Chapter - VI

FINDINGS, SOLUTIONS AND SUGGESTIONS
CHAPTER VI

FINDINGS, SOLUTIONS AND SUGGESTIONS

6.1 General

This chapter exhibits the findings, solutions and suggestions under each heading. It defines the reasons for the commitment of errors done by the students and gives some solutions. It formulates a set of techniques of teaching English to be followed in the class rooms to meet the new demands of.

1) English Language Teaching Principles
2) Syllabus
3) Text books and
4) Question papers.

It also suggests measures which will enable the teachers to follow a new set of techniques as outlined above. It points out some instructions to the students to be followed for the successful learning process.

New principles of English Language Teaching have been framed. It was said that syllabus based on the structures would be more
conducive to the efficient teaching of English in India. Properly graded structures are as important as graded vocabulary. Six hours per week continuously for six years should be allotted for language teaching. The approach should be primarily oral. A teacher should stand for the significance for the teaching of languages, of such insights and understanding as they have been attained in Linguistics and Psychology. In acquiring skills, linguistic difficulty interferes. For example, vocabulary is a factor in reading. Silent Reading and Group Reading should be insisted. There are suggestions for and against oral reading. In English Language teaching principles, cassettes should be included effectively.

A complementary approach is of getting an idea of the values and norms of the culture. The purpose of acquiring a communicative competence, one has to rely on communicative practice in real situations and roles. Spoken or written English means communicating something. Communication involves freedom and unpredictability. Currently, teachers feel guilty for not being communicative.

New set of syllabus has been framed. The syllabus should be flexible. The syllabus should provide good materials and create self-study. It should also recommend the increase of periods and Communicative Language Teaching. It should include Audio Video practice of Teaching by recommending for those items. It should facilitate
Orientation courses to teachers and practical courses to students. It should recommend for visits to the students in order to develop skills.

Moving to the linguistic aspect of the curriculum, oral language development is seen vital. There is a chance to leave it as a neglected part of the instructional programme. So properly designed oral assessment or practice to conduct although the course should be fixed to gain insights of the students' language competence.

The works of Halliday (1968) helps to communicative language teaching. It expected the learner to write correct sentences and to use appropriately in their communicative language. The communicative syllabus should be teacher initiated and students centred. It will be appropriate to quote the view points of Gnanasundaram (1983: 43-6).

"The subject matter and language should be within the experience of the child. The lesson may be written from the point of view of the child and not from the point of view of the author"

It should include the techniques that make for greater interaction in the class room. A greater number of class room hours should be allotted to the teaching of English than usually provided. The
large classes, the poor standard or students and inadequate time impose severe restrictions on the teacher. His main concern seems to be to cover the syllabus within the time available and to students are concerned only with the passage to be memorised and reproduced in the examination.

The teaching of English in India is a complex process of learning how to mean in national and international settings. It may be interpreted to mean a progressive mastery of a communicative competence, the ability to use language effectively in different social contexts. New syllabus, text books are to be reviewed periodically and revised if necessary, conducting Reorientation courses. In view of helping learners to attain the level of competence which will enable them to use English with a fair amount of confidence in a variety of situations, the syllabus should provide a rich variety of linguistic and sociocultural materials with the focus on what to say and what to write, when and how.

Communicative Language Teaching pays systematic attention to functional as well as structural aspects of language. The learners' ultimate objective is to take part in communication with others. Communication activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. Learners are responsible for conducting the interaction. One of the
Characteristic features of the communicative approach to language teaching is that it enables the teachers to make assumptions about the types of communication which will equip learners to handle. This applies equally to communicative testing.

As per the views of Ashok K (1980), the Communicative competence is of four stands:

1. Group competence
2. Socio-linguistic competence.
3. Discourse competence.

When teachers and students become together, teaching-learning process becomes successful.

The following are the important advantages of communicative approach.

1. Language centered approach
2. Immediate relevance of learner using the language.
3. Learners are more motivated.
4. Time is saved.
5. Equipment of skills.
The teacher's role in adopting Communicative Language Teaching is

1. Providing necessary language items—source of guidance and help
2. monitoring students' strength and weakness.
3. exercising a more immediate influence over the language used.

The following are the important procedures in order to develop communication.

1. conversation or discussion sessions.
2. basic dialogues and role plays on school experience.
3. simulation.
4. learners must create the interaction themselves.
5. debate.

The teacher should act as a co-communicator and can offer the kinds of stimulus and experience. His role should be as a guide. He should provide more opportunities to the students and should treat their errors normal. Hence Communicative Language Teaching is using the language in various meaningful situations.
Practice in phonetics for the teacher is a must. Phonetics correlates pleasant voice, quality, volume, pitch, duration and tempo (speed). Oral approach stands a cardinal principle of teaching a modern second language and the quickest start. Language is more a matter of ear and tongue than of eye and tongue. The approach helps to learn a language in short time. Mistakes can be checked at the very moment.

New Educational Policy stresses the role of new technology such as Video and Computer in language teaching and learning. 'Chalk and talk' approach involves one way communication. It puts the student in the role of a passive recipient. The student should be led by means of a dialectical teaching style to discover what he is already capable of recognising. The teacher leads the students by means of a question-answer technique to acquire knowledge. Teachers have to develop necessary competence for practising the interactive style of teaching. Interactive teaching with dialogue, discussion, etc., provides a development of higher order mental abilities, such as critical thinking, ability to analyse, capacity to decide and communicate.

The English teacher should use the blackboard properly. He should draw sketches and figures while teaching poetry. He should use colour chalks while teaching intonation, stress and other grammar exercises. He should also use colour chalks while teaching vocabulary.
in prose. The new lexical items should be displayed by the teacher daily so that the learners will be familiar with them and they will enrich in orthographical aspects.

Radio, recordings, tapes, cassettes, pictures, etc., should be used by the teachers. The teacher should arrange Radio classes and provide the cassettes and tap records. Pictures, charts and photographs should be properly used for teaching phonetics and giving communicative skill.

Newspapers are very much helpful and advantageous in the point of motivating the teaching, learning process and strengthening communicative skill. Students should be insisted to read the English Newspaper daily in general and 'know your English' and 'Education columns' in the Open page of The Hindu every Tuesday in particular.

Computer is a modern device which will help teaching and learning process more effective and up to date. Interactive teaching will be properly programmed and displayed. Language items can be diagrammed in different colours. Play way techniques should be used to teach different passages. Question-answer techniques can be well performed to have communication real and lively. Situations like a scene of interview (question - answer), a conversation or dialogue passages
between two (person A and B), a discussion (persons A, B, C...) may be well exhibited in computers to develop communicative skill. By watching the questions and the proper responses, the students can get interest and aspire to speak. With the help of the computers, the work of the teacher is minimized. Lexical items like synonyms, antonyms, homophones and objective type questions with multiple choices may be fairly practised through computer.

6.2 Findings in a Nutshell

1. In the technique of teaching English through the practice of pronunciation, stress, pause and intonation, Matriculation schools stand better by getting 95% when compared with the other three categories such as Corporation, Government and Aided Schools.

2. In the technique of teaching synonyms and antonyms for developing vocabulary, the result is the same. Matriculation schools stand better by getting 86%.

3. In the technique of teaching grammar, Aided schools show better performance with 71%.
4. In the technique of practising homophones, Corporation schools stand better with 81%.

5. With regards to the technique of providing motivation, Aided schools stand better with 82%.

6. In adoption of the technique of conversing in English by the teachers outside the classroom, Matriculation schools get 86% with better performance.

7. In the technique of referring to the dictionary, Aided schools stand better with 67%.

8. With regards to the technique of asking questions, Matriculation schools get 100%.

9. Regarding the technique of giving model reading, Aided schools stand better with 91%.

10. In the technique of using blackboard, Government schools stand better with 97%.
11. Regarding the technique of making the students enriching all the four skills, Matriculation schools show better performance with 71%.

12. In the technique of using radio and television, Matriculation schools come out with better performance getting 76%.

13. Regarding the technique of maintaining the teaching process as all the four such as sound, grammar, word and sentence centred, Government schools stand better with 82%.

14. In the technique of using materials other than the prescribed texts, Government schools and Aided schools stand equally better with 44% than Corporation and Matriculation schools.

15. With regards to the technique of making a proper rapport between the teacher and the students, Aided schools get better result of 84%.

16. Errors in speaking committed by the students were collected in the following order namely phonological, lexical, grammatical and discourse based. In phonology, students commit errors in weak forms, vowels, diphthongs and
consonants. In lexis, they commit errors mostly in homophones. In grammar, they commit errors in articles, prepositions, and concord. In discourse, they commit errors in the tenses, numbers, words and phrases.

17. In the same way, students commit errors in writing in the following order namely orthographical, lexical, grammatical and discourse based. In orthography, students commit errors in spelling of the words. In the lexis, they commit errors in homophones and dialogue writings. In grammar, they commit errors in articles, numbers and concord. In discourse, they commit errors in words and phrases, voices and tenses, embedding and sentence patterns.

18. On finding the validation of the hypotheses, the first point has been arrived that the new methodology of Communicative Language Teaching is not fully followed in the class rooms at the Higher secondary level in Tamilnadu as it reaches only 71.2% through the analysis.

19. The second point is that the new text books do not fulfil the demands of the principles and objectives of English Language Teaching laid down by the new methodology as the derivation is only 62%.
20. Students studying in Rural area are not so good in communicative skill when compared with those studying in Urban area as the percentage is 61.3 whereas in the Urban area it is 66.7%.

21. Teachers of English working in the schools of Rural area do not exhibit efficient Communicative Language Teaching when compared with those working in Matriculation schools of Urban area by getting only 68.5% whereas the teachers get 84.8% in Urban area.

6.3 Solutions

1. Rectification for phonological Errors

To avoid the commitment of errors and to enhance communicative skill in speaking, more practice should be given in phonology. For practice, more exercises should be given.

a. comparative examples in vowels.

\[
\begin{align*}
/a:/ & \quad /\mathbf{u}:/ \\
\text{heart} & \quad \text{hot} \\
\text{cast} & \quad \text{cost}
\end{align*}
\]
sharp
large
guard
shop
lodge
god

b. comparative examples in vowels and diphthongs.

/e /
bed
bet
mess
men
head

/æe /
bad
bat
mass
man
had

/e i /
gets
wet

c. Taking the odd ones in diphthongs.

(the underlined words are odd ones)

1. hair, hear, chair, fair
2. hate, height, white, right
3. coat, boat, date, choke
4. die, buy, line, rate
5. cheer, fear, fair, dear
d. Taking odd ones in initial consonants.

1. choke, joke, chest, chin
2. sell, shell, shame, shun
3. play, plain, plant, blade
4. pill, fill, fail, fork
5. town, down, torn, ton

e. Taking odd ones in final consonants.

1. sin, sing, wing, rang
2. safe, save, calf, off
3. path, north, south, wreathe
4. badge, ridge, rich, grudge
5. loved, saved, moved, missed /mist/

2. Rectification for Orthographical Errors

To avoid orthographical errors in writing, more words should be practised in agreement with the pronunciation. According to phonemes, the way of studying spelling for the words should be taught. In this way, stress and pause play important role.
<table>
<thead>
<tr>
<th><strong>Words</strong></th>
<th><strong>Way to spell</strong></th>
<th><strong>Way to pronounce</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) car</td>
<td>car</td>
<td>/ka : ' /</td>
</tr>
<tr>
<td>part</td>
<td>pa - rt</td>
<td>/pa : t /</td>
</tr>
<tr>
<td>shame</td>
<td>sha - me</td>
<td>/ʃ ɪ m /</td>
</tr>
<tr>
<td>bride</td>
<td>bri - de</td>
<td>/'braid /</td>
</tr>
<tr>
<td>wrote</td>
<td>wro - te</td>
<td>/r ɒ t /</td>
</tr>
<tr>
<td>b) pocket</td>
<td>poc - ket</td>
<td>/'p ɒ k t /</td>
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<tr>
<td>above</td>
<td>a - bove</td>
<td>/ə' bʌ v /</td>
</tr>
<tr>
<td>attempt</td>
<td>at - tem - pt</td>
<td>/ə'tem pt /</td>
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<tr>
<td>dusty</td>
<td>dus - ty</td>
<td>/d ʌ st i /</td>
</tr>
<tr>
<td>doctor</td>
<td>doc - tor</td>
<td>/d ə k t ə /</td>
</tr>
<tr>
<td>c) politics</td>
<td>po - li - tics</td>
<td>/'p ɔ l i t i k s /</td>
</tr>
<tr>
<td>general</td>
<td>ge - ne - ral</td>
<td>/'dʒ ɛ n ə r /</td>
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<tr>
<td>tradition</td>
<td>tra - di - tion</td>
<td>/tra'dɪʃən /</td>
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<tr>
<td>dynamic</td>
<td>dy - na - mic</td>
<td>/də'naɪmɪk /</td>
</tr>
<tr>
<td>d) political</td>
<td>po - ti - ti - cal</td>
<td>/pə'litɪkl /</td>
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<tr>
<td>economics</td>
<td>e - co - no - mics</td>
<td>/e'kɒnɒmɪks /</td>
</tr>
<tr>
<td>electrify</td>
<td>e - lec - tri - fy</td>
<td>/ɪ'lektɹɪfɪ /</td>
</tr>
<tr>
<td>certificate</td>
<td>cer - ti - fi - cate</td>
<td>/sə'tɪfɪk /</td>
</tr>
</tbody>
</table>
3. Rectification for Lexical Errors

To avoid lexical errors both in speaking and writing, more exercises should be given in homophones.

**Exercises:**

<table>
<thead>
<tr>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1. The people were astonished when they saw a ________ (troupe / troop). troop</td>
</tr>
<tr>
<td>2. We grow paddy and ________ (maize / maize) maize</td>
</tr>
<tr>
<td>3. These flowers have a sweet ________ (scent / sent) scent</td>
</tr>
<tr>
<td>4. The stout woman was advised to reduce her ________ (wait / weight) weight</td>
</tr>
<tr>
<td>5. New brooms sweep clean but old brooms ________ (know / no) know</td>
</tr>
</tbody>
</table>
b. 1. The peacock ________ (thrown / throne) 
   was smuggled out of India              throne

2. The ________ (birth / berth) of a baby gave 
   the couple great joy.                  birth

3. The women quarrelled but the men 
   maintained a ________ (discrete/discreet) 
   silence                               discreet

4. His ________ (principal / principle) is 
   to work in the fields till his death.  principle

5. Money makes the ________ (mar / mare) go.  mar

c. 1. As a ________ (vein / vain) was cut he began 
   to bleed profusely.                    vein

2. I'll meet you a little ________ (latter / later)    later

3. She got a gift ________ (cheque / check) from 
   her uncle.                             cheque

4. All the members expressed a strong 
   ________ (decent / dissent) to the 
   proposal.                             dissent

5. As the only ________ (heir / hair) of his 
   dead father, Muthu inherited all the property  heir
d. 1. Mr. Swamy is the ________ (soul / sole) proprietor of the company.  

   sole

d. 2. I wish to join the National Cadet ________ (Corps / Coropse)  

   Corps

d. 3. The Marina ________ (beech / beach) is becoming more and more polluted.  

   beach

d. 4. The merchant built a house with a spacious ________ (seller / cellar)  

   cellar

d. 5. The ________ (aisle / isle) of the bus is very narrow.  

   aisle

e. 1. There were three airline ________ (personal / personnel) on the plane that crashed.  

   personnel

e. 2. The ________ (grisly / grizzly) murder took place in broad daylight.  

   grisly

e. 3. The second party took a different ________ (root / route) to Sabarimala.  

   route

e. 4. My father has applied for a ________ (loan / lone) of Rs.5000/-  

   loan

e. 5. He tried hard to ________ (bridal / bridle) his anger.  

   bridle
f. 1. The ________ (desert/ dessert) served in the feast was delicious.  
2. They reserved a ________ (suite / sweet) for the Chief Guest.  
3. Smith is a ________ (minor / miner) in the gold fields.  
4. The police party will ________ (check / cheque) all the incoming vehicles.  
5. She untied the ________ (cord / chord) and set the little dog free.

g. 1. I ________ (pray / prey) for your speedy recovery.  
2. It's all against the ________ (cannons / canons) of justice.  
3. A large number of cinema ________ (artistes / artists) attended the function.  
4. The ________ (breech / breach) in the dam has to be sealed immediately.

h. 1. The camel is called the ship of the ________ (desert / dessert)
2. The robbers looted the miser's __________
   (hoard / horde)                          hoard

3. My uncle is a member of the __________
   (censor / censer) board.                 censor

4. Wearing __________ (lose / loose) trousers
   has become a fashion once again.         loose

5. Many chemicals are needed to prepare this
   __________ (die / dye)                   dye

i. 1. She boarded the ship and __________
    (waved / waived) goodbye to everyone.   waived

2. It is not easy to play the __________
   (roll / role) of a comedian.             role

3. __________ (Its / It's) no use crying over
   split milk.                              It's

4. The young girl took her __________
   (queue / cue) from her mother who was
   once a famous actress.                   cue

5. The funeral __________ (rites / rights) will be
   held tomorrow.                           rites
j. 1. The boy threw a ________ (peace / piece) of bone to the dog.
   piece
2. Let's go to the book_______ (fare / fair) fair
3. Mr. Amarnath has been the _______
   (principal / principle) of this college for the past eleven years.
   principal
4. I have lived in hills and ________
   (planes / plains) plains
5. A ________ (herd / heard) of elephants entered the village around midnight.
   herd

4. Rectification for Grammatical Errors:

   Students did grammatical errors both in speaking and writing in the areas viz. articles, prepositions, concord and numbers. Hence, more exercises and practice should be given in these areas.

   a. Practice in articles
      Examples
      
      I a boy
      a book
      an honest man
an honourable proposal
an uncle of mine
a union leader
a European nation
a one-rupee note
a united effort
a unit test
an ugly monster
an urgent call
an unclean child
the Ganges
the Himalayas

II The Ramayana and the Mahabaratha

The tiger is a beautiful animal.
The elephant is a useful animal.
The sky is blue.
The sun is the centre of the solar system.
Exercises:

Put a X mark where error is found. If there is no error put the mark under D

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rama made an universal appeal(x)</td>
<td></td>
<td>to all</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Leela is a M.A. (x) in English</td>
<td></td>
<td>in the class.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Babu is a honest boy(x) in the class.</td>
<td></td>
<td>was a horrible sight</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Road accident (x) at Anna Salai</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The cow is an useful(x) animal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Children saw a huge elephant in the street (x)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Earth revolves round the sun.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sita plays flute (x) everyday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Every dark cloud has silver linging(x)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Verb is the word(x) in a sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I met an European (x) in my school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>A bird in the hand is worth two in a bush (x)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Gopu's father is a engineer (x) in Madras.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Violin is more difficult to play than piano (x)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Do you prefer town or country? (x)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Village hotel(x) provides all facilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Bala knows in and outs (x) of that matter.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. If you hear engaged tone (x) replace the receiver and dial again.

19. We will meet you at hotel (x) after the show.

20. If you hear far from here to the hospital (x)

b. Practice in Prepositions:

Examples:

1. There are a dozen stations between Egmore and Thambaram.
2. Germany is the richest among the nations of Europe.
   
   Verb + Preposition ..., phrase:

3. Do you agree with me?
4. The driver was accused of rash driving?
5. You must act upon my advice.
6. The girl boasts of her new watch.
7. Do you approve of the proposal?
8. I depend on you to complete the work.
9. We must call for the police at once.

Exercises:

Point out the errors putting a cross (X) against the group. If there is no mistake put a cross against D.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The chair is</td>
<td>made of</td>
<td>teak wood</td>
<td>(X)</td>
</tr>
<tr>
<td>2</td>
<td>The snake smoothly</td>
<td>went for (x)</td>
<td>the hole</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How do</td>
<td>metals</td>
<td>different with non metals? (X)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>We placed</td>
<td>the ladder</td>
<td>on the wall (X)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The little boy is</td>
<td>good in (X)</td>
<td>music</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My friend insists for (X)</td>
<td>buying</td>
<td>foreign goods</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am</td>
<td>looking for</td>
<td>a new house (x)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>He loves to</td>
<td>mingle for (X)</td>
<td>the poor</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The country is</td>
<td>oppressed to (X)</td>
<td>famine and poverty</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I persuaded him to study</td>
<td>to study</td>
<td>medicine (X)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>We are</td>
<td>prepared with (X)</td>
<td>the worst</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The two friends quarrelled</td>
<td></td>
<td>on each other (X)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I</td>
<td>saw him</td>
<td>in the workshop (X)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Indian Textiles are not</td>
<td></td>
<td>inferior to foreign goods (X)</td>
<td></td>
</tr>
</tbody>
</table>
b. Practice in Concord:

Examples:

1. The boy comes home.
2. No one was enjoying the show.
3. The colour of the covers is white.
4. One of the books on display is a masterpiece of the century.
5. Bread and butter are sold here.
6. Bread and butter is a staple food in the west.
7. The General with all his men is camping in the border town.
8. The General as well as the soldiers are camping in the border town.
9. The soldiers as well as the General is camping in the town.
10. Neither he nor I am in the wrong.

Exercises:

Complete the sentences by choosing the correct word.

1. One of the boys ________ (has / have) been selected to play for the school.
2. Everyone of those boys and girls is learning French.

3. Anyone of those books helps us prepare for the examination.

4. The father as well as the sons acts in a foolish way.

5. The leader with all his followers is marching to the fort.

6. The president and secretary has issued a warning.

7. The president and the secretary have a meeting with the workers.

8. All advice given to the boy is merely wasted.

9. All those wounded in the accident were taken to hospital.
10. Neither of the suspects ________ (is / are) speaking the truth.

11. I have a dozen autobiographies one of which ________ (is / are) about an unknown Indian.

12. Those men, some of whom ________ (has / have) come from different parts of the country are strangers to the place.

13. Gandhi is one of the leaders who ________ (has / have) changed the course of history.

14. Slow and steady ________ (win / wins) the race.

15. Two years ________ (is / are) is long enough to judge any work.

d. Practice in Numbers:

Examples:

1. Either of the dogs eats anxiously
2. Each of the boys is successful.
3. Either I or she loves pet animals.
4. Neither she nor I sing daily.
5. You who is ambitious will succeed.

Exercises:

Spot the segment of the sentence which contains the errors from the following sentences. If the sentence has no error, mark 'D':

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The logical and historical analysis of a language</td>
<td>usually coincide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bread and butter are what we usually have</td>
<td>for breakfast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The cabinet is hopelessly divided on the immigrants issue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It is clear that each of the trick is a sort of defensive mechanism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bank do not expect all depositors to withdraw their money at the same time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Whose are this cattle?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I bought three dozens oranges.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>he weighs above sixty kilos.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>One of my sister is rich</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The servant are in a hurry to finish their work.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Neither of the two boys was late.

12. The two first songs were delightful.

13. The letters was written by her sister

14. Every student is expected to finish their work by today.

15. If any one comes ask them to come in.

5. Rectification for Discourse Based Errors.

a. Practice in tenses.

Examples

1. The girl undergoes a medical check up once in two months.
2. The phone has been ringing for five minutes
3. The Minister visited Japan last year.
4. After I had finished the work, I left the hall.
5. We will have general elections next year.
Exercise:

Fill in the blanks with the correct form of Tenses.

1. The meeting ______ just ______ (end).

2. The teacher ______ (cancel) a test yesterday.

3. There ______ (be) an accident while the car ______ ______ (be, take) a curve.

4. God ______ ______ (have, create) Adam before he ______ (make) Eve.

5. the children ______ ______ ______ (be, shout) till father ______ (come).

b. Practice in Voices:

For practising Voices, the following model prepared by the researcher in a Tabular Form should be taught.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Tenses</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Present</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Simple</td>
<td>He eats a mango</td>
<td>A mango is eaten by him</td>
</tr>
<tr>
<td>2.</td>
<td>Continuous</td>
<td>He is eating a mango</td>
<td>A mango is being eaten by him.</td>
</tr>
<tr>
<td>3.</td>
<td>Perfect</td>
<td>He has eaten a mango</td>
<td>A mango has been eaten by him.</td>
</tr>
<tr>
<td>4.</td>
<td>Perfect</td>
<td>He has been eating a mango.</td>
<td>(No Passive Voice)</td>
</tr>
<tr>
<td></td>
<td>continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Past</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Simple</td>
<td>He ate a mango</td>
<td>A mango was eaten by him</td>
</tr>
<tr>
<td>6.</td>
<td>Continuous</td>
<td>He was eating a mango</td>
<td>A mango was being eaten by him.</td>
</tr>
<tr>
<td>7.</td>
<td>Perfect</td>
<td>He had eaten a mango</td>
<td>A mango had been eaten by him.</td>
</tr>
<tr>
<td>8.</td>
<td>Perfect</td>
<td>He had been eating a mango</td>
<td>(No Passive Voice)</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Future</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Simple</td>
<td>He will eat a mango</td>
<td>A mango will be eaten by him.</td>
</tr>
<tr>
<td>10.</td>
<td>Continuous</td>
<td>He will be eating a mango</td>
<td>(No Passive Voice)</td>
</tr>
<tr>
<td>11.</td>
<td>Perfect</td>
<td>He will have eaten a mango</td>
<td>A mango will have been eaten by him.</td>
</tr>
<tr>
<td>12.</td>
<td>Perfect</td>
<td>He will have been eating a mango.</td>
<td>(No Passive Voice)</td>
</tr>
</tbody>
</table>
c. Practice in Sentence Patterns

More exercises should be given

Exercises:

I. Identify the patterns of the following sentences:

1. She made a new dress yesterday.
2. My brother is teaching German.
3. Della sent Jim a card.
4. He got his shoes wet.
5. She sent us some foreign stamps.
6. Many critics criticised the play.
7. The noise faded away.
8. She recognised him as a genius.
9. They had their lunch in the late hours.
10. My brother is an engineer in Kuwait.

II. Frame five sentences on your own for each of the following sentence patterns:

1. S + V + O
2. S + V + A
6.4 Suggestions

The followings are some of the suggestions to enlighten learning English effective and beneficial.

1. Suggestions Regarding Higher Secondary Text Books

Evaluation on Text Books was not done by the researcher. The suggestions given by the teachers in the Questionnaire through Suggestion Column were collected. The points collected are as follows.

The first year text has more scanning newspaper items than the second year text. The Teachers's Hand Book gives guidelines to the teachers. But the way to attain the tasks and the practical time to acquire them is not mentioned. The allotment of time should be
mentioned. The texts should contain more lessons and poems in which some may be left for the students' choice. The intelligent students may read full and the rest may do at their choice. In text books, importance should be given to Indian English writers in point of view of simplicity. The Hand Book should precisely define more how to teach than what to teach. It should also explain the way through which the skills to be practised. The Work Book should not make the materials laborious but should concise them.

2. Suggestions Regarding the New Type of Question Papers and Evaluation

The question papers should include questions to test knowledge as well as the skill of the students. For all Science subjects like Physics and Chemistry which come under knowledge subjects, practical examinations are conducted for 50 marks. But languages like English come under skill subjects. So practical examinations should be conducted for 100 marks. It is a must to evaluate the whole performance of every student. It should be done allover the year. For the First year examination, the practical assessment should be done allover the First year and for the Second year public examination, it should be done allthrough the Second year terminally and periodically. The two papers each containing 100 marks may be divided into two, the first paper theory for 100 marks and the second practical for 100 marks. The first paper
can test the application, comprehension, vocabulary and knowledge of the students. The question paper should include more questions with full of choices which facilitate all types of students, urban and rural to attend from easy to difficult. Hence the performance should be balanced and the marks scored by the students should be almost impartially equal. The second paper should evaluate aural, oral and communicative skill of the students. The measurement should be varied according to the sources available in the area.

For example, filling up the Railway Reservation Forms, Bank Challans, Money Order forms, etc; is impracticable in remote rural areas. The students may be taken to the spots for practical knowledge. Considering the limitations of the rural students, the practical evaluation for 50 marks should be done by the same school teacher as the internal examiner and for the remaining 50 marks, it should be done by the external examiner from other schools. So urban and rural students should get the balanced marks. The saying that examination is a system of checking only memory power, one who crams well can score well is eliminated in this new process. Trying for malpractice in examination becomes unnecessary.
# Model Question Papers Are Given Here
## For Implementation

### Paper I Theory

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Area / Sub-area</th>
<th>No. of Qns.</th>
<th>Maximum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Prose</strong> :</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Short Answer Questions (20 to 30 words each)</td>
<td>5 out of 10</td>
<td>5 x 2 = 10</td>
<td></td>
</tr>
<tr>
<td>b) Essay (250 words)</td>
<td>1 out of 4</td>
<td>1 x 15 = 15</td>
<td></td>
</tr>
<tr>
<td>c) Synonyms (objective) Textual</td>
<td>5</td>
<td>5 x 1 = 5</td>
<td></td>
</tr>
<tr>
<td>d) Antonyms (with multiple choice)</td>
<td>5</td>
<td>5 x 1 = 5</td>
<td></td>
</tr>
<tr>
<td>e) Idioms and phrases</td>
<td>5 out of 8</td>
<td>5 x 1 = 5</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Poetry</strong> :</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) ERC (30 words each)</td>
<td>5 out of 10</td>
<td>5 x 2 = 10</td>
<td></td>
</tr>
<tr>
<td>b) Appreciation Questions (30 words each)</td>
<td>5</td>
<td>5 x 2 = 10</td>
<td></td>
</tr>
<tr>
<td>c) Short Essay (200 words)</td>
<td>1 out of 4</td>
<td>1 x 10 = 10</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Supplementary Reader</strong> :</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Comprehension (objective Type Multiple Choice)</td>
<td>10</td>
<td>10 x 1 = 10</td>
<td></td>
</tr>
<tr>
<td>b) Essay (250 words)</td>
<td>1 out of 4</td>
<td>10 x 1 = 10</td>
<td></td>
</tr>
<tr>
<td>4. <strong>General Essay (250 words)</strong> (from personal social and science topics)</td>
<td>1 out of 4</td>
<td>10 x 1 = 10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Marks</strong></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

226
II Paper (Practical)

TEST OF AURAL ORAL AND COMMUNICATIVE SKILLS

I Part: Assessment by the Internal Examiner.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Items</th>
<th>Maximum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Prose:</strong>&lt;br&gt;Listening to a News Item read out in the class followed by a written test for comprehension</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Speaking and Phonology</strong>&lt;br&gt;a) Reading &amp; short passage (for accent pause)&lt;br&gt;b) Role playing&lt;br&gt;c) Word Stress&lt;br&gt;d) Pause&lt;br&gt;e) Picking odd ones out&lt;br&gt;f) Homophones - Selection Type&lt;br&gt;g) Intonation - Identification.&lt;br</td>
<td>h) Stress Shift - Explanation of the given sentence</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Reference Skills</strong>&lt;br&gt;Using a dictionary in vocabulary point of view for the words taken from Newspapers</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Marks 50
## II Part: Assessment by the External Examiner.

**Duration:** 3 Hours

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Area / Sub - area</th>
<th>Maximum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Communication &amp; Other tasks</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Filling up a Money Order Form or Railway Reservation Form.</td>
<td>$5 \times 4 = 20$</td>
</tr>
<tr>
<td></td>
<td>b) Letter Writing (Responding to a letter or advertisement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Paragraph writing (Describing a Process)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Summarising</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Grammar</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Error Spotting</td>
<td>$5 \times 6 = 30$</td>
</tr>
<tr>
<td></td>
<td>b) Rephrasing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Word Order</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Sentence Patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Transformation (Simple, Compound and Complex sentences with Conditional Clauses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Writing a dialogue from a report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Marks</td>
<td>$50$</td>
</tr>
</tbody>
</table>
3. Suggestion regarding Examination and Evaluation

The examination should test the mastery of the students over the four skills, including spelling test, word building, grammar, vocabulary, phonology, reading and writing comprehension, etc. As examination is concerned, it should be modified in following ways. Instead of Quarterly and Half yearly Examinations conducted at present, two Semester Public Examinations should be conducted each for 600 marks in the first year aggregating 1200 marks and the same system should also be followed in the second year. Before the Public Examinations, tests or revision tests should be conducted in each year. Model tests or revision tests may be conducted. The same applies to practical examination also.

A model is given here for implementation.

I SEMESTER IN THE FIRST YEAR

<table>
<thead>
<tr>
<th></th>
<th>Language I</th>
<th></th>
<th>100 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Language II</td>
<td></td>
<td>100 Marks</td>
</tr>
<tr>
<td>II</td>
<td>Four main subjects each containing 100</td>
<td></td>
<td>400 Marks</td>
</tr>
<tr>
<td>III</td>
<td>Total</td>
<td></td>
<td>600 Marks</td>
</tr>
</tbody>
</table>
II Semester in the first year should have same pattern noted above.

In the Second year, two Semester Examinations should have the same pattern of the first year.

4. Suggestion on Motivation and Techniques

Motivation in the class room is an important factor which concerns all teachers at all stages of teaching. If the English teacher succeeds in imposing conditions that influence students motivation and increase efficient learning, the job of teaching can be made easier and many class room problems will be automatically solved. The needs and motives are the bases of motivation. The teacher must create needs for learning in the class in order to arouse motivation. The students should be clearly informed about the result of learning. Another important point which the teacher should keep in his mind is that students have differences of intelligence, emotional and socio economic status. Hence the teacher must adopt various techniques to motivate the students and attain the set goal. It should be within the reach of students. If the teacher motivates the students properly, he will find a fine interaction to proceed his communicative language teaching.
"Interaction is the key for communicative language teaching that is interaction between teacher and student, student and teacher, student and student, student and author's of text and student and the community that speaks the language" (Rivers, 1987)

Some examples for motivation have been given in the prose lessons. Some more examples in the same pattern are given here.

1. How was India's batting in One day Cricket?
2. Pronounce correctly
   Euphemism, Psalm, Oust, Finance, Referee, Captain, Wrestle
3. If you add 'der' to the youngster, he becomes a lift made of wood or steel. What is it?
   Lad - der ...... Ladder
4. The meaning differs completely because of 'coma' and stress mark (the black board is used as a motivational instrument).
   'Leave him, 'not kill him. (Leave him, don't kill him)
   Leave him not, 'kill him. (Kill him, don't leave him)
5. What would you do if you were the President of India?

6. Wife: Do you know how I had been toiling with this baby in the cradle?

Husband: Oh, dear! 'The hand that rocks the cradle rules the world'

Wife: That's great. Now I feel that I should let my dear husband rule the world for a couple of hours.

5. Suggestions Regarding the Role of Authorities and the Government

The role of the authorities in establishing communicative skill is vital, constructive and constant. The survey of educational practices over the past three decades will give light that in the name of specialization, upgrading and equalization with the western system, many changes in the English Language Teaching principles and syllabus have been introduced without bringing reforms in the classroom methodology and evaluation methods. The successful teaching learning process of English requires competent teachers, conducive students, infrastructural facilities such as class rooms, equipments, laboratories, journals, books as well as opportunities for hands-on experience and project work. The changes in the syllabus are periodically carried out to impress the academic world. The authorities should give a keen importance to the materials to be
specially prepared to teach effectively in English. A special interest should be laid on the preparation of the text books. The text book should contain lot of portions varied from easy to difficult by which the rural students can understand and comprehend some of them clearly. They include attractive pictorial illustrations, motivational sources and the exercises for developing all the four skills generally and communicative skill particularly.

The authorities should supply materials so that the schools possess adequate number of books in the library to emphasize individualised reading. Some modifications should be done in curriculum also. According to the principles of language teaching, data should be administered for how pupils interact with each other. Groups can be formed to emphasize effective and qualitative education.

The teachers of English are not given due recognition for which they deserve. The marks obtained in English are not considered for aggregation for awarding grades and particularly for Cut off marks in the Entrance Examination of the Professional courses. This system in practice has devalued the importance of English language. This is one of the reasons for the decline of Standard of English. It results a negative impact on the graduates, post graduates and professional degree holders. They are not proficient enough to express themselves in English even after completion of the courses. Reforms in education especially in the
examination system are the need of the hour. Hence the authorities should consider this point that English should be given significant importance in the point of view of Examination at the Higher Secondary level.

Some States in India possess language laboratories so that second languages like English are properly and phonetically taught. These facilities should be provided in Tamilnadu atleast in District headquarters. Every school should possess big library including language sections with sufficient reference books, periodicals and current magazines. These should be frequently utilised by the teachers and the taught. In order to enrich vocabulary, proficiency and communicative skill of the teachers, programmes like Seminars, Inservice, Orientation and Refresher Courses should be conducted periodically. English Language Teachers Association under the guidance of ELTAI (English Language Teachers Association of India) at Taluk level should be organised and all English teachers and Heads should be compulsorily made members. Chances for discussions, writing papers, articles and for doing research work should be provided. Experienced teachers should be sent abroad under teacher exchange programme in the set climate to equip themselves with the current trends, changes and developments in the field of English Teaching. It is useful in the sense that experienced teachers give intensive training to other teachers with the advanced techniques of language teaching from their enriched language skills. Bridge Courses from Elementary level to University level should be organised and with the
cooperation and coordination of the experienced scholars, guest lectures should be provided to the teachers and workshops should be arranged to the students in order to provide a direct communication. Chances should be extended to the students to talk, discuss, write and create articles. A district level language and literary exhibition may be conducted once in a year. Every school is provided with Cassettes, Tap Recorders, Televisions and Computers. All these are kept in language laboratory. Teachers should use them and demonstrate at free hands. Teaching should be 75 per cent and the remaining 25 per cent on other activities including assignment, project work and research work. Teaching should include the active participation of the teacher in language laboratory work. The same applies to the students. The activities and the performance of the students should be analysed all through the year by the teacher in the school and at the end of the year by the teacher from outside as external examiner.

As Communicative Language Teaching is very important, the government should recognize it and make it successful by providing essential facilities. In most of the Matriculation schools, students are supplied with cheap edition dictionaries, grammar books and books on communicative skill. Hence the government should take steps to supply books to the students and teachers. An Orientation course should be conducted to the students at school level atleast once in a year.
6. Suggestions from other English Teachers through the Questionnaire.

At this juncture, it is apt to quote the views of other English teachers.

Through the Questionnaire more than 100 English teachers among 150 have given the following suggestions for better improvement of English teaching and for the successful implementation of the new techniques.

1) In view of developing teaching techniques, language laboratories should be introduced. New way of scientific approach is to be adopted. More Audiovisual aids may be equipped in the laboratory. Teachers should be compelled to teach only in English.

2) Group discussions may be arranged so that students can develop own ideas. Seminars may also be arranged.

3) Refresher courses should be organised so that teachers can be aware of new techniques. Modern methods and instruments should be made available. Assignments not only from the exercises at the end of each lesson but also from periodicals and magazines may be given to the students. Quiz programmes should be conducted to enhance immediate response from the students.
4) Simplified text books in communicative aspect should be prescribed. Lessons should be limited.

5) Newspapers should be utilized for developing all kinds of skills. More reference books should be prescribed.

6) Marks for internal assessment should be increased from 20 to 50 like other Science subjects.

7) More periods and more time should be allotted in order to give intensive coaching.

8) Strength of each class should be minimized in order to avoid overcrowd. The strength of each class should be limited to 40.

9) Good class room climate should be provided.

10) Examination system is to be revised. Rating test should be conducted to check the language skills.

11) Viva-voce should be introduced during Aural-Oral Examination hour. English marks should be considered for professional courses and other courses.

12) The Higher secondary course should be renamed as Junior College as it is in many States in India. More infrastructural facilities should be provided.