

FINAL TECHNICAL REPORT

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Title

A Comparative Study of English Language Teaching (ELT) in English and Non- English Medium Institutions at High School and Junior College Level in Rajura Tehasil

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-- Submitted by --

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LIST OF ABBREVIATIONS

EMST	English Medium School Teachers
NEMST	Non English Medium School Teachers
EMS	English Medium School
NEM	Non-English Medium School
EM	English Medium
NEM	Non English Medium
MT	Mother Tongue
ELT	English Language Teaching
MI	Medium of Instruction
AVA	Audio-Visual Aids

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background to the Study :

1.1.1. English in India : Historical Background

Development of English in India is the impact of British colonization. The British came to India with an objective of trade and commerce. Later, they expanded their original objectives and settled here with a purpose to rule. Britishers forced rule over India gave rise to many conflicts and battles between the Indians and the Britishers. The Battles of Plassey (1757) and Buxar (1765) established British political supremacy in India. But English was not introduced in India at once. All the attempts leading to the commencement of education of English in India begin with Charles Grant; a Christian Missionary who spent thirteen years in India from 1767 to 1780 and wrote his experiences in his book 'Observations on the State of Society among the Asiatic Subjects of Great Britain'. He noted in his book that the Indians err because they are ignorant. Despite opposition he preached on the deplorable state of Indians. His proposition became the starting point of British education in India. Meanwhile, Raja Ram Mohan Roy and other Indian leaders were professing for the introduction of English language in order to gain access to European literature, philosophy and sciences for the benefit of others. The collective efforts of Wiberforce and the attempts of the Missionaries outside the parliament and Minto's Minute (1811) helped to create congenial atmosphere in the British Parliament in 1813. Grant's labor yielded positive results. The parliament revised the Educational Policy in India and issued Charter. Charles Grant goes down in the History as the "Father of British Education in India" (Panel of Experts, 1996). According to one clause of this Charter of 1813, the then Governor-General-Council had to spend "a sum of not less than one lakh rupees in each year on revival and improvement of literature for the introduction and promotion of knowledge of the science among the British territories of India."

However this charter was not implemented since it raged controversy over some issues due to ambiguity in certain terms in the charter. When Lord Macaulay “the torchbearer of Modern Education in India” appeared on the stage as Law Member and clarified how the sum of one lakh rupees was to be spent, it was only then that the foreign plant of ‘English’ was sown in Indian soil. He resolved all the controversial issues in the Charter and clearly defined the terms like literature, medium of instructions and agency of education. Thus Macaulay’s ‘Minute’ proved an unobstructed path for the development of English in India by making its study compulsory. He remarked “English stands pre-eminent among the languages of the West. Whoever knows that language has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created?” The letters of Macaulay’s brother-in-law Charles Travelleyn reveals that literature emerged a less abrasive means of controlling the colony (Sharma, 2011). Macaulay’s objective towards English education in India was to create “We must at present do our best who may be interpreters between us and the millions, whom we govern, a class of persons, Indian in blood and color but English in tastes, opinions, in morals and in intellect. To that class we may leave to refine the vernacular dialects of the country, to enrich those dialects with the terms of science borrowed from western nomenclature.” Lord Bentinck, the then Governor General, accepted Macaulay’s suggestions in total gave his official sanction. Thus English became the official language of the state. English proved to be a great integrating force for uniting the Indians with their diversified culture, religions and languages. Subsequently, English became the medium of instruction. Meanwhile, the national leaders of India working for the cause of Indian freedom opposed English owing to the fear of extinction of indigenous languages. But the British government didn’t make any changes in the Education Policy of India. As a result, English continued to dominate the curriculum of Indian schools, colleges and universities.

1.1.2 English in India: Post Independence Scenario

Retention of English in India after independence was a debatable issue. Before independence, all the major nationalist parties had unanimously agreed on the removal of English after independence. When India became free from the shackles

of the British on 15th August, 1947, there were divided opinions regarding the removal of English from India. But by this time, English was so grounded that it had become the language of the elite though not a language of the masses. Considering the limitations of Hindi in some parts of the country and growing popularity of English, the constitution provided that Hindi would be the official language of India but also allowed to use English as the official language of India for the period of next fifteen years i.e. by 1965. Some people were of the opinion that English being a foreign language needs to be banished from the country look, stock and barrel whereas others opposed it. There was no consensus over the suitable substitute that would take the place of English decently. India, being a multistate and multilingual country, each state had its own regional language. There was no such provincial language that could be commonly used by all. Hindi, being a widely spoken language in most of the states in northern India, was the only choice left. But Hindi also was not an acceptable language in Southern India especially in Tamilnadu that had staged violent protests against imposition of Hindi as a national language in 1963. Consequently, the parliament passed in 1963 a bill declaring English as Associate Language of India for the official purposes till an indefinite period of time. This is the position till today.

The Kothari Education Commission (1966) in India, which examined thoroughly the whole field of education, assigned a compulsory place to the study of English. It said, "As English will, for a long time continue to be needed as a library language in the field of higher education, a strong foundation in the language will have to be laid at the school stage."

1.1.3 English in India: Present Scenario

English plays a very significant role in India today. The influence of English in various fields in the contemporary India is constantly increasing. It is used in corporate offices, High Courts, State Legislatives Assemblies and the Parliament. English has served and has been serving as a link language in India at two levels. First, persons of two different states are able to interact through a common medium i.e. English. Secondly, India can converse with rest of world with the help of English. It is also the language of trade and industry in the country. Commercial

correspondence from one state to another is conducted in English. It is widely used in Indian communication media: television, radio, magazine, cinema, newspapers and internet based websites. There are many channels telecasting various programs in English. Many people are seen casually using English in such programs. Many radio channels broadcast news in English. The number of books published in English is far more than those published in any other Indian language. Enormous newspapers are published in English language. According to annual report of the office of the registrar for newspapers in India in the year 2011-2012, total circulation of newspapers in India is 37,38,39,764 and total number of registered publication as on 31st March, 2012 was 86754. English holds the second position regarding number of publication and newspapers registered in the country with the figure 11938 since Hindi occupies the first position with 34651 publications and newspapers.

In social life, English is widely used by youngsters, businessmen, politicians, film stars. In metro cities school children, college students use the language in and out academic campus. English medium schools are constantly mushrooming not only in metro cities but also in small towns. Educating the children in such schools is supposed to be a sign of being little bit affluent. The craze for English medium schools is so high that regional medium or mother tongue medium schools are on the verge of disappearance due to lack of admissions and even many government schools imparting education through mother tongue and which were beginning schools in the concerned area are closed off forever. At the moment, there are about 300 universities, excluding deemed universities in our country and over 20000 colleges and more than 3 lakh high schools where English is being taught either in the form of English medium or English as a major component where language or literature are taught. (Sharma, 2011)

Though Hindi is the most read and written language in India, English has become most significant and ubiquitous language. English has been so absorbed in Indian lifestyle that it does not seem a foreign language. There are 22 major state languages in India but no Indian language seems to be spoken in pure form without use of some English words. Every Indian language is contaminated with the use of English so much so that it has lost its purity and originality. For instance, Marathi is

the mother tongue of Maharashtra but the English words like TV (television), railway crossing, bus-stand, shirt, radio, brush, toothpaste, cooler, refrigerator, car, mobile and many more are so frequently used that Marathi users have forgotten their Marathi equivalent words and if any Marathi speaker tries to use such equivalent words instead of English one, it sounds artificial, awkward, a case of affectation. Same is the case with other Indian languages also. This affinity with English has resulted into code-mixing and code-switching by the India speakers especially youngsters in urban areas. The use of English in India is not restricted to English knower only. Ironically speaking, the shopkeepers who do not know much English get their boards of shops painted in English. They do not mind incorrectly spelt words on such boards. Thus English has become an all-pervasive language in India. Books in English are abundantly published and sold in Indian market. India ranks as the world's third largest producer of books in English and are second number only to those in Hindi (Sarvepalli Gopal, 1988)

Each state in India has its own regional language. Hindi along with its little variation is spoken in many states. Other main languages are Telugu, Tamil, Bengali, Gujrathi, Punjabi, Marathi and Oriya. But English is still more powerful because of its linking nature between two different state speakers. English bridges the gap between north and south of India.

In 1997, an India Today survey suggested that a third of population had the ability to carry on a conversation in English. This was an amazing increase over the estimates of 1980s, when only about four to five percent of population were thought to use the language. And given the steady increase in English learning since 1997, in secondary schools and among the upwardly mobile, it is estimated that there are 350 million English speaking Indians today. This is more than the combined English speaking populations of Britain and the US (Crystal, 2004).

The influence of English in the field of education is highly noticeable. At present, English is taught and learnt in all the schools and colleges in all the states across India as a second compulsory language, the first being regional language of the concerned state i.e. mother tongue. It has become an absolute medium of

instruction in the educational programs of medical science, technology, business administration and engineering.

There are around 6, 41,695 primary / junior basic schools, 1, 98,094 middle /senior basic schools, 1, 16,820 high schools/higher secondary/pre-degree junior colleges, 244 universities/deemed universities and institutions of national importance and 7782 colleges for general education in India. Previously, English was taught as a compulsory language from class five in India. But now English has become a part of primary education curriculum in for past few years. 'English has been introduced at the primary level in 27 states, it is a subject in class I in 18 states and the medium of instruction in Nagaland, Jammu and Kashmir and government model schools of Chandigarh and Maharashtra (Vishnoi,2013).

Though English has been taught as a compulsory language at primary, secondary, higher secondary and degree level, it hasn't brought desired results. The school and college learners especially in rural areas present abysmal picture in their acquisition of pedagogical skills of language. Prof. V.K.Gokak sums up very aptly the deplorable condition of teaching English in India when he says, "The teaching of English in our schools is in a chaotic state today. Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 150 words by the time they join a university. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English"(Edgar,Marlow & Rao, 2004).

1.2 English Language Teaching in the Target Area

This project was carried out in Rajura taluka in the state of Maharashtra in India. The place is situated on Maharashtra- Andhra Pradesh border and it comes under naxal affected area.

The target area is educationally and economically backward. There is no official data available regarding period of beginning of school education in this area. But from interaction and interview with the local senior citizens in this area and the people serving in the field of education for a very long time it seems that high school was started by Zilla Parishad School and other schools/colleges were established in the

consequent period with the changing passage of time. At present, there are thirty two English and Non-English medium schools/colleges (Marathi, Hindi, Urdu and Telugu medium schools) for grade 8 to grade 12 education. Approximately, 70 English teachers are working in these schools/colleges.

1.3 Origin of the Problem

Acquisition of proficiency in English language has always been a herculean task for students in general. The situation becomes more severe for the learners in rural area who come from non-English medium institutions. The students who enroll for first year of graduation in arts discipline mainly come from Mother tongue (MT) medium schools and colleges. Hence, they are very poor and incompetent in English language. It is an obvious fact that the students who undergo their schooling in English medium based institutions are comparatively far better than the learners of MT medium students. Former's performance in all four pedagogical skills of language seems better than the latter's. Both set of learners study English as compulsory subject for near about twelve years right from primary level up to grade twelve. The teachers of MT medium institutions are equally eligible and perhaps better trained rather than those of English medium (EM) ones.

Despite this fact, competence of EM learners in English language is better. This difference of standard of performance carry forward during their graduation and at the end of graduation, EM learners come out as better speakers and communicators. The performance of EM students in different skills such as listening, speaking, reading, writing, pronunciation, comprehension, analysis and interpretation is more satisfactory than their counterparts.

In this scenario, it has become obligatory to understand why and how this difference in standard of EM and MT medium learners of English occurs.

1.4 Objectives of the Study

This research would clearly define the difference vis-à-vis English language teaching between English medium and mother tongue medium schools and colleges up to grade twelve. Since, the outputs of these two set of schools are different, there must be a variations in their procedures and ways. It would help to understand

English teaching methods and techniques practiced in EM schools and colleges that better their learner's performance. The objectives of the study are listed below.

1. To compare and critically analyze English Language Teaching in English medium and non- English medium institutions at high school (grade 8, 9, and 10) and junior college (grade 11 and 12) level.
2. To compare and analyze teaching methods, techniques, approaches used by teachers in English medium (EM) and non-English medium (NEM) based schools and colleges.
3. To compare and study teachers attitude towards the learners and ELT.
4. To compare and study use of English language inside and outside the classroom in the school/college campus.
5. To understand the differences which make the EM learners performance better in four skills of language.

1.5 Scope of the study

The main objective of the project was to analyze the English Language Teaching in English and Marathi medium institutions at high school and junior college level in Rajura tehsil. Although the target area was small comprising 32 schools but the situation of English language teaching (ELT) in English and regional medium schools is almost the same. Hence the results of the entire project can be generalized. The present study would help to know the entire scenario of English language teaching in Marathi and English medium schools and junior colleges in the target area. The study will also help us to know about the difference of practices in respect of teaching process, teacher's attitude towards English language and teaching and use of English in the school/college campus.

1.6 Design of the Study

The present study comprises five chapters. The first chapter, *Introduction* forms a backdrop to the study discussing the entire scenario of ELT in India. It discusses the beginning of ELT in India in the pre-independence, development in post-

independence era and the present scenario of English in India. It also discusses about some preliminary things regarding the study like origin, objectives and scope of the study.

The second chapter **Review of Literature** deals with the research work done so far and related with the present study. It discusses the researches regarding impact of medium of instruction (MI) over students education especially acquisition of language and attempts to relate with the present study.

The third chapter, **Methodology**, explains the method of the study, objectives of the study, assumptions and hypothesis along with research tools adopted for the present study. A detail profile of the sample and the tools used to elicit the data from the subjects are provided.

The fourth chapter, **Data Presentation and Analysis** presents the data obtained for the study and provides an analysis of the same.

The fifth chapter, **Conclusions and Pedagogical Implications**, sums up the findings of the study and also discusses the implications of the findings for English language teaching in general.

CHAPTER II

REVIEW OF LITERATURE

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REVIEW OF LITERATURE

2.0. Introduction

Language teaching has always been a topic of interest and research for the scholars, academicians, teachers and researchers. Different aspects of language teaching have constantly been explored with an objective to bring betterment in the ELT process, to benefit the stakeholders including the language teachers as well as the learners. Numerous studies have been conducted so far to understand different factors concerned with ELT. The present study aims to investigate the language teaching comparatively in English and non-English medium institutions from grade 8 to grade 12 classes. The objective is to see how ELT in these two set of institutions differs in respect of six parameters constituting six sections viz., teaching practices, teachers attitude towards English language and teaching, use of language in schools/colleges, teaching of language skills, type of learners and their learning, evaluation of performance and motivation strategy. Each section deals with some of the key issues concerned with it. This chapter therefore attempts to summarize the researches previously done in the field of these key issues which were included in these parameters in the form of questions.

2.1. Teaching Process--

2.1.1. Medium of instruction.

Medium of instruction (MI) plays a significant role in the acquisition of any language. A bulk of studies on impact of MI on academic achievement has been undertaken in India. Most of these studies can be broadly divided in following two categories.

- i. Studies on impact of mother tongue (MT) as MI on selected variables
- i. Studies on impact of English as a MI on selected variables

As D.P.Pattanayak observes in his Trend Report on Research in Language Education that most of the studies were conducted in the 1970s (Kamakshi, 1965: Dave and Anand, 1971;

Dave and Dave, 1971; Jayaram and Misra, 1980; Srivastava and Khatoon, 1980). The results of these studies are of three types, namely,

a) Students in English-medium achieve significantly more than students in MT (Mother Tongue) medium (Kamakshi, 1965; Srivastava and Khatoon, 1980).

(b) Students in MT-medium schools score significantly more than students in English-medium schools (Dave and Anand, 1971).

(c) There is no significant difference in achievement between MT and other tongue medium students (Dave and Dave, 1971; Jayaram and Misra, 1980)

But there is no uniformity in the results of these studies. Rather these studies reveal contradictory results as follows. A. K. Srivastava et al. (1986) have worked on the comparative aspect of mother-tongue and English as medium on subjects of study and attainment of students' longitudinally. Their conclusions state that different factors responsible for better achievement, one of them being the English medium. In various studies they have found mother-tongue students reaching the level of English-medium students. But the methods, materials and media used for the English-medium students give them an edge over mother-tongue students. Mwinsheikhe (2001), Baptist (2004) and found low academic performance of students with English as language of instruction in comparison to MT as MI. Yohannes (2009) conducted a study in Ethiopia on the implications of using mother tongues verses English as LOI lang. of instr. On the academic achievement in English, Sciences and Mathematics in upper primary school students (grades 7 and 8). The findings from Yohannes study reveal that the use of mother tongues as LOI in mathematics and sciences enables students to perform well. The pedagogical implication of use of mother tongue has resulted in better performance in science and mathematics in comparison to English as LOI in the English achievement there was no significant difference seen. Thus researches on effect of English as MI on overall academic achievement provide mixed and divided results proving English and MT as MI beneficial in achieving certain abilities.

The researches on effect of English and MT on learning English as a foreign language show similar and contradictory results.

Arguments against teachers using student's MT are mainly pedagogically based (Timor, 2012). While using MT in foreign language classes like English, 'translation provides an easy avenue to enhance linguistic awareness' (Cook, 2001). Turnbull (2001) in his response to (Cook, 2001) mentions that students do not benefit when teachers over-rely on using their students' MT, particularly when the EFL teacher is the sole linguistic model and main source of foreign language (FL) input. So Turnbull(2001, page 536) advises the "judicious and principled use" of MT. Because, 'teachers who overuse their students' MT deprive these learners of an important language process in which students try to make sense of what is being said in class' (Ellis, 1994). Apart from these arguments against the use of MT as MI, researchers have opinions supporting the issue too.

Studies of transfer between the MT and the FL indicate a linguistic interdependence (Jessner & Cenoz,2000) with regard to multiple subsystems (phonological, syntactic, semantic, and textual) within the MT and FL systems (Herdina & Jessner, 2002). Hauptman, Mansur, and TAL (2008) used a trilingual model for literacy skills among Bedouins in Israel whose MT is Arabic and found that "created a support systems for Arabic the mother tongue, though English [FL] and Hebrew [MT2]." Cook (2002) supports the use of MT with psycho-linguistic argument by saying that teacher use of the MT cannot present a threat to FL acquisition because learners already have a language basis from their MT. Because of this basis, learners are more socially developed and have more short-term memory capacity and more maturity when they become acquainted with the FL. Elsa Auerbach (1993) gives a sociopolitical rationale for the use of the L1 in ESL classrooms and concludes that starting with L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. Schweers (1999) suggests through his study that bringing MT [Spanish] into the English classes makes learning English appears to be less of a threat to the vernacular.

2.1.2.. Use of audio visual aids (AVA) in ESL classroom

The results of numerous studies prove that use of audio visual (AV) aids help the teachers and learners to better the ELT in ESL classroom. Technology is a tool that when used with

tested instructions and curriculum can be an effective catalyst for education reform (Cradler, 1992). Eze, E.U.(2013) states that the human being learns more easily and faster by audio-visual process than by verbal explanation alone. Swank (2011) stressing the effectiveness of visual materials in learning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste smell.

Specific researches on AV aids and learning English language also stress positive side of the matter. Mayer (2003) investigated the role of visual aids in second language learning among English as a Foreign Language students using pictorial stimuli paired with text and found that the use of illustrations does aid in second language acquisition. The studies conducted by Hazan et.al.(2005), Lin & Chen (2007), Seferoglu (2008), Ling (2009), Yi-Chun Pan & Yi-Ching Pan (2009) Moenikia Mohammadi & Zahed-Babelan (2010) and Baharani & Tam (2011) reveal that AV aids and multimedia makes the learning process easier and more effective. Prof.M.M.Jadal (2011) studied effectiveness of audio-visual aids at primary level students in India and found that 'media results in better achievement'.

Apart from the AV aids, Computer Assisted Language Learning (CALL) also helps to enhance and better learning experience. CALL is an instructional / educational approach that incorporates the use of technology into second language learning. By and large, the researches show that AV aids makes the learning process meaningful. But at the same time, some studies caution against the wrong use of AV aids. Flores et. al. (2012) mentions that AV aids are helpful tools in the English language classroom as long as the educator is knowledgeable about how to properly incorporate them into the lesson.

2.1.3 Attitude towards English and Language Teaching

Attitude directly or indirectly affects the performance in any activity, endeavor or process in general. As far as the teaching-learning process of any language is concerned, it plays a significant role. Fishbein (1967, p.12) defines attitude as a mental disposition of the human individual for or against a definite object. Attitude towards any referent may be either favorable or unfavorable. These attitudes also influence language behavior towards language which include attitude towards a language or towards a feature of language, or towards language use, or towards language as a group marker (Cooper and Fishman, 1974 in

Boruah, 2014). Since attitudes to language form a belief (in individuals) in relation to the referent object, their effect on language policy change cannot be taken for granted since they play an important role leading to either acceptance or rejection of language policy change.(Webster et.al.,2012)

Tessers (1995; 222 in Webster et.al.2012) reports that there is a large amount of studies that have shown that, “people’s attitudes can be influenced by pairing some target object with some stimulus” about which the person already feels positively or negatively, or placing the target objet in some context that induces positive or negative feelings.

Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt & Turk 1985, p.180). K. Sumita Rao (2012) conducted a study of attitudes of secondary school teachers towards teaching profession with the variables like- gender, religion, marital status and background of teachers and found that ‘there is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitudes scores of female teachers in total area were found to be greater than the male.’ Dr. H.V.Belagali (2011) conducted a study of secondary school teachers’ attitude towards teaching profession in relation to gender and locality. But no specific and authentic studies of English and Non-English medium school teacher’s attitude towards teaching profession, English and language teaching are available.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.0. Introduction

The details regarding methodology adopted for the present study are described in this chapter. It explains the method of the study, objectives of the study, assumptions and hypothesis along with research tools adopted for the present study. A detail profile of the sample and the tools used to elicit the data from the subjects are provided.

3.1. Objectives of the study

1. To compare and critically analyze English Language Teaching in English medium and non- English medium institutions at high school (grade 8, 9, and 10) and junior college (grade 11 and 12) level.
2. To compare and analyze teaching methods, techniques, approaches used by teachers in English medium (EM) and non-English medium (NEM) based schools and colleges.
3. To compare and study teachers attitude towards the learners and ELT.
4. To compare and study use of English language inside and outside the classroom in the school/college campus.
5. To understand the differences which make the EM learners performance better in four skills of language.

3.2 Method of Study

In order to carry out the research and realize the aforesaid objectives, Normative Survey was employed in the present study. Normative survey also termed as descriptive survey studies, describes what exists at present. They are concerned with existing condition or relations, prevailing practices, beliefs and attitudes etc. (Pushapanathan, 2010).

3.3 Assumptions and Hypothesis

This study is based on following assumptions.

- i. The learners in Non-English Medium schools and colleges from grade 8 to 12 have low proficiency in English than the learners in English medium schools and colleges.
- ii. There is a link between the students' proficiency level and the medium through which they learn.

Based on the above assumptions, it is hypothesized that-

- i. The low proficiency level of NEM learners in English is a compounding effect of methodology, teacher's attitude, use of language in schools, evaluation system, type of learners and motivation strategies.
- ii. The medium of instruction in EM schools and colleges plays a significant role in the acquisition of English language.
- iii. The overall congenial atmosphere created in the EM schools makes learning English easier and faster than their counterpart.

3.4 Profile of the Sample

Since the objective of the study was to compare and analyze ELT in EM and NEM schools and colleges at high school and junior college level, the subjects of the study were English teachers teaching to classes from grade 8 to grade 12. There are 32 EM and NEM schools and colleges. In all, around 70 English teachers are working in these 32 institutions including part time and full time teachers. Out of these, 56 randomly selected teachers comprising 24 English Medium School Teachers (EMST) and 32 Non- English Medium School Teachers (NEMST) were the sample for the study.

3.5. Area and Location of the Study

The study was conducted in the school/ colleges located in Rajura tehsil-a part of Chandrapur, District in Maharashtra, India. Rajura town is located at [19°47'N 79°22'E](#)[19.78°N 79.37°E^{\[1\]}](#) in Maharashtra, the second most populous and the third largest in area of India's

28 states. Rajura lies on the banks of the [Wardha River](#) and falls within the coal belt of Central India.

3.6 Instrument for Data Collection: The Questionnaire

In the present study, the instrument used for data collection was a self designed questionnaire comprising 34 questions divided in four sections. The questionnaire begins with preliminary information about the respondents, followed by six sections. The first section titled as 'Teaching Process' deals with general teaching technique practiced by the subjects i.e. teachers in the classroom along with their ideas about teaching. The second section analyzes teacher's attitude towards English language and teaching. The third section seeks to elicit information on language used in school/college as a medium of instruction in classroom and within campus.

In all the sections except second one, there were many categories of options or responses to each question in the questionnaire depending upon the nature of questions. The options range from often, rarely, sometimes, never, yes, no, can't say, excellent, fair, good, poor etc. In second section, five point Likert scale was used with five gradations: strongly agree, agree, neutral, disagree, and strongly disagree. The weightings are 4,3,2,1 and 0 respectively for the favorable statements and weightings are reversed for the unfavorable statements as 0,1,2,3 and 4. The sum of all the scores of the 10 statements is taken as an individual's score. The subjects scoring above 20 are assessed to have favorable or positive attitude and the score of 20 and below is supposed as unfavorable or negative. The maximum score the subjects can get is 40. In all other sections, responses are of multiple choices and percentile method has been used to calculate the score.

3.7. Validation of the Instrument

The instrument was face validated by two experts having considerable experience in empirical research in English language. The instrument was validated in terms of relevance to the topic, clarity of language, adequacy of items and ambiguity of statements. The experts after examining the instrument suggested some requisite changes and corrections which were effected in the final draft of the instrument.

3.8. Reliability of the Instrument

On trial basis the instrument was administered to ten teachers; 5 each from EM and NEM schools who did not participate in the study. Using Cronbach Alpha technique, the reliability index was calculated as 0.88(88%). The value was deemed appropriate for the study.

3.9. Method of Data Collection

The principal investigator physically visited the school/colleges and with prior permission of headmasters/principals administered the questionnaire to the respondents. Along with the questionnaire, a general appeal letter was also given to provide information about the study and general instruction regarding filling of the questionnaire. It was clearly informed to them that the questionnaires are not meant for sending to any government or semi-government organization and only statistical information will be used in the final report. They were appealed to give honest and candid information and it was stated to them that only their factual and candid responses can bring valid conclusions. The respondents were not allowed to write their names anywhere in the questionnaire so as to receive honest, frank and fearless responses. The questionnaires were retrieved on the spot after completion.

3.10. Limitations to the Study

Frankly speaking this study has some limitations. Firstly, the present study limits itself to small geographical area (i.e. Rajura tehsil in Chandrapur district). Hence, the sample of the study was small comprising only 56 teachers. Secondly, the study included only teachers as the target population; it did not incorporate the students learning in English and Non-English medium schools/colleges. The students of school/colleges studying in grade 8 to grade 12 could also have been included to achieve more comprehensive results. Thirdly, only instrument used for data collection was a self designed questionnaire. But still every care has been taken to make the entire study genuine and the data has been analyzed and interpreted carefully.

CHAPTER IV

DATA PRESENTATION

AND

INTERPRETATION OF RESULTS

CHAPTER IV

DATA PRESENTATION AND INTERPRETATION OF RESULTS

4.0. Introduction

In this chapter, the data collected has been organized and analyzed. This study was purposed to collect descriptive information on various variables, non-parametric statistical techniques such as percentage, frequencies of numbers converted into percentage have been used to analyze the data. The data has been presented in tabular and graphic forms.

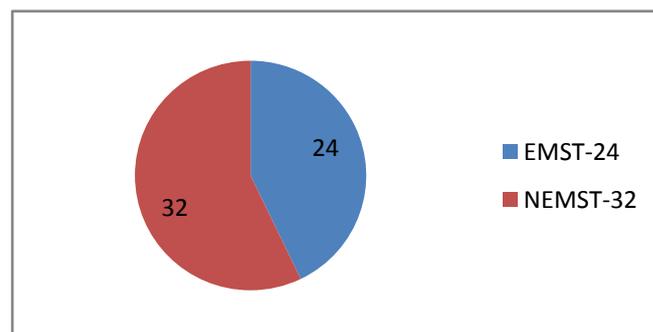
4.1 Sample Frame

Sr. No.	Name of School/College	Number of respondents
1.	Zilla Parishad High School, Rajura	03
2.	Shivaji High School , Chunala	01
3.	Siddarth Telagu High School, Rajura	01
4.	Shivaji Junior College, Rajura	03
5.	G.S.P.Ashram School, Rajura	02
6.	Priyadarshani Junior College, Rampur	01
7.	Indira Vidyalaya, Warur Road	02
8.	Mahatma Jyotiba Fule Junior College, Rajura	01
9.	Gurunanak Vidyalaya, Warur Station	02
10.	Jijamata Kanya Vidyalaya, Rajura	02
11.	Sarvodaya Vidyalaya, Sasti	02
12.	Shivaji Night High School, Rajura	01
13.	Govt. Ashram School, Mangi(Khurd)	01
14.	Shivaji High School, Rajura	04
15.	Ravindranath Tagore Vidyalaya, Aheri	01
16.	Zilla Parishad High School, Vihirgaon	02
17.	Saibaba Junior College, Vihirgaon	02

18.	Shivaji Ashram School, Subai	01
19.	Shri Sainath Vidyalaya, Kadholi	02
20.	Prabhakar Mamulkar Vidyalaya, Sonapur	01
21.	Priyadarshini Vidyalaya, Sakhari	02
22.	Shivaji Higher Secondary Ashram School, Subai	02
23.	Indira Gandhi Higher Secondary School, Warur Road	02
24.	Sanjay Gandhi Vidyalaya, Pellora	02
25.	Shivaji High School , Gowari	01
26.	New Era English School, Rajura	02
27.	Stella Maris English School, Bamanwada	03
28.	Infant Jesus English School, Rajura	02
29.	Zilla Parishad Junior College, Rajura	01
30.	Abdul Gani Patel High School, Dewada	01
31.	M.J.F. High School, Rajura	01
32.	Shivaji High School, Pandharpauni	02
		Total=56

4.2. About the Sample

Figure 4.1. Teachers Sample (Total 56 teachers)



Since it is a comparative study of English Language Teaching in English and Non-English medium schools and colleges from grade 8 to grade 12, the sample consists of 24 English Medium School Teachers (EMST) and 32 Non-English Medium School Teachers (NEMST). These two groups in the sample are shown in the above diagram.

Table 4.2: Descriptive Statistics of the sample

Number of Respondents	Secondary School Teachers		Higher Secondary School Teachers		Full Time	Part Time
	Male	Female	Male	Female		
EMST-24	16	03	04	01	22	02
NEMST-32	19	04	08	01	30	02
Total --56	35	07	12--	02	52	04

EMST-- English Medium School Teachers ,NEMST-- Non-English Medium School Teachers

The study included 56 respondents comprising 24 teachers from English medium schools and colleges and 32 teachers from Non-English medium schools and colleges. Out of 24 EMST ,the number of high school teachers were 19 including 16 male and 03 female teachers and higher secondary school teachers were 05 including 04 males and 01 female teachers. Among 32 NEMST, 23 teachers were male and 09 were female. As far as nature of their job is concerned, 52 of the sample were full time teachers and the rest 04 were doing part time job.

4.3. INTERPRETATION OF RESULTS

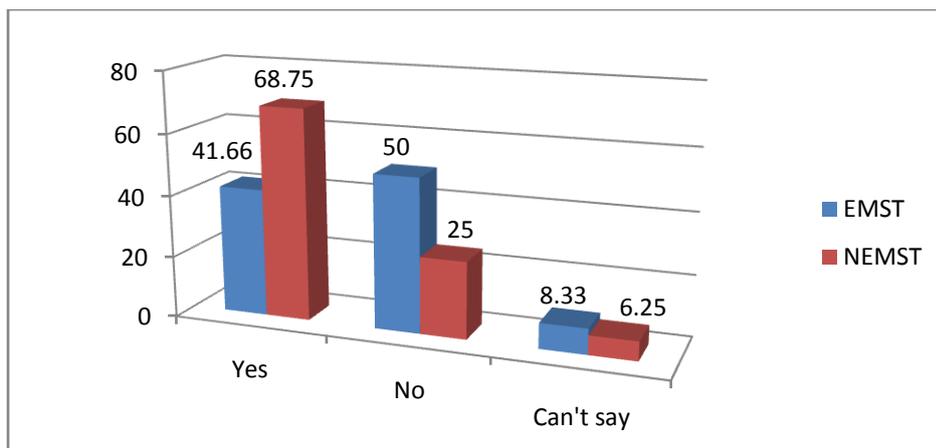
4.3.1. Section I - Teaching Process

Table 4.3- Language used as a MI for teaching English

Respondents	Only English	Mostly English with little mother tongue whenever required	Mostly mother tongue with little English	Both-English and mother tongue in equal proportion
EMST-17	09 (37.50%)	12 (50%)	00 (0%)	04(16.67%)
NEMST-24	2 (6.25%)	19 (59.38%)	06 (18.75%)	06 (18.75%)

The table shows the language of instruction used by respondent teachers in the classroom during teaching English. 37.5% EMS teachers use only English as a medium of instruction (MI) in the classroom which is quite more in number in comparison to 6.25% of NEMS teachers. Both the 50% EMS and 58.38% NEMS teachers use mostly English with little mother tongue as a MOI for teaching English. This is a good indication that both the teachers use more English during teaching English. No EMS teachers (0%) uses mother tongue mostly as a MOI for teaching English in contrast with 18.75% of the NEMS teachers who use MT as MOI. A small number of teachers i.e.12.50% EMS and 15.63% NEMS teachers use both English and MT. as a MOI while teaching English. The most significant thing in the above table is that the higher percentage of EMS teachers using completely English as a MOI in comparison to the NEMS teachers validates that learners are given more exposure to English in EMS.

Fig. 4.2- Learners’ difficulty in comprehension when English as a MI is used



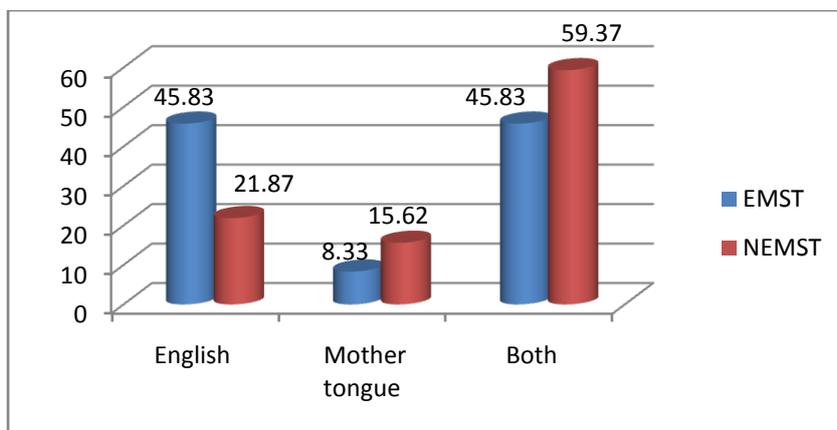
The graph shows the respondent teachers’ opinion about whether the learners feel difficulty in understanding the course content when only English is used as MOI. After teaching any content a teacher can guess whether the students are able to follow it or not and up to what degree they are following. The graph shows that 41.66% EMST and 68.75% NEMST agree that the learners do feel difficulty. 50% EMST and 25%NEMST deny it and 8.35% EMST and 6.25% NEMST are neutral in this regard.

The EMS teachers who agree (41.66%) and disagree (50%) to the idea that ‘learners feel difficulty in comprehension when English as a MOI is used’ are approximately equal to each other and hence the figures are not decisive to either side. But noteworthy thing to observe

is the difference between the NEMS teachers who accept i.e. 68.75% and negate i.e. 25% is perceptibly more.

It is concluded from the above graph that both EMST and NEMST learners feel difficulty in comprehension when English as a MOI is used in classroom during teaching English but the latter feel more difficulty and it may be because of the learner's poor intelligence level to grasp the taught content.

Figure 4.3: Language used for giving general instructions in classroom

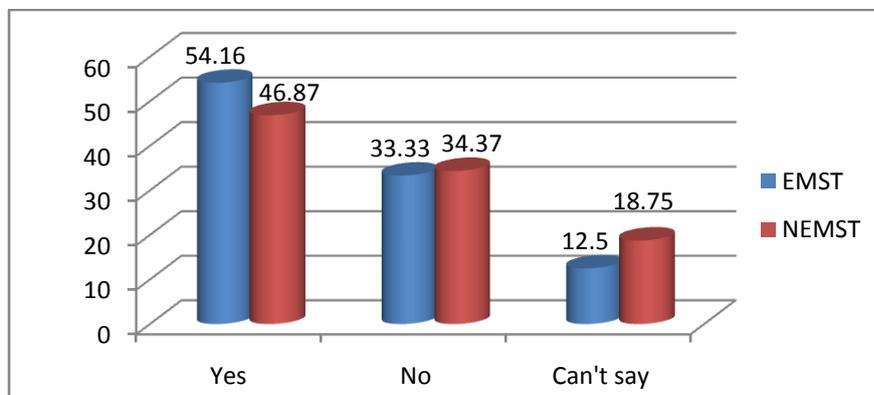


The graph shows that 45.83 % EMS teachers use English for general instruction in classroom in comparison to 21.87% NEMS teachers. The number of EMST is more than double to the NEMST. The figures of EMST and NEMST using Mother tongue (MT) are 8.33% and 15.62% respectively. 45.83% EMS and 59.37% NEMS use both English and mother tongue as medium for giving general instructions in classroom.

From the graph it is concluded that teachers in EMS use comparatively more English than the teachers in NEMS for giving general instructions. Secondly it was observed that EMST use less mother tongue than their counterpart. It is obvious that students in EM schools and colleges get more exposure to English rather than the students in NEM schools and colleges and this exposure leads the students to acquire and learn English faster and in a better way than the students in NEM schools. Exposure to language is very important for its acquisition. Since English is used as a MOI as well as for giving general instructions in the classroom in English Medium schools, the students get more exposure to English than the students in Non English medium schools and colleges. But exposure cannot be the only factor that

assures better and quick acquisition of any foreign language. It is one of the many factors that create congenial atmosphere.

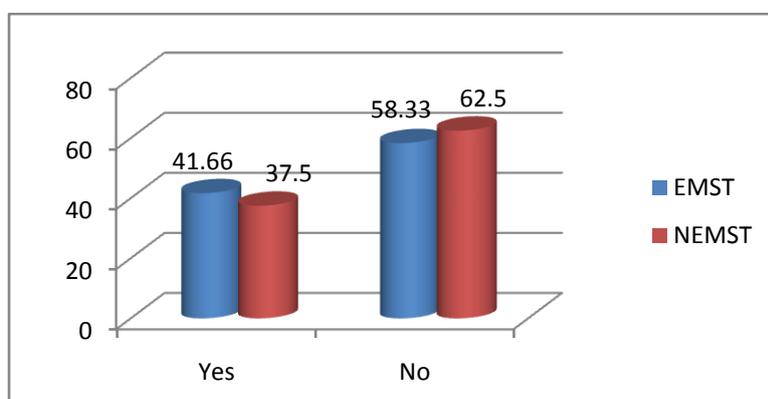
Figure 4.4 - Availability of audio-visual aids in schools/colleges



The graph records the responses to question-Do you think that there are sufficient audio visual aids in your school/college? 62.5 %EMS and 46.87% NEMS teachers opine that their school/college have sufficient AV aids against 33.33%EMS and 34.37%NEMS teachers who refuse the sufficiency of AV aids. 12.5%EMST and 18.75%NEMST cannot decide whether the available AV aids are enough or not.

The findings reveal that nearly half of the teachers say that there are sufficient AV aids. Comparatively, the condition of English medium schools/colleges (54.16%) is slightly better than the non English medium schools (46.87%). Both the type of schools/colleges need to increase AV aids because availability of these aids is a prerequisite for their application and use.

Figure 4.5 - Use of audio visual aids for teaching English



The graph shows the percentage of teachers using audio visual (AV) aids during teaching English. 41.66% EMST and 37.5%NEMST use AV aids whereas 58.33% EMST and 62.5% NEMST do not use them at all. Despite the fact that AV aids impact and better the language learning, they do not seem to be used by both the group of teachers. It seems that the number of teachers using AV aids is rather very less than the expectation. Since the EMST and NEMST who use the AV aids are nearly equal, there is no significant statistical difference between these two groups. This may be because the entire location of the study (i.e. Rajura tehasil) is remote, rural and backward area and hence perhaps the schools might not have sufficient AV aids. There is another possibility that despite having the AV aids, the teachers may be reluctant for the use. The particulars of the audio visual aids used by EMS and NEM teachers are recorded in table 2 below.

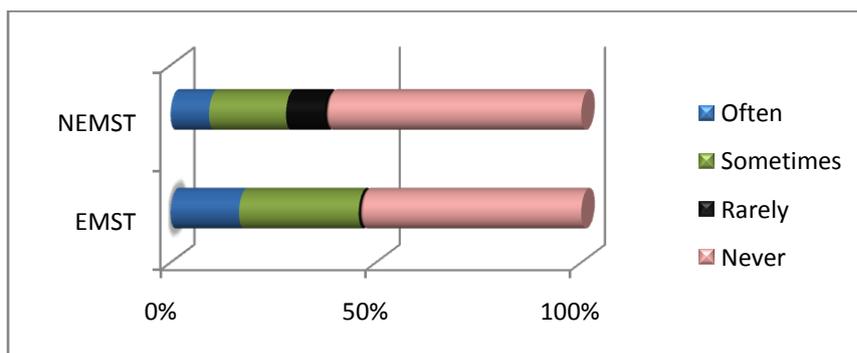
Table 4.4 - Audio visual aids used in schools/colleges

Sr. No.	Name of audio-visual aids	EMST(N=10)	NEMST (N=12)
1.	OHP	3 (30%)	3 (30%)
2.	Charts/Poster	5 (50%)	4 (40%)
3.	Tape recorder	0 (00%)	0 (00%)
4.	Television	2 (20%)	3 (30%)
5.	Computer	8 (80%)	6 (60%)
6.	Gramophone	1 (10%)	0 (00%)
7.	Objects/models	3 (30%)	4 (40%)
8.	Display board	0 (00%)	0 (00%)
9.	Flannel board	0 (00%)	0 (00%)
10.	DVD player for audio CD/DVD	6 (60%)	3 (30%)

The table 2 shows the details of AV aids used by EMST and NEMST. This table records the responses of 10 (41.66) EMS and 12 (37.5) NEMS teachers who agreed to use AV aids during teaching as shown in Graph 3. In the present question a list of ten common AV aids was provided and the teachers were asked to mark all the AV aids used by them during teaching English.

The table shows that computer is the mostly used aid by EMST (80%) and NEMST (60%). The other frequently used aid is charts with 50% EMST and 40% NEMST users. Use of charts saves time and energy of teachers as well as students. Many language items like prepositions, tenses, articles and transformation of sentences can be better understood by learners with the help of charts. 60%EMST and 30% NEMST use DVD player for audio purpose. Many CDs and DVDs on communication skills and other language items are available in market and can be used for enhancing students’ performance. Both groups of teachers use OHP, television and objects/ models as supportive aids for teaching English with slightly varying figures. None of the two groups use tape recorder, display board and flannel board. It is concluded from the graph that statistically there are no significant differences between EMST and NEMST in the use of AV aids.

Figure 4.6- Frequency of use of audio visual aids for teaching English



The graph shows the general frequency of teacher’s use of AV aids. 16.66% EMST and 9.37% NEMST ‘often’ use AV aids. The maximum number of teachers 29.16% and 18.75% EMST and NEMST respectively use them ‘sometimes’. None of EMS teachers use them ‘rarely’ whereas 9.37% NEMST do so. 54.16%EMST and 62.5%NEMST say that they never use AV aids. The figure of NEMST who never use AV aids match with the figures in graph 4 i.e.62.5% and thus confirms and validates the response but there is a slight variation in the figure of EMST who do not use AV aids as 54.16% in graph 5 and 58.33% in graph 4.It is concluded from the graph that EMST use AV aids oftener than the NEMST. The figures of EMST using AV aids either ‘often’ or ‘sometimes’ and not ‘rarely’ unlike NEMST who use them rarely also, are comparatively more. It is observed that frequency of use of English medium school teachers is comparatively better than the non-English medium school teachers although overall use of AV aids in EMS and NEMS for teaching English is low.

Table 4.5 - Teacher's analysis of their teaching Skills

Respondents	Excellent	Fair	Good	Poor
EMST(N=24)	06(25%)	11(45.83%)	07(29.16%)	00(00%)
NEMST(N=32)	04(12.5%)	13(40.62%)	15(46.87%)	00(00%)

The table shows the respondent teacher's analysis of their own teaching skills. 25% EMST think that their teaching skills are excellent against the 12.5% NEMST which is one half of the former. Both the group of teachers opting 'fair' is approximately equal with no considerable difference. But majority of NEMST consider their teaching skills as 'good' instead of opting 'excellent' and 'fair'. The good thing is that no teachers of either group think their teaching skills as 'poor'. It is concluded from the graph that overall teaching skills of EMST are better than the counterpart i.e. NEMST.

Table 4.6 –Teacher's proficiency in English

Respondents	Excellent	Fair	Good	Poor
EMST(N=24)	04(16.66%)	08(33.33%)	12(50%)	00
NEMST(N=32)	03(9.37%)	07(21.87%)	22(68.75%)	00

The overall proficiency of EMST teachers is rated as 'good' (50%) and fair (33.33%) because of the highest figures of percentage. The same is about NEMST. The percentage of teachers saying their proficiency as 'excellent' and 'fair' in both groups is low and there are only minor differences in the figures of EMST and NEMST. One third of EMST have fair proficiency (33.33%) which is not the case with the NEMST.

Statistically, proficiency of EMST is slightly better than the NEMST. From the table 4 and 5, it is observed that EMST have better teaching skills and proficiency than the NEMST.

Table 4.7 - Final Objective of Teaching English

Respondents	To complete the given syllabus	To facilitate the learners to learn	To prepare the students for	Any other

		English language	examination and score good marks	
EMST (N=24)	03(12.5%)	13 (54.16%)	06 (25%)	02 (8.33%)
NEMST (N=32)	02 (6.25%)	14 (43.75%)	11 (34.37%)	05 (15.62%)

The table shows teachers responses about their final objective of teaching English. The majority of EMST (54.16%) and NEMST (43.75%) say that their objective is to facilitate the learners to learn English language. But still 25% EMST and 34.37% NEMST who opine that their objective is to prepare the students for examination and score good marks do not seem to have clear vision of objectives of teaching English. Preparation of students for examination can be secondary objective of teaching but not the final one. It is concluded that nearly 50% teachers of both group do not have clear understanding of their goals behind teaching English. Comparatively there are no statistical differences between EMST and NEMST regarding their understanding of final objectives of teaching English.

Discussion

Teaching process in English and Non-English medium schools from grade 8 to 12 was compared on the basis of two major variables i.e. medium of instruction and use of audio-visual aids inter alia. The findings reveal that teaching process in English medium schools is comparatively better than the counterpart.

As a medium of instruction, use of English is more in EM schools i.e.37.50% against 6.25% NEM schools as shown in Table 1. When 'only English' is used as a MI in the classroom during teaching English, 41.66% EMST and 68.75% NEMST think that the students feel difficulty in understanding the content. It means students of both type of schools feel difficulty in comprehension. But this difficulty is faced more in NEM schools than EM schools because 50% EMST and 25% NEMST reject the statement as shown in graph 1.

Regarding audio-visual aids, the availability, general use and frequency of use of audio-visual aids, EMS and NEMS show equal status but statistically EMS are slightly better than the NEMS as shown in graph 3, graph 4 and graph 5.

The teaching skills and teachers proficiency in English in EMS is comparatively better than the NEMS.

On the whole, the teachers in EMS use comparatively more English than the NEMS for giving general instructions in classroom as shown in graph 2. By and large, as a language of instruction use of English is comparatively more in English medium schools than Non-English medium schools. This more exposure to English leads to congenial atmosphere and better and faster acquisition of the language. The present research supports the findings of Srivastava et.al.(1986) who concluded that MI shows favorable impact on acquisition of English as a second language. It also supports the research of Kamakshi, 1965; Srivastava and Khatoon, 1980 in general sense who concluded that students in English –medium achieve significantly more than the students in MT (Mother tongue) medium.

4.3.2. Section III- Teacher’s Attitude towards English and Language Teaching

Table 4. 8 : Teacher’s attitude towards English language in general

Sr No	Item	Strongly agree %		Agree %		Neutral %		Disagree %		Strongly disagree%	
		EMS	NEMS	EMS	NEMS	EMS	NEMS	EMS	NEMS	EMS	NEMS
1.	English has got much importance today	70.83	62.5	29.16	25	00	6.25	00	00	00	00
2.	Since English is a killer subject it should be made optional	00	00	00	00	8.33	6.25	25	68.75	66.66	25

EMS-English Medium School ; NEMS-Non-English Medium School

The above table shows English and Non-English medium school teachers attitude towards English language in general. The majority of both groups of teachers strongly agree that *English has got much importance today*. The EMS and NEMS teachers strongly agreeing to the said item show a difference of 8% i.e.EMS-70% and NEMS-62.5% which is not so significant. To the second item-*since English is a killer subject, it should be made optional*, majority of both teachers deny meaning that English should not be made optional though it

is killer subject. They understand the need of studying English in the era of globalization and cut throat competition. But NEMS teachers do not show strong disapproval as majority of them only 'disagree' not 'strongly disagree'. Only 25% strongly disagree and the majority i.e.68% disagrees. It can be interpreted that EMS teachers are highly positive to the first item; whereas NEMS teachers are moderately positive owing to their response to the second item. Overall both the groups of teachers show favorable attitude towards English language in general.

Table 4.9: Teacher's attitude towards profession of teaching English

Sr. No.	Item	Strongly agree %		Agree %		Neutral %		Disagree %		Strongly disagree%	
		EMS	NEMS	EMS	NEMS	EMS	NEMS	EMS	NEMS	EMS	NEMS
1.	I like the job of teaching	50	31.25	45.83	50	4.16	9.37	00	9.37	00	00
2.	I like my subject i.e. English	70.83	28.12	29.16	43.75	00	12.5	00	15.62	00	00
3.	I feel comfortable and confident during teaching English	54.16	12.5	33.33	21.87	12.5	21.87	00	12.5	00	6.25

This table shows the teachers attitude towards profession of teaching as well as towards teaching English as a subject. 45.83% EMS agree and 50% strongly disagree to the statement that '*I like the job of teaching*'. On the whole, majority of EMS teachers have strong liking for the profession of teaching. It also means that EMS teachers have chosen this profession willingly or after entering the job they have developed and maintained interest in the job of teaching. The response of NEMS teachers is slightly different from EMS. They also like the profession of teaching. But NEMS teachers do not show strong penchant for the profession because the number of teachers strongly agreeing is less i.e. 31.25% than those who agree i.e. 50%.

The majority of EMS teachers like English as a subject. The most significant thing to note here is that maximum EMS teachers i.e.70.83% strongly agree against 29.16% who only agree to the statement. The case of NEMS teachers is exactly opposite to their counterpart. The number of teachers strongly agreeing is far less i.e. only 28.12% than those who agree i.e. 43.75%. There is little scope to say that some NEMS teachers do not like English as a subject for teaching. 15.62% teachers who disagree and 12.5% neutral responses can validate this assumption.

The responses of both teachers to the third item are like their previous reactions. There is a sharp contrast between EMS teachers i.e.54.17% and NEMS teachers i.e.12.5% who strongly agree to the statement –*I feel comfortable and confident during teaching*. Nearly 18% NEMS (i.e. sum of 12.5who disagree and 6.25 who strongly disagree) teachers do not feel comfortable and confident during teaching English. It clearly indicates that NEMS teachers are poorly skilled for teaching English than the EMS.

In nutshell, EMS teachers have highly positive attitude towards the profession as well as teaching English as a subject; whereas NEMS teachers are moderately positive in this regard.

Table 4.10 : Teacher’s attitude towards learners

Sr. No.	Item	Strongly agree %		Agree %		Neutral %		Disagree %		Strongly disagree%	
		EMS	NEMS	EMS	NEMS	EMS	NEMS	EMS	NEMS	EMS	NEMS
1.	I do not like my students	00	00	00	00	12.5	21.87	41.66	40.62	45.83	37.75
2.	My students are not capable of learning English	00	00	00	28.12	00	18.75	37.5	40.62	62.5	12.5
3.	My students are not satisfied with my teaching	00	00	00	00	8.33	12.5	37.5	59.37	54.16	28.12

4.	My students performance in English is not satisfactory	00	00	00	21.87	00	00	41.66	34.37	58.33	21.87
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From the above table, we can realize that both English and Non-English medium school teachers either disagree or strongly disagree to the statement that *'I do not like my students'* which clearly means that they like their students. Neither of the group of teachers agree to the statement. Every teacher likes and loves his/her students. Aversion or hatred to the students hampers the results of entire teaching-learning process.

62.5% EMS teachers strongly disagree to the statement that *'my students are not capable of learning English'* implying that they agree that their students are intelligent enough to learn English. Comparatively only 12.5% NEMS teachers affirm this. The majority of both group of teachers disagree but NEMS teachers do not disagree strongly like EMS. Moreover 28.12% NEMS students agree to the statement. It is concluded that EMS teachers show strongly positive attitude whereas NEMS teachers are moderately positive.

The responses of NEMS teachers to the third and fourth statements are more or less like the second statement. The majority of EMS and NEMS teachers refuse both the statement. But while responding to both the statements, majority of NEMS teachers only disagree, not strongly disagree. Thus in both the items, the EMS teachers exhibit strong positive attitude whereas the NEMS teachers show moderately positive.

It is concluded that the EMS teachers are favorably disposed with highly positive attitude towards the learners, their abilities for learning English as well as their performance in English language. But the NEMS teachers are moderately positive in this regard.

4.3.3. Use of Language in School/Colleges

Table 4.11 - Language mostly used by teachers with students outside the classroom in school/college campus

Respondent	Only English	Only mother tongue	Both
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EMS=24	83.33% (20)	00%	16.66% (04)
NEMS=32	18.75% (06)	43.75% (14)	37.5% (12)

The table 1 shows that 83.33% EMS teachers use ‘only English’ while speaking with their students outside the classroom in school campus, which is very high against the NEMS teachers i.e.18.75%. No teacher communicates with students by using only mother tongue in EMS. Very few teachers i.e. 16.66% only, use both languages –English as well as mother tongue. The status of NEMS is different from the EMS. In NEMS, the majority of teachers use only mother tongue with students. Some teachers use both languages but least number of teachers uses ‘only English’. It is concluded that majority of EMS teachers use only English while speaking with students outside the classroom in school campus; whereas NEMS teachers use mother tongue.

Table 4.12 - Language used by students with teachers outside the classroom in school/college campus

Respondent	Only English	Only mother tongue	Both
EMS=24	70.83% (17)	00%	29.16% (07)
NEMS=32	15.62% (5)	53.12% (17)	31.25% (10)

For communication with the teachers outside the classroom, the majority of EMS students i.e.70.83% use only English but this is not the case with NEMS students because most of them (53.12%) depend on mother tongue (MT). Very few NEMS students (15.62% only) communicate by using only English and nearly one third of them use a blend of English as well as MT. The students who use both languages might be doing code switching and code mixing when they are unable to continue their conversation in English. (Discussion- a considerable number of teachers report that their students use both languages. Here the expression ‘both languages’ can have two denotations. First, they may mean that some students use English and the others use MT. The second implication is that the students start with one language perhaps English and then switch over to MT especially due to inability to complete the sentence in English.)

On the whole, English is sufficiently used for communication by EMS students; whereas in NEMS, the students use either MT or they prefer code switching. The majority of learners in NEMS use MT with teachers because most of teachers use MT while speaking with the learners as shown in Table 1. (Discussion- the more the use of English by the teacher, the more are the chances of students picking up the language. In most of the English medium schools, it is compulsory for students to use only English in school campus. Since they do not have any other alternative, they use English and this compulsion enables them to learn speaking English, better and faster.)

Table 4.13 –Language used by English teachers with fellow teachers

Respondent	Only English	Only mother tongue	Both
EMS=24	54.16% (13)	16.66%(04)	37.5% (07)
NEMS=32	21.87% (7)	62.5% (20)	15.62% (05)

It is clear from the table that in EMS, the majority of the teachers use English while speaking with their fellow teachers. But in NEMS, mother tongue seems the most used language for communication. Only few NEMS teachers use English and the rest prefer both languages English and MT for communication. The percentage of EMS teachers using English with colleagues as shown in this table is still lower than the teachers using English with the students as shown in table 1.

Table 4.14 - Language used by students with their peers/mates in school

Respondent	Only English	Only mother tongue	Both
EMS=24	62.5% (15)	16.66% (04)	20.83% (05)
NEMS=32	15.62% (05)	65.62% (21)	18.75% (06)

In EMS, the majority of the students talk with their peers in English but in NEMS it is again the MT which is mostly used by students. Some students in EMS as well as NEMS, use both languages because, some students are not much proficient in English. They wish to speak but due to lack of proper vocabulary, they switch from English to MT or even vice versa. The surprising thing is that although MT isn't used by students in EMS when they talk with their

teachers (see Table2), it (MT) is used by students when they talk with their peers/mates. The reason may be that the students do not observe any formality, rules when they talk with their classmates. The students are generally in a very relaxed mood when they talk with their peers and hence they do not keep any barrier of language. Secondly, everybody is more comfortable with MT rather than any other language.

Table 4.15 - Use of English by other subject teachers for communication

Respondent	Only English	Only mother tongue	Both
EMS=24	37.5% (09)	37.5% (09)	16.66% (04)
NEMS=32	6.25% (02)	62.5% (20)	31.5% (10)

In EMS, the majority of other subject teachers use English as well as mother tongue equally well for communication. In NEMS, the majority of teachers use mother tongue for talking with each other. Very few of them use English.

Table 4.16 - Do the students get sufficient exposure to English in the school?

Respondent	Yes	No	Can't Say
EMS=24	83.33% (20)	8.33% (02)	8.33% (02)
NEMS=32	46.87% (15)	40.62% (13)	12.5% (04)

The majority of EMS teachers believe that their learners get sufficient exposure to English. In NEMS, although majority of teachers (46.87%) are in favor but 40.62% teachers disagree. It is clear that in NEMS the students do not get sufficient exposure which is also seen in all the previous five tables.

Thus from the above results it is concluded that In EMS, the majority of teachers use English while talking with their students (see table 1), the majority of students use English while responding/talking with their teachers (see table 2) and the majority of teachers use English while speaking with their fellow teachers as shown in table 3. The majority of students use English for talking with their peers (see table 4). To conclude, English is widely used by teachers as well as students .Whereas in NEMS; it is the mother tongue which is mostly used for communication. In EMS, the students get sufficient exposure to English whereas in

NEMS the students lack it. Thus in EMS, English becomes a major language used for conversation

CHAPTER V

CONCLUSIONS

Chapter V

CONCLUSIONS

5.0 Introduction

This chapter summarizes all the findings from the present study. The main objective of this study was to study English Language Teaching in English and Non-English medium school/colleges from grade 8 to grade 12 in the target area. The study focused over three variants i.e. teaching process, attitude of the teachers and use of language in school/college.

5.1 Findings

5.1.1-Teaching Process

- As a medium of instruction, English is more used by teachers in English medium Schools (EMS) rather than in Non-English medium schools (NEMS).
- The learners in both EMS and NEMS feel difficulty in comprehension when English as a MOI is used in classroom during teaching English but the NEMS learners feel more difficulty and it may be because of the learner's poor intelligence level to grasp the taught content.
- The English Medium School Teachers (EMST) use comparatively more English than the Non-English Medium School Teachers (NEMST) for giving general instructions in the school. Secondly it was observed that EMST use less mother tongue than their counterpart.
- The students in EM schools/ colleges get more exposure to English in classroom rather than the students in NEM schools and colleges and this exposure leads the students to acquire and learn English faster and in a better way than the students in NEM schools.
- The condition of EM and NEM schools regarding availability is nearly equal but both of the schools need to increase the existing number of AV aids.

- The number of teachers who use AV aids in both EM and NEM schools is approximately 40% and there are no statistical differences between teachers of EM and NEM schools.
- Computer and charts are the commonly used AV aids in EM and NEM. There are no statistical differences regarding audio visual aids used in these two sets of schools.
- The frequency of use of audio-visual aids in English medium school teachers is comparatively better than NEMS teachers although overall use of AV aids in EMS and NEMS for teaching English is low.
- On the issue of Self evaluation of teaching skills, EMS teachers are comparatively better than the NEMS teachers. But majority of EMST rate their teaching skills as 'fair' and the NEMST rate as 'good' on four point scale as excellent, fair, good, poor.
- Statistically, proficiency of EMST is slightly better than the NEMST. The EMST have better teaching skills and proficiency than the NEMST.
- Comparatively there are no statistical differences between EMST and NEMST regarding their understanding of final objectives of teaching English.

5.1.2. Teachers Attitude towards English Language and Teaching

- Both the EM and NEM teachers have favorable attitude towards importance of English language in general.
- EMS teachers have highly positive attitude towards the profession as well as teaching English as a subject; whereas NEMS teachers are moderately positive in this regard.
- The EMS teachers are favorably disposed with highly positive attitude towards the learners, their abilities for learning English as well as their performance in English language. But the NEMS teachers are moderately positive in this regard.

5.1.3. Use of Language in School/College

- The majority of EMS teachers use 'only English' while speaking with students outside the classroom in school campus; whereas NEMS teachers use mother tongue.
- English is sufficiently used for communication by EMS students; whereas in NEMS, the students use either MT or they prefer code switching.

- The majority of learners in NEMS use MT with teachers because most of teachers use MT while speaking with the learners.
- In EMS, the majority of the teachers use English while speaking with their fellow teachers. But in NEMS, mother tongue seems the most used language for communication. Only few NEMS teachers use English and the rest prefer both languages English and MT for communication.
- In EMS, the majority of the students talk with their peers in English but in NEMS it is again the MT which is mostly used by students. Some students in EMS as well as NEMS, use both languages because, some students are not much proficient in English.
- In EMS, the majority of other subject teachers use English as well as mother tongue equally well for communication. In NEMS, the majority of teachers use mother tongue for talking with each other. Very few of them use English.
- In EMS, the students get sufficient exposure to English whereas in NEMS the students lack it.

APPENDIX

APPENDIX: QUESTIONNAIRE

Shree Shivaji Arts, Commerce & Science College, Rajura

DEPARTMENT OF ENGLISH

MINOR RESEARCH PROJECT (2012-2014)

(Sanctioned by U.G.C. Western Regional Office Pune, vide File No.23-2284/10(W.R.O.)

Principal Investigator of the Project - **Prof.S.N.Shende**, Assistant Professor in English,

Dept. of English, Shree Shivaji College, Rajura,

Project Title: Comparative study of English Language Teaching in English and Marathi medium institutions at High School/Junior College Level in Rajura Tehasil

Part I --Preliminary information about the respondent

1. **Qualification**-----**Gender**- Male / Female-----
2. **Name of school/college** -----**Place**-----
3. **Total Service in years** -----
4. **Designation** –High School Teacher/Junior College Teacher.....**Ph/Mob.No**.....
5. **Nature of post**- Full time / Part time.....
6. **Medium of School/ College**-Purely English/Semi English/Marathi/Other(specify).....
7. **Nature of School/ College**-- Government/ Private
8. **Financial Status of school/college**-- -Granted / Non-granted
9. **No. of English teachers working in school/college**-----

Part II : Questionnaire

Section I. Teaching Process

01. What language do you use as a medium of instruction in the classroom for teaching English language?

- A. Complete English
- B. Mostly English with little mother tongue whenever required.
- C. Mostly mother tongue with little English
- D. Both

02. Do the English language learners (ELLs) feel difficulty in comprehension when you use only English as a medium of instruction for teaching?

Yes No can't say

03. Which language do you use for giving general instructions to students in classroom?

- A. Only English
- B. Only mother tongue
- C. Both

04. Do you think that there are sufficient audio visual aids in your school/college?

Yes No can't say

05. Do you use audio-visual aids for teaching English?

Yes No

06. Which of the following audio-visual aids do you generally use for teaching English ?

Sr. No.	AV Aids	Yes	No
1	Tape recorder		
2	OHP		
3	Charts		
4	Gramophone		
5	Television		
6	Display board		
7	Computer		
8	Objects/Models		
9	Flannel Board		

07. What is the frequency of your use of audio- visual aids?

Often Sometimes Rarely Never

08. How would you analyze your language teaching skills?

Excellent Fair Good Poor

09. How do you evaluate your language proficiency in English?

Excellent Fair Good Poor

10. What is your **final objective of teaching English**?

- A. To complete the given syllabus.
- B. To facilitate the learners to learn English language
- C. To prepare the students for examination and score good marks
- D. Any other (please specify).....

SECTION II- TEACHER’S ATTITUDE TOWARDS ENGLISH LANGUAGE AND TEACHING

Select among 5 options—Strongly agree(S.A.), Agree(A), Neutral (N), Disagree(D), Strongly disagree(S.D.)

S.D.	S.A.	A.	N.	DA.	<input type="checkbox"/>
11. English has got much importance today.	<input type="checkbox"/>				
12. Since English is a killer subject, it should be made optional.	<input type="checkbox"/>				
13. I like the job of teaching.	<input type="checkbox"/>				
14. I like my subject.	<input type="checkbox"/>				
15. I feel comfortable and confident during teaching.	<input type="checkbox"/>				
16. I like my students.	<input type="checkbox"/>				
17. My students are satisfied with my teaching.	<input type="checkbox"/>				
18. My students are capable of learning English.	<input type="checkbox"/>				
19. My student’s performance in English is satisfactory.	<input type="checkbox"/>				

SECTION III. USE OF LANGUAGE IN SCHOOL/COLLEGE

20. In which language do you mostly speak with the students outside the classroom in school/college campus?

Only English Only regional language/mother tongue Both

21. In which language do the students mostly speak with you outside the classroom in school/college campus?

Only English Only regional language/mother tongue Both

22. In which language do you converse with the fellow teachers?

- A. Only English C. Both
B. Only regional language

23. In which language do the students converse with their peers or mates in school mostly?

Only English Only regional language Both

24. Do other teachers communicate in English in the school/college premises?

- A. Always
B. Often
C. Sometimes
D. Never

25. In which language the general instructions of the school are given to students?

Only English Only regional language Both

25. Do you think that your students get sufficient exposure to English in the school/college?

Yes No Can't say

ACKNOWLEDGEMENT

Sir/Madam,

I heartily thank you for being a part of this UGC sponsored Minor Research Project and sparing time for filling the questionnaire as well as for responding positively and promptly.

Yours sincerely,

Prof. S.N.Shende,
Principal Investigator of the Project
Shree Shivaji college, Rajura

Appeal Letter

Dear Sir/Madam,

I am S.N.Shende, assistant professor in English. I have been teaching English at Shree Shivaji College, Rajura since year 2000. I have undertaken a U.G.C. sponsored Minor Research Project on ***A Comparative Study of English Language Teaching in English and Marathi Medium institutions at High School and Junior College Level in Rajura Tehasil.*** The questionnaire administered to you is a part of this project. You are requested with modesty to kindly fill up the questionnaire at the earliest. I would be obliged if you go through following instructions before filling the questionnaire.

- i. Do not write your name anywhere in the questionnaire.
- ii. Give factual, honest reply to the questions asked in the questionnaire. Your honest answers only can bring out valid conclusions from this project. I assure you that privacy of data provided by you will be maintained strictly.
- iii. These questionnaires are not made to send to any government body, agency, unit or office. They will be kept with the principal investigator only.
- iv. These questionnaires are only means to prepare a general report about the main theme or title of the project to be sent to U.G.C.
- v. Please take care that no questions will be left without response except instructed to do so.

Hoping for positive response and cooperation,

I remain,

Sincerely yours,

S.N.Shende(Assistant Professor in Eng.)

Principal Investigator of Project

Shree Shivaji College, Rajura

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