6.1 SOME SPECIFIC APPROVALS:

The researcher has found out some quick solutions that could be useful for the present upgradation of the teaching learning situations of English in Rajasthan. The rules and regulations that are made by Chief Minister and Education Minister are common to all the schools (Primary, Secondary and Senior Secondary) of the state. In these specific recommendations, here, some are the declarations done by Education Minister from time to time. This information has been collected from the continuous watch of different newspapers and the statements released by government for last two years. This investigation should have been followed up by some suggestions and the problems tackled in the light of possible solution offered. Let’s pay attention on them:

- **E-classes begin in over 2,000 government schools**-

The Rashtriya Madhyamic Shiiksha Abhiyan (RAMSA) has started E-classes looking at the shortage of teachers in the government schools who can take Secondary and Senior Secondary Classes. This is a live teaching programme via satellite for which 2,000 schools have been identified, where English, Science and Mathematics will be taught for two hours daily for two hours daily.

The programme will be telecast from Jaipur every day in schools in which students can also interact with the teachers on screen during school hours. “Every day three periods of
40 minutes each will be telecast in these schools where teachers will teach English, Science and Math to the students,” said Ajay Kumar Gupta, additional district project coordinator, RAMSA. He stated that the programme aims at bringing quality education to government schools and also to overcome the shortage of subject teachers at secondary level of schools.

“The programme will also include interaction with subject teacher in Jaipur who will answer students’ queries,” said principal of Kayar School. “This is the first step towards high-tech teaching in government schools which will also bring uniformity (in terms of quality education) among schools throughout the state,” an official said. The programme has begun in government schools which have satellite connectivity and the necessary equipment. It will help the students of remote rural government schools. The result of English in classes X and XI in board exams always remains poor due to shortage of teachers of the subjects. This kind of E–learning is a new way of creating interest among the students.

➢ RECOMMENDATIONS THAT ARE APPLICABLE TO THE PRESENT SITUATION :

I. Suggestion that has been recommended by Education Minister:

Education Minister Kallicharan Surraf has recommended making up the falling situation of the English in our Education. In a Conference he suggested beginning the study of English from very first class. He has described his plans that the Education Department will give permission to start English in government schools if in that particular school at least 15 students opt it as the medium of study, then they can start it from the very
beginning. For this he has given commands to make action plans and the decisions made by government:

The three decisions

i. To develop model schools.

ii. The starting of English from the very first class.

iii. And to transfer the teachers wherever needed.

II. Equalization Between Private and government Schools:

The Education department following the private schools has decided to improve the quality of Government schools. It has been decided that at the Panchayat Level, one model school will be developed and will be facilitated to different amenities. In the state more than nine thousand senior schools will be developed as model schools. As the fact is that there are 9,280 Gram Panchayat in the state.

III. Efforts Made by Earlier Government:

In the time duration of earlier government, the State Education Minister BrijKishor Sharma insisted at the scarcity of teachers in schools that “the department is doing everything possible to ensure teachers in schools. We have made alternative arrangement to ensure presence of teachers in schools. We have instructed district collectors and education officers to arrange teacher locally. We have also started recruitment process of more than 30,000 teachers”, adding that “we have also written to the Rajasthan Public Service Commission (RPSC) to recruit 10,000 second grade teachers and 2800 school lecturer.”

IV. English to be Medium of study in govt. schools:
All government schools in state run in Hindi medium as of now while most private schools in state in English medium. Due to this difference most often the students of Government schools lag behind those of private schools. The latest Education Minister Kalicharan Sarraf has given good news for those students who are studying in government schools and wish to pursue their studies in English medium. The state government has decided to open one English medium school at each block headquarter so, as to enable the government school student to study in English medium. He added that “at a block school, 15 or more kids opt to pursuing studies in English medium. With this new move the state government aims to bring government schools at par with private schools. The primary secondary and higher secondary schools that run separately at the Gram Panchayat level presently will be merged in to one school.” The Education Minister said, “This arrangement will be implemented soon and in the first phase it has been decided to implement it in one school at each block level.”

Saraf added that the government is also mulling to start a modal school from classes 1-12 at Panchayat level. The primary, secondary and higher secondary schools that run separately at the Gram Panchayat level presently will be merged in to one school. This school will hold classes till standard 12 and the students will be provided all educational facilities. Later the education minister expressed concern over the average performance of students in Class 12 in the RBSE results. Sarraf added that “The government school teachers are given good salary and parks and despite this the results are not up to the mark.”

V. Different Strategy decided by Government to Improve the Quality Education:
The State has adopted many programs that will directly or indirectly enhance the status of English in these schools. In different programs like ‘Sambalan Abhiyan,’ ‘Reading Abhhiyan Programme’, ‘Quarterly Education Evaluation’, ‘School Inspection Programs’ that has been decided for the upgrading of the quality Education in government schools ,if these programs will be performed with a little seriousness and continuity then we can hope for some good results .For example

i. Different groups will be made on the basis on the Educational background of the students.

ii. The teacher will decide on the basis of different groups that to which group what has to teach.

iii. The improvement strategy for the academic improvement of the students will depend on the vocal and written evaluation.

iv. The teacher will evaluate in every week the subject wise evaluation of each student.

v. The teacher will evaluate about the academic standard of the students when they come in the new class and to improve their weaknesses related with English Language.

VI. **Establishment of Language Lab:**

To enhance the four skills of students, the RBSE board should apply Language Lab in the curriculum of the students. It should start either from the very first class or the fifth class, so that the student could find the natural environment in the Lab and could be able to enhance their listening, speaking, reading and writing skills. Taking the example of government colleges where these labs have been established a decade ago, first of all the
schools should be embedded with this facility. With the application of language lab, the students will be able to learn the language practically.

VII. **Timely Revision of the RBSE Syllabus:**

The syllabus of board should be renewed from time to time so that the weakness and fault of the current syllabus might be removed. In this connection newly appointed chairman of Board of Secondary Education of Rajasthan (BSER) Badri Lal Choudhary said that “the board of studies will review the present NCERT syllabus to check whether it is according to Rajasthan or not, if required changes will be made accordingly.” Review of syllabus is a yearly process of board of studies and at present there is NCERT syllabi in government schools. This is a regular process to update the books as required by the state. At present there are about twenty lakh students registered for class X and XII board exams.

VIII. **Right and Appropriate Evaluation System:**

Evaluation part is very important when we are teaching a foreign language to the students. On a question of wrong evaluation cases coming through ‘Right to Information’, the chairman said “the evaluation part will be made more strict and transparent.” Further he said that “the quality of students of Rajasthan board will be improved so that they could compete on national and international level and he had certain programs to implement for the development of students.”

IX. **Uses of Electronic Media in Education:**

In present electronic media is very helpful in learning a language along with getting much information. The teachers of English who are recruited through RPSC exams for the profession of teaching, they should be computer friendly. If the teacher would be
proficient in language skills, he could be able to teach the students language skills like listening, speaking, reading, and writing. “Two things government needs to focus on: Train the existing staff in computer and make the computer education mandatory for every aspirant looking for a teaching job. Secondly, they have to gradually introduce computers in primary section,” said K. B. Kothari, former advisor to UNICEF.

X. **Formation of Different Committees:**

To improve the standard of education in Rajasthan, the Prime Minister has suggested “making three committees to give their suggestions to improve the situation. These committees within one month will submit their report regarding to mend and develop the technical and professional education of schools and colleges.” Directly or indirectly these committees will cater the aim of language teaching. A website has been made to record the recommendations given by common people.

XI. **Increment should be on the basis of Result:**

Panchant Raj Minister Gulab Chand Kataria has said “that if want to get good results in government schools then the increment must be according to their result. If one is giving 90% result it would provide him good increment. If one is giving 70% result, the grading would be on this behalf of that teacher and the transfer of the teacher would be on his or her performance.”

XII. **Inspiration from Private Schools:**

Government schools should be inspired by the private school. Two third student of the state who has come in merit are from private schools. The toppers has given credit to the study of the school and the school teacher whereas the teachers are not getting handsome
salary. These teachers did extra efforts with the meritorious students. Following the strategies monitored by these schools, government schools can improve their result and the linguistic competence of the students.

XIII. **Modernization of Teachers’ Training:**

The enhanced outlay should go not only towards beefing up infrastructure in schools, but also in ensuring decent salaries for teachers so that quality talent is attracted. At the same time, teachers should be made accountable through an effective monitoring body that includes parents of students from the school. To improve quality of education imparted, training of teachers at school level need to be modernized.

XIV. **Emphasis on Practical Teaching and Learning:**

If we want quick results we must have a long – term and a short-term policy to remedy the flaws if these defects are accepted as legitimate. The long – term policy will be for young trainees who are to be the prospective teachers of English for the future. The training colleges must receive their syllabus and pay special attention to phonetics, speech, verse reading. Emphasis must be more on demonstration and practical lessons rather than on lectures –more on methods of teaching and less on the content of the language. Library work must be a vital part of the English teachers’ training. In our NCERT syllabus as we have noticed that most of syllabus is related with literature and composition that has made the whole syllabus theoretical, impractical and useless. Subsequently, to gratify the motto of learning a language, the syllabus should be revised with the addition of some interesting literary part, moralistic and didactic prose and poetry piece, addition of grammar along with phonetics, situational and communicational dialogues.
XV. **To inaugurate some ‘Area’ Institutes of Language Learning:**

By establishing one Central Institute for English at Hyderabad, Government has only touched the fringe of the problem. The country needs ‘Area’ institute where short term and practical courses can be held for in – service teachers. We must utilize for these teachers, the pressure cooker methods. Intensive courses of a few months conducted by experts where the teachers will speak, read and write English, are necessary. If seminars we must have ( and these are much in vogue ), let them rather be the ‘work shop ‘ type where teachers can put in to concrete form the methods in the various aspects of the teaching of English and where they will do constructive work under the guidance of experts .We require to –day large numbers of English teachers who have to tackle the problem right now. For this, it is necessary to do something for the teachers who are already in service.

XVI. **English must be Supervised by One Competent Teacher:**

If standards in the teaching of English are to be raised, one of the important points to be remembered is that all the English taught to a class must be in the hands of the same teacher. This is often sacrificed to the exigencies and limitations of administration, shortage of staff etc.I would go a step further –not only the English of a class be controlled and taught by one teacher but the teaching of English in the whole school must be under the supervision of one competent member of the staff, Call him a supervisor or the head of the English department what you will.

XVII. **Proper Link between Previous and Recent Study:**

The average teacher to- day concentrates on the given syllabus and the completion of the text book. Very little attention is paid to what the child has been taught the previous year
The head of the English department must have time on his working schedule to see that there is continuity and a pattern on the teaching of English throughout the school. It is who must check up whether the vocabulary is being built up gradually by repetition and addition, that words frequently misspelt are being attended to, that exercises are planned and constructed so as to enable pupils to make use of the new words learnt, that attempts are being made to rectify common mistakes repeatedly committed.

XVIII. **Special Dealing with Poetry:**

In the teaching of poetry it is not often that the average teacher can make the best selection of poems to suit the various age groups. The poems must be selected rather on the side of simplicity. Poetry is essential for enjoyment. Any serious difficulty in comprehension detracts from the enjoyment a child may derive from listening or repeating in chorus or even learning a poem by heart. Throughout the years that the child is learning poetry, a few poems that have been done in one year should be repeated the following year. It is advisable to leave the choice of poems to be learnt by heart to the children themselves. If children can enjoy poetry in the early stages, they will develop an attitude towards poetry and will be better able to deal with more difficult and serious poems later on.

XIX. **Reading Skills should be Exercised and Emphasized:**

Apart from teaching children to read, the reading habit is a vital factor in the teaching of English. This has two aims—primarily to promote reading ability through extensive reading and secondly to instill a love of reading. The grounding in the language and the ability to read are achieved through the medium of the textbook. But to gain fluency ease, speed in reading, understanding and expression, the child must be given plenty of opportunities to look at and read other books. Library books are the usual media for the
achievement of this aim, but another way in which this can also be done is to have an open shelf in the classroom where a large number of simple and attractive books are kept for pupils to browse around whenever they feel like it. Most of these books should be well within the grasp of the pupils but a few may be a little advanced and this will cater for the better reader. In the higher classes when the pupils have a fair command over the language, intensive literary reading under the direction of the teacher or the prescribing of four or five simple supplementary readers for each class or both can achieve the same results. The supplementary readers must not be treated like a textbook.

XX. **Subsequent Learning:**

Subsequent learning should be applied in teaching of English. Written work plays an important role in the teaching of a language, but it must be preceded by oral work. Let the children first hear good English spoken, understand it and make an effort to speak and express themselves. Conversation, oral composition, picture composition—all have their places before any serious writing of good English can be attempted. It is here that the teacher of English has plenty of opportunities to observe, to correct intonation, speech pronunciation and mistakes in grammar. Sufficient thought has not been given to the planning of written exercises. Let the child have something interesting to write about. If most of the class has a badly written exercise it means that the task set was unsuitable. In the higher classes the subject set for exercises are often unsuitable. The subjects are either those that can be studied from a cram book of model essays or they are beyond the ability or interest of the pupils.

XXI. **Proper Formula of Checking a Written Work:**
The correction of the written work is a matter which also requires a lot of re-thinking. Today it is the most depressing aspect of a teacher’s job. So many exercises have to be given, which means this number multiplied by the number of pupils in the class has to be corrected. This number more often than not is forbidding large. What is the aim of correction? Is it just to mark the child’s book or is it to make the child see his mistakes? Very few children do – they are only interested in the remarks made at the end of the exercises by the pupil resurrect his mistakes? This also becomes a major headache for the teacher, as often the corrected mistakes are corrected incorrectly. What is the net result as far as the child is concerned – discouragement. No ideal solution has so far been found for this problem of correction but if the pupil’s mistakes are studied intelligently by a teacher, he will find that they are highly indicative of the pupil’s defects in language and they also prove a good guide for his further teaching.

XXII  
Proper Method of Teaching:

The multiplicity of language teaching methods (mostly ELT or English Language Teaching methods) from the Grammar-Translation Method to the more recent communicative approaches have all assumed that there is ‘a language’ to be taught to ‘a homogeneous group’ of students. We do need an approach that is rooted in multilinguality and that keeps the multiplicity of languages and cultural practices available among children at the center of classroom transaction. As a teacher of English, our first task should be to draw up a sociolinguistic profile of our class and to examine how the multiplicity of voices present in the classroom can be most effectively used for teaching English. The fact that all of us learnt our English through our own languages is evidence enough that there is no need for an overall shared approach, every situation; every class
will dictate its own method and sequence of steps. That is another reason why a teacher needs to receive rigorous training. Just to give a few examples of some of the techniques that could be used, translation, genre transformation and setting questions on texts could be used in a holistic manner. Translation ensures that you understand the text and you use more than one language and often feel compelled to appreciate that there is no choice but to mix languages. It also provides legitimacy to one’s version; all translations though different are in some way acceptable. Similarly, changing a story into a play in any language could be a very rewarding activity; children could then act out the play. Almost invariably, we give children a passes and ask questions. I think one of the most reliable ways of making sure that a text has been understood is to ask children to make the questions.

English is here to stay, at least for the time being. Most children of this generation must learn English, not at the cost of their languages but along with them. There are domains in which English may never be used. In the paradigm of multi-linguality proposed above, it is eminently possible to organize methods, materials, teacher training and classroom transaction in a way that the languages of children are never pushed into oblivion and English still gets acquired, with levels of proficiency not witnessed hitherto.

The above are just a few suggestions called mainly from personal experience. Aims and right methods of teaching, the content and the competent framing of the syllabus, the building up of the right attitudes and approach to language teaching – all are important, but to my mind the most important factor is the caliber of the teacher, his imagination, his inventiveness, his resourcefulness and his own reading habits.
It is unnecessary to go over the reasons why English must be taught to our children or to emphasize the importance of English as an international language and the place it occupies in the world today. This ground has been covered several times over particularly during the last years when political controversies over the English Language have occupied the attention of our people. Though the sound and fury of this controversy can still be heard, the first flush of hearted against anything English has somewhat abated. This is visible in the recent policies of many State governments to reintroduce English in schools from the lowest classes of the secondary school. Perhaps the Governments have begun to feel the pulse of the general public more accurately. Parents are anxious that their children learn English so that they stand a good chance of getting the better jobs. No one will deny that in most of these jobs the man who can speak and write English correctly stands a better chance than the man who does not. It is a fact that parents want their children to be admitted into English-medium schools.

6.2 SOME MORE SUGGESTIONS AND SOLUTIONS:

The researcher has given some quick and suitable approvals for the improvement and evolution of recent situations of English Language teaching at Senior Secondary level in Rajasthan. These are the major findings but instead of them there are several minor problems which play a vital role in language learning and teaching. Here are some more suggestions and recommendations, which should apply in our English Language Teaching Programmes for the better results.

In view of the findings of our study, there are various theories of language teaching the learning, but this study suggests certain measures for making the existing CLT situations more relevant so as to cater to the needs of our learners and to make it learning oriented.
6.2.1 **Syllabus:**

First of all, it is desirable that the syllabus should clearly state the aim and objective of teaching English at undergraduate level. In the ever-changing scenario, intellectual contributions towards the framing of syllabus should not only be high standards but also fulfill the requirements of students of today. In fact, we agree with Brumfit that “the form of syllabus specification is less important than the type of activity and above all, the type of relationship encouraged between the user and the process of use”\(^1\). But in the situation where neither the teaching material is properly edited nor the teachers are trained a syllabus has to be detailed and explicit. Thus Mackey, in discussing syllabus content asks:

What objectives does the syllabus include? The most usual are understanding, speaking, reading, writing, grammar, translation, and acquaintance with history, civilization and literature of foreign peoples, better understanding of the native language mental discipline, social adaptability, and use of foreign discoveries. The list is typical of many a syllabus which makes no distinction between reasons for teaching a second language and the objective to be achieved. Such reasons as the understanding of foreign civilization is listed together with reading ability under the general heading of aims.\(^2\)

Now, in the context of globalization, the material producers have to bear it in the mind and frame the syllabuses identifying student and needs.

I. The Syllabus - designers, while framing it, have to identify the needs of the students and set the syllabus accordingly. Material should focus more on the development of the language skills.
II. In service training, refresher course and orientation programs have to be offered to the teachers.

III. The teacher has to correlate the lessons with real and contrived situations so as to facilitate the teaching and learning process.

IV. The coverage of the syllabus has to be evenly maintained that is to say, the pace should be neither fast nor slow.

V. The academicians who frame the syllabus and prepare the course material should have a balanced thinking in traditional methods and the transition that is taking place today.

VI. The material prepared should have proper orientation mainly science and technology to develop the language abilities and also to face a challenging world.

VII. The syllabus designer, should also have all advanced instructional aided (LDC, OHP, Internet, Language Lab,) etc. in all the educational institutions in the near future. Anticipating this, technology based teaching material can be prepared.

VIII. With the application of technology, we can enhance the classroom activities, qualities of education and strengthen the effectiveness of the teaching. The students would enjoy setting in the classroom when the entire world is brought into the classroom with the help of Internet and Computer.

The syllabus must specify not only the contents but also the aim behind the content. In other words, it must make distinction between ‘aims’ and ‘pedagogic objectives’. L.A. Hill has rightly remarked:
“The key to effective teaching and learning lies in their planning (i.e. Planning of Curricula and teaching procedures) in relation to clearly concerned goals - goals conceived in terms not to what the teacher does, but of what the students become.”

In this way syllabus is perhaps the most important referential document of a course. It should, therefore, be formulated with great care, keeping in view the specific needs of the learners and the accepted, Principles of curriculum construction.

6.2.2 **Text Book:**

A textbook can serve different purposes for teachers, as a core resource, as a source of supplemental material, as an inspiration for classroom activities and as the curriculum itself. Researchers have advocated a variety of approaches to textbook selection, but in practice the process is often based on personal preferences and may be affected by factors unrelated to pedagogy. Teachers’ opinion can be deemed as feedback while selecting an appropriate textbook for ESL teaching.

I. To be an appropriate textbook for ESL classroom, the textbook must fulfill certain conditions. The objectives of the textbook must match the objectives of the course and the material in the textbook must lead to the fulfillment of the objectives.

II. The textbook should meet the need of learners in several ways, not only in terms of language objectives.

III. Students and teachers both want visually stimulating material that is well organized and easy to follow. So layout, design, and organization should be considered.
IV. The learners' cultural backgrounds, age interests, and purposes in acquiring the second language must be considered.

V. The content of the text book be sensitive to a range of cultural backgrounds and allow for comfortable and safe discussion of cross cultural experiences and concerns.

VI. The text book must focus on the skills it claim to focus on, and it should actually teach these skills and not merely provide practiced in the skills students already have.

VII. Text book should include exercises that give students opportunities to practice and extend their language skills for example; activities that require students to negotiate meaning in English (i.e. information gaps, role play) may support the development of speaking skills and help students negotiate meaning in real life contexts. Controlled exercises guide students to a single correct answer such as a fill in the blank grammar activity whereas free practice involves exercises in which the answers are limited only by the student’s creating and knowledge.

VIII. Exercises should build on and reinforce what students have already learned and should progress from simple - both linguistically and cognitively to more complex and demanding.

IX. The text book should fulfill its role as a stimulus for communication and not be simply an organizational tool for the teacher.

X. Practical concerns like cost, availability of the book etc. should also be considered while selecting a text book.
Thus, with the teacher and the syllabus, the text book is the important factor in a foreign language teaching in classroom. These are some suggestions which we should apply in language teaching.

6.2.3 Examination System:

The present system of examination has been the major contributing factor to the inordinate strain slackness, corruption and inefficiency everywhere in our higher education system.

“If the examination is bad, it goes without saying that it does produce bad teaching and bad teaching produces bad examinations - a vicious circle.” Moreover, the bad examination produces bad teachers who tend to carry on tradition. In such conditions a teacher finds himself compelled to adopt his teaching to the examination.

“Examination system needs restricting so that only those who can understand read and write English up to the standard required, get through and those who depend entirely on mugging up answer do not benefit.” Any examination which can be passed by learning by heart is an unsuitable one, as it is possible to pass an examination without any real grasp of the language. Therefore, examination should be prepared in such a way that they really test command of the things we want the students to learn.

Unfortunately, the existing examination system despite our efforts to improve it continues to encourage selective study and rote learning, and discourage innovated teaching and serious and sustained study. It is replete with serious deficiencies and has eroded the credibility and validity of the degrees awarded. To improve the examination system, the following proposals are suggested.
I. The existing system of examination should be dismantled and replaced with a system of continuous and comprehensive internal assessment which will eliminate examination fear, evaluate student proficiency, encourage regular study habits, facilitate continuous feedback on performance and help to improve it, ensure teachers’ accountability and help the teachers in self-assessment.

II. “There should not be any choice of optional questions which encourage the students to do selective study, defeating the aim of teaching and learning. Optional questions defeat the basic purpose of examination.”

III. Objective and essay type questions should be absolutely banned as they encourage students either to indulge in unfair means or to cram answers.

IV. The most needed improvement, therefore, is to ask questions which require students to demonstrate their proficiency in using English for purposes that are clearly stipulated. In addition to it, a test of spoken English should be included in examinations at all levels which should aim to test proficiency in English or the language, skills acquired by the learners.

V. In order that the examination should give reliable and concrete evidence of the attainment of specific objectives, it should be done with a variety of tools and techniques such as written test, oral test and continuous recording of the students’ progress during the session and so on.

In short, the testing procedure should be integrated with the process of learning English - learning to use language skills for various purposes.

6.2.4 Teaching Methods:
The only criterion of success is whether a method can successfully be used by the average teacher teaching the average class. No other criteria matter. It is irrelevant to argue that this or that method must be better because it is more scientific or more natural or more direct or anything else”.  

In the present English language teaching, there are various methods and approaches, which play a vital role in teaching. In them some of the important methods and approaches are, The Grammar-Translation Method, Direct Method, Reading Method, Audio-lingual Method, Oral Approach and Situational Language Teaching, Structural Approach, Bilingual Method, Communicative language teaching etc.

It has now been widely acknowledged that changing methods and approaches are not the solution. All methods work in the hand of a skilled teacher. In fact, in the final analysis basic components of all successful approaches, methods or techniques can be advocated self- sufficient and the teachers of English should be familiar with most of them so that they can use them all according to their need or as per the situation in their classrooms. In short, the effective teacher can apply teaching methods that easier, quicker, better safer, more rewarding less labour intensive and more suitable.

6.2.5 **Teachers’ Training:**

“Unplanned and untrained induction of teacher is dangerous to the very existence of our system”. It is recognized that the academic excellence acquired by prospective teachers in higher education is not adequate to teach college students. It is believed that the college teachers should be effective in their classroom required a professional training. Problem of pre-service and in service training of colleges and university teachers concerns with all countries of the world.
In view of this, our teachers need to equip themselves in techniques of teaching and research methodology, upgrade subject-matter, develop, evaluation skills and administrative capabilities and so on. Teachers can fulfill their roles and responsibilities only when efforts are made to improve their status and provide opportunities for professional development. Unfortunately, the existing teacher training institutes except CIEFL in India do not have well-equipped departments of English to cater for this need. Therefore, we must open institutes of English on the pattern of the Central Institute of English and Foreign language for imparting specialized training to existing and prospective teachers of English. This institute should conduct. Teachers training programme giving the teacher both ‘theory and practice’. The theory will inform him of the ideological debates in the field of applied linguistics. Language learning/teaching and psychology and practice will help him develop, firstly insight into the processes involved in language learning and teaching and secondly, confirm the ‘workability’ or pedagogical validity of various teaching methods.

Teachers’ training has to be a continuous process to make teachers aware of the latest research in the field. This can be reinforced by giving them access to national and international journals on the subject. Another suggestion which I would like to make, in this regard, is that every teacher should attend the refresher course in English at least once in three years. Another important source of teacher training should be the postgraduate course itself. Since college teacher goes through this course, it should include one or two ELT papers to give them at least general professional awareness of the processes involved in second language learning and teaching.
Specialized, quality oriented teachers capable to understanding and delivering to the present day requirements. For this the teacher has to continuously build up his / her potential and should try to develop certain innovative method of effective teaching. It is in this context that the government of India under the NCERT has been rightly motivating the teaching community by way of recognizing and rewarding such teachers who contributes towards better teaching practice in our state.

6.2.6 Effective Teaching:

It is a known fact that teaching is a learning process and the real teacher learns everyday as they teach. For effective transfer of knowledge the teacher has to bear in mind all the time, certain aspects of ‘quality teaching’. To make pupils speak and write like an English man is a great task. Only hard effort can achieve that target. An English teacher has to possess certain extra ordinary qualities and qualifications. A good teacher should have the following qualities:-

I. One who accepts one’s profession on totally and practices continuously,

II. One who is the lover of English language and know the roots and image,

III. One who tries to understand the pupil’s psyche, and understand the climate of the classroom,

IV. One who teaches to reach out and thorough with the ‘latent curriculum’ and learns various approaches and teaching techniques, One who is ready for change, has an optimistic perception, and has a sense of time-management,

V. One who builds ‘self-renewal’, capable of innovating and tries to build ‘quality in teaching’.
According to Ramsadan, “the expert teacher looks at teaching from the point of view of the learner and not the teacher.”

The teacher should give such day to day assignments which will make students involve themselves, encourage them for their free discussion in the classroom, he should entrust them by relating projects to the areas in which they have been taught. Adopting different methods in teaching is yet another aspect of quality teaching. That is why the present day teachers include apart from discussion, problem solving session use of video-audio facilities to reinforce oral lectures. The more skilled a teacher is, the better will be his teaching and the teacher gets the necessary skill through adopting different teaching strategies.

6.2.7 Teaching English in Large Classrooms:

It is the large classroom which has remained an area of concern for the teacher of English for a large time. This, as we all know, is one of the major problems of our education system whether it is primary, secondary or tertiary level. It has been made solely responsible for the lack of quality in a class. English teachers, often complain that students are not serious in their study. On the other hand, student find language classes boring.

At present most college courses are so overloaded with prescribed texts that the lecturer finds absolutely no time for providing practice in the elementary skills, he is expected by his students, at any rate to read the text aloud to them, paraphrase, annotate, gloss-and then dictate not for the examination. In this case, the good teacher is one who makes himself progressively unnecessary for his students. Much of the classroom time spent in the exposition of texts, could be saved if the teacher:
I. Prepared and distributed hand-outs containing brief introductions, glosses, annotations, summaries etc. an aid to, but not a substitute for, independent study of the text by the student (outside the classroom).

II. Insisted on students reading assigned portions of the text before coming to the class;

III. Confined his teaching of the text in classroom to those passage which were particularly difficult (linguistically or intellectually) or particularly teachable (that is, lent themselves easily to stimulating classroom discussion etc.). The teacher would, however, have to provide the links between different parts of the text, as well as some critical commentary; but his burden would certainly be greatly reduced.

The time thus saved could be utilized in providing more practice in purposive listening and reading, with the latter not necessary confined to the prescribed tests. The teacher would need to build up a stock of materials which he could use in class: Passage culled from books, newspapers, periodicals, journals, taped materials, etc. In the problems of teaching English language we have discussed that language classes are organized - students sitting stiffly on benches row upon row, facing the lecturer but separated from him by firm barriers is not conducive to any kind of student participation in the teaching-learning process. The lecture theatre should be replaced by a less formal kind of classroom arrangement. Possibly with students free to arrange themselves in small groups for discussion or joint participation in some task, etc. Since it is not possible for a lecturer to teach every one of his students individually, he should try to teach them in groups. In each group there should be one student who can act as group leader because of his superior
language skills; he can coordinate and direct group activity, provide the moderation correction etc. In this type of group, when students are asked to collaborate in some activity, they become more alert, possibly because of the element of competition, which is felt very tangibly; Ideas flow readily and there is less shyness and inhibition.

Practice of active skills-speaking and writing, can certainly be done more effectively in group. The teacher can, for example, ask a group to jointly prepare a topic for debate. Each member should contribute to the discussion, which must be in English, the teacher interfering only when necessary; it is better to get students to talk freely in English before one attempt to correct pronunciation and grammar. Some of this correction can come from the group itself, and the teacher can, if possible, devote some time to the task of explaining and demonstrating the principles of effective speech; phonetic accuracy (the production of correct sounds and sounds patterns), grammatical accuracy, and contextual accuracy (knowing what to say in a given situation).

The teacher should design some classroom activities in English Language teaching to enrich student communicative competence. Competence refers to a person’s overall capacity. Communicative competence means the ability to use the language effectively in socio-lingual groups. Some communicative tasks and games can be used to improve the communicative ability of student where the role of a teacher is that of a facilitator rather than activities most suitable for the need of the students.

6.2.8 **Interaction in a Mixed Classroom:**

In reality, the language classrooms, present a different scenario. Learners become aware of the gaps in their language, gaps between what they want to say and what they are able to say, while examining classroom interaction, ‘gender’ is an important socio-linguistic
variable. Studies on gender and classroom interaction reveal that the female students are silent young women do not want to participate in class the male students receive more attention from the teachers. The girls appear shy or embarrassed smiling nervously or perspiring profusely, squirming in their chairs in excruciating silence and gently avoiding any kind of participating. In most of colleges, the majority of the girls remain quiet, listening to the teacher and sometimes the boys. The communicative competence should be developed in the girls. Studying in a mixed class should prepare the young girl for future jobs in which they have to work with men. If their language is stereotyped indicating natural subservience, unintelligence and immaturity, men would dominate woman in conversation by restricting their talk. If women have to enjoy equal status with men, they have to be competent in language. So, communicative competence of girls need greater emphasis. There are some classroom strategies for girls -

I. Find a learning style that would suit the learner: The learner should find ways of adopting or modifying language to suit themselves. The learners should seek out their own communicative encounters and add them on to the academic material.

II. Get involved in the language learning process: The learner should not sit passively accepting whatever in presented but should take the initiative and devise situation and language learning technique.

III. Develop awareness towards language: The learner should understand that language is not a subject but combination of grammar rules and communication to produce good language.

IV. Learners should pay constant attention to expand the language.
V. Learners should not lose interest when errors are committed. The fear of communicating errors is an emotional handicap, which should be overcome with practice.

The girls in mixed classes should come forward and make use of the strategies listed above.

In order to make the girls interact in mixed classes and obtain language efficiency, the teacher should take the extra mile and implement the following:

I. There should be conscious, deliberate focus on girls by offering them opportunities to talk and interact.

II. The teacher should choose topics for common interest to both boys and girls.

III. Assign open-ended tasks which require negotiating language.

IV. Tactful management of boys to prevent them from grabbing turns.

V. Boys should be made to listen the girls.

VI. Incidental correction of errors to prevent inhabitations.

6.2.9 The importance of home-work:

Home-work is an important part and parcel of our academic curriculum, so it is an issue that should not be ignored or neglected. Home work should be given to the students should be known to them and should not alienate them from it. The classroom activities have to be given as homework rather than unknown topics to which the student is a stranger. Interactive homework should be given so that the students may make it as a habit. Homework should not be given as a punishment or a reward but should be given as an assignment for the overall development of the student. The fear of being punished for
not completing the home work creates a barrier between the students and academic environment.

6.2.10 Motivation, Interest and Variety:

One of the most important laws of learning is a law of readiness. Unless the learner is willing to learn nobody can teach him anything. This is also fully applicable in the case of English language teaching. In teaching a second language the teacher’s primary task is to rouse in his pupils’ strong desire to learn the language. Not only this, he has also to keep up this motivation at a fairly satisfactory level all through the lesson and beyond. This can be done in a number of ways -.

I. The single most powerful reason for the lack of enthusiasm in our pupils for learning English is that they do not seek any use of the language beyond its requirement for passing a difficult and unnecessary examination. The teacher should therefore try to impress upon the pupils the importance of the language and the benefits they are likely to get from learning it.

II. The teacher can guide pupils to collect information on the subjects of their interest by reading books and magazines and listening to radio programme in English. The teacher should encourage them to listen the cricket commentary in English and tell them the names of English books and articles containing information on cricket.

III. Pupil may also display artistically written sentences, groups of phrases, proverbs, quotations, etc. in the classroom walls. This will also help the class in learning some of the useful structures.
IV. Various co-curricular activities like debating recitations play-acting etc. are also excellent means for creating and sustaining pupils’ motivation for learning English.

V. During the lesson time the teacher should try to create and sustain the interest of the pupils. The most effective way to introduce variety in teaching. The teacher should be sensitive to the pupils’ reactions and whenever he feels that the pupils are beginning to get bored he should change the activity or the situation.

6.2.11 **Timely checking and Evaluation:**

Any teaching learning process has three fundamental and interesting aspects; the objectives, the teaching learning activities and evaluation. A teacher may be quite clear about the objectives of teaching a particular topic or may be very good a organizing interesting and meaningful activities; but this teaching will not be effective if he cannot judge whether the pupils are learning from the activities. So, the value of any teaching activity must be judged against the learning outcome. This judging or evaluation must be continuous process and should go hand-in-hand with teaching. A good teacher should be quick in detecting pupils’ errors and correcting them. He should be able to assess their progress by careful observation and should evolutionary questions at all stages of teaching English.

6.2.12 **Co-Curricular Activities:**

Classroom teaching alone is not sufficient to achieve the objective of teaching English. It is therefore essential to supplement classroom teaching with co-curricular activities specifically designed to promote pupils’ learning of English. In fact, because of the strong motivational element, these activities may sometimes be found to be more effective than
the curricular ones. These are some suggestions for activities that can supplement classroom work in English -

I. **Play Acting** - Small play lets can be affectively, used to improve pupils’ command of English. It is not always necessary to make elaborate arrangement for stage, costumes, etc. for these plays. A resourceful teacher can himself write out such play lets for his pupils. They should not only plan the activity systematically and guide the pupils in the performance, but should also see to it that they memories their parts thoroughly and say them with correct articulation, stress and intonation.

II. **Debating Competition** - Debating in English should, however, be viewed primarily as practice in speaking English rather than as practice in debating as such. Most pupils fight shy of taking part in debating in English because they are required to speak almost extempore, as should be the case in a proper debating competition. But this should better be left to the debating in mother tongue. The teacher should only guide the pupils in preparing the arguments in their own word.

III. **Class Magazine** - Various contests in writing can be organized for promoting learning of English through co-curricular channels. The college magazine also provides an effective medium for practice in writing. This magazine can be hand written and brought out more frequently (say every month) than the other magazine.

IV. **Wall magazine** - A board can be fixed on the wall outside the classroom and the pupils may put upon it short compositions in English e.g. Jokes, anecdotes,
proverbs quotations, short stories, poems, etc. To make the activity systematic and orderly, an editor may be selected every month.

V. **Reading Contests** - Systematic contests in reading can also be introduced to improve pupils’ reading comprehensions for this purpose; the teacher should suggest the title of suitable books for the pupils to read in the library reading period or at home. A record should be kept and the pupil reading the largest number of books rewarded.

**6.3 TEACHING LISTENING SKILLS:**

For the effective use of language, a person should be well-versed in all the four skills of language - listening speaking, reading and writing. Listening - an aural skill is an essential pre-requisite for learning a language. We can use some classroom activities to teach listening skills. The teacher should see that the material and the activities arouse learners’ curiosity and imaginative powers. The recorded material can be used to expose them to a wide range of accents mood, register and situation. This is very useful for higher learners. The tasks should be success oriented.

Use of visual stimulus in the form of picture diagrams, sketches on the blackboard or flannel graph etc. is a good source of motivation. A story, a film, a play showed on VCR can be very stimulating for the learners. The learner should be asked to classify the information in a given table. Gap filling exercises, where the learner has to complete the utterance is a good exercise. The learner should be asked to comprehend short lectures on a variety of subjects ranging from formal semi-formal to informal discourse. A recorded dialogue on any situation is a good exercise. For example, a dialogue of making enquiry at
the railway station, post office, bank etc. can be played before them. This can be a good communicative task for discourse analysis.

A news item from a newspaper can also be read and the learner can be asked to write the headlines from the given piece. An important area of listening relates to study skill covering the skills of summarizing, note taking etc. Self-evaluation on worksheet should be encouraged.

6.4 Teaching Speaking Skills:

Most of the important and neglected skill which the students lack is speaking skill. Learner need to develop this skill of speaking for their existence. According to F.C. French, “Speech is the ground work; all the rest are built from it. Through speech the pupils learn to make the direct connection between the English word or phrase and the object action or ideas it bears.” Speaking skills is the basis for efficient learning of the language. The goal of teaching speaking skill is communicative efficiency.

To help students develop communicative efficiency in speaking language teacher can use a variety of balanced activities approach that combines language input, structured output and communicative output.

Learning of a language depends completely on its understanding and comprehension. The proper listening of language learner will lead to development of successful speaking skill. Champion says, “The first duty of the teacher is to teach the pupil to speak English. In other words, in the oral teaching of English, it is the duty of the teacher to see that the pupil pronounces English words correctly.”

- Guidelines for good speaking:
I. Beginners should be provided with very good teachers, whose own pronunciation is the best as students copy their teachers in the earlier classes.

II. They should be given practice in speech in chorus, first the whole class, then in small groups and then individually.

III. Pronunciation rules-stress, intonation, sounds etc. are to be explained to them clearly.

IV. Drill practices can also help for which a teacher should reserve some time, in his teaching schedule, almost daily.

V. Good models from amongst students can also be selected for practice in speech training.

VI. Sounds which are not found in the students’ mother tongue like ‘Z’, ‘W’, etc. have to be very clearly explained and practiced. ‘Z’ and ‘J’, ‘W’ and ‘V’ are mostly confused.

VII. Students should be asked to read from their text books in their classes and the teacher should correct them, then and there.

VIII. Tape recorder may also be used in the students’ speech practice and the tapes may be reproduced before them.

IX. Oral practice in composition can also be an all-time help. Picture, composition, teacher’s discussion, student’s practice all are varying steps in speech practice.

X. Dialogues are the most economical ways to teach about various situations their details, problems, solutions etc.

XI. The teacher may seek the help of audio cassettes or video cassettes to teach spoken language to the students.
XII. Debate, discussion, mock trails and parliaments, plays, quizzes, literary and language games, structured activities- information gap activities and jigsaw, spelling, contests, practice of idioms, searching missing of words can also be practiced in the class to improve the communicative abilities of the students.

XIII. The teacher can help the students to get the availability of audio and video equipment to facilitate their spoken language learning.

XIV. The communicative output activities in the classroom situation give students opportunities to practice language use more freely.

XV. Suitable opportunities are to be provided to students in the class to develop the competencies of spoken language.

- **Techniques of Developing Speaking Skills:**

1. **Reproduction Technique:**
   a. The teacher produces a sound and asks the students to reproduce it. It is done first in chorus, then in groups and later individually.
   b. The teacher speaks word one by one. The students listen and reproduce those words one by one. This practice is carried on in chorus, in groups and then individually.
   c. The teacher speaks full sentences one by one. The students listen carefully. Then they are asked to speak those sentences.

2. **Question-Answer Technique:**

The teacher puts questions to the class one by one. The students give the answer one by one. Questions and Answers may be between the teacher and a student and it may be between one student and other students. It gives them practice of listening and speaking.
3. Role Play:

There may be role play between two or three or four students. These assume different roles and talk as if they are actually performing those roles in real life. The dialogue may be between a doctor and a patient, and inspector and a clerk, a conductor and a passenger etc.

4. Performing Actions:

The teacher performs actions and the students are asked to observe the actions and speak accordingly. Then the students are asked to do the actions and also speak whatever they are doing.

5. Showing a Picture, a Chart or an Object:

The teacher shows a picture, a chart, or an object in the class and the students of the class are asked to speak on it one by one. Thus by way of describing a picture both simple and complex, a chart or an object, they get a lot of listening and speaking practice.

6. Showing a film:

The students of the class are shown a film for a few minutes and then they are asked to speak a few sentences about it.

7. Giving the outline of a story:

The teacher gives the outline of a story and the students are asked to think and then speak a few sentences about it. The teacher will correct the speech, if a mistake is found out.
8. Through Oral composition:

Oral composition develops the skill in speaking for a few minutes. Any topic is taken up and the students are asked to speak on it. Thus initiating a topic and continuing speaking is encouraged. This exercise gives a lot of listening and speaking practice.

In every teaching class, sometime must be reserved for giving listening and speaking practice to the students. It paves the way, to good learning of the language. Language teachers may also help students in the following ways to -

i. Use language and ideas appropriate to the situation.

ii. Respond to listeners’ verbal and non-verbal cues, restate ideas, and ask questions to clarify understanding.

iii. Use language to create images and to produce an emotional response.

iv. Acknowledge and be sensitive to others’ view point.

A successful student properly trained by the language teacher is able to -

i. Produce the characteristic English speech sounds and sound patterns, both in isolation and in combination;

ii. Use appropriate stress and intonation patterns;

iii. Use appropriate words and structures to express the intended meaning;

iv. Recall words and structures quickly

v. Organize his thoughts and ideas in logical sequence;

vi. Adjust his speech according to his audience, situation and subject matter:

Points to be kept in mind for making oral work successful:
a. Teacher who is good in listening and speaking with good speaking ability of English should be appointed.

b. Full freedom should be given to the teachers for this purpose.

c. Practical type of syllabus should be framed and put to sue.

d. The curriculum should be made flexible.

e. The class should be divided into small groups. One group may have eight or ten students only. In each group every student find time for oral work.

f. One or two periods per section should be allotted for oral work exclusively.

g. Activities through situation will help the students learn the language well.

h. The teacher should come well prepared mentally. Then the oral work is interesting and it is better done.

i. A student should be helped to talk before he is enabled to talk correctly.

j. Individual attention must be given to the learners.

REFERENCES AND NOTES:


11. Ibid