very poor and therefore students are unable to buy reference books fairly related to their English study. (2) Students have no contact with English for sufficient time either in the school or in their surroundings and as a result students are unable to grasp the central ideas of lessons. (3) The lack of the attainment of certain standard of understanding or knowledge of English that is to be achieved in the previous standards makes students unable to know or understand what is being taught to them in the class. (4) Sometimes students have already learnt some lessons in tuition classes in advance. This also makes them disinterested in the class-room teaching in the school. Students find the whole process of teaching-learning here quite disinteresting or boring. (5) Some students are unable to read and understand the units/lessons like 'The Experiment', 'How it Works', 'The Gift' etc. (6) In some lessons the central ideas and the themes are more interesting than the presentation of them through the dull narration. (7) Some descriptions in the lessons are also beyond the understanding of students. This consequently, creates disinterest in study. (8) Some dialogues in the lessons are also not interesting. Students, therefore, students did not show interest to understand them.

Remedies suggested by teachers to remove the disinterest in study on the part of students as well as teachers were: (1) Tell students stories in short, summarize dramas/plays or essays, explain the contents of the lessons and the poems in the simplest possible English. (2) Give students some visually good understanding by showing them pictures related to the lessons and poems before reading and explaining them in the class-room. (3) Reading and explanation should be based on proper translation method of teaching. (4) Teachers should make continues efforts to make their teaching more and more creative resulting in more effective teaching learning process in the class-room. (5) Government should provide more ready-made material for this purpose prepared by expert and experienced teachers of English with proven record. (6) Teachers should develop the habit of self-study among the students. (7) Give less home-work to students. (8) While checking home-work develops the self-confidence of students with proper praise, guidance and light encouraging remarks of corrections. (9) Give students plenty of practice in listening, reading, writing and speaking English. (10) Incidents and events in lessons and poems may be first descried in Gujarati. (11) While teaching stories the dialogues in those stories should be presented by making two or more students read them by playing the characters in them. (12) Plays/Dramas should be enacted by students in the class-rooms.

The table No: 4.23 represents the opinions of teachers regarding the presentation of the content of textbook for standard IX.

**TABLE: 4.23**

**OPINIONS OF TEACHERS TOWARDS PRESENTATION OF THE  
CONTENT OF TEXTBOOK FOR STANDARD IX**

	<b>ITEM NO:10</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Easiness of language	26(83.87)	5(16.13)
<b>(b)</b>	Continuity in content presentation	28(90.32)	3(9.68)
<b>(c)</b>	Appropriateness of illustrations	29(93.55)	2(6.45)
<b>(d)</b>	Questions given in exercise takes consideration of language skills	29(93.55)	2(6.45)
<b>(e)</b>	Opportunity for self learning	29(93.55)	2(6.45)

From above table No: 4.23 it can be seen that with regard to item No.10 (a), out of 31 teachers, 26(83.87) found easiness of language in the presentation of the content of textbook and 5(16.13) did not find easiness of language in the presentation of the content of textbook. So it can be concluded that majority of the teachers found easiness of language in the presentation of the content of textbook for standard IX in English.

With regard to item No.10 (b), out of 31 teachers, 28(90.32) found continuity in content presentation and 3(9.68) did not find continuity in content presentation. So it can be concluded that majority of the teachers found continuity in content presentation of the textbook for standard IX in English.

With regard to item No.10 (c), (d), (e) out of 31 teachers, 29(93.55) found appropriateness of illustrations, questions given in exercise takes consideration of language skills, opportunity for self learning and 2(6.45) did not find appropriateness of illustrations, questions given in exercise takes consideration of language skills, opportunity for self learning. So it can be concluded that majority of the teachers found appropriateness of illustrations, questions given in exercise takes consideration of language skills and, opportunity for self learning in the textbook for standard IX in English.

Other suggestions given by the teachers with reference to presentation of the subject-matter in the text-book of English for standard IX were: (1) More attempts should be made through the textbook to make students use English-Gujarati Dictionary more and more while studying the text-book. (2) At the stage of evaluation it is quite necessary and important also to test students' I.Q. level. This will help us in making the teaching of the syllabus interestingly. (3) The lessons based on science are quite difficult for students to learn them through English. These lessons should be replaced by some more interesting events, incidents, happenings etc in relevant social context. (4) The contents of the text-book should be prepared keeping in mind the intellectual level of students.

The table No: 4.24 represents the views of the teachers regarding the pre-task given in the textbook of English.

**TABLE: 4.24****VIEWS OF THE TEACHERS REGARDING THE 'PRE-TASK' GIVEN IN THE  
TEXTBOOK OF ENGLISH**

	ITEM NO:11	YES	NO
(a)	Make the students do the pre-task	29(93.55)	2(6.45)
(b)	Pre task done in groups	29(93.55)	2(6.45)
(c)	Explain the pre-task	28(90.32)	3(9.68)
(d)	Translate the pre-task	17(54.84)	14(45.16)
(e)	Just read the pre-task	04(12.90)	27(88.00)
(f)	Use the pre-task from the book other than the text-book	19(61.29)	12(38.71)
(g)	Provide facilities for doing pre-task	27(88.00)	4(12.90)
(h)	Correct the mistakes committed in pre-task	28(90.32)	3(9.68)
(i)	Allow the students to make noise doing the pre-task	24(77.42)	7(22.58)

From above table No: 4.24 it can be seen that with regard to item No.11 (a) and (b) out of 31 teachers, 29(93.55) make students to do pre-task and pre-task done in groups while 2(6.45) did not make students to do pre-task and pre-task did not do in groups. So it can be concluded that majority of the teachers make students to do pre-task and pre-task done in groups.

With regard to item No.11 (c), out of 31 teachers, 28(90.32) explained the pre-task and 3(9.68) did not explain the pre-task. So it can be concluded that majority of the teachers explained the pre-task.

With regard to item No.11 (d), out of 31 teachers, 17(54.84) translated the pre-task and 14(45.16) did not translate the pre-task. So it can be concluded that majority of the teachers translated the pre-task.

With regard to item No.11 (e), out of 31 teachers, 4(12.90) just read the pre-task and 27(88.00) did not just read the pre-task. So it can be concluded that majority of the teachers did not just read the pre-task.

With regard to item No.11 (f), out of 31 teachers, 19(61.29) used the pre-task from the book other than the text-book and 12(38.71) did not use the

pre-task from the book other than the text-book. So it can be concluded that majority of the teachers used the pre-task from the book other than the text-book.

With regard to item No.11 (g), out of 31 teachers, 27(88.00) provided facilities to students for doing the pre-task and 4(12.90) did not provide facilities to students for doing the pre-task. So it can be concluded that majority of the teachers provided facilities to students for doing the pre-task.

With regard to item No.11 (h), out of 31 teachers, 28(90.32) corrected the mistakes committed by the students in pre-task and 3(9.68) did not correct the mistakes committed by the students in pre-task. So it can be concluded that majority of the teachers corrected the mistakes committed by the students in pre-task.

With regard to item No.11 (i), out of 31 teachers, 24(77.42) allowed the students to make noise while doing the pre-task and 7(22.58) did not allow the students to make noise while doing the pre-task. So it can be concluded that majority of the teachers allowed the students to make noise while doing the pre-task.

Other suggestions given by the teachers with reference to Pre-task given in the text-book of English for standard IX were: (1) Grammar points and examples should be included in the Pre-task. (2) Some Pre-tasks consume a lot of time to do them in the class-room. (3) The Pre-task should be related to the subject of the lesson. (4) After reading of the Pre-task students should also be able to grasp the central idea and overall content of that lesson. (5) Pre-task are very interesting to the students. (6) When the pre-task is a story, students learn the lesson with more interest. (7) Students easily understand the lesson because of the Pre-task.

The table No: 4.25 represents the views of the teachers regarding the words given in the glossary of the textbook of English.

**TABLE: 4.25****VIEWS OF THE TEACHERS REGARDING THE 'GLOSSARY' GIVEN IN  
THE TEXTBOOK OF ENGLISH**

	ITEM NO:12	YES	NO
(a)	Meaning of the words given in English is proper/appropriate	25(80.65)	6(19.35)
(b)	Meaning must be given in Gujarati	22(70.97)	9(29.03)
(c)	Write the words on the black-board	27(88.00)	4(12.90)
(d)	Using the meaning of words in sentences and students guess the meaning	29(93.55)	2(6.45)

From above table No: 4.25 it can be seen that with regard to item No.12 (a), out of 31 teachers, 25(80.65) responded that in glossary the meaning of words given in English is appropriate while 6(19.35) responded that in glossary the meaning of words given in English is not appropriate. So it can be concluded that majority of the teachers agreed that in glossary, the meaning of words given in English is appropriate.

With regard to item No.12 (b), out of 31 teachers, 22(70.97) responded that in glossary the meaning must be given in Gujarati while 9(29.03) responded that in glossary the meaning should not be given in Gujarati. So it can be concluded that majority of the teachers agreed that in glossary, the meaning must be given in Gujarati.

With regard to item No.12 (c), out of 31 teachers, 27(88.00) wrote the words on the black-board while 4(12.90) did not write the words on the black-board. So it can be concluded that majority of the teachers wrote the words on the black-board which are given in the glossary.

With regard to item No.12 (d), out of 31 teachers, 29(93.55) used the meaning of words in sentences and students guess the meaning while 2(6.45) did not use the meaning of words in sentences and students guess the meaning. So it can be concluded that majority of the teachers used the meaning of words in sentences and students guess the meaning.

Other suggestions given by the teachers with reference to Glossary given in the text-book of English for standard IX were: (1) Gujarati meanings should be given whenever it is necessary. (2) Antonyms (Opposite words) should be given along with the meanings of the words. (3) The teacher should force students to always use an English-Gujarati Dictionary. (4) If synonyms are also given, it will be good for both teachers and taught.

The table No: 4.26 represents the opinions of the teachers for organizing activity given in pronunciation.

**TABLE: 4.26**

**OPINIONS OF THE TEACHERS FOR ORGANIZING ACTIVITY GIVEN IN  
'PRONUNCIATION'**

	<b>ITEM NO:13</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Make students do the activity given in pronunciation	27(88.00)	4(12.90)

From above table No: 4.26 it can be seen that with regard to item No.13 (a), out of 31 teachers, 27(88.00) make students to do the activity given in pronunciation while 4(12.90) did not make students to do the activity given in pronunciation. So it can be concluded that majority of the teachers make students to do the activity given in pronunciation.

Difficulties faced by the teachers in doing the activities given in the Pronunciation as responded by the teachers were: (1) Some guidelines should be given for the students about how to pronounce words because students cannot pronounce words properly on their own. (2) When one can make students pronounce words in group there is no concentration on the part of the students. If one can make them pronounce words individually, it causes a lot of wastage of time. (3) Students make more mistakes in properly pronouncing words.

The table No: 4.27 represents the opinions of the teachers for organizing activity given in vocabulary.

**TABLE: 4.27**

**OPINIONS OF THE TEACHERS FOR ORGANIZING ACTIVITY GIVEN IN  
'VOCABULARY'**

	ITEM NO:14	YES	NO
(a)	Make students do the activity given in vocabulary	27(88.00)	4(12.90)

From above table No: 4.27 it can be seen that with regard to item No.14 (a), out of 31 teachers, 27(88.00) make students to do the activity given in vocabulary while 4(12.90) did not make students to do the activity given in vocabulary. So it can be concluded that majority of the teachers make students to do the activity given in vocabulary.

Teachers suggested aims/objectives for doing the activities given in Vocabulary were: (1) To make students learn more and more new words and thus increase their English vocabulary (2) To enable students to use words in sentences of their own (3) To enable students to use more words in writing skill (4) To help students understand more and more words with the help of which students can easily fill in the gaps in the letter-writing in examinations. (5) To introduce students with new words with their meanings so that they can easily understand the lessons and poems in the text-book (6) To make students know more and more synonyms and antonyms. (7) To make students develop fluency in spoken English.

The table No: 4.28 represents the opinions of the teachers for organizing activity given in comprehension.

**TABLE: 4.28**

**OPINIONS OF THE TEACHERS FOR ORGANIZING ACTIVITY GIVEN IN  
'COMPREHENSION'**

	ITEM NO:15	YES	NO
(a)	Make students do the activity given in comprehension	29(93.55)	2(6.45)

From above Table No: 4.28 it can be seen that with regard to item No.15 (a), out of 31 teachers, 29(93.55) make students to do the activity given in comprehension while 2(6.45) did not make students to do the activity given in comprehension. So it can be concluded that majority of the teachers make students to do the activity given in comprehension.

Teachers suggested aims/objectives for doing the activities given in Comprehension were: (1) To know to what extent students understand prose and poetry (2) To try to know whether students can write and understand English to certain level. (3) To try to know whether students can write the answers of the questions after learning or reading a lesson or a poem (4) To develop the habit of reading English among the students. (5) To make students think on their own and then give answers of the questions asked in their own language. (6) To develop the reading skill among students (7) To increase the confidence of students in reading English.

Difficulties faced by the teachers in doing the activities given in the Comprehension were: (1) Students did not understand the language of questions. (2) Students write in advance the activities of Comprehension by using Guide.

The table No: 4.29 represents the opinions of the teachers regarding the difficulties faced by the teachers in teaching grammar given in the text-book.

**TABLE: 4.29**  
**OPINIONS OF THE TEACHERS REGARDING DIFFICULTIES FACED BY THE TEACHERS IN TEACHING 'GRAMMAR'**

	ITEM NO:16	YES	NO
(a)	Face difficulties in teaching grammar	16(51.61)	15(48.39)

From above table No: 4.29 it can be seen that with regard to item No.16 (a), out of 31 teachers, 16(51.61) faced difficulties in teaching grammar while 15(48.39) did not face difficulties in teaching grammar. So it can be concluded that majority of the teachers faced difficulties in teaching grammar given in the text-book.



activity given at the end of each lesson. So it can be concluded that majority of the teachers make students to do the activity given at the end of each lesson of the text-book.

Teachers suggested aims/objectives for doing the Activity given at the end of each lesson were: (1) To make students use English more and more by doing this activity (2) To make students take more interest in English (3) To make students express their views among themselves in English (4) To create more self-confidence in students in using English (5) To make students understand the content of lessons with consolidation (6) To encourage students to do grammatical exercise in English on their own (7) To develop the writing skill among the students (8) To make students active in the class-room.

The teachers responded that the students support was good in doing the Activity given at the end of each lesson.

Suggestions given by the teachers with reference to doing the Activity given at the end of each lesson in the text-book of English for standard IX were: (1) Some activities take a lot of time and teachers are not able to complete the course.

The table No: 4.31 represents the views of the teachers regarding the important point of 'Writing' given at the end of the lesson in the textbook of English.

**TABLE: 4.31**

**VIEWS OF THE TEACHERS REGARDING THE 'WRITING' GIVEN IN THE TEXTBOOK OF ENGLISH**

	<b>ITEM NO:18</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Prepare students mentally to write	29(93.55)	2(6.45)
<b>(b)</b>	Discuss the point	30(96.77)	1(3.23)
<b>(c)</b>	Give them to write in the class	25(80.65)	6(19.35)
<b>(d)</b>	Give it as home-work	23(74.19)	8(25.81)
<b>(e)</b>	Complete the work of writing	27(88.00)	4(12.90)

From above table No: 4.31 it can be seen that with regard to item No.18 (a) out of 31 teachers, 29(93.55) prepared students mentally to write while 2(6.45) did not prepare students mentally to write. So it can be concluded that majority of the teachers prepared students mentally for writing.

With regard to item No.18 (b) out of 31 teachers, 30(96.77) discussed the points while 1(3.23) did not discuss the point. So it can be concluded that majority of the teachers discussed the points given in writing.

With regard to item No.18 (c) out of 31 teachers, 25(80.65) gave them to write in the class while 6(19.35) did not gave them to write in the class. So it can be concluded that majority of the teachers give the students to write in the class.

With regard to item No.18 (d) out of 31 teachers, 23(74.19) gave it as home-work while 8(25.81) did not give it as home-work. So it can be concluded that majority of the teachers gave 'Writing' as home-work.

With regard to item No.18 (e) out of 31 teachers, 27(88.00) completed the work of writing while 4(12.90) did not complete the work of writing. So it can be concluded that majority of the teachers completed the work of writing.

Suggestions given by the teachers with reference to Writing given at the end of each lesson in the text-book of English for standard IX were: (1) To achieve the objective of making students acquire the skills of Reading and Writing properly there should be a lot of pictures in text-book based on the themes of stories, essays, descriptions, poems, dramas or plays, etc (2) Irrespective of the rule 'No Home-work" more constructive home-work should be given to students. (3) It must be seen that through Writing students should increase their speed of writing and improve their handwriting. (4) Students must be provided with some material in writing with the help of which students should learn sentence structure. (5) When there are two classes of English continuously, the first class of English should be used for discussion of the points of the lesson and during the second class students should be made to write down the points based on the discussion.

The table No: 4.32 represents the opinions of the teachers for doing 'Revision' given in the text-book.

**TABLE: 4.32**

**OPINIONS OF THE TEACHERS FOR DOING 'REVISION' GIVEN IN THE  
TEXT-BOOK**

	<b>ITEM NO:19</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Make them write in the class after discussing	25(80.65)	6(19.35)
<b>(b)</b>	Make them write it at home after discussing in the class	18(58.06)	13(41.94)
<b>(c)</b>	Getting good co-operation from students	23(74.19)	8(25.81)

From above table No: 4.32 it can be seen that with regard to item No.19 (a), out of 31 teachers, 25(80.65) make students to write Revision in the class after discussing while 6(19.35) did not make students write Revision in the class after discussing. So it can be concluded that majority of the teachers make students write Revision in the class after discussing in doing 'Revision' given in the text-book.

With regard to item No.19 (b), out of 31 teachers, 18(58.06) make students to write Revision at home after discussing in the class while 13(41.94) did not make students to write Revision at home after discussing in the class. So it can be concluded that majority of the teachers make students to write the 'Revision' at home after discussing in the class.

With regard to item No.19 (c), out of 31 teachers, 23(74.19) got good co-operation from students for doing Revision while 8(25.81) did not get good co-operation from students for doing Revision. So it can be concluded that majority of the teachers got good co-operation from students for doing 'Revision' given in the text-book.

Suggestions given by the teachers with reference to Revision given in the text-book of English for standard IX were: (1) More time should be given for Revision in the class. One period is not enough. (2) More practice should be given in Revision. (3) Revision should be made more interesting. (4) From the unit taught how much students have learnt should be evaluated through Revision. (5) All the four skills of English learning should be used in Revision. (6) The lesson taught should be really revised in Revision.

The table No: 4.33 represents the opinions of the teachers regarding the project-work.

**TABLE: 4.33**

**OPINIONS OF THE TEACHERS REGARDING THE PROJECT-WORK**

	ITEM NO:20	YES	NO
(a)	Giving the project-work in the English of standard IX	29(93.55)	2(6.45)

From above table No: 4.33 it can be seen that with regard to item No.20 (a), out of 31 teachers, 29(93.55) gave the project-work in the English of standard IX while 2(6.45) did not give the project-work in the English of standard IX. So it can be concluded that majority of the teachers gave the project-work in the English of standard IX.

Teachers suggested aims/objectives of Project-Work given in the English of standard IX were: (1) To keep students in contact with English language (2) To make students do some language related work independently (3) To generate students' active interest by involving them in doing things differently.

Difficulties faced by the teachers in Project-Work were: (1) Students were unable to spend money on costly projects. (2) Students cannot do the entire project in English on their own.

The table No: 4.34 represents the opinions of the teachers regarding the project-work.

**TABLE: 4.34**

**OPINIONS OF THE TEACHERS REGARDING THE PROJECT-WORK**

	ITEM NO:21	YES	NO
(a)	Give the project-work in group	30(96.77)	1(3.23)
(b)	Give the project to be done at home	28(90.32)	3(9.68)
(c)	Get the project done in the class	12(38.71)	19(61.29)
(d)	Students take active part with interest in the given project	28(90.32)	3(9.68)
(e)	Give different facilities for the project-work	27(88.00)	4(12.90)

From above table No: 4.34 it can be seen that with regard to item No.21 (a), out of 31 teachers, 30(96.77) gave the project-work in group while 1(3.23) did not give the project-work in group. So it can be concluded that majority of the teachers gave the project-work in group.

With regard to item No.21 (b) and (d) out of 31 teachers, 28(90.32) gave the project work to be done at home and students take active part with interest in the given project work while 3(9.68) did not give the project to be done at home and students did not take active part with interest in the given project work. So it can be concluded that majority of the teachers gave the project work to be done at home and students take active part with interest in the given project work.

With regard to item No.21 (c), out of 31 teachers, 12(38.71) got the project work done in the class while 19(61.29) did not get the project work done in the class. So it can be concluded that majority of the teachers did not get the project work done in the class.

With regard to item No.21 (e), out of 31 teachers, 27(88.00) gave different facilities for the project-work while 4(12.90) did not give different facilities for the project-work. So it can be concluded that majority of the teachers gave different facilities for the project-work.

Suggestions given by the teachers with reference to Project-Work given in the text-book of English for standard IX were: (1) The teacher must give a project-book to students to select their projects. (2) Very costly projects should not be given to students. (3) The teacher must provide constant guidance and help to students to keep their interest alive throughout the project. (4) The project-work should be based on the lessons in the text-book. (5) The project-work in group becomes difficult so the individual project-work is better for students.

The table No: 4.35 represents the opinions of the teachers regarding the home-work and class-work given to the students.

**TABLE: 4.35**

**OPINIONS OF THE TEACHERS REGARDING THE HOME WORK AND  
CLASS-WORK**

	<b>ITEM NO : 22</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Home-work and class-work given to the students	29(93.55)	2(6.45)
<b>(b)</b>	Students do it regularly and bring it	24(77.42)	7(22.58)

From above table No: 4.35 it can be seen that with regard to item No.22 (a), out of 31 teachers, 29(93.55) gave the home-work and class-work to the students while 2(6.45) did not give the home-work and class-work to the students. So it can be concluded that majority of the teachers gave the home-work and class-work to the students.

With regard to item No.22 (b), out of 31 teachers, 24(77.42) responded that the students do it regularly and bring it while 7(22.58) responded that the students did not do it regularly and bring it. So it can be concluded that majority of the teachers believed that the students do the home-work and class-work regularly and bring it.

Responses of teachers on how the home-work and class-work given to the students were checked by the teachers were: (1) Teachers personally checked the homework and class-work. Mistakes are pointed out and guidance is given to avoid them in future. (2) The home-work is given and checked after completing three units. (3) The home-work is checked by monitors. (4) Teachers check the home-work of five students everyday. (5) Most of the students bring their home-work regularly. (6) Some students give different excuses for not doing their home-work.

Difficulties faced by the teachers in Home-Work were: (1) The load of checking the home-work is more. It is increasing. It requires a lot of time from teachers' time-table.

The table No: 4.36 represents the opinions of the teachers regarding the extra classes.

**TABLE: 4.36**

**OPINIONS OF THE TEACHERS REGARDING EXTRA CLASSES**

	ITEM NO:23	YES	NO
(a)	Take extra classes for teaching English	15(48.39)	16(51.61)

From above table No: 4.36 it can be seen that with regard to item No.23 (a), out of 31 teachers, 15(48.39) take extra classes for teaching English while 16(51.61) did not take extra classes for teaching English. So it can be concluded that majority of the teachers did not take extra classes for teaching English in standard IX.

Do the teachers take extra classes for teaching English in standard IX as responded by the teachers were: (1) Teachers take extra classes for teaching a unit or two more carefully. (2) Teachers take extra classes, if the course is not completed in time due to various reasons.

The table No: 4.37 represents the facilities used by the teachers for teaching English.

**TABLE: 4.37**

**FACILITIES USED BY THE TEACHERS FOR TEACHING ENGLISH**

	ITEM NO:24	NUMBER OF TEACHERS
(a)	Pictures	27(88.00)
(b)	Bulletin-board	17(54.84)
(c)	Charts	25(80.65)
(d)	newspapers	19(61.29)

From above table No: 4.37 it can be seen that with regard to item No.24 (a), (b), (c), (d) out of 31 teachers, 27(88.00) responded that pictures were used for teaching of English, 17(54.84) responded that bulletin-board was used for teaching of English, 25(80.65) responded that charts were used for teaching of English and 19(61.29) responded that newspapers were used for teaching of English. So it can be concluded that pictures and charts were used by the majority of the teachers for teaching English. Majority of the teachers were used pictures and charts for teaching English.

Other facilities used by the teachers for teaching English as responded by the teachers were: (1) flash Cards, Dictionaries of different kinds, OHP (Over Head Projector) and DVD (Digital Video Disk) are used for teaching English in standard IX. (2) Students are asked and guided to hear English News on T.V.

The table No: 4.38 represents the opinions of the teachers regarding the books and magazines of school-library which can help teaching of the syllabus of English.

**TABLE: 4.38**

**OPINIONS OF THE TEACHERS REGARDING THE BOOKS AND  
MAGAZINES OF SCHOOL-LIBRARY**

	<b>ITEM NO:25</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Books and magazines are available in school-library	28(90.32)	3(9.68)
<b>(b)</b>	Teachers use the books and magazines	27(88.00)	4(12.90)
<b>(c)</b>	Students use the books and magazines	18(58.06)	13(41.94)

From above table No: 4.38 it can be seen that with regard to item No.25 (a), out of 31 teachers, 28(90.32) responded that the books and magazines are available in school-library while 3(9.68) responded that the books and magazines are not available in school-library. So it can be concluded that majority of the teachers opined that books and magazines are available in school-library which can help teaching of the syllabus of English.

With regard to item No.25 (b), out of 31 teachers, 27(88.00) used books and magazines while 4(12.90) did not use books and magazines. So it can be concluded that majority of the teachers opined that books and magazines are used by them for teaching of the syllabus of English.

With regard to item No.25 (c), out of 31 teachers, 18(58.06) responded that the students used the books and magazines while 13(41.94) responded that the students did not use the books and magazines. So it can be concluded that majority of the teachers opined that the students used the books and magazines.

Books and Magazines which can be used by the teachers for teaching English as responded by the teachers were: (1) Short Stories in English (2) Encyclopedia (3) Different Types of Dictionaries (4) Different Grammar and Composition Books (5) English News Magazines (6) Our National Leaders (7) Bhavan's Journal (8) Reader's Digest (9) The Latest Facts in General Knowledge.

The table No: 4.39 represents the opinions of the teachers regarding the activities arranged by the teacher where students speak English in the class.

**TABLE: 4.39**

**OPINIONS OF THE TEACHERS REGARDING ACTIVITIES WHERE  
STUDENTS SPEAK ENGLISH IN THE CLASS**

	ITEM NO:26	YES	NO
(a)	Arrange the activities where students speak English in the class	28(90.32)	3(9.68)

From above table No: 4.39 it can be seen that with regard to item No.26 (a), out of 31 teachers, 28(90.32) arranged the activities where students speak English in the class while 3(9.68) did not arrange the activities where students speak English in the class. So it can be concluded that majority of the teachers arranged the activities where students speak English in the class.

Activities arrange by the teachers where the students speak English in the class-room as responded by the teachers were: (1) Dramatization of lessons (2) Prayer in English (3) Enacting scenes from the books (4) Discussions of students' problems by asking questions based on unit No: 13 (5) Pre-Period talk in English (6) English word games (7) English spelling games (8) Story telling (9) Self-introduction in English (10) Antakshary- using dictionary (11) Once in a week students speak in English only (12) Reading English labels on different things (13) Making sentences on pictures (14) Speaking five sentences on topics of choice ( 15) Reading English newspapers in the class (16) Jokes telling based on Unit No:16.

The table No: 4.40 represents the opinion of the teachers regarding the percentage of English conversation used while teaching in the class.

**TABLE: 4.40**

**OPINION OF THE TEACHERS REGARDING THE PERCENTAGE OF ENGLISH CONVERSATION USED WHILE TEACHING IN THE CLASS**

	ITEM NO:27	NUMBER OF TEACHERS
(a)	Less than 25 percent	6(19.35)
(b)	25 percent to 50 percent	18(58.06)
(c)	50 percent to 75 percent	12(38.71)
(d)	More than 75 percent	1(3.23)

From above table No: 4.40 it can be seen that with regard to item No.27 (a), (b), (c), (d) out of 31 teachers, 6(19.35) opined that less than twenty five percent of English conversation was used while teaching in the class, 18(58.06) opined that twenty five to fifty percent of English conversation was used while teaching in the class, 12(38.71) opined that fifty to seventy five percent of English conversation was used while teaching in the class and only 1(3.23) opined that more than seventy five percent of English conversation was used while teaching in the class. So it can be concluded that twenty five to seventy five percentage of English conversation was used by the teacher while teaching in the class.

The reason for how many percentage of English conversation do you use while teaching in the class as responded by the teachers were: (1) Students come from the rural area or the government school. Students are not habituated to hear English continuously. (2) If more than 75 per cent English is used while teaching, students did not understand what is being said and the class-room atmosphere/climate becomes dull. (3) Because of the social class difference one cannot use more English while teaching in the class. Only minimum English can be used. (4) Practice of speaking in English at primary level is almost nil. It is, therefore, not advisable to use more English while teaching in the class.

The table No: 4.41 represents the opinions of the teachers regarding the students giving their responses in English.

**TABLE: 4.41**

**OPINIONS OF THE TEACHERS REGARDING THE STUDENTS GIVING  
THEIR RESPONSES IN ENGLISH**

	ITEM NO:28	YES	NO
(a)	Insist on students giving their responses in English	26(83.87))	5(16.13)

From above table No: 4.41 it can be seen that with regard to item No.28 (a), out of 31 teachers, 28(90.32) insisted on students giving their responses in English while 3(9.68) did not insist on students giving their responses in English. So it can be concluded that majority of the teachers insisted on students giving their responses in English.

For insisting the students for giving their responses in English as the teachers responded were: (1) Most of the times teachers ask questions of which answers are either in a word or two or in one or two sentences. (2) Teachers encourage students to speak small and simple sentences in English. (3) Teachers encourage students to use English when they talk to each other in the school (4) Teachers make students to read the passages for comprehension in the class loudly and also read English Newspapers,

Pictorial Stories, etc. in the class as loud reading. (5) When students speak in English teachers use encouraging remarks like 'Very Good', 'Fine', 'Well Spoken', 'Good', etc. (6) Teachers encourage them to speak in English the things about themselves and their domestic life.

The table No: 4.42 represents the opinions of the teachers regarding the self-confidence developed in students.

**TABLE: 4.42**  
**OPINIONS OF THE TEACHERS REGARDING THE SELF-CONFIDENCE DEVELOPED IN STUDENTS.**

	ITEM NO:29	YES	NO
(a)	Develop self-confidence in students to enable them to say, "I can speak in English"	21(67.74)	10(32.26)

From above table No: 4.42 it can be seen that with regard to item No.29 (a), out of 31 teachers, 21(67.74) developed self-confidence in students to enable them to say, "I can speak in English" while 10(32.26) did not develop self-confidence in students to enable them to say, "I can speak in English". So it can be concluded that majority of the teachers developed self-confidence in students to enable them to say, "I can speak in English".

The reasons given by teachers for developing self-confidence in students to enable them to say, "I can speak in English" as per teachers responses were: (1) Teachers encourage to use English as much as possible at the school, at home and at other places as the objective of teaching English is to make students use it freely without any fear. (2) Students speak in English whenever and wherever it is possible for them to do so. When students did not know what to say in English than students speak in Gujarati. (3) Teachers correct their mistakes quite encouragingly.

The table No: 4.43 represents the attitude of the teachers regarding "Either student speaks grammatically correct English or better they don't".

**TABLE: 4.43**

**ATTITUDE OF THE TEACHERS REGARDING "EITHER STUDENTS  
SPEAK GRAMMATICALLY CORRECT ENGLISH OR BETTER THEY  
DON'T"**

	ITEM NO:30	YES	NO
(a)	Are you agree that "Either students speak grammatically correct English or better they don't".	8(25.81)	23(74.19)

From above table No: 4.43 it can be seen that with regard to item No.30 (a), out of 31 teachers, 8(25.81) agreed that "Either students speak grammatically correct English or better they don't". While 23(74.19) did not agree that "Either students speak grammatically correct English or better they don't". So it can be concluded that majority of the teachers did not agree that "Either students speak grammatically correct English or better they don't".

The reasons for "Either student speaks grammatically correct English or better they don't" as the teachers responded were: (1) English is not our mother-tongue. It is not spoken with correct grammar, the teachers should not object to it. (2) If students speak grammatically wrong English, it should be accepted as it will lead them to speak English correctly. (3) Students' confidence in speaking English should be developed step by step. (4) When students can not sometimes unable to speak Gujarati correctly, how can the teachers insist on students to speak grammatically correct English? (5) It is not essential to speak each and every sentence in English with correct grammar of the language. (6) The proverb, "The practice makes a man perfect" should be followed.

The table No: 4.44 represents the opinions of the teachers regarding the marking of students' evaluation.

**TABLE: 4.44**  
**OPINIONS OF THE TEACHERS REGARDING THE MARKING OF**  
**STUDENTS' EVALUATION**

	ITEM NO:31	YES	NO
(a)	Deduct marks for spelling mistakes	19(61.29)	12(38.71)
(b)	Deduct marks for wrong sentence structure	22(70.97)	9(29.03)
(c)	Give marks for effort	23(74.19)	8(25.81)
(d)	Check comprehension	29(93.55)	2(6.45)
(e)	Accept writing in a student's own language showing creativity	27(88.00)	4(12.90)

From above table No: 4.44 it can be seen that with regard to item No.31 (a), out of 31 teachers, 19(61.29) deducted the marks for spelling mistakes while 12(38.71) did not deduct marks for spelling mistakes. So it can be concluded that majority of the teachers deducted marks for spelling mistakes while evaluating students.

With regard to item No.31 (b), out of 31 teachers, 22(70.97) deducted marks for wrong sentence structure while 9(29.03) did not deduct marks for wrong sentence structure. So it can be concluded that majority of the teachers deducted marks for wrong sentence structure during students' evaluation.

With regard to item No.31 (c), out of 31 teachers, 23(74.19) gave marks for effort while 8(25.81) did not give marks for effort. So it can be concluded that majority of the teachers gave marks for effort during students' evaluation.

With regard to item No.31 (d), out of 31 teachers, 29(93.55) checked comprehension of the students while 2(6.45) did not check comprehension of the students. So it can be concluded that majority of the teachers checked comprehension of the students during students' evaluation.

With regard to item No.31 (e), out of 31 teachers, 27(88.00) accepted writing in a student's own language showing creativity while 4(12.90) did not accept writing in a student's own language showing creativity. So it can be concluded that majority of the teachers accepted writing in a student's own language showing creativity during students' evaluation.

The merits and demerits of the present text-book as responded by the teachers were:

**Merits:**

(1) The text-book is excellent without any fault. (2) The selection of lessons is good. (3) The entire text-book is prepared following the important principle education; from easy to hard. (4) The language of the book is also simple and easy to teach and learn. (5) Assignment is also quite good. (6) It is based on functional and communicative approach. (7) Contents of lessons are related to students' level. (8) Some lessons have good pictures for visual effects. (9) The Pre-task, Vocabulary, Grammar, Meanings of English Words, etc. are helping in overall learning.

**Demerits:**

(1) The text-book is hard to learn. (2) More pictures in colour should have been given in the text-book. (3) For the students of rural area English of this text-book is quite hard. (4) The text-book is not very helpful for teaching any particular grammatical point. (5) Unit No: 10, 12,14and 15 are not interesting. (6) More than necessary activities are given in this text-book. (7) Tenses are presented without proper explanations regarding their structure and when to use them in English language.

The table No:4.45 represents the opinions of the teachers regarding having the atmosphere and encouragement where in they can learn, speak and use English.

**TABLE: 4.45**

**OPINIONS OF THE TEACHERS REGARDING HAVING THE  
ATMOSPHERE AND ENCOURAGEMENT**

	<b>ITEM NO:31</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	From the school	28(90.32)	3(9.68)
<b>(b)</b>	From home	6(19.35)	25(80.65)
<b>(c)</b>	From the social environment	7(22.58)	24(77.42)

From above table No: 4.45 it can be seen that with regard to item No.33 (a), out of 31 teachers, 28(90.32) responded that the students have the atmosphere and encouragement from the school while 3(9.68) responded that the students did not have the atmosphere and encouragement from the school. So it can be concluded that majority of the teachers opined that the students have the atmosphere and encouragement from the school where in they can learn, speak and use English.

With regard to item No.33 (b), out of 31 teachers, 6(19.35) responded that the students have the atmosphere and encouragement from the home while 25(80.65) responded that the students did not have the atmosphere and encouragement from the home. So it can be concluded that majority of the teachers opined that the students have not the atmosphere and encouragement from the home where in they can learn, speak and use English.

With regard to item No.33 (c), out of 31 teachers, 7(22.58) responded that the students have the atmosphere and encouragement from the social environment while 24(77.42) responded that the students did not have the atmosphere and encouragement from the social environment. So it can be concluded that majority of the teachers opined that the students do not have the atmosphere and encouragement from the social environment where in they can learn, speak and use English.

The table No: 4.46 represents the opinions of the teachers regarding the extra reading make by the students.

**TABLE: 4.46**

**OPINIOS OF THE TEACHERS REGARDING THE EXTRA READING MAKE  
BY THE STUDENTS.**

	<b>ITEM NO:34</b>	<b>YES</b>	<b>NO</b>
<b>(a)</b>	Students make extra reading in English	15(48.39)	16(51.61)

From above table No: 4.46 it can be seen that with regard to item No.34 (a), out of 31 teachers, 15(48.39) opined that the students make extra reading in English While 16(51.61) responded that the students did not make extra reading in English. So it can be concluded that majority of the teachers opined that the students did not make extra reading in English.

#### **4.4 ANALYSIS AND INTERPRETATION OF INTERVIEW**

##### **SCHEDULE FOR TEACHERS**

The investigator conducted interview of teachers to study the problems faced by the teachers and their views regarding achievement in English. The questions were on different aspects such as level of English, language skills, evaluation pattern, curriculum, review of textbook, approaches adopted for teaching of English, achievement in English, use of audio-visual aids, pre-service training, in-service training, professional abilities and competence. The interview schedule was in structured form and there were twenty two questions. The analysis and interpretation of data has been presented as follows.

1. All the teachers (100 percent) responded that there is a need to improve the level of English teaching at secondary level. Sixty eight percent teachers responded that students can not understand the English language. Eighty seven percent teachers responded that students can not speak the English language. Fifty two percent teachers responded that students can read the English language. Fifty eighty percent

teachers responded that students can write in the English language. So it can be concluded that majority of the students can not understand and speak in the English language. Students lack in fluency in English.

2. Eighty one percent teachers suggested the activities for teachers such that in-service training, use of teaching learning material, use of innovative methods, approaches and techniques can improve the level of English among the students while nineteen percent teachers also suggested that checking the written work given to students regularly and using language laboratory for students can improve the level of English among the students.

Eighty four percent teachers suggested few activities for students with a view to improve level of English. Suggestions included putting more efforts to speak in English by the students, by listening the English dialogues, news, stories, and by writing good essays, letter, dictation, composition and by reading books, magazine and stories, one can improve the level of English while sixteen percent teachers suggested that drilling activities conducted for students can improve the level of English.

All the teachers (100 percent) were of the opinion that parents play an important role to improve the level of English among their wards. All the teachers suggested that if Positive atmosphere for learning of English is created by the parents at home then students learn English language easily. Also parents should support and inculcate reading habits among the students at home so that English language can be improved. Also if the parents were made aware of importance of English as a language, then achievement of students can be improved. More and more encouragement should be provided by parents to their wards for participation in curricular and co-curricular activities based on English language. This would help in improvement in level of English.

Eighty seven percent teachers were of the opinion that schools should organize seminars, workshops, exhibitions and competitions in English on regular basis. Teachers also suggested that remedial

teaching improves English among poor students. As well as various reference books and Teaching learning material should be provided to the school in order to improve teaching abilities of teachers where by students achievement can also enhance. Thirteen percent teachers opined that schools should establish Language Laboratory for enhancement of students' achievement in English.

3. All the teachers (100 percent) were aware of language skills i.e. Listening, Speaking, Reading and Writing. All the teachers opined that at secondary level students were found to be deficient in Speaking and Writing skills. The reasons for these deficiencies in speaking as told by the teachers were that students lacked basic knowledge of Phonetics, lacked in vocabulary and there was effect of mother tongue and local language. Similarly, teachers also gave various reasons for deficiency in writing skills among the students. These reasons were students did not use dictionary and were not aware of basics of grammar. Students did not have regular practice in writing English.

Teachers gave a few suggestions for improving speaking skills among the students. They were that individual attention should be provided to the students. Students should be encouraged to participate in prayer assembly where news, quotations, narration of short incidences should be done in English. While teacher opined that writing skills among the students can be improved by providing more practice of writing essays, letters, paragraphs, completion of dialogues and copywriting and dictation.

4. Ninety percent teachers suggested different activities to develop listening skill. These activities were dictation, recitation of rhymes, simple poems ideal reading by the teacher in classroom. Ten percent teachers suggested that use of TLM like tape recorder, radio, gramophone, headphone, etc help to develop listening skills.

Ninety four percent teachers suggested different activities to develop speaking skill. These activities were drilling English sound, Oral training, use of appropriate audio-visual aids, feedback to the students

for the correction of pronunciation, oral drill and practice while seven percent teachers suggested that by playing language games and doing activities one can develop speaking skill among the students.

All the teachers (100 percent) suggested that reading skill of students can be developed by providing proper atmosphere at school and home, giving the paragraph for reading, by giving oral drill and more and more practice.

All the teachers (100 percent) suggested different activities to develop writing skill. These activities were copy writing, essay and letter writing, calligraphy, dictation. All the teachers opined that by doing all these activities one can develop the writing skill among the students.

All the teachers (100 percent) opined that students were interested in activities conducted by the teacher. Students participated in all the activities with enthusiasm. Teachers also noted that students were more interested in these activities than regular classroom teaching.

5. All the teachers (100 percent) opined that listening skills of students can be evaluated by asking questions to students. Also teacher's narrated story and then students again repeated the story or answered to story based questions orally.

Eighty seven percent teachers opined that simple questions asked to students can help in evaluating speaking skills among students. While, thirteen percent teachers were of the opinion that speaking skills can also be evaluated when students were asked to speak on their favourite topics.

All the teachers (100 percent) were of the opinion that if activities like reading unseen paragraphs, reading passages from newspapers and magazines can be used to evaluate reading skills among students.

All the teachers (100 percent) were of the opinion that writing activities can be evaluated by checking of essays and other writing materials of students.

6. All the teachers (100 percent) were of the opinion that the present marking system for evaluation is appropriate. But there is a need to evaluate all four basic skills instead of evaluating only listening and speaking skills.

7. All the teachers (100 percent) evaluated Listening skills of the students by asking them questions related to the passages read by the teacher.

All the teachers opined that speaking skill can be evaluated by asking students to recite poem, asking questions from a story or passage, organizing story telling activities.

8. All the teachers (100 percent) were of the opinion that the present curriculum of English for Standard IX is appropriate. Few teachers (three percent) suggested that while transacting curriculum grammar points should be stressed more.

9. The present English Textbook of Standard IX has nine sections in each unit. Each section has specific aim/purpose. **Section I** – Pre task mainly helps in introduction of the lesson. It helps the students to develop link between Known and unknown. All the teachers conducted activities like use of realia, demonstration, use of appropriate TLM, for pre task.

**Section – II** – Reading. This section aims at developing reading skills among students during teaching learning process. It is the main content of the unit and helps to understand the content of the lesson. All the teachers conducted model reading for this section. Later on related questions were asked and students were expected to answer accordingly. Also teachers conducted activities like discussion among the students. In few units even dramatization was conducted by the teacher.

**Section III-** Glossary. This section mainly makes the students aware of unfamiliar words of the unit. For teaching this section teachers mainly make the students aware of similar words and encourage them to use in sentences of their own. This section is also carried out by conducting drilling activities.

**Section IV – Pronunciation.** This section helps the students to develop proper pronunciation of English language. For teaching this section all the teachers conducted model reading with appropriate stress, intonation and pitch.

**Section V – Vocabulary.** This section mainly aims to develop English vocabulary of students. For teaching this section teacher conducts the activities given in the exercise of the textbook.

**Section VI- Comprehension.** This section aims to develop comprehension level among the students and to evaluate their understanding in respective unit. For this, teachers conducted various activities given in the textbook.

**Section VII – Grammar.** This section aims to learning of grammar and clearing grammatical concepts. For this teachers regularly give grammar practice to students based on exercise given in the textbook.

**Section VIII- Activity.** This section aims at development of four basic skills. All the activities given in this section in the textbook is carried out by the students under the guidance of teacher.

**Section IX – Writing.** This section aims at checking the level of understanding among the students for a particular unit. All the teachers opined that they give assignment work given in this section of textbook.

10. All the teachers (100 percent) opined that the number of units in the present English textbook of standard IX is appropriate. All the teachers also strongly opined that all the language skills can be developed by these units. All the units can be understood by the students if teachers use appropriate methods and techniques while teaching them. All the teachers opined that even poor students can also understand the units after enough practice.
11. Seventy one percent teachers opined that situational approach was more appropriate for teaching of English in Standard IX while twenty nine percent teachers found functional approach to be more appropriate for teaching of English.

12. All the teachers (100 percent) found that the blue print of question paper is appropriate. The format of question paper is based on "Learning without burden" and its main purpose is to examine understanding level of students.
13. All the teachers (100 percent) opined that in spite of getting good marks in English subject, students cannot speak in English mainly because of lack of confidence, stage fear, lack of conducive environment at home, poor knowledge of grammar and vocabulary.
14. All the teachers accepted that students' family atmosphere / life style affects achievement in English. If parents encourage extra reading habits in English, or if they themselves are educated then they are able to provide proper atmosphere at home which helps in achievement in English.
15. All the teachers (100 percent) opined that there is a strong relation between clarity of basic concepts and learning of subject. All the teachers agreed that if basic concepts of English are clear than students can get good achievement in English.
16. Fifty eight percent teachers opined that teachers used AV aids which are readily available in the school. Sixteen percent teachers were of the opinion that they used self made TLM as per the demand of the unit. Twenty six percent teachers were of the opinion that TLM should be made by the students and then used in classroom

All the teachers (100 percent) opined that teachers used AV aids like charts, pictures, models, film strips, calendars, etc.

All the teachers (100 percent) gave few illustrations regarding use of AV aids like model of whale for teaching the lesson Blue Whale, Film strip and pictures for teaching the lesson 26<sup>th</sup> January 2001, old coins and currency of different country for teaching the lesson Money Matter, chart and calendar for teaching the poem Strom, etc.

17. All the teachers (100 percent) opined that the period of Pre-service training is appropriate.

Seventy four percent teachers found that various methods for teaching of English taught during pre-service training is appropriate while Twenty six percent teachers were of the opinion that it was not appropriate and is not linked with actual classroom teaching.

All the teachers (100 percent) strongly opined that pre-service training is required for developing professional competence.

18. All the teachers (100 percent) have taken the in-service training given to them for English subject.

Seventy seven teachers found that duration of in-service training was appropriate while twenty three percent teachers found that sometimes duration of in-service programme was very long. Sometimes it is conducted during vacations when teachers usually go out of the town. All the teachers opined that teachers get opportunity to share their problems during training programmes.

All the teachers (100 percent) opined that success of in-service training programmes depended on the resource person. Few shortcomings cited by the teachers were, the places where the training is conducted is far away. Thirty five percent teachers were of the opinion that in-service training is the only way to re-establish successful and competent teachers while sixty five percent teachers were of the opinion that apart from in-service training programmes, pre-service training, workshops, talks by experts, seminars and experience also helps to re-establish success and competencies in teachers.

19. All the teachers (100 percent) opined that fluency of teachers in English language, mastery of teacher in English content and grammar can affect learning of English among students.
20. All the teachers (100 percent) based on their experience opined that professional abilities like knowledge of English language, content, child psychology, methods and approaches of language teaching and effective presentation and creativity should be there in an English teacher. While teachers also opined that competence like adjustment

with principal, staff, management and correlation of content with other subjects is required in an English teacher.

21. All the teachers (100 percent) opined that School climate, Support by management / principal, availability of reference books and TLM, own interest for professional development, dignity for one's profession are the various factors affecting professional abilities and competence of teachers.
22. All the teachers (100 percent) opined that opportunity should be provided by the principal/ management for participation in in-service programmes, workshops, seminars, conference, etc.; awarding teachers progress in large group, joining teachers' association, can help in strengthening professional abilities and competence of teachers.

#### **4.5 ANALYSIS AND INTERPRETATION OF OPINIONNAIRE FOR TEACHERS**

In the opinionnaire for teachers, there were total forty eight statements based on the four basic skills i.e. Listening, Speaking, Reading and Writing. For the purpose of data collection; the opinionnaire was administered to the thirty one teachers. The details of analysis and interpretation of data have been presented in lines to follow.

**TABLE: 4.47**  
**LISTENING TO DIALOGUES**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	3	18	8	1	1
Percent	10	58	26	3	3

From table No. 4.47, it can be seen that ten percent teachers always, fifty eight percent teachers frequently, twenty six percent teachers sometimes, three percent teachers rarely and three percent teachers never arrange activities in the class in which students listen to dialogues in English. It can be said that most of teachers (fifty eight percent) arranged such activities frequently.

**TABLE: 4.48****NARRATION OF SELF EXPERIENCE**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	4	9	15	1	2
Percent	13	29	48	3	6

From table No.4.48, it can be seen that thirteen percent teachers always, twenty nine percent teachers frequently, forty eight percent teachers sometimes, three percent teachers rarely and six percent teachers never organized activities in which students narrates their experience in English and other students (peer group) listen to him. It can be said that forty eight percent teachers sometimes organized narration activities in English in peer group where as three percent teachers rarely conducted such activity.

**TABLE: 4.49****RECORDING OF ANNOUNCEMENTS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	0	1	9	7	14
Percent	0	3	29	23	45

From table No.4.49, it can be seen that three percent teachers frequently, twenty nine percent teachers sometimes, twenty three percent teachers rarely and forty five percent teachers never record the announcements at public places. It is also indicated that such activity of listening/recording announcements is not always conducted by teachers (zeros percent) and forty five percent teachers never conducted such activity.

**TABLE: 4.50**  
**SPEECHES OF THE SPEAKERS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	0	5	12	5	9
Percent	0	16	39	16	29

From table No. 4.50, it can be seen that sixteen percent teachers frequently, thirty nine percent teachers sometimes, sixteen percent teachers rarely and twenty nine percent teachers never arrange this activity of listening to English speeches. It can be observed that thirty nine percent teachers sometimes conducted the activity of listening to English speeches.

**TABLE: 4.51**  
**HEARINDG AND READING ENGLISH NEWS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	22	6	3	0	0
Percent	71	19	10	0	0

From table No. 4.51, it can be seen that seventy one percent teachers always, nineteen percent teachers frequently and ten percent teachers sometimes arrange this activity of hearing and reading English News. From the above result it can be concluded that majority of teachers (seventy one percent) always insist on this activity of hearing and reading English News.

**TABLE: 4.52****POEM READING / SINGING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	16	15	0	0	0
Percent	52	48	0	0	0

From table No. 4.52, it can be seen that fifty two percent teachers always and forty eight percent teachers frequently arrange this activity of reading and singing poems in English. The result indicates that there is minor difference among number of teachers those who conduct such activity always (fifty two percent) and those who conducted such activity frequently (forty eight percent).

**TABLE: 4.53****READING OF UNSEEN PROSE**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	9	6	13	2	1
Percent	29	19	42	6	3

From table No.4.53, it can be seen that twenty nine percent teachers always, nineteen percent teachers frequently, forty two percent teachers sometimes, six percent teachers rarely and three percent teachers never arrange activity such as reading of unseen prose. It can be also observe from the table that merely nineteen percent teachers frequently conduct the activity of reading unseen passage of prose where as three percent teachers never conduct such activity. It can be also observed that forty two percent teachers sometimes arranged such activities.

**TABLE: 4.54****INFORMATION ABOUT AWARDS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	3	10	15	1	2
Percent	10	32	48	3	6

From table No. 4.54, it can be seen that ten percent teachers always, thirty two percent teachers frequently, forty eight percent teachers sometimes, three percent teachers rarely and six percent teachers never arrange this activity of providing information to students. It can be observed that out of thirty one teachers whose opinion was taken by the investigator, only three teachers (ten percent) give information to students regarding awards won by English authors where as out of thirty one teachers, two teachers (six percent) have admitted for never conducting this activity of sharing information of awards with their students.

**TABLE: 4.55****DRAMATIC ACTIVITY (ENACTING PLAYS)**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	1	8	14	5	3
Percent	3	26	45	16	10

From table No. 4.55, it can be seen that three percent teachers always, twenty six percent teachers frequently, forty five percent teachers sometimes, sixteen percent teachers rarely and ten percent teachers never arrange activity related to enacting plays. Out of thirty one teachers whose opinion was taken by the investigator, only eight teachers (twenty six percent) have admitted of conducting the activity of enacting short plays with help of students frequently; whereas out of thirty one, three teachers (ten percent) never conducted this activity of enacting short plays for better learning of English. It can be observed that forty five percent teachers sometimes conducted activity of enacting short plays with the help of students.

**TABLE: 4.56**  
**NARRATING ANECDOTES**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	2	9	11	6	3
Percent	6	29	35	19	10

From table No. 4.56, it can be seen that six percent teachers always, twenty nine percent teachers frequently, thirty five percent teachers sometimes, nineteen percent teachers rarely and ten percent teachers never arrange this activity of telling anecdotes in English. Out of thirty one teachers, two teachers always conduct this activity in class where as three teachers have never conducted this activity of narrating anecdotes. It can be also observed that out of thirty one teachers whose opinion was taken by the investigator, eleven teachers (thirty five percent) conduct the activity of narrating anecdotes sometimes only.

**TABLE: 4.57**  
**PROJECT WORK**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	10	16	5	0	0
Percent	32	52	16	0	0

From table No.4.57, it can be seen that thirty two percent teachers always, fifty two percent teachers frequently and sixteen percent teachers sometimes arrange activity of project work. It is observed that out of thirty one teachers whose opinion was taken by the investigator, most of them give project work always, frequently and sometimes. There was no respondent who admitted of not giving the project work to students. Out of thirty one teachers, sixteen of them (fifty two percent) frequently gave project work to students. It can be said that most of teachers (fifty two percent) sometimes arranged such activities.

**TABLE: 4.58****EXHIBITIONS OF PICTURES & CHARTS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	3	10	13	5	0
Percent	10	32	42	16	0

From table No 4.58, it can be seen that ten percent teachers always, thirty two percent teachers frequently, forty two percent teachers sometimes and sixteen percent teachers rarely arrange exhibition of pictures and charts in English for students for their better learning. It was observed that out of thirty one teachers whose opinion was taken by the investigator, most of the responses i.e. thirteen (forty two percent) conduct this activity of exhibition only sometimes whereas only three teachers (ten percent) gave the opinion regarding conducting exhibition always. It was also noted by the investigator that there was no respondent out of thirty one whose opinion was taken, who had never conducted exhibition.

**TABLE: 4.59****EXTEMPORE ELOCUTION COMPETITIONS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	0	6	9	10	6
Percent	0	19	29	32	19

From table No.4.59, it can be seen that nineteen percent teachers frequently, twenty nine percent teachers sometimes, thirty two percent teachers rarely and nineteen percent teachers never arrange extempore elocution competition in English. It is noted by the investigator that out of thirty one teachers, there was no one who always conducted this activity (zero percent). On the other side, out of thirty one teachers, six teachers (nineteen percent) accepted never organizing the extempore elocution in English. Maximum number of respondent's i.e ten out of thirty one, (thirty two percent) rarely organized extempore competition in English.

**TABLE: 4.60**  
**QUIZ COMPETITIONS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	2	6	17	3	3
Percent	6	19	55	10	10

From table No.4.60, it can be seen that six percent teachers always, nineteen percent teachers frequently, fifty five percent teachers sometimes, ten percent teachers rarely and ten percent teachers never arrange Quiz competitions. Out of thirty one teachers whose opinion was taken by the investigator, three teachers (ten percent) have never arranged quiz competition in English. Where as out of thirty one teachers only two teachers (six percent) always conducted quiz competition. It can be said that most of teachers (fifty five percent) sometimes arranged quiz competition in English.

**TABLE: 4.61**  
**ELOCUTION COMPETITIONS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	2	10	8	8	3
Percent	6	32	26	26	10

From table No.4.61, it can be seen that six percent teachers always, thirty two percent teachers frequently, twenty six percent teachers sometimes, twenty six percent teachers rarely and ten percent teachers never arrange elocution competition. Out of thirty one teachers whose opinion was taken by the investigator, only two teachers (six percent) always conducted this activity whereas three teachers (ten percent) accepted of never conducting elocution competition in English. It was also noted by the investigator that out of thirty one teachers, maximum number of teachers i.e. ten teachers (thirty two percent) frequently conducted elocution competition in English and also encouraged students to participate in these competitions.

**TABLE: 4.62**  
**LECTURES & ESSAY WRITING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	2	6	12	8	3
Percent	6	19	39	26	10

From table No.4.62, it can be seen that six percent teachers always, nineteen percent teachers frequently, thirty nine percent teachers sometimes, twenty six percent teachers rarely and ten percent teachers never make students give lecture or write essays in English at special occasions. It was observed that out of thirty one teachers, maximum number of teachers i.e. twelve (thirty nine percent) conduct this only sometimes where as three teachers (ten percent) never conducted this activity. Out of thirty one teacher, only two teachers (six percent) always provided chance to the students to give lecture and write essays in English on special occasions.

**TABLE: 4.63**  
**LISTEN THE RECORDING & ATTENTION TO THE MISTAKES**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	1	2	6	9	13
Percent	3	6	19	29	42

From table No.4.63, it can be seen that three percent teachers always, six percent teachers frequently, nineteen percent teachers sometimes, twenty nine percent teachers rarely and forty two percent teachers never arrange this kind of listening activity for students. It was observed by the investigator that only one respondent (three percent) out of thirty one teachers whose opinion was taken, admitted of conducting listening activities for students. Whereas out of thirty one teachers, maximum number of teachers i.e thirteen (forty two percent) never conducted this listening activities for students by which they learn to identify their mistakes committed while speaking.

**TABLE: 4.64****ANTAKSHARI / WORD GAMES**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	9	13	6	3	0
Percent	29	42	19	10	0

From table No.4.64, it can be seen that twenty nine percent teachers always, forty two percent teachers frequently, nineteen percent teachers sometimes and ten percent teachers rarely arrange games based on language learning. It was noted by the investigator that there was no teacher (zero percent) who had never conducted this activity of teaching English through games. But out of thirty one teachers, only nine teachers (twenty nine percent) conducted these games for language learning. Only forty two percent teachers (thirteen teachers out of thirty one) conducted these language learning activities frequently.

**TABLE: 4.65****READING AND LISTENING OF ENGLISH NEWS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	0	6	8	8	9
Percent	0	19	26	26	29

From table No.4.65, it can be seen that nineteen percent teachers frequently, twenty six percent teachers sometimes, twenty six percent teachers rarely and twenty nine percent teachers never arrange the activity of reading and listening to English News. It was observed by the investigator that out of thirty one teachers there was no respondent (zero percent) who always conducted this activity for students. Only six teachers (nineteen percent) out of total thirty one teachers conducted this activity frequently. Where as, more than this result, nine teachers (twenty nine percent) have never asked students to read or listen English News.

**TABLE: 4.66**  
**READING OF ENGLISH STORY**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	4	14	10	2	1
Percent	13	45	32	6	3

From table No.4.66, it can be seen that thirteen percent teachers always, forty five percent teachers frequently, thirty two percent teachers sometimes, six percent teachers rarely and three percent teachers never arranged the activity of reading stories in English. It was observed during the research that one respondent (three percent) out of thirty one teachers whose opinion was taken by the investigator, had never made the students read English stories in class room. Where as fourteen teachers (forty five percent), had made the students read the English stories in class room.

**TABLE: 4.67**  
**READING OF READABLE PLAYS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	2	4	10	7	8
Percent	6	13	32	23	26

From table No.4.67, it can be seen that six percent teachers always, thirteen percent teachers frequently, thirty two percent teachers sometimes, twenty three percent teachers rarely and twenty six percent teachers never arrange the activity of reading radio plays. It was observed by the investigator that out of thirty one teachers, eight teachers (twenty six percent) never conducted this activity of reading plays. Maximum number of teachers i.e ten (thirty two percent) conducted this activity only sometimes. Only two teachers (six percent) out of thirty one always conducted the activity of reading plays.

**TABLE: 4.68**  
**READING OF GOOD ESSAYS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	5	10	13	2	1
Percent	16	32	42	6	3

From table No.4.68, it can be seen that sixteen percent teachers always, thirty two percent teachers frequently, forty two percent teachers sometimes, six percent teachers rarely and three percent teachers never arrange the activity of reading good essays in English. Out of thirty one teachers, only five teachers (sixteen percent) always conducted activity of reading English Essays in classroom, whereas ten teachers (thirty two percent) conducted this activity frequently to improve English language of students. It was also observed that out of thirty one teachers, one respondent (three percent) even accepted of never conducting this activity for students. It can be noted by the investigator that forty two percent teachers sometimes arranged the activity of reading good essays in English.

**TABLE: 4.69**  
**GOOD SAYINGS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	4	13	8	3	3
Percent	13	42	26	10	10

From table No.4.69, it can be seen that thirteen percent teachers always, forty two percent teachers frequently, twenty six percent teachers sometimes, ten percent teachers rarely and ten percent teachers never arrange this activity of speaking. It was observed by the investigator that only four teachers (thirteen percent) out of thirty one, whose opinion was taken, always conducted this activity of good saying in English in Prayer assembly. Where as three teachers (ten percent) accepted of never conducting this kind of activity. It can be observed that forty two percent teachers frequently arranged the activity of good saying in English in Prayer assembly

**TABLE: 4.70**  
**CHORUS SONGS & POEMS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	3	14	8	5	1
Percent	10	45	26	16	3

From table No.4.70, it can be seen that ten percent teachers always, forty five percent teachers frequently, twenty six percent teachers sometimes, sixteen percent teachers rarely and three percent teachers never arrange activity of singing chorus songs and poems. It is observed by the investigator that fourteen teachers (forty five percent) conduct this activity frequently. Only three teachers (ten percent) out of thirty one, whose opinion was taken by the investigator, conducted the activity of singing English poems in chorus always; whereas one respondent (three percent) never conducted the singing activity.

**TABLE: 4.71**  
**MODEL READING BY THE TEACHER**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	24	6	1	0	0
Percent	77	19	3	0	0

From table No.4.71, it can be seen that seventy seven percent teachers always, nineteen percent teachers frequently and three percent teachers sometimes arrange this activity of model reading. It is observed by the investigator from the data collected that this comparatively a simpler activity is also conducted by twenty four teachers (seventy seven percent) out of thirty one teachers whose opinion was taken by the investigator. Also it was noted by the investigator that zero percent teachers rarely as well as never conduct this activity. Only six teachers (nineteen percent) accepted to conduct demonstration activity frequently. It can be said that majority of teachers (seventy seven percent) always arranged the activity of model reading by the teachers.

**TABLE: 4.72**  
**MODEL READING BY THE STUDENT**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	18	12	1	0	0
Percent	58	39	3	0	0

From table No.4.72, it can be seen that fifty eight percent teachers always, thirty nine percent teachers frequently and three percent teachers sometimes arrange model reading activity. It is noted by the investigator that out of thirty one teachers whose opinion was taken by the investigator, eighteen teachers (fifty eight percent) always conduct model reading by the students. On the other side there was zero percent teachers also found who never conducted this activity for students even rarely. It can be said that most of teachers (fifty eight percent) always arranged the activity of model reading by the students.

**TABLE: 4.73**  
**SILENT READING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	15	14	2	0	0
Percent	48	45	6	0	0

From table No.4.73, it can be seen that forty eight percent teachers always, forty five percent teachers frequently and six percent teachers sometimes arrange this activity of silent reading. It is observed by the investigator during data analysis that only forty eight percent teachers always conduct this activity. Much difference was not noted in the number of teachers who conducted this activity always (forty eight percent) and frequently (forty five percent) for the students. There were zero percent teachers who rarely as well as never conducted the silent reading activity for the students.

**TABLE: 4.74**  
**READING OF STUDENTS' OWN CHOICE**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	22	8	1	0	0
Percent	71	26	3	0	0

From table No.4.74, it can be seen that seventy one percent teachers always, twenty six percent teachers frequently and three percent teachers sometimes arrange this activity of reading as per own choice. It was noted by the investigator that zero percent teachers neither conducted this activity rarely nor never. Also only one respondent (three percent) was found to conduct this activity sometimes. It can be said that majority of teachers (seventy one percent) always give chance to students to read on their own choice.

**TABLE: 4.75**  
**REFERENCE MATERIAL FOR STUDY**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	6	11	9	3	2
Percent	19	35	29	10	6

From table No.4.75, it can be seen that nineteen percent teachers always, thirty five percent teachers frequently, twenty nine percent teachers sometimes, ten percent teachers rarely and six percent teachers never provide reference material to students. It was analysed by the investigator that out of thirty one teachers, two teachers (six percent) never provide reference material to students. Only six teachers (nineteen percent) always provide reference material to students. It can be also noted by the investigator that thirty five percent teachers frequently provide reference material for study.

**TABLE: 4.76**  
**WRITE DOWN THE DIFFICULT WORD ON BLACK BORD AND DRILL**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	22	5	2	2	0
Percent	71	16	6	6	0

From table No.4.76, it can be seen that seventy one percent teachers always, sixteen percent teachers frequently, six percent teachers sometimes and six percent teachers rarely arrange this drilling activity. It was analysed from the data that zero percent teachers have never conducted this drilling activity. Out of thirty one teachers, only five teachers (sixteen percent) conduct this activity frequently. Same result (six percent) was found for those who conduct drilling activity sometimes and rarely. It can be said that majority of teachers (seventy one percent) always conduct drilling activity.

**TABLE: 4.77**  
**ORAL QUESTION ANSWER SESSION**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	9	17	2	1	2
Percent	29	55	6	3	6

From table No.4.77, it can be seen that twenty nine percent teachers always, fifty five percent teachers frequently, six percent teachers sometimes, three percent teachers rarely and six percent teachers never arrange oral question answer session. Out of thirty one teachers, two teachers (six percent) never conduct this activity. Seventeen teachers (fifty five percent) frequently arrange this activity. Nine teachers (twenty nine percent) always arrange oral question answer session for students for their better understanding in the subject. It can be said that most of teachers (fifty five percent) arranged the oral question answer session frequently.

**TABLE: 4.78****READING OF EXTRA CONTENT**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	6	9	13	2	1
Percent	19	29	42	6	3

From table No.4.78, it can be seen that nineteen percent teachers always, twenty nine percent teachers frequently, forty two percent teachers sometimes, six percent teachers rarely and three percent teachers never arrange this extra reading activity. Out of thirty one teachers whose opinion was taken by the investigator, one respondent (three percent) accepted of never conducting this activity. Only six teachers (nineteen percent) out of thirty one teachers always conduct this activity of reading extra content. It can be observed that forty two percent teachers sometimes arranged the activity of reading of extra content.

**TABLE: 4.79****DECISION OF THE APPROPRIATENESS OF TITLES**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	6	9	12	2	2
Percent	19	29	39	6	6

From table No.4.79, it can be seen that nineteen percent teachers always, twenty nine percent teachers frequently, thirty nine percent teachers sometimes, six percent teachers rarely and six percent teachers never arrange this activity . It was analyzed by the investigator that two teachers (six percent) never conduct this activity where as six teachers (nineteen percent) always conduct this activity. It can be also observed that thirty nine percent teachers sometimes conducted such activity.

**TABLE: 4.80**  
**ESSAY WRITING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	26	4	1	0	0
Percent	84	13	3	0	0

From table No.4.80, it can be seen that eighty four percent teachers always, thirteen percent teachers frequently and three percent teachers sometimes arrange essay writing activity. It was noted by the investigator that out of thirty one teachers, twenty six teachers (eighty four percent) always conduct essay writing activity. It was also noted that zero percent teachers rarely as well as never conduct this activity. Only four teachers (thirteen percent) conduct essay writing activity frequently. It can be said all most all the teachers (eighty four percent) always arranged the activity of essay writing.

**TABLE: 4.81**  
**COPY-WRITING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	23	7	0	0	1
Percent	74	23	0	0	3

From table No.4.81, it can be seen that seventy four percent teachers always, twenty three percent teachers frequently and three percent teachers never arrange this copy-writing activity. It was noted that zero percent teachers sometimes as well as rarely conduct copy writing activity. Out of thirty one teachers, twenty three teachers (seventy four percent) always conduct copy writing activity. It can be said that majority of teachers (seventy four percent) always arranged such activity.

**TABLE: 4.82**

**LETTER WRITING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	20	10	1	0	0
Percent	65	32	3	0	0

From table No.4.82, it can be seen that sixty five percent teachers always, thirty two percent teachers frequently and three percent teachers sometimes arrange letter writing activity. It was noted by the investigator that, out of thirty one teachers, twenty teachers (sixty five percent) always conduct letter writing activity where as one respondent (three percent) sometimes conduct this activity of letter writing. Zero percent teachers never conduct the letter writing activity for students. It can be said that most of teachers (sixty five percent) always arranged the activity of letter writing.

**TABLE: 4.83**

**DICTATION**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	22	5	4	0	0
Percent	71	16	13	0	0

From table No.4.83, it can be seen that seventy one percent teachers always, sixteen percent teachers frequently and thirteen percent teachers sometimes arrange dictation activity. It was found by the investigator that zero percent teachers never conduct dictation activity for students which coincide with those teachers who rarely conduct (zero percent) dictation. Out of thirty one teachers, twenty two teachers (seventy one percent) always conduct dictation in English. It can be said that most of teachers (seventy one percent) always arranged the activity of dictation.

**TABLE: 4.84****SAMPLES OF FINE WRITINGS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	22	8	1	0	0
Percent	71	26	3	0	0

From table No.4.84, it can be seen that seventy one percent teachers always, twenty six percent teachers frequently and three percent teachers sometimes arrange hand writing activity. It was found by the investigator during data analysis that zero percent teachers rarely or never conduct this kind of activity. Only one respondent (three percent) sometimes show samples of fine writings to the students. Out of thirty one teachers, twenty two teachers (seventy one percent) always show samples of fine writing to the students. It can be said that most of teachers (seventy one percent) always arranged such activity.

**TABLE: 4.85****WRITING OF COMPOSITIONS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	16	15	0	0	0
Percent	52	48	0	0	0

From table No.4.85, it can be seen that fifty two percent teachers always and forty eight percent teachers frequently arrange this activity of writing compositions. Here the investigator got zero percent result for those teachers who conduct activity of writing composition sometimes, rarely and never. It was also noted that out of thirty one teachers, sixteen teachers (fifty two percent) always conduct activity of writing compositions. This result was close to the opinion of fifteen teachers (forty eight percent) who frequently conduct activity of writing compositions.

**TABLE: 4.86**  
**ERROR IN SPELLINGS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	24	6	1	0	0
Percent	77	19	3	0	0

From table No.4.86, it can be seen that seventy seven percent teachers always, nineteen percent teachers frequently and three percent teachers sometimes arrange this activity of finding spelling errors. It was noted by the investigator that out of thirty one teachers, twenty four teachers (seventy seven percent) always find errors committed by students while writing compositions. Only one respondent (three percent) found the spelling errors sometimes. Zero percent teachers accepted for never and rarely finding spelling errors in compositions. It can be said that majority of teachers (seventy seven percent) always arranged such activity.

**TABLE: 4.87**  
**WRITING OF QUOTATION ON B.B**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	16	12	2	1	0
Percent	52	39	6	3	0

From table No.4.87, it can be seen that fifty two percent teachers always, thirty nine percent teachers frequently, six percent teachers sometimes and three percent teachers rarely arrange this activity of writing quotations on Black board. It was observed by the investigator that out of thirty one teachers, sixteen teachers (fifty two percent) always conduct this activity of writing English quotations on black board. One respondent (three percent) rarely conduct this activity. Zero percent teachers accepted of never doing this activity of writing quotations in English. It can be said that most of teachers (fifty two percent) always arranged such activity.

**TABLE: 4.88****PREPARATION OF SOUVENIR**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	3	8	7	9	4
Percent	10	26	23	29	13

From table No.4.88, it can be seen that ten percent teachers always, twenty six percent teachers frequently, twenty three percent teachers sometimes, twenty nine percent teachers rarely and thirteen percent teachers never arrange this activity of preparing souvenir. Out of thirty one teachers, three teachers (ten percent) always conduct this activity of preparing handwritten magazines. It was also noted that four teachers (thirteen percent), never prepare handwritten magazines for students.

**TABLE: 4.89****WRITING OF UNAIDED COMPOSITIONS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	14	9	8	0	0
Percent	45	29	26	0	0

From table No.4.89, it can be seen that forty five percent teachers always, twenty nine percent teachers frequently and twenty six percent teachers sometimes arrange this activity of writing unaided compositions. It was noted by the investigator during the analysis that Zero percent teachers rarely as well as never conduct this activity of writing unaided compositions. Out of thirty one teachers, fourteen teachers (forty five percent) always conduct this activity of writing unaided compositions. Nine teachers (twenty nine percent) frequently conduct this activity of writing unaided compositions.

**TABLE: 4.90****GROUP WORK**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	9	15	7	0	0
Percent	29	48	23	0	0

From table No.4.90, it can be seen that twenty nine percent teachers always, forty eight percent teachers frequently and twenty three percent teachers sometimes arrange group work activity. It was noted by the investigator that zero percent teachers rarely and never arrange group work activity. Out of thirty one teachers, nine teachers (twenty nine percent) always conduct group work activity. It can be observed that forty eight percent teachers frequently arranged the activity of group work.

**TABLE: 4.91****ACCEPT THE MISTAKS COMMITTED IN ENGLISH**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	12	9	4	2	4
Percent	39	29	13	6	13

From table No.4.91, it can be seen that thirty nine percent teachers always, twenty nine percent teachers frequently, thirteen percent teachers sometimes, six percent teachers rarely and thirteen percent teachers never accept mistakes committed in English. It was noted by the investigator that out of thirty one teachers, twelve teachers (thirty nine percent) always accept the mistakes committed in English.

**TABLE: 4.92****WRITING THE SPELLING**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	7	5	5	7	7
Percent	23	16	16	23	23

From table No.4.92, it can be seen that twenty three percent teachers always, sixteen percent teachers frequently, sixteen percent teachers sometimes, twenty three percent teachers rarely and twenty three percent teachers never arrange this activity of writing spellings. It was noted by the investigator that here the result coincides to seven teachers (twenty three percent) in cases of always, rarely and never conducting the activity of writing spellings. It was also observed that five teachers (sixteen percent) frequently or sometimes conduct the activity of writing the spellings.

**TABLE: 4.93****ENCOURAGE FOR READING OF REFERENCE BOOKS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	16	10	3	1	1
Percent	52	32	10	3	3

From table No.4.93, it can be seen that fifty two percent teachers always, thirty two percent teachers frequently, ten percent teachers sometimes, three percent teachers rarely and three percent teachers never encourage students for reading reference books. It was observed by the investigator that out of thirty one teachers, sixteen teachers (fifty two percent) always encourage students to read reference books. It can be said that most of teachers (fifty two percent) always arranged such activity.

**TABLE: 4.94****USE OF TEACHING AIDS**

<b>Total Respondent</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
31	14	13	4	0	0
Percent	45	42	13	0	0

From table No4.94, it can be seen that forty five percent teachers always, forty two percent teachers frequently and thirteen percent teachers sometimes use teaching aids in class rooms. It was analyzed by the investigator that out of thirty one teachers, fourteen teachers (forty five percent) always use teaching aids in class room. Zero percent teachers never use teaching aids in classroom. It can be said that majority of teachers (forty five percent) always use teaching aids in class rooms. The result indicates that there is minor difference among number of teachers those who use teaching aid always (fifty two percent) and those who use the teaching aid frequently (forty eight percent).

#### **4.6 ANALYSIS AND INTERPRETATION OF COMMON ERRORS COMMITTED BY THE STUDENTS**

One cannot start diagnosis without any basis regarding the information about the errors committed by the students. Diagnosis starts with the interest of identifying the learning difficulties faced by the students resulting in the observed errors in the responses of the students. Here the common errors committed by the students in English of standard IX are enunciated and the identification of the learning difficulties in English is discussed.

##### **Identification of Error:**

The commonly occurring errors by the students in English were located and identified with the help of observations based on the answer sheets of the achievement test and informal talk with experienced teachers about their observations on the common errors committed by the students in English of standard IX. The students committed errors in different areas like:



- Punctuation
- Spelling
- Tense
- Article
- Number
- Syntax
- Preposition
- Omission

### **Errors in punctuation**

A language is made up of not only words and grammatical constructions but punctuation has also a place of prominence in it. At the time of speaking one can use pauses and the tone of voice to indicate the meaning of what one can say. The proper use of punctuation is necessary to construct good meaningful sentences. The punctuation may easily change the sense one wants to convey through a sentence. Students committed many errors in Punctuation. So the meaning of the sentence was changed. For example (1) Lets begin the third round. (Instead of writing "Let's begin the third round"). (2) Oh my school is wonderful. (Instead of writing "Oh! My school building is wonderful").

### **Errors in spelling**

To spell means to write the letters of a word in their proper or correct order. Therefore, spelling means the way a word is spelt – may be in a correct or an incorrect way. In the writing, spelling errors were frequent. Errors in spelling could be because of two main reasons: (i) influence of pronunciation and (ii) convention of English spelling. Due to incorrect spellings, the meaning is either not clear or is totally changed. Students committed lots of errors in Spelling. For example (1) Ramanujam was born in a lover middle class family (Instead of writing "Ramanujam was born in a lower middle class family"). (2) Mammals have haire or fur on their bodies (Instead of writing "Mammals have hair or fur on their bodies").

## Errors in tense\

Tense mean 'Kaal' or 'Time'. Tense identifies the time of action. Tenses are the guideline to speak about different actions correctly according to their time occurrence. It tells the receiver when a particular action takes place or has taken place. There are three main tenses in English. The present tense, the past tense and the future tense. All these three tenses have four sub-types. Learning of tenses of any language thoroughly well amount to learning that language almost eighty percent. Tenses are extremely important in learning English grammar. Students committed many errors in Tense. For example (1) Coins were replaced by paper money as coins was difficult to carry. (Instead of writing "Coins were replaced by paper money as coins were difficult to carry"). (2) My school name was Navpad High School. (Instead of writing "My school name is Navpad High School").

## Errors in Article

Article is a very typical feature of English language. It is not quite easy to frame definite rules which would always guide the learner of English as to how and when the article is ought to be used. However, some rules learnt well and enough practice and a good deal of touch with English language will surely enable the learner to do well in this regard. There are two types of articles in English: (i) The indefinite articles 'A' and 'An'. (ii) The definite article 'The'. Students committed many errors in Article. For example (1) Monday fifth February is my Birthday. (Instead of writing "Monday the fifth February is my Birthday"). (2) The waste rots after few hours and stinks. (Instead of writing "The waste rots after a few hours and stinks").

## Errors in Number

The word 'Number' in English grammar refers to 'how many persons, places, animals, birds, things, etc. are meant'. There are two numbers in English language. (1) The singular number denoting one person, place, animal, bird, thing, etc. (2) The plural number denoting more than one noun – person, place, animal, bird, thing, etc. Students committed errors in Number. For example (1) In my school there are facility of library, playground and computer. (Instead of writing "In my school there are facilities of library,

playground and computers"). (2) A few man and woman are walking on the beach. (Instead of writing "A few man and women are walking on the beach").

### **Errors in Syntax**

The word 'syntax' means the arrangement and interrelationship of words in phrases and sentences. It explains to us how to follow rules and regulations for writing structurally correct phrases and sentences. Most of the errors in this category were related to inappropriate placement of words in sentences and wrong construction of sentences. Inability to generate proper forms of word like the use in singular and plurals, conjunctions, verb forms and errors of concord between subject and object along with wrong use of articles, prepositions, collocations and direct forms of sentences constituted majority of the syntactical errors. Students committed errors in Syntax. For example (1) Students wrote carefully his exercise. (Instead of writing "Students wrote his exercise carefully"). (2) Shalmee was thrilled but astonished. (Instead of writing "Shalmee was thrilled and astonished").

### **Errors in Preposition**

A preposition means the word which is used before a noun or sometimes a pronoun to show in what connection or relation the person or thing shown by it stands in connection to something else. There are three types of prepositions: (i) Simple preposition: at, by, for, from, in, of, off, on, out, down, to, through, up, with, for, under, etc. (ii) Compound preposition: about, above, across, along, among, amidst, around, before, behind, below, beneath, beside, between, beyond, etc. (iii) Extra preposition: inside, outside, underneath, within, without. Nothing is perkier in English than the use of prepositions, the word may be the same but it requires a different preposition for every different purpose or to denote every different meaning. Students committed errors in Preposition. For example (1) He always stands first on the class. (Instead of writing "He always stands first in the class"). (2) Of all the periods, drawing period is my favorite. (Instead of writing "Among all the periods, drawing period is my favorite").

## Errors in Omission

English being a foreign language, not knowing the rules and regulations about how to use the different parts of speech in English, the local language or mother-tongue influence on English and the lack of touch with English language, very often make students Omit (leave out, fail to include) certain words and expressions while speaking and writing English. In English grammar this is called the act of Omission. This occurs due to dropping the necessary items. Students committed lots of errors in Omission. For example, (1) The doctor name is Vitthal N. Kothari. (Instead of writing "The doctor's name is Vitthal N. Kothari"). (2) He was not able take higher education. (Instead of writing "He was not able to take higher education").

Table: 4.95 represents type of errors committed by students in writing of English for standard IX.

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**TABLE: 4.95**  
**TYPES OF ERRORS IN WRITING ENGLISH FOR STANDARD: IX**

Error	Sec Que	A					B			C			D		E				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14				
Punctuation		1000 (60.10)	100 (06.00)	50 (03.00)	164 (09.85)	478 (28.72)	117 (07.03)	08 (00.48)	972 (58.41)	38 (02.28)	18 (01.08)	53 (03.18)	45 (02.70)	592 (35.57)	113 (06.79)				
Spelling		1123 (67.48)	370 (22.23)	55 (03.30)	412 (24.75)	522 (31.37)	276 (16.58)	1070 (64.30)	1317 (79.14)	305 (18.32)	182 (10.93)	288 (17.30)	429 (25.78)	832 (50.00)	832 (50.00)				
Tense		1050 (63.70)	270 (16.22)	07 (00.42)	104 (06.25)	243 (14.60)	85 (05.10)	545 (32.75)	1325 (79.62)	128 (07.69)	274 (16.46)	62 (03.72)	1120 (67.30)	1085 (65.20)	533 (32.03)				
Article		890 (53.48)	65 (03.90)	10 (00.60)	116 (06.97)	168 (10.09)	45 (02.70)	374 (22.47)	1066 (64.06)	85 (05.10)	27 (01.62)	34 (02.04)	44 (02.64)	275 (16.52)	120 (07.21)				
Number		800 (48.07)	150 (09.01)	312 (18.75)	290 (17.42)	410 (24.63)	134 (08.05)	472 (28.36)	990 (59.49)	368 (22.11)	310 (18.62)	295 (17.72)	280 (16.82)	520 (31.25)	415 (24.93)				
Syntax		1290 (77.52)	58 (03.48)	30 (01.80)	180 (10.81)	275 (16.52)	85 (05.10)	715 (42.96)	1420 (85.33)	416 (25.00)	173 (10.39)	180 (10.81)	157 (09.43)	930 (55.88)	460 (27.64)				
Preposition		1205 (72.41)	15 (00.90)	13 (00.78)	45 (02.70)	88 (05.28)	36 (02.16)	570 (34.25)	1280 (76.92)	420 (25.24)	40 (02.40)	45 (02.70)	243 (14.60)	690 (41.46)	575 (34.55)				
Omission		820 (49.27)	22 (01.32)	10 (00.60)	11 (0.66)	370 (22.23)	48 (02.88)	205 (12.31)	1095 (65.80)	25 (01.50)	30 (01.80)	17 (01.02)	85 (05.10)	515 (30.94)	430 (25.84)				

- Figure in the bracket indicates percentages.
- Figure out side bracket indicates number of students.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 1000 (60.10 per cent) students committed more errors in marking of Punctuation. It was also found that in question - 8 Essay writing, 972 (58.41 per cent) students committed mistakes in marking of Punctuation and it was found that in question -13 Indirect Speech, 592 (35.57 per cent) students committed errors in marking of Punctuation.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 1123 (67.48 per cent) students committed errors in writing correct Spelling. While in question - 7 Picture Description, 1070 (64.30 per cent) students committed mistakes in Spelling. It was also found that in question - 8 Essay writing, 1317 (79.14 per cent) students committed errors in writing Spellings. It was found that in question -13 and 14 Indirect Speech Gender Change, 832 (50 per cent) students committed errors in Spelling.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 1050 (63.30 per cent) students committed errors in Tense. It was also found that in question - 8 Essay writing, 1325 (79.62 per cent) students committed errors in Tense. While in question -12 correct form of the verb, 1120 (67.30 per cent) students committed mistakes in Tense and in question - 13 Indirect Speech, 1085 (65.20 per cent) students committed errors in Tense.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 890 (53.48 per cent) students committed errors in putting Article. It was also found that in question - 8 Essay writing, 1066 (64.06 per cent) students committed errors in Article.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 800 (48.07 per cent ) students committed errors in Number while in question - 8 Essay writing, 990 (59.49 per cent) students committed errors in Number.

From the Table: 4.95 it was found that in question - 1 Text Intensive study, 1290 (77.52 per cent) students committed errors in Syntax. It was also found that in question - 8 Essay writing, 1420 (85.33 per cent) students

committed errors in Syntax. It was found that in 13 Indirect Speech, 930 (55.88 per cent) students committed errors in Syntax.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 1205 (72.41 per cent) committed errors in putting Preposition. It was found that in question - 8 Essay writing, 1280 (76.92 per cent) students committed errors in Preposition while in question- 13 Indirect Speech, 690 (41.46 per cent) students committed errors in Preposition.

From the Table: 4.95 it was found that in question -1 Text Intensive study, 820 (49.27 per cent) students committed errors in Omission. It was also found that in question - 8 Essay writing, 1095 (65.80 per cent) students committed errors in Omission.

## **4.7 ANALYSIS AND INTERPRETATION OF ORAL**

### **COMMUNICATION TEST FOR STUDENTS**

To study the achievement with respect to oral communication, the investigator developed the oral communication test comprising of forty seven questions. Among them, thirty seven were short questions and ten were long questions. All the questions were framed based on the age level of the students. The questions were simple for which students could easily give reply. The questions were based on conversation, questioning and answering, description and narration. All the questions were asked to the students personally.

The investigator selected students for oral communication test based on the results of achievement test conducted earlier by the investigator. Out of all the students the investigator selected five high achievers and five low achievers from both urban and rural schools randomly.

Before conducting the oral communication test the investigator gave formal instructions to the students related to the topic of research, objective behind conducting the oral communication test and other general instructions. This helped the investigator to ease the students so that they could respond without any fear and hesitation.

**TABLE: 4.96**

**HIGH ACHIEVER STUDENTS FROM SCHOOLS IN URBAN AREA**

<b>Sr. No of students</b>	<b>Marks obtained in achievement test (Out of Eighty Marks)</b>	<b>Percentage</b>
1	70	87.50
2	73	91.25
3	72	90.00
4	73	91.25
5	75	93.75
<b>Average</b>	<b>72.60</b>	<b>90.75</b>

From table No. 4.96 it can be concluded from the achievement test result that the average achievement of High achiever student from schools in urban area was 72.60 percentage. The investigator conducted oral communication test on these five students and found that all the students could understand the questions asked by the investigator. All the students were also found to be quick in giving the response. Also the investigator found that students responded fluently when the answer was long. Students showed special interest for responding to long questions of their liking such as - Tell me something about your family, school, city, etc. All the students were even found to be confident in giving response to the investigator.

The general observation of the investigator was that all the High achievers from urban areas were active and eager in responding to the questions asked by the investigator.

**TABLE: 4.97**

**HIGH ACHIEVER STUDENTS FROM SCHOOLS IN RURAL AREA**

<b>Sr. No of students</b>	<b>Marks obtained in achievement test (Out of Eighty Marks)</b>	<b>Percentage</b>
1	75	93.75
2	69	86.25
3	69	86.25
4	68	85.00
5	67	83.75
<b>Average</b>	<b>69.60</b>	<b>87.00</b>

From table No. 4.97 it can be concluded by the investigator that the average achievement of High achiever students from schools in rural area was 69.6 percentage. This average was found to be lower than the high achievers of schools of urban areas. During conduction of oral communication test it was observed by the investigator that the students, though high achievers lacked confidence as compared to the high achievers of the urban area. All the students could understand the questions asked by the investigator but the fluency in the response was found to be less as compared to the responses given by high achievers in the urban area. Students could respond to long questions like how you spend your free time? What is your planning about summer vacation? All the students attempted to answer all the questions asked by the investigator. It was however observed by the investigator that these students did not have fluency in answering to the long questions asked by the investigator in comparison to the students of urban areas.

It was generally observed by the investigator while conducting the oral communication test to high achievers of urban as well as rural areas that the performance in written achievement test was found to be at par with performance in oral communication test.

**TABLE: 4.98**

**LOW ACHIEVER STUDENTS FROM SCHOOLS IN URBAN AREA**

<b>Sr. No of students</b>	<b>Marks obtained in achievement test (Out of Eighty Marks)</b>	<b>Percentage</b>
1	02	2.50
2	03	3.75
3	00	0.00
4	03	3.75
5	04	5.00
<b>Average</b>	<b>2.40</b>	<b>3.00</b>

From table No. 4.98, it was observed by the investigator that the average performance of low achievers in urban school was 2.40 percentage. The students were found to be weak not only in written test but also in oral communication test. The students lacked confidence and fluency. Students could not understand the questions asked by the investigator. Students could not understand simpler questions like who teach you English Subject? , Would you like tea or coffee or milk? Students were at times asked questions in Gujarati so as to make them understand the meaning of questions. The performance was found to be very poor with respect to oral communication.

**TABLE: 4.99**

**LOW ACHIEVER STUDENTS FROM SCHOOLS IN RURAL AREA**

<b>Sr. No of students</b>	<b>Marks obtained in achievement test (Out of Eighty Marks)</b>	<b>Percentage</b>
1	00	0.00
2	01	1.25
3	01	1.25
4	02	2.50
5	02	2.50
<b>Average</b>	<b>1.20</b>	<b>1.50</b>

From table No. 4.99, it was observed by the investigator that the average performance of low achievers in rural school was 1.20 percentage. It was noted by the investigator that there was a difference in the average performance of low achievers from schools in urban and rural areas. It was found that the low achievers in rural areas could not answer the simple questions asked by the investigator like How many brothers do you have? When do you play? And so on. Some of the students could not even understand the questions asked by the investigator. Most of them said "Gujarati ma puccho, Angreji ma samaj nathi padti." The students could not attempt all the questions asked by the investigator. Students have lacked confidence, knowledge and vocabulary to express their views.

It was concluded by the investigator that the students achieving lower score in written achievement test could not perform well even in oral communication test.