REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION:

A review of related literature is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. It helps in understanding the nature and design of the research investigation and provides evidence that the researcher is familiar with what is already known. Literature review are both primary and secondary sources and as such do not report any new original experimental work. The advantage of related literature is also to provide insight into the statistical methods through which the validity of the results is to be established. According to Turney and Robb (1971), review of literature is “the identification of a problem, the developments of a research design and determination of the size and scope and the care and intensity with which a researcher has examined the literature related to the intended research”.

A well-structured literature review is characterized by a logical flow of ideas; current and relevant reference with consistent, appropriate referencing style; proper use of terminology; and an unbiased and comprehensive view of previous research on the topic. The ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another such as future research that may be needed in that area.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. In some cases, an analysis of these factors can help one understand many facets of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon in the current project. The review of literature thus becomes a link between the research proposed and the studies already done. According to David (1969), “the literature is reviewed to create the content from the past for the new study to be conducted with new subjects and newly obtained data.”
Review of related literature is also important to highlight difference in opinions; contradictory findings or evidence and the different explanations given for their conclusions and difference by different authors. In some cases an analysis of these factors can help one understand many facets of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon the current project. Thus, the review of related literature is a very important part of one’s research. Literature review is the key to the vast storehouse of published literature. It may open doors to sources of significant problems and explanatory hypotheses and provides helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking.

Different scholars have produced scholarly works and have highlighted a variety of studies which are to some extent relevant to the present study. Thus, this study is an attempt to review those relevant information found both nationally and internationally in this particular field.

3.2 REVIEW OF RELATED LITERATURE:

Charters and Waples (1929) have produced a number of lists of varying length on teacher competency. Typical characteristics were-

- Adaptability
- Considerateness
- Enthusiasm
- Good judgement
- Honesty

It is important to note that at no point these series of studies an attempt was made to validate any of these characteristics by checking whether pupils taught by teachers perceived as possessing these characteristics did in fact learn more than pupils taught by teachers who did not possess these characteristics. The list described only characteristics of teachers who impressed others as an effective teacher.\(^{(1)}\)
Brokkover (1935) found that the teachers’ attitude towards work was not related to effectiveness as measured by pupils’ gain. However, teachers who had closer relations with students were considered to be better teachers by the students and employers. Also, teachers who enjoyed their work were considered better teachers by superintendents and pupils. (2)

Richards (1945) developed and popularized the graded Direct Method. He conceived that language teaching method as an arrangement of graded sentence-situation units forming an ‘organic’ sequence in which each step was defined as one in which it was used. A change in sentence structure was always exemplified by a change in the illustrative situation. (3)

Edmonson (1946) pointed out that the Secondary school is to provide experience and source of information that will lead to the fullest development of students as individuals both in the adolescent years and in the adult life. (4)

Lado (1957) pointed out that the language lab provides good models of speech of the target language for imitation and manipulation by the student and it increases the power of the teachers who are not native speakers of the English language and when pronunciation is not correct according to the native speakers. (5)

Ryans (1960) prepared a list of teachers’ effective characteristics aimed at identifying and analyzing some other qualities—

- Friendly and understanding
- Responsible and systematic teachers are more effective. (6)

Heil and Washburne (1962) conducted a study on teacher effectiveness to determine if the influence of teacher behaviour is responsible for change in children and if these pupils change have any relation with the types of teachers. The researchers found that work oriented, orderly and self-controlling teachers are liked more. These types of teachers were found especially effective with opposing and wavering children also. (7)

Flanders (1962) studied the effects of knowledge in interaction technique of teachers’ classroom effectiveness. He concluded that the knowledge of interaction technique analysis is helpful for teaching effectively. (8)
Vygotsky (1962) found out that all fundamental cognitive activities take shape in a matrix of social history and form in the products of socio-historical development. That is, cognitive skills and patterns of thinking are not primarily determined by innate factors, but are the products of the activities practiced in the social institutions of the culture in which the individual grows up. Consequently, the history of the society in which a child is reared and the child's personal histories are crucial determinants in which that individual will think. In this process of cognitive development, language is a crucial tool for determining how the child will learn how to think because advanced modes of thought are transmitted to the child by means of words. There is also a fundamental correspondence between thought and speech in terms of one providing resource to the other; language becoming essential in forming thought and determining personality features.\(^{(9)}\)

Dodson (1963) found out that a good method should have the following features to promote ‘thinking’ in the language. They are as follows:

- It must be simple.
- It must strike a balance between spoken and written words as well as accuracy and fluency.
- Constant revision of what is taught and learnt.
- A new method must offer a new approach to the application of translation work.
- The method must be sufficiently flexible to cope with various classroom conditions and the pupil’s specific and general abilities.\(^{(10)}\)

Lado (1964) discussed that most teachers did not consider that the language lab should also be used to reinforce other areas in which learners are facing problems. Language lab should not be seen as a substitute for the instructor, on the contrary, language labs require better prepared teachers who can put the new equipment and technique to good use as well as conduct the class. When used properly, labs can greatly increase the effectiveness of good teachers whether or not they are native speakers of the target language.\(^{(11)}\)
Shamsherry (1964) revealed that organizational factor, moral factor and personal factors were considered as of crucial importance to teacher effectiveness. He further revealed that:

- As regards success in class, the preparation and execution of the lesson, individual differences relating teaching to pupils’ needs and helping pupils to solve the education and personal problems were given considerable weight age.

- Intelligence was found to be most important for success in teaching for a teacher.

- The emotional quality of a teacher and attitude occupied a more important place than interest.

- Among professional skills, the following are important: Skill of maintaining a favourable atmosphere for learning, executing the lesson in an appropriate manner, maintaining pupil-teacher relationship, recognizing individual differences, using proper means of communication and instruction and selecting proper teaching aids.\(^{(12)}\)

Stack (1964) was highly critical as to which lab installation would lead to most significant results- the record playback daily, audio-active daily, record playback once weekly, audio-active once weekly. The findings were divided into three areas: Speech skills, listening comprehension skills and pencil and paper skills.\(^{(13)}\)

Lambert (1965) pointed out that bilingual is not inferior but is a blessing to be pursued from early age onward, both diligently and pleasure fully. In Indian schools, the situation is not that of children from two different linguistic communities having to be taught each other’s language. This is a situation in which all children have to learn the second language, English whatever be the ethnic language communication to which they belong. Most of the children in India begin schooling in their respective native language and the requirement is to make them somewhat equally proficient in the second language, English.\(^{(14)}\)

Christophersen (1967) observed that some people feel that bilingual school-children are most often behind their monolingual contemporaries in language
skills (reading, spelling etc.) in both their languages during at least part of their school career but he points out that if both languages are used side by side as medium of instruction and if the climate of opinion is equally favourable to both then there will be no language handicap.\(^{(15)}\)

**Diller (1971)** investigated that the methods of ‘mimicry’, ‘memorization’ and ‘pattern drill’ were not specially created for the ASTP (Army Specialised Training Programme) in World War II. In reality, Jesperson and Palmer and a host of other late nineteenth century linguists were the direct precursors to the mimicry, memorization and pattern drill of twentieth century American linguists. Jesperson rejected the term ‘direct method’ as inappropriate for what he called his “imitative method” of language teaching. Mimicry and memorization played a central role in Jesperson’s methodology.\(^{(16)}\)

**Saikia (1971)** revealed that the training received in the teachers’ training institutes could not be applied in the real life situations due to various reasons. Among the reasons that he observed were that the material conditions and school systems were not favourable for application of methodical teaching. He suggested some changes for qualitative improvement of training programme-

- Revision of syllabus
- Admission by selection
- Change in method of teaching and evaluation
- Reorganization of practice teaching.\(^{(17)}\)

**Competency Based Teaching of English (CBTE) (1972)** emphasized on performance based competencies rather than on cognitive based competencies. Five competencies has been defined in the competency based teaching-

- Cognitive Based Teaching defines knowledge and intellectual skills and abilities that are expected of the learner, for e.g. the prospective teacher can list and illustrate five levels of questions.
- In Performance Based competency, the teacher demonstrates and he/ she can do something rather than simply know something.
• In Consequence Based Teaching, the person requires to bring about a change in others. Thus, the criterion of success is not what he knows or does but what one can accomplish of teacher’s competence, which is assessed by examining the achievements of the pupils being taught.

• In Affective Based Teaching, the expected values and attitudes than to resist the specificity and are more difficult to assess than the three types. The teacher values the contribution of all the students in a classroom discussion.

• Exploratory Competency does not fit well into the four types since the definition of desired learner outcomes is defaulted. Instead activeness that promises significant learning is specified. They provide opportunities for students to learn about teaching, but specific nature of such learning is not defined. (18)

Kelly (1974) studied on the student evaluation and teacher effectiveness. He obtained that effective teachers must have a current thorough knowledge of the subject matter, show interest in teaching students and enthusiasm for the subject. He also obtained that teaching is situational and effective teaching depends upon human qualities inherent in the teacher. (19)

Cohen (1975) found that majority of bilingual programmes strive to make each bilingual functionally bilingual- namely able to understand, speak, read and write in both his first and the second languages. Such programmes are an attempt to demonstrate that bilingualism need not be a detriment, but rather an advantage in the world with ever-increasing multilingual demands. (20)

Arora (1976) studied the characteristics differentiating effective and ineffective teachers. The findings of his study were-

• The age and tenure of service were non-differentiating characteristics.

• A greater number of ineffective teachers passed the examination while in service.
• Again, the working conditions, the distance between home and school, the time spent on travelling and the additional non-teaching duties were other factors for low performance of the teachers.\(^{(21)}\)

**Bhattacharjee (1976)** pointed out that the teaching of English in the Secondary Schools of Greater Shillong has been rated below average or poor. The teachers from English Medium Schools taught significantly better than the teachers from non-English medium schools. The researcher suggested that since a good percentage of untrained teachers, particularly in the undergraduate level teach English through the Traditional method, they should also be acquainted with the latest development in the field of English teaching method. Teachers also need to be clear about the objectives of teaching English. The researcher also mentions the using of technological aids like the A-V aids and the language labs for teaching English.\(^{(22)}\)

**Sharma (1976)** found that teaching competence of student teachers trained through microteaching was higher than that of the group receiving training through conventional approach.\(^{(23)}\)

**Slama-Cazaku (1976)** investigated that a normally developed child may become bilingual without any danger that the bilingualism might lead to an intellectual handicap. It is possible to be equally proficient in two languages at the same time without incurring any intellectual handicap. If English is introduced as a partial medium in vernacular medium schools of India, that need not retard the children’s progress in the vernacular steadily, it should help build up their competence in English and without causing any intellectual deficit.\(^{(24)}\)

**Stevick (1976)** found out that language learning is a linear and additive process. This is the reason why at the school level, a piecemeal approach to language teaching is followed. Structures are introduced one at a time, in a carefully organized and systematic manner, “with mastery of each piece to be achieved before (the learner) moves on to the next”. This is done apparently to make the learner’s job easy, because his mind is treated like “a clay tablet into which lines (are) being carved, one with each utterance, so as to produce the grooves….which would guide future performance.”\(^{(25)}\)
Thakur (1976) emphasized found that the outstanding positive trait of a teacher as viewed by pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict discipline and administration. The pupils loved to get regular assignments and wanted that they are corrected regularly by teachers. A teacher who did not let down his pupils was loved by all. A teacher who could identify himself with his pupils found his class-teaching easy.\(^{(26)}\)

Burnstein (1977) developed the sociolinguistic code theory into a social theory examining the relationships between social class, family and the production of meaning systems (code refers to the principles regulating meaning systems). For Bernstein, there were social class differences in the communication codes of working class and middle class children; differences that reflect the class and power relations in the social division of labour, family and schools. Based upon empirical research, Bernstein distinguished between the restricted code of the working class and the elaborated code of the middle class. Restricted codes are context dependent and particularistic, whereas elaborated codes are context independent and universalistic.\(^{(27)}\)

Gautam (1977) studied that in order for a particular set of teaching activities to succeed and achieve the stipulated desired results certain the teacher and the students need to be adequately met. All teaching methods are practiced in a certain environment and classroom conditions. No teaching method can stand by itself without the context of teacher. In order for a particular classroom methods of instruction to succeed, certain minimum essential pre-requisites by way of understanding and attitudes on the part of the teachers and students are to be adequately met, in addition to the administrative/physical inputs such as size of the class, facilities of A-V aids, number of periods allotted to the teaching of English and so on. These factors are identifiable in the following terms-

- The extent to which the students respond positively to the teaching activities followed by secondary school teachers teaching English in the classroom.
• The degree to which the students respond positively to the model of English used by the teachers to present the content material of the course book.

• The extent to which the trend of examination supports the goal of teaching. Passing examinations seems to be the main ‘motivation’ of the students. It is this important factor which largely determines the teaching methods: whereas ideally, development of communication skills should be the main goal of teaching English at Secondary level.

• The usefulness of teaching materials as appropriate means of developing language abilities as perceived by the teachers.

• The extent to which clarity regarding the aims and objectives of teaching English provides direction and purpose to the pattern of ‘teacher behaviour’ as expressed through the teaching activities adopted by him in the classroom.

• The extent to which teachers are sensitive to the affective and educational needs of the students they are teaching.

• The extent to which language skills covered by the syllabuses and examinations have relevance to the practical/professional needs of the students in later life.

• The need of teachers’ training in teaching of English to teach the language-oriented course books in English more effectively and efficiently.

• The extent to which secondary school teachers make conscious use of a method for teaching the four language skills.\(^{28}\)

Gupta (1977) reported that blackboard work, correcting oral mistakes, explaining difficult points, general knowledge, handwriting, knowledge of the subject, maintaining discipline, power of oral expression, revision of main points, skill in questioning and the use of material aids were found to be helpful in teaching.\(^ {29}\)

Corrie, Haystead and Zakhukiewiez (1978) gave an account of an explanatory study of the classroom management strategies used by teacher in secondary
schools. The study was carried out for the Scottish Council of Research in Education as part of in-house programme of research. In this book some strategic aspects of teacher management of the education work of pupils have been discussed which is an important reference for the investigator in this research work.\(^{(30)}\)

David (1978) found out that in an Indian context, children beginning to learn English as a second language in school, may not get opportunities to listen to English being spoken and also to speak it. Here by speech is not the sound of English sentence from textbooks being read out. Speech here means the conveyance of linguistic message in the spoken mode independent of textbooks or any other printed or written matter. Communication in English through such a medium of speech is not a common experience in Indian schools teaching language. According to her, a secondary school classroom, with its intensive isolated study is the most unsuitable place for learning a language. The aim should be to provide a system of education which helps to build a proficiency in English without at the same time neglecting the building of proficiency in the child’s mother tongue; in other words her aim is to provide for more or less equal proficiency in two languages at the same time- English and the mother tongue.\(^{(31)}\)

Maley and Duff (1978) pointed out that the value and uses of drama in the language classroom as drama can help the teacher to achieve ‘reality’ in many ways. Drama provides cultural and language enrichment by revealing insights into the target culture and presenting language contexts that make items memorable by placing them in a realistic social and physical context. Drama can also overcome the student’s resistance to learning a second language. A teacher can make use of drama by the following ways:

- By making the learning of the new language enjoyable.
- By setting realistic targets for students to aim for.
- By creative ‘slowing down’ of real experience.
- By linking language learning experience with the student’s own experience of life.\(^{(32)}\)
Brumfit and Johnson (1979) stated that there is nothing single in the language, every one of its elements is only as part of a whole. It is now generally agreed that Second Language Acquisition involves internalizing the target language system as a whole, rather than memorizing grammar rules and learning individual language items. Since language comprises of a complex and intricate system of systems, with layers upon layers of meaning, it seems impossible that anyone can acquire it in a piecemeal manner. (33)

Ahuja (1979) found out that the teaching of English has been gradually taking a better shape in our country. It is because English has been made as one of the compulsory subjects at the secondary level under the three language formula and partly because of conscious efforts on the part of the teachers and researchers. The demand for effective teaching of English at all levels has enormously increased the work of teachers teaching English. (34)

Sharma (1979) investigated the development of teacher’s competency of B.ED students in training colleges. The investigation yielded and five teaching competencies identified were authenticity, integration, innovativeness, attractiveness and pupil behaviour. (35)

Harste (1980) interpreted writing as an orchestration of multiple cuing systems (graphic, grapho-phonetic, syntactic, semantic, pragmatic) to produce a text which functions in a situational context and that knowing how to write in L1 means being able to juggle and mesh these systems of global and local conventions with one’s own global and local intentions. (36)

Mutha (1980) attempted to identify the factors which differentiated effective teachers from ineffective ones. He found that personality variables- ascendance, submission, anxiety, marital adjustments, extroversion, job satisfaction, teacher aptitude, social value, aesthetic values, economic, political values etc significantly predicted teacher effectiveness. (37)

Sinha (1980) studied the effectiveness in classroom teaching and the attitude of the teachers towards teaching. The major findings were that trained teachers were better than the untrained teachers in actual classroom teaching. (38)
Bhattacharjee (1981) investigated the effect of integrating a few selected teaching skills upon the teaching competency of B.Ed students. The study revealed that training for the integration of four selected skills under the summative model introducing a lesson, fluency in questioning, increasing pupils’ participation and using black board had contributed to the teaching competency of the experimental group significantly in participation with control group.\(^{(39)}\)

Corder (1981) found out that the learner’s control of the target language develops as a whole. It is not something that is acquired in small bits and parts. Children do not learn one at a time, not even a set of rules, but sets of rules (Morgan, 1986). According to him, every child has a mini-grammar, which keeps on developing, refining and expanding. It is like a process of unfolding, growing rather than adding or multiplying. The spontaneous development of a grammar in the learner is organic. Everything is happening simultaneously. But the most important prerequisite is the right kind of environment.\(^{(40)}\)

Dulay (1982) pointed out the humans are creative with regard to language and that they do not simply imitate what they hear. In fact, they very often use sentences they have never heard before. This central aspect of language mind acquisition is believed to be rooted in innate and universal structural properties of the mind.\(^{(41)}\)

Gupta (1982) evaluated the effectiveness of the innovative methods in the direction of better and higher achievement in the colleges of education. The findings were that discussion method, symposium and supervised study were more effective than the lecture method. Lecture method proved helpful in lower intelligent group. All the innovative methods except the lecture cum demonstration method have established their comparative merit against the lecture method.\(^{(42)}\)

Burt and Dulay (1983) investigated that the learning of language is a two way street. Interaction is now regarded as the key to language learning. It is through interaction that one’s formal knowledge of the target language becomes operational. Genuine interaction provides the learners with opportunities to express what they themselves want to say, not what the teacher wants them to
say. This involves experimenting with the language, exploring and negotiating meaning. Meaningful tasks require the learners to analyse and process language more deeply, which help them to commit input to long term memory. *(43)*

**Canale (1983)** focused on form rather than meaning. According to him teachers impart knowledge about the target language and learners receive it. It is assumed that once learners learn to use the correct form of language they can use it as an effective form of communicative tool. Sufficient practice of accurate forms, it is believed, will lead to the desired form of fluency. This, in turn, leads to the current obsession with accuracy and correctness. Mistakes are regarded as aberrations, a straying away from the right path. Each mistake is explicitly pointed out, explained and corrected by the teacher.**(44)*

**Harmer (1983)** observed that it is clearly necessary to give a lot of reading and listening material. In order to make language teaching effective, it is very important to provide more language data and to help the learners assimilate it. In the initial stages, learners must receive as much comprehensible input in the second language as possible. There is no substitute for this, because there seems to be a comprehension stage which must precede production. It is now believed that production should be encouraged but not forced during the initial stage, for “in language learning, a person has to ‘take in’ a certain amount of language data and to help the learners assimilate it.”* *(45)*

**Mohanty (1984)** attempted to study the provision of student teaching programme in colleges of education in respect of objectives, innovation and evaluation. The major findings were that various methods of teaching were not used in teaching lessons, the lecture method was in vogue; micro-teaching and team supervision of lessons were the only innovations practiced in the colleges.* *(46)*

**Patel (1983)** worked on improvement of teacher’s professional competence in the use of classroom techniques. The objectives of the study were to improve the teachers’ competency by facilitating observation of one another’s lesson, to encourage proper use of A-V aids and classroom teaching skills and to give teachers a feedback by new methods and techniques. The result of the study showed that the highest improvement was in the abilities for coordination of
different teaching skills and in the habit of using A-V aids and interest in written work of the pupils. (47)

Xiaoju (1984) pointed out that language teaching in schools is regarded as a one way street. All that students are supposed to do is to receive and store up in their heads the knowledge handed out to them. Their role is rather passive. It is just like waiting for their heads to be filled with knowledge or to be trained in habits. Language learning is considered to be a “disciplining process” and learners are seen as “stimulus-response mechanism that learning (is) a direct product of repetitive practice.” There is little learner initiative, and less classroom interaction. (48)

Gattegno (1985) observed that until recently errors were considered something unpleasant. All possible care was taken to avoid them. In recent times however, there is an emergence of not only a greater tolerance of learner errors but also, to some extent, a relatively positive view of the occurrences of certain types of errors as evidence of progress. Errors are considered as natural outcome of the process of learning. After all, the only way to learn something is to make an effort to try, to experiment and going wrong is the part of the game. It is observed that anyone who has learned a foreign language is acutely aware that second language learning really necessitates the making of mistakes. (49)

Abraham (1985) attempted to evolve an improved method to teach reading skills at the higher secondary level. Literature on the perceptual, cognitive and psycholinguistic processes of reading is reviewed and the differences between reading in the L1 and L2 are noted in her research work. (50)

Richards (1985) illustrated both the scope of applied linguistics of language teaching as well as the need for an integration of theory and practice, in developing a fuller understanding of it. The essays attempt to develop a principle approach to practical issues in language teachings. The chapters deal with both “macro” issues in language teaching. The main emphasis is the different levels of planning and organization that successful language teaching results. (51)

Singh (1985) observed that there are six factors which were common to the teaching behaviour of both male and female teachers. The skill of questioning,
blackboard writing, explanation, reinforcement, introducing a lesson, summarizing the lesson and the skill of illustrating with example was found to be specific to the teaching behaviour of male teachers. Skill of using teaching aids and skill of questioning was specific to the female teachers.\(^{(52)}\)

**Medgyes (1986)** observed that “Prior to the Communicative Approach, English teachers were subject teachers, like Mathematics or History teachers”. Teaching a language is now recognized as an activity quite different from teaching a content-based subject. Teaching a subject like mathematics or history involves, more than anything else, transfer of knowledge from teacher to learner, and a task that can be accomplished in a piecemeal manner. Teaching a language, on the other hand, aims at helping the learner acquire the skill of using the target language as an effective communicative tool. It is not a mere knowledge imparting exercise, nor is it a linear additive process. In the case of a language, one may learn and master individual items, and yet not be able to operate the language system as a whole.\(^{(53)}\)

**Usha (1986)** found out the strategies involved for teaching L\(_2\) in classrooms suggests that these strategies are independent of the context, intention and linguistic competence of the speakers using simplified registers. This fact suggests the possibility of viewing simplification strategies within a broader framework of communication using simplified registers in different domains of language use. From another but restricted point of view, it is possible to conceive simplification strategies as a general aspect of teaching and learning without any reference either to the subject area or the level at which they take place.\(^{(54)}\)

**Pillai (1987)** found three major criteria in the appraisal of teacher effectiveness. They are-

- The product or what students learn.
- The process or what teacher does.
- The presage, the partly predictive factor.\(^{(55)}\)

**Prabhu (1987)** observed that the development of competence in a second language requires not only the systematization of language inputs or
maximization of planned practice, but rather the creation of conditions in which learner’s engage in an effort to cope with communication. A natural language environment is necessary for optimal language acquisition and such an environment exists whenever the focus of the speakers is on the content of the communication rather than on the language itself. The learner’s mind is now regarded as a magic book. Their requirement is not mechanical drilling of sentence patterns, but sufficient exposure to the target language, and ample opportunities for meaning based interaction.\(^{(56)}\)

**Jain (1987)** investigated that the objectives of teaching English has been an evolutionary process in the beginning. The main objective was the creation of “a class of people who were Indian in blood and colour but English in taste, in words and intellect” but now the emphasis is on the acquisition of four language skills. With reference to the curriculum, it was noted that the courses of studies are prepared keeping in view the objectives of teaching English. The classroom teaching showed that over 70% of the teachers used lecture method and translation method. The evaluation of the students’ performance showed that evaluation was merely based on written examination alone and not on their oral performance. Teachers teaching English were found overburdened by clerical duties, co-curricular activities and overcrowded classrooms also added to their burden.\(^{(57)}\)

**Shome (1988)** found out that the aim of teaching English is to enable the students to acquire an ability to use English effectively at the end of schooling. But due to lack of effective, modern methods, and scientific methods, English cannot develop the proficiency of the students properly. Moreover the researcher said that the teacher should make a judicious use of all the four skills and every teacher should have the minimum proficiency in phonetics for which they need to be trained. According to her, the Structural Approach for teaching English has been found to be superior than the traditional approach to the teaching of English.\(^{(58)}\)

**Jayashree (1989)** revealed the difficulties faced by the English teachers in the class were the improper listening by children and their inattentiveness in the
class. Students showed least interest in English. Students’ vocabulary was also very poor.\(^{(59)}\)

**Nunan (1989)** observed unlike the passive recipient of knowledge that the learner has symbolized for so long, it is now recognized that he plays an active, rather the most important role in language learning. Since learning takes place inside the learner, it is he who, more than anyone else controls it. Learning is more effective if the learners are actively involved in the process. Without the learners’ willingness to learn and his active participation in the learning process, it is difficult to see how any amount of effort on the part of the teacher can affect the learning.\(^{(60)}\)

**Sangappa (1989)** found out that the main or recognized role of a teacher is teachers’ learning or educative process. The teacher performs this role by following a variety of teaching maxims, teaching methods, techniques of organization, administration and management.\(^{(61)}\)

**Pradhan (1990)** found out that—

- Experimental and Control subjects irrespective of schools did not differ significantly.
- The Bilingual Method explored and utilized the linguistic habits of the children already established.
- As regards to the amount of learning and retention, the Bilingual Method was superior to other methods. The use of mother tongue did not act as a barrier.\(^{(62)}\)

**Rodger (1990)** revealed that the Natural Approach was primarily geared to help learners develop basic communication skills—both oral and written, which may be expressed in terms of situations, functions and topics. It also offered a general set of principles applicable to a wide range (reading, writing, listening and speaking) and the level being taught.\(^{(63)}\)

**Sinha (1990)** did a study on the effectiveness of objective based training as compared to the traditional method. The major findings were that students taught through instructional objectives performed better as compared to traditional
methods. The urban/ rural habitation did not affect the teaching- learning process.\(^{(64)}\)

**Sarma (1991)** observed that when students from regional medium schools enter the Plus 2 Stage, their general proficiency in English is incredibly low, despite the fact that they have been taught English for five to six years. One of the major reasons for this is that English language is taught as a subject not as a skill. Most of the students know the grammar rules only as rules, but find it very difficult, rather impossible, to use those rules to express themselves in English. The practice of imparting formal knowledge about English language continues even at the Plus 2 level. The obvious result is that tens of thousands of young boys and girls even after seven to eight years of formal English teaching feel extremely diffident, while attempting to communicate in English.\(^{(65)}\)

**Underhill (1991)** found out that the idea of teacher development takes many forms, has different meanings in different contexts, operates from a variety of explicit and implicit beliefs and value bases and is manifested in different forms of action. The article attempts to get behind the apparent diversity to look for an underlying common core, focusing on the development of self- awareness on which practical models for teacher development may be built. He has tried to approach certain aspects of action research and experimental enquiry by highlighting the importance of facilitative role of groups in development of critical self- awareness.\(^{(66)}\)

**Dornyei and Thurell (1991)** recommended some novel approaches to get the learners to interact. One of them is to practice “nonsense dialogues that consist of entirely of fillers; they may use the names of cities, for e.g. as content words.” This is a good way of getting students to get rid of shyness and inhibitions in the first place, so that they can interact with ease in the classroom. The “nonsense” dialogues can also prepare them for spontaneity besides familiarizing them with words and phrases they can use as fillers when they grope for the appropriate words to convey meaning.\(^{(67)}\)

**Gogoi (1991)** observed a large number of teacher educators use lecture methods in classroom other than scientific methods and innovative practices. Teachers
considered the discussion method as the most effective method. Teacher educators held seminars as a practical method of teaching. She emphasized that teacher education is not teaching the teacher how to teach but to kindle his/her initiative, to keep alive, to minimize the evils of the ‘hit and miss’ process and to save time, energy, money and trouble of the teacher and the taught.\(^{(68)}\)

**Rao (1992)** lamented the sorry state of affairs when he notes how teaching speaking has only met with lip sympathy, with “idealistic statements”. The need, the content and the methodology for teaching and testing it is confined to meetings of specialists in English.

To language experts who were entrusted with the duty of preparing reports about what should go into a spoken English course, the stated objectives were:

- To give the students an elementary knowledge of the phonetics of English.
- To acquaint them with the phonetic symbols so that they can use a pronouncing dictionary.
- To give them ear-training and speech practice in order to improve their spoken English.\(^{(69)}\)

**Ramakrishna (1992)** developed a scale for assessing the essential characteristics of Secondary School teachers. In his research findings, he established the characteristics which are essential for a secondary school teacher.

They are-

- Hard working
- Professional
- Open minded
- Scholarly
- Cooperative
- Resourceful
• Leadership qualities
• Innovative
• Self-confident
• Sincere.\(^{(70)}\)

Chakrabarti (1993) observed that teacher education and teacher educators suffer from a certain sense of disassociation due to appalling artificialities displayed through automations and gadgets. Their bidding goodbye to creative appreciations is undeniable. A cautious and careful incorporation of creative sensibilities might give strength to assured avenues of synchronizations.\(^{(71)}\)

Brindley (1994) offered an opportunity to engage with the debate in teaching English and to explore the viewpoints of writers who have contributed to those debates. The professional life as an English teacher is characterized in this book by such interaction with ideas and opinions, conversations about English with a variety of people including colleagues, parents and pupils who are a part of life of the English teacher.\(^{(72)}\)

Regina (1994) attempted to find out teaching of English as a second language at the high school level in a typical Indian classroom. The planned condition of a classroom in which a second language is learned differs from the natural conditions under which languages are spontaneously picked up by people.

The following conclusions were drawn from the study-

• The ESL learners do not have the readiness for free production in English because they have not habituated in the correct use of various structural elements in their production.

• Reproduction of model sentence with understanding is an essential activity for the acquisition of the required competence.

• For rapid processing of linguistic units, familiar phrases and sentences may provide a basis for the processing of model phrases and sentences which are similar to them.
• If the learners are meaningfully exposed to a sufficiently large number of samples of authentic discourse in the second language, the competent use of the language can be imbibed.\(^{(73)}\)

**Vale and Feunteun (1995)** suggested the following orientation when the teachers teach English to children:

• Build confidence.

• Provide the motivation to learn English.

• Encourage ownership of language.

• Encourage children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawings, etc.).

• Encourage children to treat English as a communication tool not as an end product.

• Show children that English is fun.

• Establish a trusting relationship with the children, and encouraging them to do the same with their classmates.

• Give children an experience of a wide range of English language in a non-threatening environment.

Physical activities help in learning the words and sentences. An activity-based approach is always better than mere classroom teaching mode with repetition, imitation drills, etc.\(^{(74)}\)

**Rao (1996)** attempted to make an alternative teaching strategy to develop mother tongue medium learners’ L\(_2\) writing abilities. This study sets out, firstly, with the assumption that the nature of writing in a second language and the problems related to its teaching and learning can be understood if it is studied in relation to second language acquisition. Secondly, the study sets out to focus its attention on the relationship existing between L\(_1\) and L\(_2\) and proceeds to concentrate its specific attention on the transfer of L\(_1\) abilities to L\(_2\).\(^{(75)}\)

**Singhal (1996)** tried to develop an in-service teachers training programme for secondary teachers and study its effectiveness in terms of teaching competence,
attitude towards teaching and students achievement. The results showed that students taught by teachers who received in-service training showed significantly higher achievement mean than students taught by teachers who have not received in-service training as in-service teachers training brought significant changes in the teachers’ teaching competence.\(^{(76)}\)

**Markee (1997)** observed that the Natural Approach greatly differs from Audio-lingualism. Audio-lingualism stresses the importance of habit formation and the prevention of error; whereas the Natural Approach proposes that:

- Language classrooms promote communication in the target language rather than focusing on its structure.
- Teachers should allow linguistic competence to emerge over time, rather than trying to dictate when and in what order particular linguistic items should be learned and
- Error correction should focus on meaning, not grammatical form.

The Natural approach according to Markee (1997) is interesting for two reasons:

- It is implicitly based on a research that is particularly influential in American work in Second Language studies.
- The relative success of Natural Approach notably, with Spanish as a second language or foreign language raises interesting questions about what change is and why it happens.\(^{(77)}\)

**Dutt (2000)** studied that some basic principles appear to be important for teachers to become learning facilitators, flexible orientors, habitual readers, curriculum developers, reflective researchers in the classroom, community promoters and organizers, systematizers of their own experience, active members of the study group, critical intellectuals and autonomous professionals. They are:

- Incorporating teachers as active participants in the definition of their own learning needs.
- Harmonizing the school curriculum with teacher education curriculum.
• Ensuring an adequate combination of both general (subject) and specialized (Pedagogical) knowledge, covering various areas of teacher competence. 

**Bygate (2001)** pointed out that since mid-1970s, tape recording had been sufficiently cheap and practical to enable the widespread study of talk, whether native speaker talk or use of tape recorders in language classrooms. Besides tape recorders, the language lab had been highly used in language teaching to make students aware of the characteristics of spoken discourse.

**Cook (2001)** found out that the Behaviorist theory of language learning is rooted in psychology and its exponents were Skinner and Watson. Like other types of behaviour, language learning was considered habit formation. Children obtained mastery over their mother tongue by simply imitating their adults. The correct usage met with approval while the incorrect utterances were corrected. Imitation and reinforcement were the principle means governing the language-learning process. Since the child builds up a complex use of language by interacting with people in any situation for a purpose, L₁ and L₂ learning were considered identical learning process.

**Faucette (2001)** observed that strategy training brings about awareness among the teachers and learners about the existence of possible plans of learning and speaking the target language with ease and that the difference between more successful learners and less successful learners is one of strategy use. Since language instructors have a responsibility to help our learners to improve their communication, it seems natural that teachers should foster strategic competence among the students and provide learning opportunities to develop communication strategies.

**Das (2002)** studied the various problems faced by the students of the Secondary schools of Palasbari Revenue Circle in learning English and an effort had been made to find out the root causes of the problem. The study throws light on the problems like the shortage of trained teachers, ineffective methods of teaching and substandard text books.
Thirumalai (2002) introduced a course on teaching English to speakers of other languages (TESOL). The goal is to introduce the teachers to some basic ideas, methods and tools of teaching English as a second or foreign language. The book also gives a glimpse of the English language history with a detailed analysis of the language teaching methods.\(^{(83)}\)

Ellis (2003) investigated that innovation in teaching can be conceived in two different ways. Firstly, in ‘absolutist sense’ innovation refers to introducing a completely new idea. For e.g., as often cited, Wilkins Notional Functional Syllabus and Prabhu’s Procedural syllabus were considered to be new in the history of syllabus design. Secondly, in the ‘perceived sense’, a pedagogical proposal can be considered as entirely new idea by practitioners though it has been adopted by other practitioners in different contexts.\(^{(84)}\)

Vishwanathan (2003) observed that the strategies to be adopted in L₂ classroom are as follows-

- a. Awareness raising
- b. Modeling
- c. General Practice
- d. Action planning
- e. Focused practice and fading out the remainders

These activities could range from ‘topic-description’ where learners are given an ‘abstract topic’ and asked to speak for a few minutes, to ‘cartoon description’, where each learner is shown a cartoon strip and asked to talk about it, to ‘definition formulations’ where the learners are given a fixed number of words and asked to define them. It is of course apparent that the teacher, having shown the learners some strategies in classroom, should promote their use by encouraging learners not to just learn these strategies but also use them to the maximum extent possible.\(^{(85)}\)

Anshu (2004) observed that the teaching/learning processes should be based on the problem-solving approach that brings learners to the centre of learning.
Accordingly, it was decided that teaching English as a foreign language in the country should be based on the insights gained from the theories and practices of the Communicative Language Teaching techniques would improve the students’ English language proficiency. (86)

Melinda (2004) found that the pragmatic competence can be developed in the classroom through a range of situations and activities. He believed that the pragmatic rules that are different from or non-existent in the students’ first language need to be given emphasis. Comparative Studies and Need Analysis can be carried on to address the most challenging pragmatic issues facing particular group of students. (87)

Rao (2004) suggested valuable matter on diverse aspects of teacher education, viz, students, teachers, educationists and educational administrators and teacher trainees. As more knowledge is gained about the structure of an individual discipline, both teaching methods and methods of evaluating their effectiveness can be found. (88)

Pathak (2005) highlighted the fact that the many teachers in primary schools of Assam have forgotten how to write the letters of the English alphabet. It has also been observed in his study that many teachers are not in a position to read and comprehend the ‘Note to Teachers’ which is included in the textbook as a guideline to the teaching of English in the classroom. Furthermore, ‘multigrade-subject’ and ‘multigrade’ teaching is a real and added complication to the English Teaching scenario. The study made an attempt to explore the different ways in which students’ knowledge of L1 can be used in the teaching of L2. (89)

Brenes (2006) found out that the language lab has played an important role in language teaching for a long time. Its main objective was to keep language students improve the aural-oral skills. With the implementation of the language lab, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics. (90)

Sheorey (2006) presented an empirical study on the various factors that influence English language learning and teaching in India, including language learning beliefs, learning styles and strategies, anxiety, and attitudes and motivation. The
author explores several aspects of English language learning and teaching in the multilingual Indian context and examines whether and to what extent the variables which have been shown to influence second language learning in monolingual countries also apply to the Indian situation.\(^{(91)}\)

**Upadhyaya (2006)** found out that -

- Teachers Training programme was found considerably effective in the improvement of self-concept of the pupil teachers irrespective of sex and type of institution.

- Training programme of prospective teachers (B.Ed. students) had significant effect to enhance degree of their positive attitude towards teaching profession. All categories of the pupil teachers, namely, students of Government Aided and Self Financing institutions and male and female pupil teachers of both the types of institutions were significantly better in respect of their attitude towards teaching.

- Teachers Training programme had no significant impact on all the six Values (Theoretical, Economic, Aesthetic, Social, Political & Religious values) of pupil teachers irrespective of sex and type of institutions.\(^{(92)}\)

**Borah (2007)** revealed that the teaching of English in the vernacular schools of Assam is in a chaotic state. Although English continues to be taught more often, most of the teachers are really not happy with the learners. Also they are not confident as to what to teach. Sometimes, the fault is with the teachers and it seems necessary to learn more about their job so as to achieve better results if not miracles.\(^{(93)}\)

**Farrago (2007)** observed that language learning is a gradual and an organic process that cannot entirely be controlled. But learners can be given a rich language programme and if they could cope with it, then plenty of opportunities on language features can be given to them and also experiment with them so that they can put their limited language resources to genuine use. This way, a firm foundation of their successful language career can be established in the future.\(^{(94)}\)
Naseem (2007) suggested that the secondary schools have a very lengthy syllabus which both the students and the teacher are desperate to finish in the given time. If the teachers keep themselves busy in looking at the previous performances and try to alleviate errors, their normal syllabus will suffer. However, that does not mean that the teachers should not ameliorate this critical situation. The only way for the betterment of the students is to understand what and in which direction we should make efforts to overcome these problems. Remedial teaching programmes should be included in the syllabus and the students be provided with maximum opportunities to practice. (95)

Kilpatrick (2008) described the selected varieties of World English and discusses the advantages and disadvantages of selecting a particular variety from the point of view of both teachers and learners. He aims to examine and re-evaluate concepts such as ‘standard’, ‘variety’, ‘native speaker’ and ‘non-native speaker’ and to validate the role played by multilingual and multicultural English language teachers, arguing that context and learner needs should determine the variety of the taught. (96)

Arshad (2009) found out the level of secondary school teachers’ competency in the subject of English and the gaps in teacher’s competency as well as the factors affecting. His findings were that teachers have gaps in their teaching competencies like vocabulary teaching, oral communication, pronunciation, intonation, assessment and the preparation of a valid test. (97)

Basumatary (2009) has found out the major problems that the students of secondary schools have to encounter in learning the English language. The major findings of her study are as follows:

- Majority of the students are weak in English.
- Learning of proper pronunciation is not given proper emphasis.
- Almost no student can understand a lesson properly if explained in English only.
- Nobody helped the students in learning English at home.
- No school has a language lab or A-V aids necessary for teaching English. (98)
Goswamee (2009) viewed the gaps and problems in the teaching learning experience of the English language in the Secondary schools of Guwahati. The major findings were as follows-

- Majority of the teachers encounter some common problems while teaching in the class.
- Majority of the teachers are not professionally equipped to teach English in High Schools.
- Teaching of English in the very root period is neglected.
- English text books and methods are prepared according to the latest syllabus and approaches but as majority of the teachers are not even aware of the latest trends so these become unfruitful. (99)

Holt, Chips and Wallace (2010) threw light on the potential cooperative learning techniques for helping educators transform diversity into a vital resource for promoting Secondary students’ acquisition of challenging the English language. It helps teachers manage the large classes of students with diverse needs. It improves academic achievement and social development. (100)

Pellino (2011) considered the challenges faced by language minority to learn the English language and be accepted in a society that is not always accepting and not always willing to accept diversity. Educators need to realize that education occurs in the context of social climate. The relationship between students and accompanying range of social behaviour have a major impact on how the Second Language Learners learn English and how well all students learn overall. (101)

Padmavat (2012) investigated the different methods of teaching English like Grammar Translation Method, Direct Method, Dr. West’s Method, Audio lingual Method, Bilingual Method and Elective Method. According to her, for achieving the teaching objectives, the teacher should not be rigid in the use of methods and approaches. The teacher should be apt in achieving an appropriate method and approach according to the subject matter and objectives of the study. There is no single method that can satisfy all types of students and teachers. Using a
combination of various methods in the classroom is the best way for Indian teacher to teach English as a second language.\(^{(102)}\)

**Mohan (2012)** observed that the teaching aids reinforce the spoken and written words by providing rich perpetual images which form the basis to learning. They make teaching effective. In order to derive the advantages of using teaching aids, a teacher needs to have the knowledge of different types of teaching aids, their use in teaching-learning process and the methods of their evaluation. The researcher has talked about different types of visual aids, audio aids, audio-visual aids and activity aids. Aids reduces verbalism, stimulates self-activity, makes effective teaching, help overcome language barriers, provides a great variety of methods and brings the world into the classroom.\(^{(103)}\)

**3.3 TREND ANALYSIS:**

The trend analysis of the review of related literature is as follows-

**Before 1960:** During this period, the researchers had emphasized on teaching competency and felt that students learnt better when teachers have qualities like adaptability, considerateness, enthusiasm, good judgement and honesty. Emphasis has been given on graded Direct Method when a language teaching is done with the help of graded sentences. According to the researchers, the language lab provides good models of speech of the target language for imitation and manipulation by the student and it also increases the power of the teacher who is not a native speaker of the second language.

**1960-1970:** Researchers in this decade gave more importance to qualities like friendliness, understanding, maintaining a favourable atmosphere for learning, maintaining pupil-teacher relationship, recognizing individual differences, selecting proper teaching aids etc. in order to make teaching effective. In order to use language labs there should be better prepared teachers so that they can use the technique while conducting the class. Bilingual Method is an advantage because it strives to make a bilingual functionally bilingual so that the students are able to understand, speak, read and writes in their first and second language. Investigators also found that training received in teachers’ training institutes
could not be applied in schools as the material conditions and school systems were not favourable for application of methodical teaching.

1970-1980: Researchers during this period felt that micro-teaching used in the classroom actually improved the competence of both the learners and the teachers. The outstanding positive trait of a teacher was good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance etc. All teaching methods were to be practiced in a certain environment and classroom conditions in order to achieve the desired results. Again, competent teachers should have current and thorough knowledge of the subject matter, show interest in teaching students and enthusiasm for the subject. Since a good percentage of untrained teachers, particularly in the undergraduate level teach English through the Traditional Method, they should also be acquainted with the latest development in the field of English teaching method.

1980-1990: Researchers in this decade found that students taught through instructional objectives performed better as compared to traditional methods. Communicative language teaching had been recognized as most effective when learners are involved in the process. Again, work oriented, orderly and self-controlling teachers were liked by all. The researchers also tried to evaluate the effectiveness of the innovative methods in the direction of better and higher achievement in the Teacher Education Institutes. They found that discussion method, symposium and supervised study were more effective than the lecture method.

1990-2000: Researchers during this decade were of the view those teachers who received in-service training showed higher achievement in teaching than teachers who had not received in-service training. They also found that building confidence, providing motivation and establishing a trusting relationship with the children help them to learn faster. Again, teachers should become learning facilitators, flexible orienteers, habitual readers, curriculum developers, reflective researchers in the classroom, community promoters and organizers, systematizes their own experience, active members of the study group, critical intellectuals and autonomous professionals.
**2001 and after:** During this period, researchers felt that the strategies that are to be adopted by a language teacher are awareness raising, modeling, general practice, action planning, positive attitude, and motivation and evaluation strategy. Teachers should also provide strategic competence among the students and provide learning opportunities through a range of activities and situations. Language labs can be used to develop the aural-oral skills. Researchers in this period have also paid emphasis on the use of different types of teaching aids for developing effective teaching in the classroom. There should be inclusion of remedial teaching in the syllabus. Teacher should be abreast with vocabulary teaching, oral communication, pronunciation, intonation, assessment and preparation of a valid test. The researchers have also supported that Teachers’ Training programmes were found considerably effective in the improvement of self-concept of the pupil teachers. It also enhanced their positive attitude towards the teaching profession.

The research work done in the field of second language acquisition during the last in two decades and presently in different parts of the world has given us new insights into the process of language acquisition. It is now believed that acquisition takes place through intake from the language to which the learner is exposed and through meaning-based interaction, which involves active learner participation.

### 3.4 SIGNIFICANCE OF THE PRESENT STUDY:

The teaching and learning English in a multicultural and multilingual setting of India presents innumerable problems which extend from the parents, teachers to the teaching institution, language planners, curriculum designers and administrators. The advancement in science and technology, media and the Universalization of Education has created the “explosion of opportunity” which resulted in the explosion of education opportunities to the masses of the country, an increase in the number of schools, colleges and universities over the years. Despite this growth in the number of institutions and as a consequence the opportunity for education, the Ministry of Education, Government of India (1985) has expressed its concern and anxiety over the general fall of standards in
higher education and the resultant loss of credibility in the private and public sectors.

As language learning is different from the learning of other subjects like History and Physics, so also the teaching of a language is different from the teaching of other subjects. Thus, it is clear that the teachers of English requires specialised training to cope with the demands of language teaching in schools. The training of the teachers should be concentrated on improving their proficiency in English and help them to acquire useful classroom skills and impart relevant background knowledge underlying the field. The professional training of teachers consists of a theoretical course in the method of teaching the subject and the spell of practice teaching which includes micro teaching as well. The new role assigned to the teacher is that of a ‘facilitator of learning’. The teacher is to be seen as influencing, not determining to leading the new role of the L2 teacher, where he/she acts as the facilitator of learning rather than the dispenser of knowledge or the supplier of information.

Thus, though a number of works in English Teaching have been done in different parts of India, yet it cannot be regarded as enough to give a complete scenario of teaching method in English because there is no uniformity of teaching methods in English in the state of Assam. Keeping in mind the teaching competence of Secondary School teachers and how it can be developed, this study has been undertaken. This type of study could contribute a lot in enhancing the efficiency of the English teachers and would help to rectify their defects of teaching the English subject.
REFERENCES


