Chapter - IV

ANALYSIS II :
METHODS AND TECHNIQUES
4.1 General

This chapter deals with a comprehensive survey of new techniques and methods in English language Teaching. It is appropriate to discuss about the present situation in the class room before going into the details. This chapter analyses the changes in methodology and points out that the new methodology as required by the recent thinking in English language teaching is not fully followed in the class rooms at the Higher Secondary level in Tamilnadu. In other words, importance is given only to complete the course materials. In the process, imparting the language skills is neglected. This chapter analyses the techniques followed by the teachers in the schools taken for study, such as Corporation, Government, Aided and Matriculation in Tamilnadu. It also lists the methods and techniques the teacher should follow in the class room to meet the demands of the new question papers and to develop language skills of the students.
4.2 Methods and Techniques

A set of teaching techniques used in a particular syllabus and materials is known as a method. Based on certain linguistic and educational approaches, it is the sum of teaching techniques utilized in a certain situation. Various methods have been used so far in the teaching of English. Before arriving at a conclusion to choose the suitable method which fulfils the needs of the students, it is worthful to discuss some existing methods which are being followed in the present context.

4.2.1 Grammar Translation method

Grammar Translation method is practised in Regional medium institutions. Teachers were of the opinion that the knowledge of grammar would facilitate the learners to have mastery over the language, which would help them in developing knowledge. For quite a longtime, this method was being used throughout the world. The importance was given to grammar and not to develop language skills.

a. Merits

Students comprehend the meaning quickly. It also helps to compare the grammar of first language and second language. Translation
of the grammatical features is predominant. The teacher more often becomes a translator. He finds it easy to convey the information and the students receive the matter without any difficulty or effort.

b. Demerits

This method does not help the students who are hesitant to interact with those who are highly competent in spoken English. Only reading is given importance. There is no chance for giving oral practice and practice in pronunciation. The aims and objectives of the teaching and learning of English are not achieved.

4.2.2 Direct Method

In 1920s, this method was proposed to use. The only method practised in English medium schools is the Direct Method. The teacher does the role of the learning materials. He directly involves in conveying the information.

a. Merits

As there is a direct contact with the teacher, learners cultivate oral fluency and spontaneity. Practice for fluency is provided. The
association of speech with ideas is cultivated. Spoken English is developed. An apt atmosphere for such development is created by the teacher. Students avoid fear and speak with the teacher and among themselves.

**b. Demerits**

Grammar is taught by situation. But it does not impart any real grammatical awareness. It is difficult for learners to tackle new materials on their own. This method facilitates reading and writing. But these skills might not receive adequate attention. This method is not conducive for rural students. As there is limited time, it is not ideal for overcrowded class rooms. Speaking in full sentences is practised with a limited vocabulary.

**4.2.3 Audio Lingual Method**

This method uses the techniques of analysis provided by American structuralist linguists. It consists formal principles of linguistics and psychology. Teaching of language necessitates the analysis of language. Audio-Lingual, the instructional material is normally of conversations or dialogues.
a. Merits

The learners have the chance to learn the language grammatically and linguistically. It is a psychological approach. Learning and speaking are the main considerations. Graded structures are taught.

b. Demerits

The teacher and the students find it time consuming and laborious. There are differences between Audio-lingual and Functional Notional method. Audio-lingual stresses 'Form and Structure' whereas Functional - Notional stresses Meaning and in the latter teachers help learners. Others argue that linguistic analysis proceeds theoretically from sound to sentence. It is concluded that learning itself proceeds in the same way.

4.2.4 Audio Visual Method

This method uses texts, recording and illustrations based on the teaching concepts.
a. Merits

In the quarter century since 1956, language teaching has been dominated by linguists. Any single method could not achieve optimum success. The substitution of Chomskyan Transformational Generative Theory and generative Psycholinguistic for structuralism and the conditioning theory would restore to audiolingual teaching, its status of best method.

Situations are created to make learners understand properly. Words are practised in meaningful situations. Chances are provided for acquiring command over the language. This method provides a basis for well understanding.

b. Demerits

This method is a time consuming method. It is also an expensive method. Practical difficulties arise in providing the materials.

4.2.5 Structural Approach

In this approach, structures are selected, practised and graded. Structural approach is based on the importance of forming language habits, speech and the activity of learners.
a) **Merits**

There is a change to have mastery over structures. Essential structures are taught. Emphasis is laid on the aural-oral approach.

b) **Demerits**

Competent teachers are not available. Growth of vocabulary is arrested. Adequate and overall attention is not given.

### 4.2.6 Situational Approach

This approach is adopted through meaningful situations. First language is seldom used. It is taught in natural situations.

a. **Merits**

Students are greatly motivated. Language relies much on situations rather than linguistic devices. Meaningful drills are given. The structure or a word becomes meaningful if it is used in an appropriate situation. Language teaching can also be effective and realistic. Situational teaching stimulates the learners and creates a desire to communicate.
b. Demerits

Teachers are not resourceful. It is a time consuming approach. Sources and resources are inadequate. The methods and approaches so far discussed are only the existing ones clubbed with merits as well as demerits. In order to rectify the limitations of the above ones, the effective and essential learner-centred method needed for successful teaching learning process is Communicative Approach because the present world is a communicative one.

4.2.7 Communicative Approach

Wilkins (1982) represents communicative movement in Notional Syllabus. It is interesting to note the differences between Communicative Approach and Communicational Approach.

Communicative approach gives importance to speech. Speech is a starting point for the skills of reading and writing. This approach introduces language in the form of conversations. This approach is effective as it gives importance to both socio cultural and structural aspects of the language simultaneously. Structures are introduced in appropriate contexts based on the socio linguistic theory. Context oriented texts replace stereo typed vocabulary and usages. This approach develops communicative skill among learners and effective language teaching among teachers.
The Communicational Approach creates in learners an urge to understand or to say things and a need or desire to use language. The function of language is communication. Importance is given to language use rather than language structure. Items are learnt better. Large number of items are presented at a time. But language items are not defined. Immediate feedback and continuous evaluation are more difficult. This approach enlarges the learners' command of using structure. The structure of all languages can be taught and learnt through activities involving language use.

4.3 Need for Communicative Approach

Every teacher of English creates an atmosphere for teaching learning process. Every child has the ability to talk and understand language. English has been growing in our socio-cultural and linguistic setting. English interacts with other languages in this society. English is a language of opportunity and of upward social mobility. Hence change in syllabus and methodology is essential.

Experts in the field of English language Teaching have recommended that the structural approach should be replaced by the communicative approach. Learning is conscious, but acquisition is sub...
conscious. It is the sub conscious process that it must be attained through providing the right kind of input-books, magazines, pictures, problems and the right kind of motivation.

4.4 Characteristics of Communicative Language Teaching

The following essential features are compiled from Christopher (1998).

1. A focus on the needs of learners, and attempts to define their needs. (learner-centredness and needs analysis).

2. An emphasis on the content of the activity, rather than on language learning. (A concentration on the message rather than on the medium).

3. A tendency to specify syllabuses in terms of meaning (notional or semantic syllabuses) or speech acts (functional syllabuses) rather than in term of structure/lexis. (function, rather than form).

4. Encouragement and tolerance of language variation in the classroom, even to the extent of mixing first language and second language use.
5. **Individualize** work. (respect for learning styles and learning pace).

6. **Errors tolerated** as a natural part of process of language acquisition. (fluency rather than grammatical accuracy).

7. A supportive environment, to encourage guilt-free participation, a reduction or suspension of the teacher's judgemental role.

8. Use of techniques which encourage student participation in natural environments- group and pair-work, role-play, simulation and information-gap exercises.

9. Presentation of language **items in contexts** of typical use rather than in isolation. (use rather than usage; discourse rather than the sentence).

10. **Material** which are either 'authentic' (i.e, not originally intended for language teaching at all), or which simulate authenticity.

11. A lack of prediction by the teacher of exactly what language is to be used by learners, because they will be engaged in simulated 'natural' language activity - whether reading, listening, conversing or writing.
4.5 Communicative Methodology

In fact, there is no fundamentally new communicative methodology. But group activities through interaction and speech become communicative. Teachers should know the techniques, understand the syllabus and study the minds of the students. They should make everything effective. Even while communication, they must give importance to vocabulary, pronunciation, stresses and intonation.

Chomsky (1966) argues that linguistics actually was part of psychology, probes of subject, and object relations are recognized, more rapidly when presented in Noun Verb and Verb-Noun order respectively (Walker, 1976).

4.6 Grammar based Activities

Some scholars think that analytic or grammar based activities have been effective and the controlled process may proceed the development of automatic processes. In psychology, importance is given to human behaviour. It consists of selecting certain views of innumerable stimuli in the environment and organizing experiences along certain pattern. Both selection and organizing patterns bear a definable relation to the structure of language and to linguistic habits.
4.7 Approaches and Communication

The approaches adopted in English language teaching are:

1. Self-learning techniques for general knowledge acquisition-communicative approach.


4. Completely dependent on system and syllabus-structural approach.

Teaching based on structure and lexis is seriously deficient in meeting learners communicative needs. The exchange of meanings, receiving, reshaping and transmitting meanings of different kinds is central to the process of communication. Teaching language through communication constitutes a meaning-focused condition and information content.
4.8 Technique based on Syllabus and Sources

There should be a flexibility in teaching methods and techniques and attitude of tolerance to learner's errors. A good teaching should have flexible methods and techniques correcting mistakes as mistakes are the evidence of learning.

The teachers give preference to a given method in the light of their personal experience and in consideration of the student's individual nature. By experience, the teachers should study the area, resources, status of the school, the family background, mental calibre, attitude and also the aptitude of the students and make their techniques and approaches according to these factors.

4.9 Need for Language Testing

Narasimha Rao (1980) has quoted in his work that in view of Chomsky, language and learning are interdependent. The three major assumptions are that the aim of plus one language teaching is to develop grammatical and communicative competence. The Transformation of the Generative Approach is directed towards the way the active speaker learns his own language. The testing strategy should be included.
The importance is to be given to language testing as it is given to language teaching. Five factors adopted in language testing are

1) Language is a setting of habits
2) Language is primarily speech and then writing
3) Language is descriptive.
4) Language is not facts
5) The language is the mastery of the code. The objective types of items have an advantage over the free response types for the responses can be made more quickly.

4.10 Role of English Teachers and Students in Communicative Skill

Fluency, mental ability, alertness and responsiveness to audience are necessary for the English teachers to have a good performance. Specialized teachers are to be appointed for teaching English. Importance should be given to skills and practice as framed in XI and XII standard books. It will be greatly acknowledged that the ultimate aim in language teaching is to make the learner acquire communicative competence. It will be fulfilled only by the specialised teachers. They possess the capability to communicate a second language. Pronunciation, capability and overall proficiency in a given language are independent capacities. The teacher has to make the students learn all the skills naturally.
Students must have a desire to communicate. Unless a learner acquires all the four basic skills, he can not attain the aimed competence in the most advanced communicative skill. Speaking about the communicative skill, the following points are worthful to note here.

"The communicative skills among students are unfortunately on the decline because of lack of application to attain perfection in both written and spoken language. The students falter in spellings for even such common words like 'accommodation' and 'tuition'. Referring to the dictionary is becoming a dying habit" (Ilango, 1977)

Importance should be given by the teachers of English to pronunciation, stress and intonation. If fluency and accuracy are adopted by the teachers, it will have a good effect on the learners.

4.11 Techniques

Keeping these points in mind, the techniques of teaching English adopted by the teachers of higher secondary classes are analysed through the Questionnaire. This analysis may be compared among all the four categories of schools such as Corporation, Government, Aided and Matriculation. Through this comparative analysis, techniques, the
adoption of many techniques, the effect and the practice of those techniques are estimated with the help of the answers given by the teachers to the questions raised in the Questionnaire.

4.12 Classification of the Techniques

This study aims at classifying the techniques as follows.

1. Practice of pronunciation with proper stress, pause and intonation.
2. Practice of synonyms and antonyms.
3. Practice of grammar.
4. Practice of homophones.
5. Warming up or motivation
6. Conversing in English outside the classroom
7. Using dictionary and other materials
8. Asking questions
9. Practice of reading and model reading
10. Practice of audio and video aids
12. Maintaining balanced rapport between the teacher and the taught
13. Conversation or discussion
14. Dialogues and debates
15. Role plays and simulation.
4.13 Analysis of the Techniques

According to the points raised above, the techniques of teaching English are analysed with the help of the Questionnaire. Through the Questionnaire, 150 English teachers working in Corporation, Government, Aided and Matriculation schools have expressed how many techniques are followed by them and how many are not followed. They have also said at what level the adopted techniques are helpful in communicative aspect.

1) Teaching English through the practice of pronunciation, stress, pause and intonation is analysed. With regards to teach pronunciation, stress, pause and intonation by the teachers (Questionnaire: Question No.B-6), the analysis shows as follows.

10 Corporation schools out of 16 adopt this technique fully. In Government schools 52 out of 66 adopt this. In Aided schools 37 out of 47 follow this. But in Matriculation schools 20 out of 21 follow this technique. The percentage is respectively 63%, 79%, 82% and 95%. (Diagram - 1)

Hence it is concluded that all categories of schools show better performance by keeping above 60% in adoption of this technique.
DIAGRAM 4.1
TECHNIQUE OF TEACHING PRONUNCIATION,
STRESS, PAUSE AND INTONATION
COMPARATIVE STATEMENT
2) In giving importance to the techniques of using synonyms and antonyms for developing vocabulary (Questionnaire : Question No. B.7). 11 Corporation schools out of 16 follow this. 52 out of 66 Government schools follow this. 38 out of 47 Aided schools adopt this technique. In Matriculation schools 18 out of 21 follow this. The percentage is 69%, 79%, 84% and 86% respectively. (Diagram - 2)
DIAGRAM 4.2
TECHNIQUE OF USING SYNONYMS
COMPARATIVE STATEMENT

Category of Schools
- Corporation Schools
- Government Schools
- Aided Schools
- Matriculation Schools
3) With regards to the usage of grammar during the teaching process (Questionnaire: Question No. B.8), the technique of English applies as shown below. 7 Corporation schools follow this technique. 44 Government schools follow this. 32 Aided schools adopt this technique. Only 10 Matriculation Schools follow this. The percentage is 44%, 67%, 71% and 48% respectively. (Diagram - 3)

When compared with techniques of 1 and 2, there is a considerable variation in the third technique among the four categories of the schools.
DIAGRAM 4.3
TECHNIQUE OF TEACHING GRAMMAR
COMPARATIVE STATEMENT

Percentage

0% 10% 20% 30% 40% 50% 60% 70% 80%

Corporation Schools  Government Schools  Aided Schools  Matriculation Schools

Category of Schools

116
4) With regards to the technique of practising homophones (Questionnaire: Question No. D.3), the comparative analysis stands as noted below:

- 13 Corporation schools follow this. In Government schools, it is 50.
- 33 Aided schools follow this. Only 11 Matriculation schools adopt this. The percentage is 81%, 76%, 73% and 52% respectively.

(Diagram - 4)

It is to be pointed out that Corporation schools show a remarkable percentage by keeping 81% whereas Matriculation schools do not give much importance to this technique as they get only 52%.
TECHNIQUE OF TEACHING HOMOPHONES

COMPARATIVE STATEMENT

Corporation Schools  Government Schools  Aided Schools  Matriculation Schools
5) With regards to provide motivation or warming up before starting the lesson (Questionnaire: Question No. B.1), 10 Corporation schools among 16 follow this technique. Among 66 government schools, 47 schools follow this. In Aided schools, 37 follow this. Among 21 Matriculation schools, 15 adopt this. Hence the percentage is 63%, 71%, 82% and 71% respectively. All categories of schools show better performance getting above 60% in this technique. (Diagram - 5)
TECHNIQUE OF PROVIDING MOTIVATION OR WARMING UP

COMPARATIVE STATEMENT

Category of Schools

Corporation Schools  Government Schools  Aided Schools  Matriculation Schools

Percentage

90%  80%  70%  60%  50%  40%  30%  20%  10%  0%
6) As far as conversing in English outside the class room (Questionnaire : Question No. B.3), 8 Corporation schools, 34 Government schools 26 Aided, and 18 Matriculation schools adopt this. The percentage is 50%, 52%, 58% and 86% respectively (Diagram - 6)

In adoption of the technique of conversing in English by the teachers outside the class room, the performance of the Matriculation school teachers is better by reaching 86% whereas the other three categories get only 50%, 52%, and 58%.
DIAGRAM 4.6
TECHNIQUE OF CONVERSING IN ENGLISH
OUTSIDE THE CLASS ROOM
CAMPARATIVE STATEMENT

Corporation Schools  Government Schools  Aided Schools  Matriculation Schools

Category of Schools

Percentage

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%
7) The usage of Technique that is referring to the dictionary by the teachers before pronouncing the new words in the open class gives the following comparison (Questionnaire : Question No. B.5). 9 out of 16 Corporation schools, 40 Government schools, 30 Aided schools and 11 Matriculation schools use this technique. The percentage is 56%, 61%, 67% and 52% respectively. (Diagram - 7)

In this analysis, it is proved that no category of schools shows better performance. However Aided schools stand good by getting 67%.
DIAGRAM 4.7

TECHNIQUE OF REFERRING TO THE DICTIONARY

COMPARATIVE STATEMENT

Category of Schools

- Corporation Schools
- Government Schools
- Aided Schools
- Matriculation Schools
8) With regards to the technique of asking questions (Questionnaire: Question No. B.9), all categories of schools show better performance. The percentage is 94%, 79%, 80% and 100% respectively. In this technique, Matriculation schools get cent percent. Other categories of schools also get good percentage. (Diagram -8)
9) The technique of reading the passages by the students after teaching is tested through the Questionnaire. (Question No. C.14) 14 Corporation schools follow this. 37 Government schools adopt this technique. In Aided, the number is 35 and in Matriculation, it is 11. The percentage of analysis is 88%, 56%, 78% and 52% respectively. (Diagram-9). Among all the categories, Corporation schools show better performance by getting 88%.
DIAGRAM 4.9
TECHNIQUE OF READING

COMPARATIVE STATEMENT

Corporation Schools
Government Schools
Aided Schools
Matriculation Schools
10) Regarding the technique of giving model reading (Questionnaire Question No. C.2), the Corporation schools count 88 per cent. The Government schools are also 88%. In Aided schools, it is 91%. But in Matriculation schools, it is 86 percent. It is tested through the answers given by the teachers in the Questionnaire. (Diagram - 10)
DIAGRAM 4.10

TECHNIQUE OF GIVING MODEL READING

COMPARATIVE STATEMENTS

Percentage

92%
91%
90%
89%
88%
87%
86%
85%
84%
83%

Category of Schools
Corporation Schools
Government Schools
Aided Schools
Matriculation Schools
11) With regards to the technique of using black board (Questionnaire:Question No. D.1) the Corporation schools reach 94% whereas Government schools successfully get 97%. In Aided schools it is 80% and in Matriculation schools it decreases to 76 percent. (Diagram-11)

During Observation, 14 teachers out of 20 used black board while they taught. The information for this analysis has been derived from the answers given by the teachers in the Questionnaire.

Hence this analysis shows that Government schools stand better in using black board. Percentage is 97%. Other categories of schools stand good by getting 94%, 80% and 76% respectively.
12) Regarding the technique of making the students enriching skills, the rate is estimated to all the four skills viz., listening, speaking, reading and writing. This point has been taken from the Questionnaire which means that the students enrich all the four skills during teaching learning process (Questionnaire : Question No.D-5). The Corporation schools get only 50 per cent. But Government schools get 64 % whereas Aided schools get only 60%. But the Matriculation schools get 71 percent. In this technique, all categories do not show remarkable performance. (Diagram - 12)
TECHNIQUE OF MAKING THE STUDENTS ENRICHING SKILLS

COMPARATIVE SKILLS

CORPORATION SCHOOLS
GOVERNMENT SCHOOLS
AIDED SCHOOLS
MATRICULATION SCHOOLS
13) In connection with the technique of using radio and television (Questionnaire: Question No. D-6), Corporation schools come to 50 percent whereas Government schools get 67 percent. Aided schools get 56 percent whereas Matriculation Schools get 76 percent. In this technique, Matriculation schools stand better. The performance of the Government schools is good. The Aided schools and the Corporation schools show the performance below 60%. (Diagram - 13)
DIAGRAM 4.13

TECHNIQUE OF USING RADIO AND TELEVISION

COMPARATIVE STATEMENT

<table>
<thead>
<tr>
<th>Category of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporation Schools</td>
<td>50%</td>
</tr>
<tr>
<td>Government Schools</td>
<td>70%</td>
</tr>
<tr>
<td>Aided Schools</td>
<td>60%</td>
</tr>
<tr>
<td>Matriculation Schools</td>
<td>70%</td>
</tr>
</tbody>
</table>
14) Regarding the technique of maintaining the teaching process as sound centred, grammar centred, word centred, sentence centred and all the four, for the level of testing, the answer 'all the four' has been taken. (Questionnaire : Question No.E-1). This question was given to test the teaching whether it was based on sound (importance to pronunciation) or based on grammar (importance to grammar) or based on word (importance to vocabulary) or based on sentence (importance to sentences) or based on all the above four. The result is that the Corporation schools get 56 percent. But the Government schools get 82 percent. The Aided schools get 78% and the Matriculation schools get only 76% percent. (Diagram - 14)
TECHNIQUE OF MAINTAINING TEACHING PROCESS
COMPARATIVE STATEMENT

Category of Schools

- Corporation Schools
- Government Schools
- Aided Schools
- Matriculation Schools
15) Considering the technique of using materials other than the prescribed texts, the result is surprising and poor. (Questionnaire: Question No.E.2). Among 16, 3 Corporation schools follow this. 29 Government schools follow this. 20 Aided and 5 Matriculation schools follow this. The percentage is 19%, 44%, 44% and 24% respectively. By using related subject materials Government and Aided schools stand better getting 44 percent. Matriculation and Corporation schools show poor performance by getting 24% and 90% respectively. (Diagram - 15)
TECHNIQUE OF USING MATERIALS OTHER THAN THE PRESCRIBED TEXTS

COMPARATIVE STATEMENT

Corporation Schools
Government Schools
Aided Schools
Matriculation Schools
16) Taking into consideration, the technique of getting a suitable class room climate, the answers given by the teachers are tested. (Questionnaire : Question No.E.5). For successful class room teaching learning process, the atmosphere of the class room is important. The students should be alert and enthusiastic. Teachers should also be capable of creating such atmosphere. In this test, Corporation schools possess 63 percent and Government schools get 50 percent. Aided schools get 69 percent but Matriculation schools get 86 per cent. In this technique, Matriculation schools show better performance than the other three categories. (Diagram - 16)
 DIAGRAM 4.16
TECHNIQUE OF MAKING SUITABLE CLASS ROOM CLIMATE
COMPARATIVE STATEMENT

Percentage

Corporation Schools
Government Schools
Aided Schools
Matriculation Schools

Category of Schools

143
17) With regards to the technique of making a proper rapport between the teacher and the students, the answers given by the teachers have been tested. (Questionnaire : Question No.E.6). For effective communicative English teaching, interaction between the teacher and the students is essential. If there is a proper rapport, teaching - learning becomes a two way process. In this test, Corporation schools get 75 percent whereas Government schools get 73 percent. Aided schools get 84 percent and the Matriculation schools get 81 percent. Aided schools get better performance than the other three categories of the schools. (Diagram - 17)
TECHNIQUE OF MAKING A PROPER RAPPORT BETWEEN THE TEACHER AND THE STUDENTS

COMPARATIVE STATEMENT

Category of Schools

- Corporation Schools
- Government Schools
- Aided Schools
- Matriculation Schools

Percentage
- 66%
- 72%
- 74%
- 82%
- 84%
- 86%
4.14 Observation and Interviews

As it has been already pointed out in the Introducing Chapter, 150 schools in the State were selected for distribution of the Questionnaire. Among 150, 20 class rooms were observed. All the 20 Lesson Plans of the teachers were checked. The merits and the limitations in their Lesson Plan Notes were derived. 100 English teachers including 20 observed teachers were interviewed. All details regarding syllabus, text book, examination, resources, profession, authorities, management and job satisfaction were collected.

With the help of these collections, the reasons for possibilities and the impossibilities of the teachers in adoption of the teaching techniques are pointed out below.

4.14.1 Insufficiency in Lesson Plan

Lesson plan is an important tool which makes teaching aimful. 16 teachers among 20 are under the impression that preparing notes of lesson is laborious. Even if they prepare, they do it for record sake under the condition of submitting it to the higher authorities. Only 4 teachers have the opinion that lesson plan plays a great role, supports and advocates the Teacher's Hand Book. They are under the impression
that lesson plan remains as a valuable Log Book and fulfils the following aspects in making the teaching successful.

1. presents material in a logical and effective way.
2. makes provision for selecting contents
3. economizes the time and efforts of teacher
4. avoids frustration
5. reflects teacher's personality
6. provides opportunity to the teacher to experiment with his ideas
7. creates confidence in the teacher
8. makes the teacher to stay within the purview of the topic

4.14.2 Insufficiency in Profession

Among 20 observed teachers, 8 teachers are insufficient in profession for want of subject matter and presentation. If they are grown up professionally, they help the students for harmonious growth and development. The all round development of the student is called PIMSA which means

1) Physical
2) Intellectual
3) Mental
4) Spiritual and 
5) Aesthetic development.

If the teachers possess all round development, they inculcate this to the students. With the help of the Interview with the teachers, the following points, essential for professional growth of the teacher, were derived.

1) Stuff in subject matter
2) Correct pronunciation and intonation.
3) Proper presentation of the subject matter.
4) Participation in Orientation Courses.
5) Participation in Group Discussion and Seminars.
6) Presentation of Papers and Articles.
7) Learning current Publications, Journals and Newspapers.

4.14.3 Lack of Presentation

Among 20 observed teachers, 6 teachers struggled to present the subject matter. 15 teachers neither read English Newspapers nor referred to the dictionary on the observed days. Teachers should present the subject matter at the level of the students. For successful Communicative Language Teaching, linguistic background is essential. Language is viewed as it is for communication and the communicative
approach develops. Linguistic theory is concerned primarily with an ideal speaker and a listener. If the teachers lack linguistic background, they cannot present the subject matter and communicative language teaching effectively. They are the biggest influence by treating the students humanely and making learning effectively through proper presentation. Narayanan, K.S. (1997) has pointed out in the following way illustrating the above.

"The very first duty of a teacher is to win the hearts of his students through his ability to present the subject. Lectures will not enlighten the students: They only reveal that the person is not sure of what he reacts to say. The teacher should deliver the goods in such a manner that it reserves in gradual blossoming of a bud during the first rays of the sun".