

CONTENTS



PARTICULARS		PAGE NO.
	CERTIFICATE	I
	ACKNOWLEDGEMENT	II
	CONTENTS	IV
	LIST OF TABLES	IX
	LIST OF FIGURES	XIV
	LIST OF APPENDICES	XV
	LIST OF ABBREVIATIONS USED	XVI

CHAPTER – I INTRODUCTION

1.1	INTRODUCTION	1
1.2	IMPORTANCE OF SECONDARY EDUCATION	2
1.3	THE CONCEPT OF LANGUAGE	3
1.4	LANGUAGE AS A BASIC MEANS OF COMMUNICATION	4
1.5	FEATURES OF A LANGUAGE	6
1.5.1	LANGUAGE IS SOUND	6
1.5.2	LANGUAGE A SOCIAL PHENOMENON	7
1.5.3	LANGUAGE IS NON INSTINCTIVE AND CONVENTION	7
1.5.4	LANGUAGE IS ARBITRARY	7
1.5.5	LANGUAGE IS SYMBOLIC	8
1.5.6	LANGUAGE IS SYSTEMATIC	8
1.5.7	LANGUAGE IS MODIFIABLE	9
1.5.8	LANGUAGE IS UNIQUE	9
1.5.9	LANGUAGE IS A SKILL	9
1.5.10	LANGUAGE IS BOTH LINGUISTIC AND COMMUNICATIVE COMPETENCE	10
1.5.11	LANGUAGE IS HUMAN AND STRUCTURALLY COMPLEX	10
1.6	PRINCIPLES OF LANGUAGE LEARNING	11
1.6.1	PRINCIPLE OF SPEECH	11
1.6.2	PRINCIPLE OF BASIC SENTENCES	11
1.6.3	PRINCIPLE OF PATTERNS AS HABITS	12
1.6.4	PRINCIPLE OF SOUND SYSTEM	12
1.6.5	PRINCIPLE OF VOCABULARY CONTROL	12

1.6.6	PRINCIPLE OF TEACHING THE PROBLEMS	12
1.6.7	PRINCIPLE OF WRITING AS REPRESENTATION OF SPEECH	13
1.6.8	PRINCIPLE OF GRADED PATTERNS	13
1.6.9	PRINCIPLE OF LANGUAGE PRACTICE VERSUS TRANSLATION	14
1.6.10	PRINCIPLE OF AUTHENTIC LANGUAGE STANDARDS	14
1.6.11	PRINCIPLE OF PRACTICE	15
1.6.12	PRINCIPLE OF SHAPING RESPONSES	15
1.6.13	PRINCIPLE OF LANGUAGE IN SITUATIONS	15
1.6.14	PRINCIPLE OF LEARNING AS THE CRUCIAL OUTCOME	16
1.7	FACTORS AFFECTING LANGUAGE LEARNING	16
1.7.1	PSYCHOLOGICAL FACTORS	16
1.7.2	SOCIOLOGICAL FACTORS	18
1.8	ENGLISH IN THE MODERN WORLD	18
1.9	ENGLISH LANGUAGE IN PRE-INDEPENDENCE INDIA	21
1.10	ENGLISH LANGUAGE IN POST- INDEPENDENCE INDIA	22
1.11	FUNCTION OF ENGLISH LANGUAGE TEACHING	25
1.12	AIMS OF LEARNING ENGLISH LANGUAGE	27
1.13	OBJECTIVES OF TEACHING ENGLISH	27
1.14	STATUS OF ENGLISH IN INDIAN EDUCATIONAL SYSTEM	28
1.15	ROLE OF ENGLISH IN THE CONTEXT OF COMTEMPORARY DEVELOPMENTS	31
1.16	ADVANTAGES OF ENGLISH LANGUAGE	33
1.16.1	COMMON LANGUAGE	34
1.16.2	NATIONAL LINK LANGUAGE	34
1.16.3	INTERNATIONAL LINK LANGUAGE	35
1.16.4	MEDIUM OF INSTRUCTION AT HIGHER EDUCATION- LANGUAGE OF SCIENCE AND TECHNOLOGY	35
1.16.5	PASSPORT FOR EMPLOYMENT	36
1.16.6	LIBRARY AND SOURCE LANGUAGE	36
1.16.7	LANGUAGE OF TRADE, COMMERCE, ADMINISTRATION AND MASS MEDIA	36
1.16.8	AESTHETIC LANGUAGE	37
1.16.9	UNIFYING FACTOR	37

1.17	THE PROBLEMS OF LEARNING A SECOND LANGUAGE	37
1.17.1	LACK OF EXPOSURE	38
1.17.2	UNTRAINED TEACHERS	38
1.17.3	LACK OF MOTIVATION	38
1.17.4	NON-AVAILABILITY OF SUITABLE STUDY MATERIAL	38
1.17.5	LACK OF CLEAR-CUT POLICY	39
1.17.6	LITTLE UNDERSTANDING OF AIMS	39
1.17.7	DEFECTIVE METHOD	39
1.17.8	THE FAULTY EXAMINATION SYSTEM	39
1.18	THE PRESENT SCENARIO OF ENGLISH	40
1.19	THE FALLING STANDARD OF ENGLISH IN GUJARAT	41
1.20	IMPORTANCE OF ACHIEVEMENT	42
1.21	IMPORTANCE OF ACHIEVEMENT OF ENGLISH LANGUAGE IN SECONDARY EDUCATION	44
1.22	TOTAL SCHOOLS IN VADODARA DISTRICT	45
1.23	SIGNIFICANCE OF THE STUDY	46
1.24	STATEMENT OF THE PROBLEM	48
1.25	OBJECTIVES OF THE STUDY	48
1.26	HYPOTHESES	49
1.27	DEFINITION OF THE TERMS	54
1.28	DELIMITATION OF THE STUDY	55

CHAPTER-II REVIEW OF RELATED LITERATURE

2.1	INTRODUCTION	56
2.2	STUDIES CONDUCTED IN INDIA	57
2.2.1	SUMMARY OF INDIAN STUDIES	88
2.3	STUDIES CONDUCTED IN FOREIGN	92
2.3.1	SUMMARY OF FOREIGN STUDIES	104
2.4	IMPLICATION FOR THE PRESENT STUDY	108

CHAPTER- III METHODOLOGY

3.1	INTRODUCTION	112
3.2	DESIGN OF THE STUDY	112
3.3	POPULATION AND SAMPLE	113
3.4	TOOLS FOR DATA COLLECTION	120
3.4.1	ACHIEVEMENT TEST	120
3.4.1.1	PROCEDURE OF PREPARING ACHIEVEMENT TEST	121
3.4.2	QUESTIONNAIRE FOR TEACHERS	125
3.4.3	INTERVIEW SCHEDULE FOR TEACHERS	131
3.4.4	OPINIONNAIRE FOR TEACHERS	133
3.4.5	ORAL COMMUNICATION TEST	138
3.5	SOURCE OF DATA	139
3.6	COLLECTION OF DATA	139
3.7	DATA ANALYSIS	140

CHAPTER-IV DATA ANALYSIS

4.1	INTRODUCTION	142
4.2	ANALYSIS AND INTERPRETATION OF ACHIEVEMENT TEST	142
4.2.1	ACHIEVEMENT IN ENGLISH	143
4.2.2	MAIN EFFECTS AND INTERACTION EFFECTS ON ACHIEVEMENT TEST	145
4.2.3	SECTION-WISE ACHIEVEMENT IN ENGLISH	155
4.2.3.1	SECTION: 1 READING COMPREHENSION – TEXT INTENSIVE STUDY	156
4.2.3.2	SECTION: 2 READING COMPREHENSION – UNSEEN TEXT	159
4.2.3.3	SECTION: 3 SHORT WRITING	162
4.2.3.4	SECTION: 4 LONG WRITING	165
4.2.3.5	SECTION: 5 GRAMMAR	168
4.2.4	SCHOOL-WISE ACHIEVEMENT IN ENGLISH	172
4.2.5	SVS-WISE ACHIEVEMENT IN ENGLISH	178
4.3	ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE FOR TEACHERS	180
4.4	ANALYSIS AND INTERPRETATION OF INTERVIEW SCHEDULE FOR TEACHERS	218
4.5	ANALYSIS AND INTERPRETATION OF OPINIONNAIRENAIRE FOR TEACHERS	226

4.6	ANALYSIS AND INTERPRETATION OF COMMON ERRORS COMMITTED BY THE STUDENTS	250
4.7	ANALYSIS AND INTERPRETATION OF ORAL COMMUNICATION TEST FOR STUDENTS	257

CHAPTER- V FINDINGS AND SUGGESTIONS

5.1	INTRODUCTION	262
5.2	MAJOR FINDINGS BASED ON ACHIEVEMENT TEST	262
5.2.1	ACHIEVEMENT IN ENGLISH	262
5.2.2	MAIN EFFECT AND INTERACTION EFFECTS ON ACHIEVEMENT TEST	262
5.2.3	SECTION-WISE ACHIEVEMENT IN ENGLISH	266
5.2.3.1	SECTION: 1 READING COMPREHENSION – TEXT INTENSIVE STUDY	266
5.2.3.2	SECTION: 2 READING COMPREHENSION – UNSEEN TEXT	267
5.2.3.3	SECTION: 3 SHORT WRITING	268
5.2.3.4	SECTION: 4 LONG WRITING	269
5.2.3.5	SECTION: 5 GRAMMAR	271
5.2.4	SCHOOL-WISE ACHIEVEMENT IN ENGLISH	272
5.2.5	SVS-WISE ACHIEVEMENT IN ENGLISH	272
5.3	MAJOR FINDINGS BASED ON QUESTIONNAIRE FOR TEACHERS	272
5.4	MAJOR FINDINGS BASED ON INTERVIEW SCHEDULE FOR TEACHERS	285
5.5	MAJOR FINDINGS BASED ON OPINIONNAIRENAIRE FOR TEACHERS	289
5.6	MAJOR FINDINGS BASED ON COMMON ERRORS COMMITTED BY THE STUDENTS	292
5.7	MAJOR FINDINGS BASED ON ORAL COMMUNICATION TEST FOR STUDENTS	293
5.8	DISCUSSION	294
5.9	SUGGESTION FOR THE IMPROVEMENT	300
5.10	SUGGESTION FOR FURTHER STUDY	303
	BIBLIOGRAPHY	305-319
	APPENDICES	320-432