

**AN INVESTIGATION  
INTO THE TEACHING OF ENGLISH IN THE HIGH SCHOOLS  
OF EAST KHASI HILLS DISTRICT OF MEGHALAYA**

**THESIS SUBMITTED FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

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**NORTH EASTERN HILL UNIVERSITY  
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## A C K N O W L E D G E M E N T S

The investigator, at the outset, expresses his profound gratitude to his guides, Dr. P. P. Gokulanathan, Head of the Department of Education, North Eastern Hill University, Shillong and Dr. K. K. Sharma of the Department of Education in the Nagaland campus of the North Eastern Hill University, Kohima. Without their constant supervision and sustained encouragement, this work would not have been completed. He is also grateful to Dr. C. L. Anand, the then Dean, School of Education, North Eastern Hill University, Shillong for his advices in tool development for the study.

For the accomplishment of a work of this type, cooperation of a large number of individuals, institutions, and agencies is needed. The investigator is grateful to several education officers of the state, heads of schools, teachers and teacher educators, for their cooperation and help.

He is highly thankful to the experts who gave useful suggestions to improve upon the tools, drafted by him, for the present study.

## II

His thanks are due to the Principal, Post Graduate Training College, Shillong who acted as the co-rater in the present study and extended facilities for conducting the experimental part of the present study in the premises of the college, and his two colleagues who assisted him at different stages of the experiment.

The investigator is grateful to the Librarian, North Eastern Hill University, Shillong, the Librarian, State Central Library, Shillong, and the Director, State Council of Educational Research and Training, Meghalaya, Shillong for extending library facilities.

He is thankful to the distinguished teachers of different departments of North Eastern Hill University, who participated in a seminar held, as per rules of the university, at the pre-submission stage of the thesis. Some suggestions offered by them were found useful for improving the text of the thesis.

His thanks are due to Mr. G. K. Bhattacharjee, who typed out the report with care and within a short period of time.

### III

His thanks are also due to his wife, Mrs. N. Bhattacharjee, and his three children, for their good wishes and cooperation.

Lastly, the investigator expresses his gratitude to all the publishers and authors whose books were used by him for reference.

Ranadhir Bhattacharjee.

## P R E F A C E

The present study was undertaken for two main purposes, (i) to identify the present status of teaching English in the high schools situated in the East Khasi district of Meghalaya and (ii) to try out experimentally the effect of training in selected teaching skills, through the microteaching strategy, for improving teaching competence of the teachers of English. The study was conducted in two phases. The phase I of the study included a survey study and the phase II included an experimental study.

The text of the thesis has been divided into eight chapters. Chapter 1, Introduction, deals, among other things, with significance of the present study, statement of the problem, and objectives and delimitations of the study. Chapter 2 deals with review of related literature. Chapter 3 is on methodology, in which all about sampling, tools, data collection, etc., have been discussed in respect of the two phases of the study. Three chapters have been devoted to analysis and interpretation of data. In chapter 4, analyses and interpretations of data relating to background characteristics

of the teachers of English, their workload, their views and opinions as well as practices followed by them in respect of various aspects of teaching English, have been given. Chapter 5 gives the analyses and interpretations of data collected through observation of the performance of the teachers of English in classroom situation; while chapter 6 gives the analyses and interpretations of data relating to the experimental study. Chapter 7 discusses the findings of the present study. In the last chapter (Chapter 8), some conclusions of the study together with suggestions to teachers, teacher-educators, and others are given and towards the end of the chapter, some suggestions have been given to future researchers.

Notes and references relating to various chapters have been given at the end of each. The text is followed by the bibliography and copies of the tools used in the study have been given in appendices.

The ultimate purpose of a piece of work of this type, obviously, is to ensure better teaching. The investigator hopes that the present study will contribute to a better understanding of the present position of teaching English in the high schools situated in the

East Khasi Hills district of Meghalaya and that the suggestions offered by the investigator will be taken care of by all concerned.

Ranadhir Bhattacharjee.

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## C H A P T E R 1

### INTRODUCTION

#### 1.1 A Profile of East Khasi Hills district :

When Meghalaya was a substate within the state of Assam in 1971, it had two districts, namely, United Khasi and Jaintia Hills district and Garo Hills district. With the attainment of fullfledged statehood in 1972, Jaintia Hills was upgraded to a separate district. Again, in October, 1976, Khasi Hills was divided into two districts, East Khasi Hills district with its headquarters at Shillong and West Khasi Hills district with its headquarters at Nongstoin. In the same year, Garo Hills was also divided into two districts, East Garo Hills district with its headquarters at William Nagar and West Garo Hills district with its headquarters at Tura.<sup>1</sup>

East Khasi Hills district comprises an area of 5196 square kilometres and population<sup>2</sup> of 5,06,687 with the density of population of 98 per square kilometre. Among all the five districts of the state, East Khasi hills district is most~~ly~~ densely populated. The district is bounded by Jaintia Hills in the east, West Khasi Hills in the west, the state of Assam in the north and Bangladesh in the south.

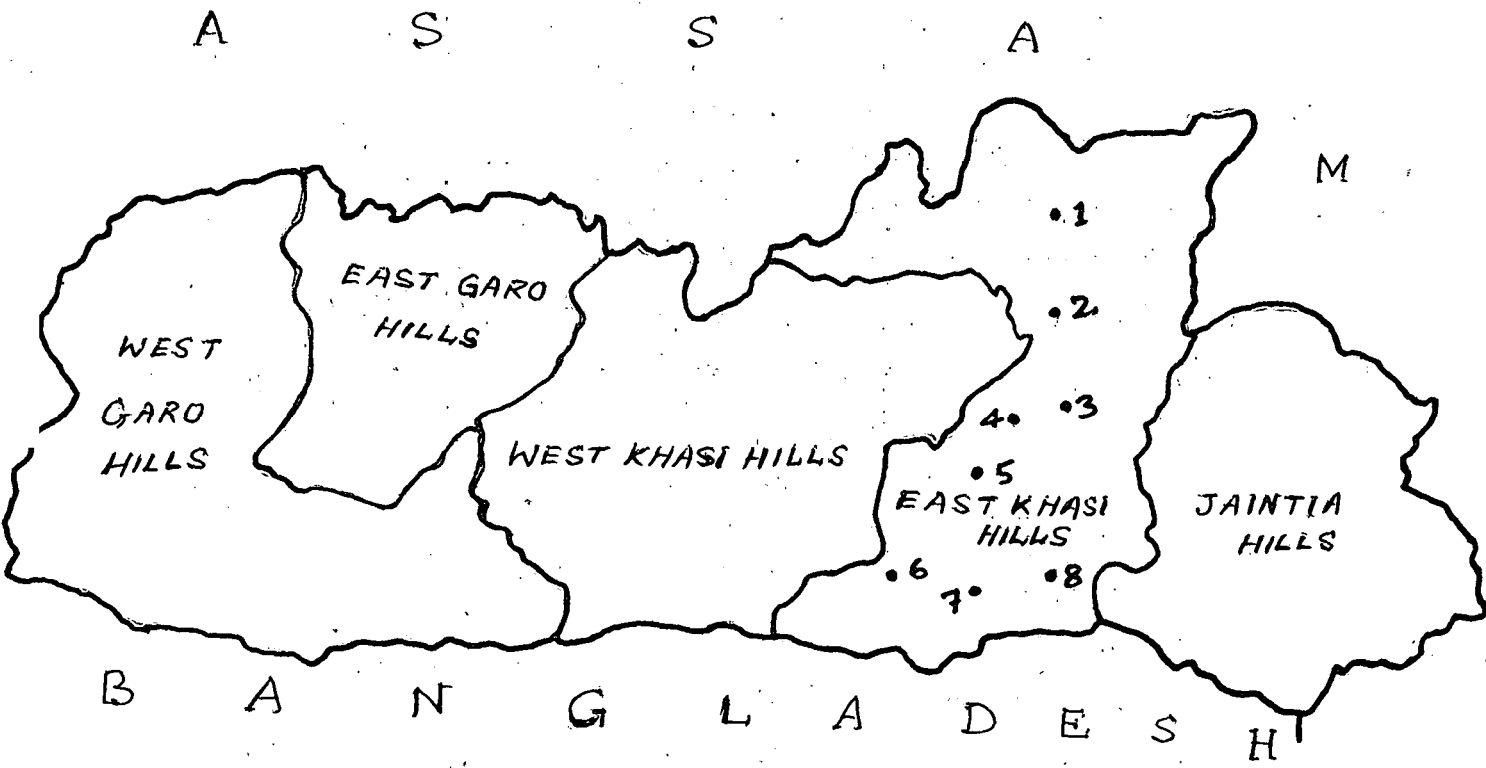
Shillong which is the headquarters of the district is also the capital of the state of Meghalaya. It was the capital of the composite state of Assam prior to the birth of Meghalaya as a separate state. Shillong urban agglomeration

consists of the Shillong municipality and the adjoining five towns<sup>3</sup>, viz., Shillong Cantonment, Mawlai, Nongthymmai, Madan Rting and Pynthorumkhrah. According to 1981 Census Report, Shillong Municipality in its own right, now, qualifies to be treated as a city<sup>4</sup> having a population of 1,07,673. Since Shillong municipality is a part of Shillong Urban agglomeration, the entire Shillong Urban agglomeration, with a population of 1,73,064 has been treated as a class I city.<sup>5</sup> Cherrapunjee with a population of 6104 is also an urban town of the district. The rural areas of the district consist of nine C.D. blocks<sup>6</sup>, viz., Nongpoh, Bhoi area, Mawryngkneng, Myllem, Mawphlang, Pynursula, Shella Bholaganj, Mawsynram, and Mawkynrew.

#### 1.1.1 A Profile of High School education of East Khasi Hills :

Among all the districts of Meghalaya, East Khasi Hills district possesses the largest number of high schools and about 50% of the high schools of the state<sup>7</sup> are situated in the urban and semi urban areas of the East Khasi Hills. In the rural areas of the district, schools are either Primary or Middle schools and in fact, there is a dearth of high schools in the rural areas of the state as a whole. Again, about 80% of the high schools of the district<sup>8</sup> are situated in the urban areas of and semi urban areas around the Shillong city. The reasons are : (i) historical position of Shillong as the

MAP OF MEGHALAYA.



1. Nongpoh, 2. Umshing, 3. Shillong,
4. Upper Shillong, 5. Mawphlang,
6. Mawsynram, 7. Cherrapunjee, 8. Pynursla.

capital of the composite state of Assam before and after independence, (ii) existence of small villages that shift periodically and (iii) terrain of the land as well as extreme backwardness of interior areas which hinder expansion of education in rural areas.<sup>9</sup> Compared to other towns and cities of the country, Shillong is a small geographical area. But it has four times more educational institutions per square kilometre than any other town in India. In about 40 to 45 minutes, one can reach one end of Shillong from the other end by bus. But in the course of this short period of time one would come across a large number of educational institutions scattered throughout the city.

At the secondary level, in the district vis-a-vis the state of Meghalaya, two types of courses are offered : (i) ICSE course in the three English schools, viz., Loreto Convent, St. Edmund's School and Pine Mount School, all of which are situated in Shillong, and (ii) HSLC course in the high schools under Meghalaya Board of School Education, spread over the urban and semi urban areas of the district. The English schools like Loreto, St. Edmund's, St. Mary's and St. Anthony's have students belonging to different linguistic communities of India and are run by Christian missionaries. Shillong's reputation outside as an educational centre is due, mainly, to these schools.

As regards schools offering HSIC course, there are Assamese, Bengali, Hindi, Khasi, Nepali, Mizo and English schools. Children of lower middle and lower class families generally go to their respective language medium schools, which may, otherwise, be called 'community schools'.<sup>10</sup>

Assamese, Bengali and Hindi Schools use Assamese, Bengali and Hindi respectively as medium of instructions and examinations throughout the school stage. In other schools vernacular language is used as medium instructions and examinations upto middle school, i.e. upto class VI and these schools switch over to English as medium of instruction and examination at the high school stage, i.e., from class VII. Students from these bilingual schools use English as the medium at the HSIC examination. In the case of the English schools following HSIC course, English is the medium throughout the school stage.

In addition to the two Govt. High schools, one for boys and the other for girls, there are high schools under deficit grants-in-aid system as well as high schools under adhoc grants-in-aid system and private schools in the district. As observed by the Meghalaya Education Commission (1977)<sup>11</sup>, middle school sections attached to most of the adhoc high schools are under Govt.'s deficit system of grants-in-aid

and high school classes in these schools have been started without prior permission from the authorities. In the absence of specific rules and norms, these schools go ahead first and then seek permission later. On the other hand, the schools which have already received permission or recognition for sometime past are still not in a position to attain improvement, some of the reasons of which are shortage of staff, poor salary, shabby buildings and equipments.

Consequent on outflow of non-tribal population from Shillong after the shifting of Assam capital to Dispur and Arunachal Pradesh offices to Itanagar, enrolment position in some of the language medium schools of Shillong has been adversely affected.<sup>12</sup> Names of Lady Keane Girls' High School, Shillong Vidyalaya and Laithumkhras Assamese Girls' High School may be mentioned in this connection. Lady Keane Girls' High School has introduced an English section in addition to the existing language section. On the other hand, an increase in the tribal student population in the combined Khasi-English schools and English Schools of Greater Shillong is noticeable. The Govt. Girls' High School, Shillong, which was using Assamese and Bengali as media instructions, has now introduced English as the medium of instructions and examinations for classes VII to X.

### 1.1.2 Position of English in high schools of East Khasi Hills :

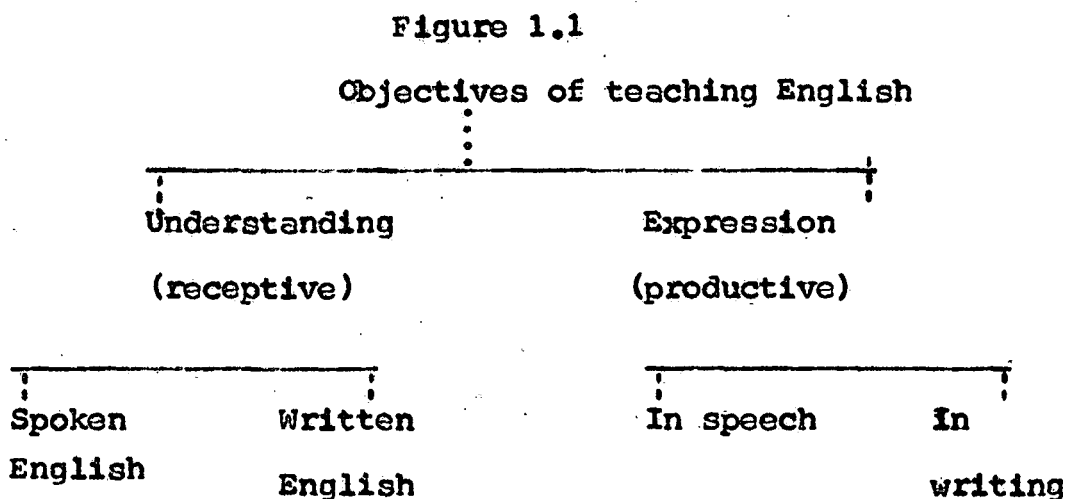
The language medium schools, viz., Assamese, Bengali and Hindi medium schools, are holding a subsidiary position in the system of high school education of the district. Number of such schools is relatively small and there is no such school, in the district, outside the urban areas of and semi urban areas around Greater Shillong. Majority of the high schools of the district fall within the categories of Khasi and English schools. English is the official language of the state of Meghalaya. Khasi, the language of the local tribal people is not used as medium of HSLC examination and there is no opposition to the use of English as medium of instruction in this part of the country.

English, therefore, occupies an important position in the life and education of the tribal people of East Khasi Hills vis-a-vis Meghalaya. The Meghalaya Education Commission has rightly pointed out that a standard of teaching English in the high schools of Meghalaya should be improved.

### 1.1.3 Objectives of teaching English in high Schools :

The emphasis given in the study of highly literary and difficult prose, poetry and drama in the past has now, after independence, given place for the students in Indian

schools to the acquisition of the skills of the language. Development of practical command of the English language, which is the ultimate aim of teaching English in Indian schools, can be ensured by the English teachers through realisation of the four-fold specific objectives of teaching English, as shown in figure 1.1 below<sup>13</sup>:



The four-fold objectives have been recommended in the case of teaching English in the high schools under the Meghalaya Board of School Education. In other words, students in the high schools under Meghalaya Board of School Education, irrespective of the medium of instruction used in the schools, have to acquire a practical command or working knowledge of English through the mastery of the four basic skills of Understanding, Speaking, Reading and Writing. The present

revised English textbooks prescribed by the Meghalaya Board of School Education for high schools under it, are in keeping with the latest approach to the teaching of English in Indian high schools.

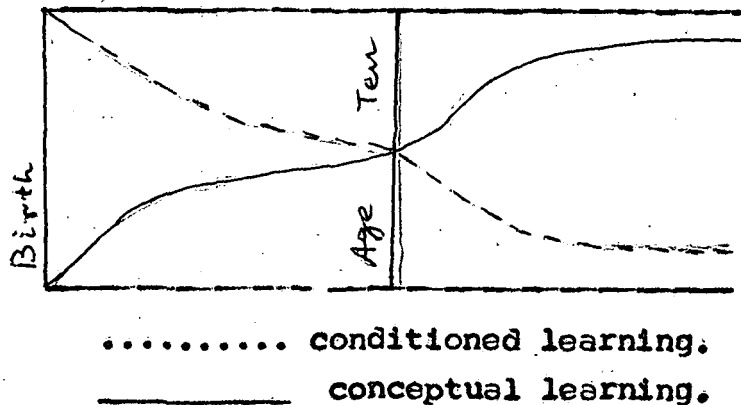
#### 1.1.4 Appropriate stage for beginning to teach English and situation in East Khasi Hills High Schools :

The question as to what is the best stage for beginning to learn a second language has been studied by neurologists, psychologists and linguists and it has been observed that study of a second language should begin as early as possible. Penfield<sup>14</sup>, the world-famous neuro-surgeon of Canada, who conducted researches into human brain, claimed that to start learning a second language after puberty is difficult, because it is 'unphysiological'.<sup>15</sup> The British psychologist, Tomb<sup>16</sup> observed that children placed in multilingual environment show remarkable ability to pick up all the languages they are exposed to. The Specialist meeting at the UNESCO Institute for Education, Hamburg (1962)<sup>17</sup>, concluded that childhood is the best period for learning a new language. In a statement submitted to the Modern Language Association of America in connection with a conference on the age for beginning to learn a second language, Gessel and Ilg<sup>18</sup> said that a child, with favourable motivation, is emotionally emanable to a second and even a third language. Emile de Saussure called the period before

puberty as 'bilingual'.<sup>19</sup> On the basis of available studies Anderson, according to whom the period of childhood is 'multilingual',<sup>20</sup> concluded that the linguistic achievement of the child is the result of conditioned and conceptual learning, that in the early childhood conditioned, i.e., unconscious learning prevails, while conceptual learning is still at a low ebb and that while gradually the conditioned learning capacity declines the reliance on conceptual learning increases. Figure 1.2 makes the point clear.<sup>21</sup>

Figure 1.2

Linguistic achievement of the child



In India, Mennon and Patel<sup>22</sup>, after discussing various research evidences, suggested that when the child goes to the middle school at the age of 10 or 11, he should begin the study of English. They further pointed out that

the success of six year course beginning in the second standard of the middle school, can be achieved if it is preceeded by one year's oral work in the first standard of middle school aiming at the development of the skills of understanding and speech.

Study of English becomes compulsory from the first standard of the middle school or class IV, in all the categories of schools under the Meghalaya Board of School Education and students in these schools continue to study it as a compulsory subject till the end of the high school stage.<sup>23</sup> Students in the English schools, here., however, are exposed to English language before reaching class IV and for that matter, much earlier than the students in the Assamese, Bengali, Hindi, Khasi and Nepali Schools. But the age at which the students in those non-English medium schools and bilingual schools ( Khasi schools, Nepali schools, etc.) starts learning English, falls within the age limits prescribed by the language experts. They study English for a period of seven years and this duration is in keeping with what has been prescribed for effective teaching and learning of a second language.

## 1.2 Significance of the present study :

Against the background of what have been discussed in the foregoing pages and as a result of the present investigator's own experience, the need for an investigation into the teaching of English in the high schools of East Khasi Hills district was felt. The present investigator, in course of supervision of B.Ed practice teaching in the schools of the district, over the years, observed an unhappy state of affairs in the teaching of English in the high schools of the district. He observed that the teachers of English were not taking care of the four fold objectives of teaching English in high schools, that use of practice in the skills of listening and speaking by the students was ignored by the teachers and the other two skills, namely, reading and writing, were used very casually.

The English teachers were found not abreast of the latest development in the field of English teaching methodology and that they used traditional method of teaching English through word-for-word translation into mother tongue. Explanation in the mother tongue seemed to occupy prominent place in the scheme of English teaching. Students' comprehension was not ensured by putting questions and encouraging students to give answers in English. The teachers

were not habituated in the use of aid materials in teaching English, use of situation in drilling of words and structures. It appeared that the teachers were treating English as a knowledge subject, since their approach to teaching of English was not different from that of teaching knowledge subject like History and Geography. Moreover, it was revealed in the report of the Meghalaya Education Commission (1977)<sup>24</sup> that English was one of the three subjects in which the local high school students cut sorry figure in the HSIC examination.

Some of the reasons for this state of affairs, in the opinion of the present investigator, were as follows :

- (i) Backlog of untrained teachers : In contrast to the position in Punjab, Himachal Pradesh, Kerala, etc, Meghalaya has a backlog of untrained teachers. Inservice training for teachers of English were not properly organised throughout the state. Lack of training facilities and absence of attempts to familiarise the English teachers with the latest methods and techniques of teaching contributed to the failure in teaching English. Handling of the present revised English readers

used in the high schools also needed training and expertise on the part of the English teachers.

- ii) Lack of library facilities : The high schools were not equipped with books on English teaching methodology to keep the English teachers abreast of the development in English teaching.
- iii) Lack of aid materials : The high schools of the district were not in possession of modern aids for teaching of English and the teachers were not keen in using improvised aid materials.
- iv) Feeling of insecurity : Teachers in the adhóc and private schools were in receipt of poor pay and since those schools were understaffed, the teachers in those schools were overworked. This produced a sense of frustration and feeling of insecurity among the teachers of schools in the private sector. Consequently, a large majority of teachers of such schools were always in the look out for more paying jobs elsewhere. This type of half-heartedness on the part of teachers affect the quality of teaching and a majority of

teachers in these schools were indifferent towards effectiveness or otherwise of their teaching of any subject.

- (v) Absence of qualified teachers at the foundation stage : Generally undergraduates and untrained teachers taught English at the middle school stage and more qualified and trained teachers were given higher classes for teaching English. As a result of this practice, teachers in the high school classes had to face students having no firm foundation in English. Cramming from cheap books for passing the HSIC examination, rather than students' mastery of the language, was, therefore, encouraged by the teachers of English in the the high school classes.

In view of the unhappy state of affairs in the teaching of English in the high schools of East Khasi Hills district as well as the impact of English language in the education of the students of this hill region, the study undertaken by the present investigator was significant.

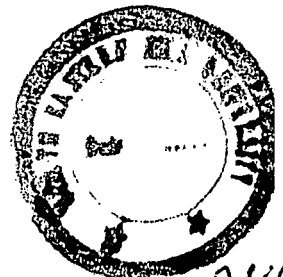
The present investigator decided to study, among other things, practices followed by English teachers in respect of various aspects of teaching English, identify the present status of teaching English in the high schools of East Khasi Hills district and try out the effectiveness of a training strategy for improvement. Thus the present study had specific utility for educational practices.

### 1.3 Statement of the Problem :

The problem selected for the present study was as follows :

AN INVESTIGATION INTO THE TEACHING OF ENGLISH IN THE HIGH SCHOOLS OF EAST KHASI HILLS DISTRICT OF MEGHALAYA.

The term 'high schools' stood for those schools of the East Khasi Hills district which followed HSLC courses prescribed by the Meghalaya Board of School Education. These schools included government schools, deficit and non-deficit schools, English medium, non-English medium and bilingual schools.



#### 1.4 Objectives of the present study :

The specific objectives of the present study were as follows :

- (a) To study background characteristics of the the teachers of English of East Khasi Hills High schools, their views and opinions as well as practices followed by them in respect of the various aspects of teaching English.
- (b) To identify the present status of teaching English through observation of teachers' performance in classroom situation.
- (c) To study strengths and weaknesses in the teaching of English.
- (d) To try out the effectiveness of training in selected skills under microteaching strategy for improving teaching competence of the teachers of English.
- (e) To suggest measures for improving teaching of English in the high schools of the district.

### 1.5 Delimitations of the present study :

One limitation of the present study was that it concentrated on process variables, which pertain to the interaction between the teachers of English and the pupils. It did not attempt to establish a link between process variables and product variables, which deal with the extent of achievement of pupils on various dimensions like achievement in knowledge, gain in skills, change in attitude, etc., occurring as a result of the process in the classroom.

Another limitation of the present study to be mentioned here was about the validation of the tools developed and used by the present investigator. The present investigator ensured only content validity of the tools by collecting opinions of selected judges.

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easily and effectively learn them. There are four separate areas of the human cerebral cortex devoted to vocalization. There is an age when the child has a remarkable capacity to utilize these areas for the learning of a language, a time when several languages can be learned simultaneously as easily as one language. Later with the appearance of capacity for reason and abstract thinking, this early ability is largely lost.

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The meeting which was held from the 9th to the 14th April, 1962 was attended by twenty participants including nationals from Belgium, the Federal Republic of Germany, France, India, Ireland, Israel, Italy, Morocco, U.K., U.S.A., and U.S.S.R. They represented such diverse disciplines

as language teaching, linguistics, primary education, Educational Psychology, Neuro-physiology and comparative education.

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## C H A P T E R 2

### REVIEW OF RELATED LITERATURE

#### 2.1. Review of the methods of teaching English :

Before making a review of earlier studies related to the present problem, the investigator decided to make a brief review of the various methods of teaching English as a second language adopted from time to time. This was considered necessary for identifying the latest trend in the teaching of English as well as for giving a theoretical orientation to the empirical study undertaken by the present investigator.

##### 2.1.1 Translation Method :

Translation Method began to be used in Indian schools as soon as English was introduced in the country, as it was in vogue in England at that time for teaching Latin and Greek<sup>1</sup>. According to this method, English is taught by making word-for-word translation of English into mother tongue and by working through its grammar. But this method failed to give Indian students an active command of the language. Because of difference of culture<sup>2</sup> and because of the difference between the structures of English and that of an Indian language<sup>3</sup> exact translation is not possible. Demonstrations, gestures, illustrations were found easier

and quicker means<sup>4</sup> than translation. Students' practice in speech<sup>5</sup> is not taken care of by the method. Grammar is detrimental to the interest of young learners<sup>6</sup> and intervention of mother tongue blocks expression in English.<sup>7</sup> Translation as a method of teaching English has, therefore, been condemned.

### 2.1.2 Direct Method :

Direct Method was adopted in India in the early part of the 20th century.<sup>8</sup> It came as a reaction against the translation method. This method was originated<sup>9</sup> when Jespersen of Denmark, Lundell of Sweden and Western of Norway put their heads together, to find out a suitable method of teaching a foreign language, in the philological Congress of Stockholm in 1886. Webster's New International Dictionary describes the method as ' a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself without the use of the pupils' language, without translation and without the study of formal grammar. The first words are taught by pointing to objects of pictures, or, by performing actions'.<sup>10</sup> The main principles of this method are : (i) Oral teaching at the beginning, (ii) inhibition of mother tongue, (iii) sentence as the unit of speech, (iv) inductive teaching of grammar and (v) limited vocabulary.

This method also did not work well in India<sup>11</sup>, because (i) a vast majority of teachers were not trained in the method, (ii) teachers were interested in teaching through the translation method for which they were not required to put in much labour, (iii) teaching through Direct method required fluency of speech with correct pronunciation on the part of the teacher, (iv) suitable textbooks were not available. It was, however, realised that Direct Method would be successful in giving to the pupils a command of the language, if the language materials were properly selected and graded, if priorities in objectives of teaching English were fixed and if teachers were trained in phonetics<sup>12</sup>.

### 2.1.3 West's New Method :

West, who studied the problem of teaching English in India from the point of view of the bilingual needs of Indian children, developed a booklet entitled 'Learning to Read a Foreign Language',<sup>13</sup> in which he pointed out that approach to the teaching of English should be done through students' practice in reading only. His new method was based on the principle of priority of reading, separate provision for Readers with controlled vocabulary and a judicious use of the mother tongue. According to him, purposeful silent reading and not oral reading<sup>14</sup> should be

the objective of Indian children learning English. He brought out a series of special readers with controlled vocabulary for Indian students.

His method also was an incomplete method, because it ignored the fact that one learns a language by first speaking it.

#### 2.1.4 The New approach :

The experience gathered over many years in Africa, India, Burma, Malaya, Japan and China indicated<sup>15</sup> that a new approach to the teaching of English was necessary in the Afro-Asian countries. The new approach<sup>16</sup>, otherwise known as the Structural Approach, consists of selecting and grading the structures of the language. This structural approach was the outcome of extensive research<sup>17</sup> carried out at the university of London Institute of Education by the British Council language experts and at the universities of USA, such as, Michigan, Cornell and George town. The researches in the UK stemmed from the works of Faucett, Palmer, West and others and that in the USA from the investigations of linguists into the true nature of language.

Advocates of the structural approach put emphasis on pupils' learning 'essential English'<sup>18</sup> at the school stage. Research workers, after careful investigations, found that there are about 275 basic structures<sup>19</sup> which constitute 'essential English' to be mastered during the first four years. The committee set up by the All India Council for Secondary Education<sup>20</sup> pointed out that a minimum of 250 basic structures and 2500 words, if learnt and assimilated in the first three years of the secondary stage, would give the pupils a practical command of the language. The Directorate of Extension Programmes for Secondary Education, New Delhi published<sup>21</sup> a list of 250 structures to be taught in the first three years and a list of 3300 words for a six-year course in English. While all the states of India now have text books written according to the Structural approach, Madras (Tamil Nadu) was the first state<sup>22</sup> to adopt structural syllabus so early as in 1952.

The structural approach, which is an offshoot of the direct method<sup>23</sup>, modified the direct method by presenting a list of well graded basic English structures to be taught at schools. While the direct method banned the use of mother tongue, the structural approach would allow the

use of mother tongue at the initial stages of the school course for the purpose of explaining a situation, where certain sentences are to be practised, or giving certain instructions. This modified form of the direct method should be used for teaching of the structures. Other techniques and approaches to be used, side by side, are oral approach, drill method and situational teaching.

Another method should be mentioned in connection with the new approach is Bilingual Method, which was evolved by Dodson(1962)<sup>25</sup> as a result of an experiment conducted on his own students. According to this method, mother tongue can be used in teaching a foreign language. The method is based on the similarities and the differences existing between the two languages. The use of mother tongue and that too for explaining difficult words and sentences, is restricted to the teachers only. This method, however, has not yet been adopted for teaching English in Indian schools and it requires more trials and experimentations, so that the method does not degenerate into the old translation method in the hands of the teachers of English.

## 2.2 Review of earlier studies related to teaching of English :

Related studies in the area of teaching of English carried out outside India and in India are discussed below.

### 2.2.1 Studies abroad :

Many of the problems of teaching English as a second language were recognised in the following studies<sup>26</sup> published during the period 1920 to 1940.

(a) Palmer<sup>27</sup>, who worked in Japan, developed his Oral Approach to the teaching of English as a second language. He selected useful words to be taught by means of empirical methods and began application of the linguists' principles of analogical creation to the teaching of English and to show concern for the scientific selection of the elements of sound and grammatical usage.

(b) West<sup>28</sup>, after conducting experiments in the methodology of reading, formulated criteria for selection of words as well as for the introduction of each in a context of familiar words. By using these criteria, he developed a reading vocabulary. He grouped words under two main classes : (i) form words, i.e., words which make up the

form of the language, and (ii) content words consisting mainly of nouns. He, by a process of elimination, arrived at a minimum speaking vocabulary of 1158 words. Through the publication of a General Service List of English words, he contributed to the present day approach to the teaching of English as a second language. Because, selection and gradation of linguistic materials to be taught received the main emphasis in the present day structural approach to the teaching of English.

(c) Ogden<sup>29</sup> first formulated the philosophy underlying the selection of words as a rational introduction to normal English for those whose natural language is not English. He emphasised the selection of words which are useful in greatest number of situations and which render the greatest functional yield. He was able, after about ten years' intensive research<sup>30</sup> in the field of semantics, to produce the famous language system called Basic English, consisting of a selection of 850 English words, which, together with the minimum of rules for their use, can do the work of some 20,000 words of full English without doing harm to the structure of the English language. He also separated from the list 100 words which have a wide range of meaning and which are the most frequently recurring

words. He classified<sup>31</sup> the 850 words under three categories:  
 (i) Things - 600 words, (ii) Qualities - 150 words, and  
 (iii) Structure words or Operations - 100 words.

(d) Fries<sup>32</sup> in the English Language Institute at the university of Michigan, applied the technique of descriptive linguistics to the teaching of English to foreign students, who wished to obtain a working knowledge of English, for study or travel in USA. In so doing, he contributed to the selection of the elements of vocabulary, sound and structure that are essential to learning English as a second language. Another feature of his work is the comparative, descriptive analysis of English and the vernaculars of the foreign students enrolled at the institute. In this way, he was able to isolate the specific linguistic difficulties of each foreign-language-group students for intensive study.

Fries realised that teaching of English as a second language should be planned on the basis of the assumptions:

- (i) that a language is best learnt by first learning the essential features of the sound system and the structural systems.
- (ii) that reading and writing skills are acquired

- most economically through the use of the oral-aural approach in the initial stage;
- (iii) that the vocabulary be a limited one, centring round the activities of everyday life and enough for manipulating the basic items of sound and structure; and
- (iv) that the essential features of sound and structure be presented systematically in special materials prepared for different foreign language backgrounds.

As a result of his work, Fries ultimately made a linguistic analysis of recorded conversations totalling more than 250,000 words, which represent 50 hours of diverse conversations by about 300 different speakers. This introductory analysis of the structure of oral English as used in the United States serves as a basis for the selection of language patterns for instruction in oral English.

### 2.2.2 Studies in India :

(a) George (1966)<sup>33</sup> studied the scope and effectiveness of audio-visual instruction in improving English teaching in Kerala state in the first three years of school course. The study was undertaken to find out : (i) the availability of audio-visual aids in schools, (ii) the attitude of teachers towards the use of audio-visual aids, and (iii) whether the teaching of English with audio-visual aids is more effective than the usual way of teaching. The data were collected by observing thirty lessons, by administering a questionnaire to 200 teachers from 200 different schools selected at random and by conducting an experiment in actual classroom situation.

The important findings were : (i) the teachers teaching English in grades fifth, sixth and seventh generally used the translation method; (ii) the oral work was neglected in all the three grades; (iii) the teachers' pronunciation was incorrect and they did not pay much heed to the pupils' pronunciation; (iv) children did not get individual attention due to overcrowding in the classroom; (v) the type of seating arrangement was neither healthy nor conducive to language learning; (vi) aids like

tape recorders, projectors and flannel boards were not available, and aids available in schools were not properly used; (vii) reasons for teachers' not using aids were heavy cost, heavy syllabus, insufficient number of material aids, and lack of skill and special training; (viii) the percentage of specially trained teachers in audio-visual instruction was 6.06 only; and (ix) the achievement of pupils taught by the use of audio-visual aids <sup>was</sup> greater than those taught by the usual method and the use of audio-visual aids did not require more time than what was required for ordinary teaching.

(b) Rangachar and Kulkarni (1967)<sup>34</sup> investigated into the provision of teaching facilities for English at class V level in Mysore state. The aim of the investigation was to find out the prevailing facilities for teaching of English with a view to diagnosing its deteriorating standards. The types of facilities probed into were :

(i) the equipment of the teachers of English language, (ii) the methods they know and follow; (iii) the aids they had, and (iv) extent of the students' knowledge of English.

150 representative schools situated in different districts of the Mysore (Karnataka) state were selected and data were collected by actual observation of classes, administering

questionnaires, holding discussions and administering the language ability test to the students of standard VI.

The findings revealed that only a few students had picked up the elements of English. Most of them did not know the alphabets fully. A vast majority of them did not know spellings of simple words, could not answer simple questions or read words like 'cap', 'call', 'father', etc. Their ignorance in each of the language skills was uniform. English was taught as knowledge subject like History and Geography, and most of the teachers were not clear about the objectives of teaching English. Majority of teachers were unaware of the good 'methods' of teaching English and they followed the translation-grammar method sometimes even without the knowledge of its principles.

(c) Murthy (1968)<sup>35</sup> made a comparative study of the direct method and the bilingual method of teaching English. The main purpose of the study was to compare, under experimental condition, the effectiveness of the bilingual method and the direct method in teaching English to Telugu s-speaking pupils. The experiment was conducted on the fourth standard students in a government high

school, Hyderabad, typically representative of an average school in the state. The control group was taught by the direct method and the experimental group by the bilingual method. On completion of teaching for 103 days, a final test was given to assess the achievement of the pupils.

The findings revealed that : (i) the bilingual method is more effective than the direct method in developing the pupils' ability in oral reading, oral comprehension and expression; (ii) the bilingual method gives greater frequency of contacts with English per pupil, per lesson; and (iii) in the case of the bilingual method, spending of time on preparation of lesson plans by the teachers is less.

(d) Shukla (1968)<sup>36</sup> studied the problems of translation and the implication of its use as a teaching device with special reference to Hindi speakers. The aims of the study were to examine (i) the problems involved in the process of translation and (ii) the implication of its use as a teaching device. The study was made with reference to English-Hindi translation.

The major findings of the study were (i) the translation device can be used as aid to create meaningful contexts; (ii) it is not a complete method of teaching a second language; (iii) this device cannot be adequate in teaching items which do not have their equivalents in the pupils' first language; and (iv) this device should not exclude other devices used in presenting language items whenever necessary.

(e) Mishra (1969)<sup>37</sup> included English also in his study of the problems and difficulties of Hindi and Sanskrit language teaching. The study aimed at (i) illustrating the importance of language in all round development of child's personality; (ii) finding out the reasons for deterioration of the standard of English among the students at higher secondary stage; (iii) knowing the practical problems and difficulties of English teachers in their daily language teaching; (iv) giving various constructive and practical suggestions for improving the standard of language among the students. A questionnaire containing twenty-nine different common parts of English, Hindi and Sanskrit language teaching was developed. It was sent to 1000 Hindi, English and Sanskrit language

teachers of higher secondary schools of Madhya Pradesh .  
Data were also collected through interviews, observation  
and a survey of literature of English, Hindi and Sanskrit  
language teaching.

Main findings of the study were : (i) that 90%  
teachers experienced the difficulty of explanation of prose  
teaching and more than 75% teachers used translation  
method; (ii) that 40% of the teachers did not give practice  
of loud reading and less than 50% of the teachers asked the  
students to memorise certain good pieces of prose and poetry;  
(iii) very few teachers gave practice of correct pronunciation;  
(iv) 75% teachers recommended oral and writing practice to  
improve upon correct spelling; (v) majority of the teachers  
did not find time for correction of translation work due  
to heavy workload; (vi) that majority of the teachers used  
the method of dictation for giving notes as well as for  
essay teaching; (vii) that although majority of the teachers  
considered inductive method of grammar teaching more  
suitable in language teaching , 80% teachers used deductive  
method; (viii) that cent percent teachers opined that the  
courses of all languages were too vast to finish in time  
before the commencement of the examinations, while 95% of  
them pointed out that the lessons in the text books were  
above the mental level of the students; (ix) 95% of the

teachers accepted the language examination to be essential.

(f) Nagarajan (1970)<sup>38</sup> made a comparative study of the bilingual method and the direct method in Hindi medium school. The experiment was conducted on class VI of a Hindi medium school in Hyderabad. The control group and the experimental group were taught, by the direct method and the bilingual method respectively, for a period of five months and both the groups were tested periodically. As a result of the study, the bilingual method was found superior to the direct method. Because, it is simpler from the point of view of the learner as well as the teacher, it ensures fluency and accuracy in speech, it increases the rate and amount of classroom learning, it promotes inter communication between the pupil and the teacher, it is most effective even in school where equipment is meagre, and it combines the best elements of the direct method as well as of the other methods.

(g) Rajagopalan (1972)<sup>39</sup> made a critical study of the English curriculum at the primary and secondary stages of education in the state of Tamil Nadu. The main purpose of the study was to examine and identify inadequacies in respect of objectives of teaching English, present English

syllabus, textbooks used, audio-visual aids available, methods of instructions followed, organisation of English curriculum and the administrative barriers in implementing it, the evaluation procedures utilised; and to suggest remedial measures in all respects. The investigator used the normative survey method and 100 secondary and 104 primary and upper primary schools were involved in the study. The sample was randomly selected at all the three stages and the data were analysed by appropriate statistical techniques.

The findings of the study revealed that nearly 29.3 percent English teachers were untrained; majority of teachers and supervisors were yet out of the pail of inservice training; majority of the teachers, supervisors and parents supported English to be compulsory at school stage; use of translation method, poor knowledge of English on the part of English teachers caused the fall in standard of learning English; inadequate syllabus, unsuitable textbooks and very poor methods of instruction were some of the most potential factors in deteriorating the learning situation.

Appointment of subject Inspectors for English,

offering two courses in the subject : one ordinary and the other advanced, identifying proper objectives of teaching English, use of structural method of instruction and use of suitable audio-visual aids, proper training of teachers and scientific evaluation of pupils' performance in the subject with more stress on internal assessment and less on public examination were the major remedial measures suggested.

(h) Borua (1972)<sup>40</sup> tried out the efficacy of the traditional method of and the structural approach to the teaching of English in the four language skills. The main purpose of the study was to test the efficacy of the two methods : the translation method and the structural approach. The other objectives were to develop in pupils the four language skills, viz., to understand English when spoken, to speak English, to read English and to write English. The study was conducted in Nazira Higher Secondary and Multipurpose School in Assam and the students of class IV of the school were involved in the study. The total of 88 students of class IV were divided into two groups, i.e., section A and section B, as per results of the admission test for class IV. The investigator

took care to see that the two groups contained equal number, as far as possible, of bright, average and below average pupils. Section A was called the experimental group with 45 students and section B was termed as the control group which had 43 pupils. The investigator took up the experimental group to teach, while another English teacher was put in charge of the control group. The project was carried out throughout the session of one year and the working days were divided into three terms : 1st term - from January to June, 2nd term - from July to September, and 3rd term - from October to December. While teaching the experimental group through the structural approach, the investigator tried to develop in pupils all the four language skills. In the control group, the translation method was applied throughout the year.

Results of monthly, terminal and annual examinations were analysed statistically in respect of both the groups of students. It was found that the mean scores of the experimental group were higher than those of the control group. It was, therefore, concluded that the structural approach to the teaching of English is superior to the traditional or translation method.

(1) Vora (1973)<sup>41</sup> made a critical study of the present position of teaching English in the secondary schools of Gujrat State. The study aimed at providing a broad picture of the various dimensions pertaining to the teaching of English as a second language in Gujrat. The sample consisted of a group of 618 teachers from standards VIII to XI of secondary schools, selected randomly. For the purpose of personal interviews, secondary schools and teacher colleges were selected randomly. From amongst the course planners and textbook writers, six of the framers' category and four of the writers' category were interviewed on the basis of the items of the questionnaire. Three tools were prepared to evaluate the syllabus in English for standards VIII, IX and X and textbooks prescribed by the state Govt. The tools administered were : tool of inquiry in question form, the spot check syllabus evaluation scale, and the spot check textbook evaluation scale. The data were collected pertaining to training of teachers in English, syllabus committee, framing of the textbooks, handbook for the teachers, instructional material, use of structural approach in teaching English and composition work by using the above tools and interviewing the school principals, course framers and textbook writers.

Following were the major findings of the study.

(i) In respect of training, only 30% of the teachers had their training in English and the rest had their training in subjects other than English. (ii) The syllabus revised in 1962 by the committee, appointed by the Board, was found to be unscientific. (iii) While framing the textbooks, the sociological factor of the particular age group did not seem to be taken into consideration. (iv) Teachers in Gujrat were provided with a handbook for the textbook to be used in the classroom. (v) Teachers had no choice of the instructional material, as the only material available in the market were some workbooks and copybooks. (vi) 40% of the teachers had favoured Structural Approach to teach English. (vii) Composition work was the weakest link in the teaching programme which was not associated with the textbooks.

(j) Rajagopalan (1975)<sup>42</sup> studied the relationships of certain environmental factors to teaching success in English at the school stage. The objectives of the study were : to devise and use a means of identifying the successful, average and poor teachers of English at the school stage; to find the relationship between success in teaching English and the variables of sex, age, size of the

family, experience and job satisfaction; to identify factors with which the teachers were satisfied or dissatisfied; and to develop the multiple regression equation for the prediction of teaching success, and to analyse the specific nature of teaching success. The sample included 225 teachers, 20 headmasters and 20 first assistants belonging to twenty schools. Tools employed for the study were a teacher situation inventory, a rating scale, a peer rating scale and an overall rating scale administered to the headmasters.

Major findings of the study were that the teachers were, on the whole, only mildly satisfied with their environment; that the teachers were satisfied with the headmaster and the school organisation; that the teachers were most dissatisfied with the local community and the students; that married teachers were more satisfied with their environment than the unmarried teachers; and that teacher's experience in teaching English determined his success, i.e., the more a teacher was experienced the more successful he was.

(k) Saraf (1975)<sup>43</sup> made a critical study of training and preparation of teachers of English as a second

language in Maharashtra. The major objectives of the study were (i) to review the changes in the teaching of English in schools and corresponding changes in the preparation of English teachers in the last twenty five years; (ii) to make a detailed study of the programme of teaching of English in the B.Ed course in Maharashtra with reference to aims, courses, methods, and materials; and (iii) to study the facilities for in-service training of teachers of English and assess their effectiveness. It was hypothesised that the programme of preparation of teachers of English in Maharashtra would be inadequate and not effective.

The study was conducted on 1000 teachers selected from fifty colleges of education in Maharashtra, on the basis of schools of rural versus urban background, government versus non-government management, single sex versus coeducational type and having majority trained versus majority untrained teachers. Care was also taken to see that every district and educational division was proportionately represented in the sample. All the teacher-educators in charge of teaching English were also included in the sample. The data were collected through several tools. Two different questionnaires were used for

the colleges of education and one for teachers of English. These were supplemented by interviews, observation of teaching of English in classrooms, studies of documents and checklists and inventories.

The study revealed that English was a compulsory course throughout Maharashtra having uniform syllabus, textbooks and other instructional materials. Secondly, the output of English literature graduates was far too short of the need of the teachers in English and those who sought admission to the colleges of education offering English method were weak in the language specially in spelling, vocabulary and use of articles. Next, the courses in teaching of English had also not much changed in the colleges of education. Next, While the number of students offering English as special method remained unchanged over the years 1971-1974, English as a special method was offered more by the nondeputed teachers than their counterparts and most of them were from secondary schools. Next, most of the teacher educators considered the existing provision for preparation of teachers of English as inadequate and less effective. Next, the teacher educators required a specialised training for proper implementation of the

syllabus under the special method in English. Next, there were only eighteen teacher educators who had studied English literature, most of them were third class graduates and eight out of fifty teacher educators did not offer English as the special method at the B.Ed level. Next, there were only two out of fifty teacher educators who had done diploma in teaching of English from the CIEFL, Hyderabad. Next, a few agencies like extension services, British Council, CIEFL, State Institute of Education (SIE), Maharashtra were doing good work in the field. Lastly, the SIE had organised intensive courses in English in a more practical way; it had conducted seminars and workshops for teacher educators and had provided an institutional basis to the production of instructional materials.

(1) Nair (1976)<sup>44</sup> made a study of the concept of standards in English through an analysis of the textbooks prepared for secondary schools' pupils in Kerala state . The main aims of the study were (i) to analyse the textbooks in English prescribed for study for the secondary school pupils in Kerala since 1952, in terms of the accepted criteria for evaluation of textbooks; and (ii) to compare the findings of the analysis of the textbooks to find out

the concept of standard in English.

The textbooks and supplementary readers prescribed for study in secondary schools in Kerala since 1952 were analysed on the procedure adopted by the Methods Department of CIEFL, Hyderabad. A questionnaire, which incorporated the main criteria for arriving at the concepts of standards which were tentatively set on the basis of the hints indicated in the textbooks, was administered to experts in the field of teaching of English. The concept of standards in English was studied on the basis of analysis of textbooks and the responses of experts. The results of the secondary school leaving certificate Examinations, for which the selected textbooks were prescribed, were analysed to find out the level of achievement of pupils in English.

The following were the main findings of the study.

(i) The analysis of textbooks showed that the concept of standards of attainment in English had changed with change in textbooks. (ii) Indo-English writings were not given proper representation in the early books. (iii) The vocabulary load on the basis of density indices was found to be very high in the early books and it seemed to

become progressively lower in later books. (iv) The density index of new words in the textbooks was satisfactory.

(v) The textbooks showed improvement in the use of structure over the period, particularly in standards VII and IX.

(vi) The phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils.

(vii) The analysis revealed that the standards of attainment in English as indicated in the textbooks for the period had fallen. The opinion of experts confirmed this conclusion.

### 2.3 Microteaching Strategy :

Flanders' Interaction Analysis Category System (FIACS), Programmed instruction and Microteaching are some of the new strategies which are generally considered to be helpful in improving classroom instruction. The present study included an experiment on the microteaching strategy. This strategy was chosen as a result of the present investigator's experience in conducting two projects, in the area, earlier. He felt that microteaching being a skill-based approach and English as a language being a skill subject, training in selected skills under this strategy would supplement training in the methodology of teaching English as a language. A brief discussion of the concept

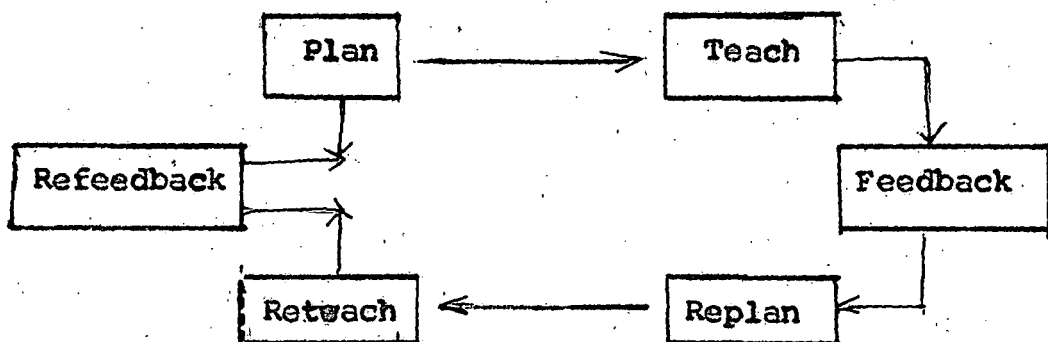
of Microteaching and the steps involved in it would be relevant here.

The term *Microteaching* was first coined at Stanford University by Allen (1963)<sup>45</sup>. Under this system, complexity in teaching is reduced by practising teaching skills one at a time. The complexity in a teaching encounter is further reduced by having a small number of pupils, short duration of time, and the content being reduced to a single, simple concept. Steps generally followed are as follows : (i) A student teacher teaches a small class of 5 to 10 pupils, who may be peers acting as pupils, for 5 to 10 minutes. The content of the micro lesson is generally a single concept. The whole lesson is knit around a single teaching skill, so as to maximise the use of the behavioural components involved in that skill during teaching. The lesson can be observed either by a supervisor or peer supervisor using a specially developed evaluation proforma for the skill. This session is known as teach-session. (ii) After the teach session, the trainee is given the feedback. The sources of feedback may be peer pupils, supervisor, peer supervisor, self, video-recording, the observation proforma-s filled by observers. This session may be termed as view/ assess/ feedback/ critique session. (iii) In the next session, the trainee goes to

another room and replans or restructures his lesson in the light of feedback received. This session is known as replan/restructure session. (iv) Next is reteach session where the trainee reteaches to a different set of pupils, the same unit which is restructured. Similar supervision goes on as in teach session. (v) After the reteach session there will be refeedback regarding the lesson. The session is termed as review/reassess/refeedback/recritique session. All the sessions together, are called : one microteaching cycle. So the steps involved in a microteaching cycle are : teach- feedback - replan - reteach - refeedback. The cycle of microteaching can be shown diagrammatically as below :

Figure 2.1

## The microteaching cycle



## 2.4 Review of earlier studies related to Microteaching as a training strategy :

Since its evolution, studies have been conducted by researchers outside and in India to try out efficacy of Microteaching as a training strategy.

### 2.4.1 Studies abroad :

(a) Allen (1966)<sup>46</sup>, a pioneer in the area of microteaching, conducted a study in the University of Stanford. He suggested short micro lesson to the trainees through microteaching procedure. The trainees were given theoretical lectures on particular skill. One skill was practised at a time. The skills selected were, Stimulus variation, Closure, and Silence and non-verbal cues. The study showed favourable results for the component skills approach of microteaching.

(b) Kallenbach and Gall (1969)<sup>47</sup> started research in the Far West Laboratory for Educational Research and Development. The purpose of the study was to determine the effectiveness of 19 elementary school interns trained by microteaching approach and to compare them with 18 other

interns trained through conventional approach. The findings of the study were (i) that the two groups did not differ significantly on any of the post-training measures of teacher effectiveness; (ii) that Microteaching was not found to be superior to the conventional training methods in its effects of teachers' classroom performance; and (iii) that Microteaching was a superior training strategy since it achieved similar results in only one-fifth of the time required for traditional training programme.

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(c) Kallenbach (1969) conducted a study on microteaching with video-tape and block teaching practice. The criterion in his study was independent observer ratings on Stanford Teacher Competency Appraisal Guide for the performances of student-teachers trained by microteaching or by block practice method in normal classroom. The experimental group trained by microteaching achieved the same degree of proficiency in one-fifth of the time taken by the group trained by block-practice method. These results indicated that microteaching is a more efficient technique than the block-practice training procedures.

(d) McCollum and La Due (1970) made an effort to avoid artificial situations through the elementary programmes for the inner city teachers of the Temple University for the preparation of elementary teachers from undergraduates. They used microteaching to add the needed dimension of reality. The second aim was to bring about a change in the teacher's role in the Social studies classroom. They found that the student teachers reacted more positively and enthusiastically to their microteaching method courses. The 'Traditional Texts' did not realistically present life in the classroom. Microteaching provides the university students with some other expertise needed to enter student teaching. In fact, microteaching makes the method courses more relevant in terms of the needed skills and behaviours demanded by the student teacher.

(e) Bell (1970)<sup>50</sup> started experimenting with microteaching in home economics education at Texas Technical University in 1967-68. The primary purpose of the experimental study was to determine the effect of training upon specific teaching skills of student teachers. Additional objectives were to develop a microteaching programme which was appropriate to the student teaching programme in home economics education; to identify the

relationship between the demographic variables of student teachers and improvement in their performance; and to determine the reliability of ratings of the judges using the Teacher Performance Appraisal Scale. The sample of the study consisted of 22 home economics education seniors. They volunteered to participate in the study. The skills such as, establishing set, reinforcement, questioning, achieving closure, and framing a reference, were considered to be the most prominent in the study.

The conclusions of the study were as follows :

(i) The programme was relatively more effective in teacher preparation than the usual form of training provided by preservice and student teaching experience. (ii) There was a possibility of a relationship between positive interaction of the group members participating in microteaching and a positive attitude towards microteaching. (iii) Statistically, there was no significant relationship between the improvement made in teaching by the experimental group and the control group and certain demographic variables which indicated that there was a possibility for microteaching to be used successfully regardless of student background and academic standing in the teacher

training programme. (iv) Eventually, it was found that there was a possibility for microteaching to be used early in the teacher preparation programme to serve as a screening device for the selection in home economics education;. (v) Self evaluation of student teachers was more effective in the case of microteaching than traditional student teaching.

#### 2.4.2 Studies in India :

(a) Chudasama (1971)<sup>51</sup> tried out microteaching procedure in student teaching. Only six students volunteered themselves for microteaching. Both the control and the experimental groups were from the Faculty of Education and Psychology, Baroda. The objectives of the study were to know the extent to which microteaching procedure could help the student teachers in developing more indirect teacher behaviour ; and to see whether interaction analysis can profitably be synchronised with microteaching procedure. As a result of training through microteaching, the student teachers developed skills in questioning and ensured better pupil participation.

(b) At the institutional level, Passi and Shah (1973)<sup>52</sup> planned and conducted two experiments to see the feasibility of microteaching in the colleges of Education; and to know the attitudes of student teachers towards microteaching in simulated and real classroom situations.

A sample, each of 12 student teachers, English and Gujrati speaking respectively, was randomly picked up from the B.Ed class of the Faculty of Education and Psychology M.S. University, Baroda, for both the experiments. The four supervisors were teacher fellows of the CASE, who were oriented beforehand in the theory, outline and evaluation of the microteaching technique. The student teachers in the experiments acted as microteachers, students and also as peer supervisors, and they were acquainted with actual microlesson procedure with the help of model lessons on each of the four skills, namely, skills in questioning, reinforcement, silence and non verbal cues, and illustration and use of examples. The student teachers followed the following design for the experiment :

teach ( eight minutes), discussion (ten minutes), reteach (eight minutes), and recritique (ten minutes). For teach and reteach sessions, the samples of students were different.

The sixth and seventh grades Gujrati medium students of the M.S. University Experimental School were selected for the real class situation. The experiments were continued for twentyfour sessions for the simulated teaching and for fortyeight sessions for real classroom situation experiment. The supervisors evaluated the micro lessons with the help of attitude scale towards microteaching (ASMT), evaluation sheet for real microteaching and found out their chi-square values. The correlations among six dimensions of ASMT were worked out. The distributions of the scores related to the six variables were tested against equal chance hypothesis in both experiments.

The findings of the two experiments revealed that the microteachers' attitudes were favourable towards the feasibility of microteaching in teacher training programme in simulated and real conditions; that the equal chance hypothesis was accepted in the case of provision for time, microteaching units covered and the role of supervisors, towards which the teachers had a neutral attitude; that it was rejected in the case of total attitude scores on ASMT, attitude towards technique of microteaching, component skills and provision for feedback towards which the students showed favourable attitude; and that the student teachers favoured

the reteach sessions, the time taken for the teach session and for planning, but the pattern of the teach session was not favoured.

(c) Singh (1974)<sup>53</sup> studied the impact of Flanders' Interaction Analysis Category System (FIACS) and Microteaching in modification of classroom behaviour of teachers. The major objectives of the study were : (i) to study the effectiveness of microteaching vis-a-vis conventional method of training as a means of changing classroom behaviour of student teachers; (ii) to study the effectiveness of training in FIACS vis-a-vis conventional programme as a means of changing classroom behaviour of student teachers; and (iii) to study the effectiveness of microteaching vis-a-vis training in FIACS as a means of changing classroom behaviour of student teachers.

Two sets of samples were used, one for the pilot study and the other for the final experiment. A sample of 20 student teachers for pilot study was drawn out of 160 student teachers admitted for B.Ed training in the year 1970-71 in Tilakdhari College, Jaunpur, affiliated to the university of Gorakhpur, Uttar Pradesh. A sample of 20 student teachers for the final experiment was selected

out of 157 student teachers admitted to the same college in the year 1971-72 for B.Ed training. The experimental class, in both experiments, was eighth class. Pupils numbering 90 and 105 in the year 1970-71 and 1971-72 respectively, from the school attached to Tilakdhari Singh Inter College, Jaunpur, were used. For gathering information relating to the matching variable, an information proforma was prepared and administered to the student teachers under training. For training the student teachers, the traditional method as practised today, microteaching and FIACS were used for different groups. Teacher behaviour was measured by observing and analysing the class room verbal interaction of student teachers and pupils using FIACS.

The major findings of the study were (i) that student teachers trained through microteaching significantly changed their verbal teaching behaviour in the classroom compared to the student teachers trained in traditional way only; (ii) that student teachers trained in FIACS changed their verbal teaching behaviour in the classroom significantly compared to the student teachers trained in traditional way only; and (iii) that student teachers trained through microteaching changed their verbal teaching

behaviour in the classroom significantly compared to the student teachers trained in FIACS.

(d) Joshi (1977)<sup>54</sup> conducted a study to (i) enquire into the effectiveness of instructional materials synchronised with microteaching approach in the acquisition of four teaching skills, namely, skill of stimulus variation, skill of illustrating with examples, skill of silence and non verbal cues and skill of recognising attending behaviour, and on the development of the general teaching competence; and (ii) enquire into the effect of instructional materials along with the microteaching upon the attitude of student teachers towards teaching.

The sample consisted of 34 English medium student teachers of the Faculty of Education and Psychology, M.S. University of Baroda. Four experimental groups received treatment of instructional materials synchronised with microteaching technique, for four teaching skills. The control group received the training in the acquaintance with the technical skills of teaching, coupled with the traditional student teaching programme. The General Teaching Competence Scale and the Ahluwalia's Teacher

Attitude Inventory were administered in the post-treatment period.

The findings of the study revealed that (i) student teachers exposed to the treatment of skill based instructional materials synchronised with microteaching for all four skills, scored higher in the acquisition of respective skills than the student teachers exposed to the traditional student teaching programme; (ii) the experimental groups scored higher in the acquisition of general teaching competence than the student teachers exposed to the traditional student teaching programme; (iii) the experimental groups did not differ significantly from the control group in the attitude towards teaching.

(e) Passi (1977)<sup>55</sup> conducted a study in the area of microteaching, the objectives of which were to examine the nature of feedback provided to the student teachers in the prevailing student teaching programme; to study the attitude of student teachers towards microteaching; to develop instructional materials for selected teaching skills; to study the effectiveness of instructional materials in developing corresponding teaching skills and general teaching competence among student teachers; and

to study the effect of different training approaches upon the attitude of student teachers towards teaching. The study hypothesised that student teachers of the experimental group having the treatment of instructional materials and skill based feedback in microteaching settings for various teaching skills do not differ significantly from the control group with regard to (i) skill of introducing a lesson, (ii) skill of achieving closure, (iii) skill of reinforcement, (iv) skill of fluency in questioning, (v) skill of probing questioning, (vi) general teaching competence as measured on the General Teaching Competence Scale and (vii) attitude towards teaching as measured on Ahluwalia's Teacher Attitude Inventory.

The sample consisted of 34 student teachers of the Faculty of Education and Psychology, M.S. University of Baroda, out of which two experimental groups (Group A : N = 16, Group B : N = 9) were formed. The two experimental groups were trained in two different cluster of skills under study. Instructional materials were developed for the purpose. The control group (Group C : N = 9) had traditional teacher training. Content analysis of supervisors' records was done. Analysis of covariance and

t test were used in analysing the data.

The important findings of the study were as follows.

(i) The comments of supervisors clustered around a few aspects of teaching like questioning, explaining, etc. Aspects like content selection, remedial measures, etc., were ignored. (ii) Student teachers who underwent the microteaching programme were in favour of it. (iii) On General Teaching Competence Scale, groups A and B differed significantly from group C. But group A did not differ significantly from group B. (iv) All the three groups did not differ significantly among each other on their attitude towards teaching.

(f) Lalithamma's (1977)<sup>56</sup> study was undertaken (i) to identify and list teaching skills required for effective classroom instruction; (ii) to prepare instructional materials for developing some of the identified teaching skills; and (iii) to validate the instructional materials developed.

In order to identify the teaching skills, the literature was analysed, discussions with teachers and teacher educators were held and personal experiences were evaluated. Instructional materials for four teaching skills

namely, (i) skill of explaining, (ii) skill of using blackboard, (iii) skill of writing instructional objectives, and (iv) skill of increasing pupil participation, were developed. These materials were validated by trying out in an experiment on the sample of 34 B.Ed students of the Faculty of Education and Psychology, M.S. University of Baroda of 1975-76 academic session. The study identified three major categories of skills. These were (i) Skills of planning, (ii) skills of instruction, and (iii) skills of testing. It was revealed that the experimental group which was trained with the help of instructional materials synchronised with microteaching was significantly better than the control group undergoing the treatment of traditional student teaching programme.

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(g) Sharma (1977) conducted his study in order to (i) find out the feasibility of microteaching as an innovative technique in Indian conditions without the use of hardware; (ii) study the differential effect of three techniques of providing feedback, viz., discussion, oral and written, on the attainment of teaching skills related stimulus variation, viz., body movement, gestures and shifting sensory channels; and (iii) to study the transfer of training from microteaching under simulated conditions to real

classroom teaching.

The pilot study was conducted on a sample of 18 B.Ed students of the Faculty of Education and Psychology of the M.S. University of Baroda during 1973-74. The final study was conducted on 32 B.Ed female students of the DAV College of Education, Abohar (Punjab) during 1974-75. They were divided into four groups, three experimental and one control, all being matched on various attributes. The tools used in the study were : a personal data blank to collect the bio-data of student teachers, the general teaching competence observation schedule, three skill evaluation proformas, an attitude scale to measure attitude of trainees towards microteaching and a free response evaluation proforma for microteaching programme (simulated conditions). Ratings of the peer supervisors and of self were taken on two skills and in case of the third skill only peer ratings were taken. The treatment administered was in this order : (i) pre-test (school stage), (ii) laboratory stage - characteristics of a teacher, role of a teacher, skills of teaching, skills related to stimulus variation, orientation to microteaching, simulation and role playing, planning of micro lessons, training in three skills; (iii) administering the attitude scale, self

evaluation proforma and free response evaluation proforma; (iv) post-test (school stage). The control group had the conventional student teaching, instead of laboratory stage.

The major conclusions of the study were as follows.

(i) Discussion was the most effective technique of providing feedback by the peer supervisors for the attainment of the skill of body movement. Similarly, written feedback was effective in case of the skill of sensory channels.

(ii) With regard to effectiveness, the hierarchy among three techniques of feedback was discussion, written and oral. (iii) Only in the case of the skill in shifting sensory channels, discussion was least effective. (iv)

There was no differential effect of the three techniques of feedback upon the attainment of skill of gestures. (v)

There was practice effect of microteaching lessons in the gradual improvement in the performance of the skills of body movement and gestures when practised under microteaching setting. (vi) The peer rating on the skills of body movement and gestures always remained at a lower level than the self rating. (vii) The student teachers who had undergone microteaching treatment showed favourable attitudes and opinions towards the programme.

(h) Visvesvaran and Soundaraja Rao (1980)<sup>58</sup> made study of the effect of integrating the five basic skills upon teaching competence of student teachers. Of the three models of integration of skills, namely, Additive, Diode and Summative, worked out at a meeting at the University of Indore during February, 1979, the investigators adopted Summative model for their study. The investigation aimed at comparing the effectiveness of integrating five skills through summative model and comparing the effect against a control group where no specific strategy for integration was attempted. 26 student teachers were included in the sample. They were divided into two equal groups : the experimental and the control group. The skills included were : the skill of probing questions, the skill of reinforcement, the skill of explaining, the skill of illustrating with examples and the skill of stimulus variation. Tools used in the study were the General Teaching Competence Scale, Ahluwalia's Teacher Attitude Inventory and Skill assessment proformas. The experimental group received treatment through practice in integration of the five selected skills in simulated situation as well as in real classroom situation. Final assessment was done in macro situation.

Conclusions of the study were as follows :

(i) Microteaching followed by integration of skills gives more opportunities to the student teachers to show better performances in these skills. (ii) Practice of integration in macro situations does not show any significant influence. (iii) Gain scores on the skills persists to show its influence even after the four macro lessons. (iv) The general teaching competence does not show any gain because of integration practice.

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(1) Mathew George (1980) conducted a study on the effect of microteaching on teaching self concept and teaching competence of student teachers. The objectives of the study were to study the effect of microteaching on teaching self-concept of student teachers in the control group and the experimental group separately; and the effect of microteaching as well as integration of skills on teaching competence of student teachers. It was hypothesised that there is no significant difference between the pretest and posttest mean teaching selfconcept scores of control group of student teachers; that there is no significant difference between the pretest and posttest mean teaching selfconcept scores of experimental group of student teachers; and that there is no significant difference between the mean

gain scores in teaching competence of control group and experimental group of student teachers. In the study, microteaching was treated as independent variable and teaching self-concept and teaching competence of student teachers were treated as dependent variables. To obtain the pre test and post test scores Indore Teaching Competence Scale was used for observation and Teaching Self-concept Scale was used for self rating before the commencement of the treatment and at the end of it. Teaching Self-Concept Scale was constructed by the investigator especially for use in his study. The sample consisted of 20 student teachers, selected from a group of 60 willing student teachers from a training college in Shillong. They were divided into two groups of 10 each as control group and experimental groups. The matching was done on intelligence, sex, age, qualification and teaching experience.

The conclusions of the study were (i) that micro teaching facilitates enhancement of the teaching self concept of student teachers; (ii) that microteaching is effective in improving the teaching competence of student teachers; and (iii) that microteaching treatment followed by summated strategy of integration of teaching skills is superior to

microteaching treatment based on independent teaching skills in improving the teaching competence of student teachers.

(j) The present investigator (1980)<sup>60</sup> carried out a project to study the effect of the summative model of integrating the skills upon teaching competence of student teachers. It was hypothesised that there is no significant difference between the mean scores on Indore Teaching Competence Scale and General Teaching Competence Scale between the groups trained for integration of skills through summative model and the control group. Twenty student teachers of 1979 session of Post Graduate Training College Shillong were included in the sample and they were divided into two equal groups. Both the groups were equated in terms of sex, age, qualification, teaching subjects. Then Ahluwalia's Teacher Attitude Inventory (TAI) was administered to both the groups to measure the covariate. Other tools used in the study were Indore Teaching Competence Scale (ITCS), General Teaching Competence Scale (GTCS) and Skill assessment Proformas. Pretest scores of both the groups were obtained on ITCS and GTCS in school setting where the student teachers gave two regular lessons each.

Then, theoretical orientation about the concept of microteaching and its different aspects was done and all the five skills, selected for the study, namely, the skills of probing questions, reinforcement, explaining, illustrating with examples and stimulus variation were explained. Experimental treatment was done by giving intensive practice in each of the skills followed by practice in integration of the skills under summative model. In the post-simulated treatment observation, each of the student teachers of both the control and the experimental groups gave two regular lessons in real classroom situation and the lessons were observed on ITCS and GTCS. Finally, in the post-treatment observation each of the student teachers of both the groups gave two regular lessons in the method subjects offered by them in B.Ed course and the lessons were observed by college supervisors on GTCS and ITCS. Data collected were analysed statistically computing mean, S.D. of both the groups. Then mean gain scores of both the groups were compared by applying t-test.

Findings of the study revealed that the experimental group did significantly better than the control group. It was therefore concluded that summative model of integrating

the five skills should be used as a training strategy in the training colleges.

(k) A second project was conducted by the present investigator (1981)<sup>61</sup> in Post Graduate Training College, Shillong with the objective to see the effect of integrating a set of four other skills upon the teaching competence of student teachers. The sample comprised 20 B.Ed students of the college for the 1980 session. The design of the study was same as that of the earlier study and the data were analysed in the same manner. The skills selected for this study were : the skills of introducing a lesson, fluency in questioning, increasing pupil participation and using blackboard. Hypothesis of the study was that the mean scores on ITCS and GTCS between the group trained for integration of skills through summative model and the control group differ significantly.

Findings of the study were (i) mean gain scores of the experimental group were found to be higher than those of the control group in all the cases (G1 to G6); (ii) difference between the mean gain scores of the two groups were significant at both .05 and .01 levels. It was

concluded that the summative model of integrating the skills of introducing a lesson, fluency in questioning, increasing pupil participation and using blackboard is effective in improving teaching competence of student teachers.

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(1) Das et al (1982) reported on NCERT projects conducted in different institutions all over India on effectiveness of different strategies of integration of teaching skills in developing general teaching competence of student teachers. Altogether sixteen institutions participated in the project, but only ten institutions completed the project. The major purpose of the project was to see the effect of vicarious integration (no integration strategy) and planned integration training as an intervention on the general teaching competence of student teachers. In the project, six institutions followed the summative model of integration, three institutions followed the additive model and one institution followed the diode model of integration of teaching skills. The skills included were the skill of probing questioning, skill of stimulus variation, skill of reinforcement, skill of explaining and the skill of illustrating with examples. Size of the samples varied from 16 to 26 student teachers, but majority of the institutions had 20 student teachers in the sample.

Tools used in the project were , Ahluwalia's Teacher Attitude Inventory (TAI), General Teaching Competence Scale (GTCS), Indore Teaching Assessment Scale (ITAS), evaluation proformas for teaching skills.

The results of the studies conducted in the 10 institutions were not uniform. The major findings emerging from the results were (i) that there was an evidence, though inconspicuous, that the summative integration strategy tends to improve teaching competence as well as the quality of integration of teaching skills; (ii) that the additive strategy of integration of teaching skills was not found to improve general teaching competence of the student teachers, but it was found to improve, though inconspicuously, the quality of integration of teaching skills; and (iii) that the diode strategy of integration was found to improve the general teaching competence of student teachers as well as quality of integration of teaching skills, although the results were not significant in the case of the latter.

## 2.5 Observations emerging from the earlier studies :

The related studies in the area of teaching of English as a second language, conducted outside India, mainly dealt with organisation of linguistic materials for teaching and paved the way for the development of methodology of teaching English as a second language. In India, studies were conducted on different aspects of teaching English. The aspects covered by the earlier researchers were : effectiveness of audio visual instruction ( George, 1966), provision of teaching facilities for English (Rangachar and Kulkarni, 1967), problems and difficulties of English language teaching (Mishra, 1969), English curriculum (Rajagopalan, 1972), present position of teaching English (Vora, 1973), relationship of certain environmental factors to teaching success in English (Rajagopalan, 1975), training and preparation of teachers of English as a second language (Safaf, 1975), and analysis of English textbooks prepared for secondary school pupils (Nair, 1976). Views and opinions of teachers of English and practices followed by them in respect of various aspects of teaching English , workload of the teachers of English and identification of the status of teaching English through observation of teachers' performance in classroom situation were not specifically

covered by the earlier studies. These aspects were included in the present study. Thus, the present study was an extension of the earlier studies.

Secondly, four earlier studies, mentioned in this chapter, dealt with efficacy of the methods of teaching English. Two of them (Murthy, 1968 and Nagarajan, 1970) compared the effectiveness of the bilingual method and the direct method of teaching English, one study (Shukla, 1968) dealt with the translation method and another (Borua, 1972) made a comparative study of the translation method and the structural approach to the teaching of English. The present investigator did not attempt to study the efficacy of the methods, but the methods generally used by the teachers of English formed a part of his investigation.

Again, in view of the fact that no study of the kind undertaken by the present investigator was conducted earlier in the district of East Khasi Hills, the need for the present study was felt.

As regards earlier studies in the area of microteaching, as a training strategy, for improving teaching, it would appear that studies conducted abroad dealt with effectiveness

of training in various teaching skills for developing teaching competence (Allen, 1966; Kallanbach and Gall, 1969; Bell, 1970). In India also, studies were conducted to see the feasibility of microteaching as a training strategy (Passi and Shah, 1973; Sharma, 1977), to study the effect of training in selected skills (Chudasamma, 1971; Lalithamma, 1977), to study the effectiveness of instructional materials synchronised with microteaching approach (Joshi, 1977; Passi, 1977) and to study the effect of different techniques of providing feedback (Sharma, 77). In addition to the analytical approach, studies on synthetic approach were also undertaken by Indian researchers to see the effect of integrating selected teaching skills upon the teaching competence of teachers (Visvesvaran and Soundaraja Rao, 1980; Mathew George, 1980; Present investigator, 1980 and 1981; Das et al, 1982).

It was observed in the case of each of the above mentioned studies that the focus was on improvement of general teaching competence and the sample of teachers in each included teachers irrespective of their teaching subjects. In only one study (Visvesvaran and Soundaraja Rao, 1980) however, the sample included only teachers of Mathematics. But in that study also, General Teaching

Competence Scale was used as the only tool for observation. No study specifically aimed at improving teaching of English with the help of the strategy of microteaching. The present investigator felt that microteaching strategy should be tried for improvement of teaching in specific subject areas and attempt should be made to find out which teaching skills are most relevant to what subject. The present investigator attempted to study the effect of training in selected skills for improving English teachers' teaching competence. He decided to evolve a scale to be used for identifying the status of teaching English in classroom situation and the effect of training in selected skills under microteaching strategy for improving teaching of English. It was further decided by the present investigator to use General Teaching Competence Scale (GTCS) as an additional tool in the experimental study in the area of microteaching. Thus the experiment in the area of microteaching which formed a part of the present study, was somewhat different from the earlier studies in the area.

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## C H A P T E R 3

### METHODOLOGY

#### 3.1 Introduction :

The present study had two phases. In the first phase, a survey study was made, while in the second phase, an experiment was conducted. The survey phase was covered in two parts, vide the first three objectives of the present study. In part I, the first objective of the study, viz., to study the background characteristics of the teachers of English of East Khasi Hills high Schools, their views and opinions as well as practices followed by them in respect of various aspects of teaching English, was covered. In part II, the second and third objectives, viz., to identify the present status of teaching English through observation of teachers' performance in classroom situation and to study the strengths and weaknesses in the teaching of English, were covered. The experimental phase covered the fourth objective, viz., to try out the effectiveness of training in selected skills, under microteaching strategy for improving teaching competence of the teachers of English.

### 3.2 Phase I :

#### Sampling design : rationale

For the purposes of the present study, the investigator had to draw up sample of teachers teaching English in different high schools, situated in the urban and semi urban areas of the district. In fact, 'sampling is a part of the strategy of research'<sup>1</sup>, and in order to make the sample representative of the population, the investigator had to take special care of the factors relating to the high schools, such as, location of schools, types of schools, medium of instruction used, and factors relating to the teachers, such as, sex, community, marital status, qualifications, experience etc. So, he needed, first of all, a list of the high schools as well as the list of teachers of English of the district for selecting a sample with reference to the aforesaid strata.

It was learnt that schoolwise lists of the teachers of English were not available with the Inspectorate of the district and that such lists of teachers were not prepared by the Inspectorate, because most of the teachers teach English as well as other school subjects. The investigator collected a list of high schools of the district from the

office of the Deputy Inspector of Schools and since this list did not include names of schools functioning without government aid and government recognition (beyond certain stage/stages), he collected another list of schools from the State Council of Educational Research and Training (SCERT), Meghalaya and also consulted a list of schools prepared by the Meghalaya Board of School Education (MBSE).<sup>2</sup> In this way, he prepared a list of high schools of the East Khasi Hills district, which followed the courses of studies prescribed by the MBSE.

The investigator, then, in order to collect various information for drawing a sample contacted the heads of the schools either personally or through messengers and collected the requisite information in a proforma, which included such columns as : name of the school, whether situated in Urban or semi-urban areas, types of the school (Govt., deficit, adhoc, private), medium of instruction of the school, names of the teachers teaching English, sex, community, marital status, qualifications, experience. It took about one month's time to collect the aforesaid information. The information thus collected showed that the universe consisted of 668 teachers of English, with 410 or 67.43% from Urban high schools and 198 or 32.57% from semi-urban high schools.

The investigator, after studying the sampling designs<sup>3</sup> used in various empirical studies, decided to adopt Stratified random sampling design for the present study. In a stratified random sampling, stratification, in addition to randomness, introduces a secondary element of control as a means of increasing precision and representativeness.

### 3.2.1 Actual Sample :

In the first phase of the study, two samples of two different sizes, Sample I and Sample II, were selected for the different purposes, as discussed below.

(a) Sample I : For collection of data relating to background characteristics of the teachers including their workload, their views and opinions as well as practices followed by them in respect of various aspects of teaching English, vide the first objective of the study, the investigator decided to include the universe of 608 teachers itself. In practice, however, the investigator could get back return from 490 teachers who formed 80.59% of the population and represented different strata of the population. The names of schools from where the sample of teachers responded appear in Appendix A. The distribution

of the sample of 490 respondents, according to important strata, is given in table 3.1

Table 3.1

Distribution of Sample I of respondents according to important strata.

	Urban Schools		Semi-urban schools		Total	
	Male	Female	Male	Female	Male	Female
Govt. & deficit schools	100	85	32	23	132	108
Adhoc & Private schools	70	75	61	44	131	119
<b>Total</b>	<b>170</b>	<b>160</b>	<b>93</b>	<b>67</b>	<b>263</b>	<b>227</b>
	330 or		160 or		490 or	
	67.35%		32.65%		100.00%	

(b) Sample II : For studying the present status of teaching English in classroom situation and identifying strengths and weaknesses in the teaching of English, vide the second and the third objectives of the present study, the investigator selected a smaller sample of Teachers according to the stratified random sampling procedure.

A sample of 120 teachers was selected from out of 490 teachers included in Sample I, after collecting data relating to the first objective of the study. This sample included proportionate representation in respect of the different variables, namely, urban and semi urban schools, schools of various types, medium of instruction used, sex, community (tribal and non-tribal), marital status, qualifications, experience, and participation and non-participation in co-curricular activities. Distribution of the sample II of teachers, according to important strata (variables), is shown in table 3.2

Table 3.2  
Distribution of sample II of teachers  
according to important strata.

	Urban Schools		Semi-urban schools		Total	
	Male	Female	Male	Female	Male	Female
Govt. & deficit schools	20	19	9	9	29	28
Adhoc & private schools	24	18	12	9	36	27
<b>Total</b>	<b>44</b>	<b>37</b>	<b>21</b>	<b>18</b>	<b>65</b>	<b>55</b>
	81 of 67.5%		39 of 32.5%		120 of 100%	

### 3.2.2 Tools of data collection:

The investigator consulted relevant literature<sup>4</sup> regarding tools used in educational researches and after considering the relative advantages and disadvantages of different tools with reference to the objectives of the present study, finally decided to evolve the following tools.

- Tool 1** : A schedule for collecting data in respect of various background characteristics of teachers of English including their workload,
- Tool 2** : A questionnaire for collecting views and opinions of teachers of English and practices followed by them in respect of various aspects of teaching English (vide the first objective of the present study), and
- Tool 3** : A scale for rating performance of teachers of English in classroom situation (vide the second and third objectives of the study).

### 3.2.3 Construction of Schedule :

Keeping in view the needs and requirements for the attainment of the specific objective, the investigator drafted a schedule which was divided into two sections. In section I, items relating to general particulars of the teachers of English were included, while section II consisted of items relating to their workload. In constructing the draft schedule, the investigator consulted relevant literatures also. The draft schedule was then submitted to two teacher-educators and two high school heads for comments on the form and content of the schedule. On the basis of the suggestions given by them, one new item of workload regarding nonteaching assignment in the school, was added to the content in section II of the schedule. The schedule was thus slightly modified and the final one prepared. Copy of the schedule is given in Appendix B.

In section I of the final Schedule, items, such as name of the school, type of the school, name of the respondent, community, age, sex, marital status, educational qualifications, professional qualifications, inservice training in English, and experience were included. In

section II of the schedule, on workload, items relating to respondents' classload, subject load, period load, pupil load, co-curricular activities, correction work, part-time assignment, non-teaching assignment in the school, and utilisation of off-periods, were included. The investigator got 800 copies of the schedule cyclostyled for the purpose of administration.

#### 3.2.4 Construction of Questionnaire :

After having given the final shape to the Schedule, the investigator turned to the construction of the questionnaire for collection of data relating to respondents' views and opinions as well as the practices followed by them in respect of various aspects of teaching English. Keeping in view the characteristics of a good questionnaire, inferred from related literature, and also the needs and requirements of the questionnaire for the realisation of the specific objective of the present study, the investigator decided to construct closed form or restricted type of questionnaire, instead of the open-end-form. The reason for the choice of this type was that the closed form forces the respondent to be more specific in his responses by making choice from among the possible alternatives and also enables the investigator to tabulate

and interpret the responses more objectively. The investigator, however, decided to give as many alternatives as possible against each question and add in many cases an extra category as 'any other, please specify' in order to provide for unanticipated responses.

In order to identify the content of the questionnaire, the investigator consulted related literature on English teaching methodology<sup>5</sup> and also utilised his own experience as a training college teacher of English. After drafting the questionnaire in this way, the investigator submitted the draft questionnaire to one retired Training College Principal, two teacher educators and two high school heads to examine the adequacy and appropriateness of the form, content and language of the questionnaire. The reviewers suggested changes in the language of some of the questions and while they appreciated the form of the questions and coverage of content, they pointed out that the last question of the questionnaire regarding problems and difficulties experienced by the respondents in teaching English, should be changed to an open question, so that they could write as many problems as they would like to. These suggestions were accepted by the investigator and the questionnaire was revised accordingly and the final one constructed.

In the final questionnaire, instruction, on the top, was given to the respondents for selecting response/ responses by putting check marks on the box/boxes  : The content of the questionnaire included s-uch items as : methods of teaching English; use of language skills; preparation of lessons, why prepared/not prepared; use of material aids, why used/not used; asking questions to the students; types of oral work conducted in the class; ensuring reading comprehension of students; teaching of English composition; teaching of new words and structures; teaching of English poetry, grammar; teaching of English pronunciation; ensuring students' comprehension in the lesson; English syllabus; reaction about present English textbooks; school library facilities; reaction about inservice training; and problems and difficulties faced by the teachers in teaching English. The investigator got 800 copies of the questionnaire cyclostyled and kept ready for administration. Copy of the questionnaire has been given in Appendix B.

### 3.2.5 Construction of Rating Scale :

The next tool to be constructed was a scale for rating performance of English teachers in classroom situation. The investigator had a preliminary discussion



with the then Officer Incharge of the Central Institute of English and Foreign Languages (CIEFL) Regional Centre at Shillong regarding construction of a scale to be used for observation (on a global basis) of the performance of teachers of English in classroom situation. Secondly, he consulted books on English teaching methodology and took into consideration the objectives, principles and methods etc. of teaching English, in order to identify content of the scale. Thirdly, he consulted some NCERT materials<sup>6</sup> on observation of Classroom teaching. Materials for the scale having thus identified, the investigator drafted a five-point rating scale, putting on the left hand side of the scale, the items to be observed and on the right hand side, the ratings : 1, 2, 3, 4, 5, which stood for very poor, poor, satisfactory, good, and very good respectively. The draft scale was divided into five main areas, which were : A. General Qualities, B. Preparation, C. Teaching, D. Use of Language skills, and E. Closing and Evaluation. There were 6 items under General Qualities, 6 under Preparation, 14 under Teaching, 4 under Use of Language Skills, and 3 under Closing and Evaluation ( Total= 33 items).

Typed copies of the draft scale were submitted to eight judges with the request to examine the form,

content and language of the same and to give suggestions for changes, if any. The eight judges included one training college Principal, three experts from North Eastern Hill University (one from each of the three campuses of NEHU), one from CIEFL, one from NCERT, one research-fellow at CIE, Delhi and the Director of the SCERT, Meghalaya. Majority of the judges gave some important suggestions. It was suggested that the order of the main areas in the scale should be changed as : A. Preparation, B. Teaching, C. Closing and Evaluation, D. Use of Language Skills, and E. General Qualities. It was pointed out that General qualities should appear in the scale at the last, in area E ; because rating on the items under this area would involve an overall estimate of the teacher. This suggestion was accepted by the investigator. Another suggestion that was accepted by the investigator, was in respect of the form and language of the items under the main areas : Preparation, Teaching, and Closing and Evaluation. In the draft scales, the items were written in the form of headings. But the judges suggested that the items under the above three main areas should be written in complete sentence form, to make the meaning of the items as well as the intention of the investigator clear to the observer.

For example, the item 'choice of audio-visual aids', in the draft scale, was changed as ' audio-visual aids chosen were suited to the subject matter', in the final scale. Again, on the suggestion of the judges, each of the five items under the area of Teaching, regarding pronunciation, asking questions, audio-visual aids, student response, and blackboard work, was splitted up and as a result, five new items were added . Two items under the area; General Qualities were deleted on their advice. In this way, the draft scale was revised and the final scale constructed with 36 items. A. Preparation comprised 6 items, B. Teaching comprised 19 items, C. Closing and Evaluation included 3 items, D. Use of Language Skills included 4 items and E. General Qualities included 4 items. Copy of the scale has been given in Appendix B.

### 3.2.6 Administration of the Schedule and the questionnaire:

As already pointed out in 3.2.1, the investigator decided to administer the schedule and the questionnaire to all the teachers of English of the universe. For this purpose, he consulted the school-wise lists prepared earlier and started distributing the schedules and the questionnaire in the middle of February, 1982. With

cooperation from the heads of schools, he met the respondents either individually or in groups and distributed the tools. The investigator explained to the respondents purposes of various items of the schedule, while the questionnaire was given inside a cover without giving any explanation in respect of its items. Some of the respondents who could not be contacted on the first day of visit to a school were served with the tools through the head of the school and they were contacted personally later. The investigator kept on renewing his visits to schools and sometimes they were reminded through messengers. Some of the respondents were supplied with copies of the schedule and the questionnaire twice or thrice, as they got their copies lost. In this way, the investigator collected data from 330 teachers from 40 urban schools and 160 teachers from 20 semi-urban schools. Data from 118 teachers, 80 from urban and 38 from semi-urban schools, could not be obtained. But since this already took about five months' time and since nonreceipt of data from 118 respondents did not affect the representativeness of the sample, the investigator decided to process the data in respect of these 490 respondents who formed Sample I.

### 3.2.7 Administration of Rating Scale :

After analysing the data collected by the schedule and the questionnaire, the names of 120 teachers, 80 from urban and 40 from semi-urban schools, were listed according to the sampling procedure discussed in 3.2.1 (b). These 120 teachers, who formed Sample II, were to be observed in classroom situation. As regards observers, the investigator felt that he should involve another observer who had specialisation in and close contact with English teaching. Finally, he decided to include the Principal of Postgraduate Training College, Shillong as his co-observer. He approached the principal who readily agreed to do the rating. Thus there were two observers : the investigator himself and a training college Principal.

The investigator discussed with his co-observer all about the rating scale and both of them decided to have a pilot study. Twelve teachers from three urban schools and one semi-urban school, other than those included in the main sample of 120 teachers, were randomly selected for the pilot study. With the permission of the heads of the schools, the teachers were observed in classroom situation, each in one lesson. Typed copies of the rating scale were used for

the purpose. Observation of classes taken by these twelve teachers was completed in three days. Study of the ratings given by the investigator and the other observer revealed that the inter-observer correlation<sup>7</sup> of ratings was .89 . The observers experienced no difficulty in using the rating scale.

The pilot study having been over, the investigator then took up the administration of the rating scale to the main sample of 120 teachers of English, selected from 20 urban and 11 semi urban schools. He got about 800 copies of the rating scale cyclostyled and collected the English time tables of the 120 teachers from their respective schools. The investigator carried with him schoolwise lists of teachers to be rated, their time tables and also adequate number of rating scales to be used by both of them. The investigator and the other observer reported to the heads of schools on the days of visits and the heads of the schools in most cases showed the classrooms of the teachers to be rated. Care was taken by the investigator and the other observer to ensure that the teachers were not disturbed and that their teaching was not affected in any way by the presence of the observers. Each lesson was observed till the end of the period and the observers took position sometimes from outside the classroom , in cases

where location of the classroom so facilitated. Each of the raters observed each of the teachers in two English lessons.

The work which was started in the third week of July, 1982 continued till the middle of October, 1982, when observation of two lessons by each of the raters in respect of each of the 120 teachers of the sample could be completed. All the rating scales used by the investigator and the other observer, numbering 480 (240 + 240) were then arranged and kept ready for analysis.

### 3.3 Phase II : Experimental Study :

The phase II of the present study covered an experiment under microteaching strategy for improving teaching competence of the teachers of English. The experiment was conducted in the premises of Post Graduate Training College, Shillong and two teacher educators of the said college assisted the investigator in conducting the experiment. The five skills selected for the experiment were : (i) the skill of fluency in questioning, (ii) the skill of stimulus variation, (iii) the skill of reinforcement, (iv) the skill of increasing pupil participation, and (v) the skill of achieving closure. These five skills were selected on the basis of the weaknesses in teaching

as identified through observation of classroom teaching of English on the rating scale (RS), developed for the study.

### 3.3.1 Hypotheses :

For the realisation of the purpose of the experiment, it was hypothesised (i) that there is significant difference in the mean scores, on Rating Scale (RS), of the group trained in the five selected teaching skills through microteaching strategy, and the group without training in the five selected teaching skills; and (ii) that there is significant difference in the mean scores, on General Teaching Competence Scale (GTCS), of the group trained in the five selected teaching skills through microteaching strategy, and the group without training in the five selected teaching skills.

### 3.3.2 Sample :

The sample consisted of 20 teachers of English (all untrained), who were selected randomly by the investigator, through personal contact, out of the sample of 120 teachers observed earlier on RS in classroom situation. All the 20 teachers were taken from nearby

urban and semi-urban schools and they participated in the programme according to the time schedules, prepared from time to time in accordance with their convenience ( in after-school- hours, on holidays, etc.).

As regards the size of the sample for the experiment, it may be mentioned here that microteaching practice needs small group of people. In fact, it is ' scaled-down teaching encounter<sup>8</sup>, in terms of class- size, length of the lesson, teaching time and teaching complexity. The size of the sample used in each of the earlier studies in the area of microteaching, discussed in the chapter on Review of Related Literature, of the present report, will further confirm this.

### 3.3.3 Tools used :

The following tools were used in the experiment :

1. Rating Scale (RS) : the RS developed and used by the present investigator for observation of the performance of the teachers of English in classroom situation, was used in the experiment also to see whether, as a result of training in the selected skills, teaching competence of

the teachers improves further on the same RS.

2. **General Teaching Competence Scale (GTCS) :** It is an observation scale to measure general teaching competence through rating on a seven point scale. It was developed at the Centre of Advanced Studies in Education (CASE), University of Baroda. The scale has 21 items pertaining to planning, presentation, evaluation, and classroom management aspects of teaching. The scale, being a standard one, is widely used in researches in the area of microteaching and the present investigator used this scale also side by side with the RS; though however, no correlation of scores in respect of two scales was done by the present investigator.
3. **Observation Proformas for teaching skills :** Observation proformas for recording the occurrence of component behaviours of each of the five selected skills of fluency in questioning, stimulus variation, reinforcement, increasing pupil participation, and achieving closure were collected from *Becoming Better Teacher* (Passi, 1976) and used during practice in respective skills.

#### 4. Ahluwalia's Teacher Attitude Inventory (TAI) :

This inventory, developed by Ahluwalia (1974), consists of 90 items distributed over six sub-scales. The six areas covered by the sub scale are (i) Teaching Profession, (ii) Classroom Teaching, (iii) Child-centred Practices, (iv) Educational Process, (v) Pupils, and (vi) Teachers. The responses are given on a five point scale. The split-half reliability was found to be 0.79 (N=239)<sup>9</sup>. The inventory, which has a satisfactory content validity, was used at the initial stage in the experiment.

#### 3.3.4 Experimental design :

The experiment followed parallel group pretest-posttest design<sup>10</sup>. The procedure and treatment for conducting the experiment was kept uniform so as to ensure comparability of the results. The teachers in the control group and the experimental group were equated. The investigator followed the following steps.

1. Matching the groups : The sample of 20 teachers were divided into two groups of 10 each, viz, the control group and the experimental group.

Both the groups were equated in terms of sex, age, qualification, experience, and attitude as measured by TAI.<sup>11</sup>

2. Pre-testing : Each teacher of both the groups gave two regular English lessons in school setting and their performance was observed on RS and GTCS, to obtain the pre-test scores.
3. Orientation to English teaching methodology : Both the groups were given orientation to English teaching methodology, which covered areas like methods of teaching English with special reference to the structural approach, four language skills, use of s-upport materials in teaching English, pronunciation and practice in phonetic transcription<sup>12</sup> as well as using phonetic dictionary. This was done for a period of three weeks in February, 1983, just before the reopening of the schools after winter vacation. The teachers were also supplied with cyclostyled reading materials.

4. Practice in school setting : Each teacher of both the groups practised two English lessons in school setting. Each lesson was of 35 minutes followed by traditional feedback for 5 minutes.
5. Post-orientation testing : Each teacher of both the groups gave two regular English lessons in real classroom situation ( school setting). No feedback was given. The lessons were observed on RS and GTCS for obtaining post-orientation test scores.
6. Theoretical orientation to microteaching: Both the groups received theoretical orientation to microteaching which included explanation of the concept of microteaching and its merits and demerits as well as a general discussion of teaching skills.
7. Treatment variation : all the above steps were common for both the control and the experimental group. From now started the experimental variation between the two groups.

(a) Treatment for the control group : Two training college teachers gave two demonstration lessons, in simulation, each of 25 minutes' duration ( total time for demonstration = 50 minutes). All the teachers of the control group planned lessons on the basis of the traditional format supplied to them. Each teacher gave four regular English lessons in simulation with peers acting as pupils. Each lesson was followed by traditional feedback by the supervisor ( as is given in traditional practice teaching programme). The duration of each of the four lessons was 35 minutes and that of feedback was 10 minutes. The total time per teacher per lesson was thus : plan - 30 minutes, - teach - 35 minutes - feedback -10 minutes = 75 minutes, and total time taken by each for four lessons was  $75 \times 4$  or 300 minutes.

(b) Treatment for the experimental group :

(1) The five selected skills were taken up, one at a time, for discussion. The details of the skills were collected from

Becoming Better Teacher (Passi, 1976)<sup>13</sup> for discussion and model lesson plans were supplied to the group. The investigator demonstrated lessons on each skill. Two model lessons, one live and one audio, each for 5 minutes' duration, were used for demonstration. Thus the total time taken for demonstration on 5 skills (in simulated situation) was  $10 \times 5 = 50$  minutes.

- (2) On the basis of the lesson format supplied, the teachers prepared lesson plans on suitable concepts from different branches of English and the lessons were given in microteaching setting as follows :
- (i) The lessons were given in simulated conditions with peers acting as pupils.
  - (ii) The number of peer pupils ranged from 6 to 8.
  - (iii) There was only peer supervision and feedback of the lesson and there was only one peer supervisor in each lesson.
  - (iv) The feedback/ refeedback was given immediately after teach/reteach lesson in an individual setting.
  - (v) The time distribution for each

teacher was : plan- 5 minutes; Teach - 5 mints;  
Feedback - 5 minutes; R<sub>e</sub>plan - 5 minutes;  
Reteach - 5 minutes; Refeedback - 5 minutes;  
Total = 30 minutes. This comprised one  
microteaching cycle. There were thus two  
microlessons in each cycle ( one teach and  
one reteach) and the content for teach and  
reteach lessons was the same. Each skill  
was practised for two cycles. (vi) The above  
procedure was used through microteaching  
in respect of all the 5 skills and the  
5 skills were practised by the group in the  
sequence as follows : Skill of fluency in  
questioning, Skill of Stimulus variation,  
Skill of reinforcement, Skill of Increasing  
Pupil participation, Skill of achieving  
Closure. Time taken by each teacher for  
practising English lessons (teach and reteach)  
in each skill for two microteaching cycles  
was (30 +30) 60 minutes. Observation was  
done by the peer supervisor with the help  
of corresponding observation proformas  
given in Becoming Better Teacher (Passi,1976).  
Total time taken by each teacher on 5 skills  
was  $60 \times 5 = 300$  minutes.

8. Practice in real situation :

- (a) Each teacher in the control group gave two regular English lessons in school situation. Each lesson was of 30 minutes' and was followed by 5 minutes' traditional feedback by the supervisor, as is given in regular B.Ed practice teaching programme.
- (b) Each teacher in the experimental group gave two regular English lessons in school situation, attempting to make use of the selected 5 skills. Each lesson was of 30 minutes' duration and was followed by 5 minutes' feedback based on GTCS as well as RS.

9. Post treatment observation : Each teacher in the control group and the experimental group gave two regular English lessons in real classroom setting. The lessons were observed on RS and GTCS for the criterion variable.

### 3.3.5 Schematic representation of the experimental design :

Step 1. Matching the groups (experimental and control groups).

Step 2. Pretesting : observation of two regular English lessons in school setting using RS and GTCS.  
No feedback.

Step 3. Orientation to English teaching methodology.

Step 4. Practice in school setting with traditional feedback.

Step 5. Post-orientation testing : Observation of two regular English lessons in school setting on RS and GTCS. No feedback.

Step 6. Theoretical orientation to microteaching.

Step 7. Treatment variation :

Control group (N = 10)	Experimental group (N=10)
Practice under traditional strategy. (a) 2 demonstration lessons; time : (25 x2) 50 mts (in simulated situation).	Demonstration lessons and practice of 5 skills, one at a time, in simulated situation, under microteaching strategy, followed by

(b) Four regular English lessons in simulation followed by traditional feedback : Time - plan- 30 mts, Teach - 35 mts, Feedback - 10 mts. Total time per teacher (75 x 4) = 300 minutes.

skill based feedback.

(a) 5 demonstration lessons on 5 skills (of 10 mts. each) Time :  $10 \times 5 = 50$  minutes.

(b) Practice of lessons for each skill in two microteaching cycles. Time : Plan- 5 mts, Teach- 5 mts, Feedback- 5 mts, Replan- 5 mts, Reteach - 5 mts, Refeedback - 5 mts. Total : 30 mts (for one microteaching cycle). Total time per teacher on 5 skills (two M.T. cycles on each skill) :  $60 \times 5 = 300$  minutes.

#### Step 8.

Practice in real situation : two regular English lessons in school setting, each of 30 mts' duration followed by traditional feedback

Practice in real situation : two regular English lessons in school setting, attempting to use the 5 skills, each of 30 minutes' duration followed by 5 minutes'

for 5 minutes (as	:	feedback based on RS and
given in regular B.Ed	:	GTCS.
practice teaching	:	Total time per teacher :
programme). Total time	:	(35 x 2 ) = 70 minutes.
per teacher : (35x2)=	:	
70 minutes.	:	

Step 9. Post-treatment observation : observation of two regular English lessons in school setting using RS and GTCS for the criterion variable. No feedback.

### 3.3.6 Method of analysis :

The scores in respect of the control group and the experimental groups, obtained at different stages of the experiment ( which was completed in the middle of June, 1983) were analysed in the following manner. The mean scores and the S.D.s of both the groups, on RS and GTCS separately, were computed. Then mean gain scores of both the groups, on RS and GTCS separately, were worked out and applying t-test the gain scores of both the groups, on RS and GTCS, were compared. The gain scores on the two scales, RS and GTCS, were not correlated.

## NOTES AND REFERENCES

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2. Meghalaya Board of School Education : Science and Mathematics Teachers in the recognised High Schools and the Schools with permission of the Board to open Classes IX and X as on 1.5.82., MBSE, Tura, 1982(Mimeo).
  
3. The investigator, in this connection, consulted the following books :  
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Bloomers, P. and Lindquis-t, E.P. : Elementary Statistical Methods in Psychology and Education, Oxford Book Company, Calcutta, 1960, PP. 233-256 ;  
Croxtton, P.E. and Cowden D.J. : Applied General Statistics, Prentice Hall of India, pvt. Ltd., New Delhi, 1966, PP. 26-34;  
Yates, F. Sampling methods for Censuses and Surveys, Charles Griffin and Co. Ltd., London, 1960, PP. 20-47.

4. For identifying various research tools, the investigator, consulted, among others, the following books on research methodology :

Best, J.W. : Research in Education, Englewood Cliffs, M.J. Prentice Hall, Inc., 1959, PP. 140-186.

Good, C.V. : Introduction to Educational Research, New York, Appleton Century Crofts Inc, 1959, PP. 165-166.

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Mouly, G.J. : The Science of Educational REsearch, Eurasia Publishing House (pvt) Ltd., New Delhi, 1964, PP. 238-274.

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Sukhia, S.P. et al : Elements of Educational Research, Allied Publishers, New Delhi, 1974, PP. 129 - 174.

5. In order to identify various aspects of teaching English, to be included in the draft questionnaire, the

the investigator consulted the following books on English teaching :

Sharma, K.L.: Methods of Teaching English in India, Lakshmi Narain Agarwal, Educational Publishers, Agra, 1979, PP. 122- 142.

Trivedi, R.S. and Ghanchi, D.A. : Techniques of Teaching English, Balgovind Prakashan, Ahmedabad, 1977, PP.65-80.

Tomkinson, W.S.: The Teaching of English, Oxford University Press, London, 1935, PP. 7 - 18.

Ryburn, W.M. : The Teaching of English, Oxford University Press, Bombay, 1961, PP. 58-98.

Sachdeva, M.S. : op.cit.PP. 73-50 and 227-233.

Gatenby, E.V.: English as a Foreign Language, Advice to Non English Teachers, Longmans, Green and Co. Ltd., London, 1964.

6. The following reports were consulted :

Pandey, B.N. and Khosla, D.N. : Student Teaching and Evaluation for Secondary Colleges of Education, Hand Book, Department of Teacher Education, National Institute of Education, NCERT, New Delhi, 1970, PP. 90 (a) - 90 (d).

7. r was calculated as per :

Garrett, H.E. : Statistics in Psychology and Education,  
Vakils, Feffer and Simons Private Ltd., Bombay, 1973,  
P. 143.

8. Das, R.C. et al : op.cit. P. 4

9. Ibid, P. 30.

10. Ibid, P. 26.

11. For analysis and interpretation of scores on TAI, the  
following Scoring-Key was used :

Ahluwalia, S.P. : Teacher Attitude Inventory, Answer  
Sheet of TAI, National Psychological Corporation, Agra,  
1978.

12. Following books were used for the purpose of giving  
training in phonetics:

Bansal, R.K. : An Outline of General Phonetics, Oxford  
University Press, Bombay, 1974:

Bansal, R.K. and Harrison, J.B. : Spoken English for  
India, Orient Longman, Madras, 1972.

Jones, D. : English Pronouncing Dictionary, ELBS  
Edition, J.M. Dent & Sons Ltd., London, 1972.

13. Passi, B.K. (ed) : Becoming Better Teacher, Microteaching Approach, CASE, M.S. University, Baroda, Sahitya Mudranalaya, Shmedabad, 1976, PP. 98-113, 190-203, 228-242, 245-275, 304-322.

A brief description of the 5 skills together with their components are given below :

(a) Fluency in questioning :

By this is meant the rate of meaningful questions put per unit of time . A question is said to be meaningful, if it is (i) grammatically correct, (ii) concise, (iii) relevant, and (iv) Specific, and also (v) put in a proper process, i.e., proper speed and pause, and suitable voice. A question becomes more meaningful, when it is followed by a pupil response (product).

(b) Stimulus Variation :

The skill of stimulus variation can be defined as deliberate change in the attention drawing behaviours of the teacher in order to secure and sustain pupils' attention towards the lesson at high level. Components of this skill are : (i) Movements - Movements from one place to another to encourage useful shifts for attention; (ii) Gestures - head, hand and body movements to draw attention to emphasise importance, to express emotion or to indicate shapes, sizes, movements, etc; (iii) Change in speech

patterns - sudden or radical changes in tone, volume or speed of the teacher's speech; (iv) Focussing - verbal, gestural or verbal-gestural focussing; (v) Change in interaction styles :- teacher- group, teacher- pupil, and pupil - pupil; (vi) Pausing - short deliberate intervals of silence used while conveying information, lecturing, explaining, etc; (vii) Oral-visual switching - change in the medium - oral, visual or oral-visual, through which information is conveyed to pupils.

(c) Reinforcement :

The skill of reinforcement involves maximising the use of positive reinforcers and avoiding negative reinforcers. Components of the skill are ; (i) Positive verbal reinforcement - includes positive verbal reinforcers like 'yes', 'excellent', 'splendid', etc.; (ii) Repeating and rephrasing - repeating and rephrasing the pupil responses and using the ideas for further development of the lesson; (iii) Extra verbal cues - involves 'um.um', 'aha' to encourage and prompts like 'carry on', etc.; (iv) Positive non-verbal reinforcement - includes non-verbal cues like nodding, smiling , etc.; (v) Negative verbal reinforcement- includes telling the pupil directly that his answer is wrong, etc.; (vi) Negative non-verbal reinforcement - includes non-verbal cues like frowning, looking angrily, etc;

(vii) wrong use of reinforcement- includes instances where no reinforcement was given, but could have been given;

(viii) Inappropriate use of reinforcement- includes encouraging remarks made not according to the quality of the response, using same type of reinforcers for every response.

(d) Increasing pupil participation :

Pupil participation includes pupil's verbal response and initiation only, although teacher participation is considered to involve both verbal and nonverbal teacher participation. The skill involves integrating the various components of the skill in such combinations and proportions so as to maximise pupil participation. Components of the skill are : (i) creating set- creating mental readiness from emotional and cognitive points of view; (ii) questioning - asking verbal and redirected questions for eliciting pupil participation; (iii) encouraging - verbal encouraging remarks and nonverbal behaviour like writing pupil responses on the blackboard. (iv) Pausing - a deliberate silence introduced by the teacher during classroom interaction, so as to increase pupil participation.

(e) Achieving closure :

Achieving closure is similar to a stage known as recapitulation in the Herbartian steps, according to which

it is a process of associating new facts with the old knowledge, applying new knowledge in various situations, and ensuring repetition of the facts in the best possible way. Components of the skill are : (i) Consolidation of the major points - involves synthesising the main points covered during the lesson; (ii) Application of the present knowledge in new or different situations - refers to creating situations where the pupils can make use of what they have learnt during the lesson in different or new situations; (iii) Linking the past knowledge with the present knowledge - involves helping the pupils to see the relationship between the knowledge acquired by them before the presentation of the lesson and the knowledge provided to them during the lesson; (iv) Linking the present knowledge with the future learning- refers to relating the present knowledge in the lesson and the assignments given to the pupils.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION :

#### BACKGROUND CHARACTERISTICS OF AND PRACTICES FOLLOWED BY THE TEACHERS

The present chapter deals with the analysis and interpretation of data regarding background characteristics of the teachers of English, their workload, their views and opinions as well as practices followed by them in respect of various aspects of teaching English.

##### 4.1 Background characteristics :

Analysis of data regarding background characteristics of the teachers of English was given in terms of percentage. The data have been presented, item-wise, in tables. In the tables, figures in parentheses indicate percentages.

##### (a) Teachers belonging to different linguistic groups :

Break-up of teachers, linguistic-group-wise, was done in respect of the sample of 490 teachers. Schools, for the purpose of analysis and interpretation, were divided into two broad categories : (i) Govt. and deficit schools, and (ii) Adhoc and Private schools. The analysed data are given in Table 4.01.

Table 8.01

Teachers belonging to different linguistic groups.

Groups	Male teachers		Female teachers		Total	
	Govt. & deficit	Adhoc & private	Govt. & deficit	Adhoc & private	Govt. & deficit	Adhoc & private
Khasi	52 (10.61)	46 (9.39)	54 (11.02)	62 (12.65)	106 (21.63)	108 (22.04)
Bengali	34 (6.94)	26 (5.31)	28 (5.72)	27 (5.51)	62 (12.66)	53 (10.81)
Hindi	16 (3.27)	15 (3.06)	8 (1.63)	9 (1.84)	24 (4.90)	24 (4.90)
Assamese	4 (.82)	1 (.20)	9 (1.84)	3 (.61)	13 (2.65)	4 (.82)
Nepali	12 (2.45)	21 (4.28)	4 (.82)	6 (1.22)	16 (3.27)	27 (5.51)
Mizo	1 (.20)	3 (.61)	-	3 (.61)	1 (.20)	6 (1.22)
Others	13 (2.65)	19 (3.88)	5 (1.02)	9 (1.84)	18 (3.67)	28 (5.72)
Total	132 (26.94)	131 (26.73)	108 (22.05)	119 (24.28)	240 (48.98)	250 (51.02)
	263 (53.67)		227 (46.33)		490 (100.00)	

Table 4.01 indicates that among the different linguistic groups, Khasi group had the highest percentage of share and Mizo group had the lowest share. The meagre share of the Mizo group was due to the fact that there are only two Mizo high schools in the district, while the meagre share of the Assamese group, as indicated by the table, was due to the outflow of Assamese population after the shifting of Assam capital to Dispur.

(b) Marital status of teachers :

Marital status of the teachers of English, sex-wise and linguistic group wise, was analysed. No break up of marital status of teachers in respect of the two categories of schools ( Govt and deficit schools, and Adhoc and private schools) has been given while tabulating the data. Table 4.02 gives the analysed data relating to marital status of the teachers of English.

Table 4.02

Marital Status of teachers.

	Single		Married		Total	
	Male	Female	Male	Female	Male	Female
Khasi	38 (7.76)	51 (10.41)	60 (12.24)	65 (13.27)	98 (20.00)	116 (23.67)
Bengali	36 (7.35)	30 (6.12)	24 (4.90)	25 (5.10)	60 (12.24)	55 (11.23)
Hindi	12 (2.45)	6 (1.22)	19 (3.88)	11 (2.25)	31 (6.33)	17 (3.47)
Assamese	3 (.61)	6 (1.22)	2 (.41)	6 (1.22)	5 (1.02)	12 (2.45)
Nepali	18 (3.67)	3 (.61)	15 (3.06)	7 (1.43)	33 (6.73)	10 (2.04)
Mizp	2 (.41)	2 (.41)	2 (.41)	1 (.20)	4 (.82)	3 (.61)
Others	22 (4.49)	9 (1.84)	10 (2.04)	5 (1.02)	32 (6.53)	14 (2.86)
Total	131 (26.74)	107 (21.83)	132 (26.94)	120 (24.49)	263 (53.67)	227 (46.33)
	238 (48.57)		252 (51.43)		490 (100.00)	

Table 4.02 shows that percentage of married teachers was slightly higher than that of the unmarried (single) teachers in the sample.

(c) Members of Scheduled caste and Scheduled tribe :

There was no teacher belonging to scheduled caste in the sample. The position of teachers belonging to scheduled tribe, which included Khasi and Mizo tribes, has been indicated in table 4.01. Therefore, no separate tabulation in respect of the teachers belonging to scheduled tribe was done.

(d) Teachers by general qualifications :

For the purpose of analysis of data regarding general qualifications, teachers were classified under three heads : undergraduates, Graduates and Postgraduates. Position of tribal and non-tribal groups of teachers, with sexwise break-up, in respect of general qualifications, has been given in Table 4.03.

Table 4.03

Teachers by general qualifications.

	Tribal		Non-tribal		Total	
	Male	Female	Male	Female	Male	Female
Under graduate	23 (4.69)	31 (6.33)	29 (5.92)	16 (3.27)	52 (10.61)	47 (9.59)
Graduates	67 (13.67)	72 (14.69)	108 (22.04)	78 (15.92)	175 (35.71)	150 (30.61)
Postgraduate	12 (2.45)	16 (3.27)	24 (4.90)	14 (2.86)	36 (7.35)	30 (6.12)
Total	102 (20.81)	119 (24.29)	161 (32.86)	108 (22.05)	263 (53.67)	227 (46.33)
	221 (45.10)		269 (54.90)		490 (100.00)	

The above table shows that a large majority of the teachers of English were graduates by general qualifications.

(e) Teachers by professional qualifications :

Analysis of tribal and nontribal teachers having professional degrees (B.T./B.Ed) can be seen in Table 4.04.

Table 4.04

Teachers with professional degrees.

Groups	Male	Female	Total
Tribal	36 ( 7.35)	49 (10.00)	85 (17.35)
Non-tribal	66 (13.47)	47 ( 9.59)	113 (23.06)
Total	102 (20.82)	96 (19.59)	198 (40.41)

The table indicates that majority of the teachers of English were not professional degree holders.

(f) Teachers trained with and Without English :

Table 4.05 shows the position of tribal and non-tribal teachers with and without English as a subject at BT/B.Ed level, with sex wise break up, in the sample.

Table 4.05

Teachers, with and without English  
at B.T./B.Ed level.

Groups	Tribal		Non-tribal		Total
	Male	Female	Male	Female	
Trd with English	18 (9.09)	33 (16.67)	38 (19.19)	17 (8.58)	106 (53.54)
Trd without English	18 (9.09)	16 (8.08)	28 (14.14)	30 (15.15)	92 (46.46)
Total	36 (18.18)	49 (24.75)	66 (33.34)	47 (23.74)	198 (100.00)

(g) Other professional degrees, diplomas :

Teachers having other professional degrees, diplomas  
are shown in Table 4.06.

Table 4.06.

Teachers with other professional degrees  
and diplomas.

Groups	Tribal		Non-tribal		Total
	Male	Female	Male	Female	
Dip. in Eng. Teaching	2 (.41)	2 (.41)	2 (.41)	4 (.82)	10 (2.04)
Others	2 (.41)	4 (.82)	3 (.61)	4 (.82)	13 (2.65)
Total	4 (.82)	6 (1.22)	5 (1.02)	8 (1.63)	23 (4.69)

In table 4.06, 'others' included diplomas in Home Science, Montessory and B.Lib.Science. The table indicates that percentage of teachers having other professional degrees/diplomas was only 4.69, while that of teachers having diploma in English Teaching was only 2.04.

(h) Summer Institute and short course training :

Position of teachers of English having attended summer institute and short course inservice training in English as well as in other subjects, is given in Table 4.07.

Table 4.07  
Teachers having attended summer institute etc.

Subjects	Tribal		Non-tribal		Total
	Male	Female	Male	Female	
English	6 (1.22)	9 (1.84)	5 (1.02)	3 (.61)	23 (4.69)
Others	5 (1.02)	6 (1.22)	4 (.82)	3 (.61)	18 (3.68)
Total	11 (2.24)	15 (3.06)	9 (1.84)	6 (1.22)	41 (8.37)

'others' in the table included, training in microteaching, NCC/Girl guiding, PT and Home Nursing. The table shows

that majority of the teachers of English were out of the pail of inservice training in English teaching.

(i) Teachers by age and experience :

for the analysis of data under this item, teachers were divided into two groups (i) teachers upto 40 years of age, majority having experience within 5 years, and (ii) teachers above 40 years of age, majority with more than 5 years' experience.

Table 4.08 shows the position of age and experience.

Table 4.08  
Age and experience of teachers.

Groups	Upto 40 years		Above 40 years		Total	
	Male	Female	Male	Female	Male	Female
Tribal	46 (9.39)	65 (13.27)	56 (11.43)	54 (11.02)	102 (20.82)	119 (24.29)
Non-tribal	78 (15.92)	38 ( 7.76)	83 (16.94)	70 (14.29)	161 (32.86)	108 (22.04)
Total	124 (25.31)	103 (21.02)	139 (28.37)	124 (25.31)	263 (53.67)	227 (46.33)
	227 (46.33)		263 (53.67)		490 (100.00)	

Percentage of teachers above 40 years of age, majority of whom had more than 5 years teaching experience, was higher than that of teachers upto 40 years of age.

majority of whom had experience within 5 years.

#### 4.2 Workload of the teachers of English :

Data regarding teachers' workload on various items were analysed to find out measures of Central tendency, i.e., mean, median, and mode.<sup>1</sup>

##### (a) Classes and subjects taught :

Table 4.09 gives the analysis of undergraduate, graduates and post-graduate teachers teaching English in lower classes (classes IV-VI) and teachers teaching English in upper classes (classes VII - X) of the high schools.

Table 4.09

Teachers teaching English in lower classes, upper classes, and both lower and upper classes.  
( percentages in parentheses)

Groups	Lower classes	Upper classes	Both lower & upper	Total
Undergraduates	82 (16.73)	2 (.41)	15 (3.06)	99 (20.20)
Graduates	34 (6.94)	216 (44.08)	75 (15.31)	325 (66.33)
Post-graduates	-	41 (8.37)	25 (5.10)	66 (13.47)
Total	116 (23.67)	259 (52.86)	115 (23.47)	490 (100.00)

Table 4.09 indicates that undergraduates generally taught in the lower classes, while majority of graduates and post-graduates taught in the upper classes. Analysis of teachers teaching only English and those teaching English + other subjects, has been given in Table 4.10.

Table 4.10

Teachers teaching only English and teachers teaching English + other subjects.

Groups	Only English	English + other subjects	Total
Under- graduates	12 (2.45)	87 (17.75)	99 (20.20)
Graduates	34 (6.94)	291 (59.39)	325 (66.33)
Post- graduates	24 (4.90)	42 (8.57)	66 (13.47)
Total	70 (14.29)	420 (85.71)	490 (100.00)

(percentages in parentheses)

The table indicates that majority of the teachers, undergraduates, graduates, and postgraduates, taught English + other subjects.

## (b) Period load :

Mean, median and mode workload on various items were computed to find out the position of workload in respect of teachers from Govt. and deficit schools, teachers from Adhoc and private, as well as in respect of the entire sample of teachers. Table 4.11 gives the analysis of hours spent by the teachers per week on teaching. The mean, median and the mode period load was converted into hours to find out the time spent on teaching, per week.

Table 4.11

Period load in hours.

Groups	N	Mean	Median	Mode
Govt. & deficit school teachers	240	18.384	19.961	26.449
Adhoc & Private school teachers	250	19.667	20.497	22.159
Entire s-sample	490	19.038	20.223	22.594

The table indicates that mean and median period load was higher in the case of Adhoc and Private school teachers.

## (c) Pupil load :

Analysis of weekly pupil load of teachers in respect of Govt. and deficit schools, private and Adhoc schools as well as in respect of the entire sample has been given in table 4.12. Mean pupil load, median pupil load and mode pupil load were rounded off ( to next higher/lower number) to interpret in terms of complete number.

Table 4.12

## Pupil load.

Groups	N	Mean	Median	Mode
Govt.& deficit	240	138	137	136
Adhoc & private	250	147	149	154
Entire sample	490	143	145	149

The table indicates that pupil load of teachers of Adhoc and Private schools was higher than that of teachers of Govt. and deficit schools.

## (d) Workload on co-curricular activities :

Position of data relating to participation and non-participation in co-curricular activities, in respect of teachers of each of the two categories of schools as well as in respect of the entire sample of teachers can be seen in Table 4.13. Weekly workload of teachers participating in such activities has been presented in Table 4.14 (in terms of hours).

Table 4.13

Participation and non-participation in co-curricular activities.

(% in parentheses)

Groups	Participating in co-curricular activities	Not participating in co-curricular activities	Total
Govt. & deficit	125 (25.51)	115 (23.47)	240 (48.98)
Adhoc & private	110 (22.45)	140 (28.57)	250 (51.02)
Entire sample	235 (47.96)	255 (52.04)	490 (100.00)

Percentage of teachers not participating in co-curricular activities was higher than that of

the teachers participating in the co-curricular activities in the entire sample.

Table 4.14

Workload on co-curricular activities.

Groups	N	Mean	Median	Mode
Govt. & deficit	125	6.468	6.524	6.636
Adhoc & private	110	6.064	5.967	5.773
Entire sample	235	6.279	6.292	6.318

The above table indicates that workload on co-curricular activities in respect of the teachers of Govt. and Deficit schools was higher than that in respect of the teachers of Adhoc and Private schools

(e) Correction of notebooks :

Number of notebooks, on average, corrected by the teachers of Govt. and deficit schools, Adhoc and private schools, and the entire sample of teachers, per week, were analysed, but not

tabulated. The analysed data indicated that in the Govt. and Deficit schools, the teachers (N = 240) corrected 121 notebooks; in the Adhoc and private schools, the teachers (N =250) corrected 98 notebooks ; while in the entire sample, teachers (N =490) corrected 109 notebooks, on average, per week. Weekly workload on correction of notebooks was, thus, higher in the case of Govt. and deficit school teachers than in the case of the Adhoc and private school teachers.

(f) Monthly class tests :

Teachers giving and not giving class tests (monthly) have been shown in the analysed data presented in Table 4.15; while Table 4.16 gives analysis of class-test-scripts examined by them per month.

Table 4.15

Teachers giving and not giving  
monthly class-tests.

( % in parenthesis)

Groups	Giving tests	Not giving tests	Total
Govt. & deficit	212 (43.26)	28 (5.72)	240 (48.98)
Adhoc & private	180 (36.73)	70 (14.29)	250 (51.02)
Entire sample	392 (79.99)	98 (20.01)	490 (100.00)

Percentage of teachers not taking class tests was higher in the case of Adhoc and Private school teachers.

Table 4.16

Class-test-scripts examined per month.

Groups	Total Number of scripts	Mean (rounded off)
Govt. & deficit (N=212)	33744	159
Adhoc & private (N=180)	18180	101
Entire sample (N=392)	51924	132

Workload on correction of examination scripts was heavier in the case of Govt. and Deficit school teachers than that in the case of Adhoc and Private school teachers.

(g) Parttime and other extra remunerative activities:

In the entire sample, 27 (5.51%) teachers; in the Govt. and deficit schools, 12 (5%) teachers; and in the Adhoc and private schools, 15 (6%) teachers carried out part time and extra remunerative activities. Their weekly workload in hours, can be seen in Table 4.17.

Table 4.17

Workload on part time and other extra remunerative activities.

Groups	N	Mean	Median	Mode
Govt. & deficit	12	4.167	3.7	2.766
Adhoc & private	15	5.5	5.5	5.5
Entire sample	27	4.907	4.643	4.115

## (h) Weekly off periods :

Analysed data regarding teachers' off periods per week have been given in Table 4.18. Mean, median and mode off periods were interpreted in terms of hours.

Table 4.18

Off periods per week.

Groups	N	Mean	Median	Mode
Govt. & deficit	240	7.061	7.043	7.007
Adhoc & private	250	5.986	5.68	5.067
Entire sample	490	6.513	6.179	5.513

The table indicates that teachers in the Govt. and deficit schools had more off periods per week than teachers in the Adhoc and Private schools.

## (h) Utilisation of Off periods and tiffin periods :

Itemwise workload of teachers during tiffin and off periods was analysed. In Table 4.19, percentages of teachers from the two categories of schools and in respect of the entire sample, carrying out different items of work during off periods and tiffin periods, have been given. Tables 4.20, 4.21 and 4.22 present workload of teachers ( in hours) on various items of work per week, in respect of Govt. and deficit school teachers, Adhoc and private school teachers, and the entire sample of teachers, respectively.

Table 4.19

Teachers doing various activities during tiffin and off periods.

Items	Govt.& deficit school teachers	Adhoc & Private school teachers	Entire sample
Correction	240 (100.00)	160 (64.00)	400 (81.63)
Preparation	158 (65.83)	85 (34.00)	243 (49.59)
Meeting pupils	96 (40.00)	100 (40.00)	196 (40.00)
Taking classes	24 (10.00)	137 (54.80)	161 (32.86)
Other school work	38 (15.83)	80 (32.00)	118 (24.08)
Relaxation	240 (100.00)	250 (100.00)	490 (100.00)

Figures in parentheses indicate percentages.

Percentage of teachers doing correction work and preparation of lesson, were higher in the case of Govt. and deficit schools than in the case of Adhoc and private schools ; while percentages of teachers taking classes during off periods was higher in the case of Adhoc and private schools. Percentage of teachers doing other school works was also higher in the case of Adhoc and private schools. Percentages of teachers meeting pupils were same in both the cases, while all teachers in the entire sample utilised some time for relaxation. The position is indicative of the fact that Adhoc and Private schools were understaffed.

Table 4.20

Time spent on various items during tiffin and off periods by Govt. and deficit school teachers.

Items	N	Mean	Median	Mode
Correction	240	3.833	3.991	4.307
Preparation	158	2.842	2.762	2.602
Meeting pupils	96	2.792	2.667	2.417
Taking classes	24	2.750	2.591	2.273
Other school works	38	5.342	5.389	5.483
Relaxation	240	5.542	5.559	5.593

Table 4.21

Time spent on various items during tiffin and off periods by Adhoc and Private school teachers.

Items	N	Mean	Median	Mode
Correction	160	3.811	4.284	5.230
Preparation	85	2.547	2.476	2.334
Meeting pupils	100	2.58	2.457	2.211
Taking classes	137	5.084	4.887	4.493
Other school works	80	7.25	7.567	8.201
Relaxation	250	3.444	4.043	5.241

Table 4.22

Time spent on various items during tiffin and off periods by the entire sample of teachers.

Items	N	Mean	Median	Mode
Correction	400	3.825	3.959	4.227
Preparation	243	2.739	2.65	2.472
Meeting pupils	196	2.684	2.562	2.318
Taking classes	161	4.736	4.541	4.151
Other school works	118	6.636	6.824	7.2
Relaxation	490	4.047	4.571	5.619

Tables 4.20 to 4.22 indicate that mean, median and mode hours utilised by teachers on preparation of lessons, meeting pupils and relaxation were more in the case of Govt. and deficit schools than those in the case of Adhoc and Private schools; while Adhoc and private schools teachers' workload (mean, median, mode) on taking classes and doing other school works was more than the Govt. and deficit school teachers' workload on these two items. As regards correction work, mean was slightly higher in the case of Govt. and deficit school teachers, while median and mode were higher in the case of the Adhoc and Private school teachers.

#### 4.3 Views and opinions of and practices followed by teachers in respect of various aspects of teaching English :

The questionnaire administered to the teachers of English included, some questions for collecting teachers' views and opinions and others for identifying the practices followed by them. Responses indicated teachers' views and opinions about asking questions, using aid materials,

present English syllabus and English readers, inservice training for teachers, etc. and practices actually followed by them with regard to methods, skills, aid materials, teaching of different branches of English, reading comprehension, oral English and teaching of English pronunciation, etc. In response to the last question of the questionnaire, the teachers pointed out their problems and difficulties in teaching English. Responses of both Govt. and deficit school teachers and Adhoc and private school teachers were analysed; but , for interpretation, percentages were calculated on the total number of respondents ( in the entire sample). In the tables under this section, percentages have been given in parentheses.

#### 4.3.01 Methods used :

position regarding methods used by the teachers in teaching English has <sup>been</sup> given in Table 4.23.

Table 4.23

Methods used by the teachers.

Methods	Govt. & deficit school teachers	Adhoc & Private school teachers	Total
1. Translation method	72 (14.69)	135 (27.55)	207 (42.24)
2. Direct method	24 (4.90)	11 (2.24)	35 (7.14)
3. Direct method, modified under structural approach	144 (29.39)	104 (21.22)	248 (50.61)
4. Any other...	-	-	-
Total	240 (48.98)	250 (51.02)	490 (100.00)

The table indicates that percentage of teachers using Direct Method, modified under Structural Approach, was the highest.

#### 4.3.02 Use of language skills :

Responses given by the teachers indicated that each gave practice to more than one skill in the English class. Different combinations of skills used by the teachers appear in Table 4.24.

Table 4.24

Language skills used by the teachers.

Skills	Govt.&deficit school teach- ers.	Adhoc&Private School teach- ers.	Total
Reading and writing	42 (8.57)	61 (12.45)	103 (21.03)
Listening, Read- ing & writing	106 (21.63)	131 (26.73)	237 (48.36)
All the 4 skills (listening, spea- king, reading & writing.	92 (18.78)	58 (11.84)	150 (30.61)
Total	240 (48.98)	250 (51.02)	490 (100.00)

Percentage of teachers giving practice in listening, reading, and writing was the highest. Percentage of teachers using all the four skills was relatively less. Again, it appears from the table that students' speech practice was neglected by a large majority of the teachers.

#### 4.3.03 Preparation of lessons :

Percentages of teachers preparing lessons 'always', 'irregularly', and 'never' are given in Table 4.25.

Table 4.25

## Preparation of lessons

Lessons prepared	Govt & deficit school teachers	Adhoc & private school teachers	Total
Always	85 (17.35)	36 (7.35)	121 (24.70)
Irregularly	115 (23.47)	136 (27.75)	251 (51.22)
Never	40 (8.16)	78 (15.92)	118 (24.08)
Total	240 (48.98)	250 (51.02)	490 (100.00)

The table indicates that percentage of teachers who prepared lessons 'irregularly' was the highest. Reasons furnished by the teachers for preparing and not preparing lessons are given in table 4.26.

Table 4.26

## Reasons for preparing and not preparing lessons.

Reasons for preparing (with % of respondents)	Reasons for not preparing (with % of respondents)
1. Promotes self confidence and makes teaching systematic 322 (86.56)	1. Lack of time 80 (67.79)
2. lesson preparation is obligatory 50 (13.44)	2. Not obligatory 38 (32.21)
3. Helps in creating students' interest -	3. Lack of interest -
4. Any other----- -	4. Any other ---- 6
372 (100.00)	118 (100.00)

Table 4.26 indicates that majority of the teachers who prepared lessons ('always' and 'irregularly') gave two reasons for preparing lessons. These were (i) that lesson preparation promotes self-confidence and (ii) that it makes teaching systematic. Majority of the teachers who did not prepare lessons, pointed out, 'lack of time' as the reason for not preparing lessons.

### 3.04 Use of material aids :

Percentages of teachers using material aids, in teaching English, 'always', 'irregularly', and 'never' are given in Table 4.27.

Table 4.27

#### Use of aids in teaching

Aids used	Govt.&deficit school teachers	Adhoc & private school teachers	Total
Always	44 (8.98)	24 (4.90)	68 (13.88)
Irregularly	139 (28.37)	83 (16.94)	222 (45.31 )
Never	57 (11.63)	143 (29.18)	200 (40.81 )
Total	240 (48.98)	250 (51.02)	490 (100.00)

The table shows that majority of the teachers used aid materials irregularly & always. Percentage of teachers

using aids 'irregularly' was, however, the highest in the entire sample. No tabulation on reasons for using and not using aid materials in teaching was done. Analysis of responses indicated that teachers who used aids furnished, either (i) aids make teacher's explanation vivid and impressive, or (ii) aids make language learning interesting, as reasons for using aids. Teachers who did not use aids pointed out that ready made aids were not available.

#### 4.3.05 Asking questions :

Responses revealed that all teachers in the sample, asked questions during teaching. The data were, therefore, not tabulated. Analysis of reasons given <sup>by</sup> the teachers for asking questions indicated that 328 (66.94) teachers asked questions, because questions help in developing the lesson; and 162 (33.06) teachers asked questions, because questions make students attentive.

#### 4.3.06 Types of Oral work/ conducted by the teachers :

Percentages of teachers conducting different types of oral work in the English class have been given in Table 4.28.

Table 4.28

Types of oral work conducted by the teachers.

Type of work	Govt. & deficit school teachers	Adhoc & Private school teachers	Total
1. Oral composition	32 (6.53)	21 (4.28)	53 (10.81)
2. Reading picture	-	-	-
3. Reproducing a story	82 (16.73)	110 (22.45)	192 (39.18)
4. Dramatisation	5 (1.02)	-	5 (1.02)
5. Discussion	59 (12.04)	80 (16.33)	139 (28.37)
6. Language games	-	-	-
7. Short talks	30 (6.12)	8 (1.63)	38 (7.76)
8. Question-answers	32 (6.53)	31 (6.33)	63 (12.86)
	Total 240 (48.98)	250 (51.02)	490 (100.00)

The table reveals that, reading a picture, and language games were not conducted by the teachers. Percentage of teachers using 'reproducing a story' for conducting oral work in English was the highest. Since each teacher selected one response out of eight alternatives, it appears that co-ordination

of different types of oral work was neglected by the teachers.

4.3.07 Steps taken by the teachers for ensuring students' reading comprehension :

Percentages of teachers taking different steps for achieving students' reading comprehension in English are given in Table 4.29.

Table 4.29

Steps taken for achieving students' reading comprehension.

Steps	Govt. and deficit	Adhoc and private	Total
1. Observing reactions during loud reading.	48 (9.79)	38 (7.76)	86 (17.55)
2. Asking questions on the passage read.	70 (14.29)	39 (7.96)	109 (22.25)
3. Asking students to reproduce story or summarise passage in English.	78 (15.92)	54 (11.02)	132 (26.94)
4. Allowing use of mother tongue for responding to questions put on the passage.	44 (8.98)	119 (24.29)	163 (33.27)
	240 (48.98)	250 (51.02)	490 (100.00)

Table 4.29 indicates that, among the teachers taking various steps, percentage of those who allowed students to use mother tongue for responding to questions put on a passage read, for ensuring students' reading comprehension in English, was the highest in the entire sample. Further, this step was taken by the largest number among teachers of Adhoc and Private schools and the smallest number among teachers of Govt. and deficit schools. Use of mother tongue as a step for ensuring students' reading comprehension was more prevalent in the case of Adhoc and Private schools than in the case of Govt. and deficit schools.

#### 4.3.08 English composition work organised by the teachers:

In analysing the responses regarding points taken care of by the teachers in organising English composition work, it was noticed that a large majority of the teachers selected more than one response. In table 4.30, combinations of responses together with the percentages of teachers who selected them, are given.

Table 4.30

Points taken care of by the teachers in organising English composition work.

Points	Govt. & deficit School teachers	Adhoc & Private school teachers	Total
Grammatical correctness; spelling and pronunciation.	48 (9.79)	49 (10.00)	97 (19.79)
Imagination; organising ideas; Continuity of language and thought.	102 (20.82)	56 (11.43)	158 (32.25)
Clarity of language; Relevance to subject.	46 (9.39)	124 (25.31)	170 (34.7)
Gradation of topics.	18 (3.67)	21 (4.28)	39 (7.95)
Oral work before written work.	26 (5.31)	-	26 (5.31)
Any other.....	-	-	-
	240 (48.98)	250 (51.02)	490 (100.00)

The table indicates that percentage of teachers taking care of two points, (i) clarity of language, and (ii) relevance to subject, was the highest. Next position, in order of percentage, goes to imagination, organising ideas, and continuity of

language and thought. Very few teachers used , gradation of topics and oral work before written work.

#### 4.3.09 Devices used for teaching new words and structures:

From the responses given by the teachers, it was noticed that there were teachers who adopted only one device and there were teachers who adopted more than one device for teaching of new words and structures of the prose text. Table 4.31 shows the percentages of teachers adopting various devices:

Table 4.31

Devices used by the teachers for teaching new words and structures.

Devices used	Govt & deficit	Adhoc & private	Total
Creating meaningful situations	62 (12.65)	38 (7.76)	100 (20.41)
Direct questions on the text; asking for synonyms, antonyms	98 (20.00)	36 (7.35)	134 (27.35)
Giving equivalents in mother tongue	36 (7.35)	136 (27.75)	172 (35.10)
Completion & matching; substituting one word for a group of words; using substitution table	44 (8.98)	22 (4.49)	66 (13.47)
Giving equivalents in mother tongue; direct questions on the text.	-	18 (3.67)	18 ( 3.67)
	240 (48.98)	250 (51.02)	490 (100.00)

It appears from table 4.31 that percentage of teachers using word-for-word interpretation into mother tongue, was the highest. Majority of the teachers did not take care of the structural approach for drilling of new words and structures of the English prose text.

#### 4.3.10 Teaching of English poems :

Procedure generally followed by the teachers for teaching English poems can be seen in Table 4.32.

Table 4.32

Procedure followed for teaching English poems.

Procedure followed	Govt & deficit school teachers	Adhoc&Private school teachers	Total
Helping students to appreciate theme and beauty of and develop interest in reading poems.	38 (7.76)	6 (1.22)	44 (8.98)
Giving word meanings and explanation of sentences and stanza.	184 (37.55)	218 (44.49)	402 (82.04)
Students' memorisation of the substance of the poem.	18 ( 3.67)	26 (5.31)	44 (8.98)
Any other.....	-	-	-
	240 (48.98)	250 (51.02)	490 (100.00)

## 4.3.11 Techniques used for teaching English Grammar :

Table 4.33 gives the percentages of teachers using different techniques for teaching English grammar.

Table 4.33

Techniques used by the teachers for teaching English grammar.

Techniques used	Govt.&deficit School teach- ers.	Adhoc&Private School teach- ers.	Total
Giving rules and definitions and asking students to memorise them	132 (26.94)	227 (46.33)	359 (73.27)
Giving rules and definitions, etc; comparing rules English grammar with those of the mother tongue	63 (12.86)	23 ( 4.69)	86 (17.55)
Correlating text and grammar and encouraging students to identify rules from examples.	45 ( 9.18)	-	45 ( 9.18)
Any other .....	-	-	-
	240 (48.98)	250 (51.02)	490 (100.00)

Majority of the teachers from Govt and deficit schools as well as from Adhoc and private schools used

deductive technique of teaching English grammar,  
which includes teaching through rules and definitions.

#### 4.3.12 Measures adopted by the teachers for improving pupils' pronunciation :

Percentages of teachers adopting different measures  
for improving pupils' pronunciation in English are given in  
Table 4.34.

Table 4.34

Measures adopted by the teachers for improving  
pupils' pronunciation in English.

Measures adopted	Govt. & deficit school teachers	Adhoc & Private school teachers	Total
Conducting phonic drills	34 (6.94)	13 ( 2.65)	47 (9.59)
Encouraging pupils to speak English	62 (12.66)	17 (3.47)	79 (16.13)
Encouraging pupils to speak and conducting loud reading	49 (10.00)	23 (4.69)	72 (14.69)
Using Spelling as a tool	66 (13.47)	139 (28.37)	205 (41.84)
Encouraging students to speak and using spelling as a tool.	29 (5.91)	58 (11.84)	87 (17.75)
	240 (48.98)	250 (51.02)	490 (100.00)

Percentage of teachers using spelling as a tool for improving students' pronunciation in English was the highest. No teacher used equipment like linguaphone or tape recorder and therefore, this was not included in Table 4.34 (under 'measures adopted'). Percentage of teachers making use of phonic drills, for improving students' pronunciation, was the lowest.

#### 4.3.13 Comprehension of pupils in a lesson :

Teachers were required to indicate, through their responses, whether they ensured comprehension of pupils before going for a new lesson; and if so, they were to indicate percentage of pupils. Approximate percentage of pupils whose comprehension the teachers generally ensured, before going for a new lesson can be seen in table 4.35.

Table 4.35

Comprehension of pupils in a lesson.

Percentage of pupils (approx.)	Govt. & deficit school teachers	Adhoc & private school teachers	Total
100.00 pupils	28 (5.72)	16 (3.27)	44 (8.99)
75.00 pupils	45 (9.18)	26 (5.31)	71 (14.49)
50.00 pupils	65 (13.27)	48 (9.79)	113 (23.06)
25.00 pupils	102 (20.81)	160 (32.65)	262 (53.46)
Below 25.00 Pupils	-	-	-
	240 (48.98)	250 (51.02)	490 (100.00)

Table 4.35 indicates that majority of the teachers ensured comprehension of approximately 25 percent pupils before going for a new lesson.

#### 4.3.14 Present English syllabus :

The teachers were required to indicate whether they were happy or unhappy with the present English (for different classes) and whether they could cover the entire syllabus within the normal working hours allotted in the time table. The investigator did not consider it necessary to put the responses and the corresponding percentages of teachers in a table, for interpretation. The responses indicated that 467 (95.31) teachers, which included majority of the teachers of Govt. and deficit schools as well as Adhoc and Private schools, were happy with the present English syllabus. Further, it was noticed from responses, that each teacher of the sample could cover the syllabus within the normal working hours allotted in the time table.

#### 4.3.15 Characteristics of the present English reader:

The questionnaire included eleven statements made in favour of present revised English readers and the teachers were asked to react to these statements. The statements were made regarding subject matter, structures, vocabulary,

grammar, exercises, illustrations, paper, printing, getup, price and teachers' handbook. The teachers were asked to give their reaction in a four point s-scale, which included :

- SA = Strongly agree,
- A = Agree,
- UD = Undecided, and
- D = Disagree.

In the questionnaire, the statements were mentioned in the form of complete sentences. At the time of tabulation, however, the sentences were changed to headings. Table 4.36, which presents the responses of the teachers of the entire sample, includes the statements in the form of headings.

The characteristics of good English readers, mentioned in the questionnaire, in the form of statements, were identified from related literature<sup>2</sup>.

Table 4.36

Teachers' opinion regarding characteristics  
of the present English readers.

Characteristics	Teachers' opinion (ratings)				Total
	SA	A	UD	D	
Subject matter :					
according to students' mental level	5 (1.02)	308 (62.85)	133 (27.15)	44 (8.98)	490 (100.00)
Structures: introduced gradually	36 (7.35)	350 (71.43)	96 (19.59)	8 (1.63)	490 (100.00)
Vocabulary : graded and controlled.	-	405 (82.66)	75 (15.3)	10 (2.04)	490 (100.00)
Subjectmatter, graded from grammar point of view.	50 (10.20)	355 (72.46)	73 (14.89)	12 (2.45)	490 (100.00)
Lesson, followed by exercises.	90 (18.36)	318 (64.9)	82 (16.74)	-	490 (100.00)
Illustrated with pictures.	-	10 (2.04)	66 (13.47)	414 (84.49)	490 (100.00)
Paper is of good quality	52 (10.61)	420 (85.72)	18 (3.67)	-	490 (100.00)
Printing : neither too big nor too small.	-	370 (75.51)	105 (21.43)	15 (3.06)	490 (100.00)
Get up: pleasing to the eye.	-	350 (71.43)	-	140 (28.57)	490 (100.00)
Reasonably priced	-	420 (85.72)	-	70 (14.28)	490 (100.00)
Reader: accompanied by teacher's Hand book.	-	-	58 (11.84)	432 (88.16)	490 (100.00)

Table 4.36 indicates that majority of the teachers favoured ('agreed') nine out of eleven statements made about the characteristics of the present English readers. The two statements, which they did not favour, were that 'the readers are illustrated with pictures' and that 'the readers are accompanied by Teachers' Handbook'.

#### 4.3.16 Library facilities :

Responses given by the teachers indicated that each of the schools in the sample possessed a library, that no school possessed a departmental library and that no library contained reading materials to keep the teachers abreast of the latest development in English teaching. No tabulation of the responses has been done by the investigator.

#### 4.3.17 Teachers' preference regarding teaching-subjects :

As regards teaching of English and teaching of other subjects, the teachers were asked to indicate whether they would like to teach English only or English + other school subjects. Table 4.37 gives percentages of teachers, who

preferred teaching of English only to teaching of English + other subjects, and vice versa.

Table 4.37

Teachers' preference regarding teaching-subjects.

Subjects	Govt. & deficit school teachers	Adhoc & Private school teachers	Total
English only	38 (7.76)	32 (6.53)	70 (14.29)
English + other subjects	202 (41.22)	218 (44.49)	420 (85.71)
Total	240 (48.98)	250 (51.02)	490 (100.00)

The table indicates that majority of the teachers were in favour of teaching English + other subjects. Table 4.38 indicates number of other subjects, the teachers wanted to teach.

Table 4.38

Number of other subjects, in addition to English, as opted by the teachers for teaching.

number of other subjects in addition to English	Govt. & deficit school teachers	Adhoc & Private school teachers	Total
One other subject	24 (5.72)	15 (3.57)	39 (9.29)
Two other subjects	148 (35.24)	142 (33.81)	290 (69.05)
Three other subjects	15 (3.57)	34 (8.10)	49 (11.67)
Four other subjects	15 (3.57)	27 (6.42)	42 (9.99)
Total:	202 (48.10)	218 (51.9)	420 (100.00)

## 4.3.18 Teachers' opinion about the role of inservice training:

Opinion given by the teachers of English about the role of inservice training can be seen in Table 4,39.

Table 4.39

Teachers' opinion about the role of inservice training.

Opinions	Govt. & deficit school teachers	Adhoc & Private school teachers	Total
Very helpful	38 (7.76)	18 (3.67)	56 (11.43)
Helpful	182 (37.14)	170 (34.69)	352 (71.83)
Undecided/Uncertain.	20 (4.08)	58 (11.84)	78 (15.92)
Not helpful	-	4 (.82)	4 (.82)
It decreases teaching effectiveness.	-	0	-
	240 (48.98)	250 (51.02)	490 (100.00)

The table indicates that in the opinion of a large majority of the teachers inservice training for teachers of English is 'helpful'.

4.3.19 Problems and difficulties experienced by the teachers of English :

On scrutiny of the responses given by the teachers against this last question of the questionnaire, it was found that 30 teachers in the entire sample, including 20 from Govt. and deficit schools and 10 from Adhoc and private schools, faced no problem in teaching English. All these 30 teachers were from English medium schools. So the problems and difficulties specified by a total of 460 teachers, 220 from Govt and deficit schools and 240 from Adhoc and private schools, were analysed and tabulated.

The teachers, in the questionnaire, were asked to specify the problems and difficulties in writing. The investigator studied the written responses and identified the specific problems mentioned by the majority of the teachers from each of the two categories of schools. Then, for the purpose of tabulation, coding of the responses was considered necessary. Table 4.40 indicates the problems, in brief (in coded language form), faced by the teachers from each of the two categories of schools. While the number of teachers from each of the two categories of schools has been mentioned against each problem, percentage has been calculated on the total number of 460 teachers and given only in the last column of the table.

Table 4.40

Problems and difficulties experienced by the teachers.

Problems & difficulties	Govt.& deficit.	Adhoc & Private	Total
1. Lack of qualified teachers in the lower classes.	116	154	270 (58.7)
2. Lack of aids in schools	140	155	295 (64.13)
3. Lack of library facilities for English teaching.	130	146	276 (60.00)
4. Lack of training facilities for teachers	140	166	306 (66.52)
5. Absence of guidelines for teaching the readers.	128	133	261 (56.74)
6. Lack of (teachers') knowledge of good method.	124	152	276 (60.00)
7. Heavy subject load	112	153	265 (57.61)
8. Teaching of pronunciation is difficult	136	169	305 (66.3)
9. Pupils' mother tongue affects practice in English (in non-English medium schools).	120	130	250 (54.35)
10. Pupils (non-English medium schools) fear English?	120	141	261 (56.74)
11. Lack of supervision	120	130	250 (54.35)
12. Lack of guidance at home (for students of poor socio-economic background)	18	224	242 (52.61)
13. Good teachers and good students do not stay long (in Adhoc schools) -	-	232	232 (50.43)
14. Inadequate staff, meagre salary, heavy workload.	5	233	238 (51.74)

It appears from the table that out of the 14 problems, mentioned therein, the first 11 were common to both the

categories of schools. That is to say that majority of the teachers from each of the two categories of schools, viz, Govt. and deficit, and Adhoc and private schools, experienced these 11 problems. The remaining three (Number 12 to Number 14) were faced by Adhoc and private school teachers.

## NOTES AND REFERENCES

1. Mean, Median and Mode were calculated as per :  
Garrett, H.E., op. cit. PP. 31-36.
  
2. The investigator consulted the following books to  
identify qualities of a good English reader :  
Kohli, A.L., op.cit. PP. 337-341.  
Sachdeva, M.S., op. cit. PP. 227-233.  
Gaiind, D.N. and Sharma, R.P., op.cit. PP. 95-98.  
Swarup, S. (ed), op. cit. pp. 195-200.  
Mehta, R.L., op. cit. PP. 352 - 356.

## CHAPTER 5

### ANALYSIS AND INTERPRETATION :

#### TEACHERS' PERFORMANCE IN CLASSROOM SITUATION

The present chapter deals with analysis and interpretation of data collected through observation of classroom teaching of English.

#### 5.1 Teachers' performance, area-wise and overall :

The five point scale, used in the present study for observation of teachers' performance, included 36 items, which were divided into five areas. The five areas of the scale were as follows. A : Preparation, which included 6 items; B : Teaching, which included 19 items; C : Closing and Evaluation, which included 3 items; D : Use of Language skills, which included 4 items; and E : General qualities, which included 4 items. Since each of the 120 teachers in the sample was observed in four English lessons, average score of each teacher on each item was first calculated. Then, average score of each teachers in each of the five areas, was calculated for the purpose of tabulation. Finally, for computing means, medians and S.D.s<sup>1</sup>, area-wise as well as overall, the scores were rounded off ( by removing fractions).

Area-wise scores of the entire sample of teachers (with Mean, Median and S.D.) are given in Appendix C. Table 5.1 indicates the area-wise as well as overall performance of teachers.

Table 5.1

Area-wise as well as overall scores of teachers.

Areas	N	M	Mdn	S.D.
A	120	3.34	4.00	1.26
B	120	2.82	3.00	1.17
C	120	2.02	2.00	1.03
D	120	2.13	2.00	1.27
E	120	2.75	3.00	1.29
All areas (inclusive)	120	2.61	2.00	1.09

The table indicates that the mean score of the teachers was the highest in Area A (Preparation) and the lowest in Area C (Closing and Evaluation). The mean overall performance of teachers in the entire sample was 2.61, which, according to the norm of the rating scale, was between 'poor' and 'satisfactory'.

## 5.2 Performance of selected groups of teachers :

In order to compare scores of one group with those of another group of teachers, the overall s-codes of each group, on the rating scale, were separately studied and Mean and S.D. of each group was computed. Then t-test<sup>2</sup> was applied to study the significance of difference between the means of the two groups.

### 5.2.1 Male teachers and female teachers :

Table 5.2 gives comparison of analysed scores of the male teachers and the female teachers of the sample.

Table 5.2

Scores of male teachers and female teachers.

Sex group	N	Mean	S.D.	Mean diff.	t	p
Male	65	12.74	5.18			
				.70	.74	N.S.
Female	55	13.44	5.16			

The table indicates that sex difference of teachers did not play any significant role in teaching of English.

## 5.2.2 Married teachers and unmarried teachers :

In order to study whether marital status had any impact in the teaching of English, scores of married and unmarried teachers of English, in the sample, were analysed. Table 5.3 gives the comparison of analysed data of married and unmarried teachers.

Table 5.3

Scores of married teachers and unmarried teachers.

Marital status group	N	Mean	S.D.	Mean diff.	t	p
Married	61	13.28	5.32			
				.45	.48	N.S.
Unmarried	59	12.83	5.03			

The table indicate that difference between the mean scores of both the groups was not significant. As such, marital status of teachers did not play any significant role in the teaching of English.

### 5.2.3 Non-tribal teachers and Tribal teachers :

Scores of teachers belonging to non-tribal group and those of teachers belonging to tribal group have been compared in table 5.4

Table 5.4

Scores of non-tribal teachers and scores of tribal teachers.

Group	N	Mean	S.D.	Mean difference	t	p
Non-tribal	64	15.52	4.59	5.27	6.43	.001
Tribal	56	10.25	4.45			

The table indicates that the non-tribal group of teachers taught significantly better than the tribal group of teachers.

#### 5.2.4 Urban school teachers and Semi-urban school teachers :

Scores of teachers from the schools situated in urban areas and scores of teachers from the schools situated in semi-urban areas of the district were compared. Table 5.5 gives the comparison of scores of the two groups of teachers.

Table 5.5

Scores of the urban school teachers and scores of the semi-urban school teachers.

Group	N	Mean	S.D.	Mean difference	t	p
Urban	81	13.72	5.07			
Semi-urban	39	11.69	5.01	2.03	2.09	.05

It appears from the table that the urban school teachers taught significantly better than the semi-urban school teachers.

5.2.5 Govt. and deficit school teachers, and Adhoc and Private School teachers :

Scores of teachers serving in (i) Govt. and deficit schools and scores of teachers serving (ii) Adhoc and private schools were compared by the investigator. Table 5.6 gives the comparison of data.

Table 5.6

Scores of the Govt. and deficit school teachers and scores of the Adhoc and private school teachers.

School categories	N	Mean	S.D.	Mean diff.	t	p
Govt. & deficit	57	15.40	5.05			
				4.46	5.13	.001
Adhoc & Private	63	10.94	4.33			

It appears from the table that Govt. and deficit school teachers taught significantly better than their counterparts in Adhoc and private schools.

5.2.6 English medium School teachers and non-English medium School teachers :

Table 5.7 gives the comparison between the scores of English medium school teachers and those of Non-English medium school teachers including teachers of the bilingual (Khasi, Nepali schools), in the entire sample.

Table 5.7

Scores of English medium school teachers and scores of non-English medium school teachers.

Medium of instruction	N	Mean	S.D.	Mean diff.	t	p
English medium	45	16.31	4.72	5.20		
Non-English (and bilingual)	75	11.11	4.41		5.98	.001

The table indicates that the teachers serving in English medium schools taught significantly better than the teachers serving in Non-English medium and bilingual schools.

### 5.2.7 Trained teachers and untrained teachers :

In order to study if training played a significant role in the teaching of English, scores of teachers having B.T./B.Ed degree and the scores of teachers not having any professional degree, were compared. Table 5.8 gives the comparison between the scores of both the groups of teachers.

Table 5.8

Scores of trained teachers and scores of untrained teachers.

Group	N	Mean	S.D.	Mean diff.	t	p
Trained	48	18.56	2.46			
Untrained	72	9.39	2.66	9.17	19.51	.001

Table 5.8 indicates clearly that the trained teachers taught significantly better than the untrained teachers.

5.2.8 Trained teachers with English and trained teachers without English, as a method subject, in B.T./B.Ed course :

Analysis of data relating to professional qualifications of the teachers of English revealed that among the trained teachers, some offered English, while others did not offer English, as a method subject, in B.T./B.Ed course. In the sample of 120 teachers, observed in classroom teaching situation, these two categories of teachers were included to find out whether training in English teaching at B.T./B.Ed level had any impact on the teaching of English. A comparison of performance of these two groups of teachers is given in table 5.9.

Table 5.9

Scores of trained teachers with English and scores of trained teachers without English as a method subject.

Group	N	Mean	S.D.	Mean diff.	t	p
With English	24	20.63	1.22	4.13	3.69	.01
Without English	24	16.50	1.45			

Table 5.9 indicates that teachers trained in the teaching of English at B.T./B.Ed level taught significantly better than teachers who were not trained in the teaching of English at B.T./B.Ed level.

#### 5.2.9 Teachers having below five years' experience and teachers having experience of five years and above :

The sample included teachers with less than five years' experience as well as teachers with experience of five years and more. Scores of these two groups of teachers were studied to see if more experience ensured better teaching. Table 5.10 gives the comparison of scores of the groups.

Table 5.10

Scores of teachers having experience below five years and scores of teachers having experience of five years and above.

Experience group	N	Mean	S.D.	Mean diff.	t	p
Below five years	50	11.44	4.67	2.77	3.04	.01
Five years and above	70	14.21	5.22			

### 5.2.10 Teachers' participation and non-participation in co-curricular activities :

Analysis of data relating to workload of the teachers of English indicated that there were teachers who participated in cocurricular activities of the schools and that there were also teachers who did not participate in school co-curricular activities. The sample of teachers observed in classroom situation included these two groups of teachers. Scores of these two groups were analysed to find out whether teachers' participation and non-participation in school co-curricular activities affected their teaching. Table 5.11 gives the comparison of data.

Table 5.11

Scores of teachers participating in co-curricular activities and scores of teachers not participating in co-curricular activities.

Group	N	Mean	S.D.	Mean diff.	t	p
Participating in cocurricular activities.	53	12.79	4.83	.47		
Not participating in cocurricular activities.	67	13.26	5.44		.71	N.S.

Table 5.11 indicates that teachers' participation or non-participation in coc-urricular activities did not make any significant difference in teaching English.

## NOTES AND REFERENCES

1. Standard deviation (S.D.) was calculated as per :  
Garrett, H.E., op.cit. p. 50.
  
2. For identifying significance of difference between  
mean scores, value of t was computed vide :  
Educationist : Statistics Applied to Education and  
Psychology, Mohindra Capital Publishers, Chandigarh, 1973,  
P. 148.

## CHAPTER 6

### ANALYSIS AND INTERPRETATION :

#### EXPERIMENTAL STUDY FOR IMPROVING TEACHING COMPETENCE

In phase II of the study, an experiment in the area of microteaching was conducted to try out the effectiveness of training in the skills of fluency in questioning, stimulus variation, reinforcement, increasing pupil participation, and achieving closure, for improving teaching competence of the teachers of English. The present chapter deals with analysis and interpretation of data relating to the experimental study.

#### 6.1 Scores of the experimental group and scores of the Control group :

Scores of the experimental group and the control group were analysed separately on RS (Rating Scale) and GTCS (General Teaching Competence Scale). Means and S.D.s of the scores of each of the two groups, obtained at Pretest, Post-orientation test and post-treatment test, on RS and GTCS, were computed. Pretest scores refers to the initial test score obtained on both RS and GTCS; Post-orientation score refers to the test score, on RS and GTCS, obtained after giving training in English teaching methodology to both the groups; and

Post-treatment score refers to the final test (posttest) score on RS and GTCs. Table 6.1 gives the scores (average of scores on two lessons), together with means and S.D.s of the experimental group.

Table 6.1

Scores of the experimental group.

Teacher	Pre-test		Post-orientation		Post-treatment	
	RS1	GTCs1	RS2	GTCs2	RS3	GTCs3
1	58.0	38.5	112.0	68.5	147.0	102.0
2	65.0	43.0	112.0	69.0	145.0	115.0
3	59.0	42.5	113.0	68.0	160.0	101.0
4	48.5	37.0	110.0	62.5	149.0	92.5
5	49.5	41.0	108.5	69.0	146.0	104.0
6	48.5	40.0	105.0	74.0	171.0	110.0
7	60.0	38.0	113.0	74.5	164.0	104.0
8	54.0	42.0	112.0	79.0	157.5	106.0
9	58.0	44.0	110.0	75.0	173.5	102.5
10	56.0	42.0	113.5	65.5	170.0	98.0
Mean	55.65	40.80	110.90	70.50	158.30	103.50
S.D.	4.83	2.22	2.48	4.74	10.52	5.85

Table 6.2 gives the scores, together with means and S.D.s, of the control group.

Table 6.2  
Scores of the control group.

Teacher	Pre-test		Post-orientation		Post-treatment	
	RS1	GTCS1	RS2	GTCS2	RS3	GTCS3
1	60.0	46.0	115.0	79.0	117.0	78.0
2	66.0	49.0	113.0	78.0	114.0	78.0
3	59.0	39.5	111.5	64.0	109.5	70.0
4	52.0	38.5	109.5	65.0	112.0	66.5
5	54.0	44.0	112.0	75.0	114.0	72.0
6	50.0	39.0	110.0	66.0	112.0	62.5
7	58.5	40.0	114.5	74.0	118.0	75.0
8	56.5	39.0	116.0	68.0	119.0	69.0
9	55.0	42.0	112.5	63.0	112.5	67.5
10	53.0	40.0	108.0	65.5	110.0	71.0
Mean	56.40	41.60	112.20	69.75	113.80	70.95
S.D.	4.43	3.43	2.42	5.87	3.07	4.74

In tables 6.1 and 6.2, RS1 and GTCS1 refer to Pretest scores on RS and GTCS respectively; RS2 and GTCS2 refer to post-orientation scores on RS and GTCS respectively; and

RS 3 and GTCS 3 refer to post-treatment scores on RS and GTCS respectively.

### 6.2 Gain scores of the Experimental group and gain scores of the control group :

From the scores given in tables 6.1 and 6.2, gain scores of both the experimental group and the control group, on RS and GTCS, were computed. Table 6.3 gives the gain scores ( with means and S.D.s ) of the experimental group, while table 6.4 gives those of the control group.

In tables 6.3 and 6.4,  $G_1$  ,  $G_2$  , and  $G_3$  refer to gain scores on RS, while  $G_4$  ,  $G_5$  , and  $G_6$  refer to gain scores obtained on GTCS. These gain scores (  $G_1$  to  $G_6$  ) were calculated according to the procedure given below :

- $G_1$  = Difference between post-orientation and Pre-test scores on RS (RS 2 - RS 1).
- $G_2$  = Difference between post-treatment and pre-test scores on RS (RS 3 - RS 1).
- $G_3$  = Difference between post-treatment and post-orientation scores on RS (RS 3 - RS 2).
- $G_4$  = Difference between post-orientation and Pre-test scores on GTCS (GTCS 2 - GTCS 1).

$G_5$  = Difference between post-treatment and pre-test scores on GTCS (GTCS 3 - GTCS 1).

$G_6$  = Difference between post-treatment and post-orientation scores on GTCS (GTCS 3 - GTCS 2).

Table 6.3

Gain scores of the experimental group.

Teacher	RS2-RS1 $G_1$	RS3-RS1 $G_2$	RS3-RS2 $G_3$	GTCS2 - GTCS1 $G_4$	GTCS3 -GTCS1 $G_5$	GTCS3 -GTCS2 $G_6$
1	54.0	89.0	35.0	30.0	63.5	33.5
2	47.0	80.0	33.0	26.0	72.0	46.0
3	54.0	101.0	47.0	25.5	58.5	33.0
4	61.5	100.5	39.0	25.5	55.5	30.0
5	59.0	96.5	37.5	28.0	63.0	35.0
6	56.5	122.5	66.0	34.0	70.0	36.0
7	53.0	104.0	51.0	36.5	66.0	29.5
8	58.0	103.5	45.5	37.0	64.0	27.0
9	52.0	115.5	63.5	31.0	58.5	27.5
10	57.5	114.0	56.5	23.5	56.0	32.5
Mean	55.25	102.65	47.4	29.7	62.7	33.0
S.D.	3.93	11.98	11.11	4.58	5.34	5.2

Table 6.4

Gain scores of the control group.

Teacher	RS2-RS1 G <sub>1</sub>	RS3-RS1 G <sub>2</sub>	RS3-RS2 G <sub>3</sub>	GTCSS2 -GTCSS1 G <sub>4</sub>	GTCSS3 -GTCSS2 G <sub>5</sub>	GTCSS3 -GTCSS2 G <sub>6</sub>
1	55.0	57.0	2.0	33.0	32.0	-1.0
2	47.0	48.0	1.0	29.0	29.0	0.0
3	52.5	50.5	-2.0	25.5	31.5	6.0
4	57.5	60.0	2.5	26.5	28.0	1.5
5	58.0	60.0	2.0	31.0	28.0	-3.0
6	60.0	62.0	2.0	27.0	23.5	-3.5
7	56.0	59.5	3.5	34.0	35.0	1.0
8	59.5	52.5	3.0	29.0	30.0	1.0
9	57.5	57.5	0.0	21.0	25.5	4.5
10	55.0	57.0	2.0	25.5	31.0	5.5
Mean	55.80	56.40	1.60	28.15	29.35	1.20
S.D.	3.63	4.35	1.51	3.70	3.16	3.14

### 6.3 Comparison of gain scores :

Mean gain scores of the experimental group and the control group, on RS and GTCS, given in tables 6.3 and 6.4, were compared by applying t-test. Table 6.5 gives the comparison of gain scores of the experimental group and the control group on RS.

Table 6.5

Comparison of gain scores on RS.

G	Group	N	Mean	S.D.	t	p
G <sub>1</sub>	Experimental group	10	55.25	3.93	.31	N.S.
	Control group	10	55.80	3.63		
G <sub>2</sub>	Experimental group	10	102.65	11.98	10.88	.001
	Control group	10	56.40	4.35		
G <sub>3</sub>	Experimental group	10	47.40	11.11	12.25	.001
	Control group	10	1.60	1.51		

In table 6.5,  $G_1$  which stands for gain score at the post-orientation stage, was not significant. This indicates that both the experimental group and the control group improved their English teaching competence, as measured by RS, as a result of training in English teaching imparted to both the groups and that the difference between the mean gain scores of both the groups was not significant.  $G_2$  and  $G_3$  were significant. This position indicates that the experimental group gained significantly better than the control group, as measured by RS, as a result of treatment variation.

Table 6.6 gives the comparison of gain scores of the experimental group and the control group on GTCS.

Table 6.6

Comparison of gain scores on GTCS.

G	Group	N	Mean	S.D.	t	p
$G_4$	Experimental group	10	29.70	4.58	.79	N.S.
	Control group	10	28.15	3.70		
$G_5$	Experimental group	10	62.70	5.34	16.11	.001
	Control group	10	29.35	3.16		
$G_6$	Experimental group	10	33.0	5.20	15.74	.001
	Control group	10	1.20	3.14		

In table 6.6, G4 stands for gain scores at post-orientation stage, as measured by GTCS. Just as G1 in table 6.5 was not significant, G4 in table 6.6 also was not significant. This indicates that both the experimental group and the control group improved their general teaching competence, also, as measured by GTCS, at the post orientation stage; and that the difference between the mean gain scores of both the groups was not significant. Again, just as G2 and G3 in table 6.5 were significant, G5 and G6 in table 6.6 were also significant. This indicates that the experimental group gained significantly better than the control group, in general teaching competence ( as measured by GTCS), as a result of treatment variation.

## CHAPTER 7

### DISCUSSION OF FINDINGS

The present chapter discusses the major findings of the study with reference to analyses and interpretations of data given in chapters 4, 5, and 6.

#### 7.1 Study of background characteristics :

- (a) Among the teachers of English belonging to different linguistic communities, percentage of Khasi group was the highest. If, however, the teachers of English are divided into the tribal and the non-tribal groups, then the percentage of non-tribal group of teachers of English was higher than that of the tribal group of teachers of English.
- (b) A large majority of the teachers were graduates by general qualification. 40.41% of the entire sample of teachers were B.T./B.Ed degree holders. They were graduates and post-graduates by general qualification. Undergraduate teachers were not professionally trained. Majority of the teachers of English in the district were, thus, untrained. Again, 46.46% of the trained teachers did not

specialise in English teaching at the B.T/B.Ed level. This was due to the fact that teachers taught English as well as other subjects in their schools and they generally offered subjects, they found easier for passing B.T/B.Ed examination. Only ten teachers (2.04%) in the entire sample possessed diploma in English teaching and all of them belonged to urban schools. Only 23 teachers (4.69%) in the entire sample received short course training in English teaching. It thus appears that majority of the teachers of English were not professionally equipped.

- (c) Percentage of teachers above 40 years of age, majority having experience for more than five years, was higher than that of teachers upto 40 years, majority having experience upto 5 years.

## 7.2 Study of workload :

- (a) Under-graduate and untrained teachers generally taught English in the lower classes ( classes IV -VI), while graduates and post-graduates, both trained and

untrained, generally taught in the upper classes (classes VII-X). Teaching in the lower classes, for giving a good foundation in English, appears to be neglected.

- (b) Majority of the teachers taught English + other subjects. This indicates the fact that there was no subject-teacher-system in the schools of the district.
- (c) There was no uniformity regarding workload of the teachers of English in different categories of schools. On personal contact with heads of ten Govt. and deficit schools and ten Adhoc and private schools, during the course of the present study, the investigator gathered that no norm regarding period load of teachers was prescribed by the Meghalaya Board of School Education or the district Education department (Inspectorate). Mean and median workload of the teachers of English in Adhoc and private schools was found higher than that of the teachers of English in Govt. and deficit schools in respect of the following items : (i) weekly period load, (ii) pupil load and (iii) other extra

remunerative activities. Majority of the teachers in both the categories of schools, gave monthly class tests and the average workload on correction work was higher in the case of the Govt. and deficit school teachers.

- (d) As regards utilisation of off periods, it was found that unlike the teachers of Govt. and deficit schools, majority of the teachers of Adhoc and private schools had to take classes during their off periods allotted in the time table. Other items on which teachers of both the categories of schools spent time during tiffin and off periods were : correction work, preparation of lessons (self improvement), meeting pupils, other school works and relaxation. It appears that since the teachers of Adhoc and private schools remained occupied with teaching and other school works, during their off periods, they had little time to utilise for the purposes of relaxation, meeting pupils, and self improvement.

- (e) Study of workload of the teachers of English further revealed that in the same school, there was no disparity among the teachers in respect of total

workload and that tendency for excessive workload on one aspect was compensated by smaller load in another aspect. Position of workload of teachers of different subjects in the secondary schools of Madras (Mannual, 1965)<sup>1</sup> was more or less similar to that of the teachers of English of East Khasi Hills high schools.

### 7.3 Study of views and opinions of teachers and practices followed by them in respect of various aspects of teaching English :

- (a) Responses revealed that percentage of teachers using Direct Method, as modified under the structural approach, was the highest in the entire sample. Majority of the teachers in the Adhoc schools, however, followed the translation method, while majority of the teachers in Govt. and deficit schools followed the modified direct method.
- (b) Majority of the teachers, in the entire sample, did not give practice in all the four language skills in the English class. While 48.36% teachers gave practice in the three skills of listening ,

reading, and writing, students' practice in speech seemed to have been neglected by a large majority of teachers in both the categories of schools. The responses of the teachers regarding use of the four language skills, thus, indicated that either they were not aware of the objectives of teaching English or they were not in a position to utilise the skills.

- (c) Teachers' responses indicated that they generally prepared lessons before coming to the class. While majority of the teachers in the Govt. and deficit schools used material aids 'irregularly' in teaching English, majority of their counterparts in Adhoc and private schools 'never' used material aids. Majority of the teachers in both the categories of schools stated that they put questions to students during teaching.
- (d) Majority of the teachers used either 'reproducing a story' or 'discussion' for organising oral work in English.

- (e) In order to ensure students' reading comprehension, majority of the teachers either asked students to summarise the passage in English or allowed them to use mother tongue to respond to questions put on the passage read. Tendency to allow students to use mother tongue in answering questions may be the outcome of teachers' strict adherence to the traditional translation method of teaching English.
- (f) In organising composition work in English, majority of the teachers took care of the following points :
- (i) imagination; (ii) organising ideas, (iii) continuity of language and thoughts, (iv) clarity of language, and (v) relevance to subject.
- (g) In teaching new words and structures, majority of the teachers in Adhoc and Private schools used translation of words and structures into mother tongue. In the case of the Govt and deficit schools, however, it was found from the responses that there was no majority using a particular device/devices. Giving equivalents in mother tongue does not help students to have practice in the use of English language.

- (h) A large majority of teachers in both the categories of schools taught English poems by giving word meanings and explaining sentences and stanzas. Appreciation, as the aim of teaching poetry, was not taken care of by the teachers of English.
- (i) Study of the responses revealed that majority of the teachers in both the categories of schools followed the deductive method of teaching English grammar. Correlation of grammar and English reader was not done by the teachers in teaching English. Consequent upon the system followed in the schools, English grammar was taught as a separate subject right from Class IV.
- (j) From the analysis of responses given by the teachers it was found that majority of the teachers in Adhoc high schools used Spelling as a tool for improving students' pronunciation, while majority of the teachers in the deficit high schools used either Spelling as a tool or encouraged students to speak English for the purpose. English pronunciation, as a matter of fact, is not spelling-pronunciation.

Teaching pronunciation through phonic drills was not organised by a large majority of teachers. This was due to their lack<sup>of</sup> knowledge of phonetics.

- (k) All the teachers in the Govt. and deficit schools and majority of the teachers in the Adhoc and private schools were happy with the present English syllabus and all teachers, in the entire sample, could cover the syllabus within the normal working hours allotted in the time table. This findings of the present study contradicted the finding of the study conducted by Mishra (1969).
- (l) As regards characteristics of the present English readers, majority of the teachers opined (i) that the subject matter contained in each of the readers is in accordance with the mental level of students; (ii) that structures included in the readers are introduced gradually; (iii) that the readers include graded and controlled vocabulary; (iv) that subject matter is graded from grammar point of view; (v) that each lesson is followed by exercises; (vi) that paper used in the readers is of good quality, size of printing is neither too big nor

too small, get-up is pleasing to the eye and the readers are reasonably priced. Majority of the teachers, however, opined, also, that the readers are not illustrated with pictures and not accompanied by Teachers' Handbook. An independent study of the readers, made by the present investigator confirmed the opinion of the teachers. As regards illustrations, it was, however, found by the investigator that the reader for class IV contains illustrations in each lesson, that the readers used in classes V and VI have illustrations in some lessons and that the readers used in other classes are not illustrated with pictures. The readers have been written according to the structural approach. No guidelines have been given to the teachers for drilling of structures.

- (m) Each of the schools had a library, but no school-library contained books on teaching of English.
- (n) Majority of the teachers preferred teaching of English + other subjects to teaching of English only. It appeared that the teachers who were teaching English as well as other subjects wanted to

continue to do so; while those few teachers who were teaching English only, wanted to continue with English alone. Teachers who were in favour of teaching English + other subjects, however, pointed out that a teacher should not teach more than two subjects in addition to English.

- (o) In the opinion of a large majority of teachers, inservice training in the teaching of English is helpful.
- (p) As regards problems and difficulties in teaching English, majority of the teachers in Govt. and deficit schools as well as in Adhoc and private schools pointed out. (i) that since most of the teachers who taught English in the lower classes, were not qualified to teach the language, students in those classes were not given foundation in English; (ii) that schools did not possess modern teaching aids, and library facilities for teaching of English were not available; (iii) that the teachers were not aware of good methods of teaching English and facilities for training of teachers of English were inadequate; (iv) that teaching of

the present text book was difficult in the absence of proper guidelines; (v) that heavy subject load of teachers was contributory to their failure to give special attention to the teaching of English; (vi) that teaching of correct English pronunciation was difficult; (vii) that in the non-English medium schools, students' practice in English was affected by their mother tongue and students in these schools were afraid of English language; (viii) that there was a lack of arrangement for supervising the work of the teachers of English. The above mentioned problems and difficulties were experienced by majority of the teachers of both the categories of schools; while teachers of Adhoc and private schools pointed out some other problems and difficulties. It was pointed out that students of these schools, majority of whom belonged to poor socio economic background, did not receive any guidance at home. Again, inadequate staff, meagre salary, heavy workload and unsatisfactory conditions of such schools failed to provide any incentive to good teachers.

#### 7.4 Study of the status of teaching English in classroom situation :

Major findings of the study relating to the present status of teaching English in classroom situation, as identified through observation on the rating scale, are discussed below.

- (a) It revealed that the mean overall score of the entire sample of the teachers of English was lying between 'poor' and 'satisfactory'.
- (b) Sex difference had no impact on the teaching of English, since the difference between the mean scores of male and female teachers was not significant.
- (c) Since there was no significant difference between the mean scores of married teachers and unmarried teachers, marital status of teachers did not play any significant role in the teaching of English in classroom situation.
- (d) The study revealed that teachers belonging to nontribal communities taught significantly better

than those belonging to tribal communities.

(e) Comparison of the mean score of the group of teachers from urban schools with that of the group of teachers from semi urban schools revealed that the former group taught significantly better than the latter group.

(f) Comparison of the mean score of teachers serving in Govt. and deficit schools with that of the teachers serving in Adhoc and private schools indicated that the former group of teachers taught significantly better than the latter group.

(g) Comparing the mean score of the teachers serving in English medium schools with the mean score of teachers serving in language medium including bilingual schools ( Assamese, Bengali, Hindi, Khasi, and Nepali schools), it was found that the teachers of English medium schools taught significantly better than the teachers of language-medium and bilingual schools. English being the medium of instructions for all subjects in English medium schools, teachers and students of such schools

were in an advantageous position.

- (h) Trained teachers ( B.T./B.Ed degree holders) were found to have taught significantly better than untrained teachers. Further, among the trained teachers, those who offered English as one of the method subjects taught significantly better than those who did not offer English. This indicates that training in English teaching, at B.T./B.Ed level, developed, in the teachers of English, better English teaching competence.
- (i) Comparison between the mean scores of two experience groups of teachers revealed that teachers with experience of five years and more taught significantly better than teachers having experience of less than five years. This finding confirms the finding reported by Rajagopalan (1975) that teacher's experience in teaching English determined his success.
- (j) Teachers' participation or non-participation in co-curricular activities did not make any significant difference in the teaching of English.

### 7.5 Strengths and weaknesses in the teaching of English :

Strengths and weaknesses in the teaching of English were identified from the study of the scores of the entire sample of teachers in various areas of the rating scale, as well as from the comments recorded thereon by the investigator and his co-rater. Main points are discussed below.

- (a) It was observed that, among the different areas of the rating scale, mean score was the highest in area A, Preparation and that according to the norm of the scale it was 'satisfactory'. The teachers generally made preparation before coming to the class. That is to say that they mastered the lesson and took care of the students' motivation.
- (b) As regards area B, Teaching, it was found that majority of the teachers used blackboard during their teaching and that blackboard work was neat, legible and appropriate. But the teachers were found weak in other items of this area. Majority of the teachers did not use aid materials, could not secure student participation in the lesson, did not encourage students to use English, could not create meaningful situations for drilling of vocabulary

and structures. In the case of the majority of teachers it was also noticed that there was a lack of fluency in questioning and that English pronunciation was phonetically incorrect. Majority of the teachers did not use appropriate method of teaching English and it was found that majority of those who favoured the structural approach, in their responses, used the traditional translation method in actual classroom situation and that they allowed students to use mother tongue for answering questions. Findings of the present study in respect of teachers' use of method, use of aid materials, and teachers' pronunciation confirm those reported by George (1966), Rangachar and Kulkarni (1967), and Rajagopalan (1972).

- (c) Mean and median scores of the teachers were 'poor' in area C : Closing and Evaluation. The position of ratings in area C indicates that the teachers were weak in all the three items of the area, which included (i) assignments, (ii) evaluation of students' achievement in the lesson, and (iii) remedial measures.

- (d) As regards area D : Use of Language Skills, it was noticed that majority of the teachers failed to follow the principle of proportion and coordination among the four language skills. A tendency of excessive use of one skill at the cost of others was noticed in a large majority of cases. Majority of the teachers did not give practice in oral English.
- (e) Among the four items of area E : General Qualities, the teachers' mean score was highest in 'leadership'. From the ratings as well as the comments of the raters, it was found that majority of the teachers possessed qualities of leadership. The other item on the positive side was found to be 'emotional balance'. But majority of the teachers were found weak in respect of the remaining two items in this area, viz., enthusiasm and resourcefulness. The overall median score of the teachers in this area was 'satisfactory' (3.00).

### 7.6 Results of the experimental study :

The major weaknesses in the teaching of English in classroom situation, as observed on the RS (Rating Scale), were found in the three areas, namely, Teaching, Closing and Evaluation, and Use of language skills. The experimental study for improving teaching competence of the teachers of English had to take care of these three areas. Four of the five skills, selected for the study, were related to various items in the area of Teaching and also the area of Use of Language Skills. These skills were, the skills of fluency in questioning, reinforcement, student participation and stimulus variation. While the fifth skill, viz, the skill of achieving closure, the investigator felt, was related to the area of Closing and Evaluation.

The results of the experimental study are discussed below.

- (a) It revealed that both the experimental group and the control group improved their teaching competence as a result of training in English teaching methodology. Both the groups gained in terms of English teaching competence, as measured by RS, and general teaching

competence, as measured by GTCS, and the differences between the mean gain scores, on RS as well as on GTCS, of both the groups were not significant. Both the groups were found to have shown better performance in using methods, skills, aid materials. Slight improvement was noticed in pronunciation. Teachers' performance in the area of Closing and Evaluation, also, showed slight improvement.

- (b) The experimental group which had an additional advantage of getting training in the five selected skills under the microteaching strategy, gained further as a result of the treatment variation. Comparison of mean gain scores ( in post-treatment-test) of both the groups, revealed that the experimental group taught significantly better than the control group, in terms of English teaching competence (RS) as well as general teaching competence (GTCS).
- (c) Training in the five selected skills was found effective in improving, further, teaching competence of the experimental group in the areas of teaching, closing and evaluation, and use of the language

skills. It was also noticed that the mean scores of the experimental group were slightly higher even in the areas of preparation and general qualities. Training in the selected skills through microteaching strategy, thus, supplemented training in English teaching methodology by improving, further, teaching competence of the teachers of English.

- (d) The results of the experiment proved the investigator's hypotheses that (i) there is significant difference in the mean scores, on Rating Scale (RS), of the group trained in the five selected skills through microteaching strategy, and the group without training in the five selected skills; and (ii) there is significant difference in the mean scores, on General Teaching Competence Scale (GTCS), of the group trained in the five selected skills through microteaching strategy, and the group without training in the five selected skills.

## NOTES AND REFERENCES

1. Quoted in Buch, M.B.(ed), A Survey of Research in Education (1974), op.cit.P.456.

N.V. Mannual under took a study, in 1965, to make an objective assessment of the workload of the teachers in secondary schools of Madras. The study was conducted on a sample of 300 teachers and 30 headmasters representing 49 schools of Madras. The study revealed that the entire sample of teachers had a median pupil load of 162. The median subject load of the entire sample was 3. Teachers corrected about 215 note books on an average. Time spent on correction had a median of 7.5 hours and a mean of 9.6 hours per week. Out of the time marked as leisure in the time table, the teachers spent a median time of about 4 hours per week in correction, 2 hours in preparation, 1 hour in meeting pupils, 1 hour in other school works and 1 hour in relaxation.

## CHAPTER 8

### CONCLUSIONS AND SUGGESTIONS

#### 8.1 Conclusions :

Following conclusions were drawn from the findings of the present study :

- (a) Majority of the teachers of English were not professionally equipped to teach English.
- (b) Teaching at the foundation stage was neglected.
- (c) There was no uniformity regarding workload of teachers of English in different categories of schools.
- (d) English readers were written according to the latest approach to the teaching of English. The readers, however, were not accompanied by teachers' handbook.
- (e) As per rating, the mean overall score of the entire sample of teachers, in classroom teaching of English, was between 'poor' and 'satisfactory'.

- (f) Sex difference, marital status difference and participation or non-participation in co-curricular activities had no impact on the teaching of English.
- (g) Experience and professional training of teachers played significant roles in the teaching of English. Again, teachers from Govt. and deficit schools, teachers from English medium schools and teachers from urban schools taught significantly better than these from Adhoc and private schools, non-English medium schools and semi-urban schools, respectively.
- (h) Majority of the teachers of English were not aware of the latest development in the field of English teaching methodology. They were not clear about the four-fold objectives of teaching English.
- (i) Majority of the teachers failed to secure student participation in English lesson and neglected students' practice in oral English.
- (j) Majority of the teachers did not use aid materials.

give drilling of language items, give assignments, evaluate students' progress and take remedial measures in the English class.

- (k) Schools did not possess modern aids for teaching of English and the school libraries were not equipped with books on English teaching methodology.
- (l) Pronunciation of a majority of the teachers was not correct and the teachers failed to use appropriate method for improving students' pronunciation.
- (m) Teachers generally prepared lessons before coming to the class.
- (n) Inservice training facilities for the teachers of English were inadequate.
- (o) Training in selected skills through microteaching strategy was effective in improving teaching competence of the teachers of English. Microteaching supplemented training in English teaching methodology.

## 8.2 Suggestions for improving teaching of English.

### 8.2.1 Suggestions to teachers :

- (a) Teachers should, as a matter of principle, provide scope for the practice of all the four skills, viz. the skills of understanding, speaking, reading and writing, in every lesson; though the emphasis will differ from lesson to lesson.
- (b) Structural approach to the teaching of English should be taken care of and meaningful situations should be created in the English class for drilling words and structures. Situations may be created with the help of objects, gestures, demonstrations, illustration with pictures, diagrams and other improvised aids.
- (c) In teaching grammar, attempts should be made to correlate grammar with text book language items and inductive method should be used for teaching grammar at the foundation stage.
- (d) In composition work, oral work should be followed by written work.

- (e) Student participation in the lesson should be secured by asking questions and encouraging students to speak English. Questions asked should be purposeful, well structured and simple.
- (f) Students' progress in the lesson should be evaluated towards the end of the lesson by giving appropriate assignments.
- (g) Teachers should give oral and written tests periodically to assess students' progress in the acquisition of the language skills. Assessment should be made in respect of oral English, reading comprehension in English and written expression in English.
- (h) Teachers' own pronunciation should be improved on phonetic basis and they should be able to use pronouncing dictionary for improving pronunciation. Teachers should attend to students' pronunciation and pronunciation drills should be organised in the English class for improving students' pronunciation.

- (i) In the non-English medium schools, teachers should see that students' mother tongue does not interfere with their practice in the use of English language. Students' practice of using English in the English class should be organised right at the foundation stage and English lessons at the foundation stage should, therefore, be object lessons.
  
- (j) Teachers in the Adhoc and private schools should take special care of the students of poor socio-economic background by organising extra coaching and remedial teaching.

#### 8.2.2 Suggestions to teacher-educators :

- (a) Training college teachers should give special emphasis on the teaching of phonetics to the student teachers and modern equipments like linguaphone records should be used for improving students' teachers' pronunciation.
  
- (b) The rating scale used in the present study can be utilised by the training college teachers for

observation of student teachers' performance in English during the practice teaching session.

- c) In giving training in English teaching methodology, the training college teachers of English should give practical guidance to the student teachers for contriving situations to teach different structures of English language to the school students. The English readers used in the local schools should be utilised for the purpose of demonstration in training colleges.
- (d) Microteaching should form an integral part of the programme in training colleges. Training in English teaching methodology should be followed by training in selected skills through microteaching strategy.

### 8.2.3 Suggestions to others :

- (a) Backlog of untrained teachers of English should be removed by the Education Department of the state by deputing more teachers, every year, to the training colleges.

- (b) Inservice training programmes for the untrained undergraduate teachers of English should be conducted by the SCERT in collaboration with the training colleges.
- (c) Inservice training courses should include training in English teaching methodology as well as microteaching.
- (d) For teachers who have already obtained preservice training degree (B.T./B.Ed), with training in English teaching, short courses in microteaching may be organised by the SCERT.
- (e) Trained teachers who did not receive training in English teaching, at B.T./B.Ed level, should be given short course training, by the SCERT, in English teaching methodology as well as in microteaching for improving their English teaching competence.
- (f) SCERT and CIEFL Regional Centre at Shillong may conduct short courses in phonetics and spoken

English for the high schools teachers of English.

- (g) School authorities should take steps to procure audio-visual aid materials to be used for the teaching of English.
- (h) School libraries should be equipped with books on English teaching methodology to keep the teachers abreast of the latest trend in the teaching of English.
- (i) Teaching of English at the foundation stage should be improved. In order to achieve improvement, trained and competent teachers of English, in the school, may be given a share of responsibility to teach in lower classes (classes IV to VI) also.
- (j) Schools may consider the feasibility of reducing the other-subject-load of the teachers of English to the extent that no teacher is required to teach more than two subjects in addition to English. This recasting of the workload of the teachers of English, should not, however, affect the standard of teaching other subjects in the curriculum.

- (k) Meghalaya Board of School Education may prescribe the number of periods a teacher should take per week and ensure that this is followed in all the categories of schools under its control.
- (l) Arrangements for developing Teachers' Handbook, with guidelines to the teachers for teaching the present English readers, may be made by the Meghalaya Board of School Education.
- (m) Adhoc and private schools, having inadequate number of teachers with poor salary and service conditions, should be brought under deficit system of grant-in-aid on a phased basis. Feasibility of this may be considered by the state Education department.
- (n) Education department may also consider the feasibility of appointing Subject Inspectors for English to supervise the work of the English teachers from time to time.

### 8.3 Suggestions for further researches :

The present study involved teachers of English in the high schools of East Khasi Hills district of Meghalaya. Similar studies may be undertaken in Garo Hills (East and West) and in Jaintia Hills. Again, the present study had teacher as the sampling unit. It will be worthwhile to initiate a study based on pupil sampling. Such a study may investigate into pupils' achievement in English with reference to the four basic language skills.

A few other studies in the area of teaching of English in high schools, in East Khasi Hills district, other districts of the state or in the state as a whole, which may be taken up by future researchers, are listed below :

- (a) An investigation into the effectiveness of Programmed reading material in English for the high school pupils.
- (b) A study of the common language difficulties in English of the high school pupils.

- (c) An inquiry into the scope and effectiveness of Audio-visual Instruction in improving teaching of English in the high schools.
- (d) A comparative study of the Direct Method and the Bilingual Method of teaching English in high schools.
- (e) A study on the comprehension of Oral English of the students at the school leaving level.
- (f) Construction and standardisation of a Reading Comprehension Test in English for high school pupils.
- (g) An investigation into the English vocabulary resources of the high school pupils.
- (h) Training and preparation of teachers of English as a second language (in Meghalaya) : A critical study.

- (i) An inquiry into the provision of teaching facilities for English at middle and high school levels.
  
- (j) A comparative study of the effectiveness of different strategies of integration of the selected teaching skills in developing English teaching competence of high school teachers.

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## A P P E N D I X : A

NAMES OF SCHOOLS FROM WHICH THE SAMPLE OF 490 TEACHERS  
WERE SELECTED FOR THE STUDY.

1. Govt. Boys' High School, Shillong.
2. Govt. Girls' High School, Shillong.
3. Jail Road Boys' High School, Shillong.
4. Islamia High School, Shillong.
5. Lady Keane Girls' High School, Shillong.
6. R.B.A. Hindi High School, Shillong.
7. Laban Bengali Girls' High School, Shillong.
8. Laban Assamese Girls' High School, Shillong.
9. Laban Bengali Boys' High School, Shillong.
10. Laban Khasi High School, Shillong.
11. Seng Khasi High School, Shillong.
12. St. Dominic High School, Shillong.
13. K.J.P. Girls' High School, Shillong.
14. St. Joseph Girls' High School, Shillong.
15. St. Anthony's High School, Shillong.
16. Laithumkrah Presbyterian High School, Shillong.
17. Laithumkrah Assamese Girls' High School, Shillong.
18. Laithumkrah Bengali Girls High School, New Colony.
19. Anath Ashram High School, Mawprem, Shillong.
20. Balika Hindi Vidyalaya, Shillong.
21. Buddha Vidyaniketan, Shillong.
22. Shillong High School, Forest Colony.

23. Shillong Academy School, Shillong.
24. Arya Kanya Vidyalaya, Laithumkhrah, Shillong.
25. Arya Vidyalaya, Jhalupara, Shillong.
26. Rooprekha Parishad School, Shillong.
27. Gurkha Pathsala High School, Shillong.
28. St. Mary's High School, Shillong.
29. Mawkhar Christian High School, Shillong.
30. Khasi Pnar High School, Shillong.
31. All Saints' Diocessan High School, Shillong.
32. Mizo Modern High School, Nongrim Hill, Shillong.
33. Nepali High School, Nongthymmai, Shillong.
34. Lumpering Vidyapith High School, Lumpering.
35. Shillong Vidyalaya High School, Bishnupur.
36. Sacred Heart Boys' High School, Mawlai.
37. Christ Church High School, Mawlai.
38. Little Flower High School, Malki.
39. Presbyterian High School, Malki.
40. Gurkha High School, Upper Shillong.
41. Mawprem Modern High School, Mawprem.
42. Gandhi Buniadi High School, Pynthorumkhrah.
43. Umpling Boys' High School, Umpling.
44. Umpling Rynjah Girls' High School, Umpling.
45. St. Nanak High School, Lalchand Basti.
46. H.L. Mizp High School, Happy Valley.

47. Shon Roy Basan High School, Lummawbah.
48. Pomlun High School, Pomlun.
49. Cherra Presbyterian High School, Cherrapunjee.
50. Ramkrishna Mission High School, Cherrapunjee.
51. St. Johnbosco Boys' High School, Cherrapunjee.
52. St. Johnbosco Girls' High School, Cherrapunjee.
53. St. Anthony's High School, Pynursla.
54. St. Paul's High School, Nongpoh.
55. St. Paul's High School, Marbisu, Mawngap.
56. Mawsynram High School, Mawsynram.
57. Nongkwar High School, Nongkwar.
58. Tiroet Singh Memorial High School, Mawkdok.
59. Ri-Bhoi Presbyterian High School, Bhoi area.
60. Myngken Christian High School, Bhoirymbong.

## A P P E N D I X : B.

### TOOLS USED IN THE STUDY (COPIES)

#### 1. SCHEDULE.

Various particulars of the teachers of English in the High Schools situated in the East Khasi Hills district of Meghalaya.

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1. The respondent will please make entries against each of the items of the schedule in the space provided for the purpose.
  2. The word 'respondent' stands for a teacher who teaches either English only or English plus other subjects, either in one class or more than one class, in a high school situated in the East Khasi Hills district of Meghalaya.
  3. The particulars supplied by the respondent will be treated as strictly confidential and the name of the respondent will not be mentioned in the research report.
-

Section I  
(General)

1. Name of the School \_\_\_\_\_
2. Type of the School (i.e., Govt./deficit/adhoc, etc.)  
\_\_\_\_\_
3. Name of the Respondent \_\_\_\_\_
4. Community \_\_\_\_\_ 5. Present age (in years) \_\_\_\_\_
6. Sex (Male/female) \_\_\_\_\_ 7. Marital status (Married/  
Single, etc.) \_\_\_\_\_
8. Whether a member of the Scheduled caste/tribe \_\_\_\_\_  
(to be specified).
9. Educational qualification ( Under graduate/Graduate/  
Post Graduate) \_\_\_\_\_
10. Professional qualification (LT/B.T./B.Ed/M.Ed:  
(to be specified) \_\_\_\_\_  
(ii) Any other professional degree/diploma, etc.,  
(to be specified) \_\_\_\_\_  
(iii) Method subjects offered at  
LT/B.T/B.Ed level \_\_\_\_\_
11. Whether the respondent attended any summer Institute  
or any other short course inservice training :  
(name of the course with the name of the sponsoring  
institution should be mentioned)  
\_\_\_\_\_
12. Respondent's teaching experience  
(in years, months etc.) \_\_\_\_\_



16. (a) Respondent's participation (as per school programme) in cocurricular and community activities :

(Respondent is to specify the activity/activities in which he/she participates. Name of some of the activities are as follows :

Ncc/ACC, Scouting/ Girl guiding, School magazine, Dramatics, Music Band, Dancing, Debating, Social gatherings, junior Red cross/First aid, Drawing, painting, Sculpture, Gardening, Wood work, Smithy, Leather work, clay modelling, Book binding)

\_\_\_\_\_

\_\_\_\_\_

(b) Time (in hours) spent on Cocurricular/ community activities, per week \_\_\_\_\_

17. (a) Number of English note books corrected by the respondent per week (approximate number may be given, if such correction work is carried out) \_\_\_\_\_

(b) Number (approx) of note books on other subjects corrected by the respondent per week \_\_\_\_\_

18. (a) Number of Class tests taken by the respondent on English per month \_\_\_\_\_

(b) Number of class test scripts on English examined by the respondent per month (Approximate number may be given, if such tests are conducted by the respondent) \_\_\_\_\_

(c) Number of class tests taken by the respondent on other subjects per month \_\_\_\_\_

(d) Number of class test scripts on other subjects examined by the respondent per month (approximate number may be given, if such tests on other subjects are conducted) \_\_\_\_\_

19. (a) Whether the respondent is holding any part-time assignment, teaching or non-teaching, in any other institution/ office: (if yes, nature of the assignment should be specified)

---

(b) Time spent on such part-time work per week (in hours) \_\_\_\_\_

20. (a) Whether the respondent is holding any non-teaching assignment in the present school, e.g., library work, hostel supervision, office work, etc. (if yes, nature of the assignment is to be specified)

---

(b) Time spent on such activities per week (in hours) : \_\_\_\_\_

21. (a) Number of off-periods (excluding tiffin period) of the respondent, as per time-table, per week.

---

(ix)

(b) Utilisation of off periods by  
the respondent :

(The respondent is to note the hours  
per week against appropriate item/  
items mentioned below) :

Items of work	Hours per week
(i) Correction work	-----
(ii) Preparation of lessons	-----
(iii) Meeting pupils	-----
(iv) Taking classes (in the case of absence of a colleague)	-----
(v) Other school work (administrative/union)	-----
(vi) Relaxation	-----
(vii) Any other (to be specified)	-----

Signature of the  
respondent.

## II. QUESTIONNAIRE.

Name of the respondent \_\_\_\_\_

School \_\_\_\_\_

-----  
1. The respondent will please study the questions and the  
various responses given against each and select the  
appropriate response/responses by putting check marks  
(√) on the box/boxes

(x)

2. In response to the last question of the questionnaire, the respondent will, however, point out in writing the problems and difficulties faced by him/her in teaching English.
  3. The responses given by the respondent will be treated as strictly confidential.
- 

1. The aim of teaching English in high schools today is to develop in pupils command of the language, both in its spoken and written form.

What method/methods do you generally use for the realisation of the aim of teaching English ?

- (i) Translation method  (ii) Direct method   
(iii) Direct method, as modified under Structural Approach   
(iv) Any other (please specify) \_\_\_\_\_

2. Do you, by following the principle of proportion and coordination, give practice in all or some of the following skills in the English class ?

- (i) Students' understanding of English through listening   
(ii) Speaking English correctly by the students   
(iii) Students' reading with comprehension   
(iv) Students' expression in writing

3. (a) Do you prepare your lessons (at home) before coming to the class?

- (i) Always  (ii) Irregularly   
(iii) Never

(b) If yes, why do you prepare?

- (i) Preparation of lesson promotes self confidence   
(ii) It makes teaching systematic   
(iii) It helps in creating students' interest in the lesson   
(iv) It is obligatory   
(v) Any other \_\_\_\_\_   
(please specify)

(c) If not, why don't you prepare ?

- (i) Lack of time   
(ii) Lack of interest   
(iii) Not obligatory   
(iv) Any other \_\_\_\_\_   
(please specify)

4. (a) Do you use materials aids in teaching English ?

- (i) Always  (ii) Irregularly   
(iii) Never

(b) If yes, why do you use ?

- (i) Aids make the lesson concrete
- (ii) Make teacher's explanation vivid and impressive
- (iii) Make language learning interesting
- (iv) Use of aids is obligatory
- (v) Practice in the preparation of aids helps a teacher to develop artistic specialisation
- (vi) Any other \_\_\_\_\_   
(please specify)

5. (a) Do you put questions to the students during teaching ?

- (i) Yes
- (ii) No

(b) If yes, why do you put ?

- (i) Questions make students attentive
- (ii) " help in developing the lesson
- (iii) " test students' understanding
- (iv) " help in developing in students the habit of using English in speech
- (v) " make students submissive to the teacher
- (vi) Any other \_\_\_\_\_   
( please specify)

(c) If 'No', why don't you put questions?

- (i) Questions impede progress in the lesson
- (ii) Students do not welcome questions
- (iii) Students become indisciplined while answering questions

(xiii)

(iv) Any other \_\_\_\_\_   
(please specify)

6. What type/types of oral work in English do you generally conduct in the class ?

(Please select the response/responses, if you conduct oral work) :

- (i) Oral composition  (ii) Reading a picture   
(iii) Reproducing a story   
(iv) Dramatisation  (v) Discussions   
(vi) Language games  (vii) Short talks   
(viii) Any other \_\_\_\_\_   
(please specify)

7. How do you ensure students' reading comprehension ?

- (i) By observing the reaction of the students when they read a passage loudly   
(ii) By putting short and simple questions on the passage read loudly or silently by the students,   
(iii) By asking students to reproduce the story or summarise the passage in simple English   
(iv) By asking students to use mother tongue in responding to questions put on what they have read   
(v) Any other \_\_\_\_\_   
(please specify)

8. What point/points do you take care of in organising English composition work ?

- (i) Grammatical correctness  (ii) Spelling and pronunciation  (iii) Imagination
- (iv) Organisation of ideas  (v) Continuity of language and thought  (vi) Clarity of language  (vii) Relevance to subject
- (viii) Gradation of topics  (ix) Oral work before undertaking written work
- (x) Any other \_\_\_\_\_   
(please specify)

9. What device/devices do you adopt for teaching new words and structures in the English prose text ?

- (i) Creating meaningful situations with the help of objects, gestures, actions, illustrations with pictures, for practice and drill.
- (ii) Giving equivalents in the mother tongue
- (iii) Direct questions on the text read
- (iv) Asking students to give synonyms, antonyms of words
- (v) Completion type and matching type of exercises
- (vi) Substituting one word for a group of words
- (vii) Using substitution tables
- (viii) Any other \_\_\_\_\_   
(please specify)

10. What do you generally follow in teaching English poems ?

- (i) Helping students to appreciate theme and beauty of the poem and developing in them interest in reading poems.
- (ii) Giving meaning of different words and detailed explanation of sentences and stanzas
- (iii) Asking students to memorise substance of the poem from help books or notes dictated in the class.
- (iv) Any other \_\_\_\_\_   
(please specify)

11. How do you teach English grammar ?

- (i) By giving rules and definitions and asking students to memorise them
- (ii) By correlating text and grammar and by giving examples and encouraging students to identify rules and definitions .
- (iii) By comparing rules of English grammar with those of the grammar of the mother tongue
- (iv) Any other \_\_\_\_\_   
(please specify)

12. What do you use for teaching of English poems ?

- (i) Transcription  (ii) Dictation
- (iii) Oral work  (iv) Writing mistakes a number of times  (v) Using flash cards
- (vi) Using spelling note books
- (vii) Spelling games

- (viii) Using dictionary by the students
- (ix) Correct pronunciation of words
- (x) Pronouncing English words like their near equivalents in the mother tongue
- (xi) Any other \_\_\_\_\_   
(please specify)

13. What measure/measures do you generally adopt for improving pronunciation of your pupils ?

- (i) Conducting phonic drills for recognition and reproduction of sounds
- (ii) Encouraging students to speak English
- (iii) Conducting loud reading
- (iv) Using spelling as a tool
- (v) Encouraging students to pronounce English words in the same way they pronounce their mother tongue words
- (vi) Using Linguaphone and tape recorders in the English class
- (vii) Any other \_\_\_\_\_   
(please specify)

14. (a) Do you ensure comprehension of all/ any of your pupils before going for a new lesson ?

- (i) 100% pupils
- (ii) Approx. 75% pupils
- (iii) Approx. 50% pupils
- (iv) Approx. 25% pupils
- (v) Below 25% pupils
- (vi) None

(b) What arrangement do you make for those who do not understand ?

(i) Organise extra coaching

(ii) Organise remedial teaching

(iii) ... nothing

15. (a) Are you happy with the present English syllabus ?

(i) Yes  (ii) No

(b) Can you cover the syllabus within the normal working hours allotted in the time table ?

(i) Yes

(ii) No

(c) If you cannot cover, what arrangement do you make ?

(i) After School classes

(ii) Vacation classes  (iii) Nothing

16. How would you react to the following statements made in respect of the present English readers (prescribed by the Board for classes IV to VIII) ?

(i) Subject matter contained in the reader is in accordance with the mental level of the students for whom the reader is prescribed.

Strongly agree

Agree

Undecided/  
Uncertain

Disagree

(ii) Different structures included in the readers are introduced gradually in a sequential manner.

Strongly agree

Agree

Undecided/  
Uncertain

Disagree

(iii) The readers include graded  
and controlled vocabulary.

Strongly agree  Agree   
Undecided/Uncertain  Disagree

(iv) Subject matter in each of the reader  
is also graded from grammar point of view:

Strongly agree  Agree   
Undecided/Uncertain  Disagree

(v) Each lesson in a reader is followed by  
exercises giving opportunities for  
practice of the language items presented in  
the lesson and application of the subject  
matter learnt by the students :

Strongly agree  Agree   
Undecided/Uncertain  Disagree

(vi) Each of the readers is well illustrated  
with pictures that suit the interest of  
the pupils :

Strongly agree  Agree   
Undecided/Uncertain  Disagree

(vii) Paper used in the book is of good quality :

Strongly agree  Agree   
Undecided/Uncertain   
Disagree

(viii) Size of printing is neither too big nor too small :

strongly agree  Agree   
Undecided/Uncertain  Disagree

(ix) The get up of each of the books is pleasing to the eye and the binding of the book is strong :

Strongly agree  Agree   
Undecided/Uncertain  Disagree

(x) The readers are reasonably priced :

Strongly agree  Agree   
Undecided/Uncertain  Disagree

(xi) The reader is accompanied by a Teachers' Handbook, giving instructions regarding the use of the books

Strongly agree  Agree   
Undecided/uncertain  Disagree

17. (a) Do you have a School library ?

(i) Yes  (ii) No

(b) Do you have a departmental library in your school?

(i) Yes  (ii) No

(c) Does the library contain reading materials that keep you abreast of the latest development in English teaching ?

(i) Yes  (ii) No

18. (a) What do you prefer ?

(i) Teaching English only

(ii) Teaching English and other subjects

(b) If you prefer (ii) above, how many other subjects (in addition to English) would you like to teach ?

(i) One subject  (ii) Two subjects

(iii) Three subjects  (iv) Four subjects

(v) More than four subjects

(c) What do you prefer ?

(i) Teaching only one class

(ii) Teaching more than one class

19. What is your opinion about the role of inservice training for English teachers?

(i) Very helpful  (ii) Helpful

(iii) Undecided/Uncertain  (iv) Not helpful

(v) It decreases teaching effectiveness

20. What problems and difficulties do you generally experience in teaching English as a language ?  
(Please specify on the reverse. Use an additional sheet, if necessary).



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 8. <u>Appropriate method of teaching</u><br>English was used by the<br>teacher.   | 1 | 2 | 3 | 4 | 5 |
| 9. <u>Language used in teaching</u><br>was appropriate, correct and<br>in keeping with the level of<br>students.                | 1 | 2 | 3 | 4 | 5 |
| 10. <u>Teaching voice</u> was clear and<br>audible to all students.   | 1 | 2 | 3 | 4 | 5 |
| 11. <u>Teacher's pronunciation</u> was<br>intelligible and correct from<br>phonetic point of view.                              | 1 | 2 | 3 | 4 | 5 |
| 12. Students' pronunciation was<br>attended to .  | 1 | 2 | 3 | 4 | 5 |
| 13. <u>Phonic drills</u> were given to<br>corr-ect mispronunciation.  | 1 | 2 | 3 | 4 | 5 |
| 14. <u>Questions were put</u> to maximise<br>student participation.   | 1 | 2 | 3 | 4 | 5 |
| 15. Questions put were <u>relevant,</u><br><u>specific</u> and <u>grammatically</u><br>correct.                                 | 1 | 2 | 3 | 4 | 5 |
| 16. <u>Meaningful situations</u> were<br>created in the classroom for<br>teaching of language items<br>(vocabulary, structures) | 1 | 2 | 3 | 4 | 5 |
| 17. <u>Audic-visual aids</u> were used.   | 1 | 2 | 3 | 4 | 5 |
| 18. Use of aid materials added<br>variety and interest in<br>language learning.   | 1 | 2 | 3 | 4 | 5 |

19. Students were responsive and their responding behaviour indicated progress in learning. 1 2 3 4 5
20. Student responses were positively reinforced. 1 2 3 4 5
21. Students' errors in grammar, composition, spelling, etc. were dealt with. 1 2 3 4 5
22. Blackboard was used by the teacher in course of teaching. 1 2 3 4 5
23. Blackboard work was legible, neat and appropriate. 1 2 3 4 5
24. Teacher's movements in the classroom were purposeful; individual attention was given. 1 2 3 4 5
25. Language atmosphere in the class was maintained during the lesson. 1 2 3 4 5
- C. CLOSING AND EVALUATION :
26. Suitable assignment were given. 1 2 3 4 5
27. Students' achievement in the lesson was evaluated. 1 2 3 4 5
28. Remedial measures were taken, where necessary. 1 2 3 4 5
- 
29. Use of LANGUAGE SKILLS during the lesson:
29. Practice given to students for understanding English through listening 1 2 3 4 5
30. Practice given for speaking English 1 2 3 4 5
31. Practice given for reading English with comprehension. 1 2 3 4 5

32. Practice given for writing correct

English

1 2 3 4 5

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**E. GENERAL QUALITIES OF THE TEACHER :**

33. Enthusiasm

1 2 3 4 5

34. Leadership

1 2 3 4 5

35. Resourcefulness

1 2 3 4 5

36. Emotional balance

1 2 3 4 5

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Other comments :

Signature of the observer.

DO NOT OPEN UNTIL TOLD TO DO SO

IV. TEACHER ATTITUDE INVENTORY.

Direction :

This inventory consists of 90 statements aimed to identify the professional attitudes of the teachers. There is considerable disagreements as to what these attitudes should be; therefore, there are no right or wrong answers. What is wanted is your own individual feeling about the statements. Read each statement and decide how you feel about it. Then mark your answer in the space provided on the answer sheet.

Think in terms of the general situation rather than specific ones. There is no time limit but work as rapidly as you can.

Method of recording the response :

If you strongly agree, encircle SA.

SA            A            U            D            SD

If you agree, encircle A.

SA             A            U            D            SD

If you are undecided or uncertain, encircle U

SA            A             U            D            SD

If you disagree, encircle D

SA            A            U             D            SD

If you strongly disagree, encircle SD

SA            A            U            D             SD

Please respond to Every Item.

DO NOT OPEN UNTIL TOLD TO DO SO.

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SA = Strongly agree, A = Agree, U = Undecided,  
D = Disagree, SD = Strongly disagree.

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1. If I had a son entering college, I would have encouraged him to become a teacher.
2. A classroom should not be as quiet as graveyard.
3. Students' behaviour should be taken into consideration by the teacher.
3. Students work hard if they are not given freedom to ask questions in the class.
5. Students are generally sincere.
6. A teacher respects everybody.
7. Individual differences among the students should not be paid much attention to.
8. Teaching develops personality and character.
9. Classroom teaching makes the students disciplined.
10. Freedom should not be given to the students to learn according to their own desire.
11. Pupils should not be given freedom to express their views in the class.
12. Teachers are not free to express their views.
13. Those who fail in other fields of work usually become teachers.
14. Teaching work becomes easy in the classroom.
15. Students learn more by love than by punishment.
16. Pupils should not be let down before the class.
17. Classroom teaching begets social atmosphere.
18. Students do not live together in harmony with one another.

SA = Strongly agree, A = Agree, U = Undecided,  
D = Disagree, SD = Strongly disagree.

- 
- |  |  |
|--|--|
| 19. When one sees a teacher he feels like laughing at him.           | 20. No occupation is better than the teaching profession.                          |
| 21. Students learn best by doing.                                    | 22. No-a-days students do not obey their teachers.                                 |
| 23. Every body pays attention to what a teacher says.                | 24. Teachers are boastful.   |
| 25. There should be no students' union in school.                    | 26. Teachers do not determine the moral standards of a nation.                     |
| 27. Students' health is an important responsibility of the school.   | 28. Just one method of teaching is not suitable for all the students.              |
| 29. Students observe discipline only in the school.                  | 30. Most of the teachers are greedy.   |
| 31. Students are generally disinterested in national problems.       | 32. Group activities do not create a sense of cooperation among the students.      |
| 33. Teaching profession has a bright future.                         | 34. Teaching profession appears to be interesting only in the beginning.           |
| 35. Bright and talented students often suffer in classroom teaching. | 36. The surroundings of the school have an impact on the learning process.         |
| 37. Students should not be given freedom to think.                   | 38. Classroom teaching does not inculcate a feeling of confidence in the students. |

SA = Strongly agree, A = Agree, U = Undecided,  
D = Disagree, SD = Strongly disagree.

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- |  |   |
|--|---|
| 39. Pupils remain unsatisfied if their doubts are not clarified.                                   | 40. People do not look down upon teachers.  |
| 41. I take pride telling that I belong to the teaching profession.                                 | 42. Classroom teaching makes students respect each other.   |
| 43. The talents of students remain hidden if due attention is not paid to their special abilities. | 44. Students should enter the class only after obtaining permission from the teacher.                 |
| 45. Teachers do not have a sense of humour.  | 46. There are more disadvantages than advantages in the teaching profession.                          |
| 47. Classroom teaching strengthens the desire to learn.  | 48. I want to take up the teaching profession only because my parents wish so.                        |
| 49. Books are not all in all for students.   | 50. Students can become good citizens only when teachers are good teachers.                           |
| 51. I get pleased when mischievous students get a beating.   | 52. One who does according to what he says, has the quality of a teacher.                             |
| 53. Classroom teaching needs a change.   | 54. Different activities performed by the students should not have a place in their final evaluation. |

SA = Strongly agree, A = Agree, U = Undecided,  
D = Disagree, SD = Strongly disagree.

- 
- |  |   |
|--|---|
| <p>55. Good relationship between the teacher and the taught is essential for learning.</p> <p>57. Teacher cannot satisfy the intellectually superior students.</p> <p>59. There is a distance between teacher and students in classroom teaching.</p> <p>61. Back-benchers do not get proper attention in classroom teaching.</p> <p>63. Teaching methods of the past were better than those of today.</p> <p>65. The place of the student not be supreme in classroom teaching.</p> <p>67. Weak students gain a lot through the revision of the lesson by the teacher in the classroom.</p> <p>69. One should not even dream of becoming a teacher in his life.</p> <p>71. Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.</p> | <p>56. Students should not be allowed to ask questions in the class.</p> <p>58. Students can do anything in order to get through the examination.</p> <p>60. It is a curse to remain in the teaching profession.</p> <p>62. It is good that nowadays aptitude of students is given importance.</p> <p>64. While assigning home task, pupils' ability should be taken into consideration.</p> <p>66. Teaching is a very stimulating profession.</p> <p>68. One who does not inflict corporal punishment on students is a poor teacher.</p> <p>70. Students often talk nonsense in the class.</p> <p>72. Teaching profession makes people lazy.</p> |
|--|---|

(xxx)

SA = Strongly agree, A = Agree, U = Undecided,  
D = Disagree, SD = Strongly disagree.

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- |   |  |
|---|--|
| 73. Classroom teaching is book centred rather than pupil centred.   | 74. Keeping students informed of their progress has little effect on learning.         |
| 75. The teacher should not make lesson interesting for children.  | 76. A good teacher has little need for charts, maps, diagrams and the like.            |
| 77. Most students do not respect the teachers.  | 78. Teaching makes a teacher tired.  |
| 79. Teaching profession is not a good medium of serving humanity.   | 80. We should fit the curriculum to the student and not the student to the curriculum. |
| 81. Students take pride in the neat and attractive environment of the school.                                       | 82. Students should have right to express disagreement with what the teacher says.     |
| 83. One of the difficulties with modern schools is that discipline is often sacrificed to the interest of students. | 84. In classroom teaching the principle of "learning by doing" cannot be implemented.  |
| 85. I will not take up any other job except teaching.   | 86. If I do not get any other job, I will join the teaching profession.                |

SA = Strongly agree, A = Agree, U = Undecided,  
D = Disagree, SD = Strongly disagree.

87. Teachers should not be strict in their dealings with students.

88. Teachers are the leaders of the nation.

89. If a student does not understand an assignment, it is usually the fault of the teacher.

90. A teacher's job is primarily one of teaching and explaining the subject matter.

HAVE YOU RESPONDED TO EVERY STATEMENT ?

PLEASE CHECK

THANK YOU.

V. GENERAL TEACHING COMPETENCE SCALE.

Name of the teacher .....  
Class to be taught..... Topic.....  
Date ..... Time duration.....

Not at all very much.

PLANNING (Pre-instructional) :

1. Objectives of the lessons were appropriate: clearly stated, relevant to the content, adequate and attainable. 1 2 3 4 5 6 7

2. Content selected was appropriate, relevant and adequate with respect to the objectives of the lesson and accurate. 1 2 3 4 5 6 7

3. Content selected was properly organised: logical continuity and psychological organisation. 1 2 3 4 5 6 7
4. Audio-visual material chosen were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives. 1 2 3 4 5 6 7

PRESENTATION (Instructional):

5. Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson : continuity in statements or questions, relevance, use of appropriate device/technique. 1 2 3 4 5 6 7
6. Questions were appropriate : well structured, properly put, adequate in number, and made pupils participate. 1 2 3 4 5 6 7
7. Critical awareness was brought about in pupils with the help of probing question, prompting, seeking further information, refocusing, redirection and increasing critical awareness. 1 2 3 4 5 6 7
8. Concepts and principles were explained (understanding brought about) with the help of clear, interrelated and meaning ful statements : statements to create set, to conclude, statements

- which had relevancy,  
continuity, appropriate  
vocabulary, explaining links,  
fluency and had no vague words  
and phrases. 1 2 3 4 5 6 7
9. The concepts and principles were  
illustrated with the help of  
appropriate examples through  
appropriate media (verbal and  
non-verbal): simple, relevant to  
the content and interest level of  
pupils. 1 2 3 4 5 6 7
10. Pupils' attention was secured and  
maintained by varying stimulus like  
movements, gestures, changing speech  
pattern, focusing, changing inter-  
action styles, pausing and oral-  
visual switching: pupils' postures,  
and listening, observing, and  
responding behaviour of pupils. 1 2 3 4 5 6 7
11. Deliberate silence and non-verbal  
cues were used to increase pupil  
participation. 1 2 3 4 5 6 7
12. Pupils' participation (responding  
and initiating) was encouraged  
using verbal and non-verbal  
reinforcers. 1 2 3 4 5 6 7
13. Speed of presentation of ideas  
was appropriate : matched with  
the rate of pupils' understanding  
and there was proper budgeting of  
time. 1 2 3 4 5 6 7

14. Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others' ideas.

1 2 3 4 5 6 7

15. The blackboard work was good : legible, neat, appropriateness of the content written, and adequate.

1 2 3 4 5 6 7

CLOSING :

16. The closure was achieved appropriately: main points of the lesson were consolidated, present knowledge was linked with past knowledge, opportunities were provided for applying present knowledge, and present knowledge was linked with future learning (assignment)

1 2 3 4 5 6 7

17. The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate.

1 2 3 4 5 6 7

EVALUATION :

18. Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were appropriate: relevant to the objectives, valid, reliable, and objective.

1 2 3 4 5 6 7

19. Pupils' difficulties in understanding a concept or a principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken.

1 2 3 4 5 6 7

MANAGERIAL :

20. Both attending and non-attending behaviours of the pupils were recognised: attending behaviour was rewarded, directions were given to eliminate non-attending behaviour, questions were asked to check pupils' attending behaviour, pupils' feelings and ideas were accepted, and non verbal cues were used to recognize pupils' attending and nonattending behaviours.

1 2 3 4 5 6 7

21. Classroom discipline was maintained in the class : pupils followed teacher's instructions that were not related to the content.

1 2 3 4 5 6 7

Comments (if any) :

A P P E N D I X : C.

AREA-WISE SCORES OF TEACHERS

Teachers	Area A	Area B	Area C	Area D	Area E	Total
1	3.75	4.03	2.33	3.00	3.75	16.86
2	4.21	3.53	3.00	3.00	3.31	17.05
3	4.50	4.02	2.67	3.00	2.50	16.69
4	4.32	4.51	2.67	4.50	4.58	20.58
5	4.80	3.96	3.33	3.58	4.50	20.17
6	3.71	3.92	2.67	3.31	2.63	16.24
7	4.00	4.05	2.67	3.58	3.31	17.61
8	4.05	4.00	3.00	4.00	4.50	19.55
9	4.85	3.47	2.00	4.00	4.50	18.82
10	5.00	4.00	4.00	4.00	4.75	21.75
11	3.01	4.00	2.33	4.00	3.00	16.34
12	3.00	4.03	2.33	4.00	3.00	16.36
13	4.70	5.00	3.00	4.00	4.00	20.70
14	4.89	4.85	3.67	4.50	4.00	21.91
15	4.00	3.71	3.50	3.63	4.88	19.72
16	4.00	4.06	3.00	3.50	3.50	18.06
17	5.00	5.00	3.00	4.00	4.00	21.00
18	4.10	3.47	3.00	3.31	4.50	18.38
19	3.00	2.92	2.50	3.31	3.38	15.11
20	3.71	2.92	3.33	3.38	3.75	17.09
21	4.61	3.96	2.33	4.38	4.58	19.86

Teachers	Area A	Area B	Area C	Area D	Area E	Total
22	4.00	4.85	3.67	5.00	5.00	22.52
23	4.00	4.06	2.67	3.63	4.38	18.74
24	4.00	4.31	5.00	4.00	5.00	22.31
25	4.85	3.09	2.33	3.00	2.75	16.02
26	4.92	4.08	2.50	4.06	4.63	20.19
27	4.01	3.71	2.50	2.26	2.88	15.36
28	4.08	3.61	3.33	3.63	4.31	18.96
29	4.00	4.79	1.67	2.26	4.50	17.22
30	4.14	4.02	4.00	4.00	4.50	20.66
31	5.00	4.58	4.33	4.00	5.00	22.91
32	4.08	4.89	4.00	3.50	4.75	21.22
33	4.95	3.90	3.33	3.58	4.31	20.07
34	3.98	3.90	2.67	2.50	3.63	16.68
35	4.15	4.32	3.67	3.26	3.31	18.71
36	3.30	3.33	2.50	2.00	3.00	14.13
37	4.00	4.05	2.00	2.00	3.38	15.43
38	4.00	2.71	2.00	3.58	3.50	15.79
39	3.00	3.85	3.00	2.63	3.00	15.48
40	5.00	4.15	4.00	3.38	4.31	20.84
41	4.91	4.21	3.00	3.00	5.00	20.12
42	4.31	3.47	2.60	3.00	3.06	16.44
43	4.78	4.58	4.00	4.06	4.00	21.42
44	4.91	4.61	3.00	4.06	4.63	21.21
45	4.05	4.05	4.00	3.63	4.31	20.04

(xxxviii)

Teachers	Area A	Area B	Area C	Area D	Area E	Total
46	3.71	2.31	2.33	2.26	3.38	13.99
47	4.82	3.92	2.33	3.00	3.50	17.57
48	4.00	3.75	2.67	3.00	4.00	17.42
49	2.33	1.50	1.17	1.13	3.31	9.44
50	3.00	2.89	2.00	2.25	2.00	12.14
51	2.17	1.63	1.08	1.00	2.00	7.88
52	1.50	1.79	1.33	1.13	1.38	7.13
53	1.50	1.95	1.33	1.13	1.25	7.16
54	2.17	2.00	1.08	1.00	1.00	7.25
55	1.25	1.21	1.00	1.00	2.00	6.46
56	2.33	3.31	1.85	1.38	2.50	11.37
57	2.83	1.71	1.67	1.00	2.50	9.71
58	2.83	1.00	1.30	1.00	1.38	7.51
59	4.33	3.22	1.62	1.50	1.50	12.17
60	2.50	1.31	1.42	1.00	1.38	7.61
61	4.17	3.47	1.33	1.00	1.63	11.60
62	2.89	1.31	1.33	1.00	1.50	8.03
63	4.71	3.03	1.17	2.00	1.25	12.16
64	4.00	2.24	1.25	1.00	1.50	9.99
65	1.33	1.88	1.00	1.00	1.50	6.71
66	1.83	1.71	1.08	1.04	1.50	7.16
67	2.01	1.79	1.00	1.00	1.13	6.93
68	4.75	3.00	2.00	1.38	2.04	13.17

Teachers	Area A	Area B	Area C	Area D	Area E	Total
69	1.46	1.50	1.00	1.00	1.38	6.34
70	2.33	3.31	1.08	2.00	3.00	11.72
71	1.54	1.63	1.25	1.25	1.50	7.17
72	1.50	1.89	1.42	1.38	1.63	7.82
73	2.83	1.95	1.67	1.63	2.75	10.83
74	1.46	1.79	1.77	1.04	1.50	6.96
75	4.50	2.25	1.08	1.04	2.00	10.87
76	4.17	3.31	1.42	1.13	3.25	13.28
77.	4.67	3.00	1.48	1.38	3.25	13.78
78	5.00	2.25	1.33	1.50	3.75	13.83
79	2.33	1.25	1.25	1.00	1.50	7.33
80	1.50	1.50	1.00	1.04	1.00	6.04
81	2.83	1.87	1.33	1.04	1.00	8.07
82	2.33	1.95	2.08	1.50	2.00	9.86
83	1.54	1.63	1.08	1.04	1.38	6.67
84	2.01	1.88	1.08	1.00	1.38	7.35
85	2.75	2.00	1.42	1.00	1.25	8.42
86	1.54	1.63	1.25	1.00	1.50	6.92
87	3.17	1.79	1.25	1.13	2.50	9.84
88	2.83	2.00	1.42	1.25	2.00	9.50
89	2.33	2.24	1.17	1.00	1.04	7.78
90	1.46	1.22	1.33	1.00	1.42	6.43
91	4.17	1.95	2.00	1.25	1.38	10.75

(xxxx)

Teachers	Area A	Area B	Area C	Area D	Area E	Total
92	2.67	1.03	1.00	1.25	1.13	7.08
93	3.41	1.71	1.42	1.04	2.04	9.62
94	1.45	1.63	1.17	1.13	1.00	6.38
95	1.33	1.79	1.00	1.00	1.25	6.37
96	1.50	1.87	1.08	1.04	1.75	7.24
97	1.50	1.25	1.48	1.13	1.50	6.86
98	3.50	4.00	1.85	1.50	3.50	14.35
99	4.00	1.92	1.25	2.04	2.50	11.71
100	3.54	1.95	1.67	1.63	2.63	11.42
101	1.46	1.63	1.33	1.38	1.00	6.80
102	1.67	1.97	1.08	1.13	1.38	7.23
103	2.50	1.88	1.42	2.00	2.25	10.05
104	4.08	3.03	1.85	1.50	3.75	14.21
105	4.92	1.88	1.25	1.25	3.31	12.61
106	4.10	2.89	2.00	1.38	3.31	13.68
107	2.89	1.22	1.08	1.50	2.00	8.69
108	4.95	2.92	1.67	1.13	3.50	14.17
109	4.85	1.87	1.42	1.13	2.25	11.52
110	1.05	1.95	1.42	1.04	1.50	6.96
111	4.32	3.24	2.00	1.50	3.75	14.81
112	2.21	1.89	1.48	1.38	2.31	9.27
113	2.01	1.50	1.00	1.04	1.38	6.93

(xxxxi)

Teachers	Area A	Area B	Area C	Area D	Area E	Total
114	3.71	2.03	1.67	1.00	2.13	10.54
115	1.33	1.00	1.67	1.00	1.04	6.04
116	4.14	2.22	2.08	1.50	2.25	12.19
117	4.08	2.89	2.00	1.38	3.50	13.85
118	2.01	2.21	1.33	1.13	2.00	8.68
119	1.71	1.50	1.25	1.00	1.00	6.46
120	3.33	2.71	1.08	1.13	2.50	10.75
<b>Total:</b>	<b>401.06</b>	<b>337.83</b>	<b>243.00</b>	<b>255.06</b>	<b>329.96</b>	<b>1566.91</b>
<b>Mean :</b>	<b>3.34</b>	<b>2.82</b>	<b>2.02</b>	<b>2.13</b>	<b>2.75</b>	<b>2.61</b>
<b>Mod :</b>	<b>4.00</b>	<b>3.00</b>	<b>2.00</b>	<b>2.00</b>	<b>3.00</b>	<b>2.00</b>
<b>S.D. :</b>	<b>1.26</b>	<b>1.17</b>	<b>1.03</b>	<b>1.27</b>	<b>1.29</b>	<b>1.09</b>