

A STUDY OF THE PERCEPTIONS AND ATTITUDES OF TEACHERS
AND STUDENTS TOWARDS THE TEACHING AND LEARNING OF
ENGLISH AS A SECOND LANGUAGE AT THE UNDERGRADUATE
LEVEL IN THE COLLEGES OF SHILLONG

THESIS SUBMITTED
FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY IN LINGUISTICS

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To



DEPARTMENT OF LINGUISTICS
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Blessed be the Lord my strength ... my goodness and my fortress, my high tower, and my deliverer: my shield and He in whom I trust

Psalm : 144 : 1 - 2

NORTH-EASTERN HILL UNIVERSITY
DEPARTMENT OF ENGLISH

Mayurbhanj Complex, Nongthymmai, Shillong – 14

I **Tarun Kumari Bamon** hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form the basis of award of any previous degree to me or to the best of my knowledge to any body else, and that the thesis has not been submitted by me for any degree in any other Universities/Institute.

This is being submitted to the North-Eastern Hill University for the award of the degree of Doctor of Philosophy in Linguistics.

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UNDERSTANDING
A paraphrase of 1 Corinthians 13:1-13 for Teachers
By Elouise B. Rivinius

*Though I teach with the skill of the finest teachers
And I have not understanding,
I am become a clever speaker and charming entertainer;*

*And though I understand all techniques and all methods,
And though I have much training so that I feel competent,
But have no understanding of the way my pupils think,
It is not enough;*

*And if I spend many hours in lesson preparation
And become tense and nervous with the strain
But have no understanding of the personal problems of my students,
It is still not enough.*

*The understanding teacher is very patient and very kind,
Is not shocked when young people bring him their confidences,
Does not gossip, is not easily discouraged,
Does not behave himself in ways that are unworthy,
But is all times a living example to his students,
Of the good way of life he speaks.*

*Understanding never fails,
Whether there be materials they shall become obsolete;
Whether there be methods, they shall become outmoded;
Whether there be techniques, they shall be abandoned;*

*For we know only a little
And can pass on to our students only a little;
But when we have understanding,
Then all our efforts will become creative,
And our influence will live forever in the lives of our pupils.*

*When I was a child I spoke with immaturity;
My emotions were uncontrolled and I behaved childishly;
But now that I am an adult I must face life as it is,
With courage and with understanding.*

*And now abide skill, devotion, understanding: these three;
And the greatest of these is understanding.*

CHAPTER I

1.1 Introduction

Interesting issues have been brought to light by research into second language acquisition and the processes that take place in language learning. The process of learning a language as has been proved by various studies is said to involve a total commitment on the part of a learner - physical, intellectual and emotional. However of the major facets of human behavior the affective domain has been considered by most researchers to be crucial in governing a person's success or failure in learning a language. In recent years several models of language learning and teaching have been proposed in an effort to describe the relationship among variables that can affect the rate of achievement in the learning of a language. The models have included variables - psychological, socio-economic, socio-cultural and pedagogic. Some of the variables that have been widely discussed includes age, personality factors (empathy, anxiety, aptitude) and of course, attitude and motivation. An area of research into the affective domain in Second Language acquisition which have however, contributed immensely to an understanding of acquisition and learning is the work on language attitude. Attitude in this respect would refer to a "mental state of readiness organized through experiences which exerts a dynamic influence upon the individual's response to all situations' (Allport 1935).

In fact, acquisition studies (Krashen-1981, Gardner et al - 1976) as well as the experiences and intuitions of both teachers and learners point to the

importance of attitude over and above the considerations of aptitude and intelligence as an important variable in language learning. It was in 1970, that Gardner and Lambert proved on the basis of experiments carried out in different universities in the U.S, the Philippines and Canada, that the processes of language learning was significantly affected by the learner's attitude. They stated that the learner's attitude "determined how successful the learner will be, relatively in learning the new language." The learner's willingness, they further stated, was determined by "the learner's attitude towards the other group in particular and by his orientation towards the learning task itself." (Gardener and Lambert, 1972). Jakobovits (1940) further says that "an intellectual capacity and an appropriate attitudinal orientation towards the other language group coupled with a determined motivation" is required for successful language learning. Supported by these findings it can therefore be affirmed that the right attitudinal factor will produce two effects. It will encourage useful input and allow the acquirer or the learner to be open and so will encourage intake.

Oller, Hudson and Liu (1977) following certain measures developed by Spolsky(1969) studied the relationship between attitude and the attained proficiency in English among native speakers of Chinese in the U.S. The study revealed meaningful clusters of attitude variables related to English proficiency. From this point of view, it can be seen that the learner is directly responsible for either learning or not learning a language taught formally in an institution. The viability of this observation is aptly reflected in an announcement made by an exasperated language teacher - "there is no point in my telling them over and

over again...they weren't going to learn it until they decided they wanted to learn it".

Attitudes are therefore a vital force, which determines on whether a learner embarks on a task at all. They also determine the effort and the time the learner puts in trying to learn the language. So the learner approaches the language with certain attitudes - or in other words, learning is accompanied by emotional reactions which may sometimes lead to a constellation of likes and dislikes directed towards the language in question and all language in general. **Because of this it can be assumed that an understanding of how attitudes facilitate or hinder language learning will also reveal how much they can be controlled or manipulated to enable the learner to be more confident in language learning.**

However, what has been said about the learner, his attitude towards the language and learning, will not suffice. Any research undertaken in the field of education in general and language in particular ultimately leads to the classroom - a planned learning situation where that which is to be learnt and the means by which learning is to be accomplished, is provided. Every learning situation has three components - the teacher, the student and the methods/materials. It is how these components are associated and related to one another that results in definite psychological and pedagogical consequences. So, although it is certainly helpful to understand the learner from a psychological perspective, it is equally important to attend to the other side of the table - to the teacher and to the attitude he/she brings with him or her into the classroom. After all every teacher

brings with him or her, a personal view, a belief, an attitude that interpermeates with his or her work. Curricular and methodological innovations may be prompted by the interest of the learners, but they will ultimately depend on the teacher for their implementation. As Aggarwal (1984: 112- 113) says - "any method good or bad links up the teacher and his pupils into an organic relationship with constant mutual interaction". Every teacher and educationist also knows that even the best curriculum and the most perfect syllabus will remain dead unless quickened into life by the right method of teaching and by the right kind of teacher, a teacher with the right kind of attitude.

The perception teachers have of their role and their contribution to the learning process, their own L2 experiences and proficiency, their attitude to the work, the learner, the course and the authorities, all influence the views that teachers have. Again language learning is not a one way process. Teachers and students develop a network of interpersonal relations that can contribute positively and meaningfully to success in language learning. But ironically though a teacher is an irreplaceable element in language instruction and the centrality of his/her role in the learning process remains unchallenged, most often a teachers view or for that matter, a teacher's attitude is not often considered a worthwhile subject of discussion.

Discussions on teaching methodologies and course materials often bypass these issues. They are either considered as being too delicate, sensitive or even divisive. Yet there is undoubtedly a fairly coherent set of attitudes on the part of the teacher, which can constitute a kind of a social and a psychological

impact on the students. A teacher's attitude, perception and expectation of his students can affect their performance immensely and can therefore partly explain or help to determine the causes of a student's success or failure in language learning.

Qualitative improvement depends also to a large extent on the sincerity and positive attitude of the teacher concerned. The mere physical presence of the teacher will not result in learning. A positive attitude which implies a willingness and a readiness to work is an essential requisite for any successful learning to take place. A student's willingness to learn will have to depend on how the teacher sets up the task, gives the necessary encouragement and participates with the student to make him aware of success. The dynamics of teacher-student interaction can have influences positive and negative. So not only is the attitude of the student but the attitude of the teacher an important variable to be investigated and studied. It is responsible for the socio-emotional classroom which is required for a conducive teaching and learning atmosphere.

Much of the traditional research on teachers and teaching have arisen from practical interest in discovering better methods for selection of good teachers. In recent years this type of study is supplemented by attempts to provide a more detail and elaborate analysis of social and educational goals; so that a clearer criteria can be applied to the study of teacher effectiveness. There has also been an increasing study of the effects of teacher behavior on colleagues and educationists. Not much work though has been done on the impact of the teacher attitude on English learning and teaching.

This study therefore proposes to find out the attitude and perception of both teachers and students to the teaching of English in the colleges of Shillong. It is hoped that the findings of the study will reveal new insights and perspectives about issues such as teacher-student relationship, the needs, and expectations of students from the English course and perhaps the attitude of teachers to their work, to the learners and to the whole programme of teaching English as a whole. The study will also highlight other key factors associated with the intellectual and academic development of both teachers and students.

Since language is a social mechanism, any attitudinal study can only make sense against its actual context. Therefore the process of second language learning can be better understood if the social dimension is included. This is because it plays a major role in developing in the teacher and the student a set of attitude towards the language learned. Again, it is the background which shapes most of the teachers and students attitude and will therefore explain their reactions and opinions to different aspects of education in general and to the teaching of English in particular. A part of the chapter will therefore be a note on the actual context of the study - a linguistic and educational background of the state where the investigation will be carried out.

A study of only one aspect of education, in this context, the teaching and learning of English, cannot be seen as an entirety in itself. If one is to understand the attitude of the teachers to their work and profession and to teaching as a whole it is only proper to determine their attitude and perceptions about the

syllabus, the curriculum, the examination system and the different facilities for teaching.

From the learners point of view it will also be necessary to get some feedback of their attitudes to the aims and purposes of English education. A section in this chapter will attempt to give a brief background of education especially the introduction of English in the hills, the role it plays, and the status it occupies in the state.

1.2 Background of the study

1.2.1 The study and its setting

The Khasi hills, one of the districts of the state of Meghalaya, derived its name from the inhabitants, the Khasis. The hills are situated among the sub-Himalayan ranges of the eastern frontier and are located approximately between 20.9° 30' and 25.8° 28' North latitude and between 91.90° and 92.51° 30' East longitude. The state had formerly two districts the Khasi and Jaintia Hills district and the Garo Hills district. On obtaining a full-fledged statehood in 1972 Jaintia hills was declared a separate district. Further, in 1976, Khasi hills was also divided into 2 separate districts, west Khasi Hills with its headquarter at Nongstoin and East Khasi hills with its headquarters at Shillong, which also is the capital city of the State of Meghalaya as a whole. East Khasi hills with an area of about 3,690 square miles is therefore bounded on the north by the Kamrup and Nowgaon districts of Assam, in the south by Bangladesh and the east and the west by the Garo and Jaintia Hills, which are both districts of Meghalaya.

Shillong, the city where the study is focussed consists of the Shillong municipality and the adjoining five towns viz., the Shillong cantonment, Malki, Nongthymmai, Madanryting and Pynthorumkhrah. Since the Shillong municipality is a part of the Shillong Urban agglomeration, the entire area with a population of about 1,73064 has been treated as a Class 1 city. A cosmopolitan city with a population of more than 2.5 lakhs, it is inhabited by people drawn from different ethnic and linguistic communities who come to the city for trade, work and education. Trade relations, inter-marriages and social mobilization has made the city a multi-lingual speech community with people speaking Khasi, pnar, Garo, Assamese, Bengali and many others. However the language most used among the educated and the elite is English which has not only gained the status of a Second Language, but is also the official language of the state and the medium of instruction at almost all levels of education.

Of all the districts in Meghalaya, East Khasi Hills has the largest number of educational institutions. Leaving aside the schools the district has about 80% of the colleges situated in the urban and semi urban areas of the state. This is primarily because of the historical importance of Shillong as the capital city of the composite state of Assam before and after independence. The climatic condition of the city is another added opportunity for the development of Shillong as a centre of education. To quote Dr. N. Das Gupta(1976) "Shillong is a small geographical area compared to the other towns and cities of the plains, but Shillong has four times more educational institutions per square kilometer than any other towns in India. This is evident from the fact that from one end of

Shillong one reaches the other end within 30 minutes by bus, yet within this very small span of 30 minutes one passes by several different kinds of educational institutions.

1.2.2 Introduction of Education in the Khasi Hills

The missionaries primarily introduced education in the hills. Even though the initial object of imparting education was to further conversion the process has resulted in exposing the Khasis to the wide horizons of knowledge through literacy and education. The Khasis as per the oral tradition had a script of their own which was lost. The Baptists, the earliest missionaries who had come to the hills tried adopting the Bengali script to teach the people and to translate the New Testament only to find that the translation was both difficult and unintelligible to the people. As a result, Alexander Lish, who had set up a few schools in Cherrapunji, was forced to abandon the idea of using the Bengali script to educate the people. It was left to the Welsh mission in the person of Thomas Jones in 1941 to revive the need to educate the locals. The foundation for the education of the Khasi was laid through Jones' adaptation of the Roman script. From then on, there was a rapid increase of schools in different villages. The capital city from Cherrapunji was shifted to Shillong where a number of primary, high schools as well as colleges were set up. Today there are about 10-12 colleges in the city itself and in 1972 Shillong was also made the centre for the North Eastern Hill University.

1.2.3 The Education System

This section is so arranged that it will begin with a general information of the education system in Shillong and go on to a more specific analysis of the present situation of teaching of English in the colleges of the city.

Education in Shillong presently is caught up in a myriad of social changes and has been charged with the task of serving a more diverse student population than ever before. The mission of education is undoubtedly to meet the needs of the region and to provide education to all. However the pressure of the student population has become so acute, that there is today a problem of accommodating the students into colleges. The last few years, the education authorities have had to resort to strict selection procedures for admissions into colleges. This has resulted in an unprecedented increase in the number of educational institutions. This, however, is being done at the expense of quality, for this has resulted ironically in a higher percentage of failures in different examinations and a lowering of the standard of education in general and English in particular. Currently a three pronged problem confronts all the educationists in the state,- the problem of providing seats into different colleges to all students who have cleared the School Leaving Certificate Examination, the need to provide effective instruction, and the need to introduce a more socially relevant curricular. These would have to be judiciously tackled if education is to have any surrender value at all.

The U.G.C and the State education policies have been constantly issuing reports, recommending changes in the organization and operations of colleges

and universities. All these efforts involve the relationship between teachers and students; but if any of the proposals are to be successfully implemented they would require the consent and support of the faculty members. Ironically despite the acknowledged importance of the role of teachers in educating the youth, reliable information about their attitudes, values and perceptions is surprisingly limited, even absent. More specifically therefore, this study will attempt to find out answers to important questions related not only to learning but also to teaching.

How important is teaching in the lives of the faculty members? What do teachers have to say about the aims and objectives of English teaching, the course materials, the methodology adopted, the examination system and the teaching profession as a whole. These are all pertinent questions to be debated and discussed for there is an apparent feeling of dissatisfaction on the part of both the teachers and students.

1.2.4 The role of English in Shillong

E. Weston Dkhar (1993) stated that English was formally introduced into the Khasi and Jaintia Hills in 1932, when it was offered as one among the languages to be taught in the Shella Primary School. The two other languages in the school curriculum included Sanskrit and Bengali. Further it was reported by Ropmay (1975), that when Thomas Jones started his school at Mawmluh, in 1842, the locals there revealed an interest in learning the language spoken by the missionary. The use of the Roman script facilitated the study of English .As

early as 1911, it was noted that the percentage of people who could read and write in English was higher in the Khasi hills than any other district of Assam.

1911	Population	Literates	%	Literates in English	%
Assam(Women)	7,059,857	333,672	.05	35,855	.005
Non-Xtn *Khasis(Women)	192,453	2993 (573)	1.5	401	0.2
*Xtn Khasis (Women)	31,257	6,736 (2,712)	21	1,378 (426)	4.4
1921	Population	Literates	%	Literates in English	%
Assam(Women)	7,990,246	494,792 (46,002)	6.2	71,925 (3,581)	0.9
Non-Xtn Khasis(Women)	120,640	3,259	2.7	475	0.4
Xtn Khasis (Women)	41,122	11,238 (4729)	30	2,241 (704)	5.5

(Table 1.1: The Khasi Canvas)*Non-Xtn—Non Christian Khasis.*Xtn-Khasis =Christian Khasis.

The introduction of English was certainly a decisive event in the history of the state and can be called a historical phenomenon. Yet there is hardly any account to provide a historical perspective of the introduction of English in the hills, though a good deal of work has been done by the missionaries. In fact their sacrifice and dedication has motivated a desire among the locals to learn English and also to adopt the English style and their way of life. Encouraged by the missionaries and necessitated by practical needs, English became firmly entrenched in the Khasi soil. Looking at the Shillong situation, one can agree with Kachru(1965) when he says that there are three phases in the introduction of bilingualism into any country. These are (1) the missionary phase (2) the local demand phase (3) the education policy phase. English in Shillong has successfully passed through these three phases. In fact English in Shillong has acquired all the functions as listed by Kachru. They are firstly the instrumental

function because English is used as the medium of instruction at various stages of education. Secondly, the regulative function of English is its use in the legal system and as a language of administration. English also has the inter-personal function as it provides a code of communication to linguistically diverse groups. Fourthly English has innovative and creative purposes because a number of men and women use English for writing in various genres. These writers have contributed in institutionalizing English in the country. So the influence of English is not a unilateral process but a two way process which has helped to enrich both the local language and the development of Indian English. Fifthly, English is the language of trade and commerce, especially in Police bazaar, the main shopping area of the city. Last but not the least, English in Shillong is a symbol of prestige, elitism and of upwardly mobile persons. This reinforces the findings of studies by Agnihotri & Khanna(1997), Lukmani(1972) and Gardener & Lambert(1972) among many others. In fact, through the findings of a mini project undertaken by the researcher, on the 'Role of English in the Khasi and Jaintia Hills' it has been realized that the English news broadcast and the English songs are more listened to than Hindi. With the introduction of the star cable network, English programmes on T.V. are a popular pastime and an entertainment to almost all age groups. This finding is not consistent with that of Agnihotri(1977) and Agnihotri & Khanna (1991), who found that though the people of Urban India maintained a highly positive attitude to English, however, when it comes to "audio-visual media such as plays, films and serials, they prefer the mother-tongue to English".

There are besides no dearth of English dailies and magazines. Road signs, bill boards and advertisements are all in English catch words and phrases. There was even a time when some locals took pride in their ability to initiate the English style of living. It needed men like Babu Jeevan Roy who foresaw the danger of a cultural suicide in a blind following of the west, to write books in Khasi. These not only reminded the Khasis of their great past but acquainted them with their own history, and also familiarized them with their noble traditions as well.

1.2.5 The Present Status of Teaching English in the Colleges

The present status of teaching English in the colleges is largely content and literature oriented. It is taught both as a literary and a humanistic discipline, the idea being to expose the students to classics with the hope that such exposure can help achieve some educational objective. . The teaching of English therefore implies familiarity with paraphrasing and interpretation of English literary texts. Proficiency in English generally means the ease and felicity to quote Shakespeare, Milton and other classical celebrities. The focus of teaching was on reading and comprehension and also on a critical appreciation of canonical literature. The ability to negotiate day to day social encounters demanding the use of English rarely constitutes the pedagogical objectives. The consequence of this is that - quoting Krishnaswamy and Sriraman(1995) - the lecturer goes to an intermediate class and 'falls upon the thorns of life'. And unfortunately it is only the teacher who bleeds because the learners are not

mature enough to understand what is being said. In a class where a minority of the students can write a few sentences of correct English, the teacher talks of a vision of tragedy and a sense of beauty. This according to Krishnaswamy and Sriraman is "an exercise in self-deception; no one reads the original texts that are prescribed, neither the teachers nor learners and yet we talk about experiencing great literature". True, there can be no arguments against the contribution of literature to language learning. Literature can help students develop sensitivity to all language use and assist in the development of competence in the language. What is important, however, is that the criteria for the selection of texts to be used will have to be appropriated to the needs of the students, which is not often the case. So, although the objective of literature teaching is to consolidate and sharpen the skills, it is really questionable if the teaching of literature in the colleges was the imparting of the language skills as a conscious aim. The general feeling is that the teaching of English has been done at the expense of what is really important for the student. It has also been pointed out that the compositional component of the English syllabus, which is supposed to be the language aspect, has been given the least attention. Teachers tend to assume that the students enter college with a certain degree of proficiency in the language. They, therefore, shirk their responsibility saying that it was not their job to teach students the basics of English. What they often refuse to admit is that the proficiency of the students will have to be reinforced again and again. Language is a social phenomenon and the language learning processes can only be activated in a social context, which provides the learners with opportunities to



actively participate in meaningful interaction in the target language. An instructional programme will, therefore, have to provide a social context in which the learners will have the experience of using the language.

Again learning a language implies learning the rules of language in socio-linguistic contexts. So language competence comprises not only linguistic competence but also communicative and analytical competence. If the goal of second language teaching and learning is to develop language competence, the instructional programme should be able to provide the learners with opportunities for exploiting these.

Till date, the English classes in the colleges are still teacher-dominated with very little attention given to the learner. In such a situation, English has become almost purposeless. There is a "confusion about objectives, methods and materials" (Pattanayak 1981: 169, 173). In fact the basic objectives of teaching English have been totally ignored, for though communication competence is a vague aim of English Language Teaching, the level of attainment is certainly questionable. As P Dhanavel in the Meghalaya Guardian dated Wednesday, July 30 1997 writes - "there is always the general criticism that even after more than twelve years of teaching the English language the majority of our students are unable to speak and write correct English". Here, it is not unlike the situation where Widdowson(1972) says that the students "who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language and to understand its use in normal communication, whether it is the spoken or the written mode".

To a certain extent perhaps, teachers are partly responsible for the sorry state of affairs. They tend to shirk responsibilities saying that it was “not their job to teach the basics of English”(Dhanavel 1997). Verghese(1989) on the other hand says that “teachers do not teach students how to speak and write English...tutorial work is neglected, periodic tests for the purpose of evaluating the progress and achievements of students are not held”. The excuse teachers give according to him is that “classes are large and students do not have any interest in assignments, composition and tests”.

Again English teaching is largely examination oriented, with the result that teachers are not only interested but also controlled by the constraints of time, to complete ‘their portion’. Nothing at all matters but this. The instructional setting, therefore, does not provide the students with the experience of using the language - which triggers off the process involved in language learning.

On the other hand, the students are made to rely heavily on the lectures and notes given by the teachers. If these are not available, students look to alternatives - “the bazaar notes” all of which are reproduced all over again in the examination scripts. In such a situation, therefore, little learning can take place.

The only solution perhaps to ameliorate matters is that the teachers of English at various levels should change their attitudes to students, to teaching and education as a whole. This can be achieved by taking an extra interest in modifying their classroom procedures and teaching techniques. The classroom should be an occasion of meaningful and relevant interaction. Only then can the processes of language learning be activated to produce a more positive

response on the part of the students. Again, because English has a lot of surrender value, there is the need to evolve, alternative materials, adopt and modify methodologies that will be in tune with new perceptions, changing realities and expectations.

Attitudes are therefore an important variable in both learning and teaching. A realization of both the Teachers and Students attitudes can make important contributions to decisions, which are crucial to language pedagogy.

1.3 Attitudes

1.3.1 Concept of Attitudes

Historically, attitudes have been considered to constitute the basic core of the discipline of social psychology. They have often been exemplified with a social orientation where social themes are prominent, although attitudes need not always be social in their orientation. The concept has therefore arisen from attempts on the part of the social psychologist to explain for the observed regularities in the behaviour of individuals. Oller(1977) says that attitudes can only be measured indirectly through responses to questionnaires and scores on proficiency measures. Attitudes can only be inferred; this demands that the investigator rely heavily on the behavioural indices of attitudes - that is on what people say, on how they respond to questionnaires as some of the observable manifestations of attitudes.

An attitude contains 3 components defined as affect, cognition and behaviour. The former is concerned with feelings, evaluations and emotions. The

second is concerned with beliefs about whether something is true or false. The conative or behaviour aspect of an attitude is concerned with intentions and decisions to act. However to attempt to classify an attitude towards any object or issue under each of the above categories separately would only result in a confusing state of affairs. This is because each component is related to the other.

Fig 1.1 presents a diagrammatic representation of the 3 components of an attitude. In the figure, attitude is assigned the state of an intervening variable between stimuli (objects, people, issues and events) and responses of various kinds to these stimuli. Different forms of responses are associated with each of these 3 components.

Attitudes have often been considered as personal or even private. However when one talks about one's attitude, he/she expects the other person not only to understand but also to agree with him or her. The reason for this is because an attitude is not just some vague kind of mood or sensation. It is a form of experience that refers to specific objects, events or issues and is primarily evaluative. Attitudes are therefore expressed by describing the object or issues or one's experience in evaluative terms. This is done primarily through language. Language therefore lies at the core not merely of attitude research but also of attitudinal experience.

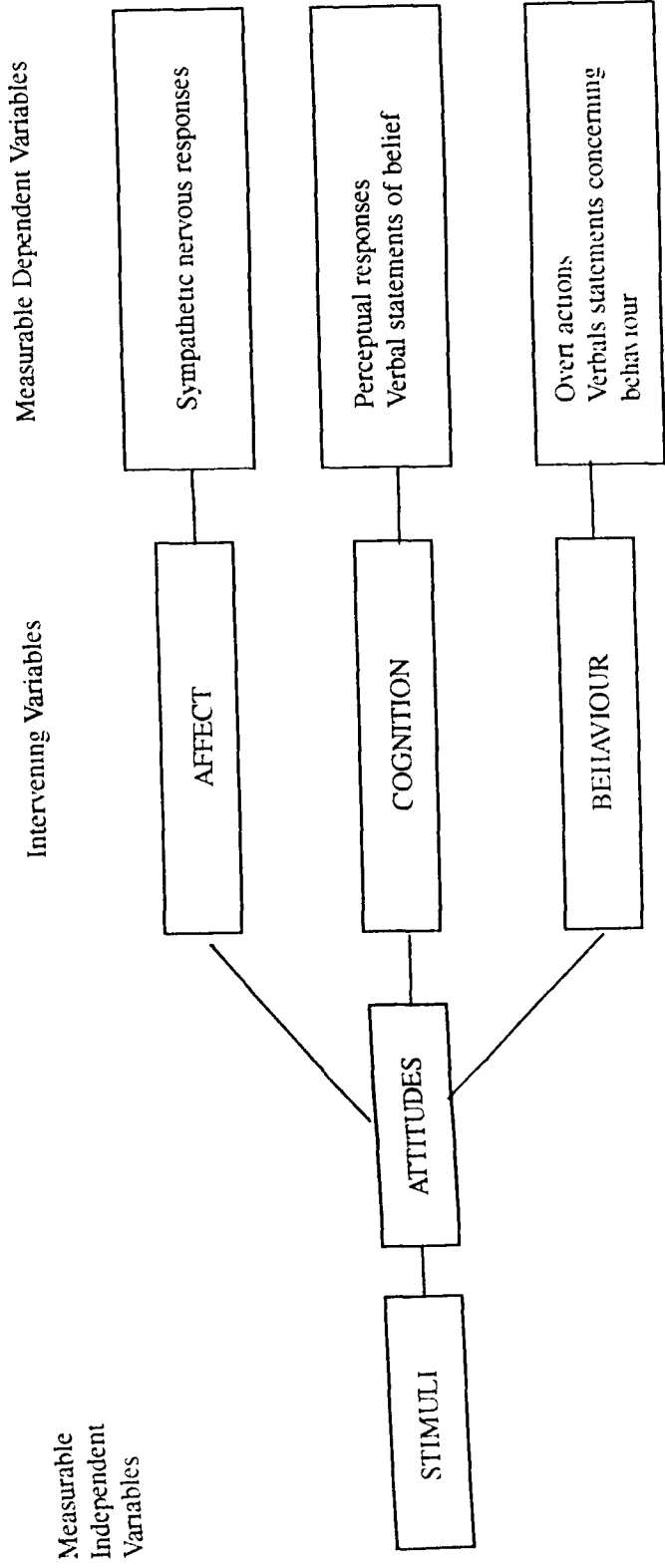


Figure 1.1 : The Three component view of attitudes (adapted from Rosenberg & Hovland, 1960)

1.3.2 Definition of Attitudes

Attitudes can be defined as "hypothetical constructs - predispositions to classify sets of objects or events and to react to them with some degree of evaluative consistency. They are manifested in conscious experiences, verbal reports, gross behaviour and even in psychological symptoms such as "changes in the heart rate"(The Encyclopedia of Psychology,1984). The Encyclopedia defines attitude as a "perceptual orientation and response readiness in relation to a particular object or class of objects". The encyclopedia further states that attitudes are "reasonably enduring ... distinguishing them from sets and expectations which normally refer to more temporary states of readiness".

This, however, does not imply that attitudes can never change. Attitudes do change, and a study of attitude change is an important field in social psychology. Secondly, attitudes must show "variations" between individuals and between cultures - i.e., they relate to issues upon which people disagree. This explanation implies that attitudes are learned through exposure and experience. The third important distinguishing feature of attitudes according to the encyclopedia is that attitudes are necessarily evaluative or affective.

Allport (1935, pp. 798-844) considers attitude as a "mental and neural state of readiness organized through exerting a directive and dynamic influence upon the individuals responses to all objects and situations with which it is related.

Thurstone (1946) views attitude as some degree of positive or negative effect associated with some psychological object.

To Remmers(1954) attitude is an affectively toned idea or group of ideas predisposing the organism to action.

Allen (1960) talks of attitude as an arrangement of mental processes, an internal disposition or the way certain mental processes are organized in a person to make him act in a particular way.

Brown(1994) uses the term attitude to refer to set of beliefs that the learner holds towards members of the target language group and also towards his own culture.

Cronbach(1963) says that attitudes consist of the meanings that one associates with a certain object and that influences his acceptance of it.

Rokeach(1968) considers attitude as an organization of interrelated beliefs around a common object.

To Anastasi(1982) attitudes are a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group, a custom or an institution.

Chave(1928, pp.364-369) defines attitude as a set of complex feelings, desires, fears, conviction and prejudices that gives an individual a readiness to act because of his varied experiences.

Cantril(1934, pp.13) considers attitude as a more or less permanent enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any subject or situation.

English & English (1968, pp.11) says that attitude is that which provokes behaviour, which can either be favourable or unfavourable.

Bogardus(1931, pp.52) talks of attitude as a tendency to act towards or against some environmental factor which thereby becomes a positive or negative value.

Sarnoff(1960, pp.261) on the other hand considers attitude as a disposition to react favourably or unfavourably.

Schumann (1978) lists attitude as a social factor at par with variables, such as the size of the learning group.

Gardener & Lambert (1972) considers attitude as the persistence shown by the learner in striving for a goal. To them "an individual's attitude is an evaluative reaction to some referent or object, inferred on the basis of the individual's belief or opinion about that referent". Gardener believes that there are two significant kinds of attitude - attitude to the people who speak the target language and attitude to the practical use to which the learner assumes he or she can put the language being learnt.

Webster's Third International Dictionary defines attitude as a "physical, mental or emotional position", and in discussions of L2 learning attitude has come to include conscious mental position, as well as a full range of often subconscious feelings or emotions (security, self esteem, self identity and motivation) which together are sometimes referred to as 'affective variables'.

Very often attitudes have been invested with perceptual, emotional and motivational attributes. Traditionally, these three aspects have been called cognitive, affective and conative, where cognitive has to do with perceiving and believing, affective which includes emotions and feelings and conative which

takes motivational considerations into account(refer to Fig. 1.1). The cognitive aspect of attitude embraces the stereotyped beliefs a person may perhaps hold about a group's ability, appearance, habits and so on. The affective perspective of an attitude on the other hand represents a persons feelings of like or dislike for a particular group. One's tendency to exhibit an overt behaviour towards the object of an attitude is called conative. Favourable attitudes are usually characterized by a positive direction of all the three attributes and unfavourable attitudes tend to involve the reverse.

Fishbein(1965) restricts the use of the term 'attitude' to the affective dimension. He states that affect, cognition and conative are not always correlated. So though attitude supposedly includes the three components, according to Fishbein only the affective component can be treated as the "essence of attitude". This contradicts the diagrammatic representation of the components of attitude as presented in Fig.1.1.

Ashbein (1967) claims that attitude is a "conceptual system in which only the affective component is treated as attitudinal while the other two components are linked to beliefs.

Katz (1969) however recognizes both the affective and the cognitive components for he argues that attitudes include both the affective(feelings of like or dislike) and the cognitive or elements of belief which describes the object of the attitude, its characteristics and its relation to other objects.

To Travers(1973) attitude is a readiness to respond in such a way that behaviour is given a certain direction - positive or negative.

Sorenson(1977) defines attitude as a particular feeling about something. It, therefore, involves a tendency to behave in a certain way in situations which involve some person, object or idea. It is partially emotional and is acquired, for it is not inherent in an individual.

Whittaker(1970) talks of attitude as a predisposition or readiness to respond in a pre-determined manner to relevant stimuli.

Thurstone (1946) defines attitudes as a "generalized reaction for or against a specific psychological object". Being an effect for or against a psychological object, an attitude decides the potential action for a person's inclination, feelings, ideas and convictions. The effects of expressed opinions constitute a linear continuum, which can either be favourable or unfavourable.

Attitudes, to Freedman's (1974) –understanding is an endurance system with a cognitive, a feeling component and an action tendency.

Whereas the cognitive component refers to how the attitude object is perceived, the emotional component considers a person's likes or dislikes towards the object. The conative aspect of attitude refers to the individuals behavioural tendencies regarding the attitude object.

The concept of attitude as used in the study, however, refers to the students and teachers internal reaction to the teaching and learning of English which involves their perception and judgement (cognitive), like or dislike (the affective domain) followed by either favourable or unfavourable tendencies (action component) that influences their behaviour.

The teachers and students' attitudes towards the teaching of English includes the dimensions on the purpose of teaching English, the Course Materials used, the Methodology adopted, the Examinations system, the Teacher of English and Teaching English as a profession.

1.3.3 Determinants of Attitude

An overview of the different definitions of attitude highlights certain basic facts about them - firstly, that attitudes are not innate and inherent, but are developed and modified by experience. Secondly, that attitudes are associated with a mental and neural state of experience - a predisposition to behave in a particular manner to a particular situation.

Attitudes are not created in a vacuum. They grow out of experience and are influenced by basic backgrounds – the most important being perhaps the social milieu and education. Hereditary factors do play an important role in determining the general intensity with which attitudes are expressed – for parents are the primary models of transmission of attitudes in the young child. Thornburg(1975) for instance says that the family is the locus of the child's initial social learning". However when the child grows into adulthood, the selection of the model is entirely dependent upon the individual's social role. But more so attitudes are affected both by exposure and by direct experience. It has been proved by social psychologists that interaction between groups of people - parent, peers, associates initially intensifies pre-existing attitudes. Those who are amicably disposed become friendlier - while those with negative feelings grow

even more hostile. Sometimes favourable attitudes are also encouraged when groups share an equal social and economic status. The influence of society on attitudes has caught the attention of social scientists and language teachers. In fact, social psychologists like Gardner and his colleagues have suggested that certain basic social attitudes provide a positive or negative predisposition towards learning. However, they are also aware as to the certain amount of complexity, which is apparent over the cause and effect relationship between attitude and proficiency. For instance, there is so far no definite conclusion to (1) whether positive attitudes towards a second language culture leads to second language proficiency and (2) whether success in second language acquisition leads to positive feelings towards second language resulting eventually in positive feelings towards the second language culture.

Savignon (1972b), for instance, in her classroom study found that those learners who had no desire to learn French opted and even continued with their studies when they earned an A and a B in their end examination.

Burstall (1975:399), on the other hand, in her large scale longitudinal study of French students in British schools found that "achievement variables have a more powerful determining effect than attitudinal variables". This suggests that the acquisition of language skills and the development of attitude towards language learning during the later years may be powerfully influenced by the learners' initial and formative experience of success or failure in the language learning situation. In fact, Gardner(1977) hypothesizes an "indirect relationship between attitudes and achievement moderated by motivation". He further says

that "attitudes are important because they serve as motivational supports rather than as major correlates of achievement.

Stern (1983) also believes that attitudes are influenced by the social milieu in which the learning takes place. He classifies attitudes into three types: (a) attitude towards the community and people who speak the second language, (b) attitudes towards learning the language and (c) attitudes towards languages and language learning in general.

To Brown (1994) negative attitudes are determined from false stereotyping or from undue ethnocentrism, though if opportunities are provided for gaining attention and developing positive expectancies, these associations will generate positive attitudes.

Communication and interaction are therefore major determinants for most of an individual's attitude towards objects and events. It is also true that since people spend most of their lives under the control of others - for instance, under the controlled environment of the school, college or university - the teacher or the tutor determines the attitude of the learner.

Teachers not only have a significant role to play in the formulation of attitudes but they also have a systematic and professional involvement in attitude change. Teachers make a difference to the lives of those they teach - they inspire, they influence and they change attitudes for the better. In fact, well-liked teachers are themselves a source of favourable associations with the subject they teach. Emotional responses and approach or avoidance tendencies may be attached to a course of study as a result of being paired with pleasant or

unpleasant experiences with the subject teacher. Basically, however, factors in the development of attitudes could be of two types: factors within the individual and factors within the individual's environment, in the shapes of social groups, institutions and the community.

1.3.4 Functions of Attitudes

Attitudes offer possibilities for achievement and are an important motivator of behaviour while also affecting all human values. They affect learning, besides revealing behaviour. In fact in an educational setting dealing with the attainment of educational objectives, a favourable attitude motivates the student to do well in the particular subject of study, whereas negative attitudes can affect the degree of learning which would in turn hamper one's achievement.

Crow & Crow (1964) for instance argues that a person's background of learning, his attitudes and interest exercises a potential effect upon the degree of learnability.

Remmers (1954) further states that for practical reasons, attitudes and interests are identical for a loss of interest. This leads to the formation of negative attitudes towards the concerned area of learning.

McGuire (1969) discusses four types of adaptive functions, which are not always mutually exclusive.

Firstly, attitudes according to McGuire have utilitarian functions for they may be disposed towards objects and paths that are instrumental in achieving valued goals.

As instrumental functions attitudes are a means to other ends. They facilitate the achievement of goals, retrospectively on the basis of past pleasant experiences or in prospective anticipation of future awards.

Attitudes besides function as ways of thinking, of understanding and as a means to relieve psychological pressure and emotional release. This function of attitude can be considered as both self expressive and self assertive. It is adopted to bolster or justify one's behaviour, to defend one's ego as it were.

McGuire also goes on to talk of economy functions where like all categories and generalizations attitude provides a simplification of a complex world. It also provides certain guidelines as to the most appropriate behaviour in a new situation.

Festinger(1957) also draws attention to the supportive function of attitude. He says that a change in attitude often follows rather than precedes a change in behaviour.

Again, according to Gardner & Lambert(1977), the group specific attitude or the positive attitude towards the self, towards the native language group and the target language group leads to a high integrative motivation, which enhances proficiency.

Negative attitudes, they claim lead to a decreased motivation, which in all likelihood will result in an unsuccessful attainment of proficiency. Attitudes therefore have a profound influence on the rate and ultimate level achieved in second language learning - a principal cause for more or less successful teaching and learning.

The function of attitude is therefore important because from the above discussion, attitudes can to a certain point be considered as a causative factor, which either makes a person favourably or unfavourably, inclined towards something.

1.3.5 Classification of Attitudes

Attitudes can be classified as socially, educationally and professionally relevant. The first class of attitudes focuses on the cultural implication of second language acquisition and includes attitude towards the target country, its people and its language.

The educational attitude would include a person's attitude towards the teacher concerned, the course materials, the methodology and the processes of evaluation.

The present study can, therefore, be classified as a study on educational attitude as its focus is on trying to find out the perceptions of both teachers and students towards the learning and teaching of English.

There is what is also called a study of professional attitudes where the focus will be primarily on teachers, their choice of the profession, their attitudes towards the students, course materials and methodology. The study can also claim to be a study on professional attitudes and perception of teachers. Studies on professional attitudes can provide insights into basic questions such as what prompts people to work, what are the effects of work, how can work be made

more interesting and challenging and how can work situations be so designed so as to lead to higher productivity.

1.3.6 Conclusion

This chapter presented the theoretical background of the study. It included too a description of the actual context where the study was undertaken. Besides the concept of Attitude, which is, an important variable to be considered in teaching and learning is also defined and elaborated.

CHAPTER 2

Theoretical Discussions and Review of the Related Literature on Affective Variables

2.1. Introduction

The necessity to develop a research agenda which takes cognizance of the suggestions and recommendations of previous researchers makes this chapter, a review of the relevant literature on the attitudinal factors involved in the learning and teaching of English, important. Through it the researcher will be given the opportunity to probe into the processes involved during the course of language learning and teaching. It will also enable the researcher to look into the diverse needs and problems of both the teaching and student clientele. Besides, the review will give the researcher an insight into the statistical methods employed, for to be maximally effective one will have to be aware of what has gone before. Effective tools and instruments can be developed on the basis of their past application and relevance. The review will also encourage the researcher to examine the changing pattern of available background literature that relates to second language learning and teaching. This will in turn help to facilitate the identification of the problem and generate hypotheses to be further investigated in the study.

The chapter has been divided into two sections. The first section will be an overview of some of the literature on affective variables and their implications on second language learning. The second section will focus on describing the

implications of the affective variables on language teaching and the third section will be an overview of the literature on second language learning and teaching. The sections will also attempt to give a brief resume of some of the important studies that will have a significant bearing on the present study.

2.2. Affective Variables and Second Language Learning

Emerging formally in the 1950s, second language acquisition research attempts to perceive language learning from a scientific perspective. This is because such learning being a multi-dimensional phenomenon involves not only biological, neurological and social but also affective variables of different kinds.

Researchers in the field have explored questions such as the influence of affective variables on learning, learning outcomes and of course, on teaching as well. These endeavours have resulted in broadening the concept of learning. Today this concept implies not only the learning of the skills of a language; it also includes the acquisition of interests, values and the modification of attitudes.

In recent years, there has also been an increased awareness of specific psychological characteristics. These have bearings on how a learner approaches language learning. Hypotheses have been proposed to interpret the variation in the proficiency level of different learners which suggest that learners vary on a number of dimensions. These can be age, personality, aptitude, attitude and motivation. However, though these factors are extremely significant, they are not easily identifiable, nor can they be classified. This is because each factor is not a

unitary construct but a complex of features, which are manifested in a range of overlapping behaviours.

As label for clusters of behaviours different researchers have used them to describe different sets of behavioural traits. So if Hawkey (1982) lists them as affective, cognitive and social factors, Chastian (1975, pp.153-161) calls them "affective and ability factors", while Gardner et al(1979) would describe them as attitudinal and motivational characteristics.

It cannot be denied that in trying to interpret the learner and learning, a great deal of emphasis has been given to the role of cognitive and linguistic factors in learning and teaching. But the role of the affective domain in governing a person's achievement and success in a second language cannot be undermined. Ongoing research on the affective component has been prompted by the conviction that cognitive factors are not the only variables that matter in language learning. The affective domain contributes as much as and perhaps often more, to language learning than the cognitive skills. This is so, because language learning involves strong positive and negative emotions. As Gardner says, "Language courses are different from other curriculum topics. They require that the individual incorporate elements from another culture. As a consequence reactions to the other culture become important considerations. Furthermore, because the material is not merely an extension of the students own cultural heritage, the dynamics of the classroom and the methodology assume greater importance than they do in other school topics" (Gardener 1985:8). Oller (1979) is also of the opinion that only very radical and very narrow theories are able to

dispense completely with attitude, personalities and other difficult-to-measure internal states and motives. It is therefore, necessary to take attitude into accounts.

Again by including the affective component among educational goals, Krathwohl et al (1964), for example, gave expression to the view that the education of affect is as legitimate an objective as cognitive or psychomotor learning.

The affective domain refers to two related aspects of human psychology. One is the development of positive attitudes about activities in which learners are being trained. The other is the relationship between the individual and the activities concerned. It is involved in the words of Krathwohl et al(1964:24) with changes in interest, attitudes and values and the development of appreciation and adequate adjustment.

However, language-teaching theorists have been rather slow to recognize the important part that affects plays in language learning. It was in the early 1970s, as part of the general reaction against audiolingualism, that humanistic language teaching theory placed 'affect' and personality at the center of attention. Prior to that only Gardner and Lambert (1972) in a series of studies had paid consistent attention of the role of affect in language learning. Their investigations focussed on how the attitudes of learners and their motivations influence the development of proficiency.

However, the construct of the Affective Filter was formally introduced by Burt et el(1977) and is a hypothesis that attempts to explain the relationship that

exists between the affective variables and second language learning. They propose that the learner has a socio-affective filter which governs how much of the input gets through to the language processing mechanism. As a result of conscious or unconscious motives or needs, attitude or emotional states, the learner will be 'open' or 'closed' to the language input.

This hypotheses was further elaborated by Krashen (1982) who claims that the "filter is that part of the internal processing system that subconsciously screens incoming language based on... the learner's motives, needs, attitudes and emotional states"(Dulay, Burt & Krashen 1982, pp.46). Krashen further refers to the filter as something that prevents input from reaching "that part of the brain responsible for language acquisition, or the language acquisition device".

The following section will examine various models of SLA and will focus on the place of attitude in these models.

2.3. Models of SLA and the place of Attitudes

2.3.1. The Acculturation Model

Schumann's Acculturation Model (1986) has also considered the concept of the affective filter. Though expressly restricted to second language learning in a naturalistic setting, it emphasizes the importance of integrative motivation and positive attitudes. The model predicts that learners will acquire the second language only to the degree that they acculturate to the Second Language community. In his current view (Schumann 1986), the importance of acculturation which includes motivation and attitude as affective factors is that it brings the

learner into contact with the target language speakers. This results in the negotiation of appropriate input, which is the immediate cause of language acquisition. In the taxonomy of factors which influences SLA, Schumann has isolated two factors as causal variables namely, a) social assimilation and acculturation, b) affective factors which include attitude and motivation.

Schumann says that attitude is an important social factor involved in Second Language Learning. If the L2 learning group and the target language group have positive attitude towards each other, L2 learning is more likely to occur than if they view each other negatively (p.31). Schumann (p.88) claims that the learner will acquire the L2 only to the degree he acculturates. The social and psychological integration of the learner with the L2 group will lead to acculturation.

2.3.2. Jakobovits 3-way Interaction Model

Jakobovits (1971) perceives the factors involved in the learning process as diagrammatically represented in Figure 2.1.1.

Under the label Learner Factors, Jakobovits discusses the concept of perseverance which according to him, is the students' willingness to spend time in learning (p.110). This includes a) Need Achievement, b) Attitude to Teaching, c) Interest in L2 study, d) Attitude towards Foreign Culture, e) Ethnocentrism, f) Anomie. An interesting finding as reported in Jakobovits' (op cit. p.110) shows that L2 interest will be weakened if learners are forced to learn aspects of

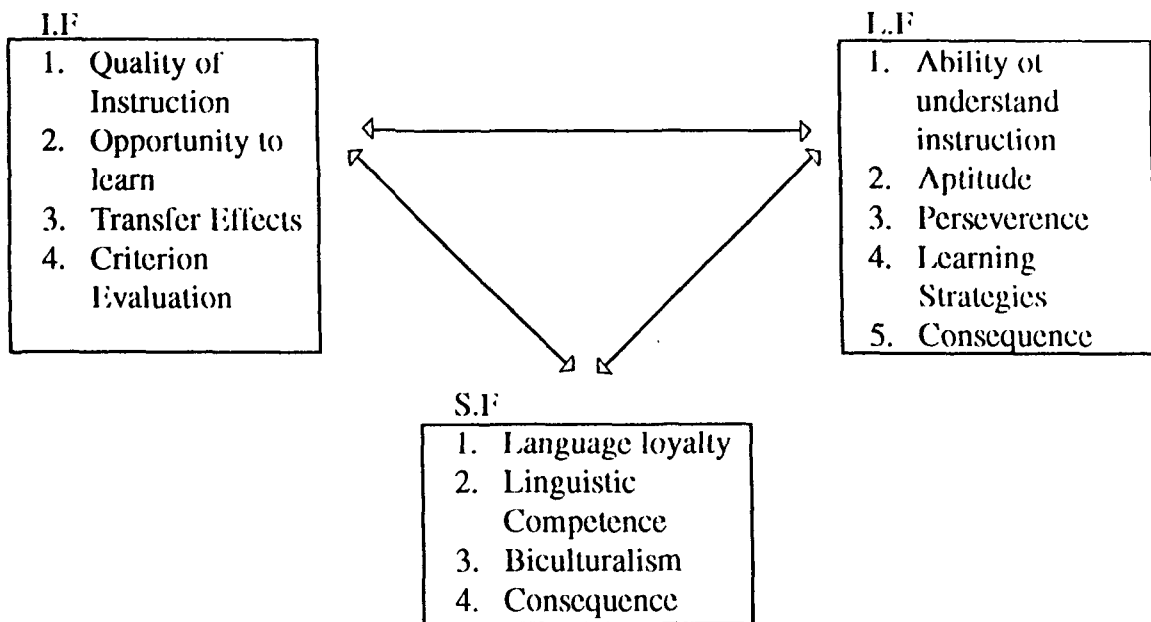
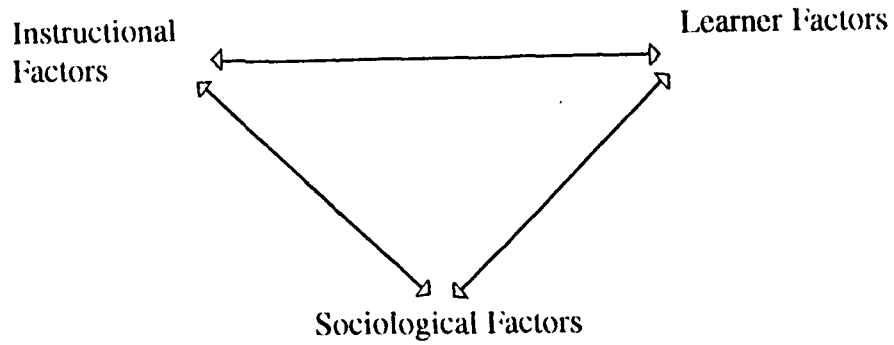


Figure 2.1.1 : Jakobovits (1971)

language that they are not interested. This naturally results in negative attitude, which certainly has implications for ELT materials and methods.

Again, under socio-cultural factors, Jakobovits talks of language loyalty or the lack of it. This can have important effects on a number of variables which, in turn, affects foreign language attitude, interest in L2 study and attitude towards the target culture (p.115). Attitudes are, therefore, the results of socio-cultural and socio-political environments. So in Jakobovits' 3-way interaction model, while social, cultural and political milieu influences attitude, these in turn, influences success or failure in learning a second language. Jakobovits, therefore, suggests an effective research method developed along the lines of social and behavioral sciences.

2.3.3. The Accommodation Theory

The Accommodation Theory of Giles and his associates operating within a socio-psychological framework seeks also to account for successful language acquisition. Giles(1979) argues that positive attitudes and motivation, as affective factors are the primary determinants of second language proficiency. Like Schumann, he tries to seek the answer in the relationship that exists between the learner's social group ('in group') and the target language community ('outgroup').

Many theoretical positions such as these have been proposed to highlight the relationship between the affective domain in second language learning. A number of stages can be identified in the formulation of models. The first stage

was the relatively unelaborated claim that positive feelings towards the target language community and its representatives would result in a faster rate of learning a language; the second stage was the claim that achievement might actually be the cause rather than the effect. The third stage according to Oller(1979) was characterized by a number of contradictions.for it intended to establish the paradox of "which came first" (attitude or behavior), Gardener (1975) also noticed that the integrative and instrumental motives did not always produce the expected results. The most important conclusion however to be drawn from this stage was that the relation between affect and learning was a dynamic, bi-directional unstable nonlinear function which varies greatly across individuals, contexts and learning tasks. There is a further complexity. The learner's beliefs concerning attitudes of the target language group towards the learner's native group may also be a principal determinant of the learner's attitude and success in learning the target language.

2.3.4. Gardener's Theoretical Model of Social and Psychological aspects of SLA

Working on the framework of the social psychologist, Gardener sees second language acquisition as being at the centre of the social milieu, where the beliefs and values of the people have important consequences for language learning. Gardener also suggests that of all affective variables, attitudes and beliefs have a profound influence on the achievement rate in second language learning even more perhaps than aptitude and intelligence (Gardener & Lambert 1972; Gardener 1978). A schematic representation of Gardener's model (in.

Giles and St. Clair, 1979) given in Fig. 2.1.2 highlights the major aspects of variables involved in the learning of any language. The model consists of four segments - the Social milieu, Individual Differences, Second Language Acquisition Contexts and Outcomes. The social milieu according to Gardner determines the importance to second language acquisition of various individual difference variables. The individual variables will influence the extent to which learners achieve the possible Outcomes in second language acquisition, through their interaction with the demands placed on them by the Second Language Acquisition Contexts. The model therefore treats the social milieu and the second language acquisition context as causative and moderator variables in the process of learning. This model has important implications for the study, which attempts to study the attitude of the learners to certain aspects of the second language learning contexts.

The second category of the model refers to individual differences - that is the characteristics of the student, which influences his/her approach to the second language acquisition process. The four individual differences are intelligence, language aptitude, motivation and situational anxiety. Intelligence refers to the ability of the student, which accounts for the differences that exists between the class. Language aptitude accounts for the ability or capacity to learn a language. Situational anxiety refers to those reactions aroused in specific situations involving the second language. Motivation on the other hand refers to those affective characteristics which orient the student to try and acquire the elements of the second language. The four aspects cannot be ignored, for all of

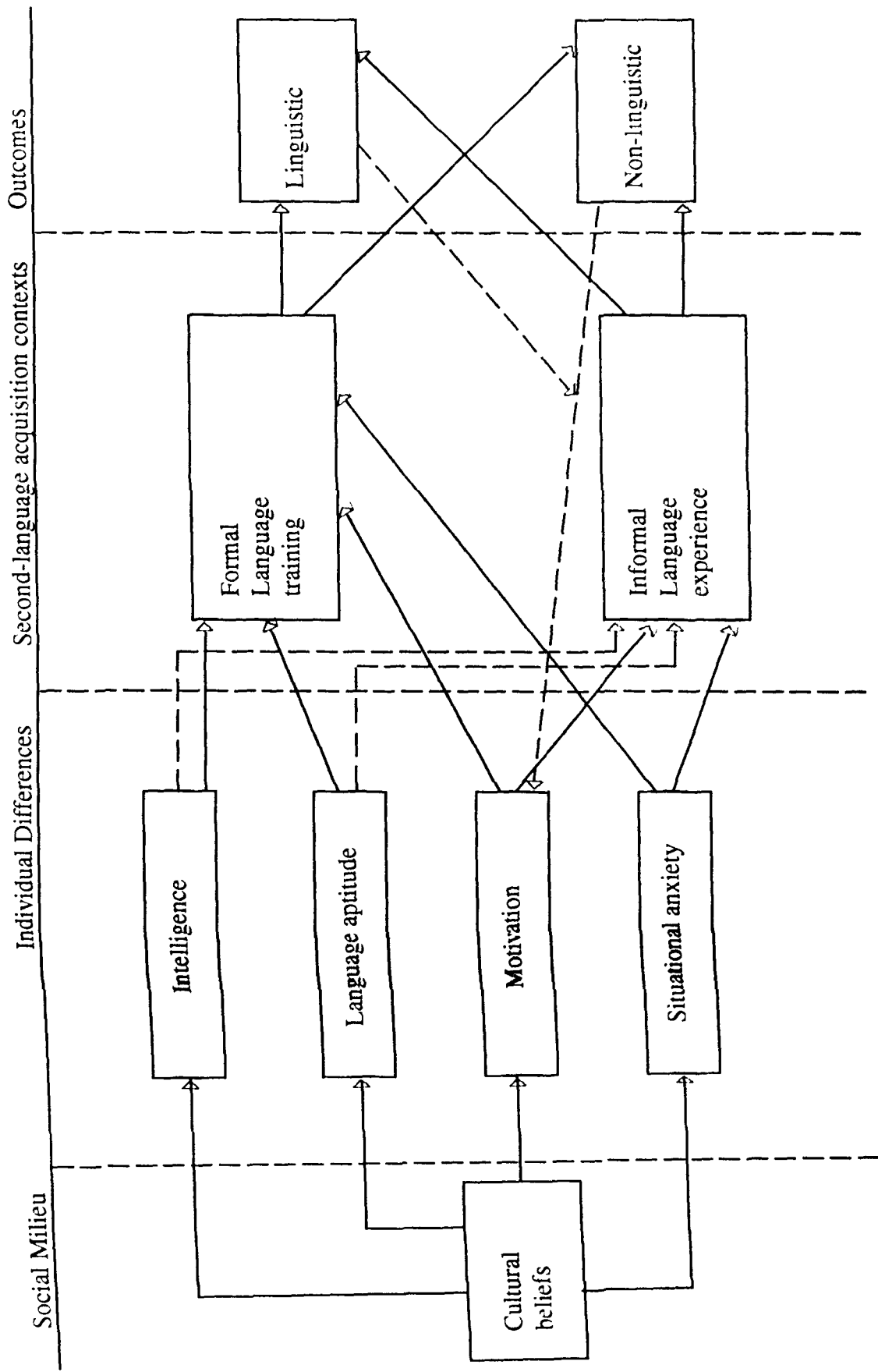


Figure 2.1.2 : Schematic Representation of the Theoretical Model

them have their important contributions to the learning of a second language, yet for the purpose of this study, only the two aspects - motivation and situational anxiety will be discussed and considered.

The third aspect of the model refers to the second language acquisition contexts that include both Formal Language training and Informal Language experience. Formal language training refers to the learning of a second language within the classroom where there is a teacher/student context. The informal experience of learning a language refers to the situations, which allows the learner to be exposed to and learn the language without any formal instruction. The lines in the figure shows that the four individual difference variables are linked to the formal training context, which indicates that, the four variables influence the formal language learning situation. Motivation which has been conceptualized as a combination of a positive attitude to learn the language combined with the effort expended towards that direction has a very important role to play in the formal training situation. It not only influences the perception of the student but also serves to keep the learner in the programme of learning.

This attitudinal/ motivational complex is according to Gardner related to achievement in the second language (Gardener and Lambert, 1959,1972;Gardener and Santos, 1970;Gardener and Smythe, 1975;Smythe, Stennett and Feenstra, 19720). Again this complex is also called the integrative motive which facilitates and enhances the learning of a second language. This attitudinal/ motivational complex also includes, in addition to the motivational components, favourable attitudes towards the target language group. In one of the earlier statements on motivation,

Gardener claims that an individual's motivation to learn a language is controlled by his attitude towards the other group in particular and by his orientation to the learning task (Gardener & Lambert, 1959) which influences achievement.

Gardener (1985) argues that attitude measures, account for a significant and meaningful proportion of the variance in second language achievement. He however claims that attitudes do not have a direct influence on learning. They influence motivation, which does. A schematic representation of the model given in Figure 2.1.2 with respect to motivation and second language acquisition shows that the individual differences in a number of social attitudes give rise to individual differences in motivation which are in turn responsible for variability in achievement.

The line joining motivation to informal acquisition determines whether or not the student is involved in out-of-class opportunities, for instance, interacting with peers, watching films and T.V. programmes, reading books and magazines. The outcome from the same may be both linguistic and non-linguistic. Linguistic implies knowledge of structural aspects and specific skills. Non-linguistic refers to extra language attributes, which might develop as a function of L2 training and experience (Gardener, 1979, pp.199) for example, favourable attitude to the communities and interest in further language study. Gardener, therefore, hypothesizes that social context accounts for learner's attitude and motivation to a great extent, though the relationship between the social context and the affective factors are more complex. It may be possible that a person may have

negative attitudes towards English, but may still learn English for its utilitarian value (Macnamara, 1973 in Fasold and Shuy, Lukmani, 1972).

In an earlier (1975) model, in Stern (1981) given in Figure 2.1.3, Gardner has isolated the major components of motivation. These are 1) group-specific attitude and 2) attitude towards the learning situation, which includes the learner's feelings about the language course (methods and materials), the language teacher(s) and the language being learned. It also includes the learner's interpretation of parental attitude to the learning of L2 and his feelings of anxiety before and during the course. 3) The learner's motives for learning the language, his goal, desires and the intensity of effort put into language learning. 4) Generalized attitude, which includes an interest in language learning, personality characteristics and basic predisposition (ethnocentrism, need achievement, anomie etc.) which influences the learning of L2.

Gardner(1985) proposed an elaborate socio-educational model which sees two main ingredients in the learner's success – motivation and aptitude(Figure 2.1.4).

This model claims that a learner's motivation is influenced by two kinds of attitudes. The first is "integrativeness" more precisely defined as a cluster of attitudes relating to out groups and foreign languages in general. It also includes the attitude towards the specific language community and integrative orientations to language study.

The second is attitudes towards the language learning situation as a whole, including the teacher and the course itself.

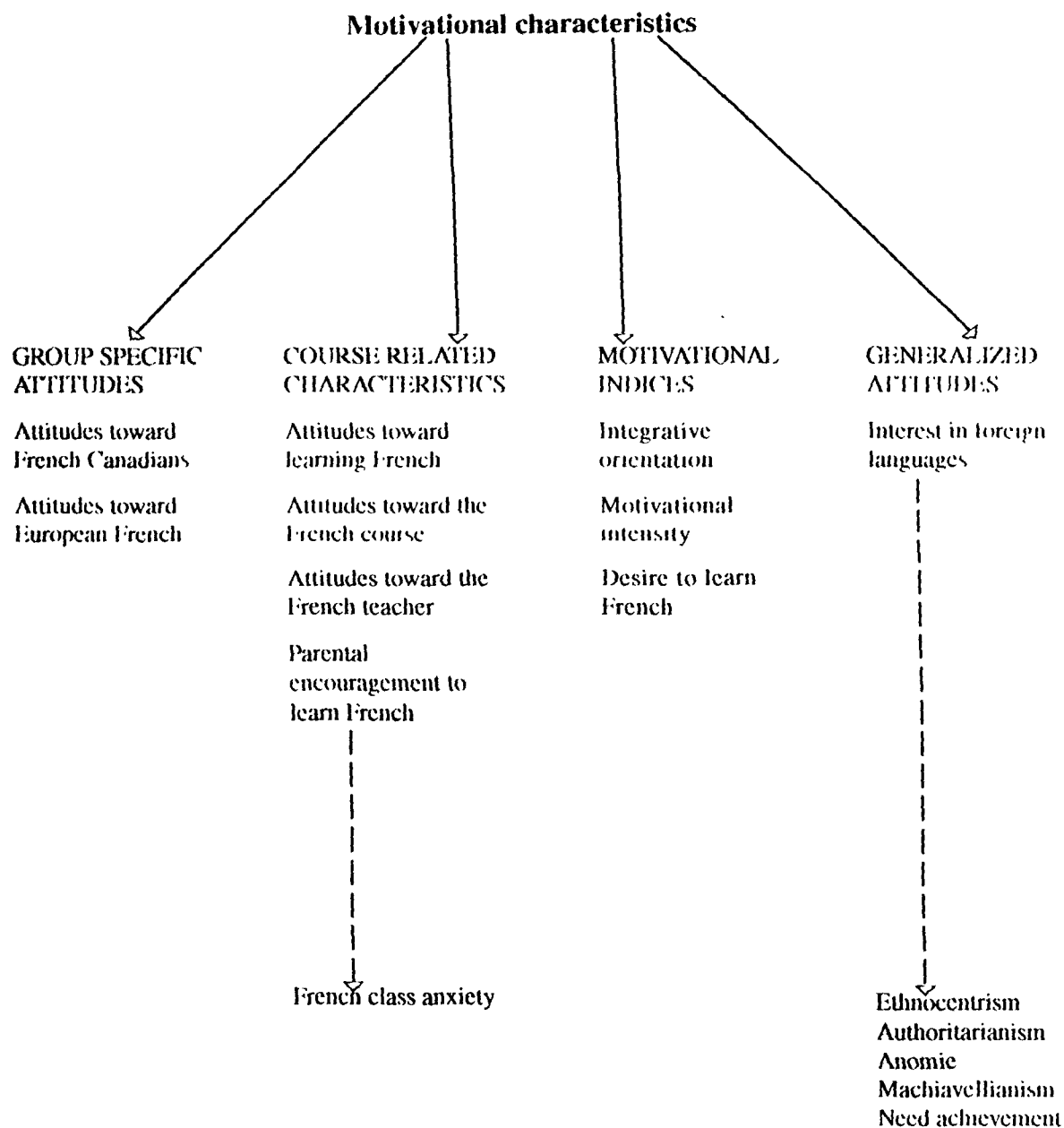


Figure 2.1.3 : Gardener's representation of aspects of the motivation to learn French

Gardner, (1985), proposed an elaborate socio-educational model which sees two main ingredients in the learners success - motivation and aptitude.

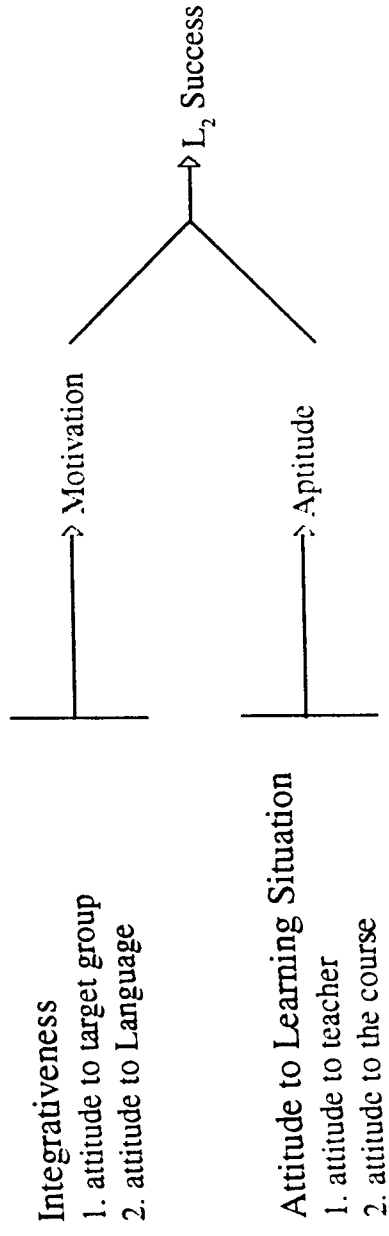


Figure 2.1.4 : Gardner 1985

In three American studies Gardener and Lambert (1972) established that a friendly outlook towards the other group whose language is being learnt, can differentially sensitize the learner to the audio-lingual features of the language...but if the students attitude is highly ethnocentric and hostile no progress will be made in acquiring any aspect of the language.

The French American studies also showed that positive attitudes towards French American culture coupled with favourable stereotypes of the European French were associated with certain expressive skills in French.

The different models of Gardener positively contribute to an understanding of the attitude of both students and teachers, towards the learning and teaching English in the Shillong contexts. As Gardener (1980:268-69) says "such studies have an undoubted value because they provide coherent model emphasizing the social-psychological aspects of second language learning."

Though this model is developed with reference to the learning and teaching of French as a second language, its categories are not restricted to a particular language. The same can apply to learners of a second language in a formal classroom setting as for example in the classroom context of Shillong.

2.3.5. Krashen's Monitor Model

Krashen's model(1981) is summarized into five central hypotheses:

- The Acquisition Learning Hypothesis
- The Natural Order Hypothesis
- The Monitor Hypothesis

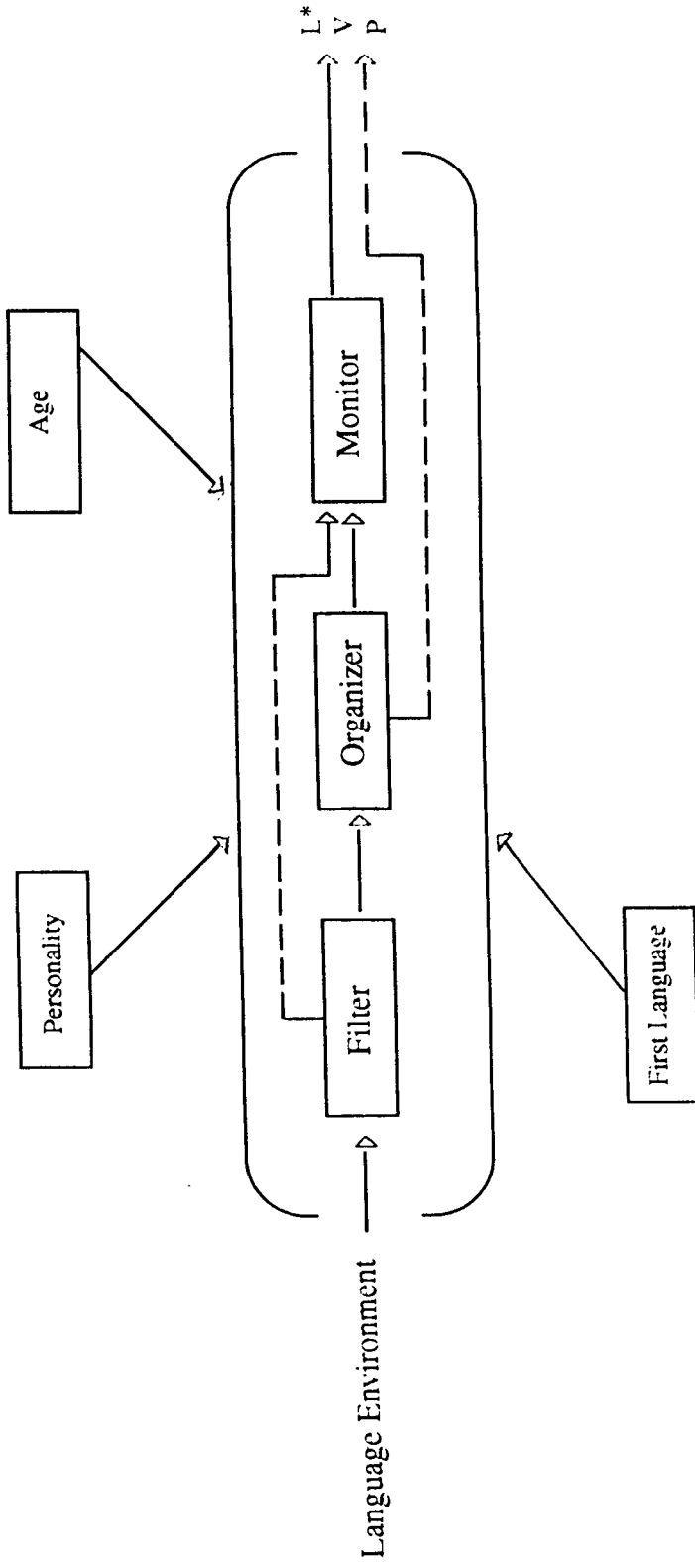
- The Input Hypothesis
- The Affective Filter Hypothesis

The Acquisition Learning Hypothesis is the most fundamental for it states that adults have two independent systems for developing ability in second languages. Acquisition is subconscious whereas learning is a conscious knowledge about a language. According to Krashen, subconscious acquisition is more important because this implies a true internalization of rules whereas conscious learning is available to the performer only as monitor or editor. The Natural Order Hypothesis states that acquisition occurs in a predictable order while the Input Hypothesis attempts to answer the question of how a learner acquires the language. The Hypothesis states that a necessary condition for language acquisition to occur is that the acquirer understands the input language that contains structures a little beyond his or her current level of competence. The Hypothesis of the Affective Filter states that the effect of Affect is not directly on the LAD. Two acquirers receiving equal amounts of comprehensible input may acquire at different rates depending upon the filter strength. This varies according to the personality, the relationship between the acquirer and the source of input and on the acquisition situation.

A modified and amalgamated version of the Monitor model is that of Burt, Dulay and Finocchiaro(1982)(Figure 2.1.5).

In the above model, the investigators are concerned with the filter, which relates to affective factors such as motivations, attitude, needs and desires. The filter here is an internal processing system that subconsciously screens incoming

INTERNAL PROCESSING



*Learners' Verbal Performance

Figure 2.1.5 : Dulay, Burt & Krashen, 1982, p.6

language based on what psychologists call 'affect' - the learner's motives, needs, attitudes and emotional states. The filter determines

1. Which TL model the learner will select
2. Priority in the language to be attended
3. Cessation of language acquisition
4. Rate of acquisition

In this model, attitude and motivation as part of the filtering process are important aspects of language acquisition which will not only influence success but also the rate of acquisition and the quality that is internalized. As in the Acculturation Model of Schumann, Dulay et al has traced different types of attitudes to the social circumstance, which prevail in the learning situation.

"The characteristic of a community that speaks a particular language along with the functions of that language in the learner's own life, influences the attitude that a learner develops towards that language. Specific motives, needs and attitudes underlying second language acquisition take their shape from the niche in the society that the individual occupies or wishes to occupy and the social activities in which the learner engages or wishes to engage in"(p.47).

Stern (1983) has also developed a model, which he claims to be an "uncontroversial synthesis" representing the consensus among different investigators on the main factors that play a role in language learning(Figure 2.1.6).

In the diagram five sets of variables have been identified .Of these the social context, the learner characteristics and the learning conditions influence

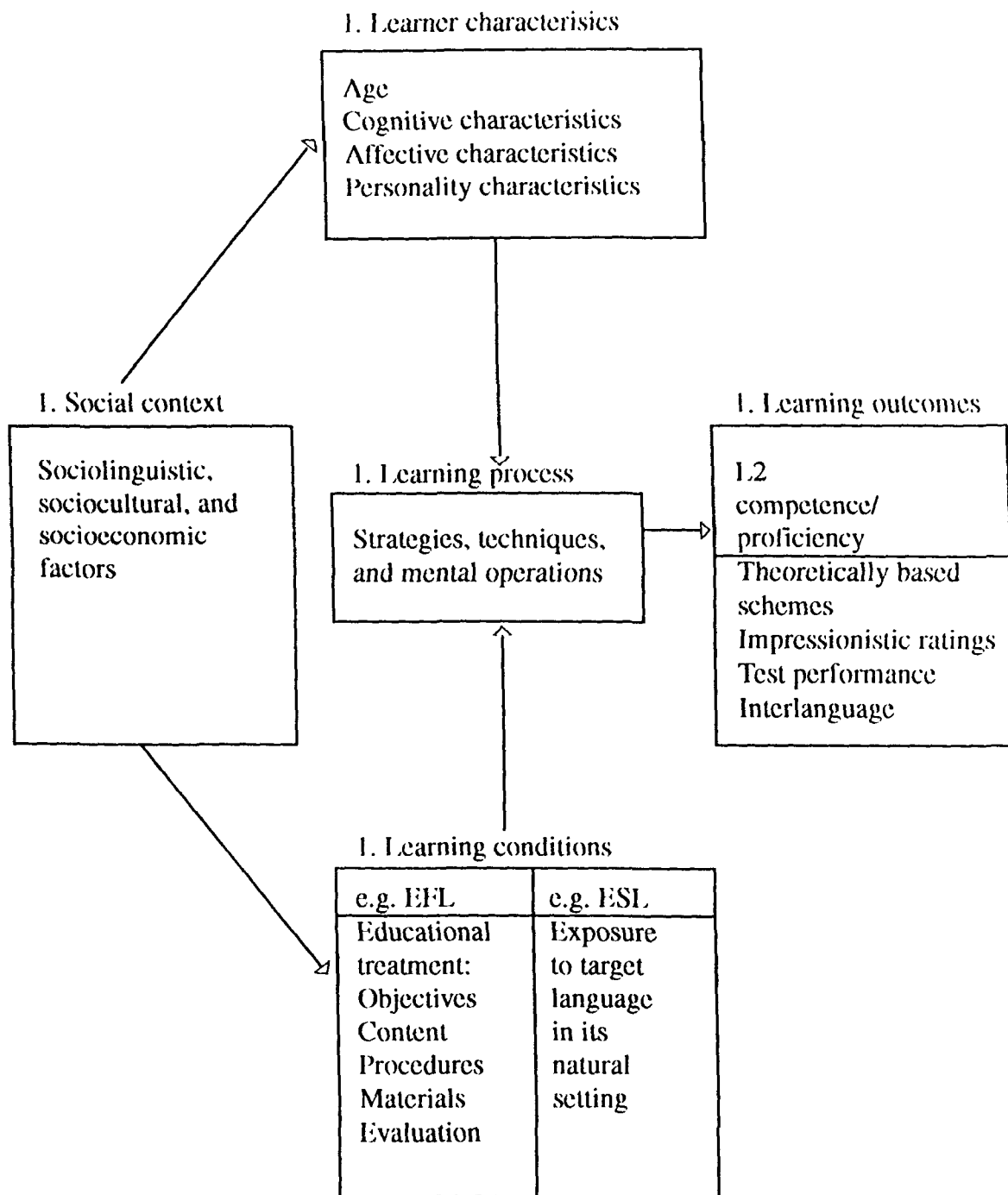


Figure 2.1.6 : Framework for examination of second language learning

the learning process which in turn determines the learning outcome – competence and proficiency.

Under learner characteristics the important variables are age and sex, the cognitive variables and of course the affective variable which includes attitude and motivation. Stern however highlights the important role played by the learning conditions. The objectives, content, procedures materials and the evaluation of a teaching programme are some of the important factors which determine how competent and proficient a learner can be.

For the purpose of this study the investigator has not really followed any particular framework as such. Since only some aspects of learner factors have been taken for investigation and since the teacher's attitudes have also been considered, the different models have been modified and simplified to suit the purpose.

2.4. Resume of work on attitudes and language learning

Though a number of researchers had worked in different capacities to find out the relationship between affective variables and language learning, pioneers in the field, however, were Gardener, Lambert and Wallace. Their research over a span of twenty-five years have focussed on finding out answers to a simple question - how is it that some people can learn a language quickly while others given the same opportunity are failures.

There certainly have been numerous answers to the query. Some say that it all depends on how the language is taught. Some argue that people have a

knack for language whereas others do not. These answers, however, were not convincing enough to Gardner and Lambert. Their collaborative efforts in finding answers to the questions have resulted in the formulation of thought provoking discussions on the role of attitudes and achievement in language learning.

The first studies (Gardener & Lambert, 1959; Gardener, 1960) were carried out with English speaking American high school students in Montreal, who were studying French. The studies intended to find out not only the aptitude and intelligence of these students to learning French but also their attitude towards the French community. Findings of the study led the researchers to conclude that positive attitudes on the part of the students helped them to achieve better results in the language they were learning.

Gardener(1960) extended the same study to a larger sample of Canadian students learning French, where information was also gathered about the attitude of the learner's parents towards the French community. The study confirmed the hypothesis that successful language learning was dependent on the positive attitude of not only the learner but also on the attitudinal disposition of the family as well.

Anisfield & Lambert(1961) studied samples of Jewish high school students studying Hebrew at parochial schools in Montreal. Tests were administered to measure their orientation towards learning Hebrew and their attitude towards Jewish culture. The results of the study indicated that not only the intellectual capacity but also the attitudinal orientation brought about success in the learning of a language.

Lambert, Gardner, Barik and Tunstall(1962) carried out a research on students undergoing an extensive course in French at McGiles French Summer school. The students were mostly American University students and secondary school language teachers. Both were tested for changes in attitudes during the six weeks study period. The study made it apparent that there certainly was a change of attitude towards learning French for the American students experienced feelings of social disorganization when they concentrated on and commenced to master a second language.

Peal & Lambert(1962) compared the attitudes of ten year old monolingual and bilingual youngsters on measures of proficiency and intelligence. The pattern of the results shows that bilingual children had more favourable attitude towards language communities and therefore fared better than monolingual children.

Research on the home influence by Feenstra & Gardner(1968) also confirms the hypothesis that parents with positive attitudes towards the other language community actively encouraged their children to learn the language. Therefore children of such parents fared comparatively better than children of those parents with less favourable attitudes.

Gardener & Lambert(1972) proposing a distinction between integrative and instrumental orientation of learning a language, claims that integrative orientation which is a cluster of favourable attitudes to the speakers of the target language, has a positive effect on the learning of a second language.

Gardener, Smythe and Brunet (1977), conducted a series of studies in the context of traditional language programmes where students study the language

as part of their standard school curriculum. The studies show that measures of achievement in the second language are related to measures of attitude and motivation. The measures include attitudes towards French speaking people, the French language, the course and teacher, desire to learn French and interest in learning French for either integrative or instrumental reasons.

Gardener, Smythe and Clement(1979) extended the study to a group of adult learners - a sample of eighty nine Canadians and also sixty five Americans studying in intensive French programmes in Northern Quebec. The study revealed the effect of attitudes on achievement and proficiency. Gardener(1985) expanded on the work he began with Lambert and formalized into what he called the socio-educational model of second language acquisition with four variables summarizing individual differences, intelligence, language aptitude, motivation and situational anxiety. Gardener, however, highlights the fact that while four variables are important in formal classroom learning, motivation and situational anxiety are also dominant outside the classroom.

Based on the model as proposed, Gardener, Lalonde & Pierson (1983) investigated the causal aspect of attitudes in language learning. According to the model, a student's motivation is influenced by two attitudes, integrativeness and the second is attitude towards the language learning situation as a whole. Gardener besides sees three components of motivation - attitudes towards learning the second language, desire to learn the language and effort made to learn the language. A student who is motivated will therefore involve all the three components. The findings of such a study confirmed the fact that achievement in

the second language is a direct result of attitude and motivation. Inspired by the work of Gardner, Lambert and his associate John Oller and his colleagues (Oller, Hudson & Lieu, 1977; Chihara & Oller, 1978; Oller, Baca and Vigil, 1978) conducted several large scale studies of the relationship between attitudes and success and demonstrated that measures of proficiency in second language were significantly related to measures of attitudes.

They examined the relationship between Chinese, Japanese and Mexican students' achievement in English and their attitude towards the self, the native language group, the target language group and their reasons for learning English. Though each study yielded slightly differing conclusions, most of them reported positive attitudes towards the different aspects and this greatly enhanced proficiency. The studies therefore confirm the opinion that second language learners do benefit from positive attitudes and that negative attitudes may lead to decrease motivation and in all likelihood unsuccessful attainment of proficiency.

A study on the Attitude and Motivation on English Language Learning of some Tangkhul students of Manipur by Kengoo(1987) confirm the opinion that achievement in English is a result of positive attitude and motivation. Again a project - A Study of the Attitude and Motivation of Garo Students Learning English(Burman, 1996) - also supports the above finding.

Several researchers however, did not support this paradigm. Lyczak, Fu and Ho (1976) for instance, obtained no significant correlation between achievement and attitudinal variables. Wong (1982) also found that motivational

orientation of Chinese students learning English had no correlation with their achievement. Khanna(1983) found that achievement in English was influenced by schooling, claimed control of English, exposure to English, use of English among friends and families, rather than by attitudes and motivations. Similarly, the findings of Khanna and Agnihotri(1982), Sahgal(1983), Khanna(1985), Agnihotri, Khanna and Mukherjee (1982), Agnihotri, Khanna, Verma and Sinha(1990) reveals that proficiency in English correlated more strongly with schooling, socio-economic status and exposure rather than with socio-psychological variables.

Again there appears a lack of consistency in studies based on the notion of instrumental and integrative orientations. While Lukmani (1972) confirms the instrumental orientation to be more significant, Phadni's (1986) findings on attitude to English as a second language in Gujarat show that integrative orientation rated as significantly as an instrumental orientation.

The research team of the National Foundation has made other studies on attitudes to language learning for Educational Research (NFER) in Britain under Burstall's direction (Burstall et al 1974). Burstall and the NFER have not only investigated the attitudes of the learners to language learning and the language class but also the attitude of teachers and headmasters to language learning and teaching and the longitudinal development of attitudes over a period of several years. On the basis of the longitudinal studies Burstall and her associates also found that successful early learning experiences promote not only successful later learning but also more positive attitudes.

In India a number of practicing English teachers and researchers have also presented their ideas and views on various pertinent issues related to English teaching in the country. Nagpal (1995) for instance talks about the handicaps of the literature approach adopted in the teaching of the language. This argument is that this approach does not improve nor does it enhance the communication skill of the students.

Mehrotra exposes the "extent of the damage" the literary bias of the English departments had done to the Indian learners of English. Khanna opines that the materials used and the syllabus adopted should be relevant to the needs and students' present level of achievement in English. Studies by Aslam (1995), Sood (1995) indicate that the present English teaching materials does not cater to the needs and requirement of the undergraduates in the Universities of Delhi and Srinagar, respectively. They would have to be modified and revised accordingly.

Section II

2.5 Affective variables and their implication in Second Language Teaching

Studies such as these and more which examined the psychological factors that affect the learning situation is indeed marked by complexity. However, it is so easy to become lost in the complexity of the psychology of the learner that one tends to forget that the psychology of the teacher is equally complex. Just as psychological factors and forces affect the lives of students, the same kind of forces affect the lives and behaviour of teachers. They are affected by the norms and standards of the culture and the community and experience the stresses and strains of balancing their personal needs with the demands of their profession and the learners particularly. Again the fact that learning is not always dependent on the learner and his affective factors, but that learning results from a process of interaction between the learner and the teacher, necessitates the need to attend to the other side of the table, to the attitudes and perceptions of the teachers towards their profession, the classroom and the learners.

The term 'personal construct' has been used to talk about systems of beliefs and attitudes which underlie behavior and which are the prompters and determiners of action. It is these, which exert a major influence on each teacher's classroom climate for learning, rather than books, resources and programmes. These constructs are the teacher's beliefs about the students and how they learn; they are also beliefs about himself or herself as a person, as a teacher, and how these roles can be maintained within the structure of the institution. In addition they also refer to the teacher's beliefs and attitudes about, for instance,

a subject like English. They intend to find out what his or her views are about English, what the terms 'language' and 'literature' represent in classroom events, and his/her perceptions about the objectives of learning English. These, together with his or her beliefs about education and the teachers' place in it, are the most powerful elements in the context of the classroom. However far less is known about teachers, their beliefs and attitudes and the impact of these on students, than what is known about the learners, the curricular and education as a whole. Again, though teachers and their attitudes arguably represents the most significant factor in any language teaching operation, teachers have been relegated to the last place on a scale of importance.

There has been a growing awareness of the enormous complexity of language teaching, the complexity has crystallized around questions such as what factors play a part in language teaching theory. In fact various models have been proposed to establish a conceptual framework, which would put the different factors, involved into some ordered relationship.

2.6 Models of Second Language Teaching

2.6.1. Campbell's model

This model sees the relationship between the language sciences and language teaching theory. The model claims that applied linguistics, which is inclusive of psychology, sociology and anthropology, influences language teaching pedagogy.

2.6.2. Spolsky's Educational Linguistic Model

Spolsky's model has three sources to second language pedagogy:

1. Language description which is founded in a theory of language.
2. A theory of language learning which gives an important place to psychology
3. A theory of language use.

What is however important in Spolsky's model is that the model identifies the main components of a language teaching theory and the specific role each discipline performs in relation to these components.

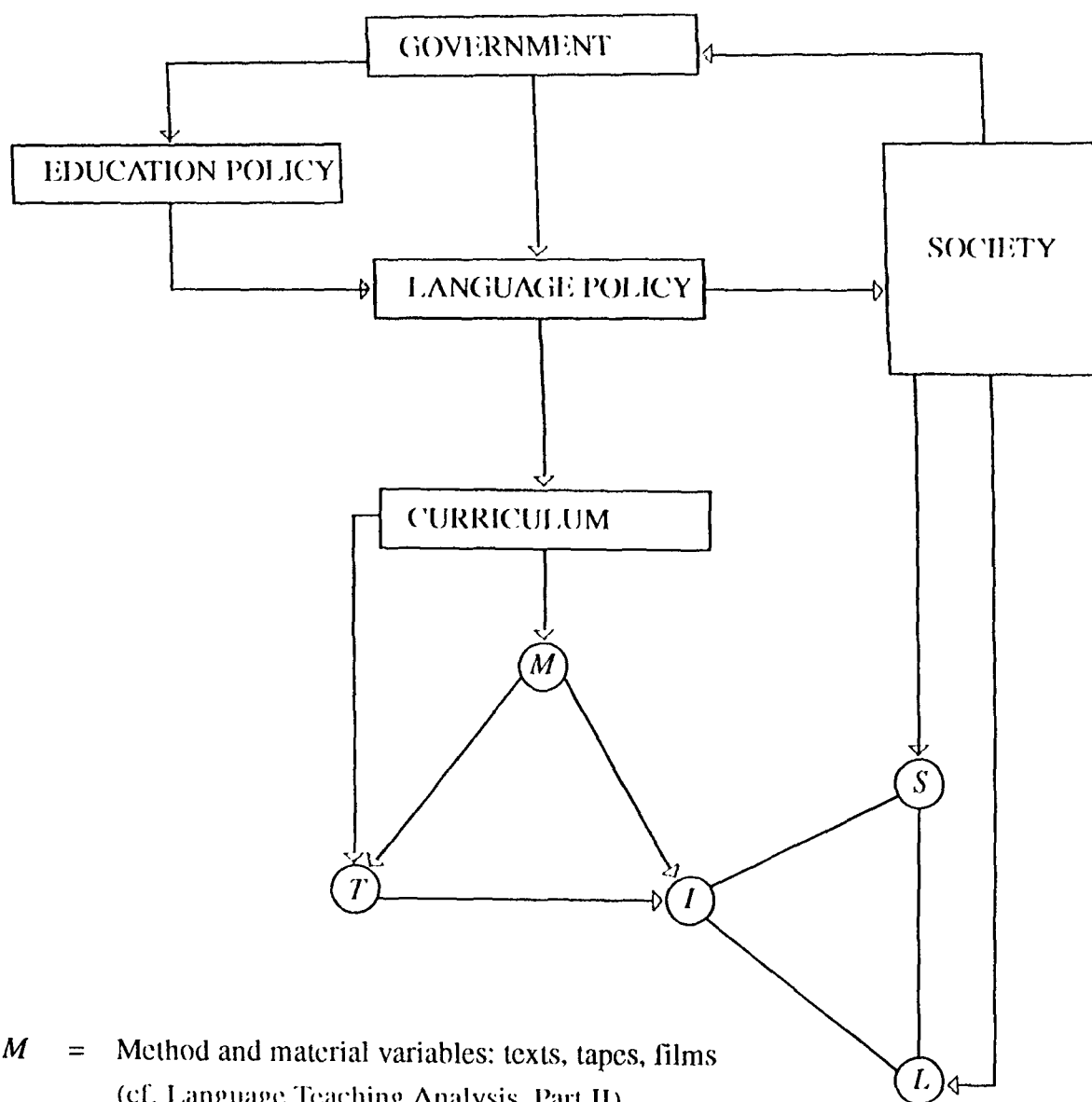
2.6.3. Ingram's model of language teaching

Ingram's model offers a similar list of the disciplines and allocates the tasks of the theoretician, the applied linguist and the classroom teacher. This model however differs from the other two in the sense that it describes in greater detail the function of the three persons involved in the teaching act.

2.6.4 Mackey's Interaction Model:

Mackey's model(Figure 2.2.1) identifies five variables, M (methods and materials), T(what the teacher does,what the learner gets),S(sociolinguistic and sociocultural influences of the environment and L(what the learner does).

Mackey's conceptual framework indicates how the teaching variables (MTI) as well as the learning variables (ISL) are dependent upon political, social and educational factors. Mackey's model therefore adopts a broad theoretical



- M* = Method and material variables: texts, tapes, films
(cf. Language Teaching Analysis, Part II)
- T* = Teacher variables: what the teacher does.
(cf. Language Teaching Analysis, Part III)
- I* = Instruction variables: what the learner gets(cf. Jakobovits)
- S* = Sociocultural variables: what the environment does(cf. Jakobovits)
- L* = Learner variables: what the learner does(cf. Jakobovits)

Figure 2.2.1 : Mackey's interaction model of language learning, teaching and policy

perspective, which identifies a multiplicity of factors highly relevant in any language teaching situation.

2.6.5 Steven's model of language learning and language teaching process

Steven's model(Figure 2.2.2) combines in a single design aspects of teaching and learning, which during the past decades have been recognized as important but have rarely been considered under scheme.

Steven's model consists of 12 elements. The rationale is that someone initiates the language teaching operation (elements 1, 2 and 3) the next six elements (4-9) describe the implementation of the teaching intention, and the final three elements(10,11, and 12) account for the learning outcome. The three initiating elements are public, will which manifest itself in the intention to make social provision for language teaching,(2) the financial and administrative apparatus needed to carry out this decision and (3) the professional disciplines which constitutes the intellectual resources for language teaching. In the third element Steven's refers to education, linguistic, psychology and social theory as well as psycholinguistics and sociolinguistics with applied linguistics as an interdisciplinary common denominator. These in turn influence the approach, the pedagogy and the methodology the teacher adopts in the classroom. The implementation includes teacher training(element 5) and methods and materials (elements 6-9) which corresponds to Mackey's M(methods and materials), T(teacher variable, and I(instruction variables). Element 10 allows for a number of factors that influence the learning outcome, such as the time available

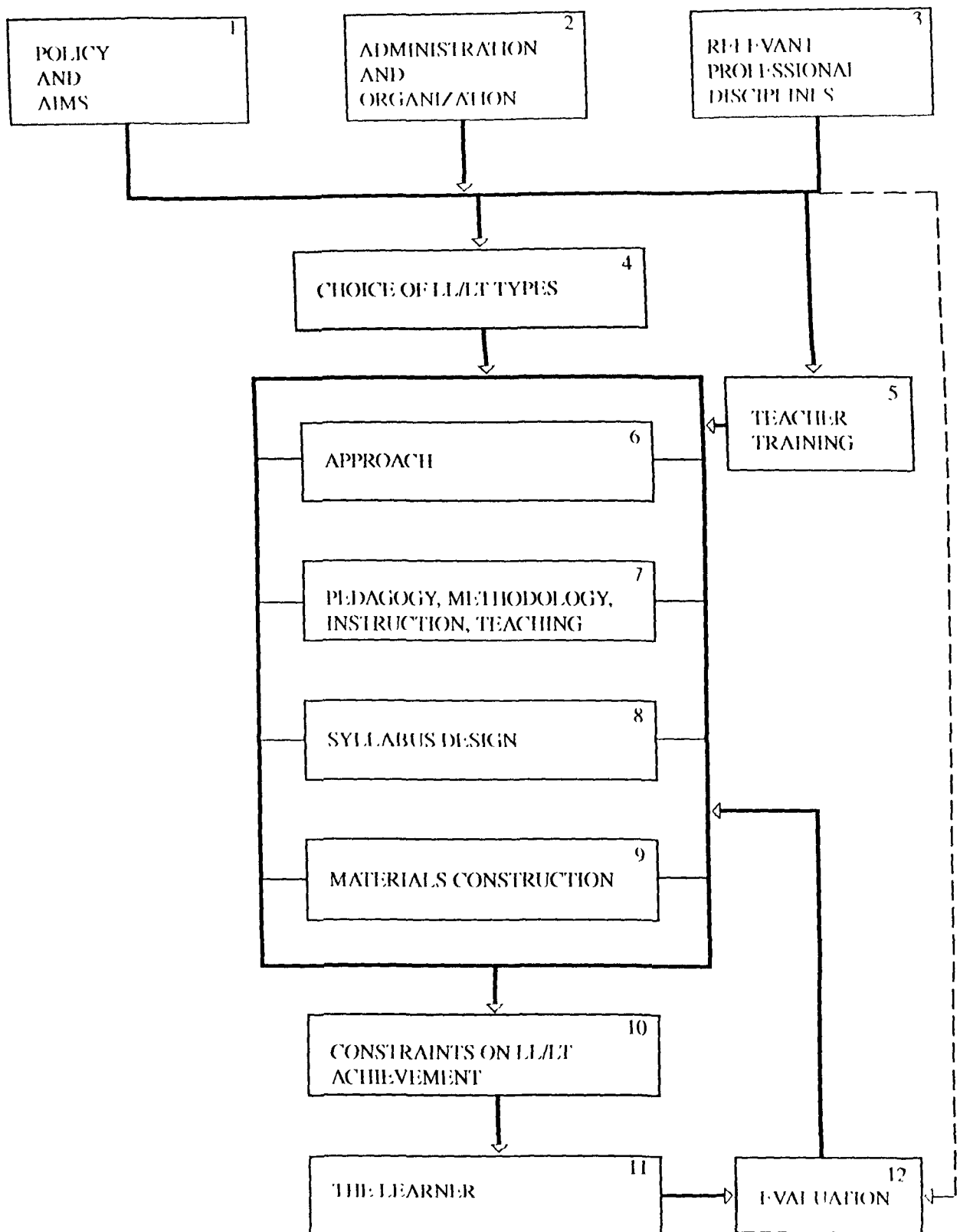


Figure 2.2.2 Stevens' model of the language learning/ language teaching process

for language learning, the quality of teaching and some practical constraints such as noise, overcrowding or fatigue Element 11 focuses on learner characteristics which affect learning Element 12 on the other hand highlights the assessment of the learning outcome and allows for feedback of the teaching process elements so that they can benefit from the evaluation of learning

As can be seen a cache of language teaching theories have been devised and developed but the inadequacy of the different methods and theories have been repeatedly pointed out As Mackey (1970) reflects, the methods are vague and inadequate, as they tend to limit themselves to a single aspect of a complex process In practice, language theories demand a matching of materials, learners and teachers Innovation in the curriculum may be prompted by learner needs and interests but the implementation of the same depends ultimately on the teachers' attitude towards such innovation

A model of language learning and teaching, if it is to be effective, should incorporate in it not only the characteristics of the learner, but also that of the teacher As has been suggested above, behind every classroom, there is an interaction and an interplay of motivational and attitudinal forces of both the teacher and the learner

The teacher works at the interface of several systems - the classroom, the educational environment and society These experiences are bound to affect the teacher's professional and social attitudes and behavior, which he/she carries into the classroom These feelings and attitudes will have to be acknowledged and orchestrated for the beliefs and attitudes of teachers are the most powerful

of all features in the context of learning. Altman(1981) also identifies the responsibility of teachers as 'awesome', for the teacher alone can "facilitate the when, the where and the how of learning, or can single-handedly thwart it". Aggarwal (1984:112-113) also says any method good or bad, links up the teacher and his pupils into an organic relationship with constant mutual interaction. Every teacher and educationist knows that even the best curriculum and the most perfect syllabus^{will} remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.

The teacher is therefore an irreplaceable element in language instruction and the centrality of the teacher's role in learning process remains unchallenged.

Gage (1978) defines teaching as any activity on the part of one person to facilitate learning on the part of another. Extended to the field of second language learning and teaching - the definition of teaching would mean any activity on the part of one person to facilitate the learning by another person of a language which is not his or her native one. Good second language teaching would therefore be any activity, which facilitates this learning, whereas bad language teaching would be an activity, which fails to facilitate this learning either by failing to affect this learning at all or by affecting it negatively. Such a definition would therefore imply a reconsideration of both teacher and learner factors involved in the teaching and learning activity. True, research on teaching has covered a wide spectrum of topics. They have attempted to answer questions such as the choice of teaching as profession, the teaching effectiveness of teachers and their personality characteristics. This aspect of research, however,

has neglected the fascinating diversity of personal goals of social and professional attitudes of teachers concerned and of the impact of these on the relationships in the classroom between the teacher and the learner. Yet it is only in the detailed analysis of the attitude of teachers and students that the answers can be found to some of the most pressing questions - such as resolving the debate between teaching and learning activities.

The last few years have been marked by a rapid growth in classroom oriented research, which focuses on various aspects of teacher-student interaction. These, attempts to determine the relationship between such behaviour and learning outcomes. But very little recognition and little consideration have been given to importance of affect especially on the part of the teacher. A recent review (Rosenshine 1971) does cite some studies dealing with two main groups of teaching behaviors-- the affective characteristic of teachers - enthusiasm, warmth, praise and criticism and the cognitive characteristics of communication which includes achievement oriented teaching, clarity, explaining, questioning and the extent of teacher-pupil interaction. Nonetheless though the importance of these criteria cannot be minimized, one cannot help but contend that as an affective factor, attitudes (negative and positive) may also have a considerable influence. It can influence not only the classroom behaviour of teachers but can also be optimally correlated to learner's success and achievement.

2.6.6 Runkel's Model(1958)

It is not that attempts have not been made. As early as 1958, Runkel concerned specifically with the teacher and the student in the classroom proposed a framework consisting of two identical components. One of them is for the teacher and the other for the student; connected by an information feedback cycle. The framework which seeks to explain the effects of the performers (teachers) attitude and behavior on that of the other person (the learner) view the teacher as a synthesizer of all aspects. He is a professional who makes sense of the opinions and perceptions of many other people besides his own. He exercises these as positive influences on the learner.

In the model(Figure 2.2.3) the teacher has personal needs and goals represented by his personal history. This in turn influences his choice of goals concerning the learner. The frames of reference represent standards derived from his own personal and professional experience, against which he makes assessment of his acts, and of the acts of the students. Thus there is a cyclical description of the relations between the teacher and the student in which their acts are seen as interdependent.

A model like this kind, of course, is open to a number of criticisms. It suggests that teaching is a more conscious decision making process than is the case of actual encounters. Again such a model is not always applicable especially at more extensive levels than that of one person interacting with another. However, these difficulties do not detract from the heuristic value of the model. It encourages one to look at matters such as teacher's perceptions, their

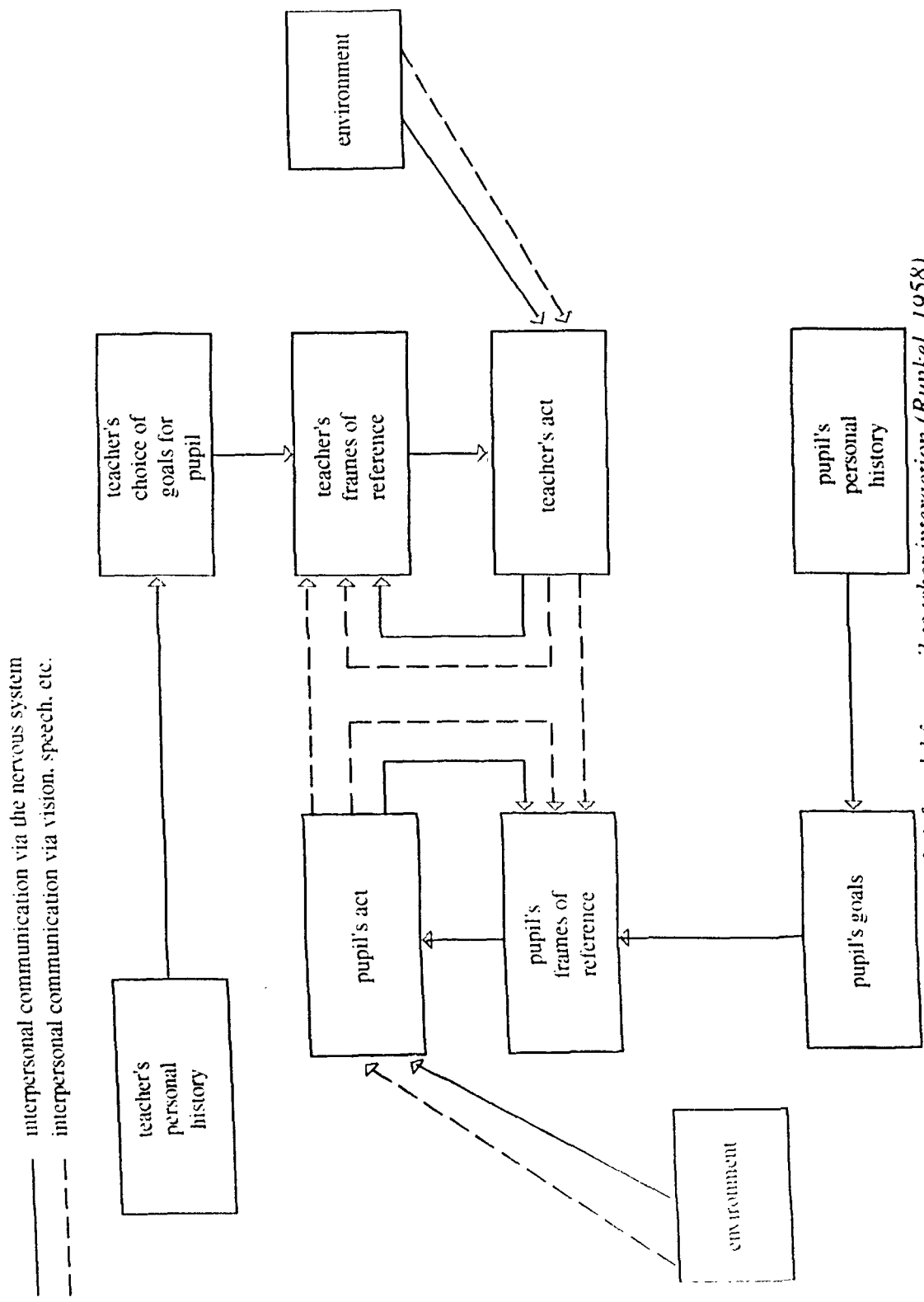


Figure 2.2.3 : A brief model for pupil-teacher interaction (Runkel, 1958)

attitude to students' needs and their expectations of pupils, all of which are at the heart of day to day classroom events.

2.6.7 Duncan and Biddle's Model(1974)

Another model worth considering is that developed by Dunkin and Biddle(1974:38). The model(Figure 2.2.4) distinguishes four main categories of variables, presage, context, process and product. Presage variables are the characteristics which teachers as individuals and groups bring to teaching, their own formative experiences, their training and their personal qualities. The context consists of the conditions within which the teacher must operate. The central focus of the scheme is, however, the classroom: what teachers and students do in the classroom, the teacher's and pupil classroom behaviour. These dimensions are described as process variables. Lastly the product variables refer to the outcome of the teaching-learning process, "those changes that come about in pupils as a result of their involvement in classroom activities with teachers and other pupils" (Dunken & Biddle, 1974: 46).

A distinction in this context is made between the immediate effects of teaching, which can often be measured by tests and played out in the classroom, and the less accessible long-term effects, which are extremely difficult to determine.

Stern(1983)(Fig. 2.25) modifying on this teaching-learning model identifies two principal factors in the scheme - the language teacher and the learner. On teacher characteristics, Stern argues that like the learner, the teacher brings to

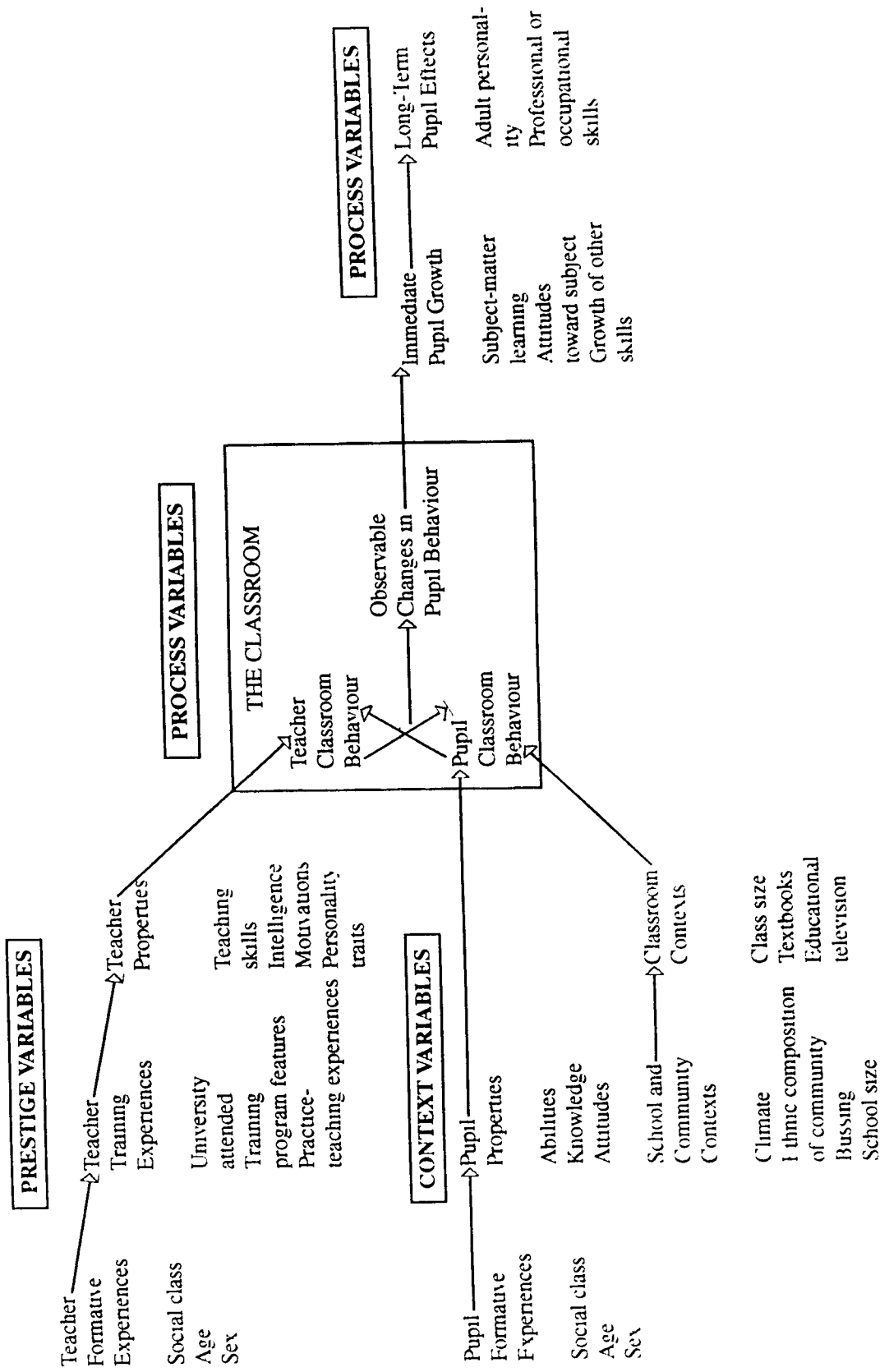


Figure 2.2.4 Dunkin and Biddle's model for the study of classroom teaching

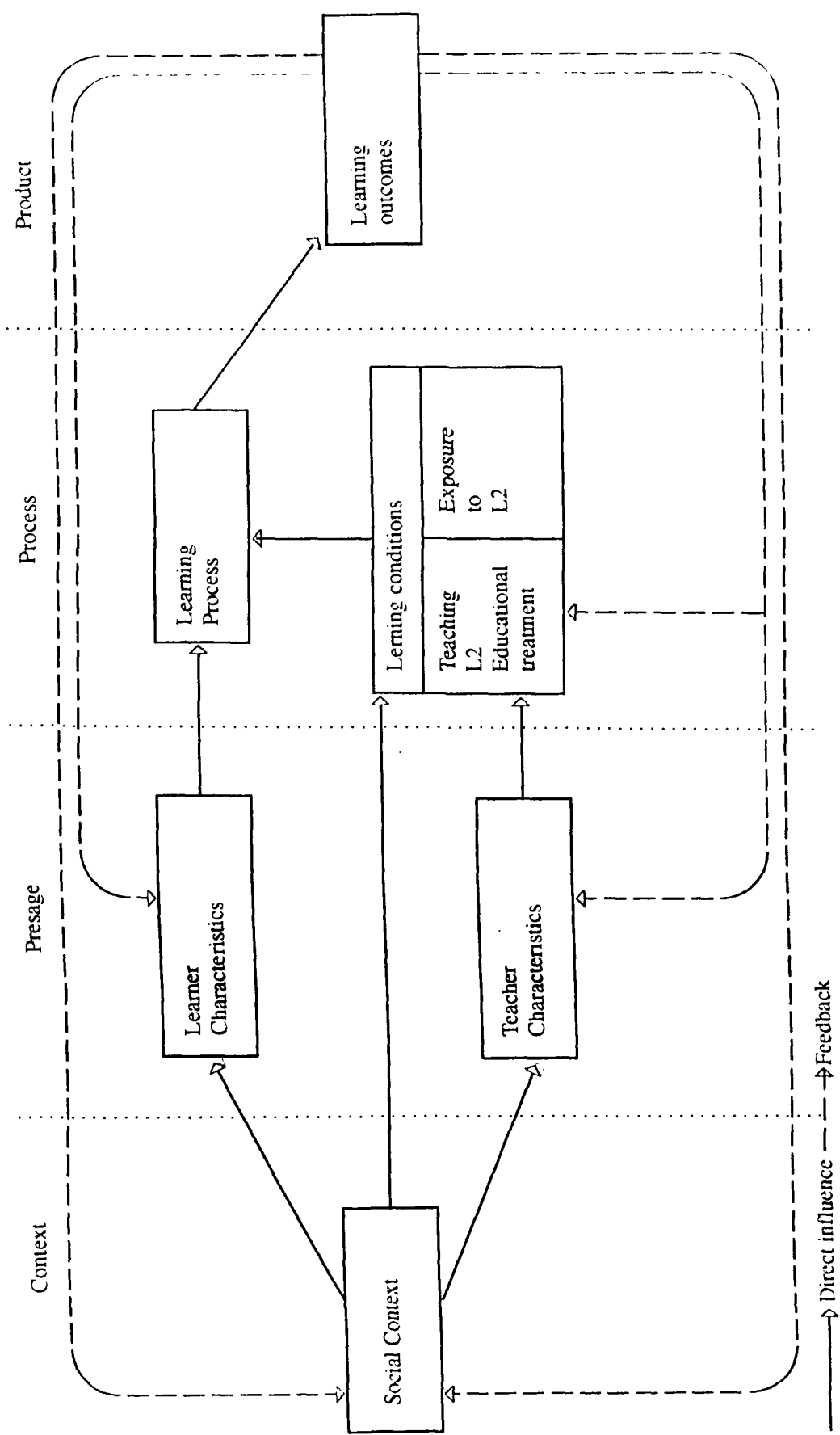


Figure 2.2.5 : A teaching-learning model

language teaching certain characteristics, which may have a bearing on educational treatment age, sex, previous education, personal qualities and attitudes Above all, the language teacher brings to it a language background, previous language teaching experience and more or less formulated theoretical presuppositions about language, language learning and teaching The model besides gives credit to the social context which influences the learner and which has bearing on the degree of supportiveness supplied by the language environment This affects the teacher as much as the learner and indirectly influences the educational treatment and the outcome

For research, no less than for teaching, the interpretation of learning outcomes is a constant challenge To what extent can proficiency of a student and his attitudes be attributed to anyone of following factors or a combination of factors - these factors include the educational, environment, the learning process or even perhaps teacher attitudes In the search for such answers, the combination of theoretical sophistication with different research approaches and practical insights will lead to a better interpretation of the effectiveness of language teaching.

The teaching-learning models which have been outlined are not exhaustive They are also open to a number of criticisms but they have certainly enabled one to view different aspects of language teaching in relation to one another and in this way to obtain a more balanced view of the learning and teaching process.

Besides, the models have created an awareness of the need to incorporate into the learning and teaching component, the psychology of the teacher and his role in the learning process.

2.7 Resume of work on attitudes and language teaching

Extensive research as can be seen have been done on the role of attitude as an affective variable in language learning. Comparatively little work, however, has been done on the attitude of teachers particularly on English language teaching. Of course, De Garcia, Reynolds and Samgnon, 1976 had designed a survey called the FLAST to help teachers discover their own attitudes and assumptions regarding second language learning and teaching. This has also been used to help teacher trainers focus on how their attitudes and values are reflected in teaching practices. However, much of the traditional research on teachers and teaching arose from practical interest in finding better methods for selecting persons who would make good teachers.

In recent years, this has been supplemented by attempts to provide a detailed analysis of social and educational goals, so that clearer criterion can be applied to the study of teacher effectiveness. While the ultimate criteria of teacher effectiveness is the development and achievement of the learners, another criteria used in assessing teachers is that of their opinions, values, attitudes and personality characteristics. The assessment instrument is the Minnesota Teacher Attitude Inventory, which has commonly been used as a global measure of permissive, and child centered teacher attitudes (Cooks,

Leeds and Callis, 1951). Britain, Oliver and Butcher, 1968 have also developed a set of 3 scales of educational opinions which also deals with teacher centered attitudes to learner

Gage (1960) states that the bulk of research on teaching is on teacher competence. A large number of studies have been reported dealing with the characteristics of teachers (rated or measured), effects of teaching, goals of education and other related issues. However, very few facts have been established concerning teacher effectiveness. Biddle (1974) had studied the effectiveness of teachers from different aspects, which included also the formulation of a seven variable model for teacher effectiveness.

Ryans (1969) conducted a research on teacher behaviour in the context of the teacher characteristics study. The study followed a design that necessitated going into the classroom to observe what transpires there when teachers and students react and interact in the learning environment. The collected data was then related to other kinds of information about teachers.

Mitzel and Medley (1958) tried to detect relationships between identifiable behaviour of teachers in the classroom and accomplishment of the learners - viewed from the standpoint of behaviour change.

A very challenging study, however, is that of Ned Flanders (1960) on the relationship among teacher influence, pupil attitudes and achievement, conducted at the University of Minnesota. The method of observation, the Interaction Analysis used to quantify the qualitative aspects of verbal communication, also becomes a measure of teacher influence in the classroom.

The research programme was designed to find out if certain patterns of teacher influence could be associated with pupil attitude scores. Findings of the study showed that there is a direct relationship between teacher influence that encourages student participation and constructive pupil attitude towards the teacher, the schoolwork and the class activities. There is therefore, a strong suggestion as to the causal relationship between teacher behaviour and pupils attitudes.

In India, attempts have been made to study the behaviour of teachers and the actual classroom situation. In fact, the review by Buch (1972) presented a number of researches dealing with teachers, their attitude and adjustment, teacher training, job satisfaction, choice of profession and other related issues.

Advancements on the analysis of teaching behaviour by Flanders (1970) have also attracted the attention of Indian researchers. The lead study on the classroom behaviour of teachers was taken by Mehta (1968) at the NCERT and Pareek & Rao(1970, 1971) at the NIHAIE. This was followed by a group of researchers at the CASE, Baroda. The research at CASE tried to correlate classroom teaching behaviour with other variables.

On teaching effectiveness, some of the studies undertaken were those by Raina (1970), Samanthroy (1975), Gupta and Singh (1972), Quaraishi (1974), Nair (1974), Goyal & Sharma (1974) and Verma (1972). These studies indicate that both environmental and personality factors contribute to teaching effectiveness.

On teaching attitudes and orientations ^{are the} studies of Gupta and Singh (1972), Kakkar (1970), Verma (1972), Marr and Mathur (1973), Nanda (1971) and Mathew (1970) These studies were mostly on investigating the attitude of teachers to matters like basic education, community life and craft, towards teaching as a vocation. Researchers like Pareek and Rao (1971) have studied the impact of teaching on pupil behaviour and achievement. The studies have shown that there was a high correlation between different dimensions of teacher behaviour and pupils intelligence.

Lulla (1974) investigated the effects of Teacher's Classroom Behaviour on Pupil's Achievement. Pareek and Rao (1970) conducted an inquiry into the Relationship between the Pupils attitude and Teacher Influence in the classroom. Sharma (1972) studied the relationship between Patterns of Teacher Classroom Behaviour and Pupils Attainment in Terms of Instructional objectives. The review suggests that research attempts on teaching behaviour and teacher characteristics have increased over the years.

Various studies have shown that there are important factors that influence the attitude of teachers. These include the age, sex, teaching and the professional training of teachers.

Beamer and Ledbetter (1957) in their study recognized that there was a significant difference between the attitude of Male and Female teachers towards teaching.

Lavingia (1974) and Katton and Verma (1982) also found that female teachers were more efficient in teaching because of their positive attitude to the teaching situation.

Jayamma (1962) however did not identify any significant difference between the attitude of the teachers based on sex differences.

Age is another important correlate to teaching effectiveness and the inculcation of positive attitudes towards the profession. Studies of Malhotra (1976), Debnath (1971), Sharma (1971), Lavingia (1974), Schwyhart and Smith (1972), James and Bruni (1975), Halls and Mansfield (1975), indicated that age was an important factor in explaining the attitude of teachers. Young teachers were indicated to be more efficient and more dedicated in their work and profession.

Gurin et al (1960), Cook et al (1956) and Ahuwalia (1974) however found no relationship between the age and years of teaching experience with the positive attitude of teachers.

Sarason (1971) however saw no correlation between the years of teaching experience and the attitude of teachers.

The professional training teachers undergo can also have a major contribution in developing the positive attitude of teachers. Studies by Srivastava (1966), Mehrotra (1973), Perrodin (1961), Rao and Kulandavel (1965), Rao and Shastry (1982), Jacob (1968), Day (1959) and Kearney and Rocchio (1956) among the many indicated that there was a significant difference between the attitude of teachers before and after training. Mehrotra (1973), Remmers (1954)

Callis (1950), Joshi (1977) Katoon, Tahira and Verma (1982) and Watson (1968) however saw no difference in the attitude of the teachers even after training. In view of the various findings, it would not only be relevant but also interesting to find out the attitude of the teachers in Shillong. However work on the attitude of teachers especially to English language teaching and its implication on determining the attitude and achievement of the student in the subject in the city is almost negligible. This study is particularly oriented to finding out this aspect of teaching and learning, with the hope that it will pave the way for a better understanding of the English Language Teaching situation in Meghalaya in particular and the North East India in general.

2.8 Conclusion

The chapter has given a brief overview of the role of the affective variables in the context of both language teaching and learning. Besides, some of the studies pertaining to both second language learning and teaching and carried out both in India and abroad have been presented with the hope that the findings can provide some guidelines to the present investigation.

CHAPTER 3

Method and Procedure

3.1 Introduction

The present chapter states the problem and the rationale of the study. Besides listing the objectives and describing the population, the chapter defines the sample used. The focus of the chapter is on elaborating the method and procedures adopted to achieve the objectives,

3.2 Statement of the problem

The problem of the study has been stated as follows: A Study of the Perceptions and Attitudes of Teachers and Students towards the Teaching and Learning of English as a Second Language at the Undergraduate Level in the Colleges of Shillong.

The problem can be categorized into two groups:

- What is the attitude of the Undergraduate student towards the Purpose, the Course Materials, the Methods, the Examination and the English teaching programme as a whole
- What is the attitude of the teachers towards the Purpose, the Course Materials, the Methods, the Examination, the teaching of English as a profession and the English programme as a whole

3.3 Rationale of the study

Gardener and Lambert (1972) who had conducted various studies on the role of attitude and motivation in language learning had said that researchers might attempt to replicate their findings in different contexts.

Modifying on their framework the study will therefore attempt to make an empirical survey of the attitude and perceptions of both teachers and students on towards the teaching and learning of English in Shillong. This is a multi-faceted complex problem because it deals with psychological variables that cannot be experimentally controlled. A person's attitude and perception is not always on the surface, open to ready inspection though they could, however, be revealed in various ways which are of course non-conscious. Efforts are therefore made in the study to make them conscious and examinable through the use of interviews and attitude scales.

The idea of the present study was formulated at the time the investigator was involved in organizing a series of proficiency courses for college students in the state. Personal involvement with them has shown that there is an appalling fall in the standards of both spoken and written English. The situation is not unlike what Widdowson(1972) remarks when he talks about the teaching of English as communication. Students, he says, "who have received several years of formal English teaching, frequently remain deficient in the ability to use the language and to understand its use in normal communication whether in the written or the spoken form". S C Sood(1995), in analyzing the needs of the Indian undergraduate learners, also makes the same observation. He says that

after six years of learning English as a subject at school and three years of compulsory English at college, the average undergraduate cannot speak a correct sentence in English, write his curriculum vitae or even read an English daily. There can of course be a number of possible explanations for this depressing state of affairs. Some of these can perhaps be the uncongenial learning environment, dearth of good materials, the outmoded syllabi and shortcomings in the examination system. The most glaring, however, can be the failure of the existing English programme to develop the operational and functional competence of the learners. The decline can also be attributable to a lack of interest and negative attitude both on the part of the students and teachers.

The study will therefore attempt to find out the attitude of the students and teachers towards the English teaching programme and its different components.

The importance of the study is viewed in the context of the prevailing debate about the future of higher education and the rationale for including English as a component in the general curriculum of studies. The study is also important from the point of examining the relevance of the present English teaching programme, the society and the whole of Meghalaya state. Besides, interest in educational research is widespread and the methodology of English teaching/learning shares a general research activity. The growing importance of English as a language of global communication has meant that the teaching of English be given special attention. However, an acknowledgement of the status of English particularly in Meghalaya has not been reflected so far.

The official policy of the state, of course, gave English a privileged position but official policies are only a part of complex factors - social, economic and cultural. These determine the position of the language within the country's education system. The urgent need in language education is for comprehensive planning based on adequate facts, documentation and scholarly analysis. Unfortunately, facts are not often made available to planners, academic officials and others concerned with higher education. Thus decisions are made without an adequate basis of facts which sometimes can have detrimental results to the education system. Again, studies on the nature of the teaching profession, the social background of teachers, their attitude and other aspects have seldom been made. In fact far less is known about the behavior of teachers and their impact on students than about the students, the curricular and the education system in which they work. Since the teacher is the key element in the academic equation and the key to the improvement of quality - it is very important that the teacher should be understood, his/her attitude and decisions be taken into considerations. In fact, the importance of the teachers' attitude in relation to quality education cannot be denied. Be it in terms of education in general or English in particular, the entire purpose would collapse if teachers have a negative attitude towards the profession. No teaching can be purposive, effective and dynamic unless it has the services of teachers with positive attitude.

The classroom is an interface of teachers, students and content. The quality of the classroom enterprise will therefore be on the ability of the teacher to create a positive socio-emotional climate. It will also depend on how the teacher

is able to manipulate and control the way by which learning is made most effective. This will only be possible if teachers have a positive attitude to their work and profession.

Anderson et al (1946, pp.241), for instance, says "the behavior of the teacher more than that of any individual sets the climate of the class. The teacher can either minimize or maximize the learning situation".

Catell and Eber (1962) also states that favourable attitude in teachers tend to make the teachers emotionally expressive, ready to cooperate and abundant in emotional responses.

Kaul (1974) says that teachers with favourable attitudes are flexible, sober and placid while Ryans (1969) points out to the fact that teachers with unfavourable attitudes have a low teaching effectiveness.

In the light of what has been said, it is therefore necessary to study the attitude of teachers towards different aspects of the English course. Further, although colleges and universities are primarily engaged in serving students, very little attention has been given to the problems, attitudes and the perceptions and needs of the students. Academic institutions, if they are to effectively educate their students, must try to understand them by dealing with their problems sympathetically and constructively. Attitude surveys of student needs and expectations, their perceptions about the aims and purposes of education are all important. As yet no attempt has been made to present the status of the English teaching situation in the state that was based on reliable statistics.

The study is therefore an effort to fill this "information" or research gap by presenting some data based information. This will be done through an analysis and the study of the attitudes of both the teachers and students to the different aspects of the English course. True, an investigation of all the complex factors - social, economic, and cultural, which contributes to the actual profile of both teachers and students, will yield rich and valuable data. However because of limitations unavoidable, the study will be confined only to the analysis of attitudes and their correlation with other variables. Even here it is not possible to be wholly comprehensive. An attempt will be made to include only the most significant and relevant variables related to English teaching. This will hopefully contribute, in some way, to the development of a coherent language policy for the state in general and to curriculum and syllabus designing in particular. The findings of the study will also foster a debate needed for a clear definition of the purposes of teaching English. It will also help to evolve a rational decision making process for programme practices and a systematic evaluation of both the effectiveness and the efficiency of the English teaching programme in the colleges.

The study can also contribute to the teaching of English for as Gardener (1980:268-269) says - "such studies have an undoubted value because they provide a coherent model emphasizing the social-psychological aspects of Second Language learning." It is by assessing the attitudes of both teachers and students along with the achievements that the situation of English Language Teaching can be improved and the learning and teaching English be made more purposeful.

3.4 Definition of other terms used

1. Second Language Acquisition (SLA)

"The process of learning another language after the basics of the first have been acquired, starting about five years of age and hereafter"(Dulay, Burt and Krashen, 1981:10). Second Language Acquisition is not a uniform and predictable phenomenon. There is no single way in which learners acquire knowledge of a second language. This is because SLA is the product of many factors pertaining to the learner on the one hand and the learning situation on the other. But it refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or tutored setting. It covers the development of phonology, lexis, grammar, morphology and syntax.

2. Second Language Teaching

This can be defined as the activities, which are intended to bring about language learning.

3. Linguistic Competence

Coined by Noam Chomsky, linguistics competence refers to that area of tacit knowledge which constitutes a person's possession of a language in actual communication linguistic performance and on the other kinds of knowledge e.g the knowledge which underpins visual perception.

4. Communicative Competence

Coined by Dell Hymes (1971) Communicative Competence encapsulates the whole battery of linguistic, psychological sociolinguistic and pragmatic knowledge and skills which speakers must deploy in order to communicate through language .It includes the ability to speak appropriately in different contexts to recognize different kinds of text and read them appropriately.

5. Motivation

McGeoch and Irion (1952) defines motivation as any condition of the individual which initiates and sustains his behavior, orients him towards the practice of a given task and which defines the adequacy of his activities and the completion of the task. Most human motives are learned and this is a source of encouragement to the teacher who can aim at developing in the student the desire to learn the foreign/second language for its intrinsic interest .The importance of motivation in language study cannot be undermined. Lambert (1961) says "...two independent factors underlie the development of skill in learning a second language ... an intellectual capacity and an appropriate attitudinal orientation towards the other language group coupled with a determinable motivation to learn the language."

6. Affective Variable

It is related to feelings and emotions, attitudinal, motivational and personality factors involved in Second Language Acquisition.

7. Purpose

The aims and objectives of a definite programme—where the aims are general underlying reasons for a course of instruction. In fact aims are long term goals described in very general terms. Objectives on the other hand are descriptions of what is to be achieved in a course. They are detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of instruction.

8. Materials

Refers to any published and unpublished data in any medium or collection of media used for the purpose of teaching and learning. Materials can also be defined as the necessary tools and equipment used to achieve an objective.

9. Method

An overall plan for the grading and presentation of materials to be taught based on an approach. A method includes three components - an approach, design and procedure.

10. Examinations

A testing of knowledge or capabilities.

11. Profession

One of a limited number of occupations or vocations involving special learning and carrying a certain social prestige.

12. Aptitude

An innate or acquired capacity for something, an indication of the degree of success a learner is likely to have (in this context) in a given educational setting.

13. Syllabus

A document, which gives guidance on the details of the transmission of knowledge. These details pertain to the selection, classification, distribution, transmission and evaluation of knowledge.

3.5 Objectives of the study

Studies as mentioned in the preceding chapter have not been specific in the information about the attitudes of both teachers and students towards the teaching of English. Besides the majority of the studies had been carried out in entirely different context under different situations. The findings have therefore not been directly relevant to a place like Shillong.

The present study, which attempts to find out the attitude of both teachers and students towards different dimensions of English Teaching, will have to be modified to cater to the local situation prevalent.

The objectives of the study have been listed as follows: -

1. to study the profile of both the students and teachers
2. to find out the extent of contact both students and teachers have with English
3. to find out to what extent the teachers and students agree on the assumption that the standard of English teaching and learning has fallen very low
4. to find out the attitude of both students and teachers to the English Teaching programme
5. To construct an attitude scale on various aspects of the English teaching programme
6. To measure the attitude of the undergraduate students on the basis of variables such as sex, and the different streams of study
7. To measure the attitudes of teachers on the basis of variables such as sex, experience and professional training.

- 8 To find out if there is a difference in the attitude of students and teachers to ^{VALID} aspects of English teaching on the basis of sex, educational qualification and professional experience

The investigator felt that the attitude of the respondents was directly dependent on certain variables. From the point of view of the Students such variables would include sex and streams of study. On the part of the teacher, the possible variables that would be directly responsible for their attitude would be of course sex, experience of teaching and the professional training the teacher had undergone.

Since it was difficult to generate any positive hypotheses, the investigator decided to frame null hypothesis for testing in the present study. Garret (1966 pp.247) states that, "A null hypothesis is ordinarily more useful than other hypothesis because it is exact. Hypothesis other than null can, to be sure, be stated exactly but it is difficult to set up sure precise expectations in many experiments. For this reason it is usually advisable to test against a null hypothesis, rather than some other, if this can be done"

Accordingly, based on the suggestion of Garrett, the following null hypotheses grouped under categories A, B and C had been formulated for testing the attitude of students and teachers towards the teaching of English

3.6 The Structure of the thesis

The study has been divided into seven chapters of unequal length. Chapter 1 presents the theoretical background besides also describing the actual context where the study was undertaken. The concept of attitude, which is an important variable in the context of language learning and teaching ^{has} also been defined in this chapter.

Chapter 2 attempts a discussion of the role of the Affective domain in language learning and teaching. The chapter also reviews the available literature on studies pertaining to the attitude of teachers and students towards learning and teaching English carried out both in India and abroad.

Chapter 3 will state the problem and the rationale besides listing the objectives and describing the population and the sample used for the study. The focus of the chapter will be on elaborating the method and procedures employed in collecting and analyzing the data that will be collected.

Chapter 4 will analyse the data on Teachers' attitude and perception collected from interviews and the Contact with English and the Attitude Scale. It will also attempt to interpret the findings.

Chapter 5 will analyse the data on Students' attitude collected from both the interview and the different scales used for the purpose.

Chapter 6 will attempt to make a comparative study between the attitude of both teachers' and students on certain aspects of the English Teaching Programme.

Chapter 7, which will be the concluding section, will be an overview of the entire findings of the study. The chapter will also highlight the possible contributions of the study and make suggestions for further research. The thesis will include an Appendix and the Bibliography.

3.7 Scope and Delimitation of the Study

The study has a scope of identifying the different aspects that have implications for the effectiveness of English teaching at the undergraduate levels. A significant contribution of this study would be to highlight the variability of needs that the investigator thinks exists between the students from different disciplines. This information will helpful those who can be involved in tailoring the English teaching programme to the needs and requirements of the students.

The study will focus on finding out the attitude of only the undergraduate students studying within the East Khasi Hills district of Meghalaya.

Besides, the study will only confine to a study of the attitude of English teachers towards certain aspects of the English teaching programme.

3.8 The Null Hypotheses

3.8.1 Category A: Students

Null hypothesis 1:

There is no significant difference between the attitude of the Male and Female students towards the following dimensions:

- The entire English teaching programme

- The Purpose of teaching English.
- The Course Materials used.
- The Methodology adopted
- The Examination system.
- The English Teacher.

Null hypothesis 2:

There is no significant difference between the attitude of the Arts and Science students towards the following:

- The entire English teaching programme.
- The Purpose of teaching English.
- The Course Materials used.
- The Method adopted to teach English.
- The English Examination.
- The English Teacher.

Null hypothesis 3:

There is no significant difference between the attitude of the Arts and Commerce students towards the following:

- The entire English teaching programme.
- The Purpose of teaching English.
- The Course Materials used.
- The Method adopted to teach English.

- The English Examination
- The English Teacher

Null hypothesis 4:

There is no significant difference between the attitude of Commerce and Science students towards the following

- The entire English teaching programme.
- The Purpose of teaching English
- The Course Materials used.
- The Method adopted to teach English
- The English Examination
- The English Teacher.

3.8.2 Category B: Teachers

Null hypothesis 1:

There is no significant difference between the attitudes of the Male and Female teachers towards the following dimensions:

- The entire English teaching programme.
- The Purpose of teaching English.
- The Course Materials used
- The Method adopted to teach English.
- The English Examination
- The teaching of English as a profession.

Null hypothesis 2:

There is no significant difference between the attitudes of the Senior and Junior teachers towards the following :

- The entire English teaching programme.
- The Purpose of teaching English.
- The Course Materials used.
- The Method adopted to teach English.
- The English Examination.
- The teaching of English as a profession.

Null hypothesis 3:

There is no significant difference between the attitudes of the teachers with professional training and those without towards the following:

- The entire English teaching programme.
- The Purpose of teaching English.
- The Course Materials used.
- The Method adopted to teach English.
- The English Examination.
- The teaching of English as a profession.

3.8.3 Category C. Teachers and Students

Null hypothesis 1

There is no significant difference between the attitude of teachers and students towards the following aspects of the English Teaching Programme

- Purpose
- Course Materials
- Methods
- Examination
- English Teaching Programme as a whole

3.9 The Population and the Sample

3.9.1 The Sample

The sample for the study comprise of two groups. Group 1 includes the sample for collection and administration of the Students Attitude Scale Group 2 comprises the sample for the administration of the Teachers Attitude Scale

3.9.1.1 The Definition of the Student Population

The population of the study comprise of 8668 students drawn from different colleges in Meghalaya. A number of 3279 were males and the rest 6768 were females A profile of the total population is given in the Appendix. Since it was difficult for the Investigator to get the necessary data from the total

population, the investigator employed the principle of random selection to arrive at the final sample for the study.

3.9.1.2 Description of the Student Sample

The sample was divided into two categories.

- Sample for the tryout stage of the attitude scale and for collecting information on the perceptions of students on various aspects of the English Teaching Programme (this was done through the interview).
- Sample for the administration of the Final Attitude Scale.

The sample for the tryout stage of the Students Attitude Scale comprise of 100 students drawn from three colleges in the Shillong There were 70 females and 30 males drawn from the disciplines of Arts, Science and Commerce respectively.

3.9.1.2.1 Description of the Sample for the tryout of the Students Attitude Scale

No	Name	Nature of the College	Course	Male	Female	Total
1	Lady Keane College	Female	Arts		20	20
			Science		20	20
2	Synod College	Coed	Arts	10	5	15
			Science	5	5	10
3	St. Anthony's College	Coed	Arts	5	7	12
			Science	5	5	10
			Commerce	5	8	13
Total				30	70	100

Table 3.1.1

3.9.1.2.2 Description of the Sample for the Students Final Attitude Scale

The sample consisted of 600 students drawn from different colleges in the Khasi Hills. The students were equally distributed among the different streams. There were 200 of them from each discipline. The number of female students were 307 and the males numbered 293. In the Arts stream the number of females were 119 and the males were 81. In the Science stream the male students were a majority with 129 whereas the females were only 71. In commerce the number of the females was higher with 103 and the males were 97. The distribution is given on the tables below.

Description of the Sample for the Final Attitude Scale: Arts

No	Name	Nature of the College	Course	Male	Female	Total
1.	Lady Keane	Female	Arts	0	20	20
2	Synod	Coed	Arts	5	5	10
3.	Seng Khasi	Coed	Arts	12	13	25
4.	B.B.S	Coed	Arts	0	10	10
5	St.Anthonys	Coed	Arts	5	5	10
6.	Shillong	Coed	Arts	5	5	10
7.	Bissau	Coed	Arts	5	5	10
8.	Morning Star.	Coed	Arts	5	3	8
9.	Sankardev.	Coed	Arts	5	5	10
10	Raid Laban.	Coed	Arts	0	6	6
11	Umshyrpi.	Coed	Arts	2	3	5
12	Upper Shillong.	Coed	Arts	4	3	7
13	Sohra.	Coed	Arts	4	3	7
14	Alpine.	Coed	Arts	2	3	5
15	Women.	Female	Arts	0	20	20
16	St.Marys	Female	Arts	0	20	20
17	St.Edmunds	Male	Arts	0	0	0
18	St.Peters	Male	Arts	10	0	10
19	Government Boys.	Male.	Arts	17	0	17
20.	Total	-	-	81	119	200

Table 3.1.2

SCIENCE

NO	NAME	NATURE	COURSE	MALE	FEMALE	TOTAL
1	Lady Keane	Female	Science		20	20
2	B.B.S.	Coed	Science	10	5	15
3	St. Anthony's	Coed	Science	20	5	25
4	Shillong college	Coed	Science	17	3	20
5	Bissau	Coed	Science	5	3	8
6	Sankardev	Coed	Science	20	5	25
7	Raid Laban	Coed	Science	12	3	15
8	Goodwill	Coed	Science	5	0	5
9	St. Edmund's	Male	Science	15	0	15
10	St. Marys	Female	Science	0	20	20
11	Synod.	Coed	Science	25	7	32
12	Total			129	71	200

Table 3.1.3

COMMERCE

NO	NAME	NATURE	COURSE	MALE	FEMALE	TOTAL
1	St. Edmunds	Coed	Comm	5	5	10
2	St. Anthonys	Coed	Comm	15	12	27
3	Shillong College	Coed	Comm	20	30	50
4	Shillong commerce	Coed	Comm	35	35	70
5	Raid Laban	Coed	Comm	10	10	20
6	Good Will	Coed	Comm	2	1	3
7	B.B.S	Coed	Comm	10	10	20
8.	Total			97	103	200

Table 3.1.4

Distribution of population and sample

Course	No/%	Male	Female	Grand Total
Arts	Population No	3279	3489	6768
	Population %	37.82	40.25	70.08
	Sample No	81	119	200
	Sample %	13.50	19.83	33.33
Science	Population No	823	496	1319
	Population %	9.49	5.72	15.21
	Sample No	129	71	200
	Sample %	21.50	11.80	33.33
Commerce	Population No	473	103	576
	Population %	5.45	1.18	6.64
	Sample No	97	103	200
	Sample %	16.16	17.16	33.33

Table 3.1.5

3.9.1.3 Definition of the Teacher Population

The total teacher population in the colleges of the state is approximately 854 out of about 120 of them teach English (As per Electoral Roll, 1999)

3.9.1.4 Description of the Teacher Sample

Like the Students Sample, the Teachers Sample is divided into two categories:

- a. Sample for the tryout of the Teachers Attitude Scale. It is on this sample that interviews had been conducted to find out the perceptions of teachers toward different aspects of the English Teaching Programme.
- b. Sample for the administration of the Final Attitude Scale.

3.9.1.4.1 Description of the Sample for the tryout of the Teacher's Attitude Scale

The Sample for the tryout stage of the Teacher's Attitude Scale and for collecting information on their perceptions towards different aspects of the English teaching programme comprise of 37 teachers drawn from different colleges in the city. There were in all 12 male teachers and 25 females. The distribution is given in the table below.

Description of the sample for the tryout of the Teachers Attitude Scale

No	College	Nature	Male	Female	Total
1	Lady Keane College	Female	2	3	5
2	St. Anthony's College	Coed	3	2	5
3	St. Edmund's College	Coed	1	3	4
4	Seng Khasi College	Coed		3	3
5	Synod College	Coed	1	5	6
6	Shillong College	Coed	2	2	4
7	Commerce College	Coed		2	2
8	CIEFL	Coed	3	5	8
Total			12	25	37

Table 3.2.1

3.9.1.4.2 Description of the sample for the administration of the Teachers Final Attitude Scale

As it was difficult to get the whole population into the study a representative sample of 100 teachers were taken to form the sample for the study. There were 29 male and 71 female teachers. Again the teachers were categorized on the basis of their years of teaching experience. 52 of the teachers had taught for a period which was less than 6 years and 48 of them had a

teaching experience that was more than 7 years The Teacher's profile will be analyze later from the data available in the Personal Information Blank

NO	NAME	MALE	FEMALE	TOTAL
1	LKC	2	3	5
2	BBS	2	1	3
3	ST.M	0	5	5
4	ST.EDS.	2	3	5
5	SOHRA	1	1	2
6	SHILLONG.	3	1	4
7	SHILL COM	2	3	5
8	MAWSYN.	1	1	2
9	TIROT.	1	1	2
10	SENG KH	0	3	3
11	SYNOD.	1	4	5
12	ST.ANTHO.	4	2	6
13	NONGST.	0	1	1
14	SANK.	3	1	4
15	WOMENS.	0	3	3
16	MORN.	0	3	3
17	ALPINE	0	2	2
18	GOOD.	0	1	1
19	BISSAU	0	1	1
20	ST.PT.	0	2	2
21	RAID	0	3	3
22	UMSHYRPI.	0	3	3
23	UPPER.SHIL.	0	2	2
24	LAB.BOYS.	0	1	1
25	LAB.GIRLS.	0	2	2
26	JOWAI.	0	2	2
27	KIANG.	1	5	6
28	U.C.C.	2	3	5
29	TURA.	2	1	3
30	PGDTE	3	4	7
	TOTAL	29	71	100

Table 3 2 2

Distribution of Population and Sample

No / %	Male	Female	Grand Total
Population No	180	420	600 approx.
Population %	30%	70%	100%
Sample No	29	71	100
Sample %	29%	71%	100%

Table 3.3.3

3.10 Selection of Tools and Instruments

Information or data for the present study was obtained from sources as listed below.

- To illicit information on the place of English in the Higher Secondary curriculum, the investigator consulted various books and documents.

- Information on student enrollment and the number of students appearing for the Higher Secondary Examinations was obtained from individual colleges and from the office of the Meghalaya Board of Secondary Education.

- Data on the strength of the English Departments of the different local colleges was procured from discussion with the Principals and Heads of the English Departments.

- The profile of the respondents was got through a Personal Information Blank.

- The investigator felt that there was need to get some information on the extent of contact that both teachers and students have with English. Data on this was obtained through a Contact with English Scale constructed by the investigator.

- Interviews were conducted with both students and teachers to elicit information regarding the following

- The present standard of English teaching and learning,
- The needs and constraints of students and teachers in learning and teaching English if any
- The need to modify the existing syllabus and methodology
- The importance of in service training for teachers
- The clarity of the aims and objectives of teaching English

To find out the attitude of both teachers and students to the English Course, which is the main thrust of the investigation, the attitude scale was found to be the most reliable and effective. Of course, attitudes can be inferred through an observation of behaviour, though this particular method is not always viable and feasible. Interviews can also yield some degree of information but again there is always the possibility of influence by the situation and the circumstance under which an individual is placed. The attitude scale however has the advantage of yielding maximum information in a minimum duration of time. Besides the results obtained from the scales could be analyzed statistically. So after having reviewed the literature on the measurement of attitudes, the investigator constructed an attitude scale modeled on the Likert type.

The attitude scale included the following

- ASPTE (Attitude Scale on the Purpose of Teaching English)
- ASECM (Attitude Scale on the English Course Materials)
- ASMTE (Attitude Scale on the Methodology of Teaching English)

- ASEEN (Attitude Scale on the English Examination)

- ASET (Attitude Scale on the English Teacher)

ASETP (Attitude Scale on Teaching English as a Profession) This

scale is for teachers only.

A Summary of the Tools and Instruments used for the study

Sl. No	Tools Used	Variables Derived
1	Personal Information Blank (Students)	<ol style="list-style-type: none"> 1. Male / Female 2. Stream : Arts / Science/ Commerce 3. Coed / Non-Coed Colleges
2	Personal Information Blank (Teachers)	<ol style="list-style-type: none"> 1. Male / Female 2. Marital Status 3. Years of Teaching Experience 4. Academic Qualifications 5. Professional Qualifications
	Contact with English Scale (Students) Contact with English Scale (Teachers)	<ol style="list-style-type: none"> 1. Contact with English at home 2. The extent of English used with friends 3. Writing in English 4. Reading in English 5. Listening in English <ol style="list-style-type: none"> 1. Contact with English at home 2. Contact with English outside Classroom context 3. Association with English Literary Bodies
3	Interviews (Students and Teachers)	Collecting information regarding the perceptions of teachers and students towards the <ul style="list-style-type: none"> - standards of teaching English - clarity of aims and objectives of the English Teaching Programme - importance and relevance of need-based courses - importance of in-service and professional training of teachers - constraints if any in the learning and teaching of English

4	Attitude (Teachers Students)	Scale and - the need to modify the existing syllabus - ASPTE (Attitude Scale on the Purpose of Teaching English) - ASECM (Attitude Scale on the English Course Materials) - ASMTE (Attitude Scale on the Methodology of Teaching English) - ASEEN (Attitude Scale on the English Examination) - ASET (Attitude Scale on the English Teacher) - ASTEP (Attitude Scale on Teaching English as a Profession). This scale is for teachers only.
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Table 3.4

Before elaborating on the steps for the construction of the scale, the following sections will highlight on the different features of some of the Attitude measuring techniques.

3.11 Measurement of attitude

Since attitudes are not moods but forms of experiences that refer to specific objects, events or issues, they are primarily evaluative and can be expressed in evaluative terms. Defined as responses or pre dispositions to objects, persons and values in the social surrounding attitudes could either be positive, negative or neutral. So to use the concept of attitude in understanding and promoting action there is need to undertake a scheme of measuring the aim of attitude measurement is to derive indices of socially relevant behaviour.

The literature available in the area of attitude study suggests that there are a number of methods to measure and assess attitudes, for attitudes cannot be

directly observed but must be inferred from behaviour ~~and~~^{and} observation of an individual's response to objects, persons and other events or from his evaluative statements".)

Following the taxonomy of Cook and Selitz(1964), five general categories of attitude measures can be distinguished. Inferences regarding attitudes can be drawn from

- Self report of beliefs, behaviours
- Observation of ongoing behaviour in a natural setting
- Individuals reactions or interpretation to structured stimuli
- Physiological reactions to the attitude object
- A scale designed to appraise an individual's forwardness or unfavourableness towards some group, social institution or social concept.

The methods can, therefore, be direct or indirect. The direct method includes the verbal reports obtained either through interviews and questionnaires. The indirect method also known as the interpretative method requires the respondent to complete open-ended sentences, or paragraphs thereby allowing the respondent to structure their own responses.

However, by far the most commonly used instrument is the highly constrained questionnaire. This consists of a series of evaluative statements to which the individual is asked to respond by indicating his position along some scale of agreement or disagreement. The idea of using the method is that instead of learning whether or not a respondent is favourably inclined on an issue, the subject gets a measure of his actual position on the attitude continuum. In this

way a great deal of information could be collected in a minimum duration of time. Besides, the results obtained from these scales are easier to analyse statistically and are more reliable.

Kretch et al (1962) for instance remarks, "Of all the methods for the measurement of attitude, by far the most widely used and the most carefully designed is the so-called attitude scale".

Though scales differ markedly in type and in the method of construction, the objective is identical. It should assess an individual on numerical positions along a scale that extends from one extreme of agreement to another extreme of disagreement. This will help the respondent to show a consistent attitude. Otherwise the instrument may only measure the individual's acquiescent or negativistic tendencies rather than his specific attitude. The items in a scale must be psychologically related to the attitude being measured. The scale must also discriminate sharply among people and be sufficiently numerous so as to cancel random and accidental imperfections. In the choice of items, the words should be judiciously selected. Excessive complex items, ambiguous items including double negatives and vague terms will have to be avoided.

The earliest device for investigating attitudes through direct or undisguised means was developed by sociologist Begadus (1925) to study the social distance among various ethnic grounds. The real impetus however of the attitude scale development began with Thurstone (1929). To overcome the weakness of the Thurstone technique, Likert (1932) developed an alternative method of scale construction known as Method of Summated Ratings. Guttman (1957) further

introduced the novel method of Scalogram Analysis. Osgood et al (1957) evolved a technique known as the Semantic Differential Technique, which calls for a direct evaluation of the attitude object. The following section will discuss these Attitudes scaling techniques more elaborately.

3.11.1 Thurstone Attitude Scale(1929)

One of the best known approaches to attitude scaling is Thurstone method of equal appearing interval, which forms an interval scale of measurement.

The first step in the procedure is to collect for the item pool a large number of items, consisting of statements on the subject, ranging from a one extreme of favorableness to the other. A number of judges are then asked to independently assess the items and sorting them into two categories (e g. from very favourable to very unfavourable). When the judges disagree over an item, the same is rejected so that the finished scale contains only the remaining statements that represents clearly defined opinions on the subject. Each of the final statements is then assigned a scale value based on the median scale position given by the judges. In administering the scale, the respondent is asked to check all the statements with which they agree. The scale position is then computed as the average of the scale values of all the items the respondents have checked. In other words, the average (mean or median) of the median values of all the items endorsed by the subject is his scale score.

A frequent criticism of the method is its laboriousness. The judges' task requires careful application and a certain level of skill. Besides it may be easy for

the researcher to gain the cooperation of a large number of persons who will be willing to do the work.

3.11.2 The Likert Scale(1932)

Likert, a pioneer of the Summative Scaling, constructed what he calls the Likert Scale. This construction concentrates on the differences between the responses and hence the method is response oriented.

In Likert Scaling, the respondent is not asked to decide just whether he agrees or disagrees with an item. He would have to choose between several response categories, indicating various strengths of agreement and disagreement. The categories are assigned scores and his total score measures the respondent's attitude, which is the sum of the scores of the categories he has endorsed for each of the items. Reflecting these main characteristics of Likert Scaling the scales are also known as summative and summated rating scales.

Five categories are normally employed for each item. The usual descriptions for the five categories are strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The different points on the scale are given arbitrary weights for e.g. 4, 3, 2, 1, 0 for favourable statements. The scoring key is reversed for unfavourable statements. Strongly agree is given a weightage of 4 and strongly disagree a response weight of 0. Items that do not correlate well with the total scores on the scales are removed in order to make the scale reliable. The total scores for an individual can be obtained by adding his or her scores for the individual items.



3.11.3 Guttman's Technique (1947)

Guttman constructed the scale specifically to measure the morale of the American soldiers during World War II. The objective of the scale is to achieve homogeneity. He believed that a true scale, which is capable of legitimate measurement, exists only when homogeneity is complete.

This scale starts out by defining the total Attitude (universe of content) being scaled. A sample of items representing the universe is selected for possible inclusion in the scale. The items after having been administered to a sample of persons are subjected to a scalogram analysis to test the scalability of the items. In the actual test only twenty or even less than twenty items are selected. There are two or more alternative responses to each statement. The statements are then administered to a group of examinees. A key is prepared to obtain the experimental score on a priori basis. On the basis of the experimental score the examinees are placed in a rank order and are listed in a column. The item responses of the examinees are placed in each row of the matrix. Columns in an order, in relation to the total score list the response to each item. The relationship of the items is then studied to find out whether they are homogeneous. The numbers of reversals of responses, which deviate from perfect correlation, are then summed up for all items. The index of reproducibility is given by deducting the percentage of error from 100. If the value obtained is below 90%, the scale does not exist in the scoring conditions. If the value is between 85-90%, a quasi-scale is said to exist. If the index of reproducibility does

not indicate a scale, it is improved upon by the combination of response categories to an item. When the combination is made, a new scoring key is developed to obtain a revised total score and the procedures are repeated with the new categories and scores.

One of the most important characteristics of this particular scale is that it is unidimensional. However, one criticism of Guttman scaling is its analytical complexity. Secondly, there is no guarantee that the items will scale and those items that do scale generally cover a narrow universe of content.

3.11.4 Semantic Differential(1957)

Osgood and his colleagues for their measurement in semantics developed this technique. To examine the meaning of a certain concept, groups of subjects were asked to complete a series of graphical rating scales on the concept. Seven point scales were employed - although other numbers of points could also be used - with the ends of a scale being described by adjectives, which were polar opposites (e.g. good/bad). The subjects were then asked to go through a set of scales for a particular concept and to place a check mark in one of the spaces on each scale to indicate their rating of the concept's position with respect to the adjectives involved. The positions were then assigned scores 1 to 7. An attitude according to Osgood can be identified with evaluation, the attitude scale can therefore be formed from a series of bipolar rating scales measuring the evaluative factor. To form an attitude scale therefore all that needs to be done is to decide the description of the issue to be evaluated and to choose suitable

adjective pairs for it. A respondent's total score is the measure of his attitude. The Semantic Differential like the Likert Scale is a Summated rating scale. The only difference lies in the fact with the Likert Scaling there is a range of statements but only one standard form of response. With the Semantic Differential there is a range of areas of response but only one issue to evaluate.

3.12 Problems on Attitude Measurement

None of the standard procedures for attitude scale construction, however, will guarantee a good scale if one's subject does not see the statements themselves as appropriate. In the adoption of any existing scale the investigator must ensure that it is applicable to the population and the local situation.

When all is said and done, attitude measurement still runs the risk of reducing something that may be rich and complex to a single index that then assumes an importance out of all proportion to its meaning. There are numerous other problems to attitude testing.

Kochlar (1984) for instance, lists some of the problems. He says that attitude is a complex concept involving many different facets. Therefore, it cannot be wholly described by any single numerical index. Secondly attitudes are subject to a kind of fluidity that allows them to change in response to different social situations. The scales, which are useful at present, may become obsolete after some time. Thirdly the correlation between paper-pencil questionnaires and observed behaviour is low.

The scores of the individuals are generally in the middle which denotes a neutral attitude. The problem lies with the interpretation of a neutral attitude. Does it imply indecision or indifference on the part of the respondent? It can also mean that the respondent is not aware of the trait being tested. Fourthly an observation of an overt behaviour may not always provide an accurate index of attitude.

Again, the trouble with most attitude measurement is that they have never been subjected to the kind of critical scrutiny that is applied to tests that are used to make judgments about human beings.

However inspite of the many limitations, attitudes have continued to be measured, though everything depends on what assumptions are made in their interpretation and the purpose of prediction for which they are used

3.13 Justification of the scale used for the study

The present study aims to find out the attitude of teachers and students towards the English course at the Higher Secondary level. As there is no readymade scale as such the investigator constructed a scale to suit the requirements of the proposed investigation. The scale however was modeled on the Likert type. This is because Likert's method of summated ratings is far less onerous in terms of the procedures one needs to go through to select items for inclusion in the scale. Again, because the scale allows each item the expression of various strengths of agreement or disagreement it allows the investigator to procure a more detailed information about the opinion of the subject concerning

Distribution of statements to the experts (STAS)

No	Components	Favourable	Unfavourable	Total
1	Purpose	15	15	30
2	Course Materials	15	15	30
3	Methodology	15	15	30
4	Examinations	15	15	30
5	English Teacher	15	15	30
Total		75	75	150

Table 3.5.1

Distribution of statements to the experts (TTAS)

No	Components	Favourable	Unfavourable	Total
1	Purpose	15	15	30
2	Course Materials	15	15	30
3	Methodology	15	15	30
4	Examinations	15	15	30
5	Profession	15	15	30
Total		75	75	150

Table 3.5.2

Based on the expert's suggestions the statements were modified, rephrased and restructured. Some were also dropped. Subsequently 120 statements for the Teachers Attitude Scale and 130 statements for Students Scale were compiled for the Draft Attitude Scale. The statements included were both favourable and unfavourable ones.

3.14.1 Description of the Students' Try out Attitude Scale (STAS)

The TAS had 130 statements in all. The dimension on the Purpose of Teaching English had 36 items out of this pool. 18 statements were favourably oriented and the rest 18 were negative.

Distribution of statements to the experts (STAS)

No	Components	Favourable	Unfavourable	Total
1	Purpose	15	15	30
2	Course Materials	15	15	30
3	Methodology	15	15	30
4	Examinations	15	15	30
5	English Teacher	15	15	30
Total		75	75	150

Table 3.5.1

Distribution of statements to the experts (TTAS)

No	Components	Favourable	Unfavourable	Total
1	Purpose	15	15	30
2	Course Materials	15	15	30
3	Methodology	15	15	30
4	Examinations	15	15	30
5	Profession	15	15	30
Total		75	75	150

Table 3.5.2

Based on the expert's suggestions the statements were modified, rephrased and restructured. Some were also dropped. Subsequently 120 statements for the Teachers Attitude Scale and 130 statements for Students Scale were compiled for the Draft Attitude Scale. The statements included were both favourable and unfavourable ones.

3.14.1 Description of the Students' Try out Attitude Scale (STAS)

The TAS had 130 statements in all. The dimension on the Purpose of Teaching English had 36 items out of this pool. 18 statements were favourably oriented and the rest 18 were negative.

On the dimension, 'Course Materials', there were 23 items in all, out of which 12 were favourable and the other 11 were unfavourable ones.

'Methodology' had 20 items. 10 statements of the pool were favourable and 10 were unfavourable.

'Examinations' had 25 statements, 12 favourable and 13 unfavourable.

The last dimension, 'The English Teacher' had a pool of 26 statements, 11 favourable and 15 unfavourable.

No	Components	Favourable	unfavourable	Total
1	Purpose	18	18	36
2	Course Materials	12	11	23
3	Methodology	10	10	20
4	Examinations	12	13	25
5	English Teacher	11	15	26
Total		63	67	130

Table 3.5.3

3.14.2 Description of the Teachers Try out Attitude Scale

The pool of statements for the Teachers TTAS numbered 120. For the dimension 'Purpose' there are 26 statements, 13 favourable and 13 unfavourable. Under 'Course Materials' there are 24 items. 11 of the statements were favourable and 13 of the rest were unfavourable ones.

'Methodology' had 23 statements, 12 favourable and 11 unfavourable.

'Examinations' had 27 items in all. 13 statements were favourable and 14 were unfavourable oriented.

To find out the Teacher's attitude to Teaching as a profession, the investigator collected 20 statements. 10 statements were positive and the other ten were negative.

No	Components	Favourable	Unfavourable	Total
1	Purpose	13	13	26
2	Course Materials	11	13	24
3	Methodology	12	11	23
4	Examinations	13	14	27
5	Profession	10	10	20
Total		59	71	120

Table 3.5.4

The following features were considered in the formulation of the a TAS.

Items that were complex, ambiguous and those that involved double negatives have been avoided. Factual items, though sometimes useful as indirect measures of attitude have also been avoided. This is because there is the possibility that some respondent will answer according to their knowledge rather than beliefs. An attempt has also been made to express the item pool in everyday words and phrases. This was not difficult because taking verbatim statements from a series of informal talks and discussions with both teachers and students formed the item pool. The items were also constructed following the suggestions given by Likert (1932). The following statements were avoided

Those that

- Referred to the past rather than the present.
- Those that are irrelevant to the psychological object under consideration
- Those that are likely to be endorsed by almost everyone or by almost no

one

- Those that exceed 20 words
- Those that contain more than one thought
- Those that contain universals such as 'all', 'always', 'none, and 'never,

- Those that have words like 'only', 'just', 'merely' and their synonyms

The DAS was then administered to a sample of 34 teachers and 100 students

3.15 Need for the experimental study

Before the instrument can be finally administered, there was need for a try out. The aim was to assess the quality of the instrument while it can still be revised and improved

Information about its items and the criteria for scoring and rating provides a basis improvement. Again there is the need to get information relating to the practical aspects of administering the data collection tool. This includes the time required to administer the instrument and the clarity of the instructions. The information obtained from the pilot can then be used to revise the data collection procedure, that is, to remove or modify items, to extend or shorten the administration time and to clarify some of the tasks. The objectives of the try out stage can therefore be

- to find out adequate items for the Final Attitude scale
- to estimate the discriminating power of each item
- to determine the critical ratio for each item and
- to incorporate the needed improvement in the process of administration.

3.16 Scoring

Prior to analyzing the items, the statements were scored following the scoring key prepared. The score for favourable items were rated 4,3,2,1,0 and the unfavourable ones were scored 0,1,2,3 and 4. Scores of each individual item were then added by following Likert's method of summated ratings. In this way the total score of all the respondents were arrived at. The highest score possible for teachers was $120 \times 5 = 500$ and the lowest possible score was $120 \times 1 = 120$. On the part of the students, the highest possible score was $130 \times 5 = 650$ and the lowest was $130 \times 1 = 130$. In the study the highest score for teachers was 309 and the lowest score was 239. For students, the highest score 309 and the lowest 215.

3.17 Item Analysis

Scoring was followed by the next crucial step - the statistical procedure of Item Analysis. This procedure attempts to ascertain the reliability and validity of the total score besides also finding out the strength and weakness of every individual item comprised within the attitude scale. Secondly the analysis seeks to determine the extent to which an item discriminates between the High and the Low scoring subjects. In this way the internal consistency of each particular item was derived.

The first step in the analysis involves the arrangement of all the scored sheets in a descending order on the basis of the magnitude of scores obtained by both the group of respondents. To provide criterion groups in terms of which

the investigator can evaluate the individual statements a selection of the top 27% scores and low 27% was made. In the study, the highest scoring group for teachers ranges from 309 to 298. The lowest ranged from 239 to 272.

The students high groups ranged from 309 to 281 and lower groups measured 215 to 251.

The next step involves the calculation of the scores obtained by each respondent from their respective groups on each individual item. This was followed by the calculation of the mean score obtained again on each item. The difference in the mean scores was then found out to determine the discriminating power of an item. In this way the discriminating power of all the 130 items in the STAS and the 120 items in the TDAS was ascertained. However, for the purpose of selection of items to the Final Attitude Scale. Only those, which had a significant discriminating power at 0.05 level, were preferred. To realize the significant discriminating power, the investigator calculated the critical ratio or the 't' value of each item in both the Teachers and the Students' response sheets by using the formula of Edwards²⁰ (1957).

3.18 Selection of Items

The method of Summated Ratings by Likert (1932) requires that a set of items that differentiates significantly between the High and Low groups be used for the item pool in an Attitude scale.

A selection of 30 items with the largest 't' value was then made for the FAS (Final Attitude Scale) for both teachers and students. The 50 items had an

equal distribution of favourable and unfavourable statements. The items were also distributed equally among the different 5 dimensions, so that each item had 10 items each, with 5 favourable and 5 unfavourable statements

The items of the TTAS along with an account of their High Score and Low Score, ID and CR of each item are listed in the following section.

High Score and Low Score, ID & CR of each item of the TTAS

Item No	High score	Low score	ID	CR	Remarks
1	62	22	0.40	2.77	*+
2	58	93	0.35	0.16	
3	89	42	0.47	2.85	*+
4	108	85	0.23	1.11	
5	102	63	0.39	0.16	
6	94	53	0.41	3.10	*+
7	102	64	0.42	2.80	*+
8	62	22	0.40	2.56	*+
9	56	52	0.04	0.24	
10	79	52	0.27	0.36	
11	139	124	0.15	0.87	
12	64	50	0.14	0.93	
13	68	62	0.06	0.12	
14	64	18	0.46	2.34	*
15	119	63	0.56	2.11	
16	32	4	0.28	1.40	
17	29	4	0.25	1.23	
18	19	7	0.12	1.50	
19	106	44	0.62	4.13	
20	106	37	0.69	4.16	*
21	123	34	0.89	0.46	
22	106	42	0.64	3.66	*
23	140	49	0.91	2.28	*
24	175	52	0.23	1.64	
25	94	26	0.68	3.48	*
26	68	62	0.06	0.12	
27	120	50	0.70	3.20	
28	50	24	0.26	0.25	
29	89	35	0.54	3.45	*+

30	73	31	0.42	3.38	*+
31	82	32	0.50	4.04	*+
32	120	84	0.46	2.34	*+
33	84	47	0.37	2.10	
34	118	113	0.05	3.29	*+
35	102	98	0.04	0.98	
36	94	39	0.55	3.10	
37	82	47	0.35	2.24	
38	66	27	0.39	2.42	
39	110	17	0.93	5.64	*
40	87	21	0.66	1.56	
41	86	62	0.24	1.23	
42	90	21	0.69	3.65	*
43	93	46	0.47	2.79	*
44	96	49	0.47	1.44	
45	98	39	0.59	1.20	
46	76	20	0.56	2.16	*
47	53	18	0.35	1.10	
48	71	30	0.41	0.54	
49	102	63	0.39	0.08	
50	112	71	0.41	3.40	*
51	82	29	0.53	2.71	*+
52	134	32	0.02	2.36	
53	98	18	0.80	3.72	*+
54	110	18	0.92	3.46	*+
55	150	106	0.44	0.60	
56	98	25	0.73	4.31	
57	100	39	0.61	0.92	
58	139	82	0.57	3.37	*+
59	134	41	0.93	5.31	*+
60	105	39	0.66	2.92	
61	141	83	0.88	1.37	
62	100	39	0.61	0.46	
63	67	27	0.40	4.10	*
64	139	82	0.57	3.60	*
65	135	23	0.02	0.41	
66	86	62	0.24	1.40	
67	116	28	0.88	3.54	*
68	87	29	0.53	2.54	
69	87	21	0.66	1.56	
70	87	30	0.57	2.50	*
71	109	46	0.63	2.57	*
72	91	43	0.48	2.29	
73	90	55	0.35	1.44	

74	108	106	0.02	0 01	
75	104	89	0.15	0 51	
76	64	28	0.36	2 56	*+
77	91	43	0.48	2.29	*+
78	146	99	0.47	2.10	
79	127	94	0.33	1.62	
80	64	28	0.36	2.56	*+
81	79	28	0.51	2 55	*+
82	115	54	0.61	0.46	
83	118	101	0.17	1.05	
84	141	86	0.55	2.50	
85	53	49	0.04	0 56	
86	72	69	0.03	0.28	
87	24	15	0.09	0.25	
88	88	31	0.57	3.05	*+
89	146	94	0.52	2.19	
90	146	64	0.82	3.66	*
91	146	99	0.47	2.10	
92	65	10	0.55	2.72	*
93	76	20	0.56	2 32	
94	115	70	0.45	1.99	
95	19	7	0.12	1 26	
96	65	10	0.55	2.72	*
97	133	68	0.65	1.80	
98	68	30	0.38	1.38	
99	129	69	0.60	2.67	*
100	127	54	0.73	3.31	*
101	102	64	0.42	2.80	*+
102	73	21	0.52	1 80	
103	93	72	0.21	0.19	
104	82	29	0.53	2.54	*+
105	94	31	0.63	4.03	*+
106	65	55	0.10	0.15	
107	113	38	0.75	2.23	*+
108	77	59	0.18	0.41	
109	127	35	0.92	5 24	*+
110	141	86	0 55	2 50	*
111	47	26	0 21	0 22	
112	113	44	0 69	3.58	*
113	96	77	0.19	0.89	
114	47	23	0.24	0.44	
115	113	99	0.14	0.71	
116	76	20	0.56	2.32	*
117	120	106	0.14	0 67	

118	67	46	0.21	0.90	
119	62	22	0.40	2.77	*
120	102	64	0.42	2.80	*-

Table 3 6

- *=Items selected for the Teacher's Final Attitude Scale.
- +=Favourable statements.
- --=Unfavourable statements.

3.18.1 Selection of items from the TTAS

Out of 120, 50 items were retained for the Teachers Final Attitude Scale.

The Item Nos. is 1,3,6,7,8,14,20,22,23 and 25 under the dimension 'Purpose'.

Under 'Course Materials' the items retained were Nos. 29, 30, 31, 32, 34, 39, 42, 43, 46 and 50.

Methodology: Nos. 51, 53, 54, 58, 59, 63, 64, 67, 70 and 71.

Examinations: Nos. 76, 77, 80, 81, 88, 90, 92, 96, 99 and 100.

Teaching and English Profession: Nos. 101, 104, 105, 107, 109, 110, 112, 116, 119 and 120.

3.18.2 Construction of Teachers Final Attitude Scale

SL.NO	Statement No.	ID	CR
1	1	0.40	2.77
2	3	0.47	2.85
3	6	0.41	3.10
4	7	0.42	2.80
5	8	0.40	2.56
6	14	0.46	2.34
7	20	0.69	4.16
8	22	0.64	3.66

9	23	0.91	2.28
10	25	0.68	3.48
11	29	0.54	3.45
12	30	0.42	3.38
13	31	0.50	4.04
14	32	0.46	2.34
15	34	0.05	3.29
16	39	0.93	5.64
17	42	0.69	3.65
18	43	0.47	2.79
19	46	0.36	2.32
20	50	0.41	3.10
21	51	0.53	2.54
22	53	0.80	3.40
23	54	0.92	3.71
24	58	0.57	3.60
25	59	0.93	5.31
26	63	0.40	4.10
27	64	0.57	3.60
28	67	0.88	3.54
29	70	0.57	2.50
30	71	0.63	2.57
31	76	0.36	2.56
32	77	0.48	2.29
33	80	0.36	2.56
34	81	0.51	2.55
35	88	0.57	3.05
36	90	0.82	3.66
37	92	0.55	2.72
38	96	0.55	2.72
39	99	0.60	2.67
40	100	0.73	3.31
41	101	0.42	2.80
42	104	0.53	2.54
43	105	0.63	4.03
44	107	0.75	2.23
45	109	0.92	5.24
46	110	0.55	2.50
47	112	0.69	3.58
48	116	0.56	2.32
49	119	0.40	2.77
50	120	0.42	2.80

Table 3.7

Distribution of items for the II AS

	Components	Favourable	Unfavourable	Total
1	Purpose	5	5	10
2	Course Materials	5	5	10
3	Methodology	5	5	10
4	Examinations	5	5	10
5	Profession	5	5	10
Total		25	25	50

Table 3.8

3.18.3 Administration of the Teacher's Final Attitude Scale.

It was extremely difficult to get the teachers together. Except for the interview carried out in a colloquy organized by the investigator for the sake of collecting data for the TTAS, the questionnaires had to be distributed personally to each individual respondent. The questionnaires were again collected personally, except for a very few of them. In spite of this precaution taken, a few teachers still preferred to be indifferent. As a result, out of the 120 distributed, only 100 questionnaires could be finally retrieved and analyzed for the purpose of the study. (This too with much effort on the part of the investigator).

This is itself indicative of the kind of attitude the teachers have towards issues related to their profession.

3.18.4 Selection of Items from the STAS

Out of the 130 items from the pool, 50 items were retained for the SFAS. The items selected are as follows.

Purpose: Item Nos. 1, 2, 6, 10, 11, 16, 24, 28, 32 and 34.

Course Materials: Item Nos. 38, 41, 42, 45, 46, 52, 53, 54, 55 and 59.

Methodology: 60, 61, 63, 65, 66, 70, 71, 72, 75 and 76.

Examinations 83, 86, 87, 90, 93, 94, 96, 98, 100 and 101.

English Teacher: 107, 109, 111, 114, 115, 118, 120, 122, 126 and 129.

Twenty-five of the items were favourable and the rest were unfavourable.

The items of the STAS along with an account of their high Score and Low Score, ID and CR are listed in the following table.

ITEM NO	HIGH SCORE	LOW SCORE	ID	CR	REMARKS
1	335	217	0.67	3.68	
2	120	55	0.78	2.88	*
3	322	262	0.36	2.01	
4	221	271	0.30	1.00	
5	38	23	0.25	1.13	
6	211	118	0.90	3.91	*+
7	81	40	0.24	1.14	
8	227	220	0.11	0.45	
9	273	222	0.40	1.70	*+
10	336	216	0.89	2.91	*+
11	297	167	0.90	3.71	
12	368	344	0.07	0.46	
13	250	167	0.11	0.26	*+
14	317	274	0.29	1.61	*+
15	78	43	0.26	1.06	
16	264	187	0.64	2.60	
17	284	282	0.09	0.43	
18	215	179	0.22	0.69	
19	10	7	0.11	0.86	
20	15	15	0.0	0.0	*
21	138	104	0.38	1.27	*
22	256	209	0.48	1.41	*
23	178	148	0.30	1.04	*
24	101	32	0.92	3.73	
25	325	286	0.19	0.91	
26	233	190	0.26	1.47	
27	21	11	0.01	0.57	*
28	44	21	0.03	2.24	*+
29	78	31	0.55	2.43	*+
30	78	43	0.26	1.06	

31	60	45	0.18	0.75	*+
32	120	55	0.78	2.88	
33	107	94	0.18	0.58	
34	120	55	0.78	2.88	*
35	55	47	0.0	0.0	
36	107	94	0.18	0.58	
37	203	145	0.37	1.25	
38	78	31	0.55	2.43	*+
39	59	57	0.07	0.29	
40	248	246	0.07	0.43	
41	175	152	0.82	2.92	*+
42	264	187	0.64	2.61	*+
43	241	174	0.70	0.26	
44	325	286	0.19	0.91	
45	357	221	0.74	3.33	*+
46	392	264	0.74	4.22	*+
47	291	247	0.37	1.59	
48	233	190	0.26	1.47	
49	132	114	0.22	1.31	
50	293	242	0.34	1.66	
51	166	153	0.41	1.28	
52	97	63	0.63	3.07	*
53	175	57	0.52	3.13	*
54	222	152	0.82	2.92	*
55	178	123	0.77	3.30	*
56	104	148	0.30	1.04	
57	103	82	0.22	0.98	
58	157	102	0.04	0.28	
59	336	63	0.63	3.07	*
60	264	216	0.89	2.90	*+
61	166	187	0.64	2.62	*+
62	264	153	0.41	1.28	
63	273	187	0.64	2.60	*+
64	273	256	0.04	0.15	
65	336	216	0.89	2.90	*+
66	120	55	0.78	2.88	*+
67	272	224	0.30	0.97	
68	319	259	0.37	1.85	
69	22	19	0.11	0.18	
70	348	284	0.59	2.13	*
71	264	187	0.64	2.62	*
72	154	79	0.70	2.58	*
73	31	22	0.03	0.17	
74	38	23	0.25	1.13	

75	252	165	0.69	2.20	*
76	59	16	0.48	2.17	*
77	73	68	0.20	0.73	
78	140	130	0.22	0.60	
79	115	92	0.33	1.33	
80	406	359	0.26	0.96	
81	256	234	0.29	1.24	
82	239	195	0.30	1.29	
83	131	36	0.81	4.11	*+
84	139	96	0.41	1.81	
85	201	172	0.25	0.71	
86	154	79	0.70	2.58	*+
87	362	283	0.55	3.07	*+
88	376	371	0.04	0.28	
89	317	274	0.29	1.61	
90	232	131	0.85	3.35	*+
91	214	137	0.48	1.81	
92	119	119	0.0	0.0	
93	335	217	0.67	3.68	*+
94	58	33	0.19	4.42	*
95	250	167	0.11	0.26	
96	261	170	0.71	2.79	*
97	256	234	0.23	1.24	
98	84	76	0.22	3.32	*
99	406	359	0.26	0.96	
100	180	76	0.96	4.28	*
101	127	97	0.81	2.53	*
102	227	220	0.11	0.45	
103	120	110	0.22	0.30	
104	299	273	0.22	1.24	
105	241	217	0.23	1.35	
106	343	282	0.40	0.13	
107	264	187	0.64	2.62	*+
108	227	222	0.12	0.36	
109	63	157	0.63	3.07	*+
110	210	158	0.20	0.63	
111	175	152	0.82	2.92	*+
112	140	128	0.22	0.06	
113	161	156	0.11	0.35	
114	175	152	0.82	2.92	*+
115	48	9	0.48	2.21	*+
116	108	98	0.15	0.57	
117	256	209	0.48	1.41	
118	50	7	0.64	5.31	*

119	84	61	0.15	1.66	
120	264	187	0.19	2.60	*
121	77	75	0.15	0.58	
122	49	13	0.19	3.41	*
123	103	101	0.26	0.64	
124	35	26	0.74	0.81	
125	16	9	0.15	1.95	
126	357	221	0.22	3.33	*
127	11	7	0.55	1.62	
128	20	18	0.33	1.73	
129	78	31	0.55	2.43	*
130	42	33	0.33	1.23	

Table 3.9

* =Items selected for the Final Attitude Scale.

+ =Favourable statements.

-- =Unfavourable statements.

3.18.5 Construction of Students Final Attitude Scale

SI No	Statement No	Discriminating Power	CR
1	1	0.67	3.68
2	2	0.78	2.88
3	6	0.90	3.91
4	10	0.89	2.91
5	11	0.90	3.71
6	16	0.64	2.60
7	24	0.92	3.73
8	28	0.03	2.24
9	32	0.78	2.88
10	34	0.78	2.88
11	38	0.55	2.43
12	41	0.82	2.92
13	42	0.64	2.61
14	45	0.74	3.33
15	46	0.74	4.22
16	52	0.63	3.07
17	53	0.52	3.13
18	54	0.82	2.92
19	55	0.77	3.30
20	59	0.63	3.07

21	60	0.89	2.90
22	61	0.64	2.62
23	63	0.64	2.60
24	65	0.89	2.90
25	66	0.78	2.88
26	70	0.59	2.13
27	71	0.64	2.62
28	72	0.70	2.58
29	75	0.69	2.20
30	76	0.48	2.17
31	83	0.81	4.11
32	86	0.70	2.58
33	87	0.55	3.07
34	90	0.85	3.35
35	93	0.67	3.68
36	94	0.19	4.42
37	96	0.71	2.79
38	98	0.22	3.32
39	100	0.96	4.28
40	101	0.81	2.53
41	107	0.64	2.62
42	109	0.63	3.07
43	111	0.82	2.92
44	114	0.82	2.92
45	115	0.48	2.21
46	118	0.64	5.31
47	120	0.19	2.60
48	122	0.19	3.41
49	126	0.22	3.33
50	129	0.55	2.43

Table 3.10

Distribution of items for the SFAS

No	Components	Favourable	Unfavourable	Total
1	Purpose	5	5	10
2	Course Materials	5	5	10
3	Methodology	5	5	10
4	Examinations	5	5	10
5	English Teacher	5	5	10
Total		25	25	50

Table 3.11

3.18.6 Administration of the Student's Final Attitude Scale

Cyclostyled copies of the questionnaires that incorporated a Personal Information blank, a Contact with English Scale and the Attitude Scale were distributed to students in the colleges selected for the study.

Administration of the same was done personally by the investigator within the classroom context, following a short interview with the respondents. This ensured a return of all the questionnaires. Necessary instructions and explanations were given in order to clarify any doubts on the part of the students. Group discussions and copying was discouraged. Students were further encouraged to give frank and honest answers in order to assist the investigator in the research. The questionnaires were then collected by the researcher after it was made sure that the students had responded to all the statements in the questionnaires.

3.19 Statistical Techniques used

The analysis of the data and its interpretation was undertaken in an effort to draw logical inferences so as to assess the extent to which the present study can contribute towards a better understanding of of the ELT situation in the state as a whole. Analysis of the data includes an investigation into the following:

1. The background characteristic of the respondents
2. The respondent's views and perceptions about certain matters related to the English teaching situation

3. A study of the attitude of the respondents on the basis of different variables and the differences between them. For this purpose the following statistical techniques were used.

a. **Descriptive Statistics** like the drawing up of the Frequency Distribution to calculate the measures of Central Tendency (Mean, Median and Mode.)and the measures of Dispersion (Range and Standard Deviation).

b. The T. Test was used to measure the extent to which a given statement differentiates between the High and Low groups.

c. **Inferential Statistics** : To find out the significant difference between the means of the respondents according to the listed variables the 'Z' Score Test was used.

3.20 Conclusion

The main focus of the discussions in this chapter is a description and an elaboration of the techniques and procedures used to collect the needed information. The discussion has also been on establishing a rationale for the study. Besides on the basis of the review of the literature, certain assumptions have been arrived at which will direct the course of the investigation.

Chapter IV

An analysis of the data on Teacher's Attitude and Perceptions and an Interpretation of the Results

- 4.1 Introduction
- 4.2 Profile of the Teacher
- 4.3 Result of the Interview
- 4.4 Result of the Contact with English Scale
- 4.5 Frequency Distribution of the raw data
- 4.6 Result and Interpretation of the Attitude Scale
- 4.7 Discussion and Conclusion

4.1 Introduction

The designation of college teaching as a profession implies the assumption that the teachers have a controlling position over higher education. They profess a discipline or a field of learning founded upon specialization, mastery and scholarship in the subject field. The Report of the Indian Commission(1964-66) for instance, terms college teaching as a profession and interestingly teachers of colleges are addressed as professors in the state. Having a high educational status, teachers are expected to keep themselves abreast of higher learning that is identified with an academic atmosphere. Again, because a college is a place where students mature and emerge as responsible citizens, the responsibility of the college teacher is immense.

The report of the Indian University Commission(1948) says that a person is a member of a profession "if he is prepared for exacting service by thorough and disciplined learning" Teachers are therefore expected to characterize uniqueness, efficiency and maintain conditions conducive to society as a whole However of late college teachers, with a few exceptions, do not always measure up as professionals, and colleges too have become just mass institutions providing access of education to all.

The Robbins Report of U.K. (1961) states that teachers of colleges should have some kind of training in the art and technique of lecturing and conducting discussions and seminars Unfortunately no such requirement has been attached to the qualifications necessary for the recruitment of college teachers This has led the investigator to conclude that despite the important role that English occupies in the state the teaching of English suffers from a number of drawbacks - the absence of aims an objectives, dearth of trained teachers, outdated syllabi and lack of advanced academic educational teaching facilities. As English is a potential resource, the investigator wanted to find out from the teachers themselves, what their views, perceptions and attitudes are towards not only the overall English teaching programme but also towards its different dimensions. The following sections will therefore be an attempt to get the possible answers to questions pertaining to these issues.

The chapter is divided into sections I, II, III and IV

Section I examines the teacher's background characteristics. Information on the basis of sex, age marital status, educational and professional qualification was gauged through a Personal Information Blank

Section II & III will analyse the findings of the Interview (conducted on the teacher's try out sample) and the Contact with English Scale. For these, simple percentages were chosen as the mode of data presentation.

Section IV will analyse and interpret the results of the Attitude Scale. The chapter ends with a concluding section.

Section I

4.2 Profile of the teacher

Data derived from the Personal Information Bank was analyzed in terms of different variables.

4.2.1 Sex

Variable	Category	No	%
Sex	Male	29	29
	Female	71	71

Table 4.1.1

The table above shows that of the 100 teachers taken as sample for the study, 71% of them are females and 29 % were males. (Figure 4.1.1)

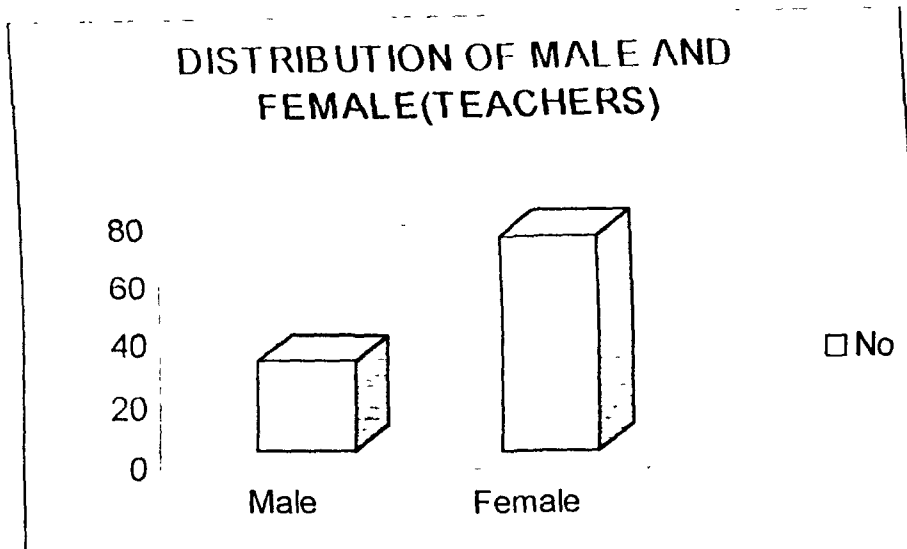


Figure 4.1.1

4.2.2 Age

On this particular variable the respondents were divided into two age groups, those between 25-35 years and those who belong to 36 years and above. The number of teachers falling under each category is presented in the table below.

Variable	Category	No	%
Age	Between 25-35 years	48	48
	Above 36 years	52	52

Table 4.1.2

The table indicates that teachers under category two constituted the majority with 51%. (Figure 4.1.2).

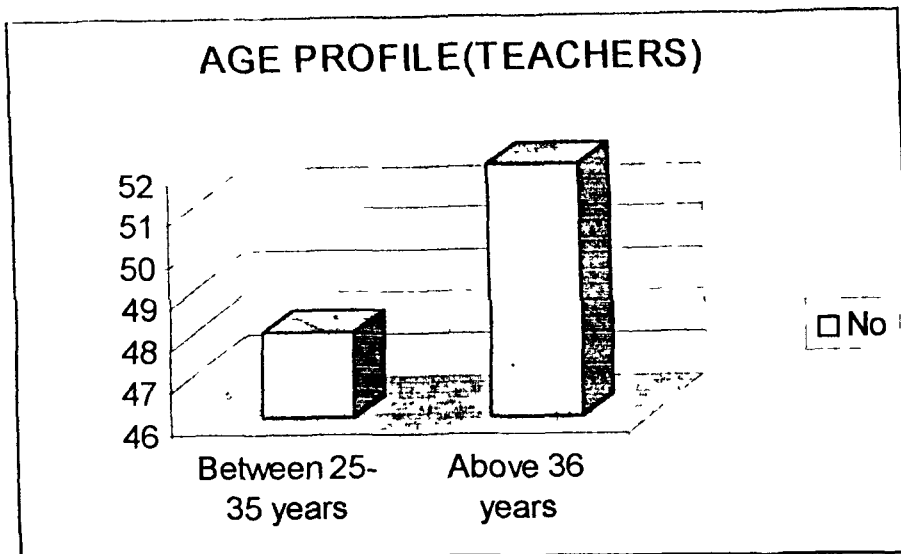


Figure 4.1.2

4.2.3 Marital Status

Under this variable, teachers can either be married or unmarried. Both male and female teachers are grouped under their respective categories in the table below.

Variable	Category	No	%
Status	Married	73	73
	Unmarried	27	27

Table 4.1.3

The table shows that the majority of the teachers were married with 73%. 27% of the respondents were unmarried (Figure 4.1.3).

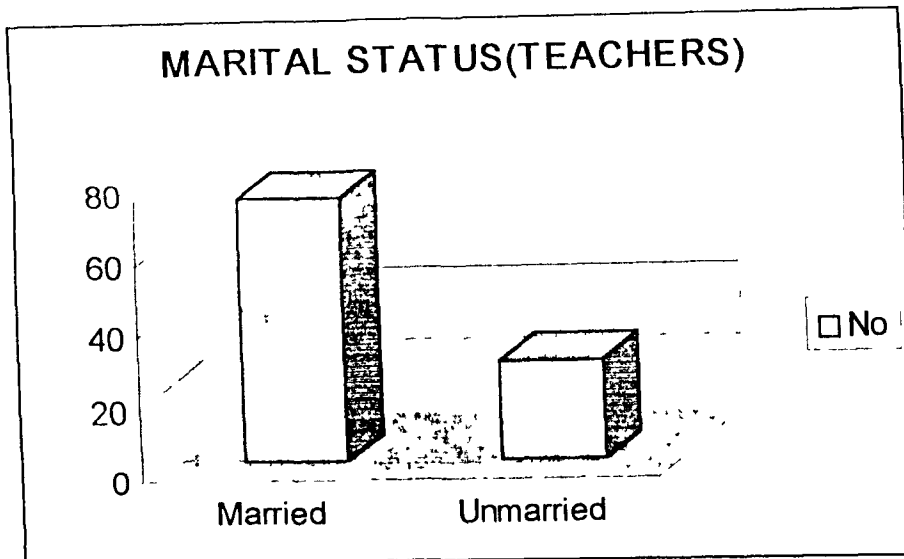


Figure 4. 1. 3

4.2.4 Teachers with and without Professional Training

The sample is again grouped under two categories - trained and untrained

The number of teachers falling under each category are presented below.

Variable	Category	No	%
Professional Training	Teachers with P.T.	22	22
	Teachers without P.T.	78	78

Table 4.1.4

The above table indicates that out of the total sample only 22% of the teachers had undergone some professional training. The rest were simply post graduate degree holders(Figure 4 1 4).

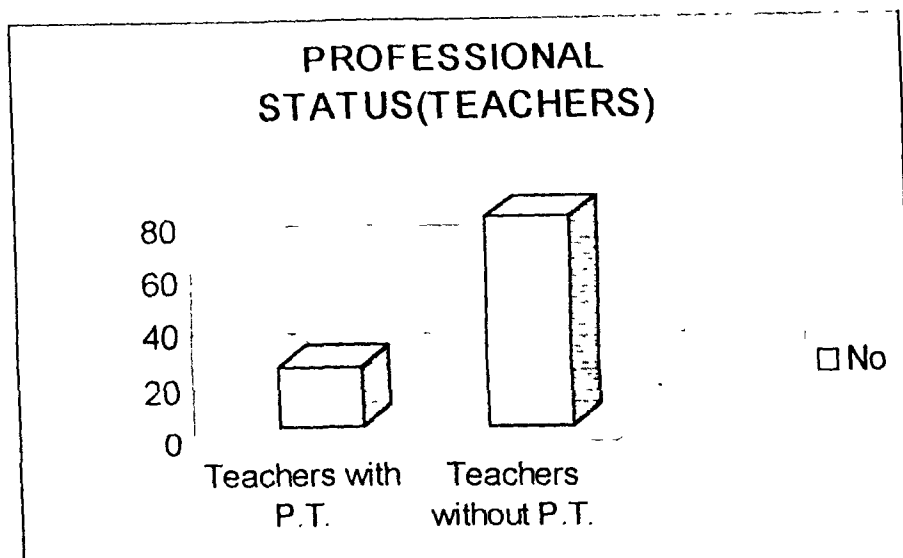


Figure 4.1.4

Section II

4.3 Results of the Interview

In a colloquy organized by the investigator at the CIEFL, Regional Centre, Shillong, 37 teachers drawn from different colleges were asked to answer an interview sheet.

There were 10 (ten) questions altogether. The teachers had to respond on a five point scale represented as follows: 4 = Strongly Agree, 3 = Agree, 2 = Undecided, 1 = Disagree and 0 = Strongly Disagree. Scores 4 & 3 clubbed together indicates a favourable orientation, score 2 denotes a neutral attitude and scores 1 & 0 will be interpreted as an orientation towards a negative disposition.

The table below presents their responses in terms of percentage.

Statement No.	Positive %	Neutral %	Negative %
1	21.62	27.02	51.35
2	18.91	8.10	72.97

3	27.02	10.81	62.16
4	43.24	29.72	27.02
5	45.94	13.51	40.54
6	16.21	8.10	75.67
7	59.45	0	40.54
8	86.48	0	13.51
9	89.18	0	10.81
10	78.37	-	21.62

Table 4.2

1. Teacher's response to the present standards of English teaching appears to be very much on the defensive. Although 21.62% of them agreed on the observation that the standards have deteriorated, 27.02% preferred to be undecided. The majority of the teachers however felt the observation was not all true.
2. From the teacher's point of view, the aims and objectives of the English Teaching Programme have not been specified at all. 72.97% reported that they were not aware of what the purpose of teaching English is. 8.10% were uncertain, 18.91% which forms a very small minority however assumed they were familiar with the course objectives.
3. There was a very mixed response concerning the suitability of the present instructional materials used. These responses of course are not surprising. Many teachers will certainly be apprehensive of trying out unconventional materials in the classroom. As such 62.16% disagree to the observation that the course materials do not cater to student requirements. 10.81% were among those who were undecided about the issue. Only a small percentage 27.02% agreed that the course materials are not learner oriented.

- 4 Any professional training is designed to raise teachers' consciousness about teaching and to extend their knowledge of alternative teaching method and technologies and to increase the range and level of their teaching skills. There was no unanimity however among the responses of teachers to this query. Whereas 43.24% agreed on the importance of professional training, 29.72% were not committed to saying anything at all. The rest 27.02% preferred not to acknowledge the importance and contribution of this qualification.
5. The investigator attempted to gather some information about the teachers' perception of student motivation. The views were divided among the teachers. Almost 46% acknowledged an inherent lack of interest and motivation on the part of the learners. 40.54% held a positive view of students. They claim, that students were keen and interested in their English classrooms and did profit maximally from them.
- 6 On the observation that there is a lack of communication between student and teachers only a small percentage (16.21%) agreed that there was some kind of an apathy that existed in the relationship between the two groups. A smaller minority preferred to be indifferent. A substantial majority 75% expressed a positive view of teachers and students relationship.
- 7 *The effectiveness of any classroom depends on a number of factors. One of the most important of this is unquestionably the non-availability of teaching aids and academic facilities.* 59.45% were of the opinion that effective teaching was hindered by the dearth of instructional facilities.

40% of the teachers however reported that they did not believe that this was a criterion of good teaching.

8. The frustrated upward aspiration of many teachers can be a result of the overcrowded classrooms. Such classrooms do result in teacher fatigue, so much so that the teacher very often finds it difficult to maintain rapport in the classes.

The investigator therefore wanted to find out the perception of teachers towards this particular observation. In their responses to the interview, 86.48% agreed that large classes do come in the way of effective teaching. 13.51% of the teachers (these can of course include those who teach in the new established colleges, where the class strength is comparatively lower) however indicated that this did not pose any problem at all.

9. The heavy work schedule takes away all the enthusiasm on the part of the teacher to adopt any novel approach to teaching. On this issue there was an almost unanimous agreement among the teacher respondents. 89.18% agreed this was the main stumbling block to committed teaching. Only 10.81% preferred to be indifferent.
10. On their perceptions regarding the attitude of the authorities to the teaching faculty, there was a divided opinion among them. 78.37% agreed on the point that the authorities were not always sympathetic, ready to help and listen to their grievances. 21.62% however disagreed on the same

Section III

4.4 Result of the Contact with English with Scale

The Contact with English scale was designed to measure the amount of exposure the teachers have with English and English teaching Development and Research. To elicit this information teachers were asked to indicate their responses on a five point scale. The values of the scale are as follows:

- 4 = always
- 3 = often
- 2 = sometimes
- 1 = rarely
- 0 = not at all

The table below presents the distribution of the teachers responses in terms of percentage.

Statement No	4%	3%	2%	1%	0%
1	32%	56%	11%	1%	0%
2	28%	49%	21%	1%	1%
3	11%	19%	37%	16%	17%
4	8%	12%	33%	33%	24%
5	4%	4%	8%	22%	62%
6	6%	11%	12%	14%	57%
7	6%	12%	13%	15%	54%

Table 4.3

1. Teachers were asked to indicate how much of English they used outside the classroom contexts. 32% indicated that they used English always, 56% said they used often, 11% of the teachers said they use English sometimes. Only about 1% indicated that they use the language minimally.

2 A reading of the table suggests that more than half of the respondents (28% and 49%) wrote in English, other than their work in college 21% said they do sometimes write in English Only a small minority admitted they rarely use the language to write

The large response to statements 1 & 2 which was essentially positive in its orientation reflected the fact that the teachers do give a great deal of importance to English as a language for both oral and written communication and interaction

3 The investigator also wanted to find out if the teachers read books, journals, magazines and literature related to advances in English teaching materials and methodology The responses were not very satisfactory A small percentage(19%) admitted they read such literature often 12% indicated they read current literature on English teaching sometimes while 10% rarely read any A substantial majority 55% said that they did not read any literature pertaining to English teaching at all

This finding is an eye opener It indicates that the majority of the teachers are not aware of the current changes and advancements in the field of English teaching If the English teaching programme is to be revamped it can only be done so by creating an awareness among the teachers about their need to be in touch with current developments in teaching methodologies, materials and strategies One of the ways this can be done is by ensuring a regular circulation of the related literature to

teachers of English at their respective colleges, besides organizing symposia, seminars and colloquia on the same

4. Establishing contacts and collaborating with teachers from the English department of other colleges can shape the perception teachers have of themselves and others. Exchange programmes and workshops therefore provide extensive opportunities for the expression of ideas and views which in turn stimulate teaching effectiveness. This however was found wanting among the English teachers in the state.

Results on the table indicate that teachers had minimal contacts with their colleagues from other colleges. 3% said they often contacted colleagues from different colleges, 3% indicated that their meetings with other colleagues was only sometimes. The majority 37% and 57% respectively indicated that their exchanges collaboration was almost negligible.

5. College teachers are expected to have acquired some expertise and some specialized information on their profession. It is also expected of them to be active participating members of English Teaching institutes. However the majority of the teachers admitted they have had no contacts at all with any of the English language Institutes. More than half of the respondents indicated that they have not attended any in service training programme.

The general picture that one gets from this scale is that though teachers acknowledge the importance of English as a language of communication and interaction, the majority of them are not trained to teach 'English'.

Khanna(1995) for instance, says: "Lecturers for the departments of English in colleges are recruited on the basis of their degrees in English literature, be they M.A/M.Phil or Ph.D. Yet these lecturers are expected to teach English Language to large classes of B.A(Pass) and subsidiary English to Science, Commerce and Social Science and Honours students. The purpose of these students for English is to use the English language for a study of their own main subjects, e.g. to study treatises on Science or Commerce or read textbooks of Humanities".

The English lecturer with predominantly literature background unfortunately does not really know how to go about teaching the skills so as to help students monitor the language pruposively.

English lecturers, says Khanna, are "becoming redundant and students are turning to bazaar notes because the literature oriented teacher too is becoming redundant". It is therefore not enough for teachers to have a knowledge of English. They must in addition receive special training in how to teach English.

English teaching programmes will only benefit from teachers who are current in the field. So if teachers are to be effective they must look carefully to their professional development. Only then can they minimize redundancy and cater to global concerns and challenges.

Till date there is a general apathy towards training in English Teaching. Senior teachers particularly are not convinced about its importance with the result that such programmes are often derided and looked down upon.

The authorities too do not see the need for training teachers and until they do so, teaching in the colleges will be redundant and students will continue to be baffled and confused.

Section IV

4.5 Analysis of the Frequency Distribution

4.5.1 Description of the Frequency Distribution

Data collected through the tools as elaborated in chapter 3 was classified and organized in the form of Frequency Distributions. Measures of Central Tendency which included the Mean and Median and Mode and Measures of Dispersion arrived at was also presented. This has been done to facilitate the testing of the hypotheses that have been formulated for the purpose. Below are Frequency Distribution of the raw scores. As the tables are self explanatory with the range, mean, median, mode and standard Deviation scores clearly indicated only a brief description has been given under each table.

F.D. of the Total Attitude Score (N=100)

Scores	Frequency
61-75	6
76-90	10
91-105	16
106-120	21
121-135	18
136-150	13
151-165	7
166-180	6
180-195	2
196-210	1
Total	100

Table 4.4.1

Range = 145
Max = 210
Min = 61
Mean = 120.33
Median = 117
Mode = 111
S D. = 30.117

The total attitude score obtained by the total sample was used to compute the Mean and the Standard Deviation. As indicated in the table above the range of the scores was 145. The mean and the median were 120.33 and 117 respectively. The mode and standard deviation were 111 and 30.117(Figure 4.2.1).

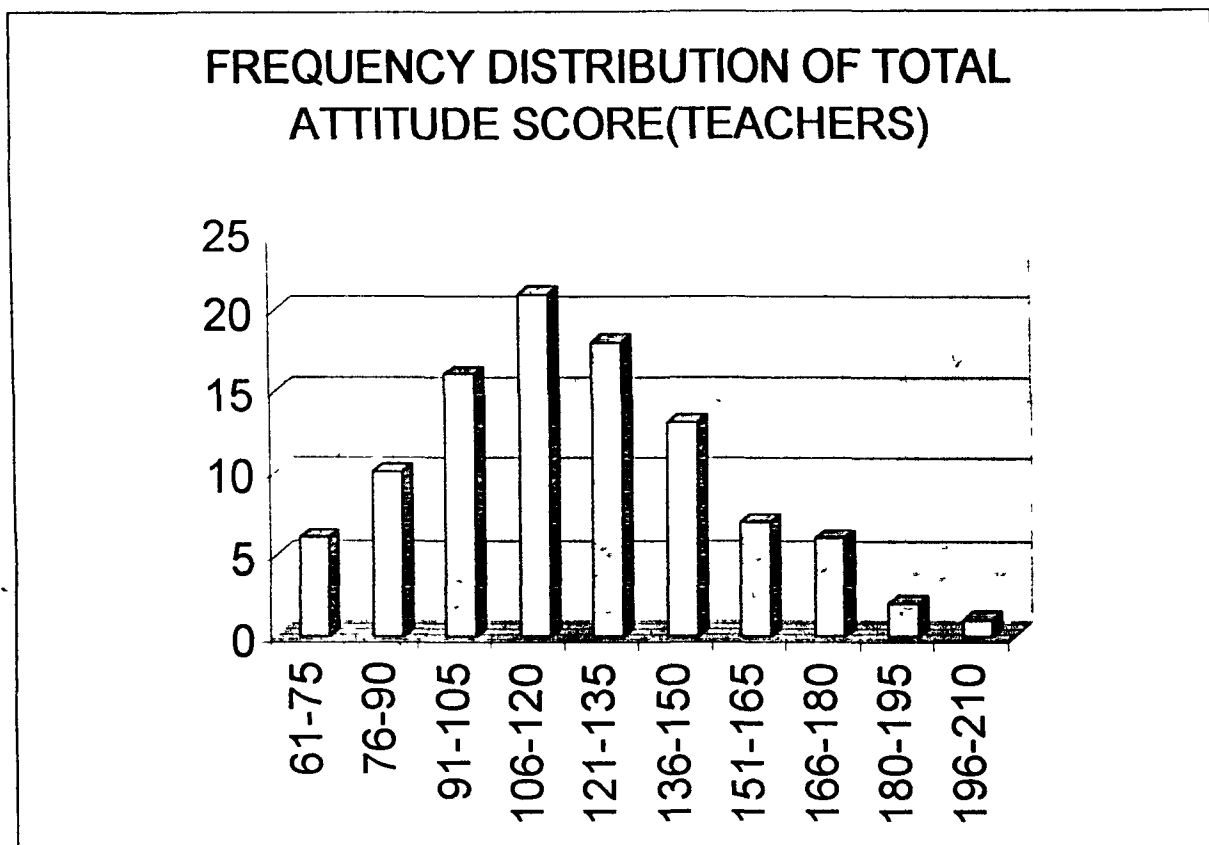


Figure 4.2 1

4 5.1.1 Frequency Distribution of the Scores on the five attitude objects

The attitude objects had ten(10) statements each with an equal distribution of favourable and unfavourable items. The F.D. of each object together with the values of the mean, median, mode and standard deviation are given below.

Frequency Distribution of Purpose, Course Materials, Methodology, Examinations and Teaching English as a profession

Purpose:

As is indicated by the results on the table the range of the scores on purpose was 24.00. The mean was 21.31. The median and the mode was 11 and 9 respectively. The standard deviation was 5.29.(Figure 4.2.2).

Purpose		
Scores	Frequency	
5 - 9	10	
10 - 14	22	Range = 24
15 - 19	33	Max = 28
20 - 24	13	Min = 4
25 - 29	12	Mean = 21.31
30 - 34	7	Median = 11
35 - 39	2	Mode = 9
40 - 44	1	S D. = 5.29
Total	100	

Table 4.4.2

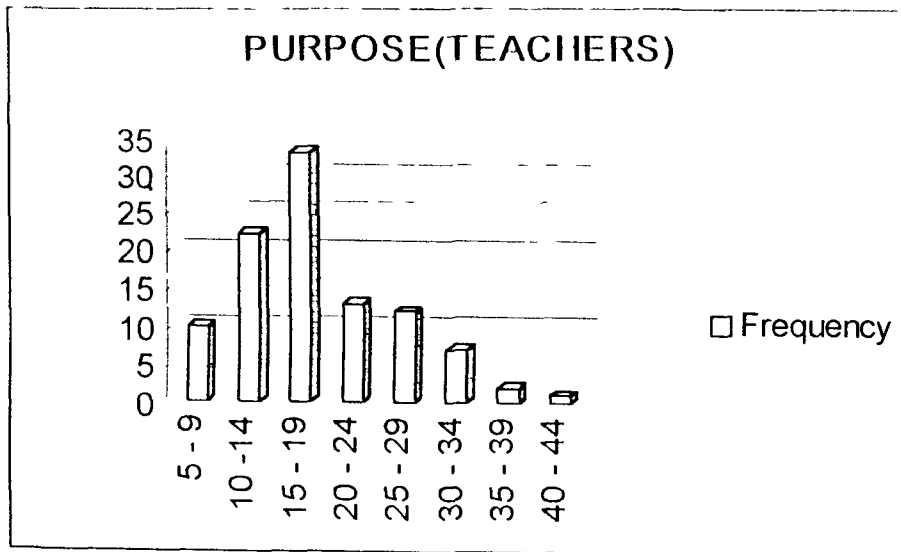


Figure 4.2.2

Course Materials

The range of the scores within this dimension was 22. The mean and the median was 21.76 and 22 whereas the mode was 23, the standard deviation was 5.29(Figure 4.2.3).

Course Materials		
Scores	Frequency	
10 - 14	6	Range = 22
15 - 19	21	Max = 34
20 - 24	50	Min = 12
25 - 29	20	Mean = 21.76
30 - 34	3	Median = 22
Total	100	Mode = 23
		S. D. = 4.219

Table 4.4.3

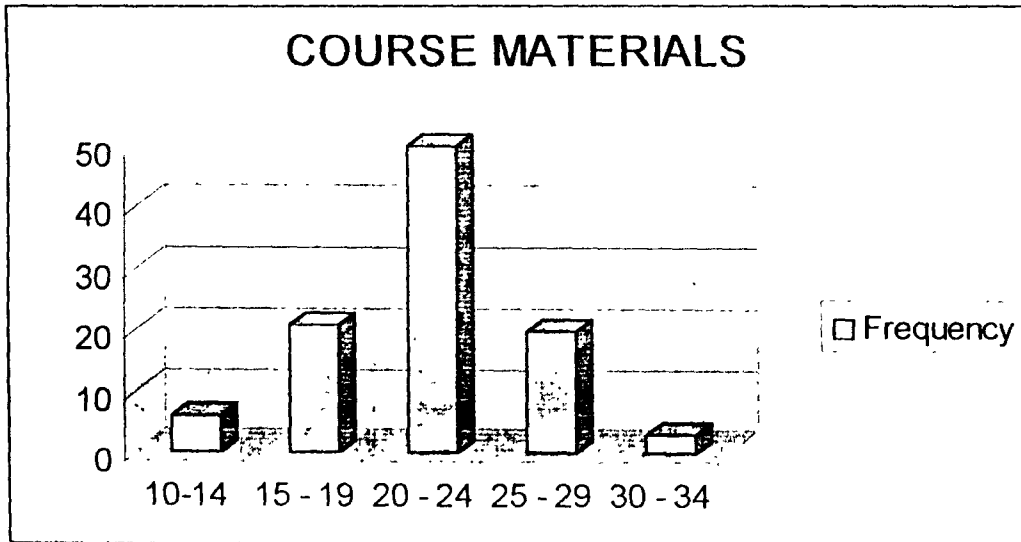


Figure 4.2.3

Methods

The score range on methods was 17. The mean, the median and the mode were 22.76, 22.00 and 22 respectively while the standard deviation was 3.66(Figure 4.2.4).

Method Scores	Frequency	
15 - 17	5	Range = 17
18 - 20	23	Max = 32
21 - 23	32	Min = 15
24 - 26	21	Mean = 22.76
27 - 29	16	Median = 22.00
30 - 32	3	Mode = 22.00
Total	100	S. D. = 3.666

Table 4.4.4

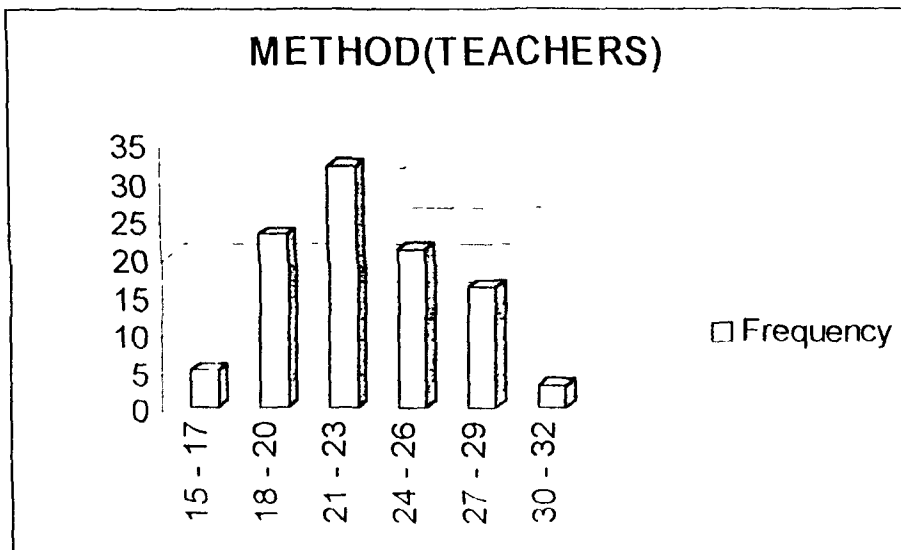


Figure 4. 2. 4

Examination

The range of scores on this dimension was 26. The mean and median were 21.54 and 21.00 respectively. The mode was 20.00 and the standard deviation was 4.68 (Figure 4.2.5).

Examinations		
Scores	Frequency	
10 - 14	7	Range = 26
15 - 19	24	Max = 28
20 - 24	48	Min = 12
25 - 29	17	Mean = 21.54
30 - 34	3	Median = 21.00
35 - 39	1	Mode = 20.00
Total	100	S. D. = 4.680

Table 4.4.5

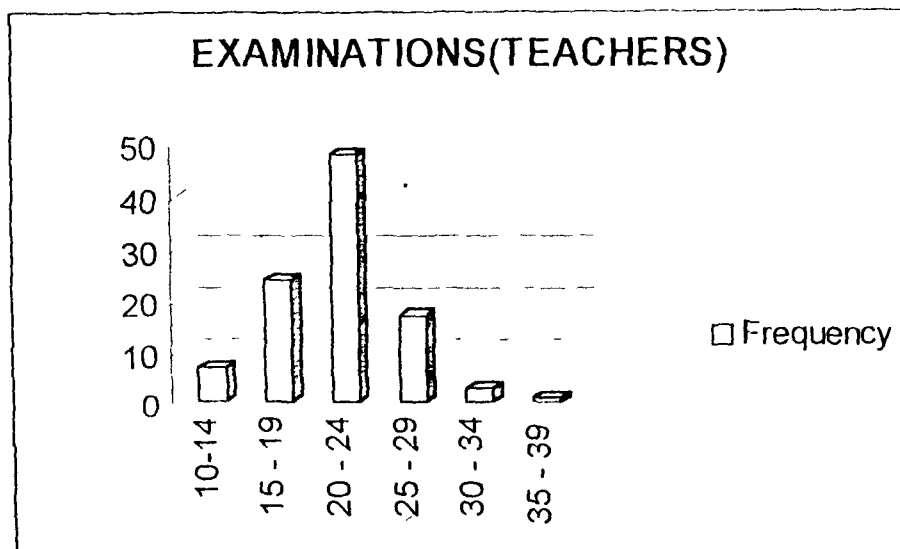


Figure 4.2.5

Teaching English as a profession:

The average score range on this dimension was 22. The mean was 23.18. The median, mode and standard deviation were 24.00, 23.00 and 5.27 respectively (Figure 4.2.6).

Profession		
Scores	Frequency	
12 - 14	6	Range = 22
15 - 17	12	Max = 34
18 - 20	13	Min = 12
21 - 23	18	Mean = 23.18
24 - 26	20	Median = 24.00
27 - 29	20	Mode = 23.00
30 - 32	8	S D. = 5.275
33 - 35	3	
Total	100	

Table 4.4.6

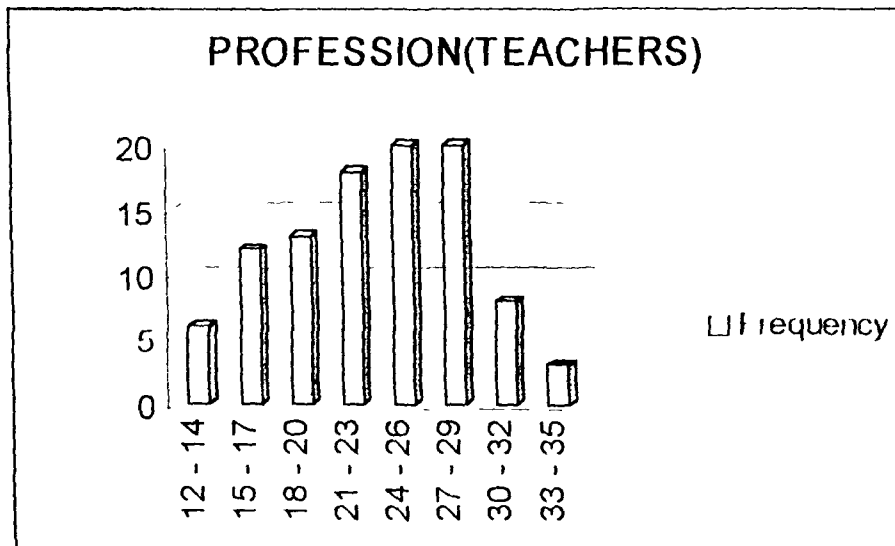


Table 4.2.6

4.5.1.2 Frequency Distribution of the scores on the basis of gender

The investigator felt that the frequency distribution of the scores would differ on the basis of certain variables such as sex, teaching experience and professional qualification.

The following section will therefore present the Frequency Distribution of scores on the basis of the three variables.

Sex differences particularly among adults can have an impact upon the respondents attitude towards issues like Language teaching. As a result, there was need to present the scores of both male and female separately. The following table presents the frequency distribution of both the male and female respondents.

Frequency Distribution of the Scores of Female Teachers(N=71)

F.D.	Scores	
64 – 73	1	
74 – 83	7	Range = 108
84 – 93	7	Max = 172
94 – 103	7	Min = 64
104 – 113	12	Mean = 121.225
114 – 123	15	Median = 121
124 – 133	7	Mode = 116
134 – 143	8	S.D. = 29.605
144 – 153	4	
154 – 163	1	
164 – 175	2	
Total	71	

Table 4.4.7

The range of the scores for Female Teachers was 108. The obtained average mean score was 121.22. The median mode and standard deviation were 121.00, 116.00 and 29.60 respectively (Figure 4.2.7)

FREQUENCY DISTRIBUTION OF TOTAL ATTITUDE SCORE (FEMALE TEACHERS)

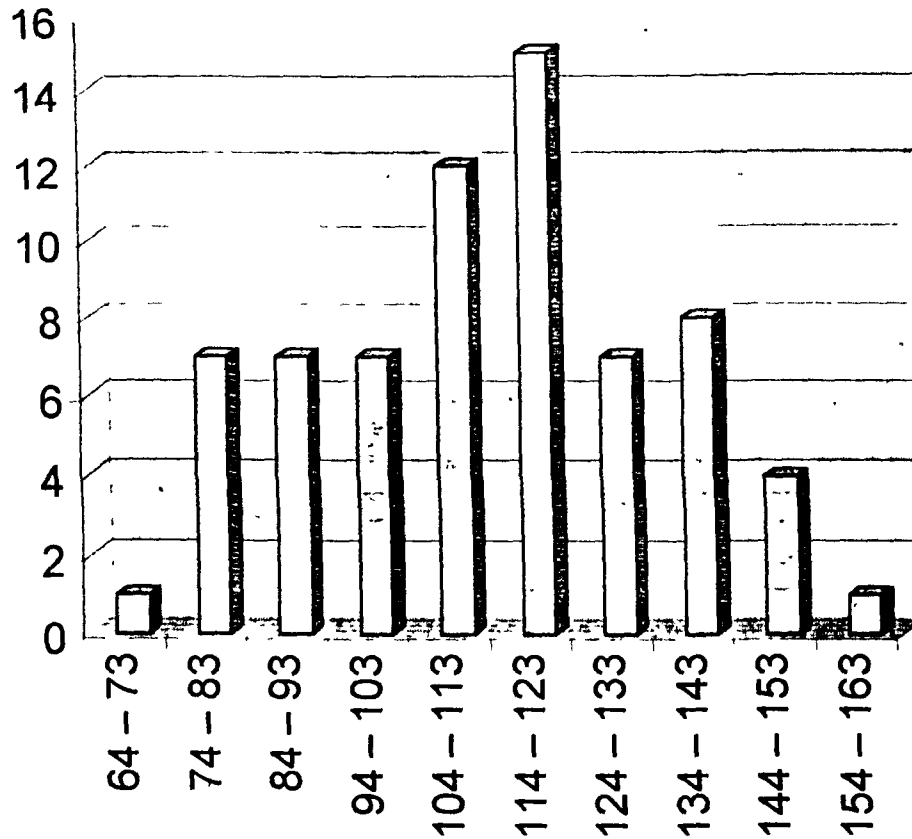


Figure 4.2.7

Frequency Distribution of the scores of Male Teachers (N - 29)

F.D.	Scores	
65 - 74	2	
75 - 84	2	Range : 93
85 - 94	4	Max : 169
95 - 104	3	Min : 67
105 - 114	5	Mean : 118.138

115 - 124	6	Median 114
125 - 134	3	Mode 111
135 - 144	2	S D 30 218
145 - 154	1	
155 - 164	1	
Total	29	

Table 4.4.8

The range of scores among male teachers was 93. The mean and median obtained were 118.14 and 114.00 respectively. The Mode and Standard Deviation were 111.00 and 30.21 (Figure 4.2.8)

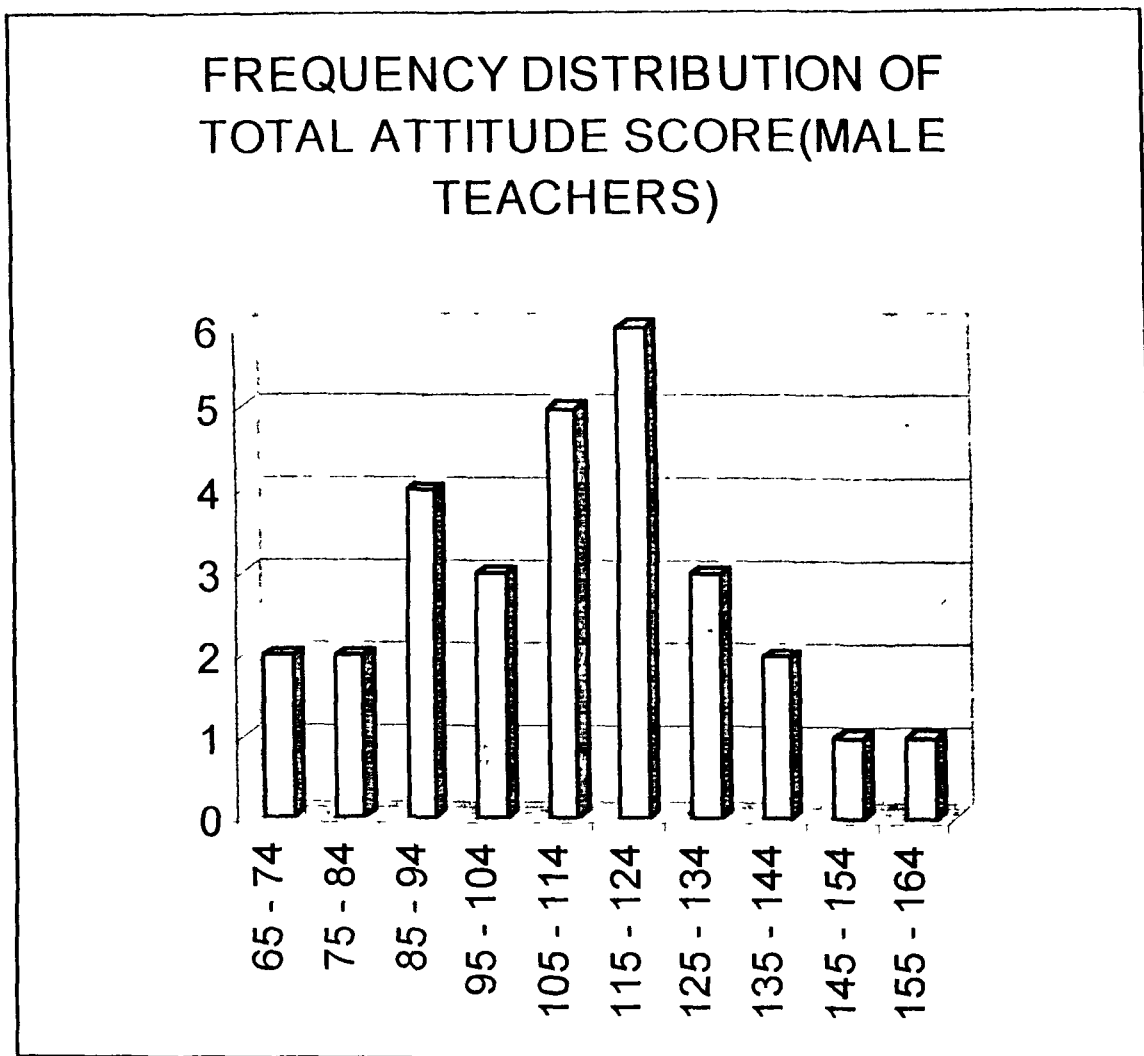


Figure 4. 2. 8

4.5.1.3 Frequency Distribution of Scores of Teachers on the Basis of their Professional Training

Training and education can have implications on how an individual perceives and comprehends issues. It was therefore assumed that this was an important variable in identifying the attitude of teachers towards concepts like teaching and learning. As such, the frequency distribution of scores has been displayed in two tables - presenting scores of teachers with Professional training and those without.

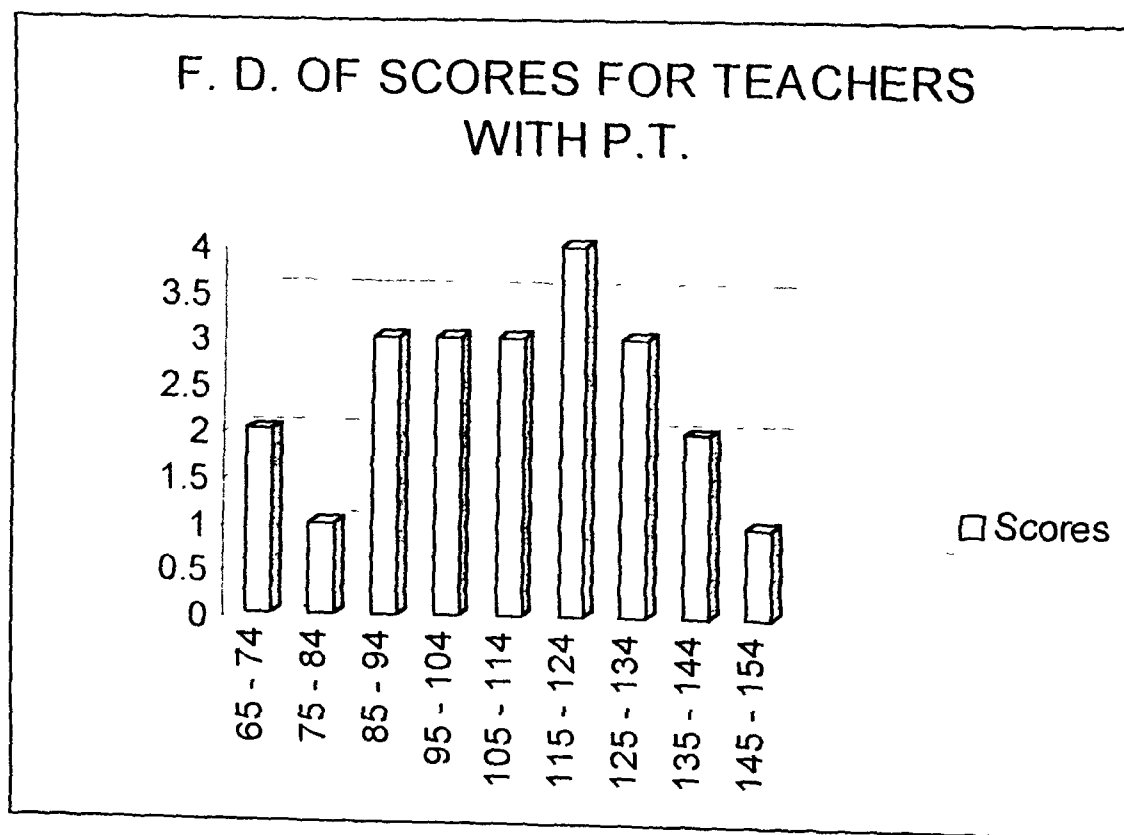


Figure 4. 2. 9

Frequency Distribution for teachers with Professional training (N = 21)

F D	Scores	
65 - 74	2	Range = 84
75 - 84	1	Max = 151
85 - 94	3	Min = 67
95 - 104	3	Mean = 131.41
105 - 114	3	Median = 134.00
115 - 124	4	Mode = 128.00
125 - 134	3	S.D. = 23.229
135 - 144	2	
145 - 154	1	
Total	22	

Table 4.4.9

The range scores for teachers was found to be 84. The mean and the median were 131.40 and 134.00 respectively. The mode and the S.D. was 128.00 and 23.23 (Figure 4.2.9).

Frequency Distribution for teachers without Professional Training (N = 79)

F D	Scores	
60 – 74	2	Range = 113
75 – 89	11	Max = 176
90 – 104	13	Min = 63
105 – 119	23	Mean = 117.205
120 – 134	14	Median = 119
135 – 149	11	Mode = 101
150 – 164	2	S.D = 24.895
165 – 179	2	
Total	78	

Table 4.4.10

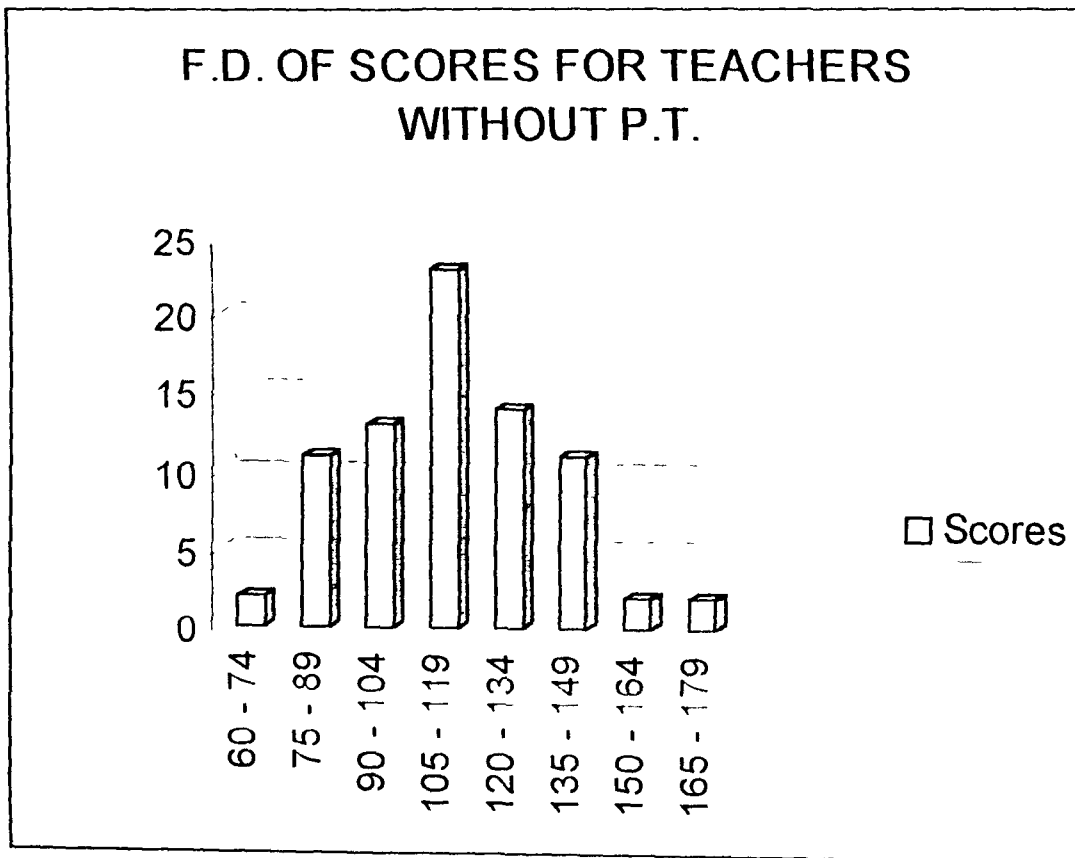


Figure 4. 2. 10

The Score range in this context was 113. The computed mean was 117.20, whereas the median and mode were 119.00 and 101.00 respectively. The standard deviation was 24.89(Figure 4 2 10).

4.5.1.4 Frequency Distribution of Scores of Teachers on the basis of Experience

Experience can help teachers be more successful in creating conditions that would be maximally productive. It is therefore expected that Senior faculty members would differ from their younger colleagues in their approach and orientation towards certain issues. The investigator therefore classified the teachers into two categories according to their experience in teaching.

F. D. of the scores of Teachers with a teaching experience of less than 6 years
(N=52)

F. D.	Scores	
65 – 74	2	Range - 100
75 – 84	5	Mean - 114.01
85 – 94	6	Median - 112.00
95 – 104	7	Mode - 111.00
105 – 114	7	S. D. - 28.00
115 – 124	11	
125 – 134	6	
135 – 144	5	
145 – 154	2	
155 – 164	0	
165 – 174	1	
Total	52	

Table 4 4 11

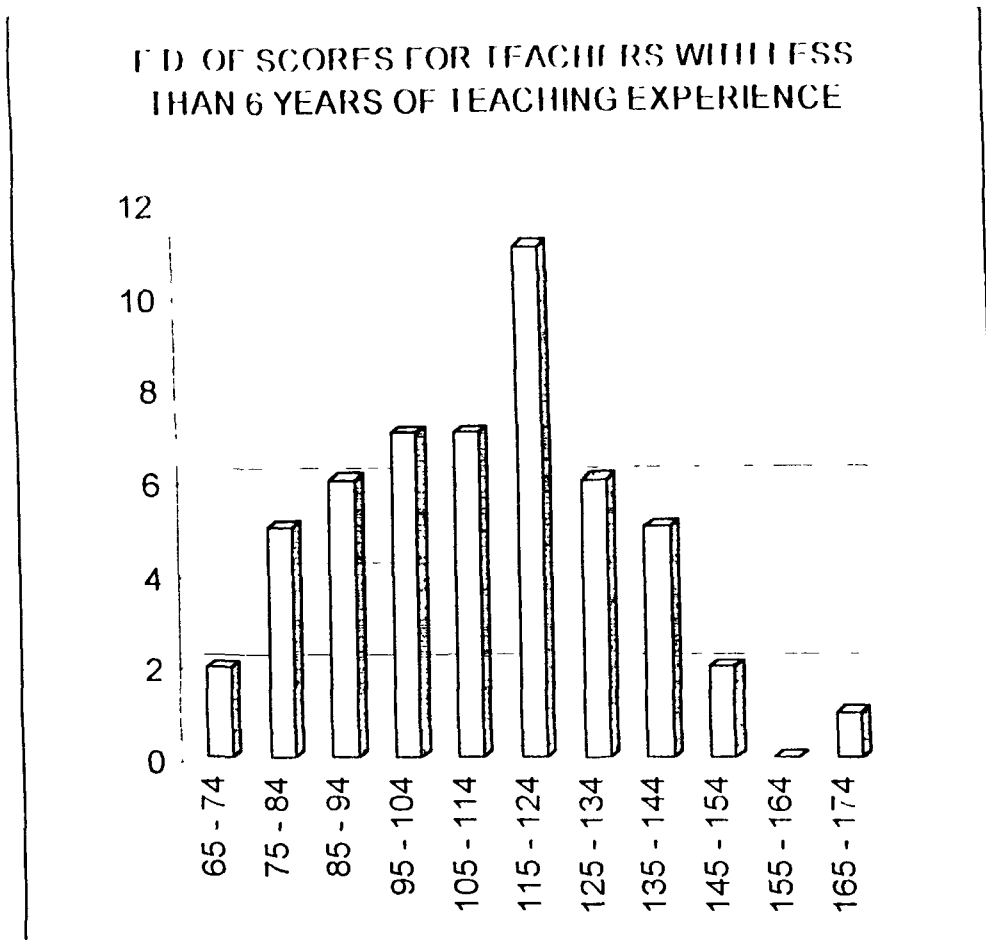


Figure 4.2.11

The table above indicates that the score range of teachers who have been teaching for a period less than 6 years is 100. The mean was 114.01 and the median, mode and standard deviation were 112.00, 111.00 and 28.00 respectively (Figure 4.2.11).

F.D. of the scores of teachers with a teaching experience of 7 years and above (N=48)

F. D.	Scores	
60 - 74	2	Range = 110
75 - 89	6	Mean = 127.604
90 - 104	7	Median = 129.00
105 - 119	14	Mode = 143.00

120 - 134	10	S. D. = 29.814
135 - 149	6	
150 - 164	2	
165 - 179	1	
Total	48	

Table 4.4.12

The range of scores for senior teachers was 110. The calculated mean was 127.00, the median was 129.00, the mode was 143.00 and the standard deviation was 29.81(Figure 4.2.12).

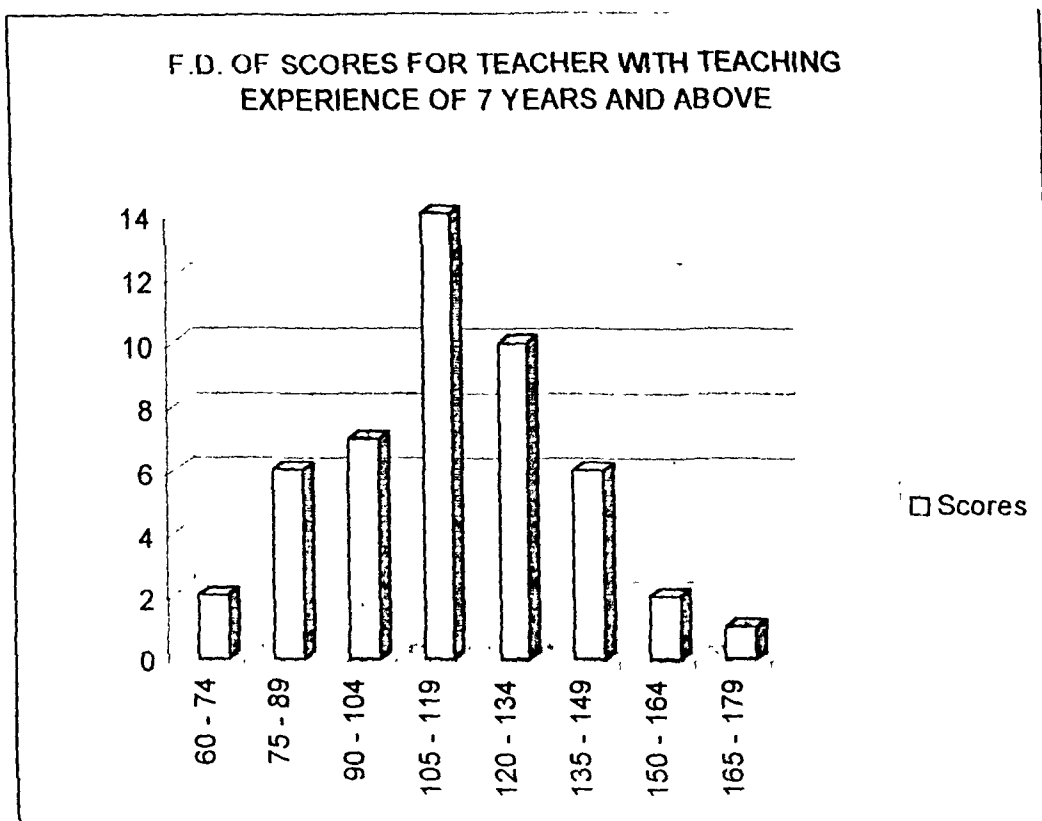


Figure 4. 2. 12

4.5.1.5 Conclusion of the Frequency Distribution

In this section, the raw data classified and organized into their respective groups was presented in the form of tables of Frequency Distribution.

From a study of the tables a number of interesting conclusions can be arrived at

The total mean attitude score obtained was 120.33 which was below the average norm of 125.00. Between males and females, the latter obtained a mean score of 121.225 which was definitely higher than their male counterparts who obtained a mean of 118.28. Again the scores of the females was definitely higher than the mean attitude score of the total sample.

Teachers backed by professional training obtained a mean score of 117.00 which certainly was far below the average norm. Teachers who were untrained, however, had a mean score of 131.409 which was not only higher than their other colleagues but also was higher than the mean attitude score of the total sample.

Again the mean attitude score obtained by the senior teachers was higher (127.00) than that of the junior teachers who had a mean score of only 114.019.

A study of the frequency distribution tables on the other five attitude dimensions revealed that the mean attitude score was highest on teaching English as a profession(23.18)(where 25.00 is also the average) followed by Methods of Teaching (27.76), Examinations(21.54), Course Materials(21.76) and Purpose(21.31).

The following section deals with an analysis of the teacher attitude towards the attitude objects. The analysis was done in terms of 3 variables - sex, professional training and the teaching experience of teachers.

The mean attitude score of the different comparing groups was computed and presented. Following this the level of significance of the difference between the means of different comparing groups was tested by employing the Z test

4.6 Analysis of the Attitude Scale

This section deals with the analysis of the data collected through the Likert type attitude scale constructed by the investigator. The scale contains 50 items, measuring the attitude of the teacher towards 5 specific attitude objects and also towards the teaching of English in general.

The analysis of the attitude was done in terms of sex, years of teaching experience and the professional qualification of teachers.

The mean scores of the different groups towards the different dimensions was computed and presented in the form of tables and graphs. The significance of difference between the means of the different group was tested by employing the Z test.

4.6.1 Characteristics of the sample covered by the Attitude Scale

The total number of teachers covered by the Attitude Scale was 100 out of which 70 were females and 30 were males. 48% of the teacher were between the groups 25 - 35 years and 52% of them belonged to the age groups 36 years and above. Again, the majority of the teachers (73%) were married, the rest 27% were not. On professional qualifications 22% of the respondents were backed by professional training, while the majority 78% had no professional training at all.

The total attitude score obtained by the total sample was used to compute the mean and the standard deviation. The respondents attitude score towards the different dimensions was analyzed separately and the values of the mean and standard deviation was worked out and presented in tables.

4.6.2 Mean and Standard Deviation of Total Attitude Scale towards the teaching of English and its different dimensions

Dimensions	Sample No	Mean	S.D.
TE in general	100	120.33	30.11
Purpose	100	23.31	7.36
Course Materials	100	23.07	3.97
Method	100	22.76	3.66
Examinations	100	21.54	4.68
TE as a profession	100	23.18	5.27

Table 4.5.1

The results on the table shows that teachers had a total mean attitude score of 120.33 and a standard deviation of 30.11 on the teaching of English in general. This is indicative of a very non-committal and defensive attitude on the part of the teacher. This difference and mental attitude is again reflected by the mean scores obtained on 'Purpose', the 'Course Materials' and 'Methods'(23.31, 23.07 and 22.76 respectively). It is only on the dimension 'Examinations' that perhaps one can perceive a slightly unfavourable attitude(21.54). The Standard Deviation of the 5 dimensions was seen to be 7.36, 3.97, 3.66, 4.68 and 5.27.

The neutral kind of an attitude makes any interpretation extremely difficult. However, the investigator assumed that certain variables can affect the attitude of the teachers concern towards these important issues. Working on this

assumption therefore the investigator analyzed the attitude of the teachers on the basis of three variables - sex, experience and professional training. Hypotheses were therefore formulated and subjected to statistical test employing the Z test value to find out if there were significant differences between the attitude of the comparing groups on the basis of the above three variables.

4.6.3 A comparison of the Mean Attitude Scores of Teachers towards the teaching of English and its 5 Components on the basis of Sex

To complete and get a more focussed information on the profile of the teacher it was felt important to find out if sex differentiation among the teachers can influence their attitude to certain issues related to English Teaching. A number of null hypothesis were therefore formulated to this effect.

Null hypothesis I

a. Entire English Programme:

There is no significant difference between the attitude of male and female teachers towards the teaching of English as a whole and towards its five dimensions.

To test this hypothesis the difference between the means of the male and female teachers was found out by computing the Z test.

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
English Teaching in general	Male	29	118.38	30.208	0.47	0
	Female	71	121.225	29.605		

Table 4.6.1

The investigator assumed that the attitude of the male and female teachers would differ markedly on this issue. The results on the table however confirms the hypothesis framed. Despite the fact that the females obtained a mean score that was higher (121.225) than their female counterparts who had a mean score of 118.38. Yet the difference between the two groups is statistically insignificant.

b. Purpose :

There is no significant difference between the attitude of male and female teachers towards the Purpose of teaching English.

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
Purpose	Male	29	18.965	7.034	0.16	0
	Female	71	18.704	7.500		

Table 4.6.2

On this dimension results of the analysis once again confirms the hypothesis formulated. The difference between the attitude of the two comparing groups is not at all significant

c. Course Materials

There is no significant difference between the attitude of male and female teachers towards the Course Materials.

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
Course Materials	Male	29	22.00	3.846	0.16	0
	Female	71	23.00	4.355		

Table 4.6.3

Findings of the analysis show that there is no significant difference between the attitude of the two groups towards the Course Materials used. The null hypothesis was therefore confirmed.

d. Methods:

There is no significant difference between the attitude of male and female teachers towards the Methods used.

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
Methods	Male	29	22.00	3.542	0.472	0
	Female	71	23.00	3.682		

Table 4.6.4

The null hypothesis formulated for the purpose of this dimension was confirmed, as the analysis revealed that there was no significant difference in the attitude of the two groups.

e. Examinations:

There is no significant difference between the attitude of male and female teachers towards Examinations

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
Examinations	Male	29	20.00	5.416	1.460	0
	Female	71	22.00	4.205		

Table 4.6.5

Results of the analysis reveal that there is again no significant difference between the attitude of male and female teachers towards this particular dimension. The null hypothesis formulated was therefore confirmed.

f. E.T as a profession.

There is no significant difference between the attitude of male and female teachers towards teaching English as a profession.

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
E.T.	Male	29	24.00	5.518	2.000	0.05
	Female	71	24.00	5.164		

Table 4.6.6

The analysis shows that there was a significant difference between the attitude of male and female teachers towards teaching English as a profession. The difference was significant at 0.05 level and therefore the null hypothesis formulated was refuted.

4.6.4 A Comparison of the Mean Attitude of Teachers towards Teaching English and its Five Components on the basis of Teaching Experience

Null hypothesis II

a. Entire English Teaching Programme:

There is no significant difference between the attitude of senior and junior teachers towards the teaching of English as a whole.

Dimension	Category	No.	Mean	S. D.	Z Score	LOS
Teaching English as a whole	Senior	52	127.604	27.999	2.79	0.01
	Junior	48	114.019	29.814		

Table 4.7.1

The table indicates that there is a significant difference between the Attitude of Senior and Junior teachers towards the teaching of English as a whole. The mean score obtained by the seniors was higher(127.604) than their juniors who had a mean score 114.019. The Standard Deviation was 27.999 and 29.814 respectively. The obtained computed Z score was 2.79 which makes the difference between the attitude of the two groups significant at 0.01 level.

b. Purpose:

There is no significant difference between the attitude of senior and junior teachers towards the Purpose of teaching English.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Purpose	Senior	52	22.229	7.033	4.656	0.01
	Junior	48	15.884	6.591		

Table 4.7.2

The table above shows that though both groups maintain an overall defensive attitude in the total man score(23.31) yet there is a difference between the attitudes of the senior and junior teachers that was statistically significant. Whereas the mean attitude score obtained by the seniors was 22.229 that obtained by the juniors was very low with 15.884. The Standard Deviation was 7.033 and 6.591 respectively. The Z score obtained was 4.65 which makes the difference between the two significant at 0.01 level. The hypothesis formulated was therefore refuted.

c. Course Materials:

There is no significant difference between the attitude of senior and junior teachers towards the Course Materials.

To test this hypothesis the difference between the means was calculated.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Course Materials	Senior	52	22.166	6.591	6.362	0.01
	Junior	48	21.461	4.099		

Table 4.7.3

The total mean attitude score on this dimension is 23.07. This indicates a very neutral kind of an attitude on the part of the teachers. However when comparing the attitude of the teachers on the basis of teaching experience it was found that the senior teachers had a slightly better attitude than their junior counterparts. The seniors obtained a mean score 22.166 which was definitely higher than their juniors who had a mean score of 21.461. The Standard Deviation of the seniors and juniors was 6.591 and 4.099 respectively. The computed Z score was 6.362 which makes the difference between the attitude of the two significant at 0.01 level. The null hypothesis formulated was therefore refuted.

d. Methods:

There is no significant difference between the attitude of senior and junior teachers towards the method of teaching English.

To either confirm or refute this hypothesis the differences between the means of the two comparing groups was calculated.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Method	Senior	52	22.00	3.708	0.543	0
	Junior	48	22.64	3.871		

Table 4 7 4

The total mean attitude score obtained was 22.76 which is once again indicative of a very defensive attitude.

From a study of the table, it can be seen that the senior teachers obtained a mean score 23.00 that was higher than the juniors who had a score of 22.64. The Standard Deviations were 3.408 and 3.871 respectively. The computed Z score was 0.543 which makes the difference between the two statistically insignificant. The hypothesis therefore formulated was retained in the light of the finding.

e. Examinations:

There is no significant difference between the attitude of senior and junior teachers towards the Examinations system.

The difference between the mean scores of the two groups was calculated to test this hypothesis.

4.6.5 A comparison of the Attitude of Teachers on the basis of Professional Qualifications

Training increases academic, professional knowledge, academic and teaching ability. It also modifies the attitude of teachers making them more liberal towards change and innovation. No doubt, the contributions of experience in teaching cannot be ruled out, but experience cannot be a substitute for professional training. The skills in teaching, in managing the classroom and the way a teacher approaches the classroom requires professional expertise. Teachers with professional training are therefore expected to have a set of attitudes that will be different from those who do not have it. The investigator therefore formulated several hypotheses to test this assumption.

Null Hypothesis III

a. Entire English Programme:

There is no significant difference between the attitude of teachers with Professional Training and without it towards the teaching of English as a whole.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Teaching English as a whole	Teachers (with P.T.)	22	117.205	24.895	3.067	0.01
	Teachers (without P.T.)	78	131.409	23.229		

Table 4.8.1

Though the overall attitude score 121.225 is indicative of a very defensive attitude on the part of the teacher, yet when comparing teachers on the basis of

their professional qualification, a difference that was statistically significant was found to exist between the two groups of teachers.

While the teachers without P.T. obtained a mean score of 131.409 which was indicative of a very favourable attitude the teachers with P.T. obtained a mean score 117.205 which indicated a very unfavourable attitude. The Standard Deviation of the teachers(with P.T.) and those without were 24.895 and 23.229 respectively. The obtained Z score was 3.067 which makes the difference between the two significant at 0.01 level.

The null hypothesis formulated was refuted.

b. Purpose:

There is no significant difference between the attitude of teachers with P.T. and those without towards the Purpose of teaching English.

To test this hypothesis, the difference between the two comparing groups was calculated.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Purpose	Teachers(with P.T.)	22	17.525	6.993	3.383	0 01
	Teachers (without P.T.)	78	23.227	6.934		

Table 4.8.2

On this dimension the overall attitude score(23.61) shows that teachers in totality are all very defensive. However an analysis of the attitude of the teachers on the basis of professional qualification as a variable indicates that this is not true. The teachers without professional training have a mean score(23.227) which is very much on the average side of the attitude continuum. The teachers

their professional qualification, a difference that was statistically significant was found to exist between the two groups of teachers.

While the teachers without P.T. obtained a mean score of 131.409 which was indicative of a very favourable attitude the teachers with P.T. obtained a mean score 117.205 which indicated a very unfavourable attitude. The Standard Deviation of the teachers(with P.T.) and those without were 24.895 and 23 229 respectively The obtained Z score was 3 067 which makes the difference between the two significant at 0.01 level.

The null hypothesis formulated was refuted.

b. Purpose:

There is no significant difference between the attitude of teachers with P.T. and those without towards the Purpose of teaching English.

To test this hypothesis, the difference between the two comparing groups was calculated.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Purpose	Teachers(with P.T.)	22	17.525	6.993	3.383	0 01
	Teachers (without P.T.)	78	23.227	6.934		

Table 4.8.2

On this dimension the overall attitude score(23.61) shows that teachers in totality are all very defensive. However an analysis of the attitude of the teachers on the basis of professional qualification as a variable indicates that this is not true. The teachers without professional training have a mean score(23.227) which is very much on the average side of the attitude continuum. The teachers

with professional training, however, obtained a mean score (17.525) which indicates an unfavourable attitude. The Standard Deviation of the former was 6.93 whereas that of the latter was 6.99. The obtained Z score was 3.38 which makes the difference between the attitude of the two groups of teachers significant at 0.01 level.

The null hypothesis formulated was therefore refuted.

c. Course Materials:

There is no significant difference between the attitude of teachers with P. I. and those without towards the Course Materials.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Course Materials	Teachers(with P.T.)	22	21.320	3.958	2.00	0.05
	Teachers (without P.T.)	78	23.318	4.186		

Table 4.8.3

The overall attitude score on this dimension was 23.07 which indicated a more or less favourable attitude towards the Course Materials used. A comparative study of the teachers attitude on the basis of professional qualification however indicated that there is an apparent difference between the attitudes. Those without professional qualification obtained a mean score of 23.318 which was indicative of a comparatively favourable attitude. Those teachers with professional qualifications however had a mean score of 21.320. The Standard Deviation obtained was 4.186 for those teachers without P.T. and 3.958 for those with P.T. The computed Z score was 2.00 which therefore confirms the difference that exist between the attitude of the two groups of

teachers. This difference was significant at 0.05 level. Based on this finding the hypothesis formulated was rejected.

d. Methods:

There is no significant difference between the attitude of teachers with P.T. and those without towards the method of teaching English.

To prove this hypothesis the difference in the mean scores obtained was calculated.

Dimension Method	Category	No	Mean	S D	Z Score	LOS
	Teachers(with P.T.)	22	22.04	3.50	2.94	0.01
	Teachers (without P.T.)	78	22.95	4.31		

Table 4.8.4

The overall mean score on the method of teaching English is 22.76 which is on the average side of the attitude continuum. Between the teachers with P.T. and those without, however, there is a difference which is statistically significant at 0.01 level. The attitude score of teachers with P.T. is slightly lower (22.04) than the mean attitude score of the teachers without (22.95). The Standard Deviation of teachers with P.T. was 3.50 and those without have a deviation of 4.31 the Z score was 2.94 which was also significant 0.01. The hypothesis was therefore refuted

e. Examinations:

There is no significant difference between the attitude of teachers with P.T. and those without, towards the examination

To test this hypothesis, the difference between the means was calculated using the Z test.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Examinations	Teachers(with P.T.)	22	23.229	5.116	1.950	0
	Teachers (without P.T.)	78	21.064	4.435		

Table 4.8.5

Results of the overall attitude score on Method shows that the teachers altogether obtained a score of 21.54. Assuming that perhaps the professional qualification of a teacher can influence their attitude, the investigator compared the attitude of teachers with and without professional training. Results however indicate that there is no significant difference between their attitude.

f. Profession:

There is no significant difference between the attitude of teachers with P.T. and those without towards teaching English as a profession.

To test this hypothesis, the difference between the mean scores of the different groups was calculated by employing the Z test.

Dimension	Category	No.	Mean	S.D.	Z Score	LOS
Teaching English as a Profession	Teachers(with P.T.)	22	23.45	5.03	1.29	0
	Teachers (without P.T.)	78	22.82	5.28		

Table 4.8.6

The total mean attitude score was 23.18, which was indicative of a comparatively favourable attitude on the part of the teachers towards this dimension. To get a more focussed information however, the investigator felt it

was necessary to find out if the attitude of teachers with and without professional training is the same. The above hypotheses have therefore been formulated. To either confirm or refute the hypothesis the difference between the mean scores of the two groups was calculated.

A study of the results indicate that though the teachers with Professional Qualifications obtained a mean score 23.45 that was higher than those without (22.82) the difference between them was not statistically significant. In the light of this finding the null hypothesis formulated was retained.

4.6.6 Discussion of the Attitude Scale

Findings from the Attitude Scale indicate that the teachers maintain a very defensive attitude towards the English Teaching Programme and its different components.

Though the overall mean attitude score of the teachers towards the entire programme was 120.33, the teachers still maintain a comparatively favourable attitude.

Their attitude towards the 5 dimensions also indicate a very non-committal and neutral attitude. On Purpose the mean score was 21.31 and on Course Materials the mean score was 21.76. The mean score on Examination was also comparatively the same with 21.00. The teachers however maintained a mean score which was a little higher than the other three, on Methods and teaching English as a Profession. Whereas on methods it was 22.76, on Examinations it was 23.14.

The investigator however was not convinced that the attitude of all the teachers was the same. Assuming that variables like sex, experience and professional qualification can influence attitude and perceptions, a comparative study was made on the mean attitude scores.

A comparison of the Attitude Scale of the teachers on the basis of sex reveal that there is no significant difference between the attitude of male and female teachers toward the four dimensions - Purpose, Course Materials, Methods and teaching English as a Profession. There is however a significant difference between the two sexes where examinations are concerned. This can be explained on the ground that perhaps male teachers prefer the more objective pattern of examination than female teachers. Again they perhaps feel that regular class tests would be more preferred to than end term examinations.

A comparison of Attitude Scale on the basis of years of teaching experience also revealed very interesting.

There is as indicated by the results on the table a subtle conflict between the senior and junior teachers on the entire English Programme and the dimensions of Purpose and Course Materials. On the other dimensions, though there appears to be a difference in the mean scores obtained, yet statistically they are not significant. This can again be explained on the ground that there is a natural tendency on the part of the teachers with a long vested interest in teaching not to give way to change and innovation.

The junior teachers are perhaps more aware of new developments and challenges in higher education. Responding to the questionnaire, it is the junior

teachers who are more responsive to changes and innovations in teaching. The lack of definite aims and objectives resulted in a lack of direction and the majority of teachers feel that the English teaching programme does not have the necessary surrender value. Again, though both groups indicate a comparatively favourable disposition towards the Course Materials, between them the attitude of the senior teacher appears to be more tolerant. This is again because the seniors are more apprehensive to change and modification. The introduction of new type of materials involves preparation and active involvement. This the seniors perhaps will not be willing to do. So despite the fact that they may be very much aware of the deficiencies and irrelevance of the existing course materials, their attitude towards them is indicative of a complacent defensive nature. Junior teachers however tend to be more liberal and are willing to embrace changes. Perceiving the need of revamping English, they hold rather permissive attitudes towards innovation in course materials and methodology.

Findings of the attitude scale indicates that there is a significant difference that exist between the attitude of teachers with professional training and those without towards the teaching of English in general.

Those with professional training have a very unfavourable disposition towards the entire teaching programme. The mean score obtained as can be seen is very low 117.205 which is much below the average norm on the continuum of the attitude scale. On the other hand the teachers without any training obtained a mean score of 131.409 which is indicative of a very favourable attitude.

A comparative study of the mean attitude scores obtained on 'Purpose' also shows that there was a difference that was statistically significant. This is because the teachers who had a formal training are more aware of the fact that the present English programme does not cater to the global and societal demands of the language, nor does it help students improve their basic skills. The programme will have to be revamped and reorganized.

On 'Course Materials' the difference between the two groups is also statistically significant. This is because exposed as the teachers with P.T. are towards advances in materials design and curriculum planning, they are more sensitive to the irrelevance of the existing course materials. Responding to the questionnaire these teachers show a shift of preference from conventional literary type texts to the more authentic materials - cartoon strips, advertisements, newspaper editorials and the like.

There is also a significant difference between the attitude of the two groups towards the method of teaching. The difference between their attitude is significant at 0.01 level.

If teachers with training perceive of the positive contributions of new text types they can also see the possibility of introducing changes and modifications in the existing methodology. In spite of the many challenges and hurdles that will have to be faced, yet teachers with training can perceive the contributions of communicative teaching strategies - such as group and pair work to teaching methodology. Teachers without professional training are a little apprehensive. Bound as their work is by the examination schedule, they feel that changing the

style and method of teaching will be done only at the expense of non-completion of the course and syllabus. They would therefore be more wary and hesitant to adopt anything unconventional.

On the dimension 'Examination' and 'Teaching English as a Profession' both groups of teachers indicated a comparatively favourable attitude.

4.6.7 Conclusion

The Chapter highlighted the major findings of the investigation on the perceptions and attitude of teachers towards the different aspects of the English teaching programme. A set of hypotheses formulated by the researcher have either been confirmed or refuted depending upon the results yielded from the investigation. Accordingly, an interpretation of the findings was given in the last sections of the chapter.

Chapter V

Analysis of the Data on Students Attitude and Perceptions and interpretation of the results

1. Introduction
2. Profile of the Students
3. Results of the interview conducted with the purpose of finding out the perception of students towards issues concerning the teaching of English
4. Results of the Contact with English Scale.
5. Frequency Distribution.
6. Result and interpretation of the total Attitude scale.
7. Result and interpretation of the Attitude scale on the different dimensions of the English teaching programme
8. Discussion and Conclusion

5.1 Introduction

The chapter, which attempts to analyze the data gauged through the various tools and instruments as elaborated in chapter 3, is divided into sections 1,2,3 and 4

The initial section subtitled a Profile of the students will present a general information of the respondents on the basis of sex, age, type of the college attended and the course of study opted for. Data will be presented in terms of percentages

An analysis of the amount of contact the students have with English is incorporated in Section II

Section III presents the results the analysis of the interview administered on the students. Section IV presents the results and the interpretation of the Attitude scale

Section I

5.2 Profile of the Student

The analysis of the data derived from the information collected through the Personal Data blank relating to background characteristics of the students was first analyzed in terms of Sex.

5.2.1 Variable: Sex

The analysis shows that the percentage of female respondents was a little lower than that of the males. This can be explained simply on the ground that the males were more responsive than females (Figure 5.1.1)

Group	No	%
Male	307	51.16%
Female	293	48.83%

Table 5 1 1

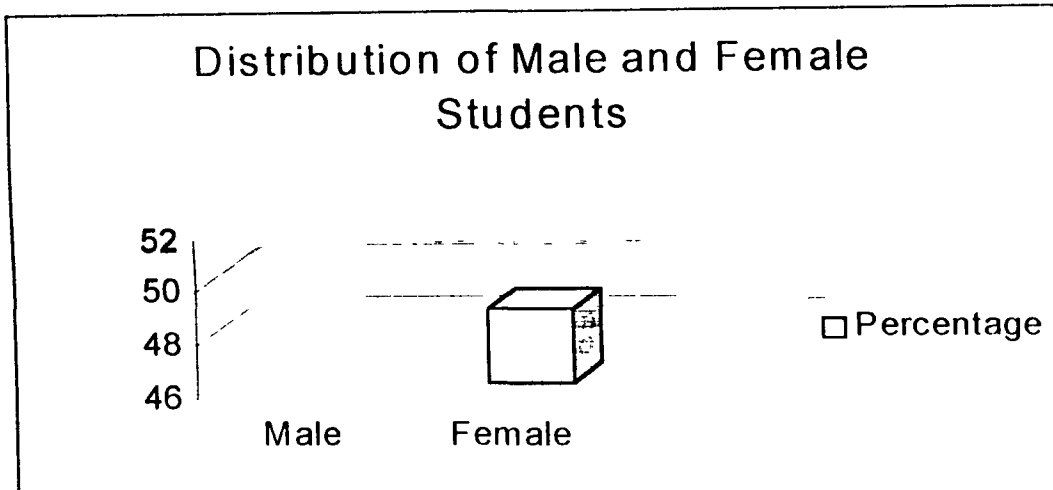


Figure 5. 1 1

5.2.2 Variable Age

On this variable the respondents were divided into two age groups those between the ages 17_20 and those between 21-25. The number of students belonging to these different groups was worked out in terms of percentages

Categories	Male	%	Female	%	Total	%
17-20	257	83.72	282	96.24	539	89.84
21-25	50	16.28	11	3.76	61	10.16

Table 5 1 2

The table shows that under category I (17-20) there were more females than males. The females were 96% and the males were 83.71%. In category II (21-25) the males were more with 16.28% whereas the number of females was almost negligible with 3.75 (Figure 5 1 2)

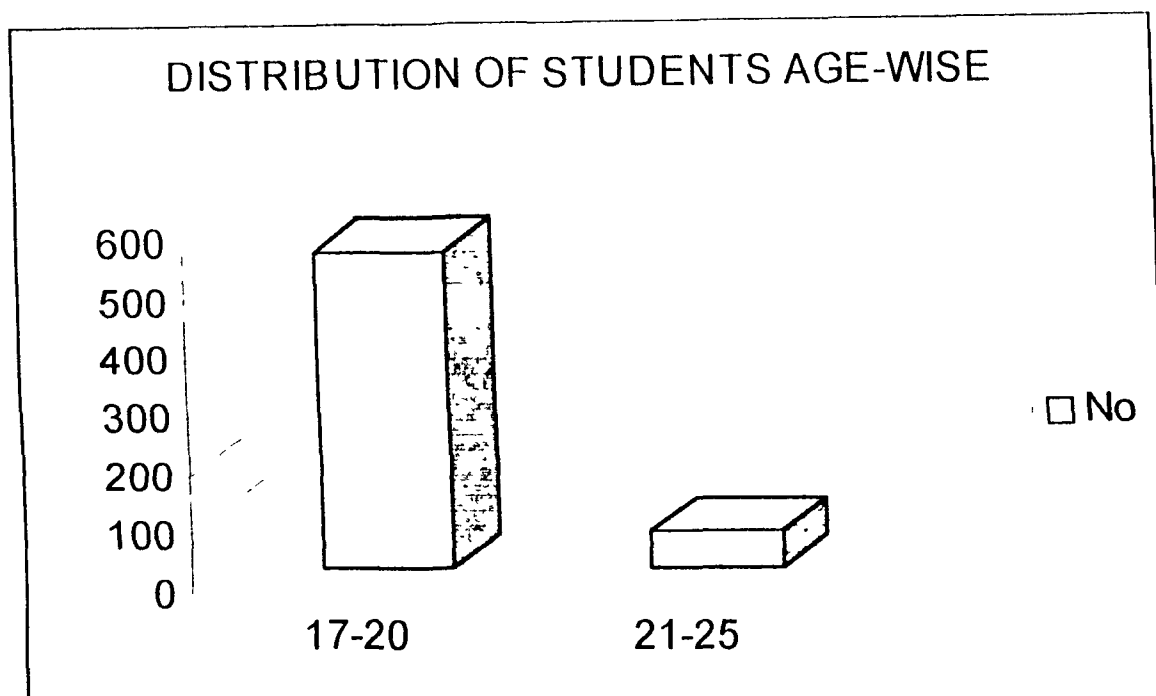


Figure 5 1 2

5.2.3 Type of college

The colleges have been grouped under 3 categories namely Male, Female and Coed. The number of students under each category has been worked out in terms of percentages.

Category	Male	%	Female	%	Total	%
Male	57	19.45			57	19.45
Female			90	30.71	90	30.71
Coed	250	81.43	203	69.28	453	75.50

Table 5.1.3

The table shows that the respondents were mostly from Coed colleges with a majority of 75.50%. Within this category the percentage of male students was higher than that of females (males =81.43%) (F=69.28%)

5.2.4 Stream of study

Under this variable the respondents were equally represented under their respective disciplines - Arts, Science and Commerce

Category	Male	%	Female	%	Total	%
Science	129	42%	71	24%	200	33.33%
Arts	81	26%	119	40.61%	200	33.33%
Commerce	97	31%	103	35.15%	200	33.33%

Table 5.1.4

The table however indicates that there were more males (42%) than females (24%) in the Science stream. Females were more (40.61%) than males (26%) in the Arts stream. There were more Females (35.15%) than males (31%) in the commerce stream

SECTION II

5.3 Interviews

Results of the interviews The interview conducted on 100 students yielded the following results (in terms of percentage) Discussions on the results of the interview will be incorporated in the concluding section of the chapter

Statement	Agree	Uncertain	Disagree
The standards of teaching English have fallen very low	77%	20%	3%
The aims and objectives of teaching English have been clearly specified in the syllabus			100%
There need to modify the existing materials and methods of teaching English	85%	15%	

English courses should be different for the disciplines of Arts, Science and Commerce.	93%	2%	5%
It is important for teachers to have professional training in English	100%		

Table 5.2

On the standards of teaching English, 77% of the total group agreed. 20 % were uncertain, only a minority, 3% disagreed.

The aims and objectives of teaching English have fallen very low. There was a unanimous negative response on this statement. The Students according to the results of the interview were not at all aware of the aims and objectives of their learning English at college. To them attending English classes was just a part of the college requirement.

On the need to modify the existing materials and methods of teaching English, a substantial proportion 85% of the total sample indicated a willingness for change and innovation. About 15% preferred to be indifferent. This finding is indicative of a negative attitude the students have towards the kind of materials used and the methodology adopted in the classroom This however will be confirm by findings from the attitude scale.

English courses should be different for the disciplines of Arts, Science and Commerce.78% of the respondents agree that the courses should be streamlined. 20% feel that perhaps a Core English programme was important for all at the undergraduate level. This aspect will be highlighted better from the findings of the Attitude scale.

On the need of professional training for teachers the students unanimously felt that this was absolutely essential for teachers to be effective in their teaching

SECTION III

5.4 Contact with English Scale

The respondents were asked to indicate the amount of contact they have with English. The table presents their responses to the different statements given under the Contact with English scale.

Statement	4	%	3	%	2	%	1	%	0	%
1	31	5.00	105	17.50	299	49.83	91	15.16	74	12.00
2	119	19.80	200	33.30	240	40.00	30	5.00	11	1.80
3	205	34.01	157	26.16	156	26.00	57	9.50	25	4.16
4	235	39.16	162	27.00	169	28.16	20	6.60	14	2.33
5	324	54.00	164	27.33	87	14.50	18	3.00	7	1.16
6	243	40.50	187	31.16	132	22.01	22	3.60	16	2.66

Table 5.3

The sum total and the percentage under scores 4,3 and 2 have been considered as the maximum contact the students have with English. Scores under columns 1 and 0 are indicative of the minimum contact the students have with the language

Statement No.	4, 3, 2 (Maximum contact)	%	1, 0 (Minimum contact)	%
1	435	60.00	165	27.00
2	599	93.00	41	31.00
3	518	64.00	82	13.00
4	466	94.00	34	5.60
5	575	96.00	25	4.16
6	562	94.00	38	6.35

Table 5.3.1

An analysis of the findings indicated that a substantial portion of the respondents have maximum contact with English. 60% admitted they speak English at home, 93% said they use the language to interact with friends, 64% admitted they wrote in English besides the written work given to them in college, 94% read literature (novels, comics, magazines, newspapers and journals) other than those taught in the classroom, 96% listened to songs and news broadcasts and 94% watched English TV programmes. It was only a minimal group that admitted they have had little and no contact with English at all.

The findings revealed a good deal about the student's subjective feelings towards English. It is enough of substantial evidence to say that English occupies an integral part in the linguistic ecology of most of the respondents. This is not really surprising in view of the important official status that English occupies in the state. It is a label for status, prestige and fashion so much so that in some cases it has even penetrated into domains of the home. Besides findings from the table reveal that it is out of class experience with English which have contributed more to the development of favourable attitudes on the part of the students than formal instruction.

SECTION IV

5.5 Analysis of the Attitude Scale

5.5.1 Description of the Frequency Distribution

The data that had been collected through the various tools and instruments as elaborated in the previous chapter was organized and classified in the form of frequency distribution tables. The mean, median, mode and the standard deviation of each was computed to facilitate the testing of the hypotheses framed for the purpose. As the tables are self explanatory the results have not been explained elaborately. The scale based on the Likert type had 50 items and the analyses of the students attitude towards the different dimensions was compared in terms of sex and stream of study the mean score of the different groups was presented and the significance of the difference between the means of the different comparing groups was tested by employing the ' Z ' test.

Frequency distribution of the total attitude score

Frequency Distribution of the total Attitude Score (N=600)		
Scores	F	(76-137)Range:
73-78	6	Min – 73
79-84	14	Max – 137
85-90	41	Range = 64.00
91-96	72	Mean = 104.86
97-102	106	Median = 106.00
103-108	130	Mode = 109.00
109-114	119	S D = 10.71

115-120	74
121-126	29
127-132	7
133-138	2
	600

Table 5.4.1

The total attitude score obtained by the total sample was used to compute the Mean and the Standard deviation. The range of the scores was 64.00, the mean was 104.86 and the standard deviation was 10.71(Figure 5.2.1).

FREQUENCY DISTRIBUTION OF STUDENTS TOTAL ATTITUDE SCORE

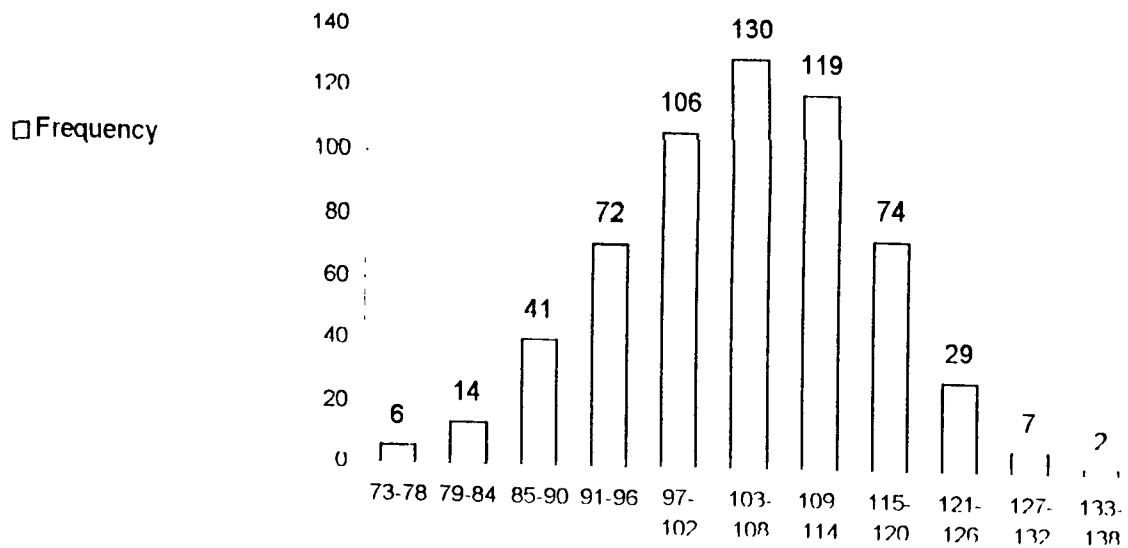


Figure 5.2.1

5.5.1.1 FREQUENCY DISTRIBUTION OF THE SCORES OF THE SCORES ON THE 5 ASPECTS OF THE ENGLISH TEACHING PROGRAMME.

The attitude objects consisted of 10 statements each with 5 favourable and 5 unfavourable items. The values of the mean and the standard deviation are presented in the table below.

Purpose:

Purpose Scores	F.D	Range	28.00
08-12	3	Mean	23.31
13-17	47	Median	23.00
18-22	205	Mode	24.00
23-27	247	S. D.	4.19
28-32	87		
33-37	11		
Total	600		

Table 5.4.2

The range of the scores was 23.00 with a maximum and a minimum of 36 and 8 respectively. The mean was found to be 23.31 and the median was 23.00. The mode and the standard deviation were 24.00 and 4.19 respectively.

Purpose (Students)

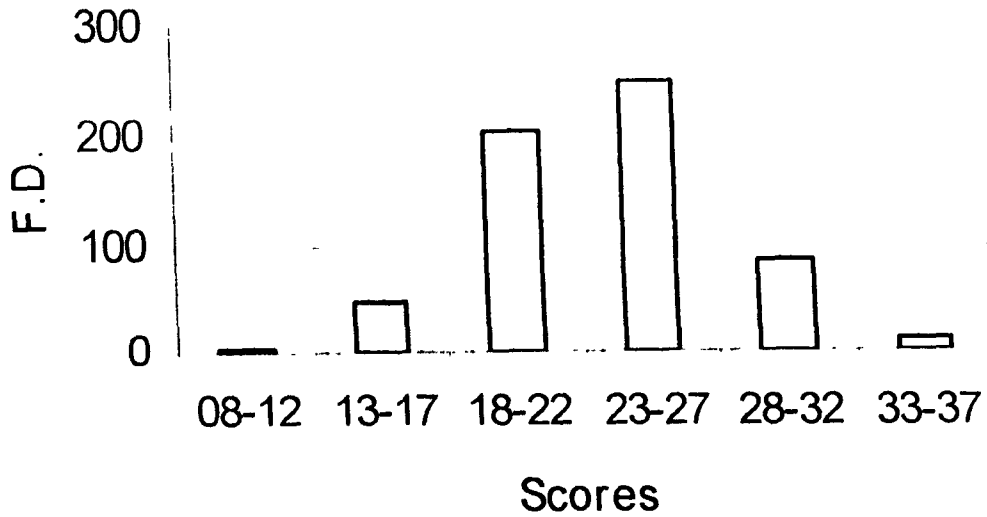


Figure 5.2.2

Course Materials:

Course Materials	F.D	Range	Mean
Scores		23.00	
10 -13	8		23.07
14 17	41		23.00
18-21	157		24.00
22-25	222	S D	3.97
26-29	143		
30-33	29		
	600		

Table 5.4.3

The range of the scores within this dimension was 23.00. The maximum being 33 and the minimum 10. The mean and the median were 23.07 and 23.00, whereas the mode and the standard deviation were 24.00 and 3.97

Course Materials (Students)

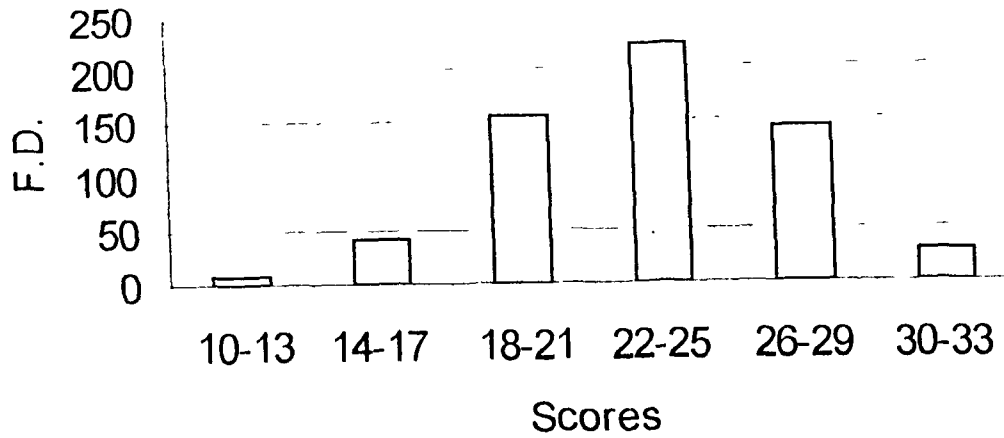


Figure 5.2.3

Methods:

Method Scores	F.D	Range	24.00
08-11	1	Mean	19.76
12-15	59	Median	20.00
16-19	231	Mode	19.00
20-23	235	S. D.	3.36
24-27	62		
28-31	11		
	600		

Table 5.4.4

The score range on this dimension was 24.00. The mean and the median were 19.76 and 20.00 respectively. The mode was 19.00 and the standard deviation was 3.36.

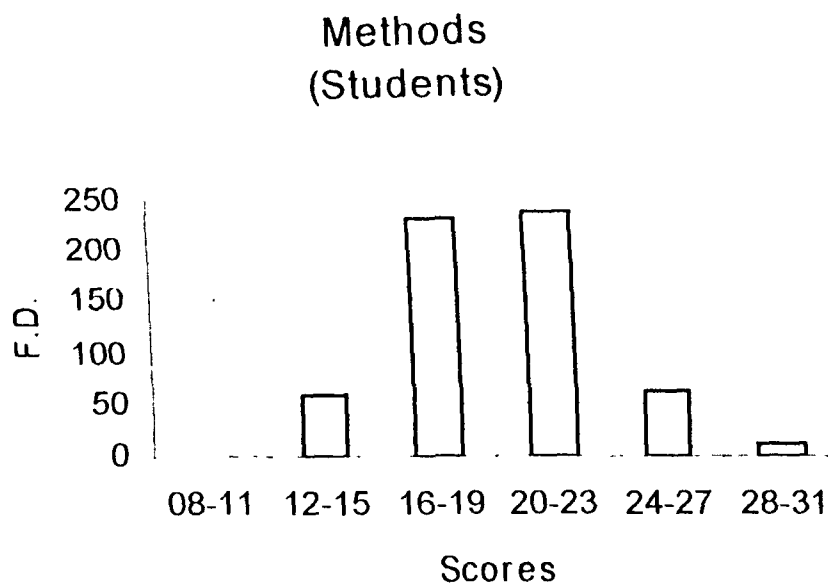


Figure 5.2.4

Examinations:

Examinations Scores	F.D	Range	28.00
07-11	30	Mean	19.84
12-16	121	Median	20.00
17-21	216	Mode	17.00
22-26	182	S. D.	4.96
27-31	46		
32-36	5		
	600		

Table 5.4.5

The range of the scores for this dimension was 28.00 while the mean was 19.84, the median, mode and the standard deviation were 20.22, 17.00 and 4.96 respectively.

Examinations (Students)

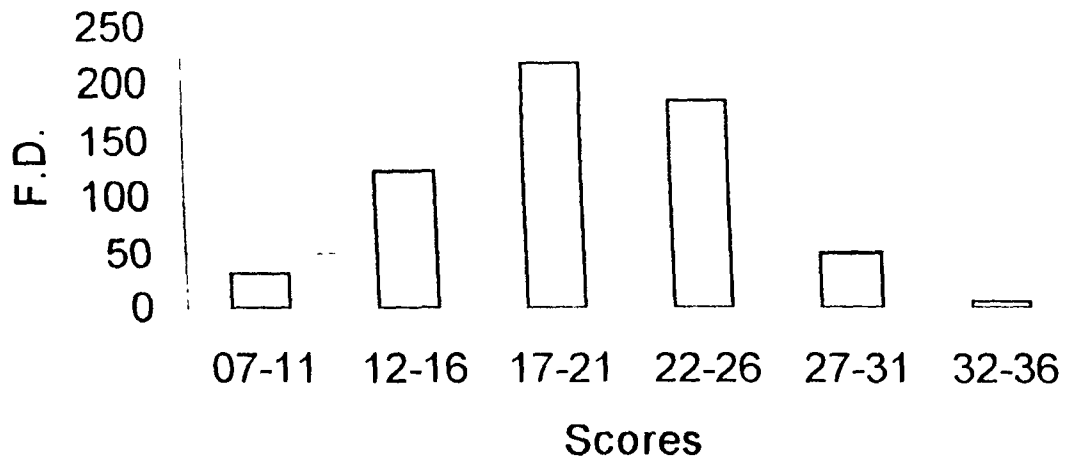


Figure 5 2 5

The English Teacher:

English Teacher Scores	F.D	Range	23.00
08-11	11	Mean	18.86
12-15	94	Median	19.00
16-19	219	Mode	20.00
20-23	229	S. D.	3.56
24-27	44		
28-31	3		
	600		

Table 5.4.6

The range of the scores on this dimension was 23.00. The mean and the median was 18.86 and 19.00. The mode and the standard were 20.00 and 3.56.

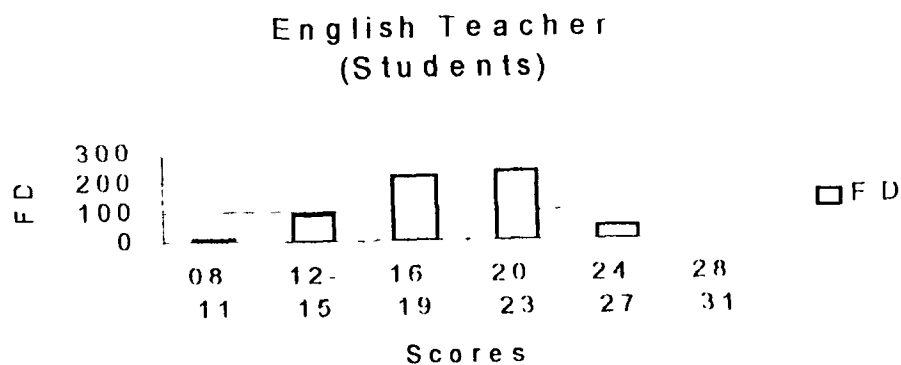


Figure 5 2 6

5.5.1.2 FREQUENCY DISTRIBUTION OF THE SCORES ON THE BASIS OF GENDER

Differences in the personality of the male and female students may in some way influence their attitude towards certain aspects. As such the investigator felt there was a need to present their attitude scores differently. The score range, the frequency distribution, the mean, the median and the mode of each group is presented in the following table.

Frequency Distribution of Male (N = 307)		
Scores	F	
73-77	3	1. Range = 64 00
78-82	8	2. Mean = 103 87
83-87	16	3. Median = 104 00
88-92	24	4. Mode = 102 00
93-97	39	5 S. D. = 11 31
98-102	50	
103-107	45	
108-112	45	
113-117	43	

118-122	22
123-127	10
128-132	0
133-137	2
Total	307

Table 5.4.7

The range of the scores was 64.00. The mean was 103.87, the median was 104.00 and the mode and the standard deviation were 102.00 and 11.31 respectively (Figure 5.2.7).

F.D. SCORES OF MALE STUDENTS

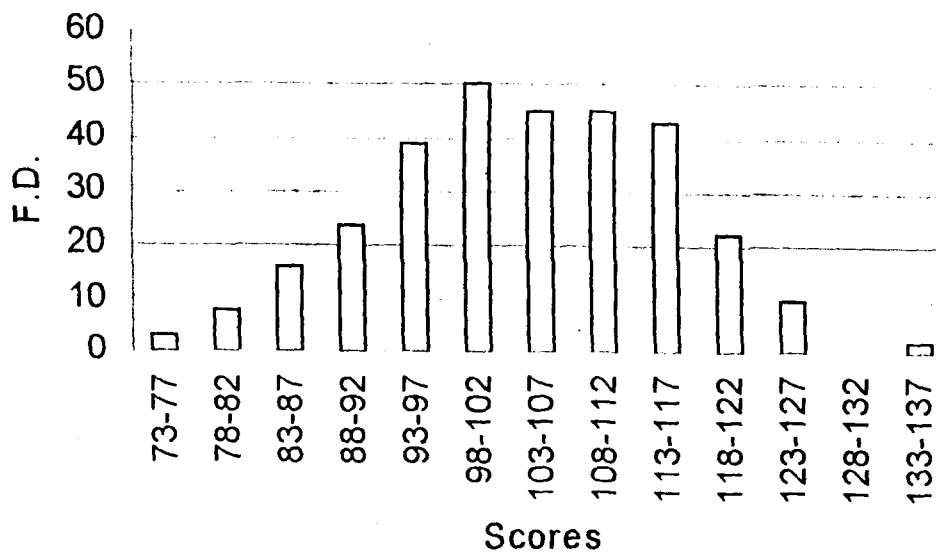


Figure 5.2.7

F.D. SCORES OF FEMALE STUDENTS

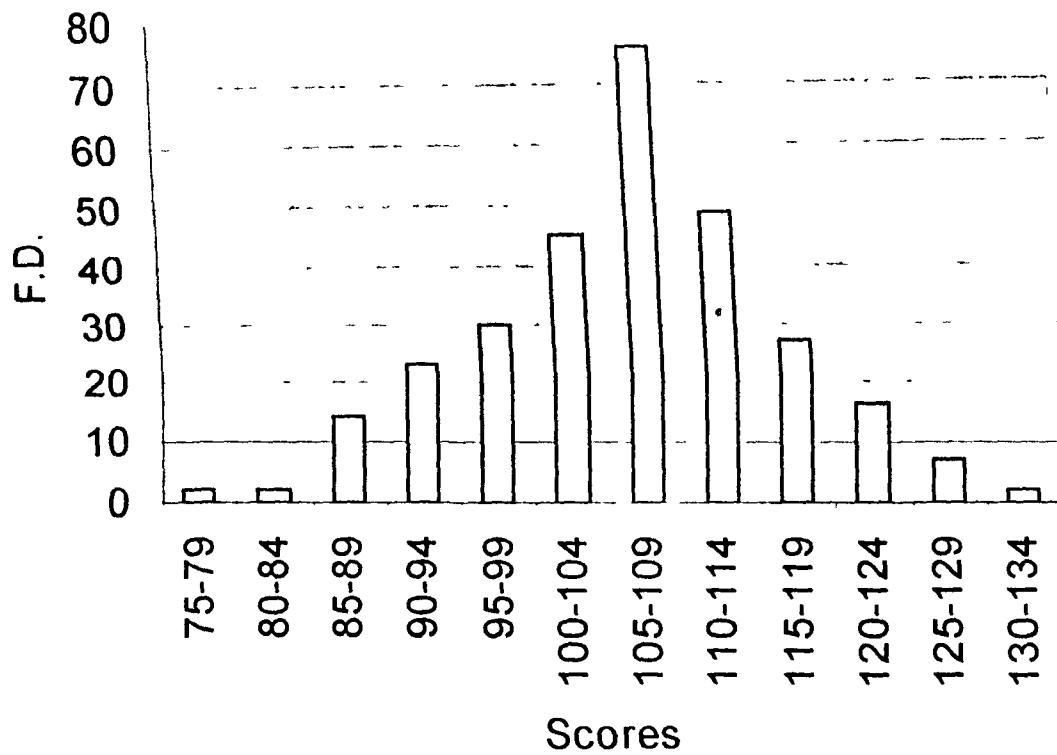


Figure 5 2 8

Frequency Distribution of Female (N = 293)		
Scores	F	
75-79	2	1. Range = 56.00
80-84	2	2 Mean = 105.89
85-89	14	3. Median = 107.00
90-94	23	4 Mode = 109.00
95-99	30	5 S D = 9.95
100-104	45	
105-109	76	
110-114	49	
115-119	27	
120-124	16	
125-129	7	
130-134	2	
Total	293	

Table 5 4 8

The range of scores among the females was 56.00. The mean was 105.89. The median and the mode was 107.00 and 109.00. The standard deviation was 9.95 (Figure 5.2.8)

5.5.1.3 Frequency distribution of the scores on the basis of stream of study

There is always the possibility that a student's choice of a discipline as a course of study may have a direct influence on his or her attitude towards the teaching of English and its different dimensions. The investigator therefore presented the distribution of scores of the students under different streams of study separately. The result of the same is given in the table below.

FREQUENCY DISTRIBUTION OF THE SCORES ON THE BASIS OF STREAM OF STUDY

Frequency Distribution of Arts Students (N = 200)		
Scores	F	
85-89	4	1. Range = 50.00
90-94	12	2. Mean = 108.27
95-99	18	3. Median = 108.00
100-104	32	4. Mode = 105.00
105-109	49	5. S. D. = 9.50
110-114	33	
115-119	27	
120-124	15	
125-129	7	
130-134	2	
135-139	1	
Total	200	

Table 5.4.9

With the Arts students the range of the scores was 50.00, the mean and the median was 108.27 and 108.00 respectively. The mode was 105.00 and the standard was 9.50 (Figure 5.2.9)

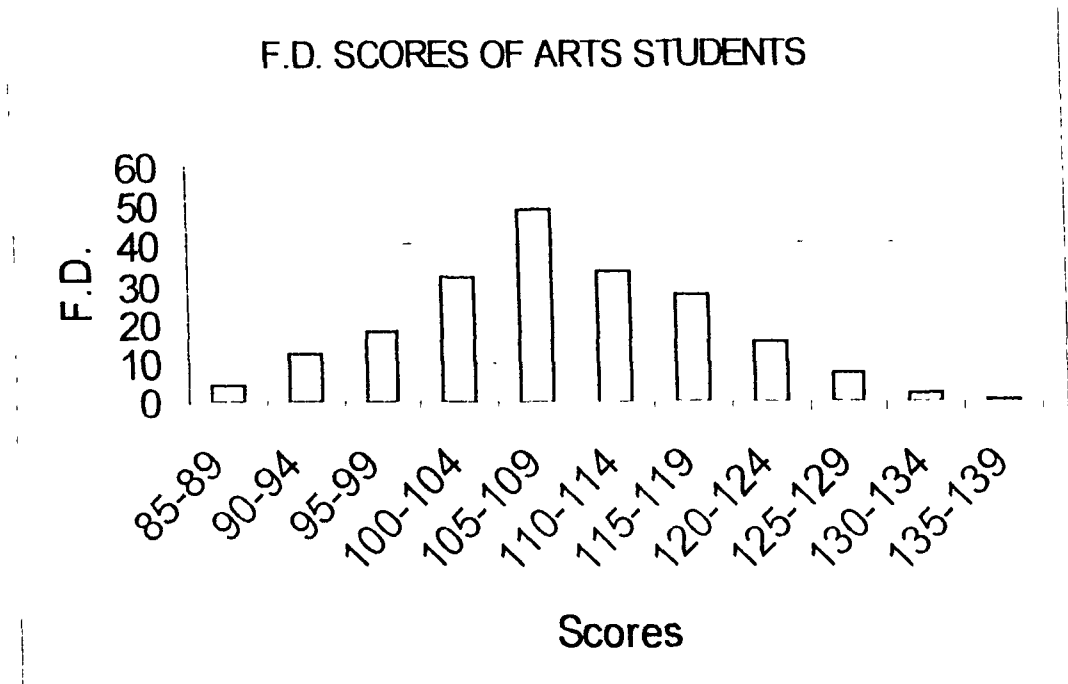


Figure 5. 2. 9

Frequency Distribution of Commerce Students (N = 200)		
Scores	F	
80-84	4	1. Range = 55.00
85-89	5	2. Mean = 106.98
90-94	11	3. Median = 108.00
95-99	16	4. Mode = 109.00
100-104	36	5. S. D. = 9.30
105-109	48	
110-114	41	
115-119	25	
120-124	11	
125-129	2	
130-134	0	
135-139	1	
Total	200	

Table 5.4.10

F.D. SCORES OF COMMERCE STUDENTS

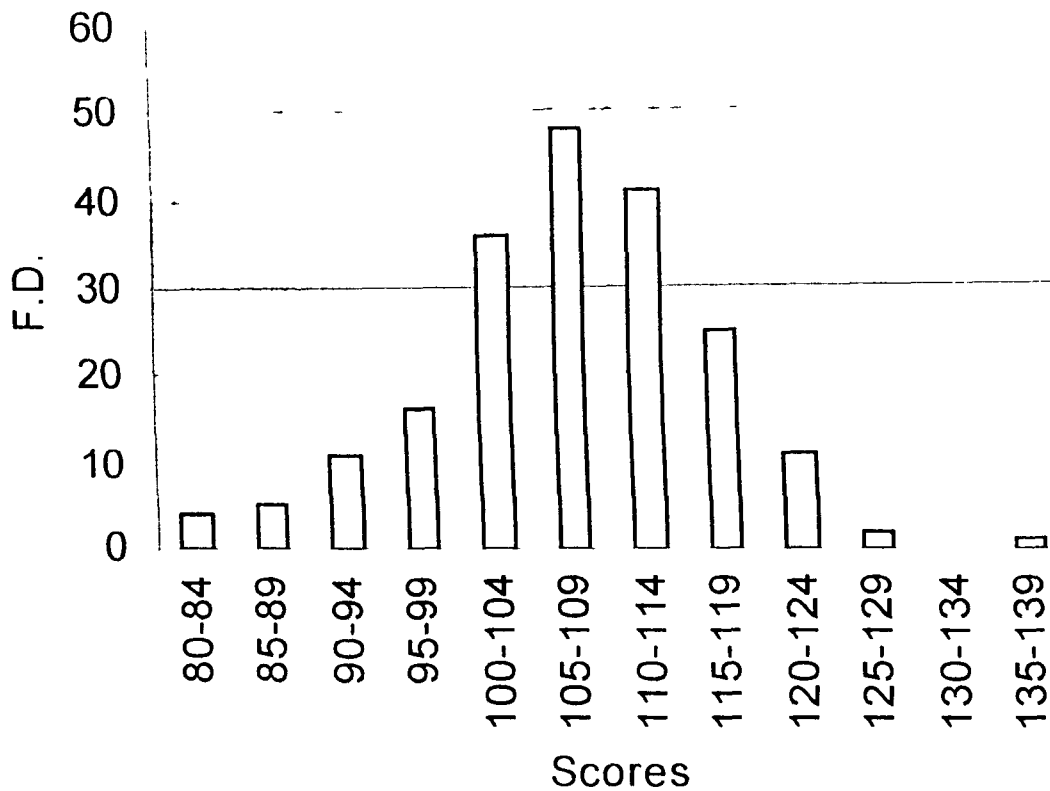


Figure 5 2 10

The range of scores among the commerce students was 55 00 whereas the mean and the median was 108 00 and 109 00 The standard was 9 30(Figure 5 2 10)

Frequency Distribution of Science Students (N = 200)		
Scores	F	
73-77	5	1 Range = 53 00
78-82	6	2 Mean = 99 33
83-87	18	3 Median = 98 00
88-92	27	4 Mode = 86 00
93-97	37	5 S D = 10 99
98-102	33	
103-107	25	

108-112	21	
113-117	19	
118-122	5	
123-127	4	
Total	200	

Table 5 4 11

F.D. SCORES OF SCIENCE STUDENTS

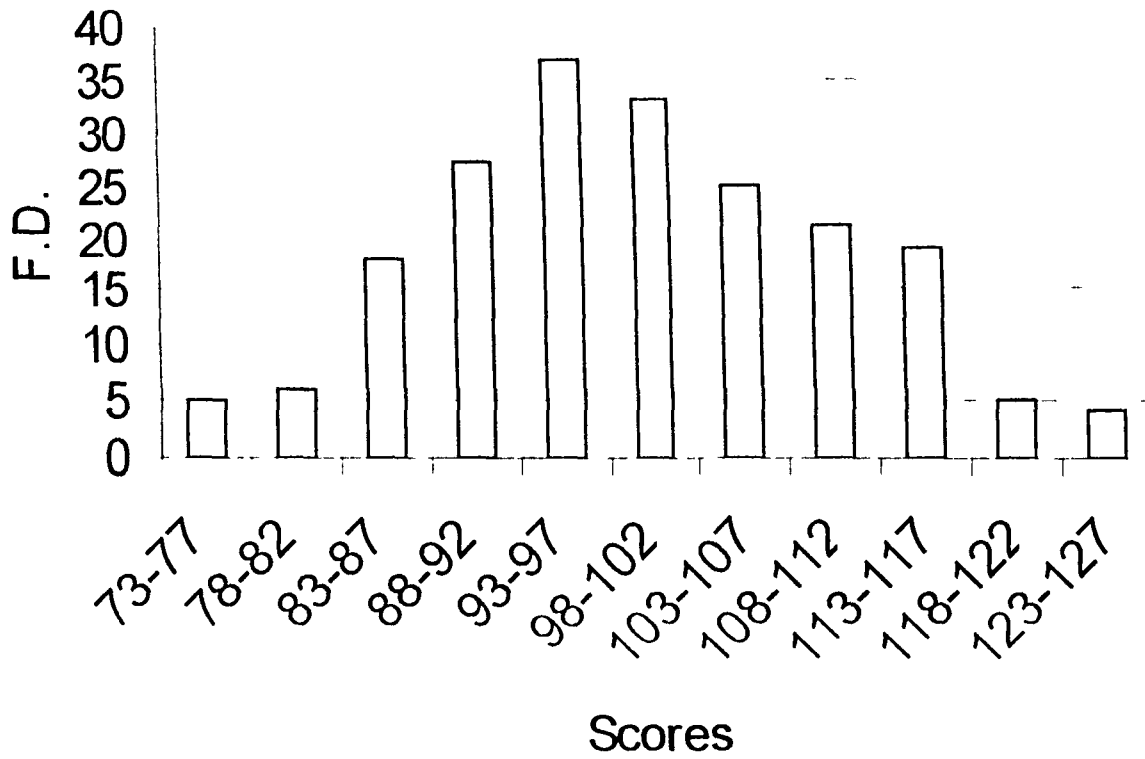


Figure 5 2 11

The range in this dimension was 53 00 the mean and the median were 99 33 and 98 00 The mode and the standard deviation was 86 00 and 10 99(5 2 11)

5.5.1.4 Conclusion of the Frequency Distribution

A number of findings can be drawn from the frequency distribution given in the tables above. The mean of the total sample was 104.86, which was far below the average norm (125.00). Findings from the frequency distribution have called into question the relevance of the traditional English course. As is apparent from the findings there is a great deal of unhappiness on the part of the students. With the global demands of the language the students perceived the need of making the English teaching classroom more learner focussed.

The investigator also attempted to find out the students attitude on each of the different components-purpose, course materials, methods, examinations and the English teacher. The attitude of the respondents was more or less average on Purpose and the Course Materials. There is however an inherent unfavourable attitude concerning Methods and Examinations. The lowest mean score interestingly was that obtained on the dimension 'the English teacher'. This finding is an eye opener for college teachers who have always been confident of their position and acknowledged importance. The findings however reveal that students are perhaps hesitant to do so.

To render a more detailed and specific information, the investigator categorized the respondents into groups on the basis of two variables –sex and stream of study. Results of the frequency distribution reveal that between the genders the females were more favorably disposed than the males. They scored a mean score of 103.89 which was higher than their male counterparts who had a mean score of 103.87 though both scored much below the average norm. This

can be explained on the ground that perhaps males are more direct in expressing their feelings than females

Again findings of the frequency distribution of the students on the basis of their stream of study, indicated that though all three groups were not favourably disposed towards the entire English programme there appeared to be some differences between them. The mean score of the Arts students was comparatively higher than that of the Commerce students and Science students with 108.27. The Commerce students again were comparatively better in their attitude with 106.98 than the Science students who scored a minimum mean score of 99.83.

This can be explained on the fact that perhaps the Science students who are more career oriented than the other two groups are more aware of the deficiencies and shortcomings of the English programme.

It can therefore be concluded from the frequency distribution that though in totality the overall attitude of the students is unfavourable yet there appears to be some difference between the attitude of the different groups. The investigator was therefore interested in finding out the extent to which the differences between them was significant. Null hypotheses were therefore formulated for the purpose.

The following section will attempt to analyse the attitude scores obtained not only on the teaching of English in general, but also that obtained on the 5 dimensions as well. Besides the investigator will also attempt to find out if there

exist a difference that was statistically significant between the different groups of students by employing the Z test.

5.6 Analysis of the Attitude Scale

This section deals with an analysis of the students attitude towards the teaching of English as a whole and towards its five dimensions. The analysis was done in terms of two variables - sex and stream of study. Following this the significance of the difference between the attitude of the comparing groups was analyzed by employing the Z test.

5.6.1 Characteristics of the sample covered by the Attitude scale

The total number of students covered under were 600 in all. Out of this 293 were females and 307 were male students. These students were drawn from the streams of Science, Arts and Commerce. The number of students from each discipline were 200 respectively.

5.6.2 Mean and S. D. of Total Attitude Score

The total Mean Attitude score and the Standard Deviation of the Total Student sample towards the teaching of English and its Different Dimensions:

This section deals with an analysis of the students attitude towards the teaching of English as a whole and on the 5 dimensions of the English teaching programme. The analysis will be done in terms of two variables - Sex and Course of Study. Following this the investigator will attempt to find out the significance of the difference between the attitude of the comparing groups by employing the Z test.

Mean and S.D. of total Attitude Scale towards the teaching of English and its different dimensions

Dimensions	Sample No.	Mean	S.D.
TE in General	600	104.86	10.71
Purpose	600	23.31	4.19
Course Materials	600	23.07	3.97
Methods	600	19.76	3.36
Examinations	600	19.84	4.96
English Teacher	600	18.86	3.56

Table 5.5.1

The table shows that the students obtained a total mean score of 104.86 and a standard deviation of 10.71 on the teaching of English in general. This mean score can be interpreted as indicating a very unfavourable attitude on the part of students towards the teaching of English as a whole. To get a more focussed information the investigator attempted to find out the attitude mean scores of the students on each dimension. The attitude of the students was slightly favourable on two dimensions - Purpose and Course Materials. This is indicated by the mean scores 23.31 and 23.07 respectively which inspite being comparatively better is still below the average norm (125.00).

The mean scores on Methods and Examination is very low. 19.76 and 19.84, with standard deviations of 3.36 and 4.96 respectively. This is indicative of an unfavourable attitude on the part of the students towards these dimensions. The lowest man score obtained however was on 'the English Teacher'. On this dimension the students had a mean score of 18.86 only and a standard deviation of 3.56. This can be interpreted as a very unfavourable attitude of the students

towards the English Teacher.

The findings of the Attitude Scale therefore reveal that the overall attitude is very much on the unfavourable side of the continuum of the attitude scale.

The Investigator was interested in finding out if the gender of students and the course of study opted had an influence on students' attitude. So to obtain a more specific and focussed information the investigator divided the sample into 2 categories in terms of sex and course of study. This has been done with the expectation that the investigator will be able to arrive at definite conclusions about how significant differences between the groups can be.

The following section will analyse the results of the Attitude Scores on the basis of two variables - Sex and Course of Study.

5.6.3 A Comparison of the Mean Attitude Score of students towards the English Teaching Programme and its five dimensions on the basis of sex

The gender of a person can sometimes determine and influence the attitude and perceptions of a person. Working on this assumption the investigator felt it was necessary to compare the Mean attitude scores of Male and Female students towards the English Teaching programme and the 5 dimensions related to it. A number of null hypotheses were formulated for the purpose.

Null hypothesis 1

There is no significant difference between the attitude of male and female students towards the entire English programme and its different dimensions.

Testing of hypothesis 1

To test the first hypothesis the difference between the mean scores obtained by the Male and Female students was found out by computing the Z value

The table presents the result of the analysis.

Dimension	Category	No.	Mean	S.D.	Z. Score	Cos
E.T	Male	307	103.87	11.31	2.31	0.05
	Female	293	105.89	9.95		

Table 5.6.1

Results on the table show that there exists a difference that was statistically significant at 0.05 level between the attitude of Male and Female students towards the English Teaching programme as a whole. Though the mean scores of both is very low, and indicative of a very apparent unfavourable disposition, yet between the two sexes, the females are comparatively tolerant. Their mean attitude score 105.89 which was slightly higher than their male friends who had a mean score of 103.87

b. There is no significant difference between the attitude of Male and Female students towards the Purpose of Teaching English

Dimension	Category	No.	Mean	S.D.	Z. Score	LOS
Purpose	Male	307	22.97	4.25	2.04	0.05
	Female	293	23.67	4.09		

Table 5.6.2

A study of the given table indicates that though both groups were not at all

happy with the intended Purpose of teaching English, yet between the sexes there exists a significant difference between their attitudes. The attitude of the females can be interpreted as being slightly better than their male counterparts. For whereas the male attitude score of the males was 22.97, that of the females was 23.67. Computing the Z value the difference between the attitude of the two groups was found to be significant at 0.05 level.

c. There is no significant difference between the attitude of male and female students towards the Course Materials.

Dimension	Category	No.	Mean	S.D.	Z. Score	LOS
Course Materials	Male	307	22.60	4.31	2.94	0.01
	Female	293	23.55	3.51		

Table 5.6.3

The results on the given table indicate that though both had unfavourable attitudes towards this dimension, yet between the sexes the females proved to be comparatively better off than their male counterparts. They had a mean score of 23.55 which was comparatively better than the males who obtained a mean score 22.60. The standard deviation was 4.31 and 3.51 respectively. The obtained Z score was 2.94 which makes the difference between the attitude of the two groups statistically significant at 0.01 level. The hypothesis therefore formulated was rejected.

d. There is no significant difference between the attitude of Male and Female students towards the method of teaching English adopted in the classroom.

Dimension	Category	No.	Mean	S.D.	Z. Score	LOS
Methods	Male	307	19.76	3.58	0.03	0
	Female	293	19.77	3.11		

Table 5.6.4

A study of the results on the table indicates that there is no difference which is statistically significant between the two groups. As such, the hypothesis formulated **was** was therefore retained.

e. There is no significant difference between the attitude of Male and Female students towards the dimension Examinations.

Dimension	Category	No.	Mean	S.D.	Z. Score	LOS
Examinations	Male	307	19.25	5.27	3.02	0.01
	Female	293	20.47	4.54		

Table 5.6.5

Results of the table show that though both groups again were unfavourably disposed towards this issue yet between them the attitude of the females was a little better off than that of the males. They obtained a mean score 20.47 which was higher than the mean score obtained by the males 19.25. The standard deviation obtained was 5.27 and 4.54. The computed Z score was 3.02 which makes the difference between the two significant at 0.01 level.

f. There is no significant difference between the attitude of Male and Female students towards the English Teacher

Dimension	Category	No.	Mean	S.D.	Z. Score	LOS
English Teacher	Male	307	18.71	3.67	0.98	0
	Female	293	19.06	3.51		

Table 5.6.6

The mean attitude score obtained by students is lowest on this dimension with only 18.86. On the basis of gender however, the females proved to be a little more tolerant towards their teacher than do males. They obtained a mean score of 19.06 and had a standard deviation of 3.51. The males however had mean score of 18.71 and a standard deviation of 3.67. However when tested

statistically, it has been proved that the difference between them is not significant at all. Therefore the null hypothesis that had been framed for the purpose was retained

5.6.4 A Comparison of the Mean Attitude Scores of the Arts & Science Students towards the teaching of English and the Related Dimensions

Testing of hypothesis II

a. Entire English Programme

There is no significant difference between the attitude of Arts and Science students towards the English Teaching programme.

To test the hypothesis, the difference between means was arrived at by computing the Z value.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
ET	Arts	200	108.27	9.50	8.69	0.01
	Science	200	99.23	10.99		

Table 5.7.1

The table above indicates that there is a significant difference between the attitude of the Arts and Science students towards the English Teaching programme, though both indicate a very unfavourable attitude towards the same. The mean of the Arts student was certainly higher with 108.27 than the Science students whose mean attitude score was very low with 99.23. The standard deviation was 9.50 and 10.99 respectively. Subsequently the obtained Z value was 8.69 which indicates a difference that was significant at 0.01 level. Hence the null hypothesis framed on the issue was refuted

b. On Purpose

There is no significant difference between the attitude of Arts and Science students towards the Purpose of Teaching English

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Purpose	Arts	200	24.36	4.36	6.12	0.01
	Science	200	21.78	3.82		

Table 5.7.2

The table shows that on purpose the mean attitude score of the Arts student is higher than that of the Science student who only had a score of 21.78. The S.D. of the two groups were 4.86 and 3.82. Though both groups were very non-committal in the attitude towards the Purpose of teaching English yet there is a difference between the two groups which is statistically significant at 0.01 levels. The null hypothesis formulated has therefore to be refuted.

c. On Course Materials:

There is no significant difference between the Attitude of Arts and Science students towards the Course Materials.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Course Materials	Arts	200	24.87	3.65	9.63	0.01
	Science	200	21.00	3.96		

Table 5.7.3

Data in the above table shows that the Mean Attitude Score of Arts student (24.87) is higher than that of their Science peers who obtained a mean score of 21.00. The Standard Deviation of both is seen to be 3.65 and 3.96 respectively. The obtained Z score 9.63 was found to be significant at 0.01. This finding can be interpreted as showing that Arts students indicated a significantly better attitude towards the Course Material than their Science friends

d. On Methods

There is no significant difference between the attitude of Arts and Science students towards the method of teaching English adopted in the classroom.

Dimension	Category	No	Mean	S.D	Z. Score	LOS
Methods	Arts	200	19.72	3.17	0.04	0
	Science	200	19.70	3.77		

Table 5.7.4

The table reveals that the mean attitude score of the Arts students is slightly higher than that of the Science students. However the difference is statistically insignificant; though from the main attitude of both groups it may be perceived that the students have a very unfavourable attitude towards the method adopted to teach English.

e. On Examinations

There is no significant difference between the attitude of Arts and Science students towards the dimension Examinations.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Examinations	Arts	200	20.86	4.43	6.89	0.01
	Science	200	17.78	4.51		

Table 5.7.5

Data on the table shows that the mean attitude score of the Arts students(20.86) is higher than the Science students(17.78). The standard deviation is 4.43 and 4.51. The obtained Z value of 6.89 is found significant at 0.01 level. This shows that there is a significant difference between the attitude of the two groups towards the examination, though both indicate a very unfavourable disposition towards it.

f. On the English Teacher

There is no significant difference between the attitude of Arts and Science students towards the English Teacher.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
The English Teacher	Arts	200	20.86	4.43	6.89	0.01
	Science	200	17.78	4.51		

Table 5.7.6

Results from the table indicate that though both groups are unfavourably disposed towards their English Teacher yet between the two, the attitude of the Arts student is higher with a mean attitude score of 20.86. The mean attitude score of the science student is very low with 17.78. The Standard Deviation of both the groups is 4.43 and 4.51 respectively and the obtained computed Z score is 6.89 which makes the difference between the attitude of the two groups significant at 0.01 level.

5.6.5 A comparison of the Mean Attitude Scores of Arts and Commerce Students towards the Teaching of English in general and towards the 5 dimensions related to it

Testing of Hypothesis 3:

a. Entire English Programme

There is no significant difference between the attitude of Arts and Commerce students towards the entire English Teaching Programme

To test this hypothesis once again the mean attitude scores obtained by the two groups of students - Arts and Science - was calculated and the difference between them was arrived at. By employing the Z score test the level of significance of the difference was also found out

The first step was to find out the attitude of these two groups to the entire

English Teaching programme.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
E. T.	Arts	200	108.27	9.50	1.36	0
	Commerce	200	106.98	9.30		

Table 5.8.1

A study of the table will reveal that both the Arts and the Commerce students scored very low on the continuum of the attitude scale. However between them, the Arts students were comparatively a little better in the attitude as revealed by the attitude score obtained by their 108.27. The commerce students however scored lower with 106.98. The Standard Deviation of one was 9.50 and that of the other was 9.30. The computed Z score obtained was 1.36, which made the difference between the two groups almost statistically insignificant. The hypothesis thus formulated was therefore refuted.

b. On Purpose:

There is no significant difference between the attitude of Arts and Commerce students towards the Purpose of Teaching English.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Purpose	Arts	200	24.36	4.36	1.06	0
	Commerce	200	23.86	3.92		

Table 5.8.2

Data on the table indicates a comparatively favourable attitude of the two groups towards the purpose of teaching English. To find out if there is a difference that was significant between the two, the difference between the mean attitude scores was calculated using the Z score test and the level of significance was arrived at. Findings of this reveal that there is no difference between the attitude of the two groups which is statistically significant

c. On Course Materials:

There is no significant difference between the attitude of Arts and Commerce students towards the Course Materials

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Course Materials	Arts	200	24.67	3.65	3.25	0.01
	Commerce	200	23.53	3.44		

Table 5.8.3

Results of the table show that though the attitude of both is slightly favourable the Arts students obtained a mean score (24.67) that was higher than the Commerce students(23.53). The Standard Deviation is 3.65 and 3.44 and the obtained Z score is 3.25 which makes the difference between the two statistically significant at 0.01 level. The hypothesis therefore formulated was refuted in the light of this finding.

d. On Methods:

There is no significant difference between the attitude of Arts and Commerce students towards the Methods of teaching.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Method	Arts	200	19.72	3.13	0.65	0
	Commerce	200	19.88	3.14		

Table 5.8.4

Findings from the table reveal that both the Arts and the Commerce groups have an unfavourable orientation to this aspect of the English Teaching programme. This is indicated by the low mean attitude score of 19.72 and 19.88 respectively. Between the two groups the mean attitude score of the Commerce group is slightly higher than that of the Arts. The Standard Deviation is again 3.13

and 3.14 respectively. The computed Z score however is only 0.65 which makes the difference between the attitude of the two comparing groups statistically insignificant

e. On Examinations:

There is no significant difference between the attitude of Arts and Commerce students towards Examination.

To either retain or refute the statement, the difference between the means of the two groups was calculated.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Examinations	Arts	200	20.86	4.43	0.71	0
	Commerce	200	20.90	5.25		

Table 5.8.5

Results from the above table clearly indicate a significant difference between the attitude of the two groups. Though both display negative dispositions yet the attitude of the Commerce student is higher (as indicated by the main score obtained (20.90)) than the Arts group (20.86). The Standard Deviation is 4.43 and 5.25 respectively. The obtained Z score is 0.71, which makes the difference between the two groups statistically insignificant. The null hypothesis formulated was therefore refuted in the light of the above findings.

f. The English Teacher:

There is no significant difference between the attitude of Arts and Commerce students towards the English Teacher.

To test this hypothesis the difference between the mean of the two groups was found out. The Z score was then arrived at to find out the level of

significance in the difference if any

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
English Teacher	Arts	200	18.71	3.67	0.27	0
	Commerce	200	18.81	3.31		

Table 5.8.6

The above table indicates that both the Arts and the Commerce students have a very unfavourable attitude towards the English teacher. The mean attitude score (though slightly higher than the Arts) of the Commerce students is 18.81 while that of the Arts is 18.71. The standard deviation of the former is 3.31 while that of the Arts is 3.67. The obtained Z score is 0.27 which was found to be insignificant. This finding indicates that the difference between the attitude of the Arts and Commerce students is not significant at all. On the basis of this the hypothesis formulated was retained.

5.6.6 Comparison of the Mean Attitude Scores of Science and Commerce Students towards the entire English Teaching programme and the 5 dimensions - Purpose, Course Materials, Methods, Examinations and the English Teacher

Testing of hypothesis 4:

To test the fourth hypothesis - there is no significant difference between the attitude of Science and Commerce students towards the English teaching programme and its five dimensions - the significance of the difference between their means was found by computing the Z value. The results of the computation of the differences between the means are given in the table below.

a. Entire English Programme

There is no significant difference between the attitude of Science and Commerce students towards the teaching of English as a whole.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
E.T	Science	200	99.83	9.50	7.50	0.01
	Commerce	200	106.98	9.30		

Table 5.9.1

It is to be noted from the results of the table that the attitude of the Commerce students is comparatively higher and slightly favourable than their peers in the Science group. They obtained a mean attitude score of 106.98 while the Science group obtained 99.83. The Standard Deviation of the Commerce group was 9.30 and that of the Science was 9.50. The computed Z value was 7.50, which makes the difference between the two groups significant at 0.01 level. On the basis of this computation the null hypothesis was refuted.

b. On Purpose:

There is no significant difference between the attitude of Science and Commerce Students towards the Purpose of teaching English.

To test this hypothesis the difference between the mean attitude score of the two calculated by computing the Z value.

Dimension	Category	No	Mean	S D	Z Score	LOS
Purpose	Science	200	23.86	3.92	5.35	0.01
	Commerce	21.78	3.82	5.25		

Table 5.9.2

The table shows that the computed Z value was significant at 0.01. The Mean attitude score of the Science student (23.86) was slightly higher than the Commerce students (21.78) and their Standard Deviation was 3.92 and 3.82 respectively. So, though both had unfavourable attitudes towards the Purpose of

teaching English yet the attitude of the Science people was comparatively better than the Arts. Based on this finding the hypothesis was refuted.

c. On Course Materials.

There is no significant difference between the attitude of Science and Commerce Students towards the Course Materials.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Course Materials	Science	200	23.53	3.44	6.90	0.01
	Commerce	200	21.00	3.96		

Table 5.9.3

Results from the above table show that though both groups are unfavourably disposed towards the Course Materials yet between them the Science students scored higher in the mean (23.53) than their Commerce counterparts (21.00). The Standard Deviation is 3.44 and 3.96 and the computed Z score is 6.90 which indicated that there is a difference between the attitude of the two groups which is significant at 0.01 level. Hence the hypothesis is refuted.

d. On Methods:

There is no significant difference between the attitude of Science and Commerce Students towards the Method of teaching English.

To test this hypothesis once again the difference between the means of the two groups was found out

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
Methods	Science	200	19.88	3.14	0.50	0
	Commerce	200	19.70	3.77		

Table 5.9.4

Findings from the computation indicate no significant difference between the attitude of the two groups of students towards the Method adopted to teach English. It is however important to note that both groups revealed a very

unfavourable attitude towards this dimension. On the basis of this finding the hypothesis was therefore retained.

e. On Examinations:

There is no significant difference between the attitude of Science and Commerce Students towards the Examination.

Dimension	Category	No	Mean	S.D.	Z Score	LOS
Examinations	Science	200	20.90	5.25	6.36	0.01
	Commerce	200	17.78	4.51		

Table 5.9.5

The results of the table show that both the Science and the Commerce students perceive the Examinations very unfavourably. However the mean score of the Science student is comparatively higher (20.90) than the mean attitude score of the Commerce students (17.78). There is therefore an apparent difference between the attitude of the two groups. However to find out how significant the difference is the Z value was computed and was found to be 6.36 which makes the difference significant at 0.01 level. As a result of this, the hypothesis was refuted.

f. The English Teacher:

There is no significant difference between the attitude of Science and Commerce Students towards the English teacher.

Dimension	Category	No	Mean	S.D.	Z. Score	LOS
The English Teacher	Science	200	18.81	3.31	0.72	0
	Commerce	200	19.06	3.51		

Table 5.9.6

Results on the table indicate that the Science and Commerce students scored lowest on this dimension. This is indicative of a very unfavourable attitude on their part. However between the two the attitude of the Commerce student is

slightly better as is apparent from the mean attitude score (19.06) which is higher than that of the Science students (18.81). The Standard Deviation is 3.51 for the former and 3.31 for the latter. The obtained Z score is 0.72 which proves that the difference between the attitude of the two groups is not statistically significant. On the basis of this finding the hypothesis formulated is retained.

5.6.7 Discussion of the Results of the Attitude Scale

Findings from the Attitude Scale indicate that the students in general have a very unfavourable disposition towards the English teaching programme and its various dimensions. The total mean attitude score obtained was 104.86 and the standard deviation was 10.71 which was below the average norm of 125.00.

Results on the table also indicated that students obtained very low scores on Purpose, Course Materials, Methods, the Examination and the English Teacher. The mean attitude scores are 23.31, 23.07, 19.76, 19.84 and 18.86 respectively. Interestingly a study of mean scores obtained on the different dimensions revealed that the students scored the lowest on the English Teacher. So much for the acknowledged importance of teachers.

The investigator however was not satisfied with the general information obtained. Assuming that certain variables can influence the attitude of a person towards certain issues, the investigator formulated several hypotheses. The hypotheses were to test if variables such as sex and course of study had any influence on the attitude of various groups of students. This was done with the expectation that the findings can yield a more focussed and specific information regarding the attitude of different groups of students.

Findings from the analysis revealed that sex and the discipline opted as a course of study did have an impact upon the attitude of the student towards certain issues

A study of the results of the analysis revealed that though both male and female students had a very unfavourable attitude towards the whole issue of English teaching, their attitudes differed significantly on various dimensions

The male and female students differed significantly between their attitudes towards, the English teaching programme, the Purpose of teaching English, the Course Materials used and the Examination system. Whereas they differed at 0.05 levels on the first two aspects they differed at a level of 0.01 on Course Materials and Examinations

It is really difficult to state precisely what determines the difference in the attitude of the two sexes. Though sex differentiation is a universal concept and various aspects of it have been continually discussed and debated, yet it is still difficult to arrive at any decisive conclusion. The difference can perhaps be attributed to either aptitudinal, personality factors or both.

Females in general perhaps have been found to be more status and prestige conscious than men. Besides females have a higher level of aspiration, goal perseverance and orientation than their male counterparts. As a result they are perhaps more aware of specialized needs and requirements. However in this context there is the need for caution in interpreting attitude on sex-based differences. The presuppositions of many based on sex differentiation have caused findings to be overstated and exaggerated. However it would be a grave

mistake to generalize. If females are more status and prestige oriented, the males are more practical and have a career oriented disposition which perhaps makes them question the validity and relevance of certain issues. This is perhaps why males are more stronger and forceful in expressing their unfavourable attitude towards aspects related to the English Teaching programme. They are more discriminating in their perception of the relevance of the Course Materials, the Purpose of teaching English and the Examination system.

On the dimension 'Method', there is no significant difference between the attitude of the two sexes. This can be perhaps be explained on the ground that the students can see no viable substitute to the conventional lecture method, though their attitude towards it is definitely very unfavourable.

The discipline students opted as a course of study can also have concrete influences on their attitude. Working on this assumption, the investigator attempted to find out if there were significant differences between the attitude of students from different disciplines toward English teaching programme as a whole and towards the 5 aspects related to it in particular.

Results of the analysis revealed that there was a significant difference between the attitude of Arts and Science students towards the entire English programme which was significant at 0.01 level. The attitude of the Science and Commerce student was also statistically significant at 0.01 level. There was however no significant difference between the attitude of Arts and Commerce students.

Towards the Purpose of Teaching English, the attitudes of the three

groups were again tested to find out if there are significant differences between the attitudes of Arts and Commerce on the one hand and those of the Science students on the other. There was however no statistically significant difference between the attitudes of the Arts and Commerce students.

Such a finding is not unexpected. The majority of students from the Science stream are perhaps more highly career conscious and achievement oriented. As such, this group would prefer an English Course that focussed more on language skills and rhetorical functions than one whose emphasis is on an appreciation of literary texts. It is therefore only natural that the science students would perceive a mismatch between what their need perceptions are and what they actually get from their English Course.

On Course Materials used, there is interestingly a difference between the attitude of the various groups of students that was statistically significant at 0.01 levels, though they unanimously as a group expressed and indicated unfavourable attitudes towards this dimension.

Whereas the Arts students can settle on amore broad and general English course, the Science students would prefer instructional materials that would suit them best professionally and cater to their vocational and technical competence.

The Commerce students on the other hand would prefer materials that would help them use language functionally within their own specialized requirements such as draft and report writing and accounting.

Responding to the questionnaire a substantial majority of the students revealed the willingness on their part to try out new and authentic materials.

Findings on the method of teaching reveal that students obtained very low mean attitude scores on this dimension. This simply implies that students consider the conventional lecture methodology with a great deal of discontent. Interestingly too, there was no statistically significant difference between the attitudes of the different groups. In fact, while computing the mean scores in terms of the statements in the questionnaire it was found that the students are more inclined towards changes in the teaching techniques and strategies.

The mean score obtained by the total student sample on the dimension Examination was 19.84 which can again be interpreted as being indicative of an unfavourable attitude. A comparative study of the mean scores obtained by the Male and Female students, reveal that there is a significant difference between the attitude of the two sexes towards this dimension. The females scored higher than the males.

A significant difference also exist between the attitudes of Arts and Commerce students on the one hand and the Science students on the other.

The students scored the lowest on the dimension the English Teacher with a total mean score of just 18.86. There is no significant difference between the attitude of Male and Female students towards this attitude object. Though in general there is a very unhappy feeling towards the English teacher, a comparative study of the Arts and Science students show that there is a significant difference in the attitude of the two groups. The Science students reveal a more pronounced feeling of dissatisfaction towards their teacher by obtaining a low mean score of 17.78 as against the Arts who scored 20.86.

There is however no significant difference between the Arts and Commerce students that can be accounted for statistically.

5.6.8 Conclusion

The Chapter highlighted the major findings of the investigation on the perceptions and attitude of students towards the different aspects of the English teaching programme. A set of hypotheses formulated by the researcher have either been confirmed or refuted depending upon the results yielded from the investigation. Accordingly, an interpretation of the findings is given in the last sections of the chapter.

CHAPTER VI

6.1 Introduction

The investigator was interested in finding out if there were differences that were statistically significant between the attitude of students and teachers towards the four dimensions - Purpose, Course Materials, Methods and Examination. The chapter therefore attempts to make a comparative study between the two groups.

6.2 Characteristics of the Teacher and Student sample covered by the Attitude Scale

A number of 100 teachers from different colleges in the state and 600 students drawn from different courses of study of the local colleges in the East Khasi Hills District have been covered by the Attitude Scale.

6.3 Comparison of the Attitude of Teachers and Students on the Teaching of English in general

Hypothesis 1:

There is no significant difference between the attitude of teachers and students towards the teaching of English in general.

To test this hypothesis the difference between the mean scores obtained by the groups was calculated.

Category	No.	Mean	S.D	Z Score	LOS
Teachers	100	120.33	30.11	9.482	0.01
Students	600	104.86	10.17		

Table 6.1

The results as shown on the table reveal that there is a very significant difference that exists between the two respondent groups. Whereas both groups are not favourably inclined towards this dimension, the teachers still maintain a comparatively cordial attitude by obtaining a mean score of 120.33. The students however indicated a very unfavourable attitude by obtaining a low mean score of 104.86. The Standard Deviation of the student is 10.17 while that of the teacher was 30.11. The computed Z score arrived at was 9.482, which makes the difference that existed between the two groups significant at 0.01 level. The hypothesis formulated was therefore refuted.

6.4 Comparison of the Attitude of Teachers and Students on the purpose of teaching English

Hypothesis 11

There is no significant difference between the attitude of the teachers and students towards the Purpose of teaching English.

To prove this hypothesis once again the difference between the means of the comparing groups was calculated by employing the Z test.

Category	No.	Mean	S.D.	Z Score	LOS
Teachers	100	23.71	4.19	8.791	0.01
Students	600	18.78	7.36		

Table 6.2

As is apparent from the results above, there is a wide difference between the attitude of the teachers and the students in this dimension. The mean score obtained by the teachers is seen to be 23.71 which is comparatively on the average side of the attitude continuum. The mean score obtained by the students however is 18.78 which is indicative of an unfavourable attitude. The Standard Deviation of the former is 7.36 and that obtained by students is 4.19. The Z score arrived at is 8.791 which makes the difference between the two groups significant at 0.01 level. The null hypothesis was refuted in the light of this finding.

6.5 Comparison of the Attitude of Teachers and Students towards the Course Materials used

Hypothesis 111:

There is no significant difference between the attitude of students and teachers towards the Course Materials.

Category	No.	Mean	S.D.	Z Score	LOS
Teachers	100	23.07	3.97	3.025	0.01
Students	600	21.76	4.21		

Table 6.3

Testing of hypothesis has been done by determining the difference between the mean attitude scores obtained by the two comparing groups.

The table above indicates that the mean score of the teachers is 23.07 and that of the students is 21.76. The S.D of the former was 4.21 while that of the latter is 3.97. The Z Score arrived at is 3.025 which makes the difference between the attitude of the two groups significant at 0.01 level.

6.6 Comparison of the Attitude of Teachers and Students towards the Method adopted to teach English

Hypothesis 1V

There is no significant difference between the attitude of the teachers and students towards the method of teaching English.

Category	No.	Mean	S.D.	Z Score	LOS
Teachers	100	22.76	3.66	8.117	0.01
Students	600	19.76	3.67		

Table 6.4

Testing of the above hypothesis have proved that there is a significant difference between the attitude of teachers and students towards the course Materials used. Whereas the mean score obtained by teachers is 22.76 and the Standard Deviation is 3.66, the mean score obtained by students is 19.76 and the Standard Deviation is 3.67. The score obtained by teachers is indicative of a

slightly favourable attitude on the part of the teachers, whereas the students indicate an unfavourable disposition with 19.76. The computed Z score is 8.117 which makes difference between the two groups significant at 0.01 level. The hypothesis formulated is therefore refuted in the light of the above finding.

6.7 Comparison of the Attitude of Teachers and Students towards Examinations

Hypothesis V

There is no significant difference between the attitude of teachers and students towards the Examination.

To test this hypothesis the difference between the mean scores of the teachers and the students is calculated.

Category	No.	Mean	S.D.	Z Score	LOS
Teachers	100	21.54	4.68	3.117	0.01
Students	600	19.84	4.96		

Table 6.5

Results on the table above indicate that while teachers reveal a very neutral attitude by obtaining an attitude score of 21.54, the students have a very unfavourable attitude with 19.84. The Standard Deviation of both is 4.68 and 4.96 respectively. The computed Z score is 3.117 which makes the difference between the two significant at 0.01 level. The hypothesis in the light of this finding was therefore rejected

6.8 Discussion of the Findings

Data yielded by the study indicates that there is a wide variation between the attitude of teachers and students towards the English teaching programme as a whole and its different components. Of fundamental significance is the fact that the two groups differ in their conceptions of the purpose of an undergraduate English education. A majority of the teachers tend to endorse the ability to appreciate and comprehend literary texts as the most important goal of education. The students however desired the development of vocational professional competence and the improvement of communication skills.

There is therefore an apparent problem of a mismatch between the need perception of students and the teachers of the English course.

The students once again differed significantly from their teachers on this dimension. Whereas teachers are to a certain extent content with the instructional materials, the students are not in favour of the same.

As had been mentioned earlier the existing course materials include selections from the literary genres - poetry, prose and drama. Teachers indicate an attitude that was more inclined towards abiding by the conventional literary syllabus. Students however preferred those that are more of the authentic types. Responding to the questionnaire, they indicate a preference for materials that are more practically and professionally relevant. As had been indicated in the discussion to the analysis of students attitude, the materials ought to cater to the specific learning requirements of the learners.

There is a significant difference between the attitude of the students on the one hand and the teachers on the other with regards to methods.

If the teachers indicate an attitude of complacency and satisfaction with the methodology adopted, the students by no means agree on this. To them it has become obvious that lecturing and teaching does not connect. What they feel is that lecturing should give way to group discussions and seminars. Such activities they feel will involve them in active communication skills and help them to use language actively and purposively.

This wide discrepancy between the assumed importance of lecturing and the actual expectation of students is suggestive of widespread student dissatisfaction and discontent which can have a bad effect on their motivation to learn and study.

Teaching methods should therefore be such that they elicit greater student participation and involvement than is possible with the lecture method and engender too an interest of the students in the subject matter under discussion.

If there is a difference between the attitude of students and teachers that was significant statistically on the three dimensions of the English teaching course, there also is a significant difference on the examination aspect.

Teachers see no other alternative to the examination system by which to evaluate the achievement of students. A substantial majority of students however, perceive that class assignments and periodical tests are more tailored to their needs and requirements than examinations.

The findings offer insights into the relationship between English Teaching goals and actual practices. Student requirements and needs should play an important role in shaping and modifying the teaching practices in order to maximize student interest and motivation. Efforts to improve the English teaching situation will require strategies that take cognizance of the societal expectations from students and the educational objectives which are to be practiced and valued.

6.9 Conclusion

The Chapter highlighted the major findings of the investigation on a comparison of the perceptions and attitude of teachers and students towards the different aspects of the English teaching programme. A set of hypotheses formulated by the researcher have either been confirmed or refuted depending upon the results yielded from the investigation. Accordingly, an interpretation of the findings was given in the last section of the chapter.

Chapter VII

7.1 Introduction

This concluding chapter is divided into five sections. Section I & II summarizes the findings of the study from the Students and Teachers' Questionnaire and Attitude Scale. Section III indicates the educational implications and also highlights suggestions for improvement. Section IV gives suggestions for further research and lists the contributions of the study.

The present study attempts to find out the perceptions and attitude of teachers and students towards the teaching of English. Data for the purpose of obtaining the needed information was elicited through an interview with some of the respondents and an Attitude and a Contact with English Scale administered on the total sample. A summary of the findings is given in the following sections.

Section I

7.2 Background characteristics of the Student respondents.

The study included the responses of 600 undergraduate students drawn from different colleges in and around Shillong. Of the total sample there were 307 were males and 293 of them were females. The students were grouped under two age categories, those between 17-20 and between 21-25. There were 257 males and 282 females in the first category. There were 50 males and 11 females in the second category. The students were drawn from the three streams of Arts, Science and Commerce. The students in the Science stream included 129 males and 71 females. There were 81 males and 119 females in the Arts

section. In the Commerce section there were 97 males and 103 females. 57 of these students were from purely male colleges, 90 of them were from the three female colleges and the rest 453 were from co-ed colleges.

7.3 Summary of the findings

7.3.1 Summary of the findings of the Students Contact with English Scale

Findings from the contact with English Scale (Students) reveal that English play a very important role in the linguistic repertoire of the undergraduate students. Interestingly however much of the English learnt was not through formal instructions but from out-of-class experiences - interactions with peers, a reading of magazines, journals and of course the media.

7.3.2 Summary of the results of the Interview administered on 100 students

Data yielded from the interview with 100 students show that a substantial majority is aware and conscious of the indifferences and complacency of the teachers of English. The absence of clearly specified aims and objectives results in a lack of interest and direction on the part of the students towards the study of English. The interviews also highlighted the attitude of the students towards revamping the current instructional materials and methodology adopted. Making the English course more learner oriented would make, according to them, the teaching of English academically and socially relevant.

The Attitude scale administered on 600 students confirmed the findings of the interviews. The sample included both male and female drawn from the three disciplines of study - Arts, Science and Commerce.

7.3.3 Summary of the findings from the Attitude Scale

Findings from the Attitude Scale revealed that students in general were very unfavourably disposed towards the teaching of English. Obtaining a mean score of 104.50 and a Standard Deviation of 10.71 was proof enough of the fact that the students were not happy in the way English was handled in college.

The investigator worked on the assumption that variables - sex and stream of study do not have any influence whatsoever on the attitude of the students.

Findings from the study however indicate that there was a difference that was statistically significant at 0.01 level between the attitude of male and female students towards the teaching of English in general. There exists no significant difference between the attitude of the two sexes towards the 'Method' of teaching English and the English Teacher. There however was a significant difference between their attitude on the dimensions - Purpose, Course Materials and Examinations. The differences were all significant at 0.01 level.

The stream of study opted by the students also influence their attitude towards the different aspects of the English teaching course. The findings of the Attitude Scale are as follows: there is a significant difference at 0.01 level

between the attitude of the Arts and Science students towards the teaching of English in general and the purpose of teaching English

There is a significant difference between the two groups towards the Course Materials, the Examination and the English Teacher. It is only on the dimension 'Method' that there exists no significant difference between the attitude of the two groups.

Arts and Commerce

Unlike findings arrived at between the attitude of the Arts and Science students, there is not much of a variation between the attitude of the Arts and Commerce students.

There exists no difference that is statistically significant between the attitude of the two groups towards the teaching of English in general, and the four dimensions related to it, namely Purpose, Methods, Examinations and the English teacher.

There is however a significant difference between their attitude towards the Course Materials. The difference between their attitude is significant at 0.01 level.

Science and Commerce

There is a significant difference between the attitude of Science and Commerce students towards the teaching of English in general. The difference is statistically significant at 0.01 level.

There is a significant difference at 0.01 level between the attitude of the two groups towards the Purpose of teaching English.

There is a significant difference between the attitude of Science and Commerce students towards the Course Materials.

There is no significant difference between the attitude of the two groups towards the method of teaching English.

There is a significant difference at a level of 0.01 in the attitudes of the Science and Commerce students towards the Examination.

There is however no significant difference between the attitude of the two groups towards the English Teacher.

Section II

This section highlights the major findings of the study on Teacher Attitude. The section incorporates findings from the interview with 37 teachers and the Attitude and the Contact with English Scale administered on 100 teachers.

7.4 Background characteristics of teacher respondents

There were 100 teachers drawn from the different colleges of the state. There were 29 male and 71 female teachers in all. The teachers were divided into two categories, those who had a teaching experience that was less than 6 years (Juniors) and those that who had taught for more than 7 years (Seniors). There were 48 in the first category and 52 in the second. The teachers were also grouped under the category of professional qualification. 22 were backed by professional training while 78 had only a post graduate degree in English Literature.

7.5 Summary of the findings

7.5.1 Summary of the findings of the Teachers Contact with English Scale

Results of the scale is indicative of the very favourable attitude that teachers have towards English as a language of communication and interaction. The majority indicates that a substantial chunk of their activities outside the classroom is done through English.

In spite of this acknowledged importance of English, yet findings from the Attitude Scale however show that teachers maintain a highly defensive attitude when it comes to expressing their opinion about the undergraduate English Course.

An interesting finding from the Contact with English Scale is that the teachers have no contact whatsoever with their colleagues from other colleges.

They do not interact with them on issues such as student requirements and English instruction - for instance on identifying ways of meeting the needs of specific student groups. Their contact with the English Language Teaching Institutes is almost negligible. Participation in workshops, seminars and refresher programmes is minimal for a majority of the teachers. This perhaps can explain for the lack of awareness on their parts of the current advances and developments in ELT curriculum, course design, instructional materials and methodology. It can be said that ELT as a discipline separate from literature in English is an unknown concept to a majority of teachers of English in this region.

7.5.2 Summary of the findings of the teachers interview

Findings from the interview indicate that the teacher's response on the standard of the present English course is very much on the defensive. The interview however was contributive in that it surfaced the different constraints that perhaps hampers the teachers from effectively investing in their teaching profession. These include:

1. the non-availability of teaching aids and academic facilities
2. lack of pre and in-service training for teachers
3. the overcrowded classroom
4. the mixed ability student population (the varied proficiency level of the students)
5. the heavy work schedule

6. the indifference of the authorities to the needs and requirements of the teachers concerned
7. lack of proper course objectives

7.5.3 Summary of the findings of the Teachers Final Attitude Scale.

Findings from the Attitude Scale indicate that the teachers in totality have a very non-committal Attitude towards the entire English teaching course. Obtaining a mean score of 120.33 and a Standard Deviation of 30.11 is indicative of this kind of an attitude.

As with students, so with teachers, the investigator worked on the assumption that the attitude of all teachers are the same. However to get a more focussed information the investigator framed several hypothesis to test if variables like sex, experience and professional training can in anyway influence the attitude of teachers.

Testing of the hypothesis show that there is no difference that can be statistically accountable between the attitude of male and female teachers towards the teaching of English and its different aspects.

Experience however does have an impact on the attitude of teachers towards certain dimensions such as the Purpose of teaching English and the Course Materials used. The difference between the attitude of the Senior and Junior teachers on the Purpose of teaching English was significant at 0.01 level.

On Course Materials, the difference between the attitude of the two groups was also significant at the same level - that is at 0.01 level.

There exists however no significant difference between the attitude of the two groups towards the Course Materials, Methods, Examinations and the teaching of English as a profession.

The training that teachers go through also has an impact on their attitude. Findings of the study reveal that there was a difference that was statistically significant at 0.01 level between the attitude of teachers with training and those without, towards the teaching of English.

Their attitudes also differ significantly on the Purpose of teaching English and the Methods used (at 0.01 level). Besides the two groups differed significantly at 0.05 level towards the Course Materials used.

The attitude of both the groups is however the same on the dimensions - Examination and teaching English as a profession.

The investigator tried making a comparative assessment of the findings from the Attitude Scale of both teachers and students. This revealed a wide variation between the attitude of the two groups towards the entire English programme and its related aspects.

On the teaching of English in general the teachers obtained a mean score of 120.83, whereas the students had a mean score of 104.86, which was well below the average. This therefore made the difference between the attitude of the two groups significant at 0.01 level.

On the purpose of teaching English the students had a low mean score of 18.78 while teachers obtained 23.71 which again makes the difference between the attitude of the two groups significant statistically at 0.01 level. On Course Materials the difference between the attitude of the two groups is as apparent from the mean scores obtained, not very pronounced. While teachers scored

23.07 the students obtained a mean score of 21.76. However the difference is still significant at 0.01 level.

On the Method adopted and the Examination system the attitude between the two groups was again significantly different at 0.01 level for both. While the mean scores obtained by teachers on Method and Examination are 22.76 and 21.54 respectively, that of students is 19.76 and 19.84 respectively.

Section III

7.6 Educational Implications

This section not only highlights the educational implications from the findings of both the teachers and students study but also suggest the possible steps to improvement.

The study revealed a number of findings about the current realities of the English teaching scenario, which does not present a very favourable picture. Both the students and teachers display an enormous interest for learning English and are fully aware of its relevance and potential. At the same time however the students indicate their lack of interest in the English classrooms. The students feel that the English course does not cater to their future or professional requirements nor does it teach them the skills of using the language purposively. In fact all the English they had learnt was through informal exposure through reading books, magazines etc., and through interaction with their peers and others mostly outside the classroom. This is perhaps because English till date continues to be taught as a literary, humanistic and content subject and not as a

skill and a tool for practical communication. This has been done in the belief that exposure to literature can improve the student's ability to use the language. But English teaching at college have, at no point, attempted to provide language instruction as a conscious aim. Regarding aims and objectives, findings from the study indicate that neither teachers nor learners are aware of the specific purposes and objectives of teaching and learning English. Students are disillusioned with the value of English teaching instruction and are skeptical of the relevance of the course. Teachers do not know whether the literature oriented syllabus is meant to teach the skills of language or to help students interpret and appreciate literature and use ██████████ language as a vehicle for their own thoughts. This lack of specificity of teaching and learning objectives is a major flaw in any teaching programme. But if the teaching of English is to have any surrender value, it will have to be geared to definite purposes. Describing the objectives in terms of learner needs should be the first priority in any teaching programme. The clarity, precision and concreteness of teaching objectives cannot be undermined and the aims & objectives will have to be formulated in the light of what the students perceive their needs for English to be. Those involved in the entire gamut of the English teaching programme will have to identify the requirements of various groups of students precisely; because the degree of utility English is going to have for students is a very important motivating factor. Unless students with their needs and wants become central to the curriculum, syllabus planning and implementation of the teaching programme, the purpose of English teaching will not be achieved. Verma (1994) for instance said that the

requirements of the various groups of students should be identified and only the pattern of courses, which are relevant to them, should be taught. When the needs are clear, learning aims can be identified in terms of the specific purposes to which the language will be put. In this way the learner can demonstrate communicative ability in the required area.

Findings of the study indicate the inherent discontent among the student groups towards the English instructional materials. As had been discussed earlier, the course materials have always been literature-oriented with a collection of prose passages and poems. Often the texts have descriptive passages on themes that are uninteresting, sometimes in literary or even archaic language.

It is in the prescription of such texts for examinations that brings about a form of teaching that ignores the needs, problems and progress of the students. By focusing on the text as content, reproducing class lectures, note taking and memorizing from bazaar notes are encouraged rather than acquiring proficiency in English or an individual appreciation and interpretation of the text by learners.

Again, the wide spectrum of students in the English classroom ensures that not all students have the same ability to comprehend the text. Linguistic, thematic and cultural constraints make their comprehension of the text extremely difficult. As a result students tend to be frustrated and diffident.

The primary goal of the course materials should be to make the classroom activities as meaningful as possible and to promote skills in comprehension and communication. This however can be achieved only if the instructional materials

selected are not based on teachers or curriculum planners' perception but on students' needs and interests. By involving texts that can develop the learners' competence through a variety of activities and tasks, the English classroom can provide the extralinguistic context that will help students to relate classroom activities to the real world. Most often materials appear and seem to give the impression of ideal usefulness and uniform applicability. However there can be no ideal and universally applicable materials. Materials always undergo processes of reinterpretation by the different users of the materials as teachers, learners and classroom situations impose their specific meanings on them.

Above all the materials should exploit the competence of the teachers and match the teacher's preferred methodology. The materials to be effective should take into account the relevant personal characteristics of learners age, social and cultural identity, besides accommodating the learner's expectations, interests and motivation. But at the same time there is a serious need for the training of teachers in the use of materials for as Strevens (1977a) says "insufficiently trained teachers working with poor materials face a considerable handicap."

There certainly is the problem of streamlining the course materials on the basis of the disciplines of Arts and Science and Commerce. But it is essential that the materials should interest the students from these different fields and at the same time introduce them to concepts and language items relevant to these disciplines. An analysis of the needs of Science and Technical students carried out in IIT Kanpur indicated that there was a sharp mismatch between the students' perception of their wants and the teachers' prediction of what the

students want (Agnihotri & Khanna 1995) This finding should be an eye opener for those involved in making decisions about the course content of the English teaching programme

On the basis of the above findings it can therefore be right to perceive that Science students would find more effective English courses that are directly relevant and applicable, e.g., experiments which involve descriptions and classifications. Business and finance topics that involve the nuances of language in drafting and accounting would certainly be more challenging to Commerce students. These involve doing things, giving and receiving instructions that have concrete referents. , Newspaper clippings and editorials, lyrics of certain songs, articles from collections like the Readers' Digest – these and much more can provide the authentic material to introduce and expose the learners to actual English usage for students who would be interested in the more general use of the language.

It is only when those concerned are aware of the differences that exists between the language used within the classroom and that used outside, that they can identify the objects from real life that can be as stimulus material or input in the classroom.

Learners therefore, have diverse needs, and materials selected will have to take into account the structural, functional, interactional and transactional aspects of language use. A balance between what the course designers feel they want and what the students really want is extremely important. Only then can the English course introduce the students to various possible benefits of language

study. But if the English teaching programme aims only at exposing the students to the great masters, it will only do so at the expense of a neglect of the real functional aspect of the language.

In the classroom, the teachers adopt a teaching method that involves lectures and detailed notes, presumably because they believe it to be the most effective way to convey the facts of the subject matter to a large student population. The glaring problem of overcrowded classrooms is indeed a snag in any attempt at reforming the teaching techniques. But if teachers are willing to be imaginative and innovative and if the objective of teaching English is to expose learners to the language they can, in spite of all odds create an optimal language environment. It would certainly be unrealistic to ask teachers for whom the lecture has been a way of life to reduce its use overnight. What teachers can do is to try and complement their lectures with tasks and activities. These can form a useful bridge between the one way traffic of the teachers' lecture and the interactive and communicative nature of tasks and activities.

Whenever possible the lecture should, therefore, be sparingly used. In fact, Bligh(1973) says "we have to eliminate the one-way educational traffic - a servile dependence on lecturing - and make class section meetings or tutorials the primary basis of teaching if we want our students to be not automatic reproducing machines but quickened and evolving minds". Bligh(1977) also says that lecturing is a "good method to communicate information, but it certainly does not help much in the teaching of a language".

Verghese(1989) points out that in lecturing students are not given oral practice or written work 'Tutorial work' he says, is neglected and regular periodic tests for the purpose of evaluating the progress and achievements of students are not held"

In the light of the above observation on lectures, the classroom teacher should initiate some change in his/her teaching strategy Perhaps breaking up the class into groups can allow the students to communicate through group discussions, seminars and debates After all, cooperative learning does have its own part to contribute towards motivating the students The classroom should provide for a network of human relationships in which all the students feel accepted and encouraged by one another It is only when the method of teaching is challenging and interesting that learners can foster a more favourable attitude towards their lessons Teachers must learn to adapt, so they can offer to students not a single technique which may or may not be effective, but the best possible choice of techniques and strategies to make them relevant to student's circumstance This is the only way materials can facilitate and expedite rather than impede learning

Classroom teaching is ultimately controlled by the examination, though examinations can do little to help students improve their skills Examinations involve memorizing information from text and guidebooks The major drawback of the examination system concerns this expectation - for it focuses primarily on the students' ability to reproduce information The ability on the part of the

student to be original and imaginative in their interpretation of the texts is completely excluded - let alone testing the different skills of using English.

There is again the issue of the question paper format. Recent reform in the MBOSE question papers have resulted in an equal distribution of the marks between the objective and essay types. But whereas the objective and short answer types can only evaluate a minor part of the student's proficiency, the essay types are all content based and are often vague and obscure. However, language is an integrated skill and all aspects of it will have to be given equal weightage and importance. Most often the questions are set that test nothing but parrot study. Almost all the questions can be answered with the help of bazaar cribs or the teacher's notes. Such question formats neither compel interest nor do they induce thought. Interestingly the language component of English has been given no credit at all.

Again, if the purpose of teaching English only implies the need to acquaint the students with the literary texts, then students can achieve this by memorizing and studying them for the purpose of an examination. However the objective of an English course for the large majority of students is to learn the skills of the language, hence periodic and class assignments should be what the students really need, more than an annual examination. This is because language requires constant practice over an extended period and this can be ensured if assignments/tests are held frequently. Their reliability as well as validity can be improved by making use of new test techniques and methods. Besides credit should be given to the internal work, including the students' participation in

tutorial classes, fortnightly and terminal tests. In fact a substantial majority of the students interviewed feel that class assignments are more tailored to students needs and interests than examination which evaluate students against knowledge of the content and vague standards of achievement or proficiency levels.

Teachers are major factors in shaping the attitude and motivation of the students. The Education Commission (1966, p 46) for instance, remarks: "Of all factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, provide them with the best possible professional preparation and creating satisfactory conditions of work which they can be fully effective".

Teachers therefore, constitute one of the most important of all educational concerns. Competent teachers can guarantee desirable educational outcomes, foster and mould positive attitudes, which will ultimately be the deciding factor in students' success and achievement.

Findings from the study however indicate the students' loss of faith in their teacher. The students feel that their teachers are not at all concerned with whether they comprehend the lessons or not. Besides assignments are rarely given and even if they were, these were almost always never returned back. What the students perceive of teacher's motive in teaching is simply to finish and complete the course content within a stipulated time schedule. This will certainly have

repercussions on the students' progress and achievement. Good achievement is likely to enhance favourable attitude. But the feeling of not achieving what they want is a cause of much frustration on the part of the student which will result in negative and unfavourable attitudes towards the English teaching programme as a whole.

Teachers should therefore, be trained and retrained through reading and observation. They should be more involved with the students and with the classroom activities in order to make the English class interesting and challenging. Their regular participation in workshops and seminars dealing with the latest teaching techniques and instructional teaching material are of utmost importance.

Verma (1990) for instance says that acquiring a formal degree in Arts/Science /Medicine/Commerce/Technology alone is not enough to make a person handle his job effectively. "He should be trained to do his job well." However as Verma says "the present system at the tertiary level does not provide opportunities for the multidimensional growth of the personality of teachers." He further said that though summer institutes, Seminars, Workshops and Conferences have been organized in order to enable teachers to interact with students, with other teachers and experts, yet no systematic attempt has been made to organize any on going teacher training programme with its focus on teacher development. This has as Verma aptly said placed the teachers in an "Ivory Tower unaware of the grim facts around them" so much so, that they are not aware of the developments in the psychology of learning, in the restructuring

of the curriculum and evaluation systems. However, the authorities are not always to be blamed. Majorities of the teachers' do not perceive professional training favourably. According to them training is important for the primary and middle school teachers and not for college teachers who they perceive can handle their job perfectly without being dictated upon by the so called teacher trainer.

S. C. Sood(1995) talking about the standards of Teaching English comments - "after six years of learning English the average undergraduate cannot speak a correct sentence in English, write his curriculum vitae, or even read an English daily". Complaints such as this are not uncommon. They vividly indicate the deteriorating standards in the teaching of English. Sood attributes this not very attractive situation to the education policy, uncongenial learning environments, dearth of reading materials, an outmoded syllabi, the methodology and the examination. However, the teachers of English are equally responsible for the unhappy state of affairs in the English teaching context. Naik(1995) says "Educational and Technological change requires a change in attitude and practice and it is essential to the benefits of a profession that fundamental advances in theory and practice should be continuously introduced into the same".

A majority of the teachers in the state however are wary of change. They prefer to distance themselves and to dismiss any kind of novel approach. This negative attitude and conscious resignation will certainly result in a frustrating

state of affairs. It is therefore not surprising to find that teachers are very much on the defensive when asked about the current standards of English teaching.

There is however no doubt about drawbacks in the English teaching profession. It is apparent that the situation will continue to deteriorate if there is no coordination between the professional development of teachers and the expectation and requirements of students.

The present globalization and utility value of English requires that teachers of English should be able to manage a broader range of teaching responsibilities and increasingly diverse learner needs. But in order to do so, the English teacher will have to give a greater credibility to their professional development in order to improve their experience in the classrooms. This can only be possible if the teachers participate in ongoing development and change in their own professional lines. The teacher should be able to select from a wide range of possible techniques and courses of action precisely those which are appropriate to the circumstance of the learning and teaching situation.

Findings from the interview with some of the teachers reveal the indifferent and uncooperative attitude of the authorities to issues concerning the professional development of the teachers. But if, teachers are to be effective in their endeavours, they will have to be supported. They should be encouraged to participate in seminars, workshops and in service trainings to address their needs and requirements. Besides, these programmes should be so designed so as to support the teacher's effort to provide effective instruction to meet increasingly demanding and complex learner needs. Therefore, the academic

programme such as refresher and orientation courses should focus the course work to be more in line with what teachers need and less in line with what academic institutional traditions might dictate.

A substantial majority of the teachers work under constraints - the most apparent of course being the large class size and the heterogeneity of the student population.

However, large classes are a reality one will have to cope with. In fact, one should approach the problem of the class size optimistically, it being an inevitable part of our routine reality, rather than adopt attitudes that ignore it as an impossible situation about which not much can be done. Learner centred approaches, for example, pair discussion, triad discussion, small group discussion ... could convert the largeness of the class into a manageable size. So teachers who complain that large classes make it impossible for them to innovate, are using this as a plausible excuse for reluctance to rethink their approach to classroom pedagogy. The class size should therefore be tackled positively rather than perceived of as something insolvable.

While operating on the interactive and communicative set up of the classroom the work load of the teacher will also be minimized. Giving students more responsibility will not only benefit teachers but will also be maximally effective for students. This way teachers can therefore consider viable alternatives to the management of class. But ultimately what is important is the "availability of competent and trained teachers" (Naik 1995). Quoting Naik again, "although lots of researches have been done on methods, approaches and

techniques for teaching English, a majority of the teachers are not aware of them. It is almost impossible for most of them to keep in touch to update their knowledge of methods and materials through professional journals as they hardly have access to them".

It is therefore essential for those concerned to arrange for teachers training programmes and to enlarge their awareness of current developments in ET for as Nagar(1995) says, "the more efficient the teacher is the more efficiencies the learner develops".

Section IV

7.7 Contributions of the study:

The contributions are:

- the development of an Attitude Scale to measure the attitude and perception of teachers towards the teaching of English, the Course Materials, the Methods adopted, the Examination System and Teaching English as a profession
- the development of an Attitude Scale to measure the attitude of students towards the teaching of English in general, the purpose of teaching English, the Course Materials, the Method of teaching English, the Examination System and the English Teacher
- the identification of teacher based problems
- the identification of learner based problems

The study provides feedback that may help to:

- revealing new insights and perception about issues such a teacher student relationship, their needs and expectations from the Course
- contribute to the development of a coherent language policy for the state in general and to curriculum and syllabus designing in particular
- evolve a systematic evaluation of both the effectiveness and efficiency of the English teaching programme in the college
- also highlight the need to incorporate the compositional component in the English Syllabus

7.8 Suggestions for further research:

On the basis of the evidence offered, it was found that attitude and perceptions are important psychological processes in matters of learning and teaching as suggested by psycholinguists.

It is recommended therefore that a more concentrated research is undertaken on the contributions of these two factors to the teaching of English not only in the other states of the North East.

- A similar study may be carried out in the whole country
- A study of the Attitude of Teachers and students towards the teaching of English at the graduate and post graduate levels in Shillong, in the North East or even in the whole country may also be undertaken.

It will also be interesting to find out-

- The influence of professional training on teachers' classroom behaviour.

The attitude of parents towards English and their influence on teachers behavior and student's achievement

- The relationship of attitude and achievement

7.9 Conclusion

The study has attempted to give voice to the insights and reactions of both classroom learners and teachers towards certain issues related to English teaching and learning.

In approaching the topic a method of analysis was adopted which was hoped could offer insights into the way English has been taught, while at the same time presenting the attitude and perceptions of teachers and learners to its present relevance.

Students as can be inferred from the study display an enormous interest for English and are fully aware of its potential as a language of globalization and advancement. A selection of materials and methods must therefore be made not only on the basis of intellectual or content consideration but in a manner that appeals to student interest and their need for achievement of their long and short term goals through the language. It is important to consider what students can learn within the framework of a given course or syllabus. In this way the students enthusiasm and interest can be maintained which will ultimately lead to a sense of achievement.

Teachers like the students are very much aware of the fact that advancement and expertise in all spheres, comes from a proper ability to comprehend and understand English. Findings from the study reveal a possibility that teachers to a certain extent are directly responsible for the low standards of English teaching and learning. They have not been able to enhance the positive attitude of the learner. Besides there is wide perception between what teachers

think is the aim of teaching English and what they actually emphasise in the classrooms. Teachers should therefore do their best to focus their teaching on the development of the skills their students need most. They should question their own methods and teaching abilities as much as they question student abilities. For this a change of attitude to teaching is a must.

The main purpose of the thesis is that through a collection of data, an analysis of the same through certain statistical techniques and a discussion of the implication of the findings, the results can have a practical influence on the learner, the teacher and the policy of teaching English in the state as a whole.

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Appendix A1

Teacher population of affiliated colleges in Meghalaya (as per Final Electoral Roll of teachers to the Academic Council, 1999).

Sl. No.	Name of College	Number of teachers
1	St. Anthony's College	107
2	St. Edmund's College	70
3	St. Mary's College	73
4	B. B. S. College	14
5	Shillong Commerce College	10
6	Tirot Singh Memorial College	8
7	Sohra College	9
8	Raid Laban College	21
9	Kiang Nongbah College	63
10	Nongtalang College	6
11	Upper Shillong College	8
12	Union Christian College	38
13	Don Bosco College	23
14	Mawsynram College	9
15	Jaintia Eastern College	9
16	Sankar Dev College	48
17	Shillong College	73
18	Nabon Synod College	9
19	Kazi and Zaman College	30
20	Tura Govt. College	63
21	Umshyrpi College	17
22	Morning Star College	3
23	Tikrikilla College	7
24	St. Dominic College	25
25	Women's College	25
26	P. G. T. College	7
27	Acheng Rangmanpa College	8
28	Lady Keane College	69
29	Sngap Syiem College	7
30	Mendipathar College	10
31	Seng Khasi College	13
32	Ri-Bhoi College	8
33	Nongstoin College	5
34	Synod College	54
35	Khardar Doloi Law College	6

Appendix A2

Description of the Student Population as per the records of MBOSE, 1999.			
Course	Male	Female	Total
Arts	4141	3885	8026
Science	880	531	1411
Commerce	461	99	560
Total	5482	4515	9997
Percentage	54.83%	45.16%	100%

Appendix A3**Student population from East Khasi Hills only**

Name of College	Number
Synod	551
Seng Khasi	496
B. B. S	330
St. Anthony's	321
St Anthony's H S	26
Shillong College	533
Shillong Commerce	82
St. Edmund's	319
St Peter's	21
Women's College	211
Bissau	176
Morning Star	265
St. Mary's	397
Lady Keane	581
Sankar Dev	492
Raid Laban	293
Umshyrpi	254
Sacred Heart H.S.	126
Upper Shillong	102
Govt Boys	35
Govt Girls	70
St. John	116
Sohra College	107
Total	5904

TRY OUT QUESTIONNAIRE FOR TEACHERS

Dear Colleague,

This questionnaire is designed to obtain information about your attitude to English and the different aspects of the English course.

The information given by you will be very valuable for the study and will be kept strictly confidential. Your name will not be discussed at any stage and is required only for my reference.

Thanking you,

Ms T. Kharbamon

PART I

Background Information

Name

Age

Sex

Marital Status

College

Teaching Experience

Educational Qualification

MA

M.Phil

Ph. D.

Professional Training

BEd

MEd

PGDTE

Contact with English

The statement below intends to find out your contact with English. Please rate the extent to which it is descriptive of your feelings by ticking one of the numbers.

Rating scale :

4 = always

3 = often

2 = sometimes

1 = rarely

0 = not at all

1. Do you use English outside your classroom?

4	3	2	1	0
---	---	---	---	---

2. Other than your work in the classroom, do you get the opportunity to write in English?

4	3	2	1	0
---	---	---	---	---

3. Do you read books, journals, magazines and literature related to the latest trends in English Language Teaching (ELT) methodology and materials production?

4	3	2	1	0
---	---	---	---	---

4. Do you correspond and interact with colleagues in the Dept. of English from different colleges about the present English situation (teaching methods, materials and their relevance)?

4	3	2	1	0
---	---	---	---	---

5. Do you have contacts with the British Council English Language Teaching Institutes (ELTI)?

4	3	2	1	0
---	---	---	---	---

6. During the time you have been teaching, have you attended any course of specialization on English teaching?

4	3	2	1	0
---	---	---	---	---

7. Have you attended refresher courses, orientation programmes, workshops, symposiums and conferences in English Teaching?

4	3	2	1	0
---	---	---	---	---

PART II

This part of the questionnaire intends to find out your attitude to the English Teaching Course.

Below are statements both negative and positive which attempt to express your feeling towards the different dimensions of the English Course. Against each statement, there are scores corresponding to the responses, Strongly Agree, Undecided, Disagree, Strongly Disagree. I request you to read each statement carefully and then rate your reaction using the 5 point scale by ticking the column you feel represent your feeling best.

- Rating Scale :
- 4 = Strongly Agree
 - 3 = Agree
 - 2 = Undecided
 - 1 = Disagree
 - 0 = Strongly Disagree

Purpose

1. No one is educated unless one knows English

4	3	2	1	0
---	---	---	---	---

2. A Knowledge of English will expose students to western culture

4	3	2	1	0
---	---	---	---	---

3. Knowing English will help one merit social recognition

4	3	2	1	0
---	---	---	---	---

4. Fluency in English is important for success in life

4	3	2	1	0
---	---	---	---	---

5. A knowledge of English provides social mobility

4	3	2	1	0
---	---	---	---	---

6. English is a language of integration

4	3	2	1	0
---	---	---	---	---

7.If English was not taught at college, the students should be encouraged to obtain lessons elsewhere

4	3	2	1	0
---	---	---	---	---

8. The English Course helps develop strategies for using the language to communicate meaning

4	3	2	1	0
---	---	---	---	---

9. The English Course intends to help students explore and understand western culture

4	3	2	1	0
---	---	---	---	---

10. Teaching English at college tries to draw out the student's latent creativity

4	3	2	1	0
---	---	---	---	---

11. A need based English programme will be very effective

4	3	2	1	0
---	---	---	---	---

12. The English taught at college sharpens the basic skills

4	3	2	1	0
---	---	---	---	---

13. English at college implies a familiarity with well-known classical texts

4	3	2	1	0
---	---	---	---	---

14. The English Course at college has no surrender value

4	3	2	1	0
---	---	---	---	---

15. There are no clear objectives to the teaching of English at college

4	3	2	1	0
---	---	---	---	---

16. Teaching English is a waste of time

4	3	2	1	0
---	---	---	---	---

17. The English Course should be removed from the curriculum

4	3	2	1	0
---	---	---	---	---

18. English classes should be reduced to an hour a week

4	3	2	1	0
---	---	---	---	---

19. The literary bias of the English course has led to the lamentable neglect of the teaching of functional English

4	3	2	1	0
---	---	---	---	---

20. The English course does not equip the students with the ability to negotiate successfully in day to day encounter

4	3	2	1	0
---	---	---	---	---

21. The English course is not geared to learner needs

4	3	2	1	0
---	---	---	---	---

22. The English course is too content based

4	3	2	1	0
---	---	---	---	---

23. English can be learnt better through interaction with people

4	3	2	1	0
---	---	---	---	---

24. English can be improved through extensive reading of texts, other than those prescribed for the course

4	3	2	1	0
---	---	---	---	---

25. English at college does not improve the basic skills

4	3	2	1	0
---	---	---	---	---

26. The existing English course does not provide opportunities for the development of language skills

4	3	2	1	0
---	---	---	---	---

Course Materials

27. *Animal Farm/ Dr. Jekyll and Mr. Hyde* contributes to the development of the reading and comprehension skill

4	3	2	1	0
---	---	---	---	---

28. Students can only improve on their English by studying the

texts of Milton, Shakespeare and Wordsworth

4	3	2	1	0
---	---	---	---	---

29. The poems selected for the course develops in students the creative skills

4	3	2	1	0
---	---	---	---	---

30. Mills & Boons, novels of Sydney Sheldon etc., can be used as text materials to teach English

4	3	2	1	0
---	---	---	---	---

31. The lyrics of modern songs is good poetry

4	3	2	1	0
---	---	---	---	---

32. The use of audio, visual and audio-visual aids can be used in the classroom to develop student's proficiency

4	3	2	1	0
---	---	---	---	---

33. Newspaper editorials and articles can be used as text to expose students to everyday English.

4	3	2	1	0
---	---	---	---	---

34. Film versions of *Animal Farm/ Dr. Jekyll and Mr. Hyde* would be very interesting for students

4	3	2	1	0
---	---	---	---	---

35. The literature text is a resource book to teach grammar

4	3	2	1	0
---	---	---	---	---

36. The prose pieces are relevant and interesting

4	3	2	1	0
---	---	---	---	---

37. Grammar games would be very relevant for the undergraduates

4	3	2	1	0
---	---	---	---	---

38. *Animal Farm/ Dr. Jekyll and Mr. Hyde* is not easy as a rapid reader

4	3	2	1	0
---	---	---	---	---

39. Using Newspapers and magazines will not be practical in English Classroom

4	3	2	1	0
---	---	---	---	---

40. The course materials are not relevant

4	3	2	1	0
---	---	---	---	---

41. Teaching grammar can be done through structure practice, not through games

4	3	2	1	0
---	---	---	---	---

42. Texts like *Gandhi and the Western World, the Lost Leader, To the Skylark* etc., will not develop students' proficiency in the lan-

guage

4	3	2	1	0
---	---	---	---	---

43. Watching film versions of *Animal Farm/ Dr. Jekyll and Mr. Hyde* will not prepare the students for the examinations

4	3	2	1	0
---	---	---	---	---

44. Use of audio-visual aids is not practical in large classrooms

4	3	2	1	0
---	---	---	---	---

45. Films and audios are not to be included in the English syllabus because they do not fall under the fabric of literature

4	3	2	1	0
---	---	---	---	---

46. The English course need not always depend on text books

4	3	2	1	0
---	---	---	---	---

47. The existing course materials do not promote communicative language use

4	3	2	1	0
---	---	---	---	---

48. The course materials do not encourage communicative activities

4	3	2	1	0
---	---	---	---	---

49. The exercises following a literary text(ostensibly to teach language) are no more than dull practices of randomly selected grammatical items

4	3	2	1	0
---	---	---	---	---

50. Imperial literature causes constraints - linguistic, cultural and contextual

4	3	2	1	0
---	---	---	---	---

Methodology

51. There is not substitute to the lecture methodology

4	3	2	1	0
---	---	---	---	---

52. Elicitation is an important teaching strategy

4	3	2	1	0
---	---	---	---	---

53. Discussions on topics related to poems and prose pieces will make the class very interesting

4	3	2	1	0
---	---	---	---	---

54. Dividing the class into groups will bring about maximum stu-

dent involvement

4	3	2	1	0
---	---	---	---	---

55. Group work will encourage the active participation of mixed ability students

4	3	2	1	0
---	---	---	---	---

56. Pair work and group will encourage team spirit

4	3	2	1	0
---	---	---	---	---

57. An activity based classroom will be more meaningful than one that is lecture based

4	3	2	1	0
---	---	---	---	---

58. Debates and Seminars on relevant topics and questions will make learning more challenging

4	3	2	1	0
---	---	---	---	---

59. Question and Answer sessions will force students to pay more attention to the English course books

4	3	2	1	0
---	---	---	---	---

60. Grammar can be taught at least once a week through presentation and study of grammar rules

4	3	2	1	0
---	---	---	---	---

61. Classworks and assignments on a finished text will ensure students' comprehension

4	3	2	1	0
---	---	---	---	---

62. Communicative classroom methodology helps narrow the gap between students of different abilities

4	3	2	1	0
---	---	---	---	---

63. Debates and seminars are a waste of time

4	3	2	1	0
---	---	---	---	---

64. An activity based class will not complete the course on time

4	3	2	1	0
---	---	---	---	---

65. Group work will result in indiscipline in the classroom

4	3	2	1	0
---	---	---	---	---

66. Discussions will be relevant for the more intelligent students

4	3	2	1	0
---	---	---	---	---

67. Classworks and assignments are a waste of time

4	3	2	1	0
---	---	---	---	---

68. Question and answer sessions are not relevant as students are never prepared

4	3	2	1	0
---	---	---	---	---

69. The English classrooms are restrictive and formal

4	3	2	1	0
---	---	---	---	---

70. The classrooms provide little opportunity for active learner involvement

4	3	2	1	0
---	---	---	---	---

71. Innovative methodologies will not work in large classes

4	3	2	1	0
---	---	---	---	---

72. Elicitation is a strategy meant for small classrooms

4	3	2	1	0
---	---	---	---	---

73. Grammar classes are not important for students who have a command over grammar rules.

4	3	2	1	0
---	---	---	---	---

Examinations

74. Examinations are an important tool in the teaching of learning process

4	3	2	1	0
---	---	---	---	---

75. Examinations should be held at least twice a year

4	3	2	1	0
---	---	---	---	---

76. Class tests will compel students to study

4	3	2	1	0
---	---	---	---	---

77. The English question paper can be all objective

4	3	2	1	0
---	---	---	---	---

78. Multiple choice questions are meant for poems

4	3	2	1	0
---	---	---	---	---

79. Guided writing given for the composition paper will make it easier for students to organize their essays

4	3	2	1	0
---	---	---	---	---

80. Descriptive questions are meant for texts like *Animal Farm*/
Dr. Jekyll and Mr. Hyde

4	3	2	1	0
---	---	---	---	---

81. Questions can be set from Question Banks

4	3	2	1	0
---	---	---	---	---

82. Objective questions are more economical and easier to assess

4	3	2	1	0
---	---	---	---	---

83. Students should be given credit for the content of their answers

4	3	2	1	0
---	---	---	---	---

84. Essay type questions are a better measure of the students' proficiency in English

4	3	2	1	0
---	---	---	---	---

85. Objective questions are a better measure of the students knowledge of the subject

4	3	2	1	0
---	---	---	---	---

86. The questions of the English paper are both reliable and valid

4	3	2	1	0
---	---	---	---	---

87. Teachers need to be trained in the techniques of testing

4	3	2	1	0
---	---	---	---	---

88. Students can be better assessed by internal examinations

4	3	2	1	0
---	---	---	---	---

89. Construction of objective questions and their interpretation require specialized training

4	3	2	1	0
---	---	---	---	---

90. Examinations are a hindrance to learning

4	3	2	1	0
---	---	---	---	---

91. Examinations are a slave driver inciting students to rote learning and memorising

4	3	2	1	0
---	---	---	---	---

92. Questions that demand memorised answers should not be asked

4	3	2	1	0
---	---	---	---	---

93. The examination paper does not test the language skills

4	3	2	1	0
---	---	---	---	---

94. Objective questions are not relevant for the English paper

4	3	2	1	0
---	---	---	---	---

95. English is not an examinable subject

4	3	2	1	0
---	---	---	---	---

96. The English question paper ought to be descriptive

4	3	2	1	0
---	---	---	---	---

97. Question requiring essay type answers is the best judge of the students' proficiency

4	3	2	1	0
---	---	---	---	---

98. Setting questions is not a big problem

4	3	2	1	0
---	---	---	---	---

99. Students do not prepare for their English examinations

4	3	2	1	0
---	---	---	---	---

100. Objective questions encourage cheating

4	3	2	1	0
---	---	---	---	---

Profession

101. Teaching is a growing experience

4	3	2	1	0
---	---	---	---	---

102. Teaching English is a matter of compulsion

4	3	2	1	0
---	---	---	---	---

103. As each day passes I feel that my interest in teaching is on the increase

4	3	2	1	0
---	---	---	---	---

104. As each day passes I feel that my interest in teaching is decreasing and deteriorating considerably

4	3	2	1	0
---	---	---	---	---

105. There are occasions I have felt that my classes are unplanned and unstructured

4	3	2	1	0
---	---	---	---	---

106. I feel a sense of achievement in all my classes

4	3	2	1	0
---	---	---	---	---

107. Classrooms are resources for teaching and learning experiences

4	3	2	1	0
---	---	---	---	---

108. A classroom is a fixed place where both teachers and learners are geared specifically for final examination patterns

4	3	2	1	0
---	---	---	---	---

109. Acknowledging the problems in teaching reflects a teacher's ability to teach

4	3	2	1	0
---	---	---	---	---

110. Promoting group discussions in a large class is an insolvable problem

4	3	2	1	0
---	---	---	---	---

111. Teaching becomes extremely difficult because of paucity of teaching aids and instructional material

4	3	2	1	0
---	---	---	---	---

112. Teachers without problems cannot improve on their teaching strategies

4	3	2	1	0
---	---	---	---	---

113. When students show sign of disinterestedness, I consider it my duty to find out what their problem is

4	3	2	1	0
---	---	---	---	---

114. When students show a sign of disinterestedness, I become depressed and irritated though I am sometimes totally indifferent

4	3	2	1	0
---	---	---	---	---

115. The teacher should gear his activities towards helping students stand on their own feet

4	3	2	1	0
---	---	---	---	---

116. Learners cannot process information on their own

4	3	2	1	0
---	---	---	---	---

117. Learner's backgrounds and needs are complex and will have to be considered by the classroom teacher

4	3	2	1	0
---	---	---	---	---

118. As the teacher is bound by the constraints of time, the syllabus and the examinations, he/she has no time to attend to student needs and expectations

4	3	2	1	0
---	---	---	---	---

119. Teachers have a lot of social recognition and prestige

4	3	2	1	0
---	---	---	---	---

120. A government job has more perks and recognition than teaching

4	3	2	1	0
---	---	---	---	---

FINAL QUESTIONNAIRE FOR TEACHERS

Dear Colleague,

This questionnaire is designed to obtain information about your attitude to English and the different aspects of the English course.

The information given by you will be very valuable for the study and will be kept strictly confidential. Your name will not be discussed at any stage and is required only for my reference.

Thanking you,

Ms T. Kharbamon

PART I

Background Information

Name

Age

Sex

 M F

Marital Status

 S M

College

Teaching Experience

Educational Qualification

MA

M.Phil

Ph. D.

Professional Training

BEd

MEd

PGDTE

Contact with English

The statement below intends to find out your contact with English. Please rate the extent to which it is descriptive of your feelings by ticking one of the numbers.

Rating scale :

4 = always

3 = often

2 = sometimes

1 = rarely

0 = not at all

1. Do you use English outside your classroom?

4	3	2	1	0
---	---	---	---	---

2. Other than your work in the classroom, do you get the opportunity to write in English?

4	3	2	1	0
---	---	---	---	---

3. Do you read books, journals, magazines and literature related to the latest trends in English Language Teaching (ELT) methodology and materials production?

4	3	2	1	0
---	---	---	---	---

4. Do you correspond and interact with colleagues in the Dept. of English from different colleges about the present English situation (teaching methods, materials and their relevance)?

4	3	2	1	0
---	---	---	---	---

5. Do you have contacts with the British Council English Language Teaching Institutes (ELTI)?

4	3	2	1	0
---	---	---	---	---

6. During the time you have been teaching, have you attended any course of specialization on English teaching?

4	3	2	1	0
---	---	---	---	---

7. Have you attended refresher courses, orientation programmes, workshops, symposiums and conferences in English Teaching?

4	3	2	1	0
---	---	---	---	---

PART II

This part of the questionnaire intends to find out your attitude to the English Teaching Course.

Below are statements both negative and positive which attempt to express your feeling towards the different dimensions of the English Course. Against each statement, there are scores corresponding to the responses, Strongly Agree, Undecided, Disagree, Strongly Disagree. I request you to read each statement carefully and then rate your reaction using the 5 point scale by ticking the column you feel represent your feeling best.

Rating Scale : 4 = Strongly Agree
 3 = Agree
 2 = Undecided
 1 = Disagree
 0 = Strongly Disagree

Purpose

- | | | | | | |
|--|---|---|---|---|---|
| 1. No one is educated unless one knows English | 4 | 3 | 2 | 1 | 0 |
| 2. Knowing English will help one merit social recognition | 4 | 3 | 2 | 1 | 0 |
| 3. English is a language of integration | 4 | 3 | 2 | 1 | 0 |
| 4. If English was not taught at college, the students should be encouraged to obtain lessons elsewhere | 4 | 3 | 2 | 1 | 0 |
| 5. The English Course helps develop strategies for using the language to communicate meaning | 4 | 3 | 2 | 1 | 0 |
| 6. The English Course at college has no surrender value | 4 | 3 | 2 | 1 | 0 |
| 7. The English course does not equip the students with the ability to negotiate successfully in day to day encounter | 4 | 3 | 2 | 1 | 0 |
| 8. The English course is too content based | 4 | 3 | 2 | 1 | 0 |
| 9. English can be learnt better through interaction with people | 4 | 3 | 2 | 1 | 0 |
| 10. English at college does not improve the basic skills | 4 | 3 | 2 | 1 | 0 |

Course Materials

- | | | | | | |
|--|---|---|---|---|---|
| 11. The poems selected for the course develops in students the creative skills | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|

12. Mills & Boons, novels of Sydney Sheldon etc., can be used as text materials to teach English

4	3	2	1	0
4	3	2	1	0

13. The lyrics of modern songs is good poetry

14. The use of audio, visual and audio-visual aids can be used in the classroom to develop student's proficiency

4	3	2	1	0
---	---	---	---	---

15. Film versions of *Animal Farm/ Dr. Jekyll and Mr. Hyde* would be very interesting for students

4	3	2	1	0
---	---	---	---	---

16. Using Newspapers and magazines will not be practical in English Classroom

4	3	2	1	0
---	---	---	---	---

17. Texts like *Gandhi and the Western World, the Lost Leader, To the Skylark* etc., will not develop students' proficiency in the language

4	3	2	1	0
---	---	---	---	---

18. Watching film versions of *Animal Farm/ Dr. Jekyll and Mr. Hyde* will not prepare the students for the examinations

4	3	2	1	0
---	---	---	---	---

19. The English course need not always depend on text books

4	3	2	1	0
---	---	---	---	---

20. Imperial literature causes constraints - linguistic, cultural and contextual

4	3	2	1	0
---	---	---	---	---

Methodology

21. There is not substitute to the lecture methodology

4	3	2	1	0
---	---	---	---	---

22. Discussions on topics related to poems and prose pieces will make the class very interesting

4	3	2	1	0
---	---	---	---	---

23. Dividing the class into groups will bring about maximum stu

dent involvement

4	3	2	1	0
---	---	---	---	---

24. Debates and Seminars on relevant topics and questions will make learning more challenging

4	3	2	1	0
---	---	---	---	---

25. Question and Answer sessions will force students to pay more attention to the English course books

4	3	2	1	0
---	---	---	---	---

26. Debates and seminars are a waste of time

4	3	2	1	0
---	---	---	---	---

27. An activity based class will not complete the course on time

4	3	2	1	0
---	---	---	---	---

28. Classworks and assignments are a waste of time

4	3	2	1	0
---	---	---	---	---

29. The classrooms provide little opportunity for active learner involvement

4	3	2	1	0
---	---	---	---	---

30. Innovative methodologies will not work in large classes

4	3	2	1	0
---	---	---	---	---

Examinations

31. Class tests will compel students to study

4	3	2	1	0
---	---	---	---	---

32. The English question paper can be all objective

4	3	2	1	0
---	---	---	---	---

33. Descriptive questions are meant for texts like *Animal Farm/ Dr. Jekyll and Mr. Hyde*

4	3	2	1	0
---	---	---	---	---

34. Questions can be set from Question Banks

4	3	2	1	0
---	---	---	---	---

35. Students can be better assessed by *internal examinations*

4	3	2	1	0
---	---	---	---	---

36. Examinations are a hindrance to learning

4	3	2	1	0
---	---	---	---	---

37. Questions that demand memorised answers should not be asked

4	3	2	1	0
---	---	---	---	---

38 The English question paper ought to be descriptive

4	3	2	1	0
---	---	---	---	---

39. Students do not prepare for their English examinations

4	3	2	1	0
---	---	---	---	---

40. Objective questions encourage cheating

4	3	2	1	0
---	---	---	---	---

Profession

41. Teaching is a growing experience

4	3	2	1	0
---	---	---	---	---

42. Classrooms are resources for teaching and learning experiences

4	3	2	1	0
---	---	---	---	---

43. Acknowledging the problems in teaching reflects a teacher's ability to teach

4	3	2	1	0
---	---	---	---	---

44. Teachers without problems cannot improve on their teaching strategies

4	3	2	1	0
---	---	---	---	---

45. Teachers have a lot of social recognition and prestige

4	3	2	1	0
---	---	---	---	---

46. As each day passes I feel that my interest in teaching is decreasing and deteriorating considerably

4	3	2	1	0
---	---	---	---	---

47. There are occasions I have felt that my classes are unplanned and unstructured

4	3	2	1	0
---	---	---	---	---

48. Promoting group discussions in a large class is an insolvable problem

4	3	2	1	0
---	---	---	---	---

49. Learners cannot process information on their own

4	3	2	1	0
---	---	---	---	---

50. A government job has more perks and recognition than teaching

4	3	2	1	0
---	---	---	---	---

TRY OUT QUESTIONNAIRE FOR STUDENTS

Dear Students,

This questionnaire is designed to obtain information about your attitude to English and the different aspects of the English course.

The information given by you will be very valuable for the study and will be kept strictly confidential. Your name will not be discussed at any stage and is required only for my reference.

Ms T. Kharbamon

PART I Background Information

1. Name

2. Age

3. Sex

 M

 F

4. College

5. Stream : Science

Commerce

Arts

Contact with English

6. Read the following questions and tick the number that represents your feelings.

4 = always

3 = often

2 = sometimes

1 = rarely

0 = not at all

1) Do you speak English at home?

4	3	2	1	0
---	---	---	---	---

2) Do you speak English with friends?

4	3	2	1	0
---	---	---	---	---

3) Other than your written work in College, do you write English?

4	3	2	1	0
---	---	---	---	---

4) Do you read literature (novels, magazine, journals etc.) in English?

4	3	2	1	0
---	---	---	---	---

5) Do you listen to songs and news broadcast in English?

4	3	2	1	0
---	---	---	---	---

6) Do you watch the English T. V. Programmes?

4	3	2	1	0
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PART II

This part of the questionnaire intends to find out your attitude to the English Teaching Course. Below are statements both negative and positive which attempt to express your feeling towards the different dimensions of the English Course. Against each statement, there are scores corresponding to the responses, Strongly Agree, Undecided, Disagree, Strongly Disagree. I request you to read each statement carefully and then rate your reaction using the 5 point scale by ticking the column you feel represent your feeling best.

- 4 = Strongly Agree
- 3 = Agree
- 2 = Undecided
- 1 = Disagree
- 0 = Strongly Disagree

Purpose

1. No one is educated unless one knows English

4	3	2	1	0
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2. Learning English will help me merit social recognition and prestige

4	3	2	1	0
---	---	---	---	---

3. English is important for self-expression

4	3	2	1	0
---	---	---	---	---

4. A knowledge of English is important to understand the English

speaking Indians, the English people and others

4	3	2	1	0
---	---	---	---	---

5. English is needed for higher studies

4	3	2	1	0
---	---	---	---	---

6. English is the language of unity and integration

4	3	2	1	0
---	---	---	---	---

7. Knowing English will provide the students the opportunity to understand the western culture

4	3	2	1	0
---	---	---	---	---

8. The English course builds up my creative abilities

4	3	2	1	0
---	---	---	---	---

9. After completing my studies, I will continue to improve on the English learnt

4	3	2	1	0
---	---	---	---	---

10. If English was not taught at college, I would try to obtain English lessons elsewhere

4	3	2	1	0
---	---	---	---	---

11. The English course caters to my future requirements

4	3	2	1	0
---	---	---	---	---

12. English is important for everyone

4	3	2	1	0
---	---	---	---	---

13. When I have an assignment to do in English, I do it right away

4	3	2	1	0
---	---	---	---	---

14. During the English classes, I am very attentive

4	3	2	1	0
---	---	---	---	---

15. My parents encourage me to speak English at home

4	3	2	1	0
---	---	---	---	---

16. I learn English outside the classroom through reading books and magazines

4	3	2	1	0
---	---	---	---	---

17. I learn English through listening to songs

4	3	2	1	0
---	---	---	---	---

18. I learn English through watching movies

4	3	2	1	0
---	---	---	---	---

19. Learning English is a waste of time

4	3	2	1	0
---	---	---	---	---

20. I strongly believe that English should be taught only to those students who want to specialize in the subject

4	3	2	1	0
---	---	---	---	---

21. When I have an assignment to do in English, I complete it just for the sake of doing so

4	3	2	1	0
---	---	---	---	---

22. The English classes are very boring

4	3	2	1	0
4	3	2	1	0

23. English need not be assessed as an examination subject

4	3	2	1	0
---	---	---	---	---

24. English need not be included in the college curriculum

4	3	2	1	0
---	---	---	---	---

25. If English were not taught I would not bother learning the language

4	3	2	1	0
---	---	---	---	---

26. English classes can be had only once in a week

4	3	2	1	0
---	---	---	---	---

27. Studying English is a useless activity

4	3	2	1	0
---	---	---	---	---

28. The English course does not cater to my professional requirements

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

29. I do not learn English through the poems taught in the classroom

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

30. I do not learn English by reading *Animal Farm/Dr. Jekyll and Mr. Hyde*

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

31. I do not learn English by reading the prose pieces

4	3	2	1	0
---	---	---	---	---

32. The English course is all literature, it does not teach me the skills of using the language purposively

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

33. I do not know what is the objective of teaching English at college

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

34. I would rather attend computer than English classes

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

35. I do not consider studying English important

4	3	2	1	0
---	---	---	---	---

36. I do not bother going through the English lessons taught at college

4	3	2	1	0
---	---	---	---	---

4	3	2	1	0
---	---	---	---	---

The Course Materials

37. *Animal Farm/ Dr. Jekyll and Mr. Hyde* has helped me improve my reading habits

4	3	2	1	0
---	---	---	---	---

38. I can only learn English if I study Milton, Shakespeare and William Wordsworth

4	3	2	1	0
---	---	---	---	---

39. The poems of Rupert Brooke, Blake and Browning develops in me the creative abilities

4	3	2	1	0
---	---	---	---	---

40. The prose pieces are very interesting

4	3	2	1	0
---	---	---	---	---

41. The English course can include Mills and Boons Series and novels of Sydney Sheldon

4	3	2	1	0
---	---	---	---	---

42. Lyrics of songs can be used to teach poetry

4	3	2	1	0
---	---	---	---	---

43. Articles in newspapers, editorials and stories in magazines can teach the English used in everyday situations

4	3	2	1	0
---	---	---	---	---

44. Pictures, charts and other visual aids can make English classes more interesting

4	3	2	1	0
---	---	---	---	---

45. It would be better listening to poems played on tapes

4	3	2	1	0
---	---	---	---	---

46. Watching a film version of *Animal Farm/ Dr. Jekyll and Mr. Hyde* would be better than reading through the text line by line

4	3	2	1	0
---	---	---	---	---

47. A film version of *Animal Farm/ Dr. Jekyll and Mr. Hyde* can be better remembered

4	3	2	1	0
---	---	---	---	---

48. Grammar games would be very interesting

4	3	2	1	0
---	---	---	---	---

49. *Animal Farm* is very boring

4	3	2	1	0
---	---	---	---	---

50. *Dr. Jekyll and Mr. Hyde* is not easy as a rapid reader

4	3	2	1	0
---	---	---	---	---

51. The prose precise do not expose me to the English used in

everyday situations

4	3	2	1	0
---	---	---	---	---

52. The course materials do not cater to my needs for English

4	3	2	1	0
---	---	---	---	---

53. Newspapers and magazines in an English class? Certainly not.

4	3	2	1	0
---	---	---	---	---

54. Just watching the film versions of *Animal Farm/ Dr. Jekyll and Mr. Hyde* will not prepare me for the examination

4	3	2	1	0
---	---	---	---	---

55. The course materials should not be all literature

4	3	2	1	0
---	---	---	---	---

56. I can never improve my English by reading the poems of Blake and Milton

4	3	2	1	0
---	---	---	---	---

57. The course materials are all irrelevant

4	3	2	1	0
---	---	---	---	---

58. Teaching grammar items is not relevant anymore in college

4	3	2	1	0
---	---	---	---	---

59. *The Lost Leader* is both difficult and uninteresting

4	3	2	1	0
---	---	---	---	---

Methodology

60. Discussions on topics related to the text will make the English class very interesting

4	3	2	1	0
---	---	---	---	---

61. Group work will encourage me to pay more attention to the lessons taught

4	3	2	1	0
---	---	---	---	---

62. Participating in class debates and seminars on topics related to the English course will help develop my communication skills

4	3	2	1	0
---	---	---	---	---

63. Pair work will encourage the team spirit

4	3	2	1	0
---	---	---	---	---

64. Question and answer sessions will force me to be more attentive in my English classes

4	3	2	1	0
---	---	---	---	---

65. The lecture method is the best way to learn English

4	3	2	1	0
---	---	---	---	---

66. Activities in the English classroom will make the class very

challenging

4	3	2	1	0
---	---	---	---	---

67. A line by line explanation of all the text is a must

4	3	2	1	0
---	---	---	---	---

68. The English classroom needs to be an activity class

4	3	2	1	0
---	---	---	---	---

69. Classworks and assignments given on a finished text will help me find out if I have understood the text

4	3	2	1	0
---	---	---	---	---

70. Debates/ Seminars even if related to the English course are a waste of time

4	3	2	1	0
---	---	---	---	---

71. An activity based English class will not complete the course in time

4	3	2	1	0
---	---	---	---	---

72. Group work will result in an indiscipline in classroom

4	3	2	1	0
---	---	---	---	---

73. Group work is meant for the intelligent students

4	3	2	1	0
---	---	---	---	---

74. Discussions will help the bright student; it will not benefit the average students

4	3	2	1	0
---	---	---	---	---

75. I often fall off to sleep during the English lectures

4	3	2	1	0
---	---	---	---	---

76. Classworks and assignments are a waste of time

4	3	2	1	0
---	---	---	---	---

77. Debates and Seminars are meant for good students

4	3	2	1	0
---	---	---	---	---

78. Classworks are meaningless as the teacher does not correct them

4	3	2	1	0
---	---	---	---	---

79. Pair work will not prepare us for the examination

4	3	2	1	0
---	---	---	---	---

Examinations

80. Examinations are important

4	3	2	1	0
---	---	---	---	---

81. Examinations in English should be held at least twice a year

4	3	2	1	0
---	---	---	---	---

82. Regular tests will compel me to study the English course

4	3	2	1	0
---	---	---	---	---

83. The English question paper can be all objective

4	3	2	1	0
---	---	---	---	---

84. Multiple choice questions are meant for grammar

4	3	2	1	0
---	---	---	---	---

85. Objective questions would be easy on poetry

4	3	2	1	0
---	---	---	---	---

86. Questions must be set from Question Banks

4	3	2	1	0
---	---	---	---	---

87. Monthly tests would be very helpful in improving my skills in writing English

4	3	2	1	0
---	---	---	---	---

88. Class works/ Class tests after the completion of every prose piece/poem would be very helpful

4	3	2	1	0
---	---	---	---	---

89. Guided writing will help me improve my ability to organize essays

4	3	2	1	0
---	---	---	---	---

90. Descriptive/ Essay type questions should be asked on *Animal Farm/ Dr. Jekyll and Mr. Hyde*

4	3	2	1	0
---	---	---	---	---

91. The topics of essay writing are very interesting

4	3	2	1	0
---	---	---	---	---

92. English should not be considered an examinable subject

4	3	2	1	0
---	---	---	---	---

93. Examinations hinder my learning English

4	3	2	1	0
---	---	---	---	---

94. Examinations do not encourage me to study the English course

4	3	2	1	0
---	---	---	---	---

95. I do not prepare for my English paper the way I do for other papers

4	3	2	1	0
---	---	---	---	---

96. The objective questions encourage cheating

4	3	2	1	0
---	---	---	---	---

97. The multiple choice questions encourage guesswork.

4	3	2	1	0
---	---	---	---	---

98. The English question paper must not be objectively patterned

4	3	2	1	0
---	---	---	---	---

99. Asking objective questions on *Animal Farm/ Dr. Jekyll and Mr. Hyde* makes the preparation on them very difficult

4	3	2	1	0
---	---	---	---	---

100. Examinations can be replaced by monthly tests

4	3	2	1	0
---	---	---	---	---

101. There is no need to sit for an examination in English

4	3	2	1	0
---	---	---	---	---

102. The topics for essay writing are difficult

4	3	2	1	0
---	---	---	---	---

103. The topics for letter writing are very interesting

4	3	2	1	0
---	---	---	---	---

104. Guided writing is meant for school children

4	3	2	1	0
---	---	---	---	---

The English Teacher

105. Manages the classroom well

4	3	2	1	0
---	---	---	---	---

106. Is efficient and capable

4	3	2	1	0
---	---	---	---	---

107. Is creative and innovative; she/he tries out all kinds of techniques to make the class interesting

4	3	2	1	0
---	---	---	---	---

108. Stimulates me in my work

4	3	2	1	0
---	---	---	---	---

109. Encourages me to get involved in all classroom activities

4	3	2	1	0
---	---	---	---	---

110. Gives regular tasks and assignments

4	3	2	1	0
---	---	---	---	---

111. Corrects the assignments and return them back with important comments

4	3	2	1	0
---	---	---	---	---

112. Organizes talks and seminars on topics related to the text

4	3	2	1	0
---	---	---	---	---

113. Sees to it that there is at least one grammar class a week

4	3	2	1	0
---	---	---	---	---

114. Tries to improve on the student's English even out of the classroom

4	3	2	1	0
---	---	---	---	---

115. Takes the trouble of revising each text thoroughly

4	3	2	1	0
---	---	---	---	---

116. Is indifferent to the student's needs and requirements

4	3	2	1	0
---	---	---	---	---

117. Is irregular and is never on time

4	3	2	1	0
---	---	---	---	---

118. Is a bore

4	3	2	1	0
---	---	---	---	---

119. Is not bothered whether the students complete the assignments

or not

4	3	2	1	0
---	---	---	---	---

120. Just lectures and does nothing more

4	3	2	1	0
---	---	---	---	---

121. Gives assignments but does not return them back

4	3	2	1	0
---	---	---	---	---

122. Does not bother to find out if the students have understood the lesson

4	3	2	1	0
---	---	---	---	---

123. Is very indifferent to grammar and composition

4	3	2	1	0
---	---	---	---	---

124. Cannot manage a class at all

4	3	2	1	0
---	---	---	---	---

125. Does not bother to even take classes

4	3	2	1	0
---	---	---	---	---

126. The English teacher can be dispensed with

4	3	2	1	0
---	---	---	---	---

127. Does not know English herself/himself

4	3	2	1	0
---	---	---	---	---

128. Classes are unplanned and unstructured

4	3	2	1	0
---	---	---	---	---

129. As each day passes, the English classes have become very dull and boring

4	3	2	1	0
---	---	---	---	---

130. The teacher is not interested in her/his classes

4	3	2	1	0
---	---	---	---	---

Appendix D1

Statements of the Teachers Interview

Statement No.	Statement
1	Do you agree that the present standards of teaching English have deteriorated considerably?
2	Are you aware of the aims and objectives of the English Teaching Programme at the undergraduate level?
3	Are the present instructional materials used suitable for student requirements?
4	Do you agree that professional training can raise a teacher's consciousness about teaching methods and technologies?
5	What do you perceive of students' motivation towards learning English?
6	Do you have any lack of communication with your students?
7	Do you agree that effective teaching is hindered by the dearth of instructional facilities?
8	Do you agree that overcrowded classrooms are a hindrance to effective teaching?
9	Do you feel that the heavy work schedule on your part takes away all the enthusiasm to adopt any novel approach to teaching?
10	What do you feel is the attitude of the authorities towards the teaching faculty?

Appendix D2

Statements of the Students Interview

Statement No.	Statement
1	Do you agree that the present standards of teaching English have deteriorated considerably?
2	Are you aware of the aims and objectives of the English Teaching Programme?
3	Do you feel that there is need to modify the materials and methods of teaching English?
4	Do you feel that the English course should be different for the disciplines of Arts, Science and Commerce?
5	Is it important for teachers to have some kind of training in teaching methods and techniques?

F, TEACHERS' QUESTIONNAIRE - JUNIOR TEACHERS
(WITH LESS THAN 7 YEARS OF EXPERIENCE)

No	Exp	Qua	PT	Contact	Purpose	Materials	Methods	Exams	Profession	Gtotal	
				Total	Total	Total	Total	Total	Total		
4	5	MA		0	7	14	15	21	20	18	95
5	3	MA		0	7	17	21	22	25	30	122
8	5	MPHIL		0	11	18	23	27	14	29	122
9	3	MA		0	12	16	22	26	13	26	115
10	4	MA		0	10	16	21	20	25	23	115
11	5	MA		0	8	17	30	18	27	23	123
12	2	MA		0	8	11	26	26	20	25	116
13	4	MA		0	9	18	20	18	27	23	115
15	5	MA		0	7	12	18	26	20	30	113
16	6	MA		0	12	16	24	27	20	26	125
17	3	MA		0	6	10	23	24	19	23	105
18	5	MA	PGDTE		24	32	29	21	29	30	165
19	4	MA	PGDTE		20	32	26	18	27	31	154
20	6	MA		0	23	32	24	18	38	28	163
22	5	MPHIL		0	11	15	23	27	14	30	120
23	4	MA		0	9	17	21	19	20	26	112
26	1	MA		0	9	14	23	22	23	25	116
28	4	MA	BED		6	12	24	22	13	33	110
33	3	MA		0	8	13	27	23	23	25	119
34	5	MA		0	10	19	24	21	23	20	117
37	5	MA	PGDTE		9	12	20	23	27	22	113
38	5	MA		0	20	30	28	17	22	21	138
40	5	MA		0	7	16	27	23	22	29	124
42	2	MA		0	11	16	17	19	21	15	99
49	1	MA		0	9	14	23	22	23	25	116
54	5	MA		0	9	18	26	17	21	12	103
56	4	MA		0	4	6	13	28	18	19	88
59	4	MA		0	9	14	20	22	15	19	100

61	5 MA		0	17	28	25	20	23	23	136
63	4 MA		0	13	19	19	19	19	24	113
65	5 MA		0	11	17	15	18	18	25	104
67	3 MA		0	9	9	16	24	20	14	92
68	4 MA		0	6	9	24	32	20	17	108
69	1 MA		0	6	6	12	24	19	16	83
70	1 MA		0	9	9	13	24	15	15	85
71	2 MA	BED		14	23	22	20	23	24	126
74	1 MA		0	13	19	25	23	28	17	125
75	5 MA		0	11	14	21	24	14	17	101
76	3 MA		0	10	16	19	28	20	21	114
78	3 MA		0	13	13	16	24	18	14	98
79	5 MA		0	11	11	14	24	19	18	97
80	1 MA		0	6	8	18	27	19	23	101
81	6 MA		0	9	14	23	22	22	25	115
82	3 MA		0	4	7	22	22	16	15	86
83	5 MA		0	12	17	18	26	21	30	124
84	3 MA		0	7	17	23	28	28	25	128
89	3 MA	PGDIE		7	13	22	23	16	15	96
90	4 MA		0	6	8	22	24	15	18	93
91	2 MA		0	9	13	25	23	23	25	118
92	3 MA		0	9	13	25	27	21	26	121
94	5 MA	BED		12	14	14	29	24	16	109
97	5 MPHIL		0	9	13	13	23	14	15	87
				528	807	1104	1195	1085	1164	5883

TEACHERS' QUESTIONNAIRE - MALE TEACHERS

No	Sex	<i>Contact</i>	<i>Purpose</i>	<i>Materials</i>	<i>Methods</i>	<i>Exams</i>	<i>Profession</i>	Gtotal
		Total	Total	Total	Total	Total	Total	
1	M	9	17	21	19	20	26	112
4	M	7	14	15	21	20	18	95
7	M	17	19	28	24	20	24	132
8	M	11	18	23	27	14	29	122
9	M	12	16	22	26	13	26	115
13	M	9	18	20	18	27	23	115
14	M	9	17	23	19	22	20	110
18	M	24	32	29	21	29	30	165
20	M	23	32	24	18	38	28	163
22	M	11	15	23	27	14	30	120
23	M	9	17	21	19	20	26	112
24	M	9	17	18	22	22	29	117
27	M	17	28	19	24	20	23	131
28	M	6	12	24	22	13	33	110
31	M	7	14	15	21	20	18	95
45	M	9	19	22	25	23	25	123
50	M	24	33	21	15	18	23	134
53	M	12	21	23	15	19	18	108
54	M	9	18	26	17	21	12	103
55	M	21	23	21	20	21	18	124
56	M	4	6	13	28	18	19	88
58	M	14	22	23	27	21	27	134
59	M	9	14	20	22	16	19	100
60	M	16	26	23	21	24	28	138
90	M	6	8	22	24	15	18	93
96	M	11	15	21	27	24	17	115
97	M	9	13	13	23	14	15	87
98	M	22	33	27	22	25	27	156
100	M	6	13	22	22	12	34	109
		352	550	622	636	583	683	3426

TEACHERS' QUESTIONNAIRE - FEMALE TEACHERS

		<i>Contact</i>	<i>Purpose</i>	<i>Materials</i>	<i>Methods</i>	<i>Exams</i>	<i>Profession</i>		
No	Sex	Total	Total	Total	Total	Total	Total	Gtotal	
2	F	15	19	16	21	26	22	119	
3	F	16	26	25	19	16	16	118	
5	F	7	17	21	22	7	7	81	
6	F	12	19	18	24	12	12	97	
10	F	10	16	21	20	10	10	87	
11	F	8	17	30	18	8	8	89	
12	F	8	11	26	26	8	8	87	
15	F	7	12	18	26	7	7	77	
16	F	12	16	24	27	12	12	103	
17	F	6	10	23	24	6	6	75	
19	F	20	32	26	18	20	20	136	
21	F	28	40	34	21	28	28	179	
25	F	17	27	22	27	17	17	127	
26	F	9	14	23	22	9	9	86	
29	F	16	26	25	19	16	16	118	
30	F	12	19	16	18	12	12	89	
32	F	17	22	26	22	17	17	121	
33	F	8	13	27	23	8	8	87	
34	F	10	19	24	21	10	10	94	
35	F	24	36	29	25	24	24	162	
36	F	14	24	26	23	14	14	115	
37	F	9	12	20	23	9	9	82	
38	F	20	30	28	17	20	20	135	
39	F	16	26	24	32	16	16	130	
40	F	7	16	27	23	7	7	87	
41	F	18	27	25	19	18	18	125	
42	F	11	16	17	19	11	11	85	
43	F	21	32	24	22	21	21	141	
44	F	15	25	30	20	15	15	120	

46 F	17	27	22	27	17	17	127
47 F	14	20	20	27	14	14	109
48 F	16	22	24	20	16	16	114
49 F	9	14	23	22	9	9	86
51 F	17	26	23	15	17	17	115
52 F	12	16	20	26	12	12	98
57 F	16	27	23	29	16	16	127
61 F	17	28	25	20	17	17	124
62 F	8	17	23	18	8	8	82
63 F	13	19	19	19	13	13	96
64 F	16	23	18	23	16	16	112
65 F	11	17	15	18	11	11	83
66 F	12	22	24	22	12	12	104
67 F	9	9	16	24	9	9	76
68 F	6	9	24	32	6	6	83
69 F	6	6	12	24	6	6	60
70 F	9	9	13	24	9	9	73
71 F	14	23	22	20	14	14	107
72 F	16	24	19	22	16	16	113
73 F	19	24	23	19	19	19	123
74 F	13	19	25	23	13	13	106
75 F	11	14	21	24	11	11	92
76 F	10	16	19	28	10	10	93
77 F	15	17	15	25	15	15	102
78 F	13	13	16	24	13	13	92
79 F	11	11	14	24	11	11	82
80 F	6	8	18	27	6	6	71
81 F	9	14	23	22	9	9	86
82 F	4	7	22	22	4	4	63
83 F	12	17	18	26	12	12	97
84 F	7	17	23	28	7	7	89
85 F	7	7	19	28	7	7	75

86 F	4	7	22	32	4	4	73
87 F	6	14	23	26	6	6	81
88 F	8	18	22	22	8	8	86
89 F	7	13	22	23	7	7	79
91 F	9	13	25	23	9	9	88
92 F	9	13	25	27	9	9	92
93 F	27	38	26	19	27	27	164
94 F	12	14	14	29	12	12	93
95 F	12	20	24	24	12	12	104
99 F	17	17	15	22	17	17	105
	879	1328	1554	1640	890	886	7177

TEACHERS' QUESTIONNAIRE

TEACHERS WITH PROFESSIONAL TRAINING

No	Qua	PT	<i>Contact</i>		<i>Purpose</i>		<i>Material</i>		<i>Methods</i>		<i>Exercises</i>		Gtotal
			Total	Total	Total	Total	Total	Total	Total	Total			
18	MA	PGDTE	24	32	29	21	29	30	165				
19	MA	PGDTE	20	32	26	18	27	31	154				
28	MA	BED	6	12	24	22	13	33	110				
29	MA	BED	16	26	25	19	22	27	135				
32	MA	PGDTE	17	22	26	22	17	27	131				
35	MA	PGDTE	24	36	29	25	29	28	171				
37	MA	PGDTE	9	12	20	23	27	22	113				
39	MA	PGDTE	16	26	24	32	27	23	148				
41	MA	BED	18	27	25	19	24	29	142				
43	MA	PGDTE	21	32	24	22	21	25	145				
44	MA	PGDTE	15	25	30	20	34	27	151				
55	MA	PGDTE	21	23	21	20	21	18	124				
60	MA	PGDTE	16	26	23	21	24	28	138				
64	MA	PGDTE	16	23	18	23	15	22	117				
66	MA	PGDTE	12	22	24	22	28	23	131				
71	MA	BED	14	23	22	20	23	24	126				
88	MPHIL	PGDTE	8	18	22	22	21	23	114				
89	MA	PGDTE	7	13	22	23	16	15	96				
94	MA	BED	12	14	14	29	24	16	109				
95	MPHIL	PGDTE	12	20	24	24	22	14	116				
98	MA	PGDTE	22	33	27	22	25	27	156				
			326	497	499	469	489	512	2792				

TEACHERS' QUESTIONNAIRE

TEACHERS WITHOUT PROFESSIONAL TRAINING

No	Qua	<i>Contact</i>		<i>Purpose</i>		<i>Materials</i>		<i>Methods</i>		<i>Exams</i>		<i>Profession</i>	
		PT	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	
1	MA	0	9	18	21	19	20	26	113				
2	MA	0	15	23	16	21	26	22	123				
3	MA	0	16	28	25	19	22	27	137				
4	MA	0	7	23	15	21	20	18	104				
5	MA	0	7	22	21	22	25	30	127				
6	MPHIL	0	12	30	18	24	20	27	131				
7	MA	0	17	22	28	24	20	24	135				
8	MPHIL	0	11	21	23	27	14	29	125				
9	MA	0	12	25	22	26	13	26	124				
10	MA	0	10	20	21	20	25	23	119				
11	MA	0	8	24	30	18	27	23	130				
12	MA	0	8	16	26	26	20	25	121				
13	MA	0	9	30	20	18	27	23	127				
14	MPHIL	0	9	25	23	19	22	20	118				
15	MA	0	7	21	18	26	20	30	122				
16	MA	0	12	18	24	27	20	26	127				
17	MA	0	6	21	23	24	19	23	116				
20	MA	0	23	28	24	18	38	28	159				
21	MA	0	28	37	34	21	33	30	183				
22	MPHIL	0	11	19	23	27	14	30	124				
23	MA	0	9	18	21	19	20	26	113				
24	MA	0	9	26	18	22	22	29	126				
25	MPHIL	0	17	30	22	27	24	28	148				
26	MA	0	9	20	23	22	23	25	122				
27	MPHIL	0	17	27	19	24	20	23	130				
30	MA	0	12	30	16	18	18	27	121				
31	MA	0	7	24	15	21	20	18	105				
33	MA	0	8	16	27	23	23	25	122				

34 MA	0	10	23	24	21	23	20	121
36 MA	0	14	23	26	23	27	33	146
38 MA	0	20	25	28	17	22	21	133
40 MA	0	7	26	27	23	22	29	134
42 MA	0	11	26	17	19	21	15	109
45 MA	0	9	27	22	25	23	25	131
46 MPHIL	0	17	30	22	27	24	27	147
47 MA	0	14	17	20	27	24	27	129
48 MA	0	16	19	24	20	23	27	129
49 MA	0	9	20	23	22	23	25	122
50 MA	0	24	27	21	15	18	23	128
51 MA	0	17	24	23	15	18	15	112
52 MA	0	12	19	20	26	20	18	115
53 MA	0	12	28	23	15	19	18	115
54 MA	0	9	27	26	17	21	12	112
56 MA	0	4	18	13	28	18	19	100
57 MPHIL	0	16	33	23	29	29	29	159
58 PHD	0	14	29	23	27	21	27	141
59 MA	0	9	15	20	22	16	19	101
61 MA	0	17	33	25	20	23	23	141
62 MA	0	8	30	23	18	27	23	129
63 MA	0	13	23	19	19	19	24	117
65 MA	0	11	22	15	18	18	25	109
67 MA	0	9	16	16	24	20	14	99
68 MA	0	6	20	24	32	20	17	119
69 MA	0	6	19	12	24	19	16	96
70 MA	0	9	16	13	24	15	15	92
72 MPHIL	0	16	18	19	22	17	24	116
73 MA	0	19	25	23	19	19	26	131
74 MA	0	13	23	25	23	28	17	129
75 MA	0	11	21	21	24	14	17	108
76 MA	0	10	22	19	28	20	21	120

77 MA	0	15	17	15	25	17	13	102
78 MA	0	13	16	16	24	18	14	101
79 MA	0	11	20	14	24	19	18	106
80 MA	0	6	23	18	27	19	23	116
81 MA	0	9	20	23	22	22	25	121
82 MA	0	4	26	22	22	15	15	105
83 MA	0	12	27	18	26	21	30	134
84 MA	0	7	24	23	28	28	25	135
85 MA	0	7	16	19	28	22	20	112
86 MA	0	4	20	22	32	19	19	116
87 MA	0	6	23	23	26	18	12	108
90 MA	0	6	17	22	24	15	18	102
91 MA	0	9	16	25	23	23	25	121
92 MA	0	9	24	25	27	21	26	132
93 MA	0	27	30	26	19	31	32	165
96 MA	0	11	19	21	27	24	17	119
97 MPHIL	0	9	21	13	23	14	15	95
99 MPHIL	0	17	16	15	22	20	23	113
100 MA	0	6	24	22	22	12	34	120
		905	1805	1677	1807	1665	1806	9665

TEACHERS' QUESTIONNAIRE - SENIOR TEACHERS

(WITH MORE THAN 6 YEARS OF EXPERIENCE)

No	Exp	Qua	PT	Contact	Purpose	Materials	Methods	Exams	Profession	Gtotal	
				Total	Total	Total	Total	Total	Total		
1	25	MA		0	9	17	21	19	20	26	112
2	17	MA		0	15	19	16	21	26	22	119
3	8	MA		0	16	26	25	19	22	27	135
6	9	MPHIL		0	12	19	18	24	20	27	120
7	13	MA		0	17	19	28	24	20	24	132
14	8	MPHIL		0	9	17	23	19	22	20	110
21	23	MA		0	28	40	34	21	33	30	186
24	10	MA		0	9	17	18	22	22	29	117
25	8	MPHIL		0	17	27	22	27	24	28	145
27	14	MPHIL		0	17	28	19	24	20	23	131
29	12	MA	BED		16	26	25	19	22	27	135
30	9	MA	MPHIL3		12	19	16	18	18	27	110
31	8	MA		0	7	14	15	21	20	18	95
32	27	MA	PGDTE		17	22	26	22	17	27	131
35	25	MA	PGDTE		24	36	29	25	29	28	171
36	11	MA		0	14	24	26	23	27	33	147
39	10	MA	PGDTE		16	26	24	32	27	23	148
41	18	MA	BED		18	27	25	19	24	29	142
43	28	MA	PGDTE		21	32	24	22	21	25	145
44	10	MA	PGDTE		15	25	30	20	34	27	151
45	10	MA		0	9	19	22	25	23	25	123
46	8	MPHIL		0	17	27	22	27	24	27	144
47	23	MA		0	14	20	20	27	24	27	132
48	20	MA		0	16	22	24	20	23	27	132
50	20	MA		0	24	33	21	15	18	23	134
51	10	MA		0	17	26	23	15	18	15	114
52	15	MA		0	12	16	20	26	20	18	112
53	8	MA		0	12	21	23	15	19	18	108

55	25 MA	PGDTE	21	23	21	26	21	18	174
57	9 MPHIL	0	16	27	23	29	29	29	153
58	15 PHD	0	14	22	23	27	21	27	134
60	19 MA	PGDTE	16	26	23	21	24	28	138
62	28 MA	0	8	17	23	18	27	23	116
64	29 MA	PGDTE	16	23	18	23	15	22	117
66	10 MA	PGDTE	12	22	24	22	28	23	131
72	23 MPHIL	0	16	24	19	22	17	24	122
73	20 MA	0	19	24	23	19	19	26	130
77	10 MA	0	15	17	15	25	17	13	102
85	15 MA	0	7	7	19	28	22	20	103
86	10 MA	0	4	7	22	32	19	19	103
87	20 MA	0	6	14	23	26	18	12	99
88	23 MPHIL	PGDTE	8	18	22	22	21	23	114
93	7 MA	0	27	38	26	19	31	32	173
95	22 MPHIL	PGDTE	12	20	24	24	22	14	116
96	13 MA	0	11	15	21	27	24	17	115
98	19 MA	PGDTE	22	33	27	22	25	27	156
99	9 MPHIL	0	17	17	15	22	20	23	114
100	15 MA	0	6	13	22	22	12	34	109
			703	1071	1072	1081	1069	1154	6150

STUDENTS QUESTIONNAIRE

ARTS : MALE

<i>QnNo</i>	<i>Sex</i>	<i>College</i>	<i>Stream</i>	Contact	Purpose	Materials	Methods	Exams	Teacher	<i>gtotal</i>
				<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	
421	M	COED	A	15	24	26	16	18	19	118
422	M	COED	A	20	30	25	18	18	22	133
423	M	COED	A	16	24	24	20	17	22	123
424	M	COED	A	16	20	21	22	18	21	118
425	M	COED	A	12	13	14	19	17	26	101
426	M	COED	A	16	25	23	19	25	16	174
427	M	M	A	15	19	19	19	25	18	115
428	M	M	A	16	24	26	16	13	18	113
429	M	M	A	13	23	27	18	15	19	115
430	M	M	A	14	24	23	20	20	20	121
431	M	M	A	17	30	26	19	17	21	130
432	M	M	A	8	14	20	24	19	15	100
433	M	M	A	15	21	21	21	15	18	111
434	M	M	A	18	25	19	22	15	19	118
435	M	M	A	8	12	25	18	16	18	97
436	M	M	A	10	17	25	18	16	19	105
437	M	M	A	9	16	30	17	13	18	103
438	M	M	A	22	32	27	20	10	20	131
439	M	M	A	8	20	27	19	23	15	112
440	M	M	A	15	30	28	19	15	20	127
441	M	M	A	12	23	25	18	21	21	120
442	M	M	A	11	21	23	18	23	21	117
443	M	M	A	17	18	24	18	13	19	109
444	M	M	A	17	25	27	20	22	25	136
445	M	M	A	17	26	29	18	19	22	131
446	M	M	A	15	29	26	18	15	23	126
447	M	M	A	17	26	31	22	25	22	143
448	M	M	A	16	27	27	24	17	20	131

449	M	M	A	21	29	25	21	21	16	134
450	M	M	A	22	33	22	19	21	21	138
451	M	M	A	21	30	26	19	24	16	136
452	M	M	A	18	26	27	19	19	19	128
453	M	M	A	21	28	32	21	24	19	145
454	M	M	A	19	30	24	22	15	20	130
455	M	M	A	21	30	30	19	28	21	149
456	M	COED	A	15	20	21	23	22	22	123
457	M	COED	A	17	26	26	21	23	21	134
458	M	COED	A	12	19	22	22	27	25	127
459	M	COED	A	17	28	26	23	26	17	137
460	M	COED	A	15	26	25	15	28	23	132
466	M	COED	A	23	32	23	19	20	20	137
467	M	COED	A	18	19	20	21	22	23	123
468	M	COED	A	21	27	20	13	24	19	124
476	M	COED	A	24	30	19	19	15	14	121
477	M	COED	A	17	18	23	20	16	20	114
478	M	COED	A	16	25	24	30	24	19	138
479	M	COED	A	20	23	21	21	25	21	131
480	M	COED	A	24	35	23	26	21	17	146
486	M	COED	A	19	30	24	23	15	20	131
487	M	COED	A	18	28	24	20	20	18	128
488	M	COED	A	11	25	26	15	30	22	129
501	M	COED	A	12	22	25	24	21	17	121
502	M	COED	A	18	29	26	27	27	22	149
503	M	COED	A	21	33	26	20	26	20	146
504	M	COED	A	12	26	25	19	23	8	113
511	M	COED	A	20	29	27	17	21	12	126
512	M	COED	A	18	29	30	19	31	16	143
521	M	COED	A	16	26	29	16	29	11	127
522	M	COED	A	19	28	22	18	25	22	134
523	M	COED	A	12	20	21	27	24	18	122

531	M	COED	A	18	28	27	19	20	22	134
532	M	COED	A	18	20	27	15	26	13	119
533	M	COED	A	18	31	25	21	25	18	138
534	M	COED	A	15	27	16	19	24	15	116
535	M	COED	A	18	30	23	22	20	15	128
536	M	COED	A	12	20	23	24	16	17	112
546	M	COED	A	16	20	21	22	16	21	116
547	M	COED	A	16	24	24	19	17	22	122
548	M	COED	A	20	30	25	18	18	20	131
549	M	COED	A	15	24	26	16	18	19	118
550	M	COED	A	14	24	24	20	20	20	122
551	M	COED	A	12	13	14	19	17	26	101
552	M	COED	A	20	28	27	16	24	16	131
553	M	COED	A	18	31	26	19	14	21	129
554	M	COED	A	20	31	29	14	16	14	124
555	M	COED	A	17	22	21	23	22	22	127
556	M	COED	A	10	13	18	24	22	12	99
557	M	COED	A	12	12	24	14	22	10	94
558	M	COED	A	14	15	18	15	18	16	96
559	M	COED	A	22	30	24	20	22	23	141
560	M	COED	A	22	32	22	18	17	17	128
				1330	2003	1956	1595	1651	1535	10070

STUDENTS QUESTIONNAIRE

ARTS : FEMALE

QnNo	Sex	College	Stream	Contact	Purpose	Materials	Methods	Exams	Teacher	gtotal
				total	total	total	total	total	total	
304	F	COED	A	14	23	26	21	21	22	127
324	F	COED	A	13	20	20	18	21	18	110
325	F	COED	A	18	24	26	17	19	23	127
326	F	COED	A	18	28	26	19	25	18	132
327	F	COED	A	15	19	28	29	24	22	137
328	F	COED	A	18	20	22	21	17	16	114
329	F	COED	A	22	33	25	19	21	17	137
330	F	COED	A	22	30	18	21	20	17	128
331	F	COED	A	16	23	26	13	21	25	124
332	F	COED	A	18	26	27	14	17	13	115
333	F	COED	A	17	26	31	17	19	8	118
334	F	COED	A	16	26	28	18	27	20	135
335	F	COED	A	22	30	27	21	25	23	148
336	F	COED	A	21	31	28	19	25	20	144
337	F	COED	A	18	28	25	22	24	23	140
338	F	COED	A	21	32	28	16	22	9	128
339	F	COED	A	21	34	29	21	23	24	152
340	F	COED	A	19	28	25	18	24	20	134
341	F	F	A	12	19	20	18	22	19	110
342	F	F	A	15	25	23	23	32	19	137
343	F	F	A	14	23	24	22	21	22	126
344	F	F	A	19	28	26	18	24	17	132
345	F	F	A	20	28	28	15	20	19	130
346	F	F	A	17	26	24	19	25	17	128
347	F	F	A	19	27	28	21	23	13	131
348	F	F	A	20	28	19	18	15	17	117
349	F	F	A	18	27	24	19	25	19	132
350	F	F	A	19	26	29	19	23	20	136

351	F	F	A	22	32	27	23	26	17	147
352	F	F	A	16	24	22	19	18	18	117
353	F	F	A	22	28	23	13	17	17	120
354	F	F	A	22	31	20	15	23	14	125
355	F	F	A	18	24	21	18	21	18	120
356	F	F	A	17	24	24	20	25	14	124
357	F	F	A	18	26	21	20	24	17	126
358	F	F	A	20	23	23	18	21	21	128
359	F	F	A	15	24	24	19	22	19	123
360	F	F	A	18	27	24	20	17	13	119
361	F	F	A	19	28	24	20	17	14	122
362	F	F	A	18	27	21	21	23	19	129
363	F	F	A	16	25	23	24	26	17	131
364	F	F	A	17	26	25	20	22	19	129
365	F	F	A	15	17	19	19	16	16	102
366	F	F	A	22	30	29	15	22	16	134
461	F	COED	A	19	25	23	18	18	21	124
462	F	COED	A	15	25	22	22	26	23	133
463	F	COED	A	7	16	19	21	22	20	105
464	F	COED	A	18	24	21	24	25	16	128
465	F	COED	A	10	18	24	18	21	20	111
469	F	COED	A	22	28	28	24	24	20	146
470	F	COED	A	18	29	31	21	26	23	148
481	F	COED	A	17	32	26	23	22	17	137
482	F	COED	A	20	31	23	16	18	20	128
483	F	COED	A	18	27	22	19	16	27	129
484	F	COED	A	22	31	32	25	20	22	152
485	F	COED	A	15	24	26	17	22	21	125
489	F	COED	A	17	20	13	18	13	20	101
490	F	COED	A	17	19	18	17	14	14	99
491	F	COED	A	14	14	25	22	23	19	117
492	F	COED	A	15	29	24	16	26	26	136

493	F	COED	A	17	25	20	19	15	19	115
494	F	COED	A	6	15	24	21	17	23	106
495	F	COED	A	16	25	30	24	17	26	138
505	F	COED	A	21	25	15	19	12	13	105
506	F	COED	A	13	27	30	25	34	16	145
507	F	COED	A	13	19	23	20	20	16	111
508	F	COED	A	16	22	25	22	19	13	117
509	F	COED	A	15	17	18	26	19	16	111
510	F	COED	A	19	35	27	19	27	20	147
513	F	COED	A	9	20	24	23	21	17	114
514	F	COED	A	17	27	22	13	22	17	118
524	F	COED	A	20	35	31	23	35	15	159
525	F	COED	A	11	15	21	25	19	13	104
526	F	COED	A	12	16	21	25	26	15	115
527	F	COED	A	10	23	27	21	24	15	120
528	F	COED	A	20	36	28	16	32	18	150
529	F	COED	A	19	34	31	16	31	23	154
530	F	COED	A	15	24	23	22	20	18	122
537	F	COED	A	23	35	20	20	21	17	136
538	F	COED	A	23	36	26	13	24	18	140
539	F	COED	A	23	32	27	17	26	19	144
561	F	COED	A	9	19	22	24	23	21	118
562	F	COED	A	18	25	22	25	24	23	137
563	F	COED	A	17	26	21	17	17	16	114
564	F	COED	A	10	13	20	17	20	16	96
565	F	COED	A	14	19	24	15	25	23	120
566	F	F	A	20	24	19	20	26	21	130
567	F	F	A	13	17	19	28	22	25	124
568	F	F	A	16	24	16	24	18	21	119
569	F	F	A	11	14	19	24	25	19	112
570	F	F	A	16	16	11	16	19	11	89
571	F	F	A	22	26	22	17	15	18	120

572	F	F	A	21	20	26	21	18	24	139
573	F	F	A	17	20	19	21	15	19	111
574	F	F	A	24	34	18	20	17	18	131
575	F	F	A	21	22	27	19	16	25	130
576	F	F	A	16	19	20	22	19	25	121
577	F	F	A	19	22	25	22	17	25	130
578	F	F	A	22	31	26	24	18	23	144
579	F	F	A	16	23	26	21	18	17	121
580	F	F	A	21	32	24	23	24	26	150
581	F	F	A	17	24	21	21	16	17	116
582	F	F	A	20	36	26	16	16	12	126
583	F	F	A	16	30	24	17	16	18	121
586	F	F	A	12	20	20	18	19	16	105
587	F	F	A	16	25	22	17	18	20	118
588	F	F	A	12	21	22	18	20	18	111
589	F	F	A	18	33	30	15	20	13	129
590	F	F	A	15	30	26	21	25	19	136
591	F	F	A	18	32	24	23	24	18	139
592	F	F	A	19	33	24	20	19	20	135
593	F	F	A	17	25	28	19	18	24	131
594	F	F	A	20	20	18	21	10	23	112
595	F	F	A	20	29	27	20	22	15	133
596	F	F	A	20	26	29	17	25	15	132
597	F	F	A	16	27	29	22	23	14	131
598	F	F	A	18	21	17	18	21	18	113
599	F	F	A	20	30	31	21	18	14	134
600	F	F	A	16	20	19	15	12	12	94
				2052	3024	2833	2349	2522	2207	14987

**STUDENTS QUESTIONNAIRE
SCIENCE : MALE**

<i>QnNo</i>	<i>Sex</i>	<i>College</i>	<i>Stream</i>	Contact	Purpose	Materials	Methods	Exams	Teacher	<i>Gtotal</i>
				<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	
1	M	COED	SC	16	23	23	20	17	16	115
3	M	COED	SC	22	26	25	21	21	13	128
4	M	COED	SC	16	17	21	23	14	23	114
5	M	COED	SC	21	21	21	22	13	16	114
6	M	COED	SC	21	29	17	20	18	16	121
7	M	COED	SC	13	16	19	20	10	16	94
8	M	COED	SC	15	17	11	22	11	20	96
9	M	COED	SC	14	19	19	18	12	31	113
10	M	COED	SC	14	17	16	25	14	21	107
11	M	COED	SC	20	27	14	15	12	20	108
12	M	COED	SC	20	23	15	16	12	24	110
13	M	COED	SC	17	21	20	21	21	19	119
14	M	COED	SC	22	24	23	17	21	22	129
15	M	COED	SC	17	20	19	25	18	18	117
16	M	COED	SC	16	20	22	20	14	19	111
17	M	COED	SC	18	22	22	16	18	25	121
18	M	COED	SC	20	24	19	20	21	15	119
19	M	COED	SC	16	20	16	20	19	22	113
20	M	COED	SC	17	21	17	21	17	21	114
21	M	COED	SC	20	20	15	26	15	18	114
22	M	COED	SC	18	22	20	20	21	15	116
23	M	COED	SC	11	23	21	12	19	19	105
24	M	COED	SC	8	15	20	16	13	17	89
25	M	COED	SC	12	15	17	15	14	14	87
26	M	COED	SC	13	17	25	20	13	17	105
27	M	COED	SC	15	18	29	16	17	16	111
28	M	COED	SC	20	26	18	18	18	20	120
29	M	COED	SC	13	16	31	22	12	15	109

30	M	COED	SC	5	10	21	17	10	19	82
31	M	COED	SC	14	16	18	12	13	16	89
32	M	COED	SC	12	16	24	15	15	15	97
33	M	COED	SC	17	21	25	8	15	21	107
34	M	COED	SC	16	18	24	20	27	21	124
35	M	COED	SC	18	24	22	18	16	18	116
36	M	COED	SC	13	15	26	18	15	17	104
37	M	COED	SC	12	14	21	21	21	22	111
38	M	COED	SC	14	18	20	19	21	23	115
39	M	COED	SC	16	24	25	23	15	17	120
40	M	COED	SC	11	16	25	23	15	16	106
41	M	COED	SC	18	24	22	26	21	18	129
42	M	COED	SC	15	23	25	21	20	22	126
43	M	COED	SC	20	24	19	17	21	23	124
44	M	COED	SC	18	19	20	22	24	23	126
45	M	COED	SC	15	22	21	21	19	22	120
46	M	COED	SC	13	14	19	19	21	13	99
47	M	COED	SC	22	27	22	18	16	20	125
48	M	COED	SC	22	24	23	22	19	18	128
49	M	COED	SC	18	22	21	25	24	23	133
50	M	COED	SC	18	25	21	25	22	22	133
51	M	COED	SC	17	24	24	15	18	18	116
52	M	COED	SC	10	13	25	14	13	16	91
53	M	COED	SC	16	26	21	31	17	22	133
54	M	COED	SC	21	32	30	16	26	21	146
55	M	COED	SC	13	17	19	18	24	21	112
56	M	COED	SC	16	24	16	24	21	21	122
57	M	COED	SC	8	11	19	28	24	20	110
58	M	COED	SC	16	20	11	13	11	19	90
59	M	COED	SC	22	26	24	30	15	24	141
60	M	COED	SC	21	25	23	21	20	22	132
61	M	COED	SC	17	22	19	21	13	19	111

62	M	COFD	SC	11	13	15	17	14	10	88
63	M	COED	SC	16	20	19	15	9	13	92
64	M	COED	SC	18	23	27	23	18	17	124
65	M	COED	SC	19	22	25	24	17	25	132
66	M	COED	SC	22	28	26	21	18	23	138
67	M	COED	SC	21	26	22	23	24	26	142
68	M	COED	SC	17	20	18	17	12	20	104
69	M	COED	SC	20	20	28	16	17	15	116
70	M	COED	SC	16	24	21	17	13	18	109
71	M	COED	SC	11	13	21	21	17	20	103
140	M	COED	SC	20	24	21	16	19	24	124
141	M	COED	SC	20	26	23	23	18	22	132
142	M	COED	SC	18	21	16	18	14	20	107
143	M	COED	SC	20	22	12	20	11	23	108
144	M	COED	SC	16	17	12	22	9	18	94
145	M	COED	SC	17	20	20	17	13	14	101
146	M	COED	SC	18	19	16	21	12	20	106
147	M	COED	SC	17	24	19	21	22	22	125
148	M	COED	SC	13	18	21	18	10	16	96
149	M	COED	SC	16	18	22	20	13	14	103
150	M	COED	SC	15	17	20	18	8	15	93
151	M	COED	SC	18	19	21	17	9	17	101
152	M	COED	SC	13	17	19	13	12	17	91
153	M	COED	SC	14	18	21	28	25	27	133
154	M	COED	SC	17	21	23	17	16	17	111
155	M	COED	SC	12	15	17	20	17	16	97
156	M	COED	SC	22	23	16	17	11	25	114
157	M	COED	SC	15	17	26	19	21	12	110
158	M	COED	SC	14	21	22	24	24	20	125
159	M	COED	SC	13	17	23	16	16	22	107
160	M	COED	SC	11	13	21	32	24	14	115
161	M	COED	SC	13	17	27	23	22	22	124

162	M	COFD	SC	15	19	17	25	20	17	113
163	M	COED	SC	15	17	26	22	12	15	107
164	M	COED	SC	15	17	27	20	12	15	106
165	M	COED	SC	12	14	26	21	11	22	106
166	M	COED	SC	20	22	20	30	17	15	124
167	M	COED	SC	15	19	19	27	21	19	120
235	M	COED	SC	15	25	21	22	24	20	127
236	M	COED	SC	14	25	23	18	22	24	126
237	M	COED	SC	16	24	24	20	20	22	126
238	M	COED	SC	20	27	21	19	19	21	127
239	M	COED	SC	18	31	26	18	24	24	141
240	M	COED	SC	15	19	24	20	17	23	118
241	M	COED	SC	14	21	27	17	20	22	121
242	M	COED	SC	14	21	24	20	16	19	114
243	M	COED	SC	5	12	23	15	22	20	97
244	M	COED	SC	11	19	28	14	24	22	118
245	M	COED	SC	18	21	14	18	10	20	101
246	M	COED	SC	17	19	18	17	15	14	100
247	M	COED	SC	14	22	23	19	17	17	112
248	M	COED	SC	15	26	23	19	16	19	118
249	M	COED	SC	17	25	20	19	15	19	115
250	M	COED	SC	16	25	31	27	17	22	138
251	M	COED	SC	15	19	20	19	27	20	120
252	M	COED	SC	15	22	25	16	22	18	118
253	M	COED	SC	16	24	27	21	24	18	130
254	M	COED	SC	20	26	28	18	24	19	135
255	M	COED	SC	10	21	30	17	23	21	122
256	M	COED	SC	16	26	22	19	29	20	132
257	M	COED	SC	22	32	23	21	21	25	144
258	M	COED	SC	17	25	27	17	22	17	125
259	M	COED	SC	21	28	26	22	19	23	139
260	M	COED	SC	15	23	28	21	19	24	130

261	M	COED	SC	17	27	31	19	22	25	141
262	M	COED	SC	16	23	25	20	21	20	125
263	M	COED	SC	15	24	26	21	20	19	125
264	M	COED	SC	16	24	21	15	19	21	116
265	M	COED	SC	14	26	27	23	18	21	129
				2066	2706	2801	2558	2263	2514	14908

STUDENTS QUESTIONNAIRE

SCIENCE I-F-M-I-F

QnNo	Sex	College	Stream	Contact	Purpose	Materials	Methods	Exams	Teacher	Gtotal
				Total	Total	Total	Total	Total	Total	
2	F	COED	SC	21	27	22	21	17	15	123
72	F	F	SC	22	22	10	19	16	19	108
73	F	F	SC	21	24	20	19	17	22	123
74	F	F	SC	19	21	24	18	16	24	125
75	F	F	SC	20	23	21	19	17	17	117
76	F	F	SC	18	21	19	17	16	14	105
77	F	F	SC	19	24	24	18	18	11	114
78	F	F	SC	14	24	22	12	18	15	105
79	F	F	SC	15	20	14	13	19	17	98
80	F	F	SC	14	24	22	18	18	15	111
81	F	F	SC	12	16	18	18	20	20	104
82	F	F	SC	16	18	18	19	25	19	115
83	F	F	SC	15	23	19	12	18	15	102
84	F	F	SC	16	16	26	16	16	20	110
85	F	F	SC	17	19	21	15	16	21	109
86	F	F	SC	15	17	19	18	16	23	108
87	F	F	SC	19	20	21	20	24	20	124
88	F	F	SC	20	22	23	21	24	21	131
89	F	F	SC	17	21	22	18	15	14	107
90	F	F	SC	14	19	21	19	13	14	100
91	F	F	SC	20	26	27	15	20	15	123
92	F	F	SC	19	27	26	21	31	18	142
93	F	F	SC	22	23	26	23	22	21	137
94	F	F	SC	19	24	19	18	17	19	116
95	F	F	SC	19	22	18	16	17	18	110
96	F	F	SC	18	23	19	23	15	14	112
97	F	F	SC	22	23	25	23	23	22	138
98	F	F	SC	21	22	25	23	23	21	135

99	F	I	SC	21	22	25	23	23	21	135
100	F	I	SC	22	22	25	24	22	20	135
101	F	M	SC	20	26	18	18	18	15	115
102	F	M	SC	15	25	25	24	18	14	121
103	F	M	SC	17	21	22	20	12	20	112
104	F	M	SC	20	27	28	18	21	14	128
105	F	M	SC	22	23	26	24	22	24	141
106	F	M	SC	16	21	16	17	12	18	100
107	F	M	SC	14	16	18	22	12	22	104
108	F	M	SC	7	19	22	19	19	17	103
109	F	M	SC	17	22	16	19	17	16	107
110	F	M	SC	16	19	24	18	19	17	113
111	F	M	SC	20	28	18	20	17	18	121
112	F	M	SC	13	26	16	15	11	8	89
113	F	M	SC	14	22	19	17	17	18	107
114	F	M	SC	20	31	29	22	14	21	137
115	F	M	SC	19	23	27	25	22	20	136
116	F	M	SC	19	25	20	24	17	19	124
117	F	M	SC	22	26	19	14	10	18	109
118	F	M	SC	22	26	17	14	9	18	106
119	F	M	SC	19	24	29	28	30	16	146
120	F	M	SC	23	26	19	23	17	23	131
121	F	M	SC	16	24	25	21	25	24	135
122	F	M	SC	20	28	15	19	25	19	126
123	F	M	SC	15	19	23	23	17	27	124
124	F	M	SC	18	20	24	20	17	21	120
125	F	M	SC	21	23	20	23	15	21	123
126	F	M	SC	14	27	20	22	21	22	126
127	F	M	SC	20	22	17	22	17	19	117
128	F	M	SC	21	23	23	14	14	13	108
129	F	COED	SC	13	18	18	18	13	17	97
130	F	COED	SC	23	25	23	14	14	13	112

131	F	COED	SC	16	18	20	22	16	19	111
132	F	COED	SC	14	22	24	22	17	19	118
133	F	COED	SC	17	21	20	23	17	19	117
134	F	COED	SC	20	25	15	18	15	19	112
135	F	COED	SC	20	21	18	23	13	20	115
136	F	COED	SC	13	16	24	15	24	19	111
137	F	COED	SC	16	24	25	26	25	18	134
138	F	COED	SC	16	18	24	21	23	23	125
139	F	COED	SC	16	17	23	20	22	22	120
584	F	F	SC	12	20	24	21	17	8	102
585	F	F	SC	17	26	24	16	17	16	116
				1260	1588	1518	1383	1293	1299	8341

QUESTIONNAIRE COMMERCE : MALE

<i>QnNo</i>	<i>Sex</i>	<i>College</i>	<i>Stream</i>	Contact	Purpose	Materials	Methods	Exams	Teacher	<i>gtotal</i>
				<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	
168	M	COED	C	20	23	21	27	22	20	133
169	M	COED	C	18	21	16	30	17	22	124
170	M	COED	C	22	28	19	18	14	23	124
171	M	COED	C	20	24	20	20	18	21	123
172	M	COED	C	16	19	24	21	25	21	126
173	M	COED	C	16	16	23	17	10	17	99
174	M	COED	C	18	23	29	20	15	18	123
175	M	COED	C	15	20	18	20	12	12	97
176	M	COED	C	18	22	20	20	14	14	108
177	M	COED	C	16	18	25	25	15	13	112
178	M	COED	C	18	20	20	20	15	14	107
179	M	COED	C	18	26	17	20	13	20	114
180	M	COED	C	15	15	25	21	11	20	107
181	M	COED	C	10	11	22	19	8	17	87
182	M	COED	C	14	17	21	19	21	22	114
183	M	COED	C	16	17	24	17	25	17	116
184	M	COED	C	23	35	23	16	26	18	141
185	M	COED	C	18	19	19	22	16	16	110
186	M	COED	C	13	21	24	20	17	19	114
187	M	COED	C	14	14	22	24	10	16	100
188	M	COED	C	16	28	23	20	28	20	135
189	M	COED	C	12	26	29	20	28	15	130
190	M	COED	C	8	20	26	15	30	18	117
191	M	COED	C	21	27	17	23	11	19	118
192	M	COED	C	14	18	19	15	28	20	114
193	M	COED	C	15	22	17	30	30	30	144
194	M	COED	C	22	23	23	21	16	21	126
195	M	COED	C	22	26	15	26	13	17	119

196	M	COED	C	15	23	26	20	27	20	131
197	M	COED	C	12	17	20	21	22	20	112
198	M	COED	C	23	32	25	17	27	20	144
199	M	COED	C	16	19	17	24	19	18	113
200	M	COED	C	20	24	21	22	16	18	121
201	M	COED	C	16	18	21	21	24	19	119
202	M	COED	C	18	21	15	23	7	20	104
203	M	COED	C	16	23	23	17	20	23	131
204	M	COED	C	18	31	28	19	33	24	153
205	M	COED	C	14	24	24	19	29	19	129
206	M	COED	C	19	20	18	26	12	14	109
207	M	COED	C	17	27	24	19	27	20	134
208	M	COED	C	13	22	22	15	30	21	123
209	M	COED	C	16	23	26	17	23	19	124
210	M	COED	C	13	24	25	18	28	18	126
211	M	COED	C	19	25	25	21	30	13	133
212	M	COED	C	14	22	24	17	25	20	122
213	M	COED	C	12	15	27	19	27	20	120
214	M	COED	C	18	28	24	17	28	17	132
215	M	COED	C	16	25	22	20	22	21	126
216	M	COED	C	14	23	25	20	28	16	126
266	M	COED	C	15	24	27	18	25	18	127
267	M	COED	C	17	24	28	15	20	22	126
268	M	COED	C	12	24	22	21	22	21	122
269	M	COED	C	18	27	30	23	27	20	145
270	M	COED	C	20	26	20	20	20	23	129
271	M	COED	C	21	29	25	15	18	27	135
272	M	COED	C	20	30	30	18	22	23	143
273	M	COED	C	20	28	24	15	23	20	130
274	M	COED	C	13	25	25	21	23	14	121
275	M	COED	C	13	21	29	23	25	25	136
276	M	COED	C	11	18	24	20	20	20	113

277	M	COED	C	7	18	26	17	20	23	111
278	M	COED	C	13	22	25	17	19	18	114
279	M	COED	C	14	16	23	19	17	19	108
280	M	COED	C	19	34	27	16	16	22	134
281	M	COED	C	13	24	27	18	16	20	118
282	M	COED	C	13	25	26	19	26	18	127
283	M	COED	C	13	19	16	18	16	19	101
284	M	COED	C	19	26	22	20	15	19	121
285	M	COED	C	21	25	21	24	17	21	129
286	M	COED	C	23	29	28	17	21	16	134
287	M	COED	C	9	18	24	20	22	21	114
288	M	COED	C	20	29	32	25	16	26	148
289	M	COED	C	21	30	24	19	14	27	135
290	M	COED	C	20	28	26	16	18	20	128
291	M	COED	C	18	31	23	23	19	17	131
292	M	COED	C	16	26	24	21	25	21	133
293	M	COED	C	20	28	26	25	17	16	132
294	M	COED	C	13	22	24	23	21	31	134
295	M	COED	C	19	24	17	24	19	14	117
296	M	COED	C	16	23	24	19	10	15	107
297	M	COED	C	16	23	21	18	9	15	102
298	M	COED	C	20	20	15	14	16	12	97
299	M	COED	C	20	21	23	15	11	20	110
300	M	COED	C	17	20	21	19	24	18	119
471	M	COED	C	18	29	28	17	18	21	131
472	M	COED	C	18	30	23	27	27	21	146
496	M	COED	C	15	27	23	17	20	17	119
497	M	COED	C	15	28	28	19	24	20	134
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499	M	COED	C	16	24	27	19	20	16	122
500	M	COED	C	20	27	24	21	22	21	135
515	M	COED	C	18	29	27	26	27	22	149

516	M	COED	C	22	37	27	17	27	14	144
517	M	COED	C	17	29	24	16	28	13	127
540	M	COED	C	14	23	28	22	21	21	129
541	M	COED	C	18	31	26	14	22	20	131
542	M	COED	C	18	28	26	12	23	24	131
				6223	6848	6099	5908	5739	13841	11970

STUDENTS QUESTIONNAIRE

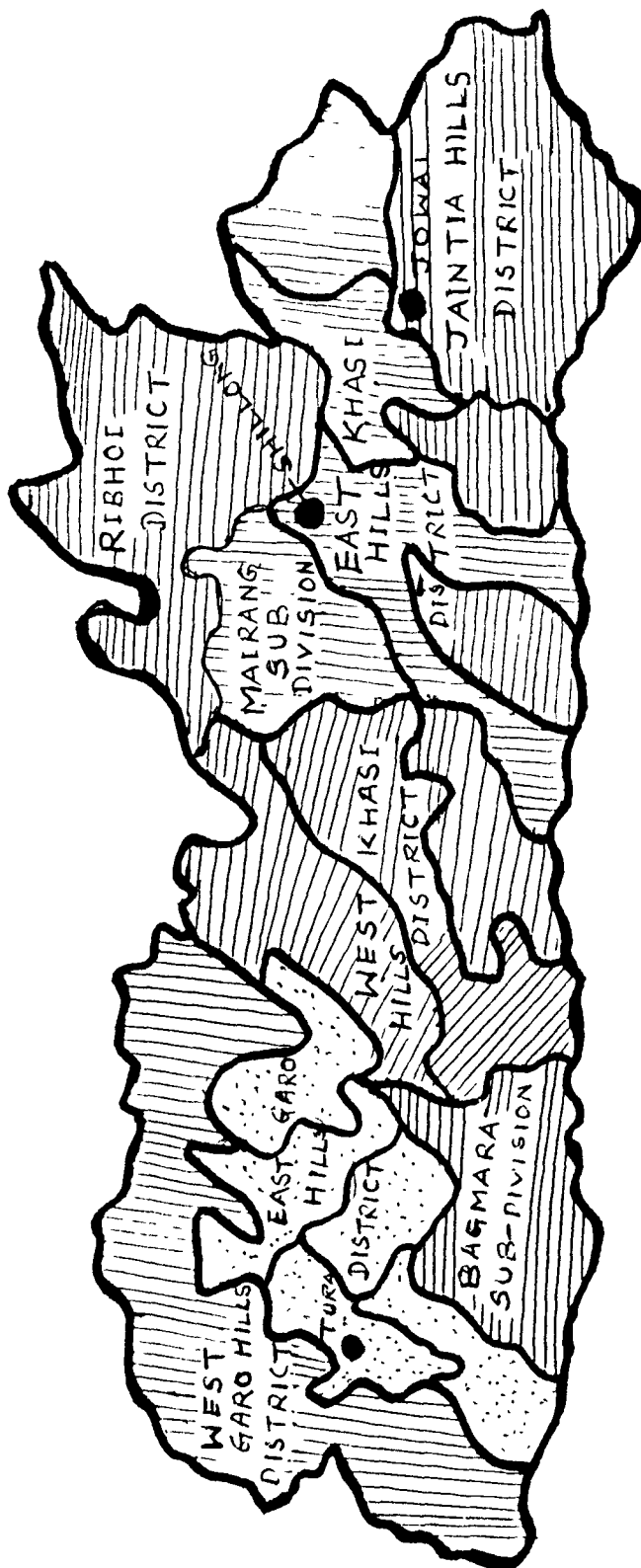
COMMERCE : FEMALE

<i>QnNo</i>	<i>Sex</i>	<i>College</i>	<i>Stream</i>	Contact	Purpose	Materials	Methods	Exams	Teacher	<i>gtotal</i>
				<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	<i>total</i>	
217	F	COED	C	18	23	22	22	24	24	133
218	F	COED	C	17	25	27	20	25	16	130
219	F	COED	C	16	26	23	21	22	13	121
220	F	COED	C	17	25	26	26	26	15	135
221	F	COED	C	13	15	20	23	12	19	102
222	F	COED	C	17	25	21	25	23	13	124
223	F	COED	C	18	24	27	25	31	21	146
224	F	COED	C	12	18	22	19	11	12	94
225	F	COED	C	14	19	21	17	27	20	118
226	F	COED	C	14	21	18	20	23	15	111
227	F	COED	C	20	29	26	23	25	18	141
228	F	COED	C	10	18	24	19	25	18	114
229	F	COED	C	16	20	24	21	24	16	121
230	F	COED	C	16	20	19	22	23	18	118
231	F	COED	C	19	24	25	21	26	19	134
232	F	COED	C	15	22	22	18	23	20	120
233	F	COED	C	11	17	22	20	25	16	111
234	F	COED	C	18	24	25	20	19	18	124
301	F	COED	C	15	23	26	20	20	20	124
302	F	COED	C	6	16	25	21	23	18	109
303	F	COED	C	11	20	27	21	19	16	114
305	F	COED	C	15	20	29	24	19	18	125
306	F	COED	C	13	21	30	21	24	19	128
307	F	COED	C	15	23	26	18	20	13	115
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309	F	COED	C	8	18	26	20	25	20	117
310	F	COED	C	4	14	29	22	22	20	111
311	F	COED	C	17	24	22	22	24	17	126

312	F	COED	C	15	23	25	12	17	19	111
313	F	COED	C	2	12	20	16	31	15	96
314	F	COED	C	18	26	24	12	26	21	127
315	F	COED	C	8	20	25	24	23	15	115
316	F	COED	C	16	27	26	20	21	14	124
317	F	COED	C	12	20	31	21	21	18	123
318	F	COED	C	16	25	25	21	24	14	125
319	F	COED	C	17	27	25	18	21	24	132
320	F	COED	C	17	25	26	21	26	20	135
321	F	COED	C	12	23	24	19	21	20	119
322	F	COED	C	12	21	26	20	19	20	118
323	F	COED	C	12	17	21	16	18	17	101
367	F	COED	C	17	26	20	18	14	17	112
368	F	COED	C	12	20	21	18	19	14	104
369	F	COED	C	14	22	21	18	22	22	119
370	F	COED	C	12	18	22	17	20	18	107
371	F	COED	C	15	18	21	22	26	20	122
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373	F	COED	C	23	23	14	16	27	21	124
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381	F	COED	C	20	21	26	19	18	25	129
382	F	COED	C	21	22	26	21	17	25	132
383	F	COED	C	16	19	23	22	22	23	125
384	F	COED	C	20	22	21	18	19	17	117
385	F	COED	C	20	21	23	19	19	21	123
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387	F	COED	C	21	30	30	20	27	21	149
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389	F	COED	C	19	30	23	23	15	20	130
390	F	COED	C	20	30	23	20	20	19	132
391	F	COED	C	15	26	24	17	15	22	119
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414	F	COED	C	19	27	24	25	24	22	141
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416	F	COED	C	15	23	24	27	21	17	127
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543	F	COED	C	15	27	24	22	24	16	128
544	F	COED	C	16	29	26	15	28	21	135
545	F	COED	C	18	32	33	17	26	14	140
				1638	2412	2463	2062	2183	1891	12649



- SHILLONG.
- JOWAI
- TURA

MEGHALAYA

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