

C O N T E N T S

Chapter Number	Title	Page No.
	Declaration	i
	Certificate	ii
	Acknowledgement	iii
I	INTRODUCTON	1 - 14
	I.1 Approach to the problem	2
	I.2 Statement of the problem	4
	I.3 Significance and need of the study	6
	I.4 Objectives of the Research Study	7
	I.5 Scope and Limitations of the Study	8
	I.6 Research Methodology	9
	I.7 The population and sample for the Study	10
	I.8 Chapterisation	11
	References	14
II	THE PLACE OF ENGLISH AT THE SECONDARY STAGE	15 - 34
	II.1 Introduction	16
	II.2 Historical view	16
	A) English before Independence	
	B) English after Independence	
	II.3 The purpose of language study	20
	II.4 Position of English in schools	21
	II.5 Position of English in Marathi Medium Schools	23
	II.6 Teaching English as a third language	23
	II.7 Conference of Professors of English	30
	II.8 Concluding Remarks	31
	References	33

Chapter Number	Title	Page No.
III	REVIEW OF RELATED LITERATURE	35 - 52
	III.1 Introduction	36
	III.2 Review of related research literature	37
	III.3 Concluding Remarks	50
	References	51
IV	RESEARCH METHODOLOGY	53 - 74
	IV.1 Introduction	54
	IV.2 Section-A : Subjects	54
	a) Nature of the problem	
	b) Nature of the data	
	c) Research tools and techniques	
	1. A Teacher questionnaire	
	2. An Interview Schedule	
	3. An Observation Schedule	
	4. A Visit Schedule	
	Section-B : Procedure	69
	a) Methods	
	b) Statistical Techniques used	
	IV.3 Concluding Remarks	73
	Reference	74
V	ANALYSIS AND INTERPRETATION OF DATA	75 - 256
	A) Questionnaire	76
	V.1 Introduction	76
	V.2 Teachers' perception about the extents of realisation of objectives	76
	V.3 Perception of English teachers regarding the reasons for not achieving the objectives	81
	V.4 Perception of teachers regarding the ways of teaching English pronunciation	83

Chapter Number	Title	Page No.
V (Contd...)		
V.5	Perception of teachers regarding the difficulties of teaching English pronunciation	85
V.6	Perception of teachers regarding the remedies of teaching pronunciation	87
V.7	Perception of teachers regarding the ways of teaching English structures	89
V.8	Perception of teachers regarding the difficulties of teaching structures	91
V.9	Perception of teachers regarding the remedies of teaching structures	93
V.10	Perception of teachers regarding the ways of teaching English vocabulary	94
V.11	Perception of teachers regarding the difficulties of teaching English vocabulary	96
V.12	Perception of teachers regarding the remedies of teaching vocabulary	98
V.13	Perception of teachers regarding the ways of developing the listening skill of the pupils	100
V.14	Perception of teachers regarding the difficulties of developing listening skill of the pupils	102
V.15	Remedies that the teachers suggested for developing the listening skill of the pupils	104
V.16	Teachers' perception about the ways of developing speaking skill of the pupils	107
V.17	Opinions of teachers about the difficulties of developing speaking skill of pupils	109



Chapter Number	Title	Page No.
V (Contd....)		
V.18	Teachers' perception about the remedies of developing speaking skill of the pupils	110
V.19	Teachers' perception regarding the ways of developing reading skill of the pupils	113
V.20	Opinions of the teachers about the difficulties developing reading skill of the pupils	114
V.21	Perception of teachers about the remedies of developing reading skill of the pupils	116
V.22	Teachers' perception regarding the ways of developing writing skill of the pupils	119
V.23	Opinions of teachers about the difficulties of developing the writing skill of the pupils	120
V.24	Perception of teachers about the remedies of developing writing skill of the pupils	122
V.25	Perception of teachers regarding the different methods of teaching prose lessons to the pupils	125
V.26	Opinions of teachers about the difficulties in teaching prose lessons	126
V.27	Teachers' perception about the remedies to remove the difficulties in teaching prose lessons	128
V.28	Perception of teachers regarding the ways/methods of teaching English poetry	130
v.29	Opinions of teachers about the difficulties of teaching English poetry	132

<b>Chapter Number</b>	<b>Title</b>	<b>Page No.</b>
V (Contd...)		
V.30	Teachers' perception about the remedies of teaching English poetry	134
V.31	Perception of teachers regarding the ways/methods of teaching English grammar	136
V.32	Opinions of teachers about the difficulties of teaching English grammar	138
V.33	Teachers' perception about the remedies for teaching English grammar	140
V.34	Perception of teachers regarding the ways of teaching of composition in English	142
V.35	Opinions of teachers regarding the difficulties in teaching of composition in English	144
V.36	Teachers' perception about the remedies for teaching of composition in English	146
V.37	Perception of teachers regarding the use of mother tongue in teaching English as a third language	148
V.38	Teachers' perception about the use of mother tongue in teaching English at various levels	150
V.39	Perception of teachers regarding the use of principles of teaching of English	151
V.40	Teachers' perception regarding the use of different principles in teaching English	153
V.41	The teaching methods used by the teachers with their frequency	155
V.42	Perception of English teachers regarding the difficulties while using different methods and remedies to overcome	162

<b>Chapter Number</b>	<b>Title</b>	<b>Page No.</b>
<b>V (Contd...)</b>		
V.43	Conclusions	181
V.44	The information given by the teachers which was not covered through the questions in the questionnaire	186
B) An Interview Schedule :		188
V.45	Introduction	188
V.46	Opinions of teachers about the ways of teaching English pronunciation	189
V.47	Opinions of teachers regarding the diff- iculties of teaching pronunciation	190
V.48	Remedies suggested by teachers to remove the difficulties of teaching English pronunciation	191
V.49	Opinions of teachers about the ways of teaching structures at the secondary stage	192
V.50	Difficulties faced by the teachers while teaching structures	193
V.51	Remedies suggested by the teachers to overcome the difficulties of teaching English structures	194
V.52	Opinions of teachers regarding the ways of teaching new words	196
V.53	Difficulties faced by the teachers while teaching new words	197
V.54	Remedies suggested by the teachers to eradicate the difficulties of teaching new words	199
V.55	Opinions of teachers regarding the ways of developing listening skill of the pupils	200

<b>Chapter Number</b>	<b>Title</b>	<b>Page No.</b>
<b>V (Contd....)</b>		
<b>V.56</b>	<b>Difficulties faced by teachers while developing listening skill of pupils</b>	<b>202</b>
<b>V.57</b>	<b>Remedies suggested by the teachers to overcome the difficulties while developing listening skill of pupils</b>	<b>203</b>
<b>V.58</b>	<b>Teachers' opinions about the ways of developing speaking skill of the pupils</b>	<b>206</b>
<b>V.59</b>	<b>Difficulties faced by teachers while developng speaking skill of the pupils</b>	<b>207</b>
<b>V.60</b>	<b>Remedies suggested by the teachers to overcome the difficulties of developing speaking skill of pupils</b>	<b>208</b>
<b>V.61</b>	<b>Opinions of teachers regarding the ways of developing reading skill of the pupils</b>	<b>210</b>
<b>V.62</b>	<b>Difficulties faced by teachers while developing reading skill of pupils</b>	<b>211</b>
<b>V.63</b>	<b>Remedies suggested by teachers to eradicate the difficulties while developing reading skill of pupils</b>	<b>213</b>
<b>V.64</b>	<b>Opinions of teachers regarding the ways of developing writing skill of pupils</b>	<b>215</b>
<b>V.65</b>	<b>Difficulties faced by teachers while developing writing skill of pupils</b>	<b>216</b>
<b>V.66</b>	<b>Remedies suggested by teachers to overcome the difficulties while develop- ing writing skill of pupils</b>	<b>218</b>
<b>V.67</b>	<b>Teachers opinions regarding the ways/ methods of teaching prose lessons</b>	<b>219</b>

<b>Chapter Number</b>	<b>Title</b>	<b>Page No.</b>
<b>V (Contd....)</b>		
<b>V.68</b>	<b>Difficulties faced by the teachers while teaching prose lessons at the secondary stage</b>	<b>221</b>
<b>V.69</b>	<b>Remedies suggested by the teachers to overcome the difficulties while teaching prose lessons</b>	<b>222</b>
<b>V.70</b>	<b>Teachers' opinions regarding the ways of teaching poetry at the secondary stage</b>	<b>224</b>
<b>V.71</b>	<b>Difficulties faced by the teachers while teaching English poetry</b>	<b>225</b>
<b>V.72</b>	<b>Remedies suggested by the teachers to eradicate the difficulties while teaching poetry at the secondary stage</b>	<b>227</b>
<b>V.73</b>	<b>Teachers' opinions regarding the ways of teaching English grammar at the secondary stage</b>	<b>228</b>
<b>V.74</b>	<b>Difficulties faced by the teachers while teaching English grammar</b>	<b>229</b>
<b>V.75</b>	<b>Remedies suggested by the teachers to remove difficulties while teaching grammar at the secondary stage</b>	<b>230</b>
<b>V.76</b>	<b>Opinions of teachers regarding the ways of teaching composition in English</b>	<b>232</b>
<b>V.77</b>	<b>Difficulties faced by teachers while developing composition at the secondary stage</b>	<b>233</b>
<b>V.78</b>	<b>Remedies suggested by the teachers to overcome difficulties while developing composition work</b>	<b>235</b>
<b>V.79</b>	<b>Opinions of teachers about the allotment of work load</b>	<b>236</b>



Chapter Number	Title	Page No.
V (Contd....)		
V.80	Opinions of teachers about in-service training in English language teaching	238
V.81	Opinions of teachers about the effect of changed examination system	238
V.82	Some points suggested by teachers to contribute the research work	239
c)	An Observation Schedule	241
V.83	Introduction	241
V.84	Researcher's observation about the lesson plan	242
V.85	Researcher's observation of teaching English prose and poetry lessons	242
V.86	Researcher's observation about the teaching of grammar, composition letter-writing, comprehension passage and translation	245
V.87	Researcher's observation of teachers' efforts in the classrooms	248
V.88	Researcher's observation of teacher behaviour in the class	250
V.89	Researcher's observation of use of English language by the teachers	251
V.90	Researcher's observation of the methods used by the teacher	252
V.91	Researcher's observation of teacher's performance in the class	253
V.92	Researcher's general opinion about the teaching of English at the secondary stage	254

Chapter Number	Title	Page No.
V (Contd....)		
	D) A Visit Schedule	255
	V.93 Data gathered through a visit schedule	255
	V.94 Concluding Remarks	256
VI	CONCLUSIONS AND RECOMMENDATIONS	257 - 285
	VI.1 Introduction	258
	VI.2 Conclusions	258
	VI.3 Recommendations	278
	VI.4 Some problems for further research	283
	BIBLIOGRAPHY	286
	APPENDICES :	292
	A) Questionnaire to the teachers of English from Secondary stage (Marathi Medium) in Tasgaon Tehsil	293
	B) Interview Schedule	321
	C) Observation Schedule	327
	D) Visit Schedule	332
	E) Gradationwise list of English teachers and their schools	333
	F) Gradationwise list of English teachers who were interviewed and their schools	337
	G) Gradationwise list of English teachers whose lessons were observed and their schools	339
	H) Gradationwise and populationwise list of schools visited by the researcher	341
	I) List of sample secondary schools (Marathi Medium) in Tasgaon Tehsil	343