6.1 INTRODUCTION:

This chapter deals with the findings based on the analysis and interpretation of data provided in the previous chapter. The discussion on findings has been provided based on the objectives followed by the suggestions and conclusion.

6.2 DISCUSSION ON FINDINGS:

OBJECTIVE 1:
To examine the academic and the professional qualifications of the English teachers at Secondary School level.

Findings:

- Among the 28 teachers in the selected 10 rural secondary schools of Kamrup District, only 5 teachers have a B.Ed. degree. Remaining 23 teachers are graduates without a professional degree.
- Out of 26 teachers selected from the urban Secondary schools, 9 teachers are Graduates, 11 teachers are Graduates with B.Ed. degree, 3 teachers have a Post Graduate degree without a professional degree and only 3 teachers have a Post Graduate degree with B.Ed.
- 6 teachers from the urban schools have attended training programmes conducted either by ELTI or SCERT.

Discussion:

The above findings show that most of the number of trained teachers is more in urban schools than in rural schools. Most of the teachers teaching in the rural secondary schools are graduates and only few of them are professionally trained. This is reflected in the teaching method as well as in the competence of teaching English by the English teachers. This finding is in conformity with the
finding of Bhattacharjee (1976), who pointed out that since a good percentage of the teachers are untrained, they teach English through the traditional method. Sharma (1976) too suggested that teachers trained in micro teaching were more competent than teachers receiving training through conventional approach. Sinha (1980) also supported that trained teachers were better than untrained teachers in actual classroom situation. Singhal (1996) also observed that students showed higher achievement when taught by teachers who received in-service training than students who were taught by teachers who did not receive any in-service training. Das (2002) found that the problems faced by the secondary schools students were shortage of trained teacher, ineffective methods of teaching and shortage of substandard text books. Upadhyaya (2006) also supported that Teachers’ Training programme was found to be considerably effective in the improvement of self-concept of the pupil teachers irrespective of sex and type of institution. It also had a significant effect in enhancing their positive attitude towards teaching profession. Goswamee (2009) observed that majority of the teachers in high schools were neither professionally trained nor aware of the latest trends of teaching English.

**OBJECTIVE 2:**

To study the Methods and Skills used by the English teachers in classroom situation:

**Findings:**

- It is observed that the teachers of Class VIII, IX and X responded that the role of the English teachers is that of an instructor rather than that of a motivator, facilitator or pedagogue
- It is observed that all the teachers use the mother tongue in the class because it is a common language which the teachers and the students know and it aids to comprehension easily.
- 75% of the teachers of urban schools and 69% of teachers in rural schools of Class VIII, 81% of the urban teachers and 72% of the teachers of rural schools of Class IX, and 79% of the teachers of urban
schools and 67% of the teachers of rural schools of Class X always use the mother tongue in the class.

- From the analysis it is observed that the students of Class VIII, IX and X liked the listening skill the most followed by the writing and then the vocabulary skills and reading skills. Grammar is least liked by the students. Speaking skill is liked by some students sometimes.

- **Activities provided to the students related to Listening**-
  - It is observed that 100% of the teachers spend the English class hour reading the text aloud and making the students fill in tables, charts etc. frequently.
  - The teachers never make the students listen to recorded materials and make them do the given tasks.

- **Activities provided to the students related to Speaking**-
  - Though 85% of the rural teachers and 88% of the urban teachers say that they conduct debates occasionally, the debates are conducted only in the mother tongue of the students.

- **Activities provided to the students related to Reading**-
  - 65% of the teachers in rural schools and 68% of the teachers in urban schools read the text aloud and explained the idea so that the students can do the exercise without any difficulty. Only 35% of the teachers in rural schools and 32% of the teachers in urban schools make the students read silently and compare their answers with their partners.

- **Activities provided to the students related to Writing**-
  - It is observed that only 10% of the teachers in rural schools and 7% of the teachers in urban schools make the students to write letters.
  - The teachers also make the students write summaries by reading and listening to texts.
  - 22% of the rural teachers and 15% of the urban teachers make the students write paragraphs on given topics and area of interest frequently.
Activities provided to the students related to Grammar-

- While teaching grammar, majority of the teachers 98% in rural schools and 95% in urban schools present the rules, give examples and make the students do the exercise frequently. They followed the deductive method of teaching grammar.
- The teachers conduct drills using substitution occasionally viz. 2% in rural and 5% in urban schools.

Activities provided to the students related to Vocabulary-

- 82% of the rural teachers and 79% of the urban teachers translates the words in the students’ mother tongue very frequently.
- It is observed that the teachers do not spend much time in giving dictation, motivate the students to guess the meaning of the words or explain the meanings of the words through definitions, demonstrations and fill in the blanks.

According to the teachers teaching English in Class VIII, IX and X in urban schools, the most frequent errors made by the students was in grammar and usage followed by sentence structure and vocabulary.

It is observed that 83% of the urban and 89% of rural teachers of Class VIII use Translation Method in the class followed by only 17% in urban and 11% in rural school teachers use Bilingual method of teaching English. In Class IX, 73% of teachers in urban and 84% in rural school teachers use Translation method followed by 27% of urban and 16% of rural teachers use Bilingual method of teaching English. In Class X, 69% of urban teachers in urban and 79% of teachers in rural schools use translation method of teaching English while 31% of urban and 21% of rural teachers of Class X use Bilingual method of teaching English in school. No teacher is found to use Direct Method or Audio-lingual Method in the class.

It is observed that majority of the teachers teaching English in the Secondary schools viz. 84% in urban and 82% in rural school teachers of Class VIII, 88% urban and 85% rural teachers of Class IX and 83%
urban and 86% rural teachers of Class X do not think of changing their methods of teaching according to the needs of the students.

- Only 12% teachers in rural schools and 18% teachers in urban schools are encouraged by the school authority to change their teaching method according to the needs of the students.

- 71% of the teachers of urban schools give emphasis on both the grammatical aspects and literary excellence while teaching poetry or a prose lesson while 46% of the rural school teachers give emphasis on the literary excellence while teaching poetry or a prose lesson.

- Majority of the teachers, 86% in rural schools and 78% in urban schools teaching English to Class VIII students, 87% in rural schools and 82% in urban schools teaching English to Class IX students and 89% in rural and 79% in urban schools teaching English to Class X students says that they are not provided with teaching learning material (TLM) for teaching English in schools.

- It is observed that majority of the teachers teaching English to the students of Class VIII, IX and X in the Secondary level only use charts sometimes as TLM for teaching English. 64% teachers in urban schools and 73% of teachers of Class VIII in rural schools never use any TLM for teaching English. In class IX, 61% in urban schools and 68% in rural schools and again, in Class X, 65% in rural schools and 57% in urban school teachers never use TLM for teaching English.

- Majority of the activities provided to the students of Class VIII, IX and X for facilitating learning in urban as well as in rural secondary schools are debates and extempore speeches in the school. The debates and extempore speeches held in the schools are conducted only in the mother tongue and not in the English language. The teachers also do not pay much attention to discussion and role playing.

- Majority of the teachers of Class VIII viz. 86% in rural and 78% in urban secondary schools says that there is no necessity of A-V aids to teach English in the class. Again in Class IX, 87% in rural and 82% in
urban, and in class X, 89% in rural and 79% in urban say that A-V aids are not necessary for teaching English.

- Though activities like debates and extempore speeches are conducted by the teachers, only a very small percentage of teachers use discussion and role playing.

- Only a small percentage of teachers both in the urban and the rural schools often or sometimes give home assignments to the students. Majority of the teachers never gave home assignments to the students.

- The rural and the urban teachers teaching English use the school library for reference books.

- Both the rural and the urban school authority provide very less number of reference books or materials for making teaching aids. They are provided with textbooks, dictionaries, reference books, magazines and journals.

- Majority of the teachers, viz. 63% urban teachers and 70% teachers provide feedback to the students by marking followed by a generalized talk and individual counselling or comments.

- The rural and the urban teachers evaluate the students through half-yearly or annual examinations. Only a small percentage of the teachers, in rural and urban schools evaluate the students through monthly tests, and assignments.

- Majority of the teachers both in the urban and the rural schools never plan their lessons before taking the English class.

**Discussion:**

- The teachers only performed the traditional role as a teacher and there was no scope for change.

- The teachers only used the mother tongue in the class.

- The students hardly got an opportunity to hear English words and sentences from the teacher in the class.

- Students remained passive listeners rather than active speakers in the class.
• No classroom activity was taken for grammar classes and so grammar is least liked by students.

• The teachers were quite comfortable in using the Translation method in the class as they did not feel the necessity to change the methods of teaching English. This also made their work easy. This finding contradicts with the findings of Padmavat (2012) who observed that the teacher should be apt in achieving an appropriate method and approach according to the subject matter and objectives of the study. So, a teacher should use a combination of various methods in the classroom to teach English as a second language.

• From the activities related to listening, it is observed that the students only listened to the teachers. The teachers are their only models. The students never got an opportunity to listen to recorded materials. The only way of teaching listening skills is reading out (by the teachers) and making the students do listening comprehension, questions, or filling tables/charts etc. given in the students’ books. There are no recorded materials which gives learners to listen to different voices particularly native speakers.

• From the activities related to speaking, it has been observed that the students are passive listeners while the teachers active speakers. The students never get an opportunity to express themselves and thus getting a chance to add new words to their vocabulary. The lecture method is most widely used in English classrooms. Most speaking activities such as conducting debates, role plays, simulation, language games, oral reports advocated by CLT practitioners are unused in English classes. Moreover, the teachers frequently ignore the speaking activities suggested in the textbooks because of learner and teacher related factors, time and physical constraints. It is also observed that the debates are conducted only in the mother tongue of the students and not in English.

• It is the teachers who do the reading in the classroom. The students remained passive listeners. Reading activities that are supposed to help learners become autonomous readers through silent reading and do the exercises first individually and then compare with their classmates. But
the data gathered for this study show that such activities are very rare in the English classes. Observation of the students and discussions with the teacher reveal that the teachers frequently read aloud (though they claimed that they do so in the questionnaire) and explain the main ideas of the texts after which the students do comprehension questions. This implied that the students’ answers are still very common in the English classes (teachers claimed that they frequently used contextual guesswork). The students never get an opportunity to improve their reading skills.

- Very less number of teachers asked the students to write letters and paragraphs which never made the students confident in their writing skills. But teachers often ignored and skipped them claiming that they were not important in their examinations. It has been observed that writing exercises such as writing paragraphs on given topics by teachers, writing summaries from reading/listening texts, writing about oneself, or family or what they do on weekends and practicing writing for social purposes (letters and applications etc.) were not common in English classes. This implies that the learners do not get the opportunity to practice communication skills in writing classes as it is intended in the syllabus/textbooks.

- The teachers explain a grammar lesson in deductive method and not inductive method. Inductive teaching makes classroom transaction interesting and effective. Data gathered from the study revealed that presenting grammar rules using isolated sentences is very common in grammar lessons. Information from the students and classroom observation depicts that presenting grammar items in contexts and encouraging students to draw grammar rules by themselves is very unusual in grammar lessons though the majority of the teachers claim they did so.

- While teaching vocabulary, teachers still adhere to explaining the meaning of the target words in the reading passages through extended definitions and translating into the mother tongue of the students rather
than encouraging the students to guess the meaning of the words using clues such as synonyms, collocations etc. Information from the learners and classroom observations demonstrates that the teachers explain the meanings of the target words through definitions and demonstrations and then make students do vocabulary activities/exercises such as fill in the blanks, matching etc.

- The teachers were found to use only charts as TLM sometimes as the teachers were not trained to use other audio or audio-visual aids. Bhattacharjee (1976) also supported the using of technological aids like A-V aids and the language lab for teaching English.
- 87% of the teachers in rural and 86% of the teachers in urban schools teaching English say that they are not provided with TLM by the school authority.
- Majority of the teachers felt that there was no necessity of using A-V aids in the class while teaching English in secondary school. The teachers felt that the subject does not require the support of the teaching learning materials. This finding contradicted with the findings of Mohan (2012) who felt that teaching aids reinforce the spoken and the written word by providing rich perpetual images which forms the basis of learning. They also make teaching effective.
- The teachers did not pay much attention to discussion and role playing. This finding contradicts with the findings of Maley and Duff (1978) who feel that drama can help a teacher to achieve ‘reality’ in many ways. Drama can also overcome the students’ resistance in learning a second language.
- Majority of the teachers never gave home assignment to the students as they never felt it necessary to give home assignments for the English subject.
- Students were not evaluated continuously and comprehensively. No classroom activity is followed by any teacher.
• Both the urban and the rural teachers never planned their lessons and this is reflected in the classroom transaction where their teaching procedure is found to be least interesting by the students.

• In majority of the schools, the teachers teaching English conducted less number of weekly/monthly class tests to see the level of competence of the students. Tests also give a feedback to the teaching method of the teachers. The teachers were not interested to find out whether the students have understood the lesson or not.

• Majority of the teachers translated the words in the students’ mother tongue. The students never get to hear words or learn the meaning of the words in the English language. The teachers could make a judicious use of all the four skills-listening, speaking, reading and writing and every teacher should be trained in phonetics. This finding has also been supported by Shome (1988) who observed that the aim of teaching English was to acquire the use English effectively by the students at the end of schooling.

Findings on Triangulation:

Convergent findings:

• The teachers used the Translation Method in the class.

• The teachers used the mother tongue in the class because it is a common language which the pupils and teachers know.

• Only 15% of the rural teachers and 30% of the urban teachers planned their lessons.

• Majority of the teachers felt that A-V aids were not required to teach English.

• While teaching listening skills, the teachers were found to be active speakers. The students were passive listeners. The students have scored less in the listening skill in the achievement test.
• While teaching speaking skills, the students wanted more opportunities to speak in the class. The teacher was the only speaker in the class. Students have scored less in the speaking skill also.

• While teaching reading skills, the students wanted more opportunities to read. The teachers used to read in the class. The students have scored less in the reading skill too.

• While teaching writing skills, it is observed that though the teachers helped the students to write summaries and paragraphs, the students were less interested to write. The students have scored more in the writing skill than in the listening, speaking and reading skills in the Achievement Test.

• Majority of the teachers said that the schools did not provide Teaching Learning Materials (TLM) to the English teachers.

• Teachers sometimes or never gave home assignments to the students.

• The most frequent errors made by the students were in grammar and vocabulary. Majority of the students disliked grammar. Students were found to have problems in the use of verbs and in the construction of sentences. Deductive method was used to teach grammar.

**Divergent findings:**

• The activities conducted by the English teachers were debates and extempore speeches. The debates and extempore speeches were conducted in the mother tongue of the students.

• The teachers gave feedback to the students by marking or through a generalized talk. Giving feedback was not observed in the class.

• Teachers were found to use the school library for books. However, the students did not have an access to the library.

• The students were evaluated mainly through Half Yearly and Annual Examinations. Very less number of weekly/monthly tests were conducted by the teacher. No activity was undertaken by the English teacher in the class.
Discussion on the findings based on Triangulation:

- Since the teachers used the Translation Method in the class, the students never got an opportunity to listen to or speak in English.
- Writing is given more stress than listening, speaking or reading skills.
- Students never get an opportunity to converse in English in the class.
- TLM facilitates both teaching and learning but no teacher is observed to use TLM in the class.
- Planning of lessons leads to quality teaching but a very less number of teachers are found to plan their lessons beforehand.
- A-V aids help teachers to support their teaching but teachers think that A-V aids are not necessary for teaching English.
- Students can be encouraged by many ways other than by only marking them or through a generalized talk.
- Grammar can be taught through many interesting activities. It can be taught in context by the teachers.
- Debates and extempore speeches which are conducted in mother tongue can be conducted in English in order to improve the proficiency of the students in the language.
- Home assignments are essential as it makes the students regular in their studies.
- Reading habit of the students can be developed through libraries.
- Students should be evaluated continuously through continuous and comprehensive evaluation.

From the above discussion on findings, it can be concluded that the teachers teaching in the Secondary schools are not trained teachers. They need to make use of the right methods of teaching English. Even though some teachers have a B.Ed. degree they require in-service training to upgrade their teaching skills and make the learning experience of the students an effective one.

OBJECTIVE 3:

To examine the competencies i.e. Competency based on Knowledge and Competency based on Profession, required of a teacher teaching English at
the Secondary School Level and how the competencies identified varied with the demographic variables (age, sex and educational qualifications) and contextual variables (urban and rural) of teachers:

Findings:

COMPETENCY BASED ON KNOWLEDGE:

- Findings on the age levels of the teachers (Urban areas):
  - It is observed that no teacher of any age group use TLM in the class.
  - The teachers of the age group 30-40 years are poor while the teachers in the age group of 40-55 are found to be satisfactory in the grammar and usage.
  - The teachers in the age group of 30-40 years need to improve in their use of vocabulary in the class while teachers of 40-50 years are satisfactory in the use of vocabulary.
  - All the teachers’ pronunciation and fluency in English need to improve.
  - All the teachers need to improve when it comes to explaining the theme of the chapter before starting the chapter. No teacher is seen to relate the chapter to students’ previous knowledge.
  - No teacher engages the students in dialogue for spoken language.
  - No teacher arranges pair / group work.

- Findings on the sex of the teachers (Urban areas):
  - Both male and the female teachers never use TLM in the class.
  - Both the male and the female teachers need to improve in grammar and usage.
  - Both the male and the female teachers are satisfactory in the use of understandable vocabulary in the class.
  - The male and the female teachers need to improve their fluency and pronunciation.
- Both the male and the female teachers never engage the students in dialogue for spoken language or pair/group activities for improving communication skills.
- The male and the female teachers are satisfactory in guiding the students to write summary on their own.
- The male teachers never relate the subject knowledge with other subjects.
- Only the female teachers are satisfactory in relating the chapter to the students’ previous knowledge.
- The male and the female teachers are never observed to explain the theme before starting the chapter.

**Findings on the Educational Qualifications of the teachers (Urban areas):**
- The Graduates, Graduates with B.Ed., Post Graduates and Post Graduates with B.Ed. are never seen to use TLM in the class.
- The Graduate teachers are poor, Graduate with B.Ed. teachers need to improve while the Post graduate teachers are satisfactory in grammar and usage.
- The Graduate teachers need to improve while the Graduate with B.Ed. and Post Graduate teachers with B.Ed. is satisfactory in using understandable vocabulary in the class.
- The pronunciation and fluency of the Graduate and Graduate with B.Ed. teachers need to improve.
- All the teachers never engage the students for spoken language as well as pair/group activities for improving communication skills.
- The Graduate, Graduate with B.Ed. and Post Graduate teachers are satisfactory in guiding the students to write summary on their own while the Post Graduate with B.Ed. teachers are good in guiding the students to write summary on their own.
- The Graduate teachers need to improve, Graduate with B.Ed. are satisfactory while the Post Graduate teachers are satisfactory in relating the chapter to the students’ previous knowledge.
No teacher is seen to explain the theme of the chapter before starting it.

**Findings on the age levels of the teachers (Rural areas):**

- No teacher of any age group is seen using TLM in the class.
- The teachers of age group 30-40 years are poor, 40-45 years need to improve while 45-55 years are satisfactory in grammar and usage.
- The teachers of age group 30-40 years need to improve while those of 40-55 years are satisfactory in using understandable vocabulary in the class.
- All the teachers of age group 30-55 years were satisfactory in guiding the students to write summary on their own.
- The teachers of age group 30-35 are poor and 40-55 years need to improve in pronunciation and fluency.
- No teacher is found to possess good pronunciation and fluency, or engaged the students in dialogue for spoken language.
- Teachers neither manage pair / group work nor relate the chapter to students’ previous knowledge. The teachers also do not relate the subject with other subjects.
- The teachers never explain the theme of the chapter before starting it.

**Findings on the sex of the teachers (Rural):**

- Only 5.5% of the male teachers are satisfactory while 50% of the female teachers are needed to improve in using understandable vocabulary in the class.
- 38.9% of the male teachers and 20% of the female teachers are satisfactory in guiding the students to write summary on their own.
- 38.9% of the male teachers and 10% of the female teachers need to improve in relating the chapter to the students’ previous knowledge.
- 16.7% of the male teachers need to improve and 20% of the female teachers are poor in grammar and usage.
- No male or female teacher is seen to use TLM in the class nor the pronunciation and fluency of the teachers good. The teachers are not observed to engage the students in a dialogue for spoken language or
engaged the students in pair / group activities for improving the communication skills. Again, no teacher is found to relate the subject knowledge with other subjects. They also do not relate the subject with the students’ previous knowledge or explain the theme of the chapter before starting the chapter.

• **Findings on the Educational Qualifications of the teachers (Rural areas):**
  - 26% of the Graduate teachers while 20% of the Graduate teachers with B.Ed. need to improve in grammar and usage.
  - 30.4% of the Graduate teachers need to improve while 20% of the Graduate teachers with B.Ed. are satisfactory in using understandable vocabulary in the class.
  - 17.4% of the Graduate teachers are poor while 20% of the Graduate teachers with B.Ed. need to improve their pronunciation and fluency in English.
  - 13% of the Graduate teachers need to improve while 20% of the Graduate teachers with B.Ed. are satisfactory in guiding the students to write summary on their own.
  - 13% of the Graduate teachers need to improve while 20% of the Graduate teachers with B.Ed. are satisfactory in relating the chapter to students’ previous knowledge.
  - No Graduate or Graduate with B.Ed. teachers is observed to use TLM or engage the students in dialogue for spoken English. The students are never engaged in pair/ group activities for improving the communication skills or in relating the subject knowledge with other subjects. Both the Graduate and Graduate with B.Ed teachers are never observed to explain the theme of the chapter before starting the class or related the chapter to students’ pervious knowledge.

**Discussion:**

• No Graduate or Graduate with B.Ed., Post Graduates and Post Graduates with B.Ed. are seen to use TLM in the class. The teachers of both the urban and rural schools do not realize the importance of the use of TLM
while teaching the English subject. Most of the teachers are not professionally trained to do so. Bhattacharjee (1976) have supported the fact that since the teachers are untrained, they follow the traditional lecture method only for teaching English.

- Both the urban and the rural teachers need to improve their pronunciation and fluency since they are the only models for the students and the students to imitate and follow the teachers.
- Since the teachers never conduct pair/group work in the class, it shows that the teachers are not aware of the effectiveness of pair/group work in an English class.
- Majority of the teachers are found to be poor in engaging the students in dialogue for spoken language because they do not know the way to motivate the student to do so. Students are also not found to be confident in the spoken language.
- If the teachers are satisfactory in using understandable vocabulary in the class, it shows that only a small percentage of teachers can relate well with the students when it came to teaching.
- Only a small percentage of the teachers are satisfactory in relating the chapter to the students’ previous knowledge. The teachers never relate the subject with the other subjects. There is also no correlation of subjects.
- The teachers also do not explain the theme of the chapter before starting it. This is also reflected in the fact that the teachers are not trained in the teaching method.
- All the urban and the rural teachers are satisfactory in guiding the students to write the summary on their own.
- It has been observed that the teachers who were in the age group of 30-40 years are poor while those between 40-55 years are satisfactory in grammar and usage. This was because as the teachers get experienced with age, they become better teachers. Also the Post Graduates and Post Graduate with B.Ed. teachers are satisfactory in grammar and usage.
- That the teachers never engaged the students in dialogue for spoken English, engaged them in pair/group activities for improving the
communication skills, related the subject knowledge with other subjects, explained the theme of the chapter before starting the class or related the chapter to students’ previous knowledge only revealed that the teachers were not properly trained.

COMPETENCY BASED ON PROFESSION:

- **Findings on the age levels of the teachers (Urban areas):**
  - Teachers of the age group 30-40 years are satisfactory while the teachers of age group 40-45 years need to improve in taking interest in his/her profession.
  - Teachers of age group 30-40 years need to improve while those of age group 40-50 years have satisfactory command over the content of the subject.
  - Teachers of age group 30-35 years are poor; 35-40 years need to improve while teachers of 40-55 years are satisfactory for coming well prepared to the class.
  - All the teachers are never observed to motivate the students, check homework, arrange the sitting arrangement in the class or give individual attention to the students.
  - The teachers of 30-45 years are poor in the use of blackboard/coloured chalks in the class.
  - No teacher is observed to evaluate the students well in the class.
  - No teacher planned the lessons beforehand.
  - The teachers are found to be poor in their awareness regarding the Secondary School Curriculum.
  - The teachers are satisfactory in maintaining cordial relations with their colleagues and authority.

- **Findings on sex of the teachers (Urban areas):**
  - Both the male and the female teachers need to improve in taking interest in his/her profession.
  - The male teachers need to improve while the female teachers have satisfactory command over the content of the subject.
- Both male and the female teachers need to improve for coming well prepared to the class.
- No teacher is observed to present the lesson through interesting activities.
- No teacher is observed to motivate, correct homework, arrange the sitting arrangement or gave individual attention to the students.
- Both male and female teachers are poor in using blackboard/coloured chalks in the class.
- No teacher is observed to use movements and gestures or evaluated the students well in the class. No teacher planned lessons beforehand.
- The teachers are found to be poor in their awareness regarding the Secondary School Curriculum.
- The teachers are satisfactory in maintaining cordial relations with their colleagues and authority.

- Findings on the Educational qualifications of the teachers (Urban areas):
  - The Graduate, Graduate with B.Ed. and Post Graduate teachers are satisfactory in taking interest in his/ her profession.
  - The Graduate and Graduate with B.Ed. need to improve while Post Graduate teacher and Post-graduate with B.Ed. have satisfactory command over the content of the subject.
  - No teacher is found to present the lesson through interesting activities.
  - The Graduate teachers need to improve; Graduate with B. Ed and Post graduate are satisfactory while Post Graduate with B.Ed. are good in coming well prepared to the class.
  - No teacher is observed to motivate, check homework, arrange the sitting arrangement or give individual attention to the students.
  - The Graduate teachers are poor while the Graduate with B.Ed. needs to improve in using blackboard/coloured chalks in the class.
  - No teacher is observed using movements and gestures nor evaluated the students well in the class.
The teachers are found to be poor in their awareness regarding the Secondary School Curriculum.

The teachers are satisfactory in maintaining cordial relations with their colleagues and authority.

**Findings on the age levels of the teachers (Rural areas):**

- The teachers of age group 30-35 years and 35-40 years need to improve in taking interest in his/her profession while the teachers of age group 40-50 years are satisfactory in taking interest in his/her profession.
- Teachers of age group 30-45 years need to improve while those between 45-55 years are satisfactory in their command over the content of the subject.
- It is observed that teachers of age group 30-45 years need to improve for coming well prepared to the class. Again, the teachers of age group 45-55 are satisfactory in coming well prepared to the class.
- The teachers of age group 30-35 years are poor while those between 35-45 years and 50-55 years need to improve the proper use of blackboard/coloured chalks in the class.
- No teacher is observed to motivate, correct homework, arrange the sitting arrangement, and give individual attention to the students.
- Again, the teachers never used movements and gestures or evaluated the students well in the class. No teacher is observed to plan lessons before hand.
- The teachers are found to be poor in their awareness regarding the Secondary School Curriculum.
- The teachers are satisfactory in maintaining cordial relations with their colleagues and authority.

**Findings on the sex of the teachers (Rural areas):**

- Both the male and the female teachers need to improve in taking interest in his/her profession.
- Both the male and the female teachers need to improve their command over the content of the subject.
• Both the male and the female teachers need to improve in coming well prepared to the class.
• Both the male and the female teachers are poor in proper use of blackboard/coloured chalks.
• No teacher is observed to motivate, correct homework, arrange the sitting arrangement, and give individual attention to the students.
• Again, the teachers never use movements and gestures or evaluate the students well in the class. No teacher is observed to plan lessons beforehand.
• The teachers were found to be poor in their awareness regarding the Secondary School Curriculum.
• The teachers are satisfactory in maintaining cordial relations with their colleagues and authority.

Findings on the Educational qualifications of the teachers (Rural areas):
• The Graduates and the Graduates with B.Ed. teachers need to improve in taking interest in his/her profession.
• The Graduates need to improve while the Graduates with B.Ed. are satisfactory in their command over the content of the subject.
• Both the Graduates and Graduate with B.Ed. need to improve for coming well prepared to the class.
• The Graduates are poor while the Graduate with B.Ed. need to improve in proper use of blackboard/coloured chalks.
• No teacher is observed to motivate, correct homework, arrange the sitting arrangement, and give individual attention to the students.
• Again, the teachers never used movements and gestures or evaluated the students well in the class. No teacher is observed to plan lessons beforehand.
• The teachers are found to be poor in their awareness regarding the Secondary School Curriculum.
• The teachers are satisfactory in maintaining cordial relations with their colleagues and authority.
Discussion:

- Most of the teachers of the rural schools are not interested in their profession because most of the teachers were only graduate teachers and they are teaching the English subject only out of compulsion. In the urban schools the Graduates with B.Ed., the Post Graduates and the Post Graduates with B.E are satisfactory in taking interest in his/her profession. From this, it can be observed that as the teachers are trained or have attained higher academic qualification they become more interested in the subject.

- Teachers with higher academic qualification and also those who are trained have satisfactory command on the subject because they have sufficient knowledge on the subject.

- Again, teachers with higher academic qualification and who are trained came well prepared to the class. Others never come well prepared to the class because they thought that teaching of English do not require any preparation.

- Though there are Post Graduates including trained teachers, they present the class in lecture method without interesting activities. This shows that the teachers are not trained to do so in the TEI.

- That the teachers are not observed using blackboard/ coloured chalks, not motivating the students, not checking homework or are poor in movements and gestures only reveal that the teachers are not well trained and also not confident in teaching the subject to the students.

- The teachers are not found to evaluate the students well. There was no evaluation of the oral skills. Jain (1987) also supported that whenever the English teachers evaluated the students, it was merely based on written examination and not on their oral performance.

- No teacher is found to plan lessons beforehand. Teachers feel that the English subject does not require any kind of preparation. But we find that as the teachers reaches the age of 50-55 years; they are satisfactory in coming well prepared to the class. This proves that with age teachers become better and better.

- All teachers are satisfactory in maintaining cordial relation with their colleagues and authority.
• The teachers are found to be poor in so far as the awareness of the Secondary School Curriculum is concerned. As such, the teachers are not sure about the aims and objectives of teaching English in the Secondary level.

OBJECTIVE 4:
To study the methods of teaching English Method at the Teacher Education Institutes.

Findings:

- Only 2% of the Non-government TEI and only 9% of the Government TEI use Direct Method of teaching English.
- The Teacher Education Institutes use the Bilingual and the Translation method of teaching English.
- Most of the teaching is done in lecture method followed by discussion, assignments and problem solving.
- Only 22% of Non-government TEI and 27% of the Government TEI use discussion method in the class.
- Classroom teaching is based on lecture or discussion and assignments.
- Less number of assignments is given to the students.
- 69% of the Government and 73% of Non-government TEI use mother tongue in the English class to explain certain concepts.
- Majority of the Government TEI spent 58% of classroom teaching writing skills while only 7% is spent on speaking skills. In Non-government TEI 6% is spend on speaking while 62% on writing skill.
- Both the Government and Non- government TEI spend very less classroom hours in pair/ group work and in story telling activities.
- Only 8% of Government and 3% Non-government TEI conducts micro teaching classes for the teaching of English skills. They give more emphasis on oral – written practice and in role playing.
- The Government and the Non- government TEI use charts, models and flash cards as visual aids for teaching English. Only 2% of the
Government and 1% of Non-government TEI used tape recorder, TV or projector to aid teaching.

- Only 8% of the Government and 3% of the Non-government TEI practice micro-teaching in the class.
- Both the Government and Non-government TEI use seminar, projects, practice teaching and field visits as the practical methods of teaching English.
- Majority of the teacher educators in Government TEI plan their lessons while majority of the teacher educators in Non-government TEI do not plan their lessons beforehand.
- The student teachers use more of reference books and less of journals, newspaper and magazines in the institute library.
- The student teachers of TEI would follow the Bilingual method of teaching English in their respective schools.
- Only 12% of the student teachers from Government TEI and 6% in Non-government TEI are likely to follow the Direct Method of teaching English in school.

**Discussion:**

- It is to be noted that both the Government and Non-government TEI use both the Translation and the Bilingual Method of teaching English. This is the reason that the student teachers use more of the Translation method and less of the Bilingual Method of teaching English. This practice goes on in the Secondary Schools as well where the teachers are more at home with the Translation Method than the Bilingual Method. A very small percentage of TEI are found to use the Direct Method of teaching English.
- Both Government and Non-government TEI use teaching learning materials like the charts, models and flash cards. Tape recorder, TV or projector is not used in the classroom.
- Majority of the TEI do not conduct micro teaching classes to develop the teaching of skills of the student teachers. This is reflected in the teaching of English in the Secondary schools where the teachers give more
attention to the writing skills than the listening, speaking and reading skills.

• Classroom teaching is only based on lecture and not on activities and so this was followed in the schools thereafter. Saikia (1971) in his study has highlighted that the training received in the Teacher Education Institutes could not be applied in the schools as the material conditions and school systems were not favourable for application of methodical teaching.

• It is pertinent to note that the teachers in Government TEI plan their lessons but in Non-government majority of the teachers do not plan their lessons and this trend is simply followed by the student teachers who do not plan their lesson in their respective schools when they take up English classes.

• Evaluation of the student teachers is mostly based on theory and practical methods of teaching and not on the teaching of skills or English teaching method. Evaluation was done on the basis of class tests, terminal and term end examination only.

OBJECTIVE 5:

To examine the perception of the Secondary School students in learning English.

Findings:

➢ Among the family members of the students of Class VIII in urban schools, 14.8% of the fathers, 42.6% of the mothers, 12% brothers and 14.7% of the sisters can neither speak nor write English while in the rural school students, 35.8% of the fathers, 62.4% of the mothers, 5.48% brothers and 10.4% sisters can neither speak or write English. Among the family members of Class IX students, 9.8% of the fathers, 21% of mothers, 5.5% of the brothers and 15% of the sisters can neither speak nor write English while among the rural school students, 37.5% of the fathers, 63.37% mothers, 14.81% brothers and 23.33% of the sisters can neither speak nor write English. Among the family members of Class X in urban schools, 12.2% of fathers, 26.3% of mothers, 4.38% brothers and 14%
sisters can neither speak nor write English while in rural school students 40.4% of fathers, 68.9% mothers, 20.6% brothers and 20.8% sisters can neither speak nor write English.

- In the urban areas, 73% of the parents of Class VIII students encouraged private tuition to the children in order to learn English while in rural areas 85% of the parents encouraged private tuition 74% of the parents in urban areas of Class IX helped their children to learn English by encouraging private tuition while 87% parents in the rural areas helped them by encouraging private tuition to learn English. It is seen that in the urban areas, 73% of the parents of Class X helped their children by encouraging private tuition while 88% of the parents of rural areas encourages them private tuition in order to learn English.

- The main aim of learning English of most of the students of Class VIII, IX and X is to speak correctly, to get good marks in English and to write correct English and to get a good job.

- Only a small percentage of students got an opportunity to use English in the class.

- Majority of the students of both urban and rural schools said that they were not satisfied with the teaching method of the teachers.

- 80% of the students of Class VIII in urban schools and 77% in rural schools want their teachers to use new and interesting methods of teaching English followed by more opportunities to speak English in the class. 83% of the students of Class IX in urban schools and 79% in the rural schools want their teachers to use new and interesting methods of teaching English while 84% students of Class X in urban schools and 81% in rural schools want their teachers to use new and interesting methods for teaching English and also more opportunities to speak English in the class.

- It is observed that the students of Class VIII, IX and X of urban and rural secondary schools like reading stories most followed by finding answers in guide books and learning answers through memorization. Writing
letters and paragraphs on interesting topics and studying grammar are least liked by the students.

- It has been observed that teachers of Class VIII, IX and X of both rural and urban schools never resorted to group work, role playing, dramatization or watching a film or listening to radio other than reading or narrating stories from the textbook.

- Most of the students of class VIII, IX and X of urban and rural schools said that using mother tongue in the class help them to understand the different concepts better and also that the students found themselves at ease, comfortable and less stressed. The students of urban schools also feel that the use of mother tongue do not make them feel lost while the students of rural schools feel that the use of mother in the class is a necessity to understand better.

- Majority of the teachers in both the rural and the urban schools never give home assignments to the students.

- The materials provided by both the urban and rural schools to encourage the learning of English are dictionaries followed by story books, reference books, magazines and journals.

- It is observed from the answers received from the students of Class VIII, IX and X that the students do not have any access to library facilities in school.

**Discussion:**

- When we see the home background of the students, it is found that the percentages of the family members who can neither read nor write English is more in rural areas than in urban areas. This also shows that the students of Class VIII, IX and X depend more on the teachers than their family members.

- The parents of the students of both rural as well as the urban areas encouraged their children to take tuition classes which show that classroom teaching was not sufficient for the students.

- Most of the students of Class VIII, IX and X want their English teachers to use new and interesting methods of teaching English which reflects that
the teachers are using the same translation method to teach English. The reason behind it is that most of the teachers in rural secondary schools are graduates as well as untrained and so they teach English through the traditional methods. They are also not acquainted with the latest development in the field of English teaching method. This finding has also been suggested by Bhattacharjee (1976).

- Majority of the students are not satisfied with the teaching method of the teachers as the English teachers never resorted to group work, role playing and dramatization or watching a film or listening to radio other than reading or narrating stories from the text book. No activity is taken up for teaching English. This finding has also been supported by Dodson (1963) who suggested that a good method must strike a balance between spoken and written words as well as accuracy and fluency. The method should be sufficiently flexible to cope with various classroom conditions and the pupil’s specific and general abilities. Shome (1988) also suggested that the Structural Approach for teaching English is more superior to the traditional approach of teaching English.

- The students are quite comfortable when the teachers use the mother tongue in the class because they found it easier to understand the concepts. This also shows that the teacher took least interest in introducing new words in the English class. But the students too never got an opportunity to listen to and speak in English in order to improve their proficiency in English in the class. This finding has been supported by Lambert (1965) also suggested that though most of the children in India begin schooling in their respective native language, the requirement is to make them proficient in the second language. This finding has also been supported by David (1978) who also felt that the aim should be to provide a system of education which helps to build a proficiency in both the languages- English and the mother tongue. Dornyei and Thurell (1991) also felt that the teachers can get rid of shyness and inhibitions of the students by making the learners interact in the class.
• The students of Class VIII and IX least liked grammar which suggest that the teachers never use interesting activities in the class. They also did not like to write answers on their own which suggest that the students also do not have the confidence to write on their own. Though Class X students like grammar, they did not like to write on interesting topics or write answers on their own. This finding is supported by the findings of Arshad (2009) who observed that the secondary school teachers have gaps in vocabulary teaching, oral communication, pronunciation, intonation, assessment and preparation of a valid test.
• The teachers rarely or sometimes give home assignments to the students as they felt that homework should not be given for the English subject.
• Though reading materials are provided by the school, the students never got an access to the library which shows that the students never got an opportunity to develop their reading habit.

OBJECTIVE 6:

To investigate into the performance of the students in English at the Secondary School level:

Findings:

➢ The mean score of boys is higher than that of the girls. The analysis show that boys are more variable in quality and girls are more consistent.
➢ The mean score of the urban students is higher than the mean score of the rural students in Class VIII and IX but in Class X, the mean score of urban students is less than the mean score of the rural students.
➢ The analysis showed that there is significant difference between the performance of rural and the urban students and so the null hypothesis has been rejected.
➢ He students are not found to be proficient in the Listening, Speaking and Reading skills excepting the Writing skill where it is given more stress in school.
Discussion:

- As the performance of the urban students is better than the rural students, it is found that the methods of teaching English of the urban teachers are better than the rural teachers.
- Boys are found to be more variable in quality while girls are more consistent.
- A pertinent point to be noted here is that all the students of both the rural and the urban schools were not proficient in the listening, speaking and the reading skills. This proved that the teachers paid more attention to the writing skills and not the other three skills, viz. listening, speaking and reading skills.

6.3 IMPLICATIONS AND SUGGESTIONS:

Teaching English to the speakers of other languages is both challenging and rewarding. The teacher of English as a second language will need to keep in mind the following suggestions as the poor standards of teaching English in the schools are a problem which needs a proper analysis and solution. A few suggestions are given below-

i. In every teaching-learning activity, aims are fixed up. The teacher needs to understand fully the different aims of teaching English. He should try to teach the language keeping the fundamental aims in view.

ii. The teachers of English should be given training for the improvement of their own English. Some refresher courses and in-service training programme can be organized from time to time. Again attendance in those programmes should be made compulsory. For requiting new teachers, only teachers having good proficiency in English together with a B.Ed degree should be selected.

iii. A good teacher needs to select the material very carefully and then only he should present it before the learners. Surely he/she keep in mind certain principles for the selection of material. In this way, the subject matter does not pose any problem to the learners.
iv. Sometimes a picture is worth a thousand words and this is particularly true when English is taught as a second language. Visual aids can be used to teach everything from vocabulary to prepositions. In addition to instructional advantages, visuals keep lessons interesting for the learners. The different types of teaching learning material should be made available in the schools.

v. Visual experiences are more effective than verbal experiences. As the combination of sound and vision makes the class dramatic and imaginative, video-CDs are one of the best media for teaching English. Teachers should be made aware of the importance of A-V aids in teaching English. Grants should be provided to the schools for the same.

vi. Mostly speaking practice in the classroom should be done in pairs and in groups with students talking to each other. It is a common mistake of untrained teachers to think that students must or need to talk with the teacher alone.

vii. The examination system can be improved keeping in mind the aims of teaching English in India. Examination should discourage cramming. Examinations for listing the different skills i.e. listening, speaking, reading and writing can be adopted in the schools.

viii. The teachers need to keep in mind the principle of variety. This will bring in variety in a number of ways so that no student finds the learning process a drudgery or boring.

ix. There should be correlation of the subject matter with other subjects and life situations of the students. As the teacher correlates the topic with other subjects, it helps him to teach the subject matter effectively and also enhance the learning of the learners.

x. The teaching-learning process can be made student-centered. He/she should see everything from the learners’ point of view. More collaborative forms of learning can be adopted in the classrooms. Thus the students will find it useful for them and they do not feel any type of imposition on them.
xi. It is a great accomplishment on the part of the teacher to motivate the students. The teacher should give positive feedback and reinforcement. Doing so can increase students' satisfaction and encourage positive self-evaluation.

xii. Planning of the lessons before teaching makes the method of teaching systematic. Systematic teaching helps in better learning by the students.

xiii. The schools authorities as well as the teachers can encourage the students to develop their reading habits. They should allow the students to have an easy access to the school library.

xiv. As far as possible, teachers should be encouraged to carry on research in their day today working in schools. Research on the part of teachers will certainly improve the present scenario.

xv. Evaluation of the students should be done continuously. The assessment of the students should be done throughout the year. It involves objectives of teaching, methods to achieve them and then finding out how far they have improved.

In order to make classroom teaching interesting an English teacher should undertake the following activities in the classroom:

- **Listening activities** - In secondary schools, the ways in which listening activities are taught are not properly designed. In addition to this, schools do not have language laboratories at all. Without such facilities, it is very difficult to achieve the teaching of listening skills.

- **Speaking activities** - The speaking skill should be given the maximum teaching emphasis by the secondary school teachers. A variety of activities can be adopted by the teacher to give learners opportunities to practice speaking in classrooms.

- **Reading activities** - It is understood by all that reading is a highly personalized activity. One cannot develop the ability to read and extract the required information according to his/ her reading purposes unless he/ she is involved in the reading process. For e.g. it is claimed that the learners cannot develop the ability to read if they merely listen to what
their teachers read aloud and answer comprehension questions following their teacher’s explanation of the main ideas on the paragraphs in the reading texts.

- **Writing activities**- As per the Secondary Education Council, writing skills of the students should be given due importance. To achieve this aim, different writing activities that enable learners develop the ability to communicate in writing has been suggested in each and every unit of the textbooks.

- **Grammar activities**- One of the ways of teaching grammatical items in context rather than teaching grammatical rules using isolated sentences so that the student can see the use of target grammatical items in real situations. In other words, Communicative Language Teaching (CLT) recommends the use of awareness raising activities that enable learners to use the grammatical items from which they draw rules by themselves rather than receiving explanations of grammar rules through isolated sentences.

- **Vocabulary activities**- While teaching vocabulary, the teacher cannot teach all vocabulary items that learners need for academic purpose at the higher classes and hence vocabulary teaching practices should focus on training learners in developing vocabulary learning strategies.

For improving the competency of the Secondary School teachers, the following measures can be adopted:

i. **Selection of teachers**-It is apparent that teachers are indispensable people in the teaching-learning process. Thus, if they intent to improve the quality of ELT in the state, we have to think about judicious selection of teachers and focus on the training of the teachers.

ii. **Recruitment of teachers**-Teaching is a profession and the profession requires interest and ability. The teachers selected to teach English in the Secondary Schools should be professionally trained and having an interest in the subject.
iii. **Use of the right method for teaching English**: The teachers of the Secondary schools are to be trained for using the right methods to teach English. Research on this particular issue has proved that the use of the Bilingual Method is the best method to teach English in the regional medium schools. Using the English language by the students in the class makes the students learn to think, learn to communicate and to acquire an intuitive understanding of the grammar. There should be a judicious use of the mother tongue by the teachers in order to help the learners understand and associate with the language. Moreover teachers can conduct role playing, dramatization, pair/group work, discussion etc. while teaching a poem or a prose lesson. Teachers can also conduct language proficiency tests to check the level of language competence of the students.

iv. **Following Micro-teaching in Teacher Education Institutes**: Micro-teaching has shown itself as an effective technique for the training of teachers in classroom skills. Although many variations of the original model now exist, the basic approach involves breaking down the complex activity of teaching into a number of specific skills.

v. **Availability of materials**: There is no doubt that language teaching materials viz. text book, related course books, recorded materials, A-V aids and language labs etc. play a decisive role in the classroom process of teaching and learning particularly in Assam where there is no supportive environment for learning the English language. Providing schools with these materials would certainly improve the overall proficiency of the language.

vi. **System of evaluation**: Teaching and evaluation goes hand in hand, one influencing the other. For e.g. teachers usually check if students have learned what they have been teaching by administering tests. In this case, teachers test what they teach. Students’ performance in tests can also be used to evaluate the effectiveness of the methods or techniques employed during the teaching-learning process.
A model for improving the present scenario of ELT situation in the state may be suggested as follows:

**MODEL PROPOSED FOR IMPROVING THE ELT SITUATION IN SECONDARY SCHOOLS**

Defining objectives for learning English and identifying skills that require priority should be given emphasis.

Giving emphasis to ELT at the primary level  
Help to overcome the learner related factors/ problems

**TEACHERS**
- Recruiting teachers who have the competence and interest in teaching.
- Giving adequate pre-service training and updating their knowledge from time to time.
- Motivating them to improve the status of their profession.

**METHOD**
Teachers are to use a combination of different methods to teach English in the classroom and teach the students with interest.

**MATERIALS**
- Each student should have one text book.
- Use of TLM and A-V aids.
- Introducing English lessons on radio and T.V.
- Portions covered should match time given.

**LARGE CLASSES**
- Exploring possibilities of teaching English through activity based methods.
- Changing the language evaluation system.
6.4 SUGGESTIONS FOR FURTHER RESEARCH:

Though there has been scholarly works written on English language teaching, yet there can be more useful works written on the teaching method in different stages of education in India. The present English teaching scenario in Assam gives a clarion call for more such works so that the teaching and learning situation in the various stages of school education becomes more fruitful.

Some of the future research works in English language in Assam can be carried out on the following:

1) English Teaching Method at the Elementary and Higher Secondary level.
2) English Teaching Method in the North Eastern States of India.
3) Comparative study of teaching English in regional medium and English medium schools in Assam.

6.5 CONCLUSION:

The teacher of English today is faced with a bewildering variety of competing methods like the Grammar Translation Method, Direct Method, Bilingual Method, Audio-lingual Method and so on. He is in utter confusion as to which method should be accepted and which one is to be ejected.

The main burden of deciding an effective approach lies on the teacher himself. Since both pedagogy and linguistics are crowded with numerous conflicting theories, it is good for the language teacher to keep his/her balance. He should not swing from one extreme to another in his attitude towards various methodological features. No method is intrinsically good or bad; it is either well used or not effectively used. Every method needs to be tailored to the local situation and the content of teaching. There is no single proof method and at the same time each of them has its own advantage. It is left to the teachers to discover in what circumstances and what purpose the method is most effective. Thus, the teachers should use a combination of different methods to teach English.

The language teacher needs the right attitude to language learning and teaching, rather than a formal method. There is a need for greater attention to be
given to the training of English teachers, both through pre-service and in-service training programmes. At present teachers are being recruited to teach English who did not have much exposure to the English language at their school level and could not have proper methods of English in Teacher Education Institutes. Most teachers who enter the profession do not have the necessary competence in English and would therefore need more sustained help to improve these skills than it was necessary in the past. Furthermore, even those teachers who had the benefits of pre-service and in-service training are not always aware of the latest techniques in teaching or the need to make use of more suitable, relevant and varied materials including teaching aids in the classroom.

While strengthening the teachers’ education programmes, we also need to consider the most effective way of utilizing our limited resources to achieve the well-defined objectives. This involves the review of the methods, techniques and materials that are now employed to teach English all over the country and restructuring of the courses to suit the present needs.

The Teacher Education Institutes should develop the resources in the form of audio-visual aids and handbooks of micro lessons related to core teaching skills in the context of Indian classrooms and teaching-learning situations. Subsequently, these materials can be used by student teachers of different educational institutions to understand and learn the teaching skills and develop their teaching competencies.

New techniques and strategies to serve our needs and suit our purposes will have to be developed but more important than all these is that there should be a shift at the level of teachers’ attitude, his awareness of role as the facilitator and his understanding of how effective learning can be facilitated, since “doing the same things with a different awareness seems to make a bigger difference than doing different things with the same awareness.”