CHAPTER- II

REVIEW OF LITERATURE

2.1. Education and Teaching

J. C. Aggarwal (3-7) mentions some definitions of education, put forward by the philosophers and thinkers of both East and West-

Socrates: Dispelling error and discovering truth.

Aristotle: Creation of a sound mind in a sound body.

Rabindranath Tagore: Making life in harmony with existence.

Swami Vivekananda: Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life building, man-making, character making assimilation of ideas.

M. K. Gandhi: An all round drawing out of the best in the child and man-body, mind and spirit.

Maria Montessari: Helping in the complete unfolding of child’s individuality.

Sarvapalli Radhakrishnan: Training the intellect, refinement of the heart and discipline of the spirit.

R. C. Lodge: In the wider sense, all experience is said to be educative. The bite of a mosquito, the taste of watermelon, the experience of falling in love, of flying in an aeroplane, of being in a storm in a small boat- all such experiences have a direct educative effect on us. The child educates the parents, the pupil educates his teachers . . . Everything we say, think or do educates us no less than what is said or done to us by other beings, animate or inanimate. In the wider sense, life is education and education is life.
William H. Kilpatrick: From the broad point of view all life thoughtfully lived is education.

Pointing out the difference between education and literacy, Ghandhiji says that literacy is not the end of education, nor even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education.

"It is said that a pupil gets one-fourth of his education from his teacher, another fourth by his own intellectual efforts, another fourth from his fellow students and the rest in the course of time through life experience" (Aggarwal 7).

Describing the modern education Pylee says- "Our concept of education and hence of educational institutions has undergone a great change in recent years. Education is no more limited to the building up of knowledge skills and character of the students and hence educational institutions cannot be mere ivory towers with total academic freedom to do what they like with their programmes. Education now has social concerns, for the employment of the youth and for the value system to be inculcated in keeping with the ideals enshrined in our Constitution." (xi)

Describing the essence and role of education, National Policy on Education, 1986 states-

2.1 In our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual.

2.2 Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit- thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
2.3 Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

2.4 In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

(Rao 7)

Describing the national system of education, the Policy states-

3.2 The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programme. Effective measures will be taken in the direction of the Common School System recommended in the 1968 policy.

3.3 The National system of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.

(Rao 7-8)

J. C. Aggarwal (15-25) also presents some definitions of teaching, put forward by the scholars of different times-

Montaigne: It is not the mind, it is not the body we are training, it is the man, and we must not divide him into two parts.

Rousseau: Let him (the child) not teach science, let him discover.
Albert Einstein: The supreme art of teaching is to awaken joy in creative expression and knowledge.

H. C. Morrison: Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.

John Brubacher: Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which we will learn in the course of doing so.

Burton: Teaching is the stimulation, guidance, direction and encouragement in learning.

Silver: Teaching like the practice of medicine- is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher, like a good doctor, is one who adds creativity and inspiration to the basic repertoire.

Clark: Teaching refers to activities that are designed and performed to produce change in student behaviour.

Flanders: Teaching is an interactional process. Interactional means participation of both teachers and students and both are benefited by this. The interaction takes place for achieving desired objectives.

Sri Aurobindo: The first principle (of teaching) is that nothing can be taught. The teacher is not an instructor or a task master; he is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil’s mind, he only shows him to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him; he shows him how to acquire
knowledge for himself. He does not call forth the knowledge that is within, he only shows him where it lies and it can be habituated to rise to surface. The distinction that reserves this principle for the teaching of adolescent and adult minds and denies its application to the child is a conservative and unintelligent doctrine. Child or man, girl or boy, there is only one sound principle of good teaching. Difference of age only serves to diminish or increase the amount of help and guidance necessary, it does not change its nature.

Joseph Payne: The teacher’s part in the process of instruction is that of guide, director or superintendent of the operation by which the pupil teaches himself.

Swami Vivekananda: The true teacher is he who can immediately come down to the level of the student.

S. P. Battacharya defines teaching as a complex activity carried in the complex situation of the school, by complex organisms, human beings (teachers) directed towards more complex organisms (students), who are constantly undergoing complex changes (78).

Amidon and Hunter identify seven activities which are essential to teaching-motivation, planning, informing, leading discussion, disciplining, counselling and evaluating (65). Marie M. Hughes et al. define teaching as teacher-people interaction leading to acquisition of knowledge, skills and attitudes (98).

Defining effective teaching J. C. Aggarwal says- “It is essentially concerned with translating the objectives of education into action and practice. It is concerned with how best to bring about pupil learning by various activities. Effective teaching may be defined as the teacher’s ability to stimulate students intellectually and move them emotionally to instil in them love for learning and develop suitable skills and attitudes.” (25)
S. K. Mitra after examining different definitions of teaching comes to the conclusion that the act of teaching has three characteristics—“(i) it is imparting knowledge or skill (ii) it is doing anything and everything that lead to learning and (iii) it is a social act of influence” (33).

2.2. Classroom Teaching of English as Second Language

William T. Littlewood discusses the process of first language acquisition and second language learning. According to him, if the method and materials are not proper, the learner will be misled. In the classroom, the learner is provided with an external syllabus which may contradict with his/her internal syllabus, as the learning sequence may not be the same with the teaching sequence. Mentioning the distinction between teaching and learning, Littlewood says—“In most of the considerable literature that exists about classroom methods and techniques, the focus of attention is clearly on the activity of teaching, as if learning were merely a straightforward reflection of the teacher’s actions. ‘To learn’ means, above all, to react to stimuli and instructions provided by the main actor in the classroom: the teacher” (1). Some factors that influence the teaching-learning process are:

1. In almost every sphere of education, there has been a growing tendency to become more “learner-centred”. We have come to realize that each person is ultimately responsible for his own learning and needs to engage his own personality in the educational process.

2. In language teaching, our methods and techniques have often failed to produce effective learning, however sound they may have appeared in theory. To discover why, we must study the learner.
3. Related to the previous point, we have become increasingly aware that individual learners are different from each other. They are not simply soft clay, waiting to be shaped by the teacher, but have their own personalities, motivations and learning styles. All of these characteristics affect how learners act in the classroom.

4. The active role which learners perform in developing their language has been emphasized by studies of first language acquisition. These have led to similar work in foreign and second language learning which, again, has shown the learner to be an active participant in the development process.

(Littlewood 1-2)

Shaun O'Dwyer mentions that in teaching English as second or foreign language today, the old pedagogical ideal of the teacher as an authority transmitting knowledge to students “who do not know” is in disrepute. The ideal now is for a more democratic, student-centred approach, in which the teacher facilitates communicative educational activities with students. Such an approach stresses the importance of learner autonomy and responsibility for the learning process, and attributes greater value to the learner's experience and knowledge in the classroom. According to Philip Curran et al. the four broad classroom cultures can be defined as ultra-didactic (formal classroom), didactic (teacher-centred classroom), learner-centred (task-based learning) and ultra-informal (haphazard approach) (32-35). Mathew Thomas mentions that knowledge of the learner’s psychology and managing the stress in both teacher and student are very crucial for effective teaching. He points out some effective personal and classroom characteristics which he considers to be essential for effective teaching (36-37).
H. G. Widdowson mentions- “teaching stimulates the educational process only by indirect effect, which, it seems to me, must be mediated by learning. . . . Trainer and trainee are converse terms, as their morphology implies. There is no such reflexivity in education; teaching and learning are not converse activities in the same sense. Learners are not teachees.” (87). In his work- *Principles of Language Learning and Teaching*, H. D. Brown says that in almost every sphere of education, there has been a tendency to become “learner-centred”. Therefore, time has come to prepare the methods and materials accordingly.

Q. Z. Alam mentions that English is now a service subject and a library language. There is a greater concern now for the learner’s need: it is a case of shift of emphasis from the subject to the learner. He also suggests that “The teaching of a foreign language should not be a “chalk and talk” profession only. But, at the same time, we cannot afford to be extravagant in this direction” (10). Using proper method for teaching infact a clear challenge to the teacher, but if we seriously wish to improve the standards of language teaching in our country, efforts must be made in right earnest to spread their use.

M. R. Panchal, in his *Teaching English in India* mentions that a learner must be given only what he can take and only as much as he can take. Advocating in favour of the communicative approach of language teaching, he says that the only adequate test in a language is the ability to use the language, very much as an adequate test of car driving is the ability to drive it on the road and not the ability to state how to drive a car.

J. C. Aggarwal says that the learner should get chance to encounter the text directly, so that they can develop their critical and creative abilities. If the teacher organizes classroom activities in such a way as to foster independence in learning, his
role will be become that of a manager. Once a teacher sees himself as a “manager of learning” rather than an “imparter of information” he is likely to be less worried about his inability to cater to the linguistic needs of learners. (69)

In their study- “Studies on Classroom Processes and School Effectiveness at Primary Stage”, Pradhan and Mistry attempted to assess the extent of teaching-learning process in schools and the nature of student-teacher interactions which were responsible for the good or poor results. Their objectives were to study the adequacy of infrastructural facilities, methods of teaching and nature of student-teacher interactions in good and poor result schools. The major findings of the study were- (i) factors contributed to good results included- (a) mastery (of teachers) in the subjects, (b) pre-teaching activities, (c) child-centred teaching, and (d) healthy students-teacher, student-student and teacher-teacher interaction. (ii) The good result school was located in an area inhabited by educated community. Besides the teachers’ ability, willingness and devotion to help children, availability of appropriate infrastructure, facilities in the school and dynamic leadership qualities of the head of the institution were major contributory factors to good results. (iii) The poor result schools were found lacking in infrastructure facilities and certain other aspects that contributed the other schools to become good result schools.

In her study entitled- “Attitude towards English of Hindi-Medium Undergraduates” Urbashi Barat found that- (i) there existed significant differences between the male and female students, (ii) male students (Hindi medium) were more interested in English, less intimated by their English teachers, and less embarrassed by any inability to speak the language. They did not consider English as a difficult subject, (iii) fewer female students (Hindi medium) regarded English as being important in higher education (55-60).
In his thesis- "A Critical Investigation into the Methods of Teaching English in the Secondary Schools of Aurangabad District", Abdul Khalique attempted to study the methods of teaching English in the secondary schools. His objectives were- (i) to investigate teaching methods adopted by the teachers of English, (ii) to see whether the methods adopted for teaching prose and poetry are suitable, (iii) to investigate into the methods of teaching grammar, (iv) to survey the methods of teaching composition, and (v) to suggest measures to adopt suitable teaching strategies. And the major findings of the study were- (i) the three fourths of teachers were trained against one-fourth who were trained in different subjects. Yet they were not effective. (ii) The aspects other than prose were neglected by a majority of teachers. More than 75% teachers did not prefer to teach other aspects like poetry, grammar and composition. Further, they did not know how to teach them. (iii) It was observed that only the translation method was employed by a large number of teachers. About 70% teachers employed translation method, while 12% teachers adopted "direct method" and 18% teachers used "structural approach" while teaching English. (iv) More than 80% teachers used mother tongue to explain anything related to teaching English. (v) Adequate and appropriate teaching aids were not available/used in schools.

In the study entitled- "English Language Teaching at Pre-University Levels: A Comparative Study with Reference to Materials, Methods and Modes of Evaluation", T. V. S. Padmaja tried (i) to compare the English language teaching learning situation in Karnataka and Andhra Pradesh, (ii) to investigate the role played by the instructional material in language learning and their success, (iii) to compare the effectiveness of different teaching methods, and (iv) to investigate the degree to which the tests relate to the course content and programme objectives. The major findings of the study were- (i) there was need to provide reorientation programme to
the teachers so that they got acquainted with the new teaching techniques and approaches. (ii) Due weightage was given to English while considering for admission to undergraduate professional courses. (iii) Adequate financial resources were to be provided to improve the classroom facilities so as to make it easy to manage the large classes with mixed abilities. (iv) Phonetic aspect was almost ignored in both states. (v) Lecturing method was followed by most of the teachers and there was a need to replace this method by eclectic method wherein various techniques from the available methods were drawn in order to realize the specific objective of learning English.

In their work- "Studies of Teachers' Classroom Personalities", Anderson and Brewer say that there are two types of teachers- dominative and integrative. A dominative teacher thinks that he knows best issues, orders and decisions, expects obedience and conformity; dislikes discussions and criticism and trends to blame or threatens. An integrative teacher on the other hand, requests rather than orders, consults, encourages co-operation, delegates responsibility, welcomes pupils' ideas, creativity, and initiative. His pupils contribute more to the lesson; they are more friendly and co-operative, less inattentive and aggressive and resistant to instruction than the pupils of dominative teachers. According to Anderson and Brewer, it is the teacher, who is the principal creator of the classroom climate. Therefore, they claim that the students' response largely determined by the teacher's style of functioning.

Flanders says- "the behaviour of the teacher more than that of any other individual sets the climate of the class. The rule is that . . . domination invites further domination, and integration stimulates further integration. . . . When a teacher has high proportion of integrative contacts, pupils show more spontaneity and initiative and voluntary social contributions, and acts of problem-solving . . . when a teacher has high proportion of dominative contacts, the pupils are more easily distracted from
the school work and show more compliance to, as well as rejection of teacher domination" (204-205).

According to Lewin et al., pupils who are exposed to highly authoritarian atmosphere, develop an aggressive and dominative behaviour with each other. On the other hand, pupils who are exposed to democratic atmosphere are spontaneous and friendlier in their relationships. (27)

Sing and Walberg’s study reveal a high relationship between an affective classroom environment and achievement and positive attitude to the study. They say that if teachers are trained in affective interpersonal relations, their effective skills will help to reduce negative classroom influences and to promote a climate conducive to pupils’ growth, motivation and achievements and satisfaction.

Gordon says that in order to establish the classroom climate which will help the students to think rationally, independently as well as cooperatively, and to motivate them to develop their personal, social and intellectual competencies, the teacher must be proficient in the interpersonal skills (72).

Brown and MacDougall in their paper- “The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms” attempted to alter the social climate of classrooms by improving pupil-teacher relations, peer relations and pupils’ self-concepts through an in-service training programme. And they found that feedback and positive assessments of their classroom behaviour offered to teachers helped to build up positive self-concepts in their pupils.

2.3. Teacher’s Role in Classroom Teaching of English

The language teaching philosophy determines the method to be followed and each method assigns a new set of roles to the language teachers. “Teacher roles in
methods are related to the following issues: (a) the types of functions teachers are expected to fulfil, whether that of practice director, counsellor, or model, for example; (b) the degree of control the teacher has over how learning takes place; (c) the degree to which the teacher is responsible for determining the content of what is taught; and (d) the interactional patterns that develop between teachers and learners. Methods typically depend critically on teacher roles and their realisations." (Richards and Rodgers 28)

M. K. David points three essential qualities of an effective teacher. Firstly, he/she must obtain the feedback of the learners through sensitivity to both verbal and non-verbal cues. Secondly, the teacher should be able to facilitate learning and boost self-esteem in the learners and finally he/she has to constantly think of new ways to improve his/her teaching. (121)

Borrowing the terminology of Professor Edgar, R. E. Haskell in his work *Transfer of Learning*, divides the teachers into three categories- the first category of teacher is called "custodian." These are teachers who come into a classroom close the door and proceed to talk "at" the captive audience. There is very little, if any, give and take between teacher and student. Instead, the custodians carry on a tradition that they lived through. The second kind of teachers is the "content innovator." They do not want to do things in the same old way; they are dissatisfied with what has been going on. So they turn to the material they work with- the content of the course and try to change it. The third kind of teachers is the "role innovator". They are the persons who perceive that the role of both teacher and student must change. The role innovators are concerned not only with how people learn but also with how people get along with other people in order to learn. It is a role that makes the classroom student-centred
rather than teacher-centred, and makes the students active participants in their own learning.

Francis Johnson et al. define the roles of traditional teacher as- (i) model of language, (ii) lesson planner and director, (iii) presenter of new language material, (iv) controller/monitor of student practice-checking and correcting, (v) assessor of student knowledge and performance, and (vi) classroom manager. They also point out some contemporary changes in English classroom setting, such as- (i) learner-centredness, (ii) interpersonal communication, (iii) learner autonomy.

In *Applied Linguistics and Language Learning*, W. A. Bennett says that in order to develop the language skills in a learner, the teaching strategy must match the learning strategy as closely as possible. The teaching strategy must include a statement of activities in which the learner must engage if his learning is to be successful.

K. K. Bhatia says that learning a language is a process of “unfolding knowledge” and the teacher comes in as a facilitator of this process. He manages the classroom activities, acts as an adviser, supplying the language that students need, and at the same time is a “co-communicator” engaging in the communicative activities along with the students. (112)

In his Ph D research work “A Critical Study of English Language Teaching in Sudan”, Elnour Abdel Rahman Yeddi studied the various issues related to English language teaching in Sudan. The main objectives of the study were- (i) to study the academic and professional qualification of the teachers of English at the school level, (ii) to study the aims of teaching English language at the school level, (iii) to investigate the methods used in teaching of English language at school level, (iv) to study the availability of provisions necessary for effective teaching, and (v) to
investigate into the performance of students in English. The major findings of the study were- (i) all the teachers of English at the basic level were holders of only secondary school certificate, (ii) all the teachers of English at the secondary level were holders of only bachelor's degree, (iii) at the basic level the percentage of trained teacher was only 32.4%, while the percentage of training among the secondary level teachers was only 20.3%, (iv) 47.6% of the basic school teachers considered reading and writing skills as major objectives of ELT against 44.8% who checked listening and speaking skills. 79.7% of secondary school teachers considered reading and writing skills as major aims of ELT against only 20.3% of the same level teachers who checked speaking skill only, (v) 61.5% of the basic school teachers claimed that they use teaching aids whereas only 27.8% of the secondary school teachers claimed the same, (vi) 61.6% of the basic level teachers and 66.7% of the secondary level teachers complained of shortage of textbooks. 22.2% of the secondary schools organized activities in English such as reading magazines and newspapers, whereas only 24.2% of the basic schools checked on role playing in English as an activity organized by their schools, (vii) the courses emphasized on the communicative competence, whereas only 27.6% of the basic school level teachers and 16.6% of the secondary level teachers emphasized on listening and speaking as major aims of ELT, (viii) only 33.8% of the basic level teachers and 33.3% of the secondary level teachers used simple English to explain English lessons, whereas the majority of teachers of English in both the levels switched over to Arabic language to do the same, (ix) students' achievement in English was not up to mark, (x) the analysis of major errors of students in English showed that students did not learn the rudiments of the English grammar and they could not write simple correct sentences.
S. C. Jain in his article- "Child-centred Interactive Activities: A New Look at Instruction and Continuous Evaluation for Mastery Learning" tries to find out the effectiveness of organizing the continuous evaluation of the performance of the students even while they continue with the instruction and also at the end of the instruction for monitoring the progress in learning by the learners. The main objectives of the study were- (i) to develop a strategy for organizing the continuous evaluation of the performance of students even while they continue with the instruction and also at the end of instruction, (ii) to collect the available necessary instructional material and develop a set of child-centred activities for each step of a given concept, (iii) to organize a set of child-centred activities for each step, (iv) to use these activities for instruction and continuous assessment of the performance of students during instruction of a concept, at the end of instruction and after certain interval of time, (v) to diagnose the deficiencies in learning at various stages of instruction and timely organization of remedial measures to monitor progress in learning by the learners, and (vi) to find out the effectiveness of continuous evaluation and remedial measures for achieving mastery level learning by the learners. The major findings of the study were- (i) after conducting the instruction using an exemplar activity, about 45% to 70% students were not able to perform the similar tasks successfully, (ii) even after conducting guided activity and providing remedial teaching to the students, about 25% to 40% students could not perform the similar task successfully, (iii) between the two groups of successful and unsuccessful guided activity solver, there was not any significant difference on the score of each activity of post-test, (iv) in spite of failure in solving the guided and independent practice tasks at the initial stage, the remedial measures taken by the teachers helped most of the learners in performing the similar tasks successfully.
In his study “A Comparative Study of Teacher Education Programmes at Secondary Level in South Indian States”, G. R. Santosh Kumar sets the following objectives- (i) to conduct a comparative study of secondary teacher education programmes of South Indian states in vogue based on the curriculum for teacher education, (ii) to highlight the peculiarities in teacher education to improve the standard of teacher education in the selected states, and (iii) to compare the trends in teacher education for suggesting lines on which further planning may be made. The main findings of the study are- (i) the structure of teacher education recommended by NCTE had not been fully followed by the universities of the study in the preparation of secondary teacher education curriculum. (ii) Considerable differences existed among these universities with regard to various aspects of the curriculum. (iii) The curriculum remained unrevised for years.

In her research work- “A Study of the Effects of the Effective Classroom Communication Program on Secondary School Teachers”, M. Claire Macfarland mentions that teacher-pupil relationship is crucial to teaching-learning process. Interaction is the essence of any interpersonal relationship between teacher and pupil, their mutual attraction and hostility, the ways in which they perceives evaluation and react to one another and the way in which teachers’ behaviour creates, sustains and changes these relationships. Emphasizing on how interpersonal relations and self-attitudes play an important role in teaching learning process, she says that how people see themselves (self-concept) and the value they put on themselves (self-esteem) determine their goals, their attitudes, their behaviour and their responses to others. Macfarland says- “How crucial self-concept and self-esteem are to social and psychological well-being is demonstrated by the research studies in this field. In the description of research on self-esteem Wells and Maxwell (1976) point out that the
person with low self-esteem is likely to lack self-confidence, be shy, dependent on others, be non-explorative and guarded, and to use defensive facades (from Rosenberg, 1965), be unimaginative, value conformity, avoid self-analysis, and use repressive defences (from Linton and Graham, 1959); to be less creative, less flexible (from Coopersmith, 1967); more authoritarian (Boshier, 1969); and self-derogating and to be more disposed toward various forms of deviance or criminality (Kardiner and Ovesy, 1951; Reckless and Dinitz, 1976; Fitz, 1972).” (4)

Research works of Herman, Lulla and Morrisson also show that the teacher’s role greatly influence the classroom climate as well as the degree of effectivity.

Fry and Coe in their article- “Interactions among Dimensions of Academic Motivation and Classroom Social Climate . . .” found that classroom climate in which teachers are supportive and involved has a positive effect on pupils’ motivation for self-improvement, on their academic success and on their enjoyment of learning. Classrooms perceived by pupils to be highly teacher-controlled and competition motivated generated anti-school feeling and provide no motivation to improve academically.

In his work- Freedom to Learn, Rogers says that the traditional education goals and proposals are outdated and therefore, he advocates a change from content-centred to process-centred education. If there is to be a change from the content to process, there must also be a change in the kind of relationship between teacher and student. If method oriented education demands for an authoritarian classroom, the new process-oriented classroom will necessitate a change toward a more facilitative and democratic role for the teacher, in order that he may prepare his students to play a meaningful role in the fast changing, democratic society. This change in attitudes
aims at making schools humane and democratic, and in developing in the students, active, enquiring minds and independent learning styles.

Researches like Hart and Baxter find that pupils prefer teachers who are interested in and sympathetic to their problems, who are friendly towards all students. Tiedeman finds that high school students most dislike autocratic and dominating teachers.

According to Ryans and Cosgrove, the two main requirements of effective teachings are- i) a warm personal relationship and ii) professional competence. In their research works, Maheswari, Malhotra, and Singh and Sharma discover that the attitudes of teachers are significantly related to the verbal interaction in the classroom, acceptance of the students' feelings and using praise and encouragement, accepting and encouraging students' ideas, talk and initiation and asking questions.

Emphasizing on the need of different pre-service and in-service programmes for the teachers, Max Birnbaum says- "By whatever name it is known, human relationship training is capable, if properly employed, of producing substantial educational change. It holds tremendous potential for improving education by dealing with its affective components, reducing the unnecessary friction between generations, creating a revolution in instruction by helping teachers to use the classroom group for learning purposes." (79)

In their paper- "An Approach to Training in Population Communication" Ellingsworths, Weldon and Rosario set three goals for teacher training programmes- (i) to provide a wider set of alternatives to trainees, either by adding new skills to their existing repertoire, or by strengthening those which are weak, (ii) to help trainees to make effective choices from among these alternatives by providing appropriate
criteria, and (iii) to turn the trainees into effective consultants by training them to evaluate the criteria for more effective application for the skills.

In his *Client Centred Therapy: Its Current Practice, Implications and Theory*, Rogers mentions- "the task of teacher is to create a facilitating climate, in which significant learning can take place" (31). He also mentions that the creation of such climate includes hearing and understanding others when they are feeling or perceiving; it also involves the facilitator being himself heard and understood.

Pareek and Rao in their paper- "Behaviour Modifications in Teachers by Feedback Using Interaction Analysis", disclose that in a study, they gave a ten-day training in interaction analysis to teachers with the aim of modifying their classroom interaction behaviour patterns. Control and experimental group teachers were observed pre- and post- training, the latter observations being made for six months after the conclusion of the training. The investigators reported that the trained teachers showed consistent modification of their classroom behaviour patterns from direct to indirect. N. A. Nath in his study entitled- "Study of the Effect of Training on Interaction Analysis on the Behaviour of the Student Teachers" finds that after training the experimental group talked less and encouraged more pupil initiation, than did the untrained control group.

Ramachandran and Ramkumar observe-"Several micro studies and the few national surveys conducted have indicated that teachers use a very small range of teaching techniques. Their use of educational technology is also minimal. Apart from willingness of the teacher, there is need for the system to provide the facilities for the use of new techniques of teaching. . . . The utilization of available facilities is also very poor. Private schools, on the whole, have better facilities."(268). Criticizing the roles played by the Teachers' Associations, they say that the Associations have
functioned as "trade unions" agitating for higher emoluments and automatic time-bound promotions to higher grades and have unfortunately not been concerned about teacher efficiency and performance. They also admit that there are certain conditions within the classroom over which the teacher does not have much control and can only accommodate or ignore them. The student population today is a heterogeneous one, more so at the lower levels. The wide range of abilities and expectations that the teacher of today has to cope with makes his/her work very challenging, and complex. "To add to this, the teacher's capacities are being tested by the explosion of knowledge and the transformation of media into a tool of learning, which often, at higher levels particularly, takes away the advantage of knowledge of teacher (which gave him the aura in earlier days). Today, the teacher is often just a step ahead and can easily fall behind if he is not alert. Comparing this teacher to the guru of ancient days is not fair as the guru was more concerned with transmission of knowledge which did not change much during his life time and no one else in society was as learned as he." (268). Moreover, they feel that the teachers are frequently entrusted with census duties, preparation and revision of voters list, election duties and a host of other non-academic activities. At the same time, the salary of teachers has always been lower than other occupations which require much less intellectual competence and education." (269)

On teacher education, the National Policy on Education, 1986 states:

9.4. Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.
9.5. The new programmes of teacher-education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this policy.

(Rao 31)

Teacher's role in classroom teaching of English as second language is crucial and a teacher alone can make the learning process a successful and interesting experience. A language teacher is not only concerned with adopting a certain approach or teaching method in the classroom, but also expected to modify the strategies to suit situation. Gatenby says, "If we can train the teacher, make him efficient, and give him confidence, he can himself remove or get rid of most of the other drawbacks" (55).
WORKS CITED


